Sweet Home Central School District

INSTRUCTIONAL TECHNOLOGY PLAN

2026-2029

EVERY STUDENT, ONE COMMUNITY, READY FOR THE FUTURE.

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 Student, 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

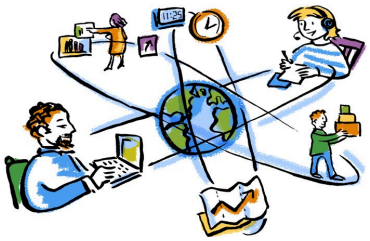
- Students, teachers, staff, and community residents feel connected to Sweet Home and possess a sense of belonging.
- Quality relationships characterized by mutual respect and understanding are in place amongst the students and staff.
- Every child has at least one adult with whom he/ she feels connected.
- 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 surrounding them. Teachers must have access to up-to-date technology, 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

Superintendent of Schools
Assistant Superintendent for Finance and Plant Services
Assistant Superintendent for Curriculum and Instruction
Director for Curriculum and Instruction
Director of Instructional Technology and Data
Building Administration
Systems Engineer
District Technology Coaches
Teacher Center Director
Teachers
Library-Media Specialist

The District Technology Plan results from coordinated efforts between the Technology Team, the District Technology Committee, the District Professional Development Planning Team, and Building Leadership Teams. Over several monthly sessions between December 2025- May 2026, the Technology Plan Design Team, consisting of members from the District Technology Committee shared practices and offered opinions on the use of technology as it applied to our district's mission, aligned professional development goal areas and the district strategic plan.

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 culturally- 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, Equitable Access and Instructional Integration and Responsible Use of Digital Tools. Goals under each area were revisited 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, Director for Instructional Technology and Data, Director for Curriculum and Instruction and the Assistant Superintendent for Finance and Plant Services 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 the 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 and Board of Education for approval. A comprehensive summary of the plan is contained within this document. Click here to view the full survey submitted to the NYSED.

Remote Learning Opportunities

As a district, we continue 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 utilize 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 various 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 students in the 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.

Teachers are able to take advantage of flexible, on-demand, asynchronous learning options to support continuous professional development.. This includes our relationship with the Sweet Home Teacher Center. The Center provides microcredential opportunities to the staff via the platform badge list. Courses offered 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 often used to conduct "real-time" discussions making planning and collaboration more accessible. Sweet Home has evolved to meet the needs of our staff to help grow professional learning.

Correlation with Sweet Home's Professional Learning Plan and District Strategic 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 encourages 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.

- 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).
- We will continue to use the most up-to-date technology integration frameworks available to evaluate our programs.
- 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 correlation between the district technology plan, professional learning plan and the district strategic plan, 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. Our two, full-time technology integration instructional coaches will continue to support teachers K-12 to design instruction that aides students to apply knowledge and skills. The coaches will work in concert with supports that may be provided via technology integration specialists from Erie 1 BOCES.

The effectiveness of these experiences in building the capacity of teachers is best judged by the work produced by students. To this end, the collective work of the Strategic Plan Committee, Professional Learning Plan Committee, District Technology Committee, Sweet Home Teacher Center and other interested stakeholders 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 team will utilize any existing or emerging technology framework tool that may be aligned to our goals and developing needs.

NYSED Initiative Alignment

Technology in Support of Rigorous Learning

We recognize that today's learning environment has evolved significantly with the growth of educational technology. Digital tools enhance classroom experiences by helping students develop knowledge and skills in more efficient, interactive ways. At the same time, technology should never replace the teacher. Instead, it serves as a powerful support for gathering information, facilitating communication, and enriching the teaching and learning process. When used creatively and intentionally, technology enhances the overall learning experience.

As a district, we are committed to preparing students to be "future-ready." We value the use of technology to support authentic learning opportunities that reflect real-world expectations while providing a meaningful, engaging, and rigorous educational experience. In the 21st century, skills such as creativity, collaboration, communication, critical thinking, perseverance, and problem-solving are essential. Digital literacy plays a key role in developing these competencies, helping to increase student engagement and connection while equipping learners for lifelong success.

As we strive to create culturally responsive learning environments, we recognize that technology can foster collaboration, social development, and interdependence among students from diverse backgrounds. Digital tools enable teachers to personalize learning and build inclusive classroom communities that honor varied learning styles and cultural perspectives. Communication technologies also expand students' opportunities to engage with both local and global communities. At Sweet Home, we view diversity as a strength. Our students bring a wide range of cultures, languages, economic backgrounds, and learning needs to the classroom each day. Technology can serve as an equalizer, providing access and opportunities for all learners. It also supports culturally responsive teaching by helping students develop their voice, while increasing collaboration, agency, and motivation—key factors in academic success.

To support these goals, each student is provided with a 1:1 digital device, ensuring equitable access to personalized and differentiated learning. Our learning management system (LMS), such as Schoology, serves as a central hub for student work and instructional resources, offering access to curriculum and content anytime, anywhere. This access allows learning to extend beyond the school day. The LMS also promotes organization, supports classroom management, and enables more efficient, paperless workflows. Teachers benefit from increased flexibility, opportunities to collaborate with colleagues across the district, and the ability to share resources and co-develop lessons, all while strengthening their own digital skills. In addition, tools such as Google Workspace and other district-supported applications enhance formative assessment, productivity, communication, and collaboration among students, teachers, and families.

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 an 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 install a state-of-the-art wired and wireless infrastructure, making connectivity in all buildings reliable and high-speed internet access readily available to all students and teachers. To ensure every student and teacher K-12 has access to a supported and viable device, we have established a deployment and replacement cycle for both student and teacher iPads and teacher laptops. This deployment and replacement cycle is self-sustaining within our annual budget.

While students can use district-distributed mobile digital devices outside of school, and most families report having access to the internet, we still recognize 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 do not 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 multiple 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 in assisting 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. Web-based, computer-adaptive programs assess and then provide differentiated instruction in specific areas of weakness. Technology also allows text to be read aloud, meeting the needs of students with auditory processing or other learning disabilities.

Goals and Outcomes

#1: Student Learning and Creativity

Students will use technology to apply knowledge and skills to create and curate authentic products that promote creative thinking and inspire innovation. Students will sustain and refine these skills by remaining current with evolving technologies and practices to support continuous learning.

- Teachers will intentionally integrate technology in support of curricular goals, providing opportunities to build deeper understanding, while fostering personalized, blended, or self-directed learning.

Evaluation Methods

- 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.
- Examination of lessons and student work, observation, and anecdotal reports:
  - Schools will examine technology integration 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 as work generated through professional learning communities.
  - Teachers may 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) or similar survey.
  - 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: Equitable Access & Instructional Integration

The district will ensure equitable access to reliable technology, connectivity, and accessible digital resources for all learners. Educators will integrate technology intentionally to personalize learning, support diverse needs, and improve student engagement and achievement.

- Teachers will intentionally integrate reliable and accessible technology and digital resources to personalize learning for all students.

<u>Evaluation Methods</u>

- May include, but not limited to:
    - Audit current software and infrastructure combined with Ed Law 2d.
    - Utilize district-wide digital equity survey to evaluate family access needs.
    - Monitor available usage of software/programs.

ISTE Standard(s): Aligns with ISTE Standards for Education Leaders (3.1, 3.2, 3.3, 3.4), Educators (2.2, 2.5, 2.6, 2.7), Coaches (4.1), and Students (1.1) by ensuring equitable access to technology, designing inclusive and personalized learning experiences, and using digital tools to improve student engagement and achievement.

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

#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. Students will also develop and demonstrate digital citizenship by using technology responsibly, ethically, and thoughtfully to support learning, creativity, and informed decision-making.

- 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.

Evaluation Methods

- Review topics that teach and reinforce Digital Citizenship that could be embedded throughout the K-12 curriculum.
    - Collect anecdotal information- student and teacher interviews
    - Review building discipline referrals data as it relates to the responsible use of technology.
- Utilize a variety of data points to support responsible use of technology.
- 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 skills to create and curate authentic products that promote creative thinking and inspire innovation. Students will sustain and refine these skills by remaining current with evolving technologies and practices to support continuous learning.

- Teachers will intentionally integrate technology in support of curricular goals, providing opportunities to build deeper understanding, while fostering personalized, blended, or self-directed learning.

- 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.
- Schools will examine technology integration 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 may 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.
- 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.

Action Step	Description	Responsible Stakeholder	Goal Date Range

Infrastructure	Provide necessary digital hardware and infrastructure to enhance the student's learning experiences growing their digital literacy skills.	Director of Technology Systems Engineer	June 2026- 2029
Evaluation	Remove barriers to engagement and tool usage ● Identify usage/data points from instructional 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 ○ 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.	Building Principals Technology Coaches Curriculum and Instructional Leaders Director of Instructional Technology & Data	June 2026- 2029
Professional Development Collaboration	Utilize a professional collaboration model, to have teachers participate in focused, team-based technology coaching cycles. ● Observe ideas and experience each other's successes. ● Explore creative and innovative practices.	Teachers Building Principals Technology Coaches	June 2029
Professional Development	Continue to train staff on digital tools and technology integration strategies that can allow for creativity and learning. ● Promote discovery and exploration over compliance. ● Ensure equitable access so students have autonomy and choice. ● Help students understand why and how to use technology, encouraging creativity. ● Focus on how technology enhances student learning. ● Support students in finding appropriate resources.	Technology Coaches Classroom Teachers	June 2026- 2029

	• Provide guidance during meaningful learning experiences.		
Curriculum	Teachers will continue to enhance students' opportunities to create original works as a means of personal or group expression. • Teachers will provide opportunities for students to use technology to build knowledge and experience. • 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. • Students will construct meaning about the relationships between prior knowledge and new learning. • Students will utilize technology tools to build on prior knowledge, gain new information and construct meaning.	Technology Coaches Teachers Library Media Specialists	June 2029
Curriculum	Encourage the integration of tools to help create a digital classroom environment. • Teachers will provide enhanced learning experiences, delivered through our learning management system and other related platforms. • 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 Technology Coaches Classroom Teachers	June 2029
Learning Spaces	Build, expand and sustain maker spaces—digital creation areas in our Instructional Media Centers—where people can create and collaborate using hands-on and	Library-Media Specialists Technology Coaches	June 2029

	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 learning experience and digital literacy beyond the library.		

Goal #1 Estimated 3-Year Cost= $4,000,000.00

Goal/Outcome #2: Equitable Access & Instructional Integration

The district will ensure equitable access to reliable technology, connectivity, and accessible digital resources for all learners. Educators will integrate technology intentionally to personalize learning, support diverse needs, and improve student engagement and achievement.

- Teachers will intentionally integrate reliable and accessible technology and digital resources to personalize learning for all students.
- Audit current software and infrastructure combined with Ed Law 2d
- Utilize district-wide digital equity survey to evaluate family access needs.
- Monitor available usage of software/programs

Action Step	Description	Responsible Stakeholder	Goal Date Range
Infrastructure	Maintain safe, reliable Internet and associated systems for effective communication, collaboration, and learning.	Director of Instructional Technology & Data Systems Engineer	June 2026- 2029
Assess Digital Equity & Family Access	● Administer a district-wide digital equity survey to students and families. ● Collect data on: ○ Internet reliability and speed	Director of Instructional Technology & Data	June 2026 - 2029

	○ Device availability per household ○ Accessibility needs (e.g., assistive technology) ● Analyze results to identify underserved populations. ● Develop targeted plans (hotspots, device lending, community partnerships) to close access gaps. ● Collection information from Central Registration regarding access.	Coordinator of Public Relations Director of Instructional Technology & Data	
Monitor Software Usage & Instructional Impact	Usage alone isn't enough—connect it to learning. ● Use analytics dashboards to track: ○ Login frequency ○ Time-on-task ○ Feature usage (are advanced features being used?) ○ Students' performance within platforms that provide data (i.e. IXL) ● Identify: ○ Underutilized tools (potential to eliminate) ○ High-impact tools (expand or invest further)	Curriculum and Instructional Leaders Director of Instructional Technology & Data	June 2026 - 2029
Professional Development Learning Spaces	Establish organization and delivery of assignments in SeeSaw K-2 and Schoology, 3-5. Establish consistent practice, 6-12, for the organization and delivery of assignments in Schoology.	Technology Coaches Teachers Building Principals	June 2026 - 2029
Professional Development Collaboration	Continue to utilize existing and new digital tools to encourage collaboration through projects or other collaborative activities. ● Students will choose the best digital tools or applications to use to accomplish their work.	Teachers Instructional/ Tech Coaches	June 2029

	○ LMS, GAFE as well as other tools that apply.		

Goal #2 Estimated 3-Year Cost= $800,000.00

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. Students will also develop and demonstrate digital citizenship by using technology responsibly, ethically, and thoughtfully to support learning, creativity, and informed decision-making.

- 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.
- Review topics that teach and reinforce Digital Citizenship that could be embedded throughout the K-12 curriculum.
  - Collect anecdotal information- student and teacher interviews
  - Review building discipline referrals data as it relates to the responsible use of technology.
- Utilize a variety of data points to identify the increase of student responsible use of technology.
- 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.

Action Step	Description	Responsible Stakeholder	Goal Date Range
Curriculum	Review and revise as needed, district-wide expectations for digital citizenship. ● Build and implement K-12 digital 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).	Director of Curriculum & Instruction Director of Instructional Technology & Data Technology Coaches	June 2026-2029
Professional Development	Develop a regular staff training model to educate stakeholders. ● Teachers will reinforce internet safety and appropriate online behavior when using technology.	Building Principals Technology Coaches	June 2026- 2029

Collaborate	Provide digital citizenship resources and information for families including social media safety and responsibility.	District Technology Team	June 2026- 2029
Evaluation	Buildings will evaluate the effectiveness of the curriculum. ● Perception survey ● Monitor responsible use of technology ● Office referrals related to technology use	Director of Curriculum & Instruction Director of Instructional Technology & Data Building Principals Teachers	June 2029

Goal #3 Estimated 3-Year Cost= 8,000.00

Estimated 3-Year Cost Action Plan= **$4,808,000**