2022-2025 ACSD Technology Plan

ACSD District Mission (Q1)

We will provide students with a safe, engaging, and challenging learning environment in order that they are prepared for success in a global society.

ACSD Vision Statement (Q2)

In order to achieve our Mission, we will establish positive relationships within the school and community in order to provide superior, innovative educational opportunities that promote lifelong learning.

Additionally, we believe that technology is essential to our success. It is our goal to provide superior quality educational opportunities, in the most efficient manner, to enable our students to be successful learners and as future members within a global society.

SECTION II – STRATEGIC TECHNOLOGY PLANNING

ACSD Instructional Planning Process (Q3)

On December 16th, 2021, the Technology Committee met to draft a vision for instructional technology and identified priority areas creating five new goals and developed the action steps. The group met for a full day to complete this work. The goals were reviewed and approved by the Digital Transformation Team. Members of the Technology Committee, Digital Transformation Team, and other stakeholders finalized the plan on March 8th. Once reviewed, the final plan will be reviewed and approved by ACSD Board of Education.

Group Members (Q3)

Name	Title
Jeremy Smith	1st Grade Teacher
Dan Moltion	MS/HS Technology Teacher
Morgan Knowles	5th Grade ELA/SS Teacher
Crystal Bonham	K Special Education Teacher
Michelle Buchanan	MS/HS Art Teacher
Corey Driskell	6th Grade Teacher/Parent
Stacey Rawleigh	5th Grade Math/Science Teacher
Holly Brightman	HS Math Teacher
Kerry Moultrup	6th Grade Science Teacher
Katie Cooke	Regional Technology Instructional Coach
Heidi VanWoert	Technology Integration Coach/District Technology Coordinator
Alonzo Toby	Technician
Jim Peiffer	Director of Curriculum and Instruction
Joe DioGuardi	Superintendent
Allison Stephens	HS Administrator
Kris Benton	MS Administrator/Parent
Georgia Weed	Elementary Administrator
Tanya Loomis	CSE Chair/Valley Administrator
Scott Vang	Director of Technology
Mason Faucett Cara Smith	Technician Teacher

Continuation of Work (Q4)

Our previous technology plan was focused on upgrading our infrastructure by providing devices to all students and instructional staff, as well as implementing a learning management system. In addition, we initiated district-wide professional development such as modeling blended learning strategies, implementing digital citizenship in the classroom, and using district vetted programs with students and staff.

The Technology Committee met on March 18, 2021, to complete a goal review identifying the status of each of the five goals as completed, will be completed prior to the new plan, needs to be reviewed, needs to be renewed with updates, or needs to be removed completely. After collecting the data and having an extensive conversation with the team, we established categories for our future goals that were developed this year.

The new plan builds on these original foundational goals by maintaining a device replacement plan to keep current technology in the hands of our students and instructional staff. It also provides meaningful, purposeful, and ongoing professional learning for all instructional staff to meet the needs of New York State Computer Science and Digital Fluency Standards while maintaining valuable parent communication and staff collaboration.

Response to COVID Pandemic (Q5)

At the start of the pandemic, ACSD was prepared to pivot to online learning. Our students each had access to a personal school issued device and were routinely using our learning management platform, allowing staff and students to navigate online and hybrid learning.

Teachers have transitioned lessons through yearlong wave training that prepared them to leverage the LMS as a collaboration and communication tool and learned best practices for device management inside the classroom.

In response to the pandemic ACSD quickly added:

- **Device Deployment:** 100% Device Deployment to all students (ACSD deployed devices to all students within the first week of shut down.)

- **Video Conferencing Technology:** Zoom (Teachers and students were able to communicate in the virtual classroom.)
- **Professional Development: Daily** Professional Development Power Hours and Office Hours (Teachers attended daily mini lessons, collaborated with one another, and asked questions hosted by the Technology Integration Coach and the BOCES Support Team)
- **Connectivity: Hot** Spots and Open Campus (Hot Spots were added at three locations throughout the district and open access on campus was available from parking lot.)

The new technology plan updates and maintains our one-to-one device initiative. It prepares all teachers to use technology in a meaningful and purposeful way, while providing support to transform their lessons into creative, authentic learning experiences. This allows teachers to align with the NYS Computer Science and Digital Fluency Standards.

By emphasizing communication, stakeholders, parents, coaches, and club leaders are highly encouraged to use ACSD's LMS to communicate, collaborate and support their students' learning and extracurricular activities.

District Device Deployment (Q6)

100% of ACSD students K-12 have their own personal school issued device.

Professional Development Plan (Q7)

Professional Development Team

ACSD employs a full-time TOSA position as a Technology Integration Coach and contracts with GST BOCES to provide a .4 Instructional Support Specialist (ISS).

Together they:

- Collaborate with administrators, staff, and the Director of Curriculum and Instruction to provide ongoing relevant professional learning opportunities for all staff through district conference days, staff release days, participation in BOCES Model Schools and SIP programs, and afterschool offerings.

- Facilitate the Digital Transformation Team and Technology Committee to align professional development opportunities with our infrastructure.
- Use surveys, meetings, and individual requests to gather the most up to date data and professional development needs of ACSD staff.

Plan for Professional Development Programs

ACSD, in conjunction with the ACSD Professional Development Plan, will determine the future direction of professional development of all staff, both instructional and non-instructional, to provide relevant, timely, and meaningful learning experiences. These sessions will be determined using relevant and current data as deemed by the state of New York and Addison Central School District.

Delivery of Professional Development Programs

ACSD provides ongoing professional development opportunities during superintendent conference days, after school workshops, asynchronous learning modules, one on one individualized learning sessions, department/grade level meeting sessions, new instructional staff year-long trainings, Model Schools, and summer offerings. For staff members who need individualized support, personalized professional development sessions are offered as frequently as needed to prepare staff for the next level of teaching.

Digital Content (Q1) – Score: moderately

ACSD uses standards-based, accessible digital content that supports all curricula for all learners.

Digital Use (Q2) Score: significantly

ACSD's learners, teachers, and administrators are proficient in the use of technology for learning.

Digital Capacity & Access (Q3) Score: significantly

ACSD's technology infrastructure supports learning and teaching in all of Addison's environments.

Leadership (Q4) Score: significantly/fully

ACSD's District Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

Accountability (Q5) Score: significantly

ACSD information is posted on our website, is easy to access, and is easily understood. Information provided includes the results achieved by the district in our efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.

2022-2025 ACSD Technology Plan Goals

Goal 1 – Hardware/Software

ACSD will develop and implement a system to evaluate, replace, and maintain high-quality technological resources for both students and staff by Fall 2025.

Goal 2 – Professional Development

100% of ACSD instructional staff will participate in consistent and relevant professional development which will be focused on equitable technology use, integration, and instructional design by 2025.

Goal 3 – Standards

100% of Instructional Staff will provide learning opportunities so that all students will be working towards mastery on grade-level computer science and digital fluency state standards across all content areas by 2025.

Goal 4 – Parent & Families Communication

100% of ACSD stakeholders will use the LMS for parent communication by 2025.

Goal 5– Staff Collaboration

100% of administration and instructional staff will use the school resources in the LMS and Share Point to collaborate by 2025.

SECTION IV – ACTION PLAN – GOAL 1

Hardware/Software (Q1)

ACSD will develop and implement a system to evaluate, replace, and maintain high-quality technological resources for both students and staff by Fall 2025.

NYSED Goal Alignment (Q2)

Design, implement, and sustain a robust, secure network to ensure sufficient reliable high-speed connectivity for learners, educators, and leaders.

Target Student Population(s) (Q3)

- All students
- Early Learning (Pre-K – 3)
- Elementary/intermediate
- Middle School
- High School
- Students with Disabilities
- English Language Learners
- Students who are migratory or seasonal farmworkers, or children of such workers
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- Students who do not have internet access at their place of residence
- Students in foster care
- Students in juvenile justice system settings
- Vulnerable populations/vulnerable students
- Other (3a)

Additional Target Population (Q4)

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

Goal Measurement (Q5)

Our Digital Transformation Team, with the assistance of our Technology Committee and Software Vetting Committee, will review and adjust the established policies and replacement cycles pertaining to both software and hardware on a yearly basis during their monthly and

quarterly meetings to ensure the current resource replacement and new purchasing plans are meeting the needs for all stakeholders and will adjust as necessary. The goal's success will be measured by 100% of students and staff having their own personal district issued device along with the appropriate software.

Action Steps – Goal 1 (Q6 & Q7 if more than 4 AS)

Goal 1	Action Step	Action Step - Description	Responsible Stakeholder	"Other" Responsible Stakeholder	Anticipated Date of Completion	Anticipated Cost
Action Step 1	Policy/Protocols	Yearly Review of the Software Vetting/Purchasing Plan	Other	Digital Transformation Team	6/30/2025	$225,000
Action Step 2	Policy/Protocols	Annually review current infrastructure and upgrade, replace, and repair as needed.	Other	Digital Transformation Team	6/30/2025	$350,000
Action Step 3	Policy/Protocols	Annually review device replacement schedule against current student/instructional staff levels to determine yearly device purchasing decisions.	Other	Digital Transformation Team	6/30/2025	$600,000
Action Step 4	Policy/Protocols	Develop a replacement schedule and review annually interactive panels & other classroom technology needs to determine purchasing decisions.	Other	Digital Transformation Team	6/30/2025	$50,000
Action Step 5	Professional Development	Train teachers on new or updated software/hardware purchases	Instructional Technology Coach	N/A	6/30/2025	$36,000

Goal 2 – Professional Development (Q1)

100% of ACSD instructional staff will participate in consistent and relevant professional development which will be focused on equitable technology use, integration, and instructional design by 2025.

NYSED Goal Alignment (Q2)

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

Target Student Population(s) (Q3)

- All students
- Early Learning (Pre-K – 3)
- Elementary/intermediate
- Middle School
- High School
- Students with Disabilities
- English Language Learners
- Students who are migratory or seasonal farmworkers, or children of such workers
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- Students who do not have internet access at their place of residence
- Students in foster care
- Students in juvenile justice system settings
- Vulnerable populations/vulnerable students
- Other (3a)

Additional Target Population (Q4)

- Teachers/Teacher Aides
- Administrators
- Technology Integration Specialists
- Other

Goal Measurement (Q5)

Our professional development success is measured in a variety of ways. Participation is divided into either grade level, curriculum area, building level, or skill level. Depending on the focus of the professional development, 100% participation will be required and measured by attendance and follow up trainings will be provided for those not in attendance. After

each professional development training, participants are required to complete a reflection and/or exit ticket to evaluate the success of the session. Participants are also asked to answer questions that are a check for understanding and complete a self-reflection survey that provides trainers and administrators insight into whether the intended purpose of the training aligns with the feedback provided by the attendees. Based on the results, ACSD will re-evaluate and adjust professional development sessions as necessary.

Action Steps – Goal 2 (Q6 & Q7)

Goal 2	Action Step	Action Step - Description	Responsible Stakeholder	"Other" Responsible Stakeholder	Anticipated Date of Completion	Anticipated Cost
Action Step 1	Planning	Annually review PD trainings pertaining to technology and plan for the upcoming school year according to current needs.	Other	Director of Curriculum & Instruction & the Digital Transformation Team	6/30/2025	$0
Action Step 2	Professional Development	Ongoing instructional staff PD focused on integrating meaningful technology into lessons.	Other	Digital Transformation Team	6/30/2025	$150,000
Action Step 3	Professional Development	Annual training in cybersecurity, data security & privacy, and other relevant NYS education requirements.	Superintendent	N/A	6/30/2025	$0

Action Step 4	**Professional Development**	**Yearly survey of all staff identifying relevant technology needs to provide timely & meaningful PD opportunities for all district employees.**	**Other**	Digital Transformation Team	**6/30/2025**	**$0**
Action Step 5	**Professional Development**	**Instructional Technology Leaders will regularly attend conferences to stay up to date on relevant technology impacting the educational field.**	**Superintendent**	N/A	**6/30/2025**	**$30,000**

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Goal 3 – Standards (Q1)

100% of Instructional Staff will provide learning opportunities so that all students will be working towards mastery on grade-level computer science and digital fluency state standards across all content areas by 2025.

NYSED Goal Alignment (Q2)

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning.

Target Student Population(s) (Q3)

- All students
- Early Learning (Pre-K – 3)
- Elementary/intermediate
- Middle School
- High School
- Students with Disabilities
- English Language Learners
- Students who are migratory or seasonal farmworkers, or children of such workers
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- Students who do not have internet access at their place of residence
- Students in foster care
- Students in juvenile justice system settings
- Vulnerable populations/vulnerable students
- Other (3a)

Additional Target Population (Q4)

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

Goal Measurement (Q5)

During the 2022-2023 school year, ACSD will be building capacity through professional development. During the 2023-2024 school year, ACSD will be embedding the standards into existing curricula. The Technology Committee will be tasked with ensuring that each

standard has been incorporated into the curricula of its appropriate grade band. By the end of the 2024-2025 school year, ACSD will be measuring any gaps in the standards to ensure all students will be working towards mastery on grade-level computer science and digital fluency state standards across all content areas. ACSD in conjunction with the Technology Committee will implement an assessment program to evaluate student competency in the digital fluency standards.

Action Steps – Goal 3 (Q6 & Q7)

Goal 2	Action Step	Action Step - Description	Responsible Stakeholder	"Other" Responsible Stakeholder	Anticipated Date of Completion	Anticipated Cost
Action Step 1	Curriculum	Provide all instructional staff initial professional development on the new standards.	Other	Office of Curriculum Instruction with Instructional Technology Coach	Fall 2023	$0
Action Step 2	Professional Development	Provide all instructional staff ongoing professional development in small groups to embed standards in existing curriculum areas	Other	Office of Curriculum Instruction with Instructional Technology Coach	Jun-23	$0
Action Step 3	Evaluation	Monitor success of standards implementation, identify gaps, & adjust PD and classroom efforts as needed.	Other	Office of Curriculum Instruction with Instructional Technology Coach	6/30/2025	$5000

Action Step 4	Communications	Provide initial and yearly stakeholder communication utilizing multiple modes to introduce and celebrate implementation of the new standards.	Other	Digital Transformation Team/ Technology Committee	6/30/2025	$0

Goal 4 – Parent and Family Communication (Q1)

100% of ACSD stakeholders will use the LMS for parent and family communication by 2025.

NYSED Goal Alignment (Q2)

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning.

Target Student Population(s) (Q3)

- All students
- Early Learning (Pre-K – 3)
- Elementary/intermediate
- Middle School
- High School
- Students with Disabilities
- English Language Learners
- Students who are migratory or seasonal farmworkers, or children of such workers
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- Students who do not have internet access at their place of residence
- Students in foster care
- Students in juvenile justice system settings
- Vulnerable populations/vulnerable students
- Other (3a)

Additional Target Population (Q4)

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

Goal Measurement (Q5)

Success of the Parent and Family Communication goal will be determined based on an increase in the number of parents signed up to receive messages on our LMS, a decrease in the number of outside applications that are used by staff to communicate with parents, and an increased number of staff members using Schoology for communications purposes in addition to course work. Our LMS provides analytics that allow us to measure percentage increases/decreases for all three parameters.

Action Steps – Goal 4 (Q6 & Q7)

Goal 4	Action Step	Action Step - Description	Responsible Stakeholder	"Other" Responsible Stakeholder	Anticipated Date of Completion	Anticipated Cost
Action Step 1	Communications	Provide annual training(s) on LMS communication pieces for parents/guardians	Instructional Technology Coach	N/A	6/30/2025	$15,000
Action Step 2	Professional Development	Provide ongoing PD review for all internal stakeholders when necessary.	Instructional Technology Coach	N/A	6/30/2025	$0

Action Step 3	Implementation	**LMS is the primary source of all district communication unless an email is warranted. (Eliminate outside app communication)**	**Superintendent**	**N/A**	**9/30/2023**	**$0**
Action Step 4	**Policy/Protocols**	**Update and design policies and "How To's" to continue to improve communication between parents/guardians and the school district.**	**Other**	**Technology Committee**	**9/30/2023**	**$0**

Goal 5 – Staff Collaboration (Q1)

100% of ACSD administration and instructional staff will use the school resources in the LMS and Share Point to collaborate by 2025.

NYSED Goal Alignment (Q2)

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning.

Target Student Population(s) (Q3)

- All students
- Early Learning (Pre-K – 3)
- Elementary/intermediate
- Middle School
- High School
- Students with Disabilities
- English Language Learners
- Students who are migratory or seasonal farmworkers, or children of such workers
- Students experiencing homelessness and/or housing insecurity
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
- Students who do not have internet access at their place of residence
- Students in foster care
- Students in juvenile justice system settings
- Vulnerable populations/vulnerable students
- Other (3a)

Additional Target Population (Q4)

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

Goal Measurement (Q5)

ACSD will eliminate the Staff Collaboration Drive and Promethean Drive housing shared files and folders that do not allow for collaborative communication, to move toward a tool that allows both. In addition, ACSD will evaluate the LMS analytics to measure the usage of

groups and content. Finally, ACSD will review the Share Point file structure to indicate success.

Action Steps – Goal 5 (Q6 & Q7)

Goal 4	Action Step	Action Step - Description	Responsible Stakeholder	"Other" Responsible Stakeholder	Anticipated Date of Completion	Anticipated Cost
Action Step 1	Communication	Eliminate the number of emails containing files that would better be shared on the LMS by creating a matrix of best practices.	Other	Digital Transformation Team	6/30/2024	$0
Action Step 2	Professional Development	Provide ongoing PD review & best practices for all internal stakeholders when necessary.	Other	Digital Transformation Team	6/30/2025	$0
Action Step 3	Implementation	LMS is the primary source of collaboration materials for all district materials, unless a shared One Drive is needed.	Superintendent	N/A	6/30/2024	$0

Action Step 4	Policy/Protocols	Update and design policies and "How To's" to continue to improve collaboration between internal staff on the LMS.	Other	Technology Committee	1/31/2024	$0	

Comprehensive & Sustained Effort to Support Rigorous Academic Standards & Improvements for Students (Q1)

All ACSD students K-12 have their own personal district issued device that supports the attainment of rigorous academic standards and provides opportunities for improvement in student performance throughout the school year. Students are immersed in a digitally rich experience throughout their academic journey using the LMS as their central hub for learning. Age-appropriate technology is blended into each student's learning experiences throughout the day. Students have the world at their fingertips which allows them several digital opportunities to demonstrate their understanding of skills and concepts taught in the classroom. ACSD's compliant software applications, LMS, and computer device functionality provide a multi-layered approach to learning for all students and provides a variety of ways to express learning achievements and areas of growth. Teachers use data-driven technology to assess the student's learning through a digital platform in order to adjust their lessons and individualize instruction.

Equitable Learning Everywhere All the Time (Q2)

- *Short Term: ACSD* strives to provide equitable access to all students all the time. Students preschool age to third grade that are out of school for an extended amount of time can take their personal district issued device home when needed, students in fourth and fifth grade can take their devices home when needed to complete assignments, and all students grades six through twelve are issued a device at the beginning of each school year and have access to their devices for the entire academic school year. Due to the challenges of equal access in rural communities, ACSD has partnered with various vendors in order to provide hot spots, and centralized locations in three different areas around the district so that students and families are able to access the internet when needed to complete their academic schoolwork.
- *Long Term: ACSD* plans to update our internal structure by using the Digital Equity Surveys to drive our future decisions. Looking to the future ACSD has already begun plans to purchase items like new switches, access points, and other necessary items

in order to build a solid technological infrastructure. Our team approach to long term planning allows the Technology Committee to partner with our Digital Transformation Team for shared decision making.

Students with Disabilities – Differentiated Technology (Q3)

Devices used by ACSD assist both students with disabilities as well as ELL students because they are hybrid model devices. They can be used as a tablet or laptop. They contain dual cameras so that students can use the one that makes the most sense for their needs. Through software programs like dictate or translate, students with disabilities are able to turn on these features to meet their needs. Instructional staff are able to upload videos, ensure materials are able to be read with a text reader, and provide feedback through written, video, or verbal responses to students with disabilities and ELL students. Students, through the use of the LMS, can submit work in the same way. ELL students are able to change the language in the LMS and other software programs to assist them in their native language. The LMS offers a platform for flexibility in the way that students access materials and submit work. Specifically, ACSD has purchased FM Systems to assist students with disabilities communicating either through classroom speakers or directly connected to the individual student hearing devices. Also, ACSD purchases communication apps and AAC devices for non-verbal students. ACSD has a limited ELL population. When necessary, applications in the ELL student's native language are purchased to assist them with their academic learning.

Students with Disabilities – Equitable Access to Instruction, Material, and Assessments (Q4)

- Class lesson plans, materials, and assignment instructions are available to students and families.
- Direct instruction is recorded and provided for students to access asynchronously through the LMS.
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.

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Students with Disabilities – Professional Development Offerings (Q5)

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Using technology to increase options for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world

English Language Learners – Technology Utilization (Q6)

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access through the LMS
- Direct instruction is recorded and provided for students to access asynchronously through the LMS.
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.

English Language Learners – Plan Addresses the Needs (Q7 – Yes)

English Language Learners (Q8)

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Using technology to increase options for students with disabilities to demonstrate their knowledge and skills
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas
- Helping students with disabilities to connect with the world

ACSD Students Experiencing Homelessness (Q9)

ACSD Utilizes Technology to Facilitate Culturally Responsive Instruction & Learning Environments (Q10)

- The district utilizes instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- The district uses instructional technology to facilitate classroom projects that involve the community.
- The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies. The district uses instructional technology to enable students to communicate and collaborate with student in different schools or districts in NYS, the US or with different countries.
- The district uses instructional technology to facilitate collaborate classroom projects among heterogeneous student groups.

SECTION VI – Administrative Management Plan

Staff Plan (Q1)

- District Technology Leadership (FTE) 1.5
- Instructional Support .6
- Technical Support 2.5
- Totals: 4.6