

Cheektowaga-Sloan UFSD



Technology Plan 2026-2029

Creating 21st Century Learners

Cheektowaga-Sloan Union Free School District
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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, along with Restorative Practices, 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 direct and systematic phonics instruction aligned with the Science of Reading research, 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	310 Students	28 Teachers
Woodrow Wilson Elementary	Grades 3-5	289 Students	22 Teachers
John F. Kennedy Middle School	Grades 6-8	282 Students	30 Teachers
John F. Kennedy High School	Grades 9-12	380 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

Instructional technology in the Cheektowaga-Sloan Union Free School District will serve as a transformative tool, equitably empowering all students and staff to excel in a digital-first world. We commit to a seamless, supportive technology ecosystem that:

- **Enhances Learning:** Supplements and transforms instructional practices to boost student engagement, personalize learning, and directly support the goals of curriculum, instruction, and assessment.
- **Ensures Equity & Access:** Guarantees appropriate and reliable access to 21st-century tools for all students and faculty, ensuring the continuity of instruction regardless of obstacles ("everywhere, all the time").
- **Fosters Digital Literacy:** Prepares students to be capable, ethical digital citizens ready for the future workforce, enabling collaborative work and efficient learning for all stakeholders (students, staff, and community).
- **Drives Growth:** Creates more time for meaningful academic, social, and emotional development by optimizing operations and fostering a culture of continuous learning.

All technology goals will remain explicitly aligned with the Comprehensive District Education Plan (CDEP), building-level strategic plans, and the National Technology Plan.

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:

Christopher Conrad, Building Assistant Principal
Christopher Farrel, Building Principal
Janelle Finn, District Assistant Superintendent
Andrea Galenski, District Superintendent
Robert Julian, Building Principal
Jeffrey Mochrie, Building Principal
Elizabeth Zaccarine, Technology Liaison and Building Principal
Brian Zybala, Director of Technology, Data Protection Officer, and District Data Coordinator

Teachers:

Tarrie Battaglia, Writing Teacher
Michael Beck, ENL Teacher
Kristine Brown, Math Teacher
Maria Cosen, RTI Reading Teacher
Peter Fuchs, Technology Integration Teacher
Lori Illuzzi, RTI Math Specialist
Mary Leising, ENL Teacher
Kathryn Moloney, Special Education Consultant Teacher
Rena ROKITKA, RTI Reading Teacher
Sheri Sante, RTI Math Teacher
William Wiesmore, Librarian
Melanie Wojtowicz, Elementary Teacher

BOCES Representatives:

Jim Bachert, Microcomputer Support Technician
Michael Gerber, Microcomputer Support Technician
Robert Oddo, Senior Microcomputer Technical Support Specialist
Jordan Thompson, Microcomputer Support Technician

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Evaluation of the Cheektowaga-Sloan Union Free School District's Alignment to the 2010 Statewide Learning Technology Plan

Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.

The district has made **significant** progress toward this goal.

Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.

The district has met this goal to a **moderate** extent.

Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.

The district has made **significant** progress toward this goal.

Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

The district has made **significant** progress toward this goal.

Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.

The district has met this goal to a **moderate** extent.

Scale = Minimal -> Moderate -> Significant -> Fully

District Technology Goals

1. Network and Infrastructure – Enhance equitable access to digital learning resources by strategically increasing and optimizing the wireless (WiFi) network capacity and coverage across all district facilities and grounds, and deploying mobile connectivity solutions to support students lacking reliable home internet access.

This effort is designed to achieve sustained, high-performance network reliability by replacing outdated access points with current-generation equipment, extending seamless connectivity to all indoor and outdoor learning spaces, and increasing the concurrent user capacity to ensure every student and staff member can access the network without performance degradation. Furthermore, it will establish clear protocols for the secure deployment and maintenance of mobile WiFi solutions specifically for our most vulnerable populations, directly supporting the "everywhere, all the time" mandate by verifiably eliminating connectivity gaps that hinder remote and personalized learning opportunities.

2. Curriculum – Utilize and expand core curriculum maps, aligned to the NYS Computer Science and Digital Fluency Learning Standards, to systematically embed standards-based instruction (K-12). This is a sustained effort that will require systematic, cross-curricular revision of K-12 curriculum maps to ensure seamless integration of digital fluency skills across all content areas. It will result in targeted professional development for faculty on instructional and pedagogical best practices, equipping them to teach the standards with fidelity. The goal will establish a verified bank of standards-aligned benchmark assessments for regular use, providing reliable data to measure student proficiency at key grade bands and enabling data-driven curriculum refinement throughout the life of the plan, ultimately ensuring all students graduate as capable, ethical digital citizens.

3. Professional Development on AI – Provide ongoing and targeted professional development to all faculty and staff on the ethical and effective use of Artificial Intelligence (AI) tools for instructional planning, assessment design, and personalized learning. This initiative will establish clear, district-wide guidelines and protocols for AI usage, cultivate a research-informed understanding of its ethical implications, and integrate practical AI competencies into teacher practice to enhance instructional efficiency and ultimately improve student outcomes.
4. Hardware Cycles of Replenishment – Continue to improve the hardware used by faculty, staff, and students throughout the district by establishing and adhering to a sustainable, regular schedule of replacement for all computing and instructional hardware. This sustained commitment to modernization will ensure equitable access to high-performing, reliable tools for all users, maximize efficiency in academic and administrative tasks, and prevent instructional disruption caused by outdated equipment.
5. Addressing Under-served Populations - Increase equitable access to and utilization of high-quality, standards-aligned digital content and open educational resources (OER) to personalize instruction and support Universal Design for Learning (UDL) principles for all learners. This goal is a sustained effort that will require systematic vetting and adoption protocols to ensure all digital resources meet accessibility and curriculum standards. The outcome will be a centrally managed, single point of access to a rich library of digital content and OER that empowers teachers to effectively differentiate instruction and support the diverse learning needs of all students, verified through consistent analysis of usage data and student performance metrics to measure the impact on learning outcomes.

Action Steps for Goals

Action Plan - Goal 1

	Action Step - Category	Action Step - Description
Action Step 1	Communications	Conduct comprehensive site surveys and stakeholder communication (faculty, staff, students) to precisely identify current WiFi weak points and coverage gaps.
Action Step 2	Evaluation	Analyze all survey data and technical reports to determine the precise requirements for capacity, coverage, and mobile access needs across the district.
Action Step 3	Planning	Collaborate with Erie 1 BOCES or external technical consultants to develop a detailed infrastructure upgrade plan, including equipment specifications, deployment strategy, and mapping of necessary access points.
Action Step 4	Purchasing	Procure all necessary networking hardware (e.g., access points, switches, cabling) and mobile WiFi devices in alignment with the plan developed in Step 3.
Action Step 5	Infrastructure	Execute the physical installation of new cabling and networking hardware across all identified buildings and outdoor learning spaces.
Action Step 6	Implementation	Configure, test, and activate all new wireless access points and mobile devices, integrating them securely into the existing district network.
Action Step 7	Evaluation	Conduct post-implementation performance testing to verify that improved access, signal strength, and user capacity targets are successfully met district-wide.
Action Step 8	Policy/Protocols	Develop and communicate clear policies and protocols for the loan, use, and maintenance of the new mobile WiFi devices to target populations.

Action Plan - Goal 2

	Action Step - Category	Action Step - Description
Action Step 1	Curriculum	Audit and revise existing K-12 curriculum maps to identify natural points of integration for the Computer Science and Digital Fluency standards across all core subject areas (e.g., ELA, Math, Science, Social Studies).
Action Step 2	Collaboration	Establish grade-level/content-area teams to develop or curate standards-aligned instructional materials, resources, and model lessons that embed the new standards with fidelity.
Action Step 3	Professional Development	Provide targeted professional development on the NYS CS and Digital Fluency Standards' core concepts and sub-concepts, focusing on pedagogical methods for seamless integration into content-area instruction.
Action Step 4	Curriculum	Develop and vet a bank of common, standards-aligned benchmark assessments (formative and summative) to reliably measure student proficiency in Digital Fluency and CS skills at key grade bands (e.g., K-3, 4-6, 7-8).
Action Step 5	Purchasing	Procure necessary instructional materials, software licenses, or digital resources identified by the collaborative teams (Step 2) to support effective implementation of the revised curriculum maps.
Action Step 6	Implementation	Implement the revised curriculum and instruction district-wide, with the instructional technology specialist providing in-class support and coaching to reinforce PD.
Action Step 7	Evaluation	Analyze student performance data from the benchmark assessments (Step 4) at the end of each school year to measure student progress and program success against established proficiency targets.
Action Step 8	Planning	Use evaluation data to inform annual curriculum revisions and identify specific needs for follow-up professional development and resource allocation for the next cycle.

Action Plan - Goal 3

	Action Step - Category	Action Step - Description
Action Step 1	Research	Conduct research on best practices for ethical AI integration in K-12 education, including potential risks (e.g., bias, data privacy) and instructional benefits.
Action Step 2	Planning	Create a plan to train teachers in the ethical and effective use of Artificial Intelligence (AI) tools for instructional planning, assessment design, and personalized learning.
Action Step 3	Policy/Protocols	Draft and secure approval for a district-wide AI guidance document that addresses the ethical use of AI by both staff (lesson planning) and students (academic integrity).
Action Step 4	Professional Development	Deliver Phase 1 (basic AI tool usage and ethical guidelines) and Phase 2 (advanced application in personalized lesson and assessment creation) training using various models (e.g., Superintendent Conference Days, small-group workshops, peer coaching) to ensure differentiated and sustained learning.
Action Step 5	Collaboration	Work with teacher groups, established by principals, to share successful AI integration strategies and collaboratively refine lesson plans using AI tools.
Action Step 6	Evaluation	Utilize principal and teacher feedback along with classroom observation data to evaluate the effectiveness of the training and measure the extent to which teachers are implementing AI ethically and effectively.
Action Step 7	Planning	Analyze evaluation data (Step 6) to identify ongoing support needs and make necessary revisions to the AI policy and future PD offerings.

Action Plan - Goal 4

	Action Step - Category	Action Step - Description
Action Step 1	Planning	Conduct a comprehensive audit of all existing district hardware (End User Computers, classroom, network, security) to determine its current age, performance status, and replacement eligibility based on established depreciation cycles.
Action Step 2	Budgeting	Develop and integrate a detailed, multi-year replacement budget based on the hardware audit and established replacement cycle (e.g., 3-year for student devices, 4-year for faculty laptops), ensuring best use of taxpayer funds.
Action Step 3	Purchasing	Execute the annual procurement of new equipment, prioritizing devices for faculty, staff, and students (e.g., Chromebooks, laptops) while also replacing essential network and security infrastructure (e.g., servers, door controllers).
Action Step 4	Implementation	Strategically deploy new hardware to target populations, managing the rollout schedule to minimize disruption and maximize learning continuity across all grade levels.
Action Step 5	Professional Development	Provide targeted training and support to teachers and staff on the features and effective use of the newly issued hardware and any associated operating systems or software.
Action Step 6	Policy/Protocols	Establish a clear and efficient device lifecycle management protocol for the proper decommissioning, asset removal, and secure data wiping of retired hardware.
Action Step 7	Evaluation	Track and report on key metrics such as hardware uptime, help-desk tickets related to device failures, and adherence to the scheduled replacement cycle to measure the goal's success.
Action Step 8	Planning	Review replacement cycles and budgetary needs annually to ensure the plan remains fiscally responsible, aligned with technological advances, and supportive of educational goals.

Action Plan - Goal 5

	Action Step - Category	Action Step - Description
Action Step 1	Research	Conduct a Needs Assessment to identify current gaps in digital content and OER use, particularly for Special Education and ELL populations.
Action Step 2	Curriculum	Develop guidelines and rubrics for vetting and adopting digital resources to ensure they align with NYS Standards, accessibility requirements, and UDL principles.
Action Step 3	Purchasing	Allocate dedicated funds for the procurement of high-quality digital textbooks, adaptive learning platforms, and OER collections that directly address identified curriculum needs.
Action Step 4	Professional Development	Provide training to teachers on how to effectively integrate and differentiate instruction using OER and digital resources to meet diverse student needs.
Action Step 5	Implementation	Integrate new digital content within the District's digital content portal to ensure all students have a single, equitable point of access.
Action Step 6	Evaluation	Track usage data and student performance metrics (e.g., student engagement, time on task, assessment scores) related to the use of new digital content to measure impact.
Action Step 7	Planning	Review and update the digital content library annually based on evaluation data and evolving curriculum needs.

NYSED Initiatives Alignment

The Cheektowaga-Sloan Union Free School District's Instructional Technology Plan provides a comprehensive and sustained effort to elevate student performance and academic standards while ensuring equitable learning opportunities are available to all students "everywhere, all the time." This is accomplished through strategic investments in infrastructure, human capacity, and instructional resources.

Technology Integration and Multiple Pathways

Technology is deeply integrated into teaching and learning throughout the district by focusing on personalized, accessible curriculum delivery. Goal 5 (Digital Content), which mandates the use of high-quality digital content and Open Educational Resources (OER), and Goal 2 (Digital Fluency) ensure that technology is used by students to demonstrate understanding of skills and concepts through varied, project-based work. Crucially, this content strategy leverages Universal Design for Learning (UDL) principles to provide multiple pathways to access and participate in learning, ensuring the curriculum is flexible and accessible for all students, including those with disabilities, English Language Learners, and economically disadvantaged students.

Teacher Practice and Measurement

The plan sustains this effort by building human capacity and measuring its impact. Goal 3 (Ethical AI PD) directly addresses the extent to which technology is used by teachers to facilitate their practice. Educators will receive targeted training on leveraging AI tools for personalized lesson planning, differentiation, and assessment design, ultimately increasing instructional efficiency and equity. The effectiveness of this technology use is measured through various forms of accountability, including the analysis of benchmark assessment data (Goal 2), post-PD surveys, and the evaluation of the resulting differentiated student work (Goal 3), thus creating a feedback loop for continuous improvement.

Short- and Long-Term Solutions for Equity

The district's plan incorporates both short and long-term solutions to maintain a robust and equitable learning environment. Short-term equity is immediately addressed through Goal 1 (WiFi Access), which eliminates the homework gap via expanded coverage and mobile WiFi deployment, directly solving the problem of

reliable internet access. Long-term solutions are secured through Goal 4 (Hardware Improvement), establishing a sustainable, regular replacement schedule that ensures a consistent supply of high-performing devices (1:1 ratio) and robust infrastructure. This commitment to reliable device access and infrastructure minimizes instructional disruption and guarantees that the district's promise of "everywhere, all the time" learning is fully realized. We also rely on strategic partnerships with BOCES and vendors to secure the necessary professional development and fiscally responsible resource procurement.