



SOUTH GLENS FALLS

Central School District

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www.sgfcasd.org

Technology Plan

2022-2025

Schools Spending Investment Plan



A SNAPSHOT OF OUR SCHOOLS

Our Community

South Glens Falls High School is a public school located on the southeastern edge of the Adirondack Mountains. The city of Glens Falls and its adjacent communities support a population of approximately 100,000 people with an economic base centered on the paper industry. The school district is suburban to rural, encompasses 70 square miles and serves a population of approximately 18,000. The high school consists of more than 1,000 students in grades nine through 12. Neighboring communities of Lake George and Saratoga Springs foster a strong tourism trade and offer many cultural experiences such as museums, theaters and performance arenas.

The South Glens Falls Central Schools has four elementary schools, one middle school and a high school. The elementary schools serve students in universal prekindergarten through grade 5; the middle school serves students in grades 6-8 and the high school serves students in grades 9-12.

Enrollment (as of Sept. 2021)

2,903	Total students in grades K-12
908	High School, grades 9-12
724	Middle School, grades 6-8
1,271	Elementary School, grades K-5

Profile of the Class of 2021

DIPLOMA BREAKDOWN

Total number of diplomas awarded.....	217
Graduates earning a Regents diploma.....	78
Graduates earning an Advanced Regents diploma.....	128
Regents with CTE Endorsement.....	28

Post-Graduation Plans

Four-year college.....	44%
Two-year college.....	23%
Workforce.....	13%
Military Service.....	4%
Other.....	16%

TECHNOLOGY PLANNING COMMITTEE

Mission

The South Glens Falls District Technology Committee, consisting of representatives from all educational stakeholder groups, is a driving force that facilitates lifelong learning in the 21st Century. Through collective partnerships develop self-motivated, confident, and competent citizens, capable of making life decisions that reflect responsibility and a respectful appreciation of a heritage rich in cultural diversity and supportive of individual and collective opportunities for achievement.

Vision

The South Glens Falls Central School District Technology Committee envisions a learning community that uses technology:

- Competently, fluently, and ethically with a strong awareness of digital citizenship
- In a rigorous and relevant curriculum that encourages inquiry-based, real world problem solving

- To promote individual, self-driven educational growth
- To support interdisciplinary and global connections
- As coaches, mentors, advocates, and facilitators of learning

Guiding Principles, Values and Beliefs

- We value a strong infrastructure based on a technology vision that will support our educational goals.
- We value making purposeful and pragmatic choices when provided multiple technology options that support instructional goals.
- We value a seamless integration of technology for students to access curriculum which will facilitate independent learning embedded across all learning environments.
- We value continuous, individualized and differentiated opportunities for professional development to support integration of technology into the classroom.

TECHNOLOGY AND THE CURRICULUM

Long-Term Goals

1. Updating, and maintaining, a 1:1 ratio of devices for each of our students and staff members.
2. Continuing to work with the community to establish and grow internet connectivity - including hot spots or wifi accessible areas outside of school.
3. Students, faculty, and additional school employees will use digital tools and platforms as a way to increase efficiency, decrease use of consumable resources, and improve overall communication and collaboration.
4. Developing objectives based on national technology standards. These standards will be assigned to all grade levels, and assessed as appropriate access to hardware and software to impact instruction.

Highlights of Our Long-Term Goals

Goal #1 - The South Glens Falls CSD technology department will maintain and update continuous and reliable access to the internet and other technology tools, at school as well as in community settings and at home by increasing accessibility for students. Three times a year we will survey or connect with the community to determine need for accessibility.

- ESSER funding, capital project, and SMART Bond funds are set aside to retrofit buildings for increased access to technology.
- SGF will maintain, and update, our one-to-one program with some devices potentially using hot spots to allow students and teachers to connect to the internet in the absence of wi-fi or wired networks.
- The district will preserve, and update, the new infrastructure to comply with changes in technology and network standards.
- South Glens Falls CSD will address the gap in connectivity during student transportation by expanding the wireless capabilities on our school buses, and as many other spaces as achievable.
- District officials will communicate with local organizations and businesses to explore extending wi-fi coverage to public areas.
- Ensure equitable access to information sources/E-books and audiobooks for our students using SORA and other databases

Goal #2 - The district will continue to build future ready learning spaces - including classrooms and maker spaces - to support instructional practices that incorporate digital and innovative learning techniques.

- The district will acquire new furniture and technology to create future-ready learning spaces for its students.
- Computer aide support will be redesigned and restructured by creating lighthouse teachers to be a guide and mentor for digital learning in each building.
- Create makerspaces in the middle and high school that have a variety of materials and experiences for students to gain awareness and exploration in STEM.
- Continue to develop existing elementary makerspaces to allow students the ability to gain experiences in exploring STEM.
- Develop future ready extracurricular spaces such as a robotics arena, an esports space, makerspaces to enhance student education and increase their STEM skills.
- Self-paced, in-person, and virtual staff professional learning will be offered on topics such as: developing basic tech skills, learning new hardware and software, flexible seating spaces, and innovative instructional practices.

Goal #3 - Students and staff will use digital tools and platforms to improve overall collaboration and expand global awareness by connecting with outside audiences at least one time a year. (diversity)

- Surveying students and staff through ThoughtExchange and/or Google Forms will be done to assess areas that need improvement with digital access and learning.
- Developing virtual reality capabilities within the South Glens Falls Central School District.
- Ensuring our students understand potential career paths in technology.
- Making connections with area businesses to enhance our community relationships.

Goal #4 - Based on NYS Computer Science Digital Literacy Standards and ISTE Standards for Students, K-12 curriculum will be developed, aligned, assigned to all grade levels, and assessed as appropriate to be completed by spring 2025. (curriculum)

- Continue to develop a robotics program to grow student interest in coding and computational thinking.
- Work with district library media specialists, STEM teachers, and school counselors to form career pathway awareness beginning in elementary school.
- Develop staff, family and student programs to bring awareness and highlight positive digital habits such as: Cyber Civics, Common Sense Media, speakers, book studies, etc.
- Continue to develop the K-12 STEM/computer science continuum of courses.
- Self paced, in person, and virtual staff professional learning will be offered on topics related to the NYS CSDL standards and ISTE standards.
- Continue to develop and align the NYS Computer Science and Digital Fluency Standards with the K-5 STEM program developing performance based grade band assessments to demonstrate learning.
- Develop an esports program to develop future ready skills and build interest with computational thinking, coding, and digital fluency.

Goal #5 - The SGFCSD school district will establish systems and processes for requesting apps that are compliant with NYS EdLaw 2D to be housed and accessible in our public portal found on our website. (data privacy)

- A flow chart will be implemented that outlines the process for requesting apps.
- A Google Form will be used for requests for software/apps/hardware
- Continue to develop the public portal for approved apps/websites using ClassLink and housed on our SGFCSD website.
- Review of yearly apps through analytic reports to determine best practices, areas for professional learning, and determination of data privacy adjustments.

THE ISTE STANDARDS

What is ISTE?

The ISTE Standards are the most widely referenced benchmarks for best practices for integration of technology in schools (previously the National Educational Technology Standards (NETS)). They are published by the International Society for Technology in Education.

In 2001, a collaborative including the National Association of Secondary School Principals, the National Association of Elementary School Principals, the National School Boards Association, the North Central Regional Education Laboratory, the International Society for Technology in Education, two state departments of education and two universities recognized and promoted the idea that there were technology-related skills, knowledge, and practices that were essential to good educational leadership. This collaborative developed the National Educational Technology Standards for Students (NETS-S). In 2009, these standards were further refined and developed. They are now referred to as the ISTE•S Standards.

The ISTE•S standards are complemented by a similar set of standards for teachers (ISTE•T), administrators (ISTE•A), instructional technology coaches (ISTE•C), and computer science educators (ISTE•CSE). The ISTE standards have been adopted by 29 states. They are broadly accepted as the best current attempt at defining the technology-related skills, knowledge and practices that are important in the K-12 environment.

ISTE Standards for Students

1. Creativity and Innovation

Students will be able to demonstrate creative thinking, constructive knowledge and develop innovative products and processes using technology.

- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.
- Use models and simulations to explore complex systems and issues.
- Identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate and use information.

- Plan strategies to guide inquiry.
- Locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- Identify and define authentic problems and significant questions for investigation.
- Plan and manage activities to develop a solution or complete a project.
- Collect and analyze data to identify solutions and/or make informed decisions.
- Use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- Advocate and practice safe, legal, and responsible use of information and technology.
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.

6. Technology Operations & Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Troubleshoot systems and applications.
- Transfer current knowledge to learning of new technologies.

CURRENT STATE OF TECHNOLOGY (2022-23 INVENTORY)

Technology equipment	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	550	550
Laptops/Virtual Machine (VM)	50	50
Chromebooks	4,930	4,930
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	0	0
Tablets nine (9) inches or greater without access to an external keyboard	225	225
Totals	5,705	5,705

Technology equipment	Number of devices in use that are less than five years old
Document Cameras	200
Flat-Panel Displays	50
Interactive Projectors	0
Interactive Whiteboards	280
Multi-function Printers	30
Projectors	180
Scanners	0
Other Peripherals Digital Cameras: 10 Video Cameras: 6 3D Printers: 10	26
Totals	782

STAFFING AND SUPPORT

Current Staffing

- Director of Technology - Alessandro Spada
- Director of Technology Integration and Information - Jerilyn Stellato
- CIO - Daniel O'Connor
- Computer Aides - 1 per building
- 2 Microcomputer Technicians (40 hours per week) and 1 Network Manager
- 1 Network Analysts and 1 MCS(18 hours per week through WSWHE BOCES)

Needs

In the 2022-23 school year, the South Glens Falls Central Schools will continue to make enhancements. It will be necessary to have the correct support to ensure the district is successful in meeting its technology goals.

Technology Integration Specialist (Curriculum and instruction support K-12)

As the district creates a K-12 technology curriculum, teachers will need additional support to ensure students are progressing through the technology standards. Professional development will need to be done on a daily basis with teachers and students to help them transition through this plan. Because of this key piece, we are looking to reallocate funds from one of our instructional coaching positions to fill this long-term position.

Microcomputer Technicians and Network Analysts (Hardware/infrastructure support)

As we add at least 250-500 more devices to our district every year, the technology department will be tracking the number of trouble tickets and noting whether there is an increase in support time. Based on this data, there may be a need for more support in technology over the course of this three-five year plan.

Professional Development

Professional development for our staff and teachers is essential to ensure our curriculum grows to successfully integrate technology and utilize resources to ensure an equitable learning environment for all students. Professional learning is needed to support all district goals.

Teachers and support staff receive whole-group, small-group, and one on one instruction both in person and virtually. Sessions are offered year round and include a robust summer professional learning catalog available for continued learning. Professional learning focuses on Google Workspace as well as a variety of additional tech tools to enhance instruction. Professional learning also focuses on instructional strategies and the integration of technology in daily lessons to promote equity and student centered learning.

Professional development will be offered on conference days, after school and to individuals throughout the day. Each level will have a slightly different focus but a common theme of student use and curriculum integration.