

**2022-2025 Instructional Technology Plan - 2021**

I. District LEA Information

---

Page Last Modified: 10/14/2021

- 1. What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**

Angela Kiang

- 2. What is the title of the district administrator responsible for entering the Instructional Technology Plan data?**

Director of Technology

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

**2022-2025 Instructional Technology Plan - 2021****II. Strategic Technology Planning**

---

Page Last Modified: 06/03/2022

**1. What is the overall district mission?**

The Sagaponack Common School District and its community are committed to the belief that all children have the right and should be provided the opportunity to achieve excellence in education pursuits. The District is to educate students in the values, critical skills, and essential knowledge necessary to be informed and responsible citizens, prepared to take the next steps in their education, careers, and lives in our diverse society.

**2. What is the vision statement that guides instructional technology use in the district?**

The Sagaponack Common School District is committed to providing a strong foundation in technology for lifelong learning and improved quality of life. Our mission is to insure Sagaponack Common School District students are responsible, knowledgeable, and forward-thinking technology users. We are committed to ensuring students achieve the highest NextGen skills in order to reach their greatest potential in science, math, engineering, problem solving, and creative thinking.

The Sagaponack Common School District recognizes the need to increase opportunities, access, understand, and communicate information. The district is committed to expanding our knowledge-base and effectively utilizing technology in our school that will:

Promote and enhance teaching and learning through collaboration and focus of best practices.

Include technology as a key component of K-3 grade instruction and differentiation methods.

**3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

The Technology Committee includes the Superintendent/Principal, Technology Director/Technology Teacher, Special Education Teacher, classroom teachers and the Shared Decision Making Committee (parents/community members). The technology planning process is an on-going process including quarterly meetings to review data from current technology solutions to ensure strong connections with classroom learning and supplementary instruction provided by service providers, e.g., RTI Teacher, bilingual, Speech. In addition, these meetings enable the planning committee to discuss best practices in instructional technology and ensure cross collaboration.

During our meetings, we use tools provided by ISTE, 21st Century Skills framework and NextGen Standards to focus discussions and review current systems and goals for improving student performance. Sagaponack School District, through an extensive strategic planning process utilizes a vision and mission to drive the corresponding technology implementation plan for this phase of instructional technology implementation and professional development and training.

During meetings, we discuss student needs and review options for best practices based on instructional technology solutions.

Over the next 3 years some of the questions the planning committee will address are:

How can we implement a 1:1 computing environment that makes use of best practices for school and home based learning?

How can we facilitate and empower teachers to continually look for ways to use technology to support student success?

How can teachers use technology tools that have the most effect on classroom management and student success? e.g. Google Classroom

How can we improve our systems to ensure all students can quickly use instructional technology solutions (e.g. single sign-in solutions)?

How can we improve the use of technology for ELLs and students with learning disabilities?

The Technology Committee is working hard to keep up with the ever-changing world of technology. The goal for Sagaponack Common School is not necessarily to use more technology but to use it more effectively given each new student who joins our community.

2022-2025 Instructional Technology Plan - 2021

II. Strategic Technology Planning

---

Page Last Modified: 06/03/2022

**4. How does the district's Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan?**

The technology committee spoke with all stakeholders (teachers, administrators, board members) to review educational goals of years prior to the pandemic and compared them to what we experienced in the past two school years. This technology plan addresses the additional questions:

- Are there additional professional development topics that need to be addressed?
- Are there new educational programs that we would like to use?
- Now that we are a 1:1 district, how do we integrate meaningful technology into classroom instruction?
- Was the technology we were using adequate for blended or virtual learning?
- How can we integrate a blended online and in person learning environment if necessary? How can we support our staff for online instruction?

**5. How does the district Instructional Technology Plan reflect experiences during the COVID pandemic?**

The Sagaponack Common School District was able to continually hold in person learning throughout the pandemic. Due to our small size, currently 11 students in grades K-3, we were/are able to distance our students appropriately and online learning has not been necessary. The school was a 1:1 device school before the pandemic began. The results of our digital equity survey showed that all students had reliable internet connectivity at home. The school transitioned to a Google based school last school year. The staff and students have both been trained in Google based products, classroom, meet, etc, if the need to switch to online learning is found to be necessary.

**6. Is your district currently fully 1:1?**

Yes

**2022-2025 Instructional Technology Plan - 2021**

## II. Strategic Technology Planning

Page Last Modified: 06/03/2022

**7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.**

Sagaponack Common School District uses a multi-prong approach to support our community when choosing, using, assessing and benefiting from instructional technology applications.

- In-service and on-line professional development to support technology solutions that support instructional planning, classroom management, and integrated instructional technology solutions e.g. Google Classroom, Aimsweb +, Waterford Early Learning, Amplify Reading
  - We utilize the services of the Eastern Suffolk BOCES and the Peconic Teacher Center who offer courses at reduced cost and offer a range of technology related classes e.g., NextGen, Google Classroom, Smartboard tools, Best Instructional Apps
- Professional Learning Community (PLC) will spend 30 % of their time working on NextGen. 21st Century and New York State technology integration standards.

## Professional Development Plan

Instructional Technology professional development will be provided throughout the year for teachers, administration, and support staff. Professional development will include work by Professional Learning Communities, a well-researched practice that enables our school community to engage in productive, forward thinking strategies, throughout the school year. ES BOCES professional development, Model Schools program, Peconic Teacher Center, local universities and instructional technology vendors.

In addition, parents will be offered support and training during the school year to ensure on-going use of best practices for differentiating and individualizing learning at school and at home.

Professional development topics include:

- How to use technology in the classroom to support thinking, organizing, collaborating, communicating with text and multimedia across core subject areas
  - How to find and evaluate information, write and communicate in a Digital World
  - How to help students develop a rich vocabulary with technology tools and resources
  - How technology can help students with special needs/ELL including Apps and computer-based settings
  - How to support student's content knowledge and encourage deeper understandings
  - How can teachers and instructional support staff best assess instructional technology applications to ensure all students' needs are met
- Professional Learning Community focus on:

- What current uses of instructional technology are providing the support, knowledge, skills, management, and reports to create effective individualized education and behavior management plans.
- How is an integrated 1:1 computer environment differ from having 1 computer for each child.
- Useable data for progress monitoring, remediation and standards mastery
- How can we authentically assess every student's best work with technology and create connections with real world applications
- How can we assess our own professional development to ensure we are growing with technology

Examples of Professional Development topics include:

What is assistive technology and who needs it?

How can we make the most of our student management systems (Schooltool)?

What does our student data report?

Are we using our instructional systems with fidelity?

Google for Education Suite, what is it and why should we use it?

How can we use Google Classroom for optimal classroom management?

**2022-2025 Instructional Technology Plan - 2021**

II. Strategic Technology Planning

---

Page Last Modified: 06/03/2022

How can we use data and supplementary materials from current instructional technology solutions to drive instruction and classroom management?

How can we use virtual reality to support instruction? When are virtual field trips more effective than "real word" field trips? How else can we use virtual reality to expand a student's imagination and learning?

What are the best Apps for Chromebooks and what can they do for our students?

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

III. Goal Attainment

---

Page Last Modified: 02/02/2022

Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

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

**The district has met this goal:**

Fully

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

**The district has met this goal:**

Significantly

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

**The district has met this goal:**

Fully

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

**The district has met this goal:**

Significantly

5. 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:**

Significantly

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 06/03/2022

1. **Enter Goal 1 below:**

The Sagaponack Common School District will ensure the use of the highest quality technology and instructional technology support within budget. We will focus on the District's infrastructure to ensure a fast and safe wireless network with cloud-based content storage and management.

2. **Select the NYSED goal that best aligns with this district goal.**

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

3. **Target Student Population(s). Check all that apply.**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> All students   | <input type="checkbox"/> Economically disadvantaged students   |
| <input type="checkbox"/> Early Learning (Pre-K -3)   | <input type="checkbox"/> Students between the ages of 18-21  |
| <input type="checkbox"/> Elementary/intermediate   | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs  |
| <input type="checkbox"/> Middle School   | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School   | <input type="checkbox"/> Students who do not have internet access at their place of residence  |
| <input type="checkbox"/> Students with Disabilities  | <input type="checkbox"/> Students in foster care   |
| <input type="checkbox"/> English Language Learners   | <input type="checkbox"/> Students in juvenile justice system settings  |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students  |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity                    | <input type="checkbox"/> Other (please identify in Question 3a, below)   |

4. **Additional Target Population(s). Check all that apply.**

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

The Sagaponack School District will continue to evaluate their network to determine if upgrades to the internal network is needed. We will also work with our contracted computer company to determine if our network is safe. They will run a diagnostic test at least once per year to determine the likelihood of a cybersecurity event.

The family members will be surveyed each year to determine if they have adequate internet service at their home to use the devices that will be provided by the school to the students.

Teachers who have received professional training in remote learning will also be able to run class sessions remotely, if necessary. Teachers will assign work for students to work independently of their teacher through Google Classroom. Students will also be able to use the cloud based storage to collaboratively work on lessons and projects. All assignments that are assigned to students will be completed and submitted online.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 06/03/2022

6. List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Working with the Technology Committee, BOCES Model Schools and an outside BOCES approved technology systems vendor to design a safe and fast wireless network with cloud-based content storage and management for use by teachers, staff, and students.	Other (please identify in Column 5)	Technology Committee	01/01/2023	2000
Action Step 2	Budgeting	Identify funding to support the installation and maintenance of the fast and safe wireless network with cloud-based content storage and management.	Superintendent	na	03/31/2023	2000
Action Step 3	Staffing	Determine the staffing and training to support this goal.	Superintendent	na	08/30/2023	2000
Action Step 4	Implementation	Choose vendor and implement a post installation audit of the new fast and safer wireless network with cloud-based content storage and management.	Superintendent	na	06/30/2023	2000

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.



2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

Page Last Modified: 06/03/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 05/10/2022

1. **Enter Goal 2 below:**

The Sagaponack Common School District would create a plan to increase equitable access for all families while providing a technology enhanced, culturally and linguistically responsive learning environment to improve teaching and learning at school and at home.

2. **Select the NYSED goal that best aligns with this district goal.**

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

3. **Target Student Population(s). Check all that apply.**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> All students   | <input type="checkbox"/> Economically disadvantaged students   |
| <input type="checkbox"/> Early Learning (Pre-K -3)   | <input type="checkbox"/> Students between the ages of 18-21  |
| <input type="checkbox"/> Elementary/intermediate   | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs  |
| <input type="checkbox"/> Middle School   | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School   | <input type="checkbox"/> Students who do not have internet access at their place of residence  |
| <input type="checkbox"/> Students with Disabilities  | <input type="checkbox"/> Students in foster care   |
| <input type="checkbox"/> English Language Learners   | <input type="checkbox"/> Students in juvenile justice system settings  |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students  |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity                    | <input type="checkbox"/> Other (please identify in Question 3a, below)   |

4. **Additional Target Population(s). Check all that apply.**

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

The Technology Director will create videos that will be used by both parents and teachers to gain access to the Google classrooms. Teachers will then use their Google Classroom to give information about the school day to the parents. Parents will be able to connect with the teachers through each classroom. We will monitor the number of times the videos are viewed and classroom accessed.

Sagaponack School will make new connections to community groups, organizations, and people outside of our local community. Students will see what they are learning about in class first hand. Students will create projects based on this new knowledge.

After the curriculum is implemented, students will build their coding knowledge and skills each year from kindergarten until 3rd grade. Before graduation the students will be able to code computer programs using multiple programs. The students will create robotics projects using the different coding programs that will focus on real world applications. These projects will be age appropriate and accompany the classroom curriculum.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

Page Last Modified: 05/10/2022

6. List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Work with the Superintendent and School Board to ensure recurring budgets for professional development and field trips.	Superintendent	NA	03/31/2023	10000
Action Step 2	Planning	Create a comprehensive technology curriculum that includes using Google applications	Director of Technology	Technology Committee	09/01/2023	1000
Action Step 3	Policy/Protocols	Create videos and instructions for parents and students to access Google classroom from home	Director of Technology	NA	12/31/2022	1000
Action Step 4	Community Partnerships	Identify virtual field trips and/or guest speakers to enhance a culturally diverse curriculum	Classroom Teacher	Superintendent	06/30/2025	10000

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

---

Page Last Modified: 05/10/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
					nse)	
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/02/2022

1. **Enter Goal 3 below:**

Ensure all constituents including administrators, teachers, instructional support and administrative support staff have the skills to identify the best technology solutions, support each other in the use, assessment and growth to support every student as we develop, model and teach 21st Century skills by providing robust and on-going professional learning opportunities aligned with the goals and objectives of the 1:1 student technology program including both instructional and assistive technology.

2. **Select the NYSED goal that best aligns with this district goal.**

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

3. **Target Student Population(s). Check all that apply.**

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> All students   | <input type="checkbox"/> Economically disadvantaged students   |
| <input type="checkbox"/> Early Learning (Pre-K -3)   | <input type="checkbox"/> Students between the ages of 18-21  |
| <input type="checkbox"/> Elementary/intermediate   | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs  |
| <input type="checkbox"/> Middle School   | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School   | <input type="checkbox"/> Students who do not have internet access at their place of residence  |
| <input type="checkbox"/> Students with Disabilities  | <input type="checkbox"/> Students in foster care   |
| <input type="checkbox"/> English Language Learners   | <input type="checkbox"/> Students in juvenile justice system settings  |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students  |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity                    | <input type="checkbox"/> Other (please identify in Question 3a, below)   |

4. **Additional Target Population(s). Check all that apply.**

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

The Sagaponack Common School is in a unique situation due to its small student population (11 students for the 2020/2021 school year and 9 projected for the 2021/2022 school year), having a staff of 2 teachers, and only teaching kindergarten through grade 3. Administrators, Teachers and Staff are able to have both formal and informal meetings between the teachers, the director of technology, and the principal/Superintendent on a weekly and, sometimes, daily basis. Based on these conversations, we are able to assess their varying and changing needs and can provide professional development accordingly. Once this goal is accomplished, all the teachers will be using these techniques they learn in their classrooms. For example, teachers who attend a professional development workshop for Google skills would be using Google classroom to post assignments and/or homework at least once per week. Students will complete all assignments given to them and turn those assignments in to the teachers by their due date.

6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must**

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/02/2022

be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Work with Superintendent and School Board to ensure recurring budget for professional development through the Model Schools Program, instructional technology product vendors, BOCES and 3rd party providers	Superintendent	N/A	01/01/2025	20,000
Action Step 2	Planning	Identify best practices for Google for Education Suite training for administrative and instructional staff to ensure seamless use of best practices in instructional technology, communication and administration of instructional and assessment systems.	Superintendent	N/A	09/01/2023	0
Action Step 3	Professional Development	Provide best practices and training for administrative and instructional staff to ensure seamless use of best practices in instructional technology, communication and administration of instructional and assessment systems.	Director of Technology	N/A	06/30/2025	10000
Action Step 4	Evaluation	Assess the professional development plan each year through surveys of teachers, staff and families,	Other (please identify in Column 5)	Technology committee	06/30/2025	0

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

Page Last Modified: 06/02/2022

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		observation of in-classroom practice and interviews with administrators and service providers. Adjust plan to meet the needs of all constituents.				

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

8. Would you like to list a fourth goal?

No

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

**2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment

---

Page Last Modified: 06/03/2022

**1. Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

Technology literacy is key to lifelong learning. Sagaponack Common School District will focus on ensuring students are appropriately technology literate for their grade level (K-3) through integration of technology in professional development, curriculum and supplementary learning opportunities. The district will ensure that the most innovative and effective research-based instructional practices are implemented as new and effective technology tools become available. To support comprehensive and rigorous standards attainment and performance improvement, the Sagaponack School will use instructional technology in the following way:

- Provide effective online teacher and student resources that provide supplemental teaching and learning tools that support classroom learning. This could be in the form of video, web pages or online reference materials.

- Teachers use all of the available forms of technology to create well-researched, well-designed, standards focused, and engaging lessons for their students. Teachers use document cameras, Interactive Smart Boards and digital projectors to present resources and lessons to students.

- Information literacy is supported by the teachers using computers for research, showing instructional materials and communication with peers and parents via email.

- Technology resources will be used to improve two-way communication between home and school.

- All administrators and teachers will access and use student information for data-driven decision-making to improve student academic achievement.

- Students will use technology to demonstrate their understanding of concepts through various means such as, but not limited to presentations, project based learning, and individual learning styles.

**2. Explain the strategies the district plans to implement to address the need to provide equitable learning "everywhere, all the time" (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

The Sagaponack Common School District prides itself on its individualized learning style. The district plans on continuing this educational philosophy.

Personalized learning refers to instruction in which the pace of learning and the instructional approach are optimized for the needs of each learner. Learning objectives, instructional approaches, and instructional content (and its sequencing) all may vary based on learner needs. In addition, learning activities are meaningful and relevant to learners, driven by their interests, and often self-initiated. The one room schoolhouse building offers collaborative learning opportunities between the different grade levels. The teachers are able to differentiate learning to each individual student based on their academic needs. Daily collaboration between our teachers ensures the students are getting a balanced yet individualized educational experience. The school currently partners with many local community groups to give the students a well rounded and uniquely individualized education. It plans to expand these partnerships using the technology currently available. We are able to offer many programs and technological enhancements due to our small size.



**2022-2025 Instructional Technology Plan - 2021**

## V. NYSED Initiatives Alignment

Page Last Modified: 06/03/2022

- 3. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

Sagaponack Common School District is committed to making full use of all opportunities for accessing the curriculum, applying best practices for Universal Design for Learning, and ensuring all settings including the classroom, pull-out interventions and home are equipped with and able to apply best practices for technology use with students with disabilities.

The District has employed a variety of instructional technology programs to provide individualized technology-based learning to differentiate instruction to support all learning styles including students with special needs. In addition, with the 1:1 program, students' individual computers are set to meet their needs, including assistive technology and apps that change the text to improve readability for students with special needs/ELL. This will ensure that all students receive the same content and communicate their ideas as they learn how to read and write at grade level. Teachers will be able to use technology to scaffold assignments so students will be able to demonstrate their best work in ways that are motivating and appropriate to grade-level learning objectives.

By utilizing resources available at ES BOCES, Sagaponack Common School District will be able to better understand innovative emerging technologies and try those technologies to ensure success, before purchasing. With the help of the mentors at BOCES Model Schools program, teachers and support providers will have access to the specialized knowledge by professionals trained in using emerging technology innovations for students with special needs.

- 4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 4a, below)

**2022-2025 Instructional Technology Plan - 2021**

## V. NYSED Initiatives Alignment

Page Last Modified: 06/03/2022

5. **Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom                                   | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input type="checkbox"/> Technology to support writers in the secondary classroom   | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology                                     |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world   | <input checked="" type="checkbox"/> Electronic communication and collaboration   |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology                                 | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility  |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities                        | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas                                    |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input type="checkbox"/> Helping students with disabilities to connect with the world  |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom            | <input type="checkbox"/> Other (please identify in Question 5a, below)   |

6. **How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (Please identify in Question 6a, below)

7. **The district's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.**

No

**2022-2025 Instructional Technology Plan - 2021**V. NYSED Initiatives Alignment

---

Page Last Modified: 06/03/2022

8. **Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom               | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology  |
| <input type="checkbox"/> Technology to support writers in the secondary classroom                           | <input checked="" type="checkbox"/> Electronic communication and collaboration                      |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world                     | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility       |
| <input checked="" type="checkbox"/> Writing and technology workshop for teachers                            | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology             | <input type="checkbox"/> Web authoring tools  |
| <input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom                            | <input checked="" type="checkbox"/> Helping students connect with the world                         |
| <input checked="" type="checkbox"/> Reading strategies for English Language Learners                        | <input checked="" type="checkbox"/> The interactive whiteboard and language learning                |
| <input checked="" type="checkbox"/> Moving from learning letters to learning to read                        | <input checked="" type="checkbox"/> Use camera for documentation                                    |
| <input checked="" type="checkbox"/> The power of technology to support language acquisition                 | <input type="checkbox"/> Other (please identify in Question 8a, below)                              |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom |   |

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

Page Last Modified: 06/03/2022

**9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

<p><input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.</p> <p><input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.</p> <p><input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.</p> <p><input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity</p> <p><input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.</p> <p><input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.</p>	<p><input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.</p> <p><input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.</p> <p><input checked="" type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.</p> <p><input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.</p> <p><input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.</p> <p><input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</p> <p><input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/</p> <p><input checked="" type="checkbox"/> Technology is used to</p>	<p><input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.</p> <p><input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./</p> <p><input type="checkbox"/> Provide online mentoring programs.</p> <p><input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</p> <p><input type="checkbox"/> Offer a technology/support hotline during flexible hours.</p> <p><input type="checkbox"/> Make sure technology/support is offered in multiple languages.</p> <p><input type="checkbox"/> Other (Please identify in Question 9a, below)</p>
---	--	--

**2022-2025 Instructional Technology Plan - 2021**

## V. NYSED Initiatives Alignment

Page Last Modified: 06/03/2022

- |                                     |   |  |
|-------------------------------------|---|--|
| <input type="checkbox"/>            | Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.  | provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. |
| <input checked="" type="checkbox"/> | Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. |  |

**10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- a) The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- b) The district uses instructional technology to facilitate classroom projects that involve the community.
- c) The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) Other (please identify in Question 10a, below)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/03/2022

1. Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

	Full-time Equivalent (FTE)
District Technology Leadership	0.10
Instructional Support	0.10
Technical Support	0.15
<b>Totals:</b>	<b>0.35</b>

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.

All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Instructional and Administrative Software	na	20,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column,	na

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/03/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					to the right) <input type="checkbox"/> N/A	
2	End User Computing Devices	na	10,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	na
3	Network and Infrastructure	na	7,500	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid	na

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

Page Last Modified: 06/03/2022

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
4	Professional Development	na	7,500	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	na
<b>Totals:</b>			<b>45,000</b>			

3. Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?

Not Applicable

4. Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.

[https://sagaponackschool.org/school-board-meetings/#additional\\_documents](https://sagaponackschool.org/school-board-meetings/#additional_documents)



**2022-2025 Instructional Technology Plan - 2021**

VI. Administrative Management Plan

---

Page Last Modified: 06/03/2022

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/10/2022

1. Please choose one or more topics that reflect an innovative/educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a topic that is not on the list.

<input checked="" type="checkbox"/> 1:1 Device Program	<input type="checkbox"/> Engaging School Community through Technology	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> English Language Learner	<input type="checkbox"/> Professional Development / Professional Learning
<input type="checkbox"/> Blended and/or Flipped Classrooms	<input type="checkbox"/> Instruction and Learning with Technology	<input type="checkbox"/> Special Education Instruction and Learning with Technology
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Infrastructure	<input type="checkbox"/> Technology Support
<input type="checkbox"/> Data Privacy and Security	<input type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> Digital Equity Initiatives	<input type="checkbox"/> Online Learning	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Digital Fluency Standards	<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic C

2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Jeanette Krempler	District Clerk	clerk@sagaponackschool.com	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/10/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Terry Scammell	teacher	(No Response)	<input type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/10/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input checked="" type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

---

Page Last Modified: 03/10/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

Page Last Modified: 03/10/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning

2022-2025 Instructional Technology Plan - 2021

VII. Sharing Innovative Educational Technology Programs

---

Page Last Modified: 03/10/2022

	Name of Contact Person	Title	Email Address	Innovative Programs
				<input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email [edtech@nysed.gov](mailto:edtech@nysed.gov).