Sweet Home Central School District

Instructional Technology Plan

2022-2025

A comprehensive summary of the district's three-year, instructional technology plan is contained within this document. Click here to view the full survey submitted to the NYSED.

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Sweet Home District Vision

Every child, one community, ready for the future. We inspire students to be innovative, self-directed, curious, compassionate, resilient, and persistent lifelong learners.

Every Student

- Teachers know each student individually and create learning experiences and interventions that address his or her varied needs.
- Students are consistently provided choices in how they learn and how they demonstrate their learning.
- accurate information to make instructional decisions that meet the needs of every student.
- Student learning time is flexible and includes opportunities outside the traditional school schedule.

One Community

- Students, teachers, staff, and community residents feel connected to Sweet Home and possess a sense of belonging.
- Quality relationships characterized by mutual respect and understanding are in place amongst the students and staff.
- Every child has at least one adult with whom he/ she feels connected.
- Teachers and students exhibit and promote understanding of cultural differences.
- Consistent communication regarding students' progress is provided to families.
- Parents are offered opportunities to participate in school events and classroom learning.

Ready for the Future

- Students have multiple opportunities to authentically explore career opportunities and construct personal plans to prepare them for life beyond high school.
- Students participate in learning opportunities (including service-learning projects) reflecting "real world" demands and providing a meaningful, engaging and rigorous school experience.
- Students are self-directed- they can select appropriate tools to engage in meaningful learning independent of adult direction.
- The written, taught, and tested curricula for every course are aligned to rigorous state and national standards of learning.

Sweet Home Technology Vision

In support of the Sweet Home Central School District's mission statement…. *Every student, one community, ready for the future. We inspire students to be innovative, self-directed, curious, compassionate, resilient, and persistent life-long learners,* we believe that technology serves as a critical tool to strengthen our vision, enhancing the learning experience for both students and adults in an ever-changing, dynamic society.

Students must be encouraged and guided to use technology as an integrated tool within the classroom to access information, think critically, make decisions, problem-solve, collaborate and connect to the global community that surrounds them. Teachers must have access to up-to-date technology, and relevant and continuous training and technical support to enhance their own use and impact the learning outcomes for students.

We envision that technology is available to:

- assist teachers in designing assignments that are empowering—and engaging.
- provide students and teachers access to an expanding, global learning community.
- create equitable opportunities for all students to access the general curriculum while addressing their diverse learning styles.
- encourage self-direction.
- promote collaboration and increased productivity.
- refine critical thinking skills and assist with decision-making.
- foster curiosity while empowering creativity and innovation.
- provide a platform for communication and self-expression.
- provide a link between the school, home, and community.
- collect information to assess and respond, enhancing learning.
- improve the effectiveness of administrative tasks.
- provide skills and proficiencies necessary for life beyond school.

Strategic Technology Planning

District Technology Team

Karen DeLaPlante, Assistant Principal, Sweet Home High School
Robert Ehlenfield, Systems Engineer
Donald Feldmann, Director of Finance, Plant Services, and Technology
Michael Fisher, Parent
Michael Ginestre , Superintendent of School
Jacob Hammond, Teacher, Maplemere Elementary School
Brian Lackie, Student, Sweet Home High School
Melissa Liska- Parent
Bonnie Lorentz, Math Coach, Maplemere Elementary School
Naryan Padmanabha, Social Studies Teacher, Sweet Home High School
Brent Peterson, District Technology Coach
Patricia Reich, Library-Media Specialist, Sweet Home Middle School
Thomas Roberts, Assistant Principal for Data Management and Support
James Ryan, Principal, Maplemere Elementary School
Andrew Stella, Teacher, Willow Ridge Elementary School
Paul Szymendera, District Technology Coach/ Teacher Center Director
Tadiwanashe Tigere, Student, Sweet Home High School
Brian Turner, World Languages Teacher, Sweet Home High School
Scott Wolf, Principal for Curriculum and Instruction
Leanne Zlotek, Library-Media Teacher, Heritage Heights Elementary School

The District Technology Plan results from coordinated efforts between the Technology Plan Design Team, the District Technology Committee, the District Professional Development Planning Team, and Building Leadership Teams. Over several monthly sessions between November 2021- April 2022, the Technology Plan Design Team, consisting of classroom teachers, library media specialists, administrators, our system engineer, parents, and high school students, shared practices and offered opinions on the use of technology as it applied to our district's mission and aligned professional development goal areas.

The team reflected on our work as a district in support of New York's state-wide plan for learning technology and then closely examined the goals and outcomes of the district's previous technology plan.

Guiding principles that support the NYS plan include

- strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning.
- technology enhances the student experience by supporting improved teaching and learning within a learning environment that is cultural- and linguistically responsive.
- all students are provided with equitable access to high-quality digital resources and standards-based, technology-rich learning experiences.
- teachers and administrators have access to relevant and rigorous professional development to ensure they are proficient in the integration of learning technologies.

Three major goal areas were established that addressed Student Learning and Creativity, Communication and Collaboration, and Responsible Use of Digital Tools. Goals under each area were re-visited and revised as needed. The team then identified specific action steps to meet those goals that included how goals might be monitored and evaluated. The Systems Engineer and Principal for Curriculum and Instruction then completed a draft of the plan considering our technology infrastructure and user hardware needs. The design team then shared goal recommendations and action steps with District Technology Committee for their input and feedback. Once approved, the committee shared the finalized plans with building leadership teams and elementary and secondary teachers for additional comment. The final plan was submitted to the Superintendent of Schools for approval. A comprehensive summary of the plan is contained within this document. Click here to view the full survey submitted to the NYSED.

The COVID-19 Pandemic's Influence on the Technology Plan

The increased need for technology during the pandemic reinforced many of the beliefs we had as a district before this disruption. As schooling has been impacted, we realized we have an opportunity to enhance and transform the student experience by leveraging the role technology can play in a face-to-face learning environment. Because of the expansion of our 1:1 initiative into the elementary level and the sudden shift and adoption of both online and hybrid learning environments, there were fundamental questions we began to explore as we approached the 2021-22 school year. These questions continued to influence our goals and actions in our updated instructional technology plan. We recognized that many classroom practices, structures, and methods of approaching the curriculum and how we might build and maintain strong relationships with our students needed to be revisited. To this end, we renewed our commitment to creative classroom redesign to better impact the student experience and responded to their changing needs.

We considered how we might rethink the use of time and space. The disruptions to instruction during the pandemic highlighted the immense value and importance of the face-to-face time provided by a traditional classroom setting. As educators, we now need to carefully evaluate and reflect on how we design student learning experiences in the various environments where students are engaged in learning. In the collective/group setting, in the individual/outside of the class setting, and in the digital/asynchronous setting, we recognize we have the opportunity to shift the intention and purpose of the time, interaction, and experience in each setting.

We also need to consider how we might create a more collaborative and social classroom experience. We recognize effectively designed collective experiences hold the potential for high-quality learning. During the pandemic, teachers needed to adapt, design, and integrate collaborative learning tools out of necessity to create interaction amongst students in various settings. This need did not disappear once face-to-face sessions became the norm again during the 2021-22 school year. We recognize we need to continue to explore the capacity of collaborative learning and how increasing well-designed collaborative experiences can positively impact student learning.

Engagement is a goal of educators across grade levels and content areas. We recognized how challenging it was to maintain a high level of student engagement during the pandemic. Since returning to full-time, in-person learning, the "COVID" malaise" continues to impact some students' focus and motivation. We realize we have an opportunity to critically evaluate and redesign the types of experiences and learning that are taking place in the classroom to truly create an engaging and authentic learning experience. Our instructional technology plan seeks to continue to find ways to engage students by having them create and curate authentic products leveraging student autonomy and choice. We understand we need to continue

to audit existing classroom experiences and, through the lens of authentic work, help our teachers shift classroom experiences to foster engagement and meaningful work.

Building off of many of the new skills and abilities acquired over the last two years, we continue to recognize our need to explore higher levels of technology integration while also emphasizing the social and relational impact face-to-face interaction has on student learning. By continuing to examine blended learning approaches, opportunities for student creation, and responsive, formative assessment tools, we believe we can continue to develop high-quality instruction supported by technology within every classroom.

As a district, we have made significant purchases during the last two years to enhance our technology infrastructure, increasing its reliability with both devices and access to our wireless system. Most students have access to the Internet at home. Mobile hotspots are made available for use for those who don't. We have expanded our use of Schoology as our primary learning management system and introduced Seesaw at the elementary level. As a result, families are more connected to their child's learning than ever before. Even our youngest students are becoming more skilled at using their tablets (i.e., iPad) and navigating a range of digital tools to access and share information. Our goal continues to strive to move every teacher from the "adoption" level of technology integration (i.e., the teacher directs student and conventional and procedural use of tech tools) to the "infusion" level or beyond (i.e., the teacher provides the learning context and student choose the tech tools) within the next three years.

Finally, how we provide professional development to staff has been drastically impacted during the pandemic. Teachers now can take advantage of more flexible on-demand, asynchronous learning options. This includes our badge list course system or other web-based services and online program offerings that support our vision for technology integration and student learning. As a result, more teachers have taken advantage of learning options outside the school day. Additionally, video conferring tools are more often used to conduct "real-time" discussions making planning and collaboration more accessible. While we believe in-personal learning options outweigh online learning, we have adapted to the challenges and adopted more hybrid models as we deliver professional learning.

Correlation with Sweet Home's Professional Learning Plan

As it relates to our vision for technology, the improvement goals that guide professional learning in technology integration focus on implementing meaningful technology to deepen engagement and personalize the learning experience for students. This is supported within the district's professional learning plan through in-person and online training, work within professional learning communities, and direct coaching opportunities. This common professional development focus includes

1. Creating digitally literate learners through the successful implementation of our 1:1 technology initiative, providing all students, K-12, with equitable access to technology to transform the teaching and learning experience.

- Leverage blended learning as needed in support of both in-person and, as needed, remote instruction.
- Promote the integrated use of technology to
    - present rich content and engaging activities
    - that encourage innovation, creativity, and curation.
    - expand the use of digital formative assessment tools to give quality feedback.
    - connect and communicate with both students and families.

    - assist each student in developing agency in their learning.
    - enhance each student and teacher's ability to research, collaborate, communicate, think critically, and problem solve.
- Establish consistent practices for eLearning that:
    - Utilizes a learning management platform that is organized, enhances communication and supports quality teaching and learning.
    - Is more personalized, meeting the learning style of students.
    - Improves efficiency and effectiveness.
    - Improves accessibility and flexibility to engage learners within both in-person and as needed, remote learning environments.

2. Providing team and individualized coaching support and professional development opportunities at all levels.

- Leverage our COVID experience to cultivate new practices moving forward to improve the learning experience for teachers and students.
    - rethink the use of time and space as we leverage technology and design instructional experiences.
    - create a more collaborative and social classroom experience.
    - enhance engagement and create authentic learning experiences (i.e. problem-based learning and design thinking).
- Use the TIMS Matrix as a framework for describing and targeting the use of technology to enhance learning and reflective practice.
- Build the capacity of teachers with the Computer Science and Digital Fluency Learning Standards
    - Introduce teachers to standards and their application K-12
    - Examine sample standards to better understand how standards can be embedded into naturally occurring learning experiences.
    - Establish interdisciplinary connections within content areas.

Given the congruence between the district technology and professional learning plans, teachers are asked to provide perceptual information regarding their understanding and use of technology (i.e. Technology Use and Perceptions Survey (TUPS, or similar survey) which is used as a responsive tool to identify needs and guide professional development through a variety of venues. The Sweet Home Teacher Center continues to provide flexible learning experiences beyond the school day related to the creation of content and the understanding and use of a wide variety of digital tools and applications through their Digital Badges system. As needed we continue to consult with representatives from Ed Tech Teacher in Cambridge, MA to provide instruction and feedback on the use of technology to foster student creativity, innovation, and design thinking. Our two, full-time technology integration coaches now support teachers K-12 to design instruction that increasingly requires students to apply knowledge and skill in the creation and curation of content. Additionally, technology integration specialists from Erie 1 BOCES will support teachers at the elementary level.

The effectiveness of these experiences to build the capacity of teachers is best judged by the work produced by students. To this end, a focus group comprised of teachers, administrators, and technology coaches from schools will evaluate the onboarding of teachers by examining their successes with technology through the lessons designed, the work students produce, and stories of their experiences. This will include their participation in professional development sessions (in-person, online, coaching cycles, etc.), feedback from building administrators based on observations (i.e. walkthroughs, teacher collaboration sessions, and formal observations) as well as work generated through professional learning communities. The Technology Integration Matrix (TIMS) provides a framework for describing and targeting the use of technology to enhance learning. This tool will be used to guide teachers in the journey toward effective tech integration across various meaningful learning environments and will assist as we evaluate our professional development practices.

NYSED Initiative Alignment

Technology in Support of Rigorous Learning

We recognize that the present-day learning environment has undergone significant change with the growth of educational technologies. Classroom experiences supported through digital tools assist students in developing knowledge and skills more efficiently and interactively. At the same time, technology should never replace the teacher. Digital tools and applications to gather information and communicate support many teaching and learning processes. The creative use of technology can only serve to enhance the learning experience.

As a district as we seek to help students become "ready for the future," and to this end, we value the use of technology to assist them in participating in authentic learning opportunities reflective of the demands of the "real world" while providing a meaningful, engaging and rigorous school experience. In the 21 Century, where the ability to create, collaborate, communicate, think critically, persevere, and problem solve are essential skills, digital literacy skills appear to stand out with the potential to generate more excitement, encourages engagement and connection while equipping students for lifelong learning.

As we work to ensure students are learning within a culturally responsive environment, we also recognize how the integration of technology can create interdependence, social skills, and collaboration among a wide range of students from diverse backgrounds. Available digital tools allow teachers to personalize learning while growing inclusive classroom communities responsive to the varying learning styles and cultural backgrounds. Communication technology will enable students to have more exposure to and interaction with different global and local cultures. At Sweet Home, our diversity is our strength. We know students bring multiple cultures, languages, economic backgrounds, and learning needs to the classroom each day. Technology can be an equalizer, and digital content is one tool teachers can use to integrate a culturally responsive teaching framework into classroom instruction. It can help students develop their voice and increase collaboration, agency, and motivation, which are critical for academic success.

To this end, each of our students is given a 1:1 digital device allowing them equitable access to personalized and differentiated learning. Our learning management system (LMS) (i.e. Schoology) serves as a storehouse for their own work and resources and provides them with unlimited access to curriculum and content from anywhere. Students are provided with 24/7 online access to content and supplemental instructional materials. The LMS encourages organization skills supporting classroom management and paperless workflow. Likewise, teachers get the added benefits of more flexibility in the classroom, being connected to colleagues across the district, sharing resources, and collaborating on lessons and units growing their own digital skills. Overall communication and collaboration are enhanced between students, parents, and teachers. The Google Workspace as well as other district applications such as Notability, Quizlet, Kahoot, Flipgrid, EdPuzzle, ThinkTech, support formative assessment, productivity, communication, and collaboration.

Technology in Support of Equitable Learning for All

As a school district, we understand that technology has dramatically impacted the landscape of schooling, extending the boundaries of the classroom and creating a ubiquitous environment for learning. As we strive to promote equity and access, our first challenge is to ensure we have a solid, reliable infrastructure. This includes high-speed connectivity and devices available to teachers and students when they need them. Our use of the E-Rate program has allowed us to recently replace our core switch and wireless access points, making our connectivity in school stable and the internet readily available to all students in our seven buildings. While we were stretched at the onset of the pandemic to provide dependable devices to all students (we were forced to re-deploy decommissioned iPads), to ensure every student K-12 has access to a reliable device, we have established a deployment cycle for both iPad and teacher laptops. As of September 2022, all non-viable devices (iPad Air and iPad Air 2) will be removed from our system, and we will be purchasing 500 new iPads each year. Our iPad deployment cycle will help maintain reliable devices under warranty, creating a self-sustaining replacement system within our annual budget. While our recent technology audit revealed no significant issues, we plan to replace our district-wide cable plant over the next three years.

While students can use district-distributed mobile digital devices outside of school, and most families report having access to the internet, we still recognize some connectivity issues persist for some students at home. Since the pandemic, we have been in the practice of providing a mobile hotspot to any family in need. As a district, we believe we have positioned ourselves to overcome some of the economic disparities that may exist across our community by providing each student with a device for digital learning. We don't have a long-term solution to some of the connectivity issues outside our walls that might prevent some families from having reliable, high-speed internet. We do understand cost seems to be the most significant barrier for these families. Additionally, we recognize, moving forward, our need for additional staffing and resources for ongoing monitoring, management, and maintenance of network infrastructure as well as user help desk and technical support.

Finally, while network infrastructure is critical, equally important is the learning infrastructure that includes the availability of high-quality digital learning applications and content and professional development for both teachers and school leaders. We currently have two technology coaches but envision we may need to add more resources in this area in the coming years to better support our job-embedded model of just-in-time professional development and support.

Technology in Support of Students with Disabilities

Sweet Home has utilized adaptive technology with students with multiply disabilities for many years. The enhancements on the iPad that include Proloquo 2 Go, an Augmentative and Alternative Communication (AAC) app, serve as an essential tool for daily communication while developing language skills.
Eye-driven devices like Eyegaze also support communication when attached to a tablet. Another assistive technology like C-Pen (reader pen) text is read and translated into spoken words promoting independent reading for students with dyslexia or other reading difficulties. As part of assistive listening systems, wireless headphone microphones enhance speech understanding for deaf and hard-of-hearing individuals.

Instructional technology and, specifically, voice recognition/ dictation software have been vital to assist students in generating text with greater ease. Additional resources and supplies that supplement the curriculum or provide accommodations have also helped keep students with disabilities connected to the curriculum. Students have immediate access to a wide range of visual tools, vocabulary-enhanced programs, and text that can be delivered at a readability level students can access and comprehend (i.e., Bookshare, Raz-Kids). Web-based, computer-adaptive programs (i.e., Read 180 and Imagine Math) assess then provide differentiated instruction in specific areas of weakness. Additionally, during the pandemic, Boom Cards (digital, self-checking task cards) were found to offer activities that promoted literacy and language concepts. They continue to be used today. Technology also allows text to be read aloud, meeting the needs of students with auditory processing or other learning disabilities. iPads are also provided for special needs students that are not in 1:1 environments (like same grade peers) and out-of-district placement. Assistive technology evaluations continue to be used to determine functionality and individual level of need.

Goals and Outcomes

#1: Student Learning and Creativity

Students will use technology to apply knowledge and skill to create and curate authentic products that promote creative thinking and inspire innovation.

- Teachers will increase their use of technology resources to support curricular goals, providing opportunities to build deeper understanding, while fostering personalized, blended, or self-directed learning.

Evaluation Methods

- Focus Group- Examination of student work:
    - At each transition level (elementary, middle, high school), collect a variety of presentations, products, and performances that support student learning:
        - Given a topic, problem, or question, students will self-select and flexibly use a variety of digital tools to collect information or research while also customizing their learning in different formats.
- Focus Group- Examination of lessons and student work, observation, and anecdotal reports:
    - Schools will evaluate the onboarding of teachers by examining their successes with technology through the lessons designed, the work students produce, and stories of their experiences as evidenced by:
        - Participation in professional development sessions (in-person, online, coaching cycles, etc.)
        - Feedback from building administrators based on observations (i.e. walkthroughs, teacher collaboration sessions, and formal observations) as well work generated through professional learning communities.
    - Teachers will utilize a professional collaboration model and participate in focused, team-based technology coaching cycles that include teacher rounds documenting their success and sharing best practices.
        - Naturally occurring artifacts that emerge from PLC's research, design, implementation, and evaluation of authentic programs and products that support curricular goals.
- Survey- Technology Use and Perceptions Survey (TUPS)

- Administer a survey to gain a better understanding of how teachers use technology in their teaching, their level of experience with technology, and their comfort with and attitudes toward technology. Results from this survey will be used to help identify professional development needs.

ISTE Standard(s): 1.1,, 1.3, 1.4, 1.5, 1.6, 2.1, 2.4, 2.5, 2.6, 2.7, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 4.5

NYSED Goal: #1- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning.

NYSED Goal: #3- Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences.

NYSED Goal: #5- Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

Target Student Population: Students K-12

#2: Communication and Collaboration

Students and staff will use digital tools to foster more authentic, timely communication and collaboration linking students, parents, staff, and others.

- Effectively communicate information while encouraging collaborative learning communities that contribute to their own and the learning of others.

Evaluation Methods

- Focus Group-
  - Audit current communication tools including the district and school website, for effectiveness.
  - Established district-wide policies to govern the use of media and tools when representing the district.
  - Schools will evaluate the effective use of digital tools and practices to keep families informed.
  - Examine Schoology courses for a consistent, established organizational framework that promotes communication and workflow.

ISTE Standard(s): 1.3, 1.6, 1.7, 2.4, 3.5, 4.3, 4.4

NYSED Goal: #2- Provide technology-enhanced, culturally and linguistically- responsive learning environments to support improved teaching and learning.

NYSED Goal: #5- Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies.

Target Student Population- Students K-12

Goal/Outcome #3- Responsible use of Digital Tools

Students will recognize the freedom and responsibility that exists in the use of technology for learning and sharing learning.

- Understand human, cultural, and societal issues related to the use of technology and practice personal responsibility and safe use, responsibly gathering, evaluating, and using digital information.

Students will communicate clearly and express themselves appropriately on various digital platforms for a variety of purposes and tasks.

- Given a task or assignment, independently chose and access a tool without complaint or excuse, expressing productive work clearly to the audience in a responsible way.
- Display responsible use of social media platforms by posting messages that positively impact themselves and others.

Evaluation Methods

- Focus Group
  - Review topics that teach and reinforce Digital Citizenship that is embedded into the curriculum while identifying the roles and responsibilities of library media specialists and classroom teachers K-12.
  - Collect anecdotal information- student and teacher interviews
  - Review building discipline referrals data as it relates to the responsible use of technology.
- Pre- Post Survey
  - Gather teacher perceptions of their students' digital citizenship knowledge and practices as they relate to cyberbullying, digital footprint, digital privacy, digital etiquette, and digital identity.

ISTE Standard(s): 1.2, 2.3, 3.1, 4.7

NYSED Goal: #1- Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning/

NYSED Goal: #2- Provide technology-enhanced, culturally and linguistically responsive learning environments to support improved teaching and learning.

Target Student Population- Students K-12

Action Plans

Goal/Outcome #1: Student Learning and Creativity

Students will use technology to apply knowledge and skill to create and curate authentic products that promote creative thinking and inspire innovation.

- Teachers will increase their use of technology resources to support curricular goals, providing opportunities to build deeper understanding, while fostering personalized, blended, or self-directed learning.
  - Given a topic, problem, or question, students will self-select and flexibly use a variety of digital tools to collect information or research while also customizing their learning in different formats.
    - At each transition level (elementary, middle, high school), collect a variety of presentations, products, and performances
  - Schools will evaluate the onboarding of teachers by examining their successes with technology through the lessons designed, the work students produce, and stories of their experiences as evidenced by:
    - Degree of participation by teachers in professional development sessions (in-person, online, coaching cycles, etc.)
    - Feedback from building administrators based observations (i.e. walkthroughs, teacher collaboration sessions, and formal observations)
  - Teachers will utilize a professional collaboration model and participate in focused, team-based technology coaching cycles that include teacher rounds documenting their success and sharing of best practices as evidenced by:
    - PLCs research, design, implement and evaluate authentic programs and products that support curricular goals.

Action Step	Description	Responsible Stakeholder	Goal Date Range	Cost	Comments
Infrastructure	Provide necessary digital hardware and infrastructure to enhance the students learning experiences growing their digital literacy skills.	Director of Technology Systems Engineer	June 2023-2025	$1,955,000	iPad/laptop replacement cycles
Evaluation	Remove barriers to engagement and tool usage	Building	June 2023-	$4500	TIMS cost

	• Identify usage/data points from assessment tools (i.e. Perceptual Surveys, NYS Assessments, Schoology, subscription-based tools)
	• Identify the technology integration experiences we are looking for at each level- primary K-2, intermediate 3-5, middle 6-8 and high 9-12 (low, medium, high tech examples- see TIMS Matrix)
	  ○ Identify common, best practices at each level (primary, intermediate, middle, high)
	  ○ Establish scope and sequence for K-12 digital literacy aligned to NYS Computer Science and Digital Fluency Learning Standards (see sample- ISTE Information Communication Technology Scope and Sequence)
	  ○ Identity opportunities we want to give students at each level.
	  ■ Create goals that increase student learning and creativity guided by the SAMR model or TIMS Matrix
		Principals
		
		Technology Coaches
		
		Curriculum and Instructional Leader
			2025
			
			June 2025
			
			June 2024		

Professional Development Collaboration	Utilize a professional collaboration model, to have teachers participate in focused, team-based technology coaching cycles that include teacher rounds experiences • Observe ideas and experience each other's successes • Explore creative and innovative practices	Teachers Building Principals Technology Coaches	June 2025	NA	
Professional Development	Continue to train staff on ever-evolving digital tools and technology integration strategies that can allow for creativity and learning to continue in our classrooms. • Encourage discovery and exploration vs compliance • Ensure equity and access to allow for	Technology Coaches Classroom Teachers	June 2023-2025	$832,000	Instructional coaches to support technology integration

	student autonomy and choice. ○ Students will understand both the why and how to use different technology tools, and often extend the use of tools in creative and unconventional ways. ○ Students are focused on what they are able to do with the technology to enhance their learning. ○ Teachers help students locate appropriate resources to support student choice. ● Provide students with the necessary guidance and support as they engage in quality lesson design. ○ Teachers will serve as guides and mentors, modeling the use of technology. ○ Teachers will encourage and support the active engagement of students with technology resources. ■ Facilitate lessons in which students are engaged in higher-order learning activities with new applications that may not have been possible without such apps.				
Curriculum	Teachers will continue to enhance students' opportunities to create original works as a means of personal or group expression. (i.e. leverage through Genius/Innovation Hour concept and blended learning experiences) ● Students will utilize technology tools to build on prior knowledge, gain new information and construct meaning. ● Teachers will provide opportunities for students to use technology in conventional ways to build knowledge and experience. ● Students will construct meaning about the relationships between prior knowledge and	Teachers Library Media Specialists	June 2025	NA	See web-based learning tools and instructional software in next section

	new learning, ● Teachers will support as necessary students making the choices regarding the technology used to complete projects and showcase learning. ● Teachers will support students using technology to create products of value to them, their classes, their community, or for their globally connected endeavors.				
Curriculum	Encourage the integration of web-based learning activities and assessment opportunities within lessons and units of study. ● Teachers will provide enhanced learning experiences, delivered through our learning management system in grades 3-12. ● Teachers will direct students in the conventional use of technology tools for learning activities that are related to the students or issues beyond the instructional setting. ● Teachers will craft formative assessments that are enhanced by the integration of digital tools. ● Teachers will research and as appropriate (pilot/study prior to utilization), web-based effective programs and digital tools to support student learning across content areas (both first instruction and remediation).	Curriculum and Instructional Leaders Classroom Teachers	June 2025	$700,000	Web-based tools including learning management systems (ie Schoology and Seesaw, Google Workspace, ThinkTech, IXL, STAR, Performance Matters, etc.)
Learning Spaces	Create and develop Maker, digital creation spaces in our Instructional-Media Centers (a dedicated space for the purpose of creation and collaboration involving hands-on and digital tools.). ● Provide open-ended maker projects that encourage students to think deeply about STEM skills, concepts, and practices. ● Create experiences that support AASL, ISTE, and curriculum standards. Promote opportunities to enhance the student	Library-Media Specialists Teachers	June 2025	$40,000	Supplies and material to support STEM projects and the ongoing development of digital creation spaces in schools

	learning experience and digital literacy beyond the library.				

Goal #1 Estimated 3-Year Cost= $**3,531,500**

Goal/Outcome #2: Communication and Collaboration

Students and staff will use digital tools to foster more authentic, timely communication and collaboration linking students, parents, staff, and others.

- Effectively communicate information while encouraging collaborative learning communities that contribute to their own and the learning of others.

Action Step	Description	Responsible Stakeholder	Goal Date Range	Cost	Comments
Infrastructure	Maintain safe, reliable Internet and associated systems for effective communication, collaboration, and learning.	Director of Technology Systems Engineer	June 2023-2025	$672,500	Internet access, web filters, cybersecurity, etc.
Communication	Create a consistent set of tools for communication (building level, district level, outside sports, and clubs), depending on the purpose, with clear expectations for use. ● Recommend the creation of district-wide policies to govern the use of media and tools when representing the district. ● Establish clear guidelines and messages to share with the community for circumstances relating to the health and safety of our staff or students (i.e. communication after a traumatic event or a student or staff member, school incident, etc.)	Director of Technology Media/ Communications Director	June 2025	N/A	
Communication	Audit our District website for accessibility, navigation, and communication of key information.	Director of Technology	June 2023	N/A	

	• Identify the most critical things we want to communicate to the public that supports our mission and vision. • Establish procedures and supports to maintain web pages with current information ○ At the building and district level determine what needs to be monitored and updated on a regular basis. • Make sure critical information is accessible in multiple languages.		June 2023-2025		
Communication	Communicate with our community through a variety of existing and new digital tools. • Administrators will model and promote the use of digital tools for communication with school staff and families (i.e. school web page, social media, Schoology). • Teachers will utilize relevant digital applications to regularly communicate with families (i.e Seesaw, Schoology) • Teachers will communicate with families of students that speak a language other than English through available applications (i.e. Talking Points, Language Line, etc.).	Director of Technology Building Principals Teachers	June 2025	$7,000	Other digital tools, resources, or cost increases that may arise.
Professional Development Learning Spaces	Establish consistent practice, 6-12, for the organization and delivery of assignments in Schoology. Establish organization and delivery of assignments in Schoology, 3-5.	Technology Coaches Teachers Building Principals	June 2023 June 2025	N/A	
Professional Development Collaboration	Continue to utilize existing and new digital tools to enhance the social experience for students encouraging collaboration through projects or other collaborative activities. • Students will choose the best digital tools or applications to use to accomplish their	Teachers Instructional/ Tech Coaches	June 2025	$43,700	Google Workspace

	work. ○ use Google Apps to create digital work and collaborate on instructional content. ○ Responsibly participate in personal learning networks to exchange thoughts and ideas, receiving validation for their contributions (i.e. Twitter, blogs, Google documents, etc.) ■ Contribute to online content-related discussions				

Goal #2 Estimated 3-Year Cost= $**723,200**

Goal/Outcome #3- Responsible Use of Digital Tools

Students will recognize the freedom and responsibility that exists in the use of technology for learning and sharing learning.

- Understand human, cultural, and societal issues related to the use of technology and practice personal responsibility and safe use, responsibly gathering, evaluating, and using digital information.

Students will communicate clearly and express themselves appropriately on various digital platforms for a variety of purposes and tasks.

- Given a task or assignment, independently chose and access a tool without complaint or excuse, expressing productive work clearly to the audience in a responsible way.
- Display responsible use of social media platforms by posting messages that positively impact themselves and others.

Action Step	**Description**	**Responsible Stakeholder**	**Goal Date Range**	**Cost**	**Comments**
Curriculum	Review and revise as needed, district-wide expectations for digital citizenship. ● Publish all stakeholder's expectations (i.e. Schoology, district website) ● Build and implement K-12 digital	District-Digital Citizenship Design Team	June 2023 June 2023-	$1000	Resources to build digital citizenship curriculum

	citizenship curriculum, aligned to expectations, relevant to grade-level topics and real-world skills and issues (Resource-The Digital Citizenship Handbook for School Leaders) ○ Identify relevant benchmark skills at each level (primary, intermediate, middle, and high).		2025		
Professional Development	Develop a regular staff training model to educate stakeholders. ● Teachers will reinforce Internet safety and appropriate online behavior when using technology.	District-Digital Citizenship Design Team Technology Coaches	June 2023-2025	N/A	
Collaborate	Develop parent training vehicle (i.e. Parent University) ● Provide digital citizenship resources for family engagement (i.e. Common Sense Education, Smart Social, etc.) and plans to use social media safely and responsibly.	District-Digital Citizenship Design Team Technology Coaches	June 2023-2025	$6000	Training resources and online modules.
Evaluation	Buildings will evaluate the effectiveness of the curriculum. ● Perceptual survey ● Responsible use of email and social media ● Office referrals related to technology use	District-Digital Citizenship Design Team Building Principals Parents Teachers Students	June 2025	N/A	

Goal #3 Estimated 3-Year Cost= **$7,000**

Estimated 3-Year Cost Action Plan= **$4,261,700**