I. District LEA Information

Page Last Modified: 12/14/2021

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

Scott Fisher

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

Director of Technology

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

   The Sag Harbor Union Free School District in partnership with all members of the community is committed to equity in education; its mission is to provide students with a safe, child-centered environment that fosters personal, academic, and creative excellence. This will empower students to become responsible and respectful members of a global society
   In support of the District Mission Statement, the Sag Harbor Union Free School District will incorporate technology as a natural part of education through an integrated, comprehensive framework to govern acquisition, application, and evaluation of technological resources to ensure that all students will have the opportunity to develop skills necessary to be productive citizens in an information-driven, global society.

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

   The Sag Harbor Union Free School District recognizes the increasing need to know more, to be able to access, understand and communicate information, and is committed to the knowledge and effective use of technology in our schools that will:
   Promote and enhance teaching and learning Include technology as a component of a well-balanced K-12 program and
   • Provide students with the opportunity to develop life-long learning skills through the use of technology
   • Prepare students for the work environment of today and tomorrow
   • Leverage technology to increase productivity and efficiency district-wide

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 planning process used to develop answers to the Instructional Technology Plan questions includes the review of previous technology plans and discussion of future instructional goals and the technology needs of all school community constituents. The constituents include students, staff, faculty, administrators, Board of Education members, and community members.
   Through regular meetings and both formal and informal interactions with the stakeholder groups, a needs assessment was completed. Representatives of each group provided feedback on what the Instructional Plan should contain. The identified needs were then prioritized. This prioritized list of instructional technology needs is referenced when the Technology Budget is established each year.
   Consideration is given to technology that provides the greatest impact for the largest number of students. Further, the instructional technology plan is inclusive of providing for the needs of all students with disabilities, and those students are identified as ENL.

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

   With the expansion of a 1:1 device initiative, we plan to expand the capabilities of mobile learning by expanding the availability uniform devices through all grade levels. Continuing with our efforts to increase communications between all school district constituents, we will expand the use of technology services such as ParentSquare. The District also intends to migrate to a new Student Information System (SIS) to provide greater tools for documenting and monitoring students progress, and to empower students to have a greater role in their learning experiences.

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

   As a result of the COVID pandemic, the district moved to a full 1:1 device initiative for all students and introduced remote learning   Moving forward, the district plans to leverage this initiative to provide uniform devices and access to the same technology resources for all students. The district will also be able to provide hybrid instructional models that incorporate in-person instruction, remote learning and utilization of collaboration tools for both synchronous and asynchronous instruction, as needed. Additional communications tools will allow for direct interaction amongst all stakeholders.

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

   Yes

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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.**

The Director of Technology, district administrators, teaching staff and technical support staff help facilitate technology integration and professional development. This ongoing, embedded professional development has made a significant impact on teaching and learning in our schools. The District also participates in the Peconic Teacher Center. The Peconic Teacher Center organizes courses and workshops for teachers on a wide variety of topics.

Teachers are encouraged to participate in District professional development activities, Teacher Center courses, and outside conferences and workshops. Additionally, formalized technology-based workshops are routinely scheduled for our non-teaching district support staff during our orientation and conference days throughout the year.

Some of the topics covered in training are as follows:

• Newline Tru Touch Interactive Display Software
• Google Classroom
• Google Sites
• Google Drive
• Google Sheets
• Google Docs
• Google Slides
• Assistive Technologies for Mac OS and iOS and Chromebooks
• Cybersecurity Training
• Communications Systems
• Various Technology Applications

Professional development offerings are driven by demand and the dynamics of the constant changes in educational technologies. The District Cabinet meets regularly and discussions include instructional technology trends and needs, to ensure that future professional development opportunities meet the needs of the instructional staff and students.

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2022-2025 Instructional Technology Plan - 2021

III. Goal Attainment

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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:

   Fully

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:

   Fully

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:

   Fully

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1. **Enter Goal 1 below:**

   The district will expand its use of Chromebooks to include its youngest students. These students will be migrated from using iPads to Chromebooks. Faculty and students will be able to leverage these new new devices in conjunction with the existing 1:1 device initiative to establish learning opportunities that are consistent with those currently available to students in older grade levels. By introducing students to Chromebooks at an earlier age, students and faculty members will utilize the devices to introduce and support instructional standards currently in place for older students.

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

   Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

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

☐ All students	☐ Economically disadvantaged students
☐ Early Learning (Pre-K -3)	☐ Students between the ages of 18-21
☑ Elementary/intermediate	☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Middle School	
☐ High School	☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students with Disabilities	
☐ English Language Learners	
☐ Students who are migratory or seasonal farmworkers, or children of such workers	☐ Students who do not have internet access at their place of residence
☐ Students experiencing homelessness and/or housing insecurity	☐ Students in foster care
	☐ Students in juvenile justice system settings
	☐ Vulnerable populations/vulnerable students
	☐ 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 adoption of Chromebooks at an earlier level will remove the current technological inequities by providing students with access to the same devices and instructional technology resources in grades 1 through 12.
   At the end of the first year of the migration from iPads to Chromebooks at the younger grade levels, feedback will be gathered from students, faculty, administrators and parents through a combination of online surveys and in-person meetings. The feedback will used to determine the efficacy and effectiveness of the program. Particular attention will be given to the availability and usability of grade-level appropriate applications, as well as the physical ability to navigate the new devices by the students.
   Once 100% (all students) are migrated to Chromebooks, teachers will be asked to complete a Google Form created by the Director of Technology and Building Administrators to gauge the effectiveness of the instruction available to students and the ability for students to adequately utilize the device and related apps will be measured. The evaluation will be ongoing with an anticipated 75% utilization and the end of year one and 100% by the end of year two.

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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Include funding in the annual budget	Director of Technology	Business Administrator	07/01/2022	60000
Action Step 2	Collaboration	Design a plan for implementing the new devices.	Director of Technology	Building Administrators	07/15/2022	0
Action Step 3	Implementation	Migrate from the iPads to the Chromebooks	Director of Technology	Building Administrators and Faculty	08/01/2022	0
Action Step 4	Evaluation	Evaluate efficacy and effectiveness of student use of new devices.	Director of Technology	Building Administrators, Faculty, Students and Parents	06/01/2023	0

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.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Evaluate efficacy and effectiveness of student use of new devices.	Director of Technology	Building Administrators, Faculty, Students and Parents	06/30/2024	0
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)

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1. **Enter Goal 2 below:**

The district intends to implement a strategic plan to support student achievement and engagement through the seamless integration of technology into teaching and learning by enhancing communications amongst all stakeholders. Administrators will be provided additional tools for informing faculty, students, and families about learning opportunities, events, and notifications. Faculty will have greater access to a system that will provide instant notification opportunities and interactions with students and parents. The new system will foster an environment of inclusiveness and collaboration for an improved learning experience for students, and greater engagement by students and parents to improve the collaborative culture of teaching and learning, in a safe, secure and monitored environment.

To achieve this goal the district intends to expand its use of the ParentSquare system. Through professional development, faculty and administrators will receive comprehensive instruction on all of the available modules and functions of ParentSquare. The instruction will emphasize the tools available for supporting student instruction.

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

☑ All students
☐ Early Learning (Pre-K -3)
☐ Elementary/intermediate
☐ Middle School
☐ High School
☐ Students with Disabilities
☐ English Language Learners
☐ Students who are migratory or seasonal farmworkers, or children of such workers
☐ Students experiencing homelessness and/or housing insecurity

☐ Economically disadvantaged students
☐ Students between the ages of 18-21
☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students who do not have internet access at their place of residence
☐ Students in foster care
☐ Students in juvenile justice system settings
☐ Vulnerable populations/vulnerable students
☐ 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 district will monitor the usage data for the communications system. Using tools built-in to the ParentSquare system for encouraging the creation of accounts by faculty and parents/families, 65% of teachers will access it regularly and 35% of parents/families will be registered to use the service by the end of the school year. ParentSquare synchronizes faculty and parent/family data automatically, each evening. The usage will be determined by comparing the number of active faculty and parent/family accounts in ParentSquare with the records from our student information system. Feedback surveys based on ease-of-use from all constituents will be used to adapt the new system for improved outcomes. The faculty will monitor student progress on % homework completion and % of increased test scores to determine the impact the new system has on learning outcomes. The district will provide at least 2 one-hour professional development opportunities for all constituents on implementation and usage of ParentSquare to increasingly utilize additional functionalities of the new system.

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,**

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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	Include funding in the annual budget.	Director of Technology	Business Administrator	07/01/2022	6200
Action Step 2	Planning	Plan the implementation of the new program.	Director of Technology	Building Administrators	07/15/2022	0
Action Step 3	Implementation	Roll out the new service.	Director of Technology	Building Administrators	08/30/2022	0
Action Step 4	Professional Development	Provide instruction on use of new system for all constituents.	Director of Technology	Building Administrators, Classroom teachers	09/08/2022	0

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	Evaluation	Evaluate effectiveness.	Director of Technology	Building Administrators, Classroom teachers	06/30/2023	0
Action Step 6	Professional Development	Provide additional PD for expanded use of system functions.	Director of Technology	Building Administrators, Classroom teachers	09/01/2023	0
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)

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1. **Enter Goal 3 below:**

The district intends to implement a strategic plan to support student achievement and engagement through the seamless integration of technology into teaching and learning by migrating to a new Student Information System, (SIS). The new SIS will provide teachers with improved functionality for tracking and documenting student progress and learning outcomes. Students will be provided tools that allow greater access to their assignments and progress, and improved interactions with faculty. The updated SIS will provide students with opportunities to take on a more active role in their learning experiences.

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

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

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

☑ All students
☐ Early Learning (Pre-K -3)
☐ Elementary/intermediate
☐ Middle School
☐ High School
☐ Students with Disabilities
☐ English Language Learners
☐ Students who are migratory or seasonal farmworkers, or children of such workers
☐ Students experiencing homelessness and/or housing insecurity

☐ Economically disadvantaged students
☐ Students between the ages of 18-21
☐ Students who are targeted for dropout prevention or credit recovery programs
☐ Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence
☐ Students who do not have internet access at their place of residence
☐ Students in foster care
☐ Students in juvenile justice system settings
☐ Vulnerable populations/vulnerable students
☐ 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 district will monitor the usage data for the communications system and by the end of the year will have at least 100% of teachers accessing it every day and at least 45% of students and parents accessing the new system weekly by the end of the first year and 65% of students and parents accessing the new system weekly by the end of the second year. Feedback surveys based on ease-of-use from all constituents will be used to adapt the new system for improved outcomes. The faculty will monitor student progress on % homework completion and % of increased test scores to determine the impact the new system has on learning outcomes. The district will provide at least 4 one-hour professional development opportunities for all constituents on implementation and usage of the new SIS to increasingly utilize additional functionalities of the new system.

6. **List the action steps that correspond to Goal #3 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.**

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Budgeting	Include funding in the annual budget.	Director of Technology	Business Administraor	05/17/2023	10000
Action Step 2	Planning	Plan the migration to the new SIS	Director of Technology	Building Administrators, Clasroom Teachers, Clerical Support Staff, Parents, Students	02/01/2023	0
Action Step 3	Professional Development	Train users on new SIS	Director of Technology	Building Administrators, Clasroom Teachers, Clerical Support Staff, Parents, Students	06/15/2023	0
Action Step 4	Implementation	Implement new SIS	Director of Technology	Building Administrators, Clasroom Teachers, Clerical Support Staff, Parents, Students	07/01/2023	0

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	Evaluation	Evaluate effectiveness.	Director of Technology	Building Administrators, Clasroom Teachers, Clerical Support Staff	06/30/2024	(No Response)
Action Step 6	Professional Development	Provide additional PD for expanded use of system functions.	Director of Technology	Building Administrators, Clasroom Teachers, Clerical Support Staff	09/05/2024	(No Response)
Action Step 7	Evaluation	Evaluate effectiveness.	Director of Technology	Building Administrators, Clasroom Teachers, Clerical Support Staff	06/30/2025	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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8. **Would you like to list a fourth goal?**

No

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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.**

   Recognizing the potential value provided through the proper use of technology for instructional purposes. The District continues to make the integrating of computers and technology for the enhancement of teaching and learning a high priority. We rely on feedback from our technology surveys, group discussions, and administrative observations to focus our technology objectives and professional development plans. A comprehensive training program is in place to support teachers as they continue to integrate technology into their classrooms.

   Providing adequate technology devices in each classroom will allow teachers and students to benefit through access to resources and materials in real-time. As each student has access to his/her own device, the hardware resources will provide them the opportunity to create content, collaborate with peers and their instructors and explore new learning opportunities.

   Access to modern technologies will allow differentiated instruction and will provide learning environments that best meet the needs of all students.

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 District plans to implement to address the need to provide equitable learning everywhere, all the time through both short-term and long-term strategies. In the near future, the district will enhance the network infrastructure to prover greater device access to our network and the Internet. The district is committed to ensuring ongoing equitable learning opportunities. This will be accomplished through the continued inclusion of adequate funding to continue its 1:1 device initiative for all students in grades Pre K-12. Further, the district will include regular funding for the ongoing maintenance and upgrading of its network infrastructure, as well as staffing required to support the continued integration and use of technology for learning.

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.**

   In addition to providing assistive technologies via hardware and software capabilities, all students with disabilities have the same level of access to all technology-based resources. The district is able to differentiate its instructional pathways as a result of the capabilities of the various software and hardware systems that are utilized. Specialty hardware and software are also provided to these students based on their disability needs and their individual IEP goals.

   Instructional technology will benefit students with disabilities by allowing for differentiated instruction that enhances the visual and auditory presentation of the curriculum content. Students with motor skills deficits can use the touchscreen features of both the hardware and software as an alternative to using a traditional keyboard, allowing them to communicate and participate in the learning environment in a seamless fashion.

   Based on recommendations from the Office of Pupil Personnel Services, the Technology develops strategies and designs technology solutions that best match the specific need of each child with a disability. This can include special hardware and software for monitoring childhood diabetes, special computing devices with larger and more colorful keypads, specialized software for voice recognition, and other similar technologies.

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)

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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.**

☑ Technology to support writers in the elementary classroom	☑ Using technology as a way for students with disabilities to demonstrate their knowledge and skills
☑ Technology to support writers in the secondary classroom	☑ Multiple ways of assessing student learning through technology
☑ Research, writing and technology in a digital world	☑ Electronic communication and collaboration
☑ Enhancing children's vocabulary development with technology	☑ Promotion of model digital citizenship and responsibility
☑ Reading strategies through technology for students with disabilities	☑ Integrating technology and curriculum across core content areas
☑ Choosing assistive technology for instructional purposes in the special education classroom	☑ Helping students with disabilities to connect with the world
☑ Using technology to differentiate instruction in the special education classroom	☐ 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.**

Yes

7a. **If Yes, check one below:**

In the 5 languages most commonly spoken in the district

7b. **If 'Other' was selected in 7a, above, please explain here.**

(No Response)

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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.**

- ☑ Technology to support writers in the elementary classroom
- ☑ Technology to support writers in the secondary classroom
- ☑ Research, writing and technology in a digital world
- ☑ Writing and technology workshop for teachers
- ☑ Enhancing children's vocabulary development with technology
- ☑ Writer's workshop in the Bilingual classroom
- ☑ Reading strategies for English Language Learners
- ☑ Moving from learning letters to learning to read
- ☑ The power of technology to support language acquisition
- ☑ Using technology to differentiate instruction in the language classroom

- ☑ Multiple ways of assessing student learning through technology
- ☑ Electronic communication and collaboration
- ☑ Promotion of model digital citizenship and responsibility
- ☑ Integrating technology and curriculum across core content areas
- ☑ Web authoring tools
- ☑ Helping students connect with the world
- ☑ The interactive whiteboard and language learning
- ☑ Use camera for documentation
- ☐ Other (please identify in Question 8a, below)

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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.**

☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.

☑ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.

☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.

☑ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity

☐ 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.

☐ 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.

☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.

☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

☑ Provide students a way to protect and charge any devices they are provided/with/by the district.

☑ Replace devices that are damaged or stolen/as needed.

☑ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.

☑ 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.

☑ 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.

☑ Class lesson plans, materials, and assignment instructions are available to students and families for

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ 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.

☑ 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.

☑ Adjust assignments/to be completed successfully using/only/the/resources students have available./

☐ Provide online mentoring programs.

☑ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.

☐ Offer a technology/support hotline during flexible hours.

☐ Make sure technology/support is offered in multiple languages.

☐ Other (Please identify in Question 9a, below)

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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.**

☑ 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.

☑ The district uses instructional technology to facilitate classroom projects that involve the community.

☑ 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.

☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.

☑ 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.

☑ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

☐ 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.

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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	1.00
Instructional Support	1.00
Technical Support	2.00
Totals:	**4.00**

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	Network and Infrastructure	n/a	50,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	n/a
2	End User Computing Devices	n/a	350,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	n/a

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Internet Connectivity	n/a	120,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	n/a
4	Instructional and Administrative Software	n/a	15,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid	n/a

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**535,000**			

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://www.sagharborschools.org/page/information-technology

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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.**

☑ 1:1 Device Program	☑ Engaging School Community through Technology	☐ Policy, Planning, and Leadership
☐ Active Learning Spaces/Makerspaces	☐ English Language Learner	☑ Professional Development / Professional Learning
☐ Blended and/or Flipped Classrooms	☑ Instruction and Learning with Technology	☐ Special Education Instruction and Learning with Technology
☐ Culturally Responsive Instruction with Technology	☑ Infrastructure	☑ Technology Support
☑ Data Privacy and Security	☐ OER and Digital Content	☐ Other Topic A
☑ Digital Equity Initiatives	☐ Online Learning	☐ Other Topic B
☐ Digital Fluency Standards	☑ Personalized Learning	☐ 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	Scott Fisher	Director of Technology	sfisher@sagharborschools.org	☑ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☑ Digital Equity Initiatives ☐ Digital Fluency Standards ☑ Engaging School Community through Technology ☐ English Language Learner ☑ Instruction and Learning with Technology ☑ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☑ Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning ☐ Policy, Planning, and Leadership ☑ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☑ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ 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	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and

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

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

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

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