

Cheektowaga-Sloan UFSD



Technology Plan 2022-2025

Creating 21st Century Learners

Cheektowaga-Sloan Union Free School District
166 Halstead Avenue
Sloan, NY 14212
(716) 897-7800

www.cheektowagasloan.org

Date of Board of Education approval: 06/21/2022

Contact Information: Brian Zybala
Director of Data and Technology
(716) 897-7800 ext. 2125

bzybala@cheekowagasloan.org

Contact Information: Elizabeth Zaccarine
Technology Liaison & Principal
(716) 897-7800 ext. 2419

ezaccarine@cheektowagasloan.org

District Mission

To educate the Whole Child by supporting academic, social, and emotional growth—respecting and appreciating that all students are worthy of intellectual respect, that the life and mind of each child is precious, that together, we achieve more, and that differences should be valued and appreciated.

Our District Mission Includes the following:

- All Faculty & Staff in the CSUFSD Community will promote and model a positive, respectful, accepting, and supportive learning environment PreK-12 that mirrors the Franklin Covey 7 Habits/Leader in Me empowerment and leadership philosophy to encourage good citizenship in our community.
- We will maintain a learning environment that supports all academic areas as well as art, music, library, physical education, and extra-curricular activities so that the unique talents of all students are emphasized and celebrated.
- We will utilize our two Academic Learning Centers (ALCs) as resources to help all learners reach their highest potential—from striving learners to those who require challenging experiences.
- We will recognize that literacy skills must be taught in PreK and strengthened each year through the Lucy Calkins Reading Workshop Model in K-5, and then further developed in middle and high school through continued emphasis on skill development in both reading and writing with a focus on exposing students to varied authentic literature and real-life writing experiences.
- We will develop strong mathematical skills through consistent instruction using the Common Core Learning Standards, real-life applications & critical thinking skills, and then expand those math skills through exposure to Regents, Honors, and AP mathematics coursework.
- We will engage students in Science, Technology, Engineering & Mathematics (STEM) opportunities K-12 so that they are best prepared for a 21st Century workforce beyond high school by reviewing and improving our existing technology programs.

Introduction:

The District consists of:

Theodore Roosevelt Elementary	Grades PreK-2	326 Students	28 Teachers
Woodrow Wilson Elementary	Grades 3-5	275 Students	22 Teachers
John F. Kennedy Middle School	Grades 6-8	265 Students	30 Teachers
John F. Kennedy High School	Grades 9-12	360 Students	44 Teachers

The Cheektowaga-Sloan Union Free School District partners with Erie 1 BOCES for all technology services and is committed to creating an environment where 21st Century Learning is encouraged and fostered through daily instruction.

Technology Vision

At Cheektowaga-Sloan Union Free School District, our technology will supplement and enhance instructional practices by adding interest and engagement, preparing students for the future's digital world, and allowing instruction to continue regardless of any obstacles. The primary use of technology is to support the goals of curriculum, instruction, assessment, and culture for learning. The District's technology will allow its citizens to be more efficient and provide more time for students to grow academically, socially, and emotionally. The District will provide appropriate and equitable access to technology for all faculty and students. District technology will allow collaboration between teachers, students, and the community and help each stakeholder work and learn within a 21st-century environment. Finally, all technology goals align with the CDEP and building-level strategic plans.

Acknowledgments

We wish to acknowledge the staff, students, and parents of the Cheektowaga-Sloan Union Free School District for their assistance in identifying the technology needs within our District. Your assistance in developing the District's Technology Plan will leave a positive, lasting mark on our school community for years to come.

District Technology Plan Committee:

Administrators:

Elizabeth Zaccarine, Technology Liaison and Building Principal
Brian Zybala, Director of Data and Technology

Teachers:

Peter Fuchs, Elementary Computer Integration Teacher and Webmaster
Megan Haley, Pre-Kindergarten Teacher
Michael Mazgajewski, Middle School Social Studies Teacher
Isabelle Bateson-Brown, High School French Teacher
Heather Damico, JFK Middle and High School Librarian

BOCES Representatives:

Jim Bachert, Microcomputer Support Technician
Joeseeph Kiesznoski III, Microcomputer Support Technician
Andrew Przybycien, Senior Microcomputer Technical Support Specialist

Parent Representatives:

Kristie Schlossin
Jannine Pawlowski
Jason Suzeski

Student Representatives:

Grant Ruzeski
Elijah Schlossin

The Process

The District organized a team of representatives to create this Technology Plan. The representatives consisted of volunteer parents, students, teachers, and administrators. There was representation from each of the four schools in the District.

The District used Google Forms to elicit feedback from parents, students, administrators, staff, and community members. The following questions were asked through the Google Form:

1. What is the current state of technology in the District? Please use this area to describe your thoughts on our current technology in place at this time. This can be software, hardware, devices, etc.
2. Where would you like to see the District, related to technology, in the next three to five years?
3. What are the top three purposes of educational technology? Meaning, what is the reason for using technology in education.

Based on feedback from the Google Form, a draft was created and presented to the representative committee, who added their input to be considered in revising the plan.

Once the committee created the final draft, it was posted on the District website with a link to elicit public comment. The ability to respond was open to the public and could be anonymous or have the author's name attached.

The representative committee reviewed the public comments and made final adjustments before presenting the plan to the Board of Education for their final approval.

The Board of Education was provided an opportunity to adjust the plan. The final plan was then reviewed by Erie 1 BOCES to ensure that it complied with all State requirements.

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Outcomes of the Prior Technology Plan

The previous technology plan was written before the District had internet speeds appropriate for a one-to-one initiative. Less than 30% of the District classrooms were equipped with interactive whiteboards, and less than 50% of the classrooms had document cameras. This caused previous technology plans to focus on the lack of technology hardware. The central focus of the technology plans was getting the technology up to a level that was adequate for 21st-century learning.

Now that the District has adequate broadband and WiFi access and all students have Chromebooks, we must consider the need to increase technology and create a cycle of replacement for our older and outdated technology. The questions that we asked stakeholders to answer included what is going well, what needs improvements, and where we would like to see the District go in terms of technology.

The pandemic quickly revealed areas where the District was lacking and needed to make immediate improvements. The need to move to remote instruction drove us to act swiftly in establishing a one-to-one initiative so students could interact with teachers daily.

When we first transitioned to a remote model in 2019-2020, we were able to provide Chromebooks to all students in grades 6-12. Our students in grades Pre-K to 5 were provided with paper instructional materials. In the 2020-2021 school year, we provided every student with a Chromebook and every teacher with a laptop.

Our blended model with some students attending school full time, others coming to school on a half-time basis, and others learning completely remotely required all teachers and students to have devices and adequate internet access. Any student who did not have sufficient internet access in their home was provided a mobile hotspot that operated on the Verizon Wireless network at no charge. We need to continue providing internet access to students without adequate service.

A Chromebook has a five-year life expectancy. This requires us to remove older Chromebooks from our rotation and replace them with newer ones. Document cameras were incredibly beneficial to remote instruction. They allowed teachers to broadcast books and other materials to students.

The use of interactive whiteboards has been another area that has been beneficial during the pandemic. Student Chromebooks can connect to an interactive whiteboard. This allows students to share their screens with a classroom of students.

District Technology Goals

1. **Technology Equipment** – Increase access to modern technology for both students and teachers, ensuring that the most updated and relevant technology equipment is located in all classrooms and areas for learning, including providing an avenue for 100% of teachers to engage students through the use of technology. Every classroom in the District used for instruction will have an Interactive Board that is no more than seven years old. Every student will have a dedicated Chromebook for their exclusive use at school and at home, as deemed necessary by the classroom teacher.
2. **Technology Integration** – Provide a one-stop Online environment that will allow students and teachers to access websites relevant to instructional initiatives and curriculum. Technology should enable students and teachers to save time and work more efficiently. By creating a one-stop site for Internet resources and password storage, students and teachers will be more efficient and able to spend additional time working on the instruction. Several initiatives will demonstrate this.
 - Having a single-sign-on site.
 - Having a place for and way for new and existing families to register Online.
 - Creating digital forms to manage communication among students, teachers, families, and the District.
 - Improve the District website to be more user-friendly, i.e., faster navigation.
 - Add the Board of Education Policy Manual and Annual notifications to the District website.
3. **Technology Instruction** – Provide students with instruction in technology literacy, evaluation of Online information, and digital citizenship, including cybersecurity and data privacy.
 - A curriculum of lessons will be created or selected, emphasizing technological literacy, evaluation of Online information, cybersecurity, and data privacy.
 - A plan will be created as to who will teach the lessons.
 - Evaluation of the program will be performed with pre and post-tests at each grade level.
 - The curriculum will be adjusted as necessary by student pre and post-test results.

4. Professional Development – Provide educators with the necessary technology skills to implement a 21st Century culture of learning in a safe and secure technological environment. This will be accomplished by surveying faculty and staff members on their technology education needs and creating professional development opportunities that meet the expressed needs of the faculty and staff. At the end of three years, 75% of all faculty and staff members will have received training in technology integration, and 100% of faculty and staff members will have received training in cybersecurity and data protection. Several opportunities that will be available to faculty and staff members are:

- Utilization of BOCES to showcase different cutting-edge applications and programs available for enhancing classroom instruction
- Leveraging BOCES Pilot Program to explore the use of technology hardware in the classroom with BOCES guidance and training
- Ongoing professional development related to Online Response to Intervention programs
- Utilization of Interactive WhiteBoards
- Integrating video and websites such as WeVideo, Lexia, IXL, EdPuzzle, and Kami into classroom lessons
- Offerings of Online workshops based on teacher interest and needs (utilize Operoo surveys)
- Training for the use of Google Workspace and eDoctrina
- Integration of technology when building curriculum, especially in the areas of English Language Arts and Mathematics
- In-house training on data collection and interpretation related to iReady and FastBridge software programs

5. Addressing Under-served Populations - Use technology to increase assistance to students with disabilities, English language learners, students living with homelessness, and students with economic disadvantages. This will be accomplished by utilizing specialized software to meet the differentiated needs of our students. We will provide adaptive technology to allow all students access to the curriculum and provide them with the technology necessary to access sufficient Internet in their permanent or temporary residence.

Goal #1: Infrastructure and Hardware Goal

Increase access to modern technology for both students and teachers, ensuring that the most updated and relevant technology equipment is located in all classrooms and areas for learning, including providing an avenue for 100% of teachers to engage students through the use of technology. Every classroom in the District used for instruction will have an Interactive Board that is no more than seven years old. Every student will have a dedicated Chromebook for their exclusive use at school and at home, as deemed necessary by the classroom teacher.

Computers:

Currently, all classrooms PreK-12 have computers that students can access at school. In addition, students in PreK to grade 5 can take Chromebooks home when teachers deem it necessary, and students in grades 6-12 are assigned Chromebooks to take home every night. The Library Media Centers have computers and iPads (elementary) for students to use. Every teacher in the District is assigned a laptop for use at school and home. Every classroom has a docking station for teachers to connect their computers to the room's technology.

Printers:

The District has implemented a Print Management Project in which teachers have access to High-Speed Networked Digital Printers at each building.

Projectors/Interactive White Boards/SmartBoards:

All classrooms have a projector or an Interactive WhiteBoard or a SmartBoard. This allows for video streaming and interactive learning activities. Teachers also have document cameras to utilize as needed.

Network Infrastructure:

The District provides broadband access through the WNYRIC at all buildings. Data closets are in each building, and servers are hosted in the District at JFK High School and the WNYRIC.

Telecommunications:

Phone System:

The phone system is a VOIP system run on AdTran equipment. All classrooms have an analog phone, and all clerical/administrators have a digital phone. Each teacher has voicemail and a direct extension so parents can reach teachers anytime. Teachers, clerical, and administrative staff have access to a program to connect their laptops to their VOIP line. This allows teachers to receive and make calls from their classroom phone numbers through their laptops. The Buildings and Grounds Department utilizes district cell phones to stay connected with teachers and the main office during the workday.

Future Inventory Needed

The District utilizes Erie 1 BOCES to assist with inventory needs as we continue creating a 21st Century learning environment. Through the Managed Service, the District is kept apprised of the need to upgrade the infrastructure and wireless system throughout the District. In addition, status reports are given to make the District aware of the need to replace machines and other equipment as they become outdated. The District has implemented a 1:1 initiative. Therefore, Chromebook purchases will be necessary to replace machines as they reach their end-of-life date.

The Process to Measure Success of Goal #1

Three hundred fifty new Chromebooks and 35 Interactive Boards will need to be purchased each year. This accounts for the number of devices that will “age out” and the number of Interactive Boards necessary to fill the current gap. At the end of every year, we will analyze the number of Chromebooks purchased and the number of Interactive Boards installed. We will then evaluate whether our goal is on track or if we need to increase purchasing in the following school year. If 100% of classrooms have an Interactive Board at the end of the three years and 100% of students have a dedicated Chromebook, we will have met goal number one.

Goal #2: Software and Online Resource Goal

2. Technology Integration – Provide a one-stop Online environment that will allow students and teachers to access websites relevant to instructional initiatives and curriculum. Technology should enable students and teachers to save time and work more efficiently. By creating a one-stop site for Internet resources and password storage, students and teachers will be more efficient and able to spend additional time working on the instruction. Several initiatives will demonstrate this.

- Having a single-sign-on site.
- Having a place for and way for new and existing families to register Online.
- Creating digital forms to manage communication among students, teachers, families, and the District.
- Improve the District website to be more user-friendly, i.e., faster navigation.
- Add the Board of Education Policy Manual and Annual notifications to the District website.

Software:

The District subscribes to multiple databases used for research and student collaboration. Instructional software is utilized in all subject areas. Determination of what software will be purchased is made based on the requested software through an online form. In addition, online assessment tools are utilized in all schools, including Lexia, FastBridge, and Castle Learning.

Email:

Each district employee has access to a Gmail account through the cheektowagasloan.org domain. A Mailmeter service archives the email.

Website:

The District's website is located at www.cheektowagasloan.org and can be accessed by parents, students, community members, and the general public. People can view important district information, instructional materials, the district calendar, job opportunities, and other relevant information.

The Process to Measure Success of Goal #2

Each of the sub-goals below will be measured in the way specified.

- Having a single-sign-on site. – To be considered accomplished, all students and teachers will be using a single-sign-on service that will allow quick access to websites and password retention.
- Having a place for and way for new and existing families to register online. - To be considered accomplished, the District will have created an online registration process that allows citizens to complete registration on a computer or mobile device.
- Creating digital forms to manage communication among students, teachers, families, and the District. - To be considered accomplished, a minimum of three online forms per year will be created to manage communication between teachers, students, and community members.
- Improve the District website to be more user-friendly, i.e., faster navigation. - 80% of web pages will be reviewed for accuracy, relevance, and ease of use by the end of the third year to be considered accomplished.
- Add the Board of Education Policy Manual and Annual notifications to the District website. – The Board of Education Policy Manual and Annual notifications must be posted to the website within the first year of the plan to be considered accomplished. In addition, the documents will be updated and hyperlinked in both years two and three of the plan.

Goal #3: Instruction in Digital Citizenry

3. Technology Instruction – Provide students with instruction in technology literacy, evaluation of Online information, and digital citizenship, including cybersecurity and data privacy.

- A curriculum of lessons will be created or selected, emphasizing technological literacy, evaluation of Online information, cybersecurity, and data privacy.
- A plan will be created as to who will teach the lessons.
- Evaluation of the program will be performed with pre and post-tests at each grade level.
- The curriculum will be adjusted as necessary by student pre and post-test results.

Need for Digital Citizenry:

Students participate in learning experiences in their classrooms and the school library by exploring online databases and using Chromebooks and interactive whiteboards. This includes digital citizenry but is not currently codified into a sequential curriculum.

In middle school, students participate in technology classes that introduce students to more advanced computer skills such as coding and robotics. Students at the middle school level are taught to use 3-d printers and Vex robots.

At the high school level, students are given choices for engaging in a 21st Century curriculum. They may participate in engineering, robotics, technical drawing, CAD courses, and an introduction to computing. Students can also take computer-based business courses.

The Process to Measure Success of Goal #3

By the end of the 2022-2023 school year, a k-8 curriculum should be created, revised, finalized, and adopted to consider this goal on target to be met.

Over the summer after the 2022-2023 school year, teachers should be assigned and trained to teach the curriculum. Pre and post-tests must also be created before this step of the goal can be considered complete.

In the 2023-2024 school year, the curriculum must be taught. At the end of the year, the pre and post-tests will be examined by the technology committee to determine the success of the curriculum and the need for adjustments.

This goal will be considered accomplished if all of the above action steps are completed.

Goal #4: Professional Development

4. Professional Development – Provide educators with the necessary technology skills to implement a 21st Century culture of learning in a safe and secure technological environment. This will be accomplished by surveying faculty and staff members on their technology education needs and creating professional development opportunities that meet the expressed needs of the faculty and staff. At the end of three years, 75% of all faculty and staff members will have received training in technology integration, and 100% of faculty and staff members will have received training in cybersecurity and data protection. Several opportunities that will be available to faculty and staff members are:

- Utilization of BOCES to showcase different cutting-edge applications and programs available for enhancing classroom instruction
- Leveraging BOCES Pilot Program to explore the use of technology hardware in the classroom with BOCES guidance and training
- Ongoing professional development related to Online Response to Intervention programs
- Utilization of Interactive WhiteBoards
- Integrating video and websites such as WeVideo, Lexia, IXL, EdPuzzle, and Kami into classroom lessons
- Offerings of Online workshops based on teacher interest and needs (utilize Operoo surveys)
- Training for the use of Google Workspace and eDoctrina
- Integration of technology when building curriculum, especially in the areas of English Language Arts and Mathematics
- In-house training on data collection and interpretation related to iReady and FastBridge software programs

Current State of Professional Development

The COVID-19 pandemic has caused all Districts in Western New York to struggle with two obstacles to offering professional development: reduction in the substitute pool and the inability to bring people together in a single place and time.

The District has created virtual training videos for faculty and staff. The District has also continued to work with BOCES to make trainers available to faculty through online platforms such as Zoom, Google Meet, and Webex.

Summer is the best opportunity to train large numbers of staff members simultaneously. The District will offer summer professional development and continue to approve requests for professional development made by teachers and staff members through Frontline Professional Growth.

The Process to Measure Success of Goal #4

This goal will be measured by meeting each step listed below:

- Every year, a survey of the faculty and staff will determine what training topics are necessary to increase technology integration in classroom instruction. The success of this aspect will be measured by whether or not the survey is given and interpreted.
- Once survey data has been analyzed, staff members who have unique needs will be contacted to understand the specific requirements.
- A plan will be created to train employees for the year.

At the end of the three-year plan, this goal will be considered successfully completed if:

- Each year 25% of the faculty and staff should receive training in technology integration.
- 100% of employees should be trained in data protection and cyber security.
- 75% of faculty and staff members should have received training in technology integration.

Goal #5: Addressing Under-served Populations

5. Addressing Under-served Populations - Use technology to increase assistance to students with disabilities, English language learners, students living with homelessness, and students with economic disadvantages. This will be accomplished by utilizing specialized software to meet the differentiated needs of our students. We will provide adaptive technology to allow all students access to the curriculum and provide them with the technology necessary to access sufficient Internet in their permanent or temporary residence.

The Process to Measure Success of Goal #5

We will create and enact a replacement cycle for our 1-to-1 student Chromebooks, ensuring that no Chromebook meets its end-of-life date before it is replaced. This will be annually assessed when we recollect Chromebooks and review the Incident IQ log for Chromebooks that have reached their end-of-life date. As long as no device reaches end-of-life before it is replaced, this portion of the goal will be met.

We will survey students' guardians every year to determine that 100% of the students in the District have adequate access to wireless Internet that will allow all students to partake in live Zoom meetings at the same time in their temporary or permanent place of residence. This portion of the goal will be considered met if 100% of our students can access the Internet with sufficient speed to complete all online tasks.

We will evaluate educational software for students with disabilities and English language learners by surveying teachers of these students annually to determine if the best software to meet their students' needs is available to them. We will consider this a met goal when 90% of the teachers report that they have the most beneficial software.

We will update adaptive technology for students with disabilities on an as-needed basis. This will be measured by yearly surveys of the teachers of students with disabilities. This survey will ask teachers to rate the appropriateness of the adaptive technology hardware their students are using on a scale of 1-5. This portion of the goal will be considered met when all teachers rate the hardware at a 4 or 5 on the 1-5 scale.

Action Steps for Goals

Action Plan - Goal 1

	Action Step Anticipated Cost	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion
Action Step 1	Budgeting	Determine what funds will be used over the next three years to accomplish the goal.	Business Official	Director of Technology	07/29/2024
Action Step 2	Purchasing	Contact competing vendors to receive quotes for Chromebooks and Interactive Boards. This will be done every year in May.	Director of Technology	Business Official	08/01/2024
Action Step 3	Implementation	Have Boards installed and have BOCES complete white-glove service for each Chromebook.	Installation company	Director of Technology	09/01/2024
Action Step 4	Professional Development	Provide training to each teacher who works in a room with a new Board.	Director of Technology	Newline – Provides free professional development	01/02/2025
Action Step 5	Evaluation	Determine that all Boards are appropriately installed, all teachers with boards are trained, and all students have Chromebooks	Director of Technology	Building Principals	02/28/2025

Action Plan - Goal 2

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion
Action Step 1	Purchasing	Purchase a single-sign-on service	Director of Technology	Business Official	07/01/2022
Action Step 2	Implementation	Set up and customize the single sign-on for each school's students, teachers, and staff.	Director of Technology	Teacher on Special Assignment	09/01/2022
Action Step 3	Evaluation	Review the use of the single-sign-on site; the expectation is 100% student use and 80% faculty and staff use.	Director of Technology	Teacher on Special Assignment	06/30/2023
Action Step 4	Communications	Utilize Operoo and Google Forms to create communication forms for students, teachers, and community members.	Director of Technology	Teacher on Special Assignment	06/28/2024
Action Step 5	Implementation	Create ability for online registration	Director of Technology	Teacher on Special Assignment	07/01/2022
Action Step 6	Learning Spaces	Improve the District Website to make it more user-friendly for students and community members	Teacher on Special Assignment	Director of Technology	06/28/2024
Action Step 7	Policy/Protocols	Add a hyperlinked copy of the Board of Education Policy Manual to the District Website for fast, easy access to all District policies.	Teacher on Special Assignment	Director of Technology	07/01/2022

Action Plan - Goal 3

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion
Action Step 1	Curriculum	A curriculum will be created with lessons for students in grades K-12.	Curriculum and Instruction Leader	Director of Technology	09/01/2023
Action Step 2	Planning	The technology committee will review the curriculum and revise the lessons and assessments.	Curriculum and Instruction Leader	Director of Technology	05/01/2024
Action Step 3	Professional Development	The Library Media Specialists will be trained in the new curriculum and prepare to teach it in the following year.	Curriculum and Instruction Leader	Director of Technology	06/23/2024
Action Step 4	Implementation	The curriculum will be taught to students in grades K-12. Students will be given pre and post-tests to measure their growth and the effectiveness of the curriculum.	Library Media Specialist	Curriculum and Instruction Leader	06/24/2025
Action Step 5	Evaluation	The Technology Committee will review the results of the student pre and post-tests to determine if there is a need for curricular adjustments.	Director of Technology	Curriculum and Instruction Leader	08/19/2024

Action Plan - Goal 4

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion
Action Step 1	Communications	Faculty and staff will be surveyed through an Operoo form on what training they are interested in, need, and benefit their students most.	Executive Director of Curriculum, Instruction, Accountability, and Professional Development	Director of Technology	06/23/2022 06/24/2023 06/23/2024
Action Step 2	Evaluation	The Director of Data and technology will take the survey results and determine trends in the survey results. The director will also determine which unique areas are noted by only one or two faculty or staff members who expressed a need.	Director of Technology	Teacher on Special Assignment	06/23/2022 06/24/2023 06/23/2024
Action Step 3	Communications	The Director of Technology will contact faculty or staff members who expressed unique needs, and a plan to meet their needs will be created together.	Director of Technology	N/A	06/23/2022 06/24/2023 06/23/2024
Action Step 4	Planning	A Technology Professional Development plan will be created for the following year utilizing the trends discovered by the faculty and staff survey.	Executive Director of Curriculum, Instruction, Accountability, and Professional Development	Director of Technology	08/01/2022 08/01/2023 08/01/2024
Action Step 5	Communications	Outside organizations such as BOCES will be contacted to arrange the appropriate training.	Director of Technology	Coordinator of Curriculum, Instruction, and Professional Development	10/01/2022 10/01/2023 10/01/2024
Action Step 6	Implementation	Provide training to teachers on the scheduled dates.	Coordinator of Curriculum, Instruction, and Professional Development	N/A	06/23/2023 06/24/2024 06/23/2025

Action Step 7	Evaluation	Faculty and staff members will be surveyed again at the end of the year to determine additional needs for the following year. This survey will also compile the number of faculty and staff members who received professional development in the last year.	Executive Director of Curriculum, Instruction, Accountability, and Professional Development	Director of Technology	06/23/2025
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Action Plan - Goal 5

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion
Action Step 1	Planning	A replacement cycle will be established so that no student Chromebook reaches its end-of-life date before it is replaced.	Director of Technology	Teacher on Special Assignment	07/01/2022
Action Step 2	Purchasing	Replace Chromebooks every year according to the replacement cycle plan.	Business Official	Director of Technology	08/01/2022 08/01/2023 08/01/2024
Action Step 3	Communications	Survey students' guardians every year to determine that 100% of the students in the District have adequate access to wireless Internet that will allow all students to partake in live Zoom meetings simultaneously in their temporary or permanent place of residence.	Director of Technology	Teacher on Special Assignment	06/23/2023 06/24/2024 06/23/2025
Action Step 4	Communications	Evaluate educational software for students with disabilities and English language learners by surveying teachers of these students annually to determine if the best software to meet their students' needs is available to them.	Director of Technology	Teacher on Special Assignment	05/01/2023 05/01/2024 05/01/2025
Action Step 5	Evaluation	Determine what software is necessary to meet the needs of students with disabilities and English language learners.	Director of Technology	Teacher on Special Assignment	06/24/2023 06/23/2024 06/23/2025
Action Step 6	Purchasing	Purchase the determined software from Action Step 5.	Business Official	Director of Technology	07/01/2022 07/01/2023 07/01/2024
Action Step 7	Communications	Survey teachers of students with disabilities to determine the state of the District's adaptive technology. The survey will ask the teachers to rate the appropriateness of the adaptive technology hardware their students are using on a scale of 1-5.	Director of Technology	Director of Special Education	05/01/2023 05/01/2024 05/01/2025
Action Step 8	Evaluation	Determine what adaptive hardware is necessary to meet the needs of students with disabilities.	Director of Technology	Teacher on Special Assignment	06/24/2023 06/23/2024 06/23/2025
Action Step 9	Purchasing	Purchase the determined adaptive technology from Action Step 8.	Business Official	Director of Technology	07/01/2022 07/01/2023 07/01/2024