

2018-2021 Instructional Technology Plan - Annually - 2018

I. District LEA Information

Section I - District LEA Information

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

Alan Van Cott

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

Superintendent

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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II. Strategic Technology Planning

Section II - Strategic Technology Planning

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 educational 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 recognizes the need to increase learning 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 on best practices
- Include technology as a key component of K-3 grade instruction and differentiation methods
- Provide students foundation technology skills to support NextGen and NY State Standards
- Provide opportunities for students to express themselves in alternative means, e.g., robotics, coding, video, graphics, digital presentation, video
- Help students develop skills to use technology for life-long learning, collaboration and problem solving
- Prepare students for the work of the future

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 ensure 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.

This vision ensures Sagaponack Common School District’s plan adheres to, “Commissioner’s Regulation 100.12, (<http://www.p12.nysed.gov/part100/pages/10012.html>) that supports the mission of the NYS Board of Regents, which is to ensure that every child has equitable access to the highest quality educational opportunities, services and supports in schools that provide effective instruction aligned to state’s standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.”

3. List three goals that will drive the attainment of the vision.

	List Goals
Goal 1	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.
Goal 2	Develop and implement a comprehensive plan based on benchmarks from the 2012-2017 instructional implementation and outcomes. The plan will include ways to communicate the district's 1:1 student technology use to ensure a technology enhanced, culturally and linguistically responsive learning environment designed to improve teaching and learning at school and at home.
Goal 3	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.

4. Do you want to list a fourth goal that will drive attainment of the vision?

No

5. Do you want to list a fifth goal that will drive attainment of the vision?

No

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- 6. 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, 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.

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II. Strategic Technology Planning

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.

Staff Professional Development

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.

2018-2021 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 multi-media 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?

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 student's imagination and learning?

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

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8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.

Sagaponack Common School District's evaluation plan will include the following student and program components:

- Student achievement and performance will be assessed by analyzing BEDS, attendance, student performance on State and locally developed assessments, AIMSWeb Plus, RtI data and technology-based instructional program data.
- Sagaponack Common School District teachers will provide formal feedback to the Superintendent by the close of every school year relative to the quality of the district's instructional technology program and support.
- Families will be encouraged to complete a survey regarding their families' experience with using technology in the home.
- Families will be invited each year to learn about in-school use of instructional technology and will be asked to provide feedback through discussion and written surveys.
- Collaboration among the staff will be assessed throughout both the announced and unannounced observations.
- To monitor improvement in communication using technology, administrators and teachers will receive input from the SDMC to listen to feedback.
- Monthly meetings with support service providers will provide opportunities to improve the instructional technology plan throughout the year.

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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III. Action Plan - Goal 1

Section III - Action Plan

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #1

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.

4. 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.

- All students
- Pre-K-2
- Grades 3-5/6
- Middle School
- High School
- Students with Disabilities
- ELL/MLLs
- Migrant students
- Homeless students
- Economically disadvantaged students
- Students between the ages of 18-21
- Students who are targeted for dropout prevention or credit recovery programs
- Other (please identify in Question 3a, below)

4. List the action steps that correspond to Goal #1 from your answer to Question 1, above.

Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Collaboration 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.	Superintendent	N/A	Jan. (01)	2021	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	N/A	Sept. (09)	2021	2000
Action Step 3	Staff Determine the staffing and training to	Superintendent	N/A	Oct.	2021	1500

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	ing	support this goal.	erintendent		(10)	1	
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	N/A	Nov. (11)	2021	2000

5. 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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 1

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	(No Response)	(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)	(No Response)

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III. Action Plan - Goal 2

Section III - Action Plan

Copy Goal #2, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #2

Develop and implement a comprehensive plan based on benchmarks from the 2012-2017 instructional implementation and outcomes. The plan will include ways to communicate the district's 1:1 student technology use to ensure 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.

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

3. Target Student Population(s)

- | | |
|---|---|
| <input checked="" type="checkbox"/> All students
<input type="checkbox"/> Pre-K-2
<input type="checkbox"/> Grades 3-5/6
<input type="checkbox"/> Middle School
<input type="checkbox"/> High School
<input type="checkbox"/> Students with Disabilities
<input type="checkbox"/> ELL/MLLs | <input type="checkbox"/> Migrant students
<input type="checkbox"/> Homeless students
<input type="checkbox"/> Economically disadvantaged students
<input type="checkbox"/> Students between the ages of 18-21
<input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs
<input type="checkbox"/> Other (please identify in Question 3a, below) |
|---|---|

4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Collaboration	The Technology Committee will meet to choose the devices for the full Chromebook implementation. This will expand the 1:1 Chromebook program to K-1 and by the end of the cycle include grades 2 and 3.	Superintendent	N/A	September (09)	2020	2000
Action Step 2	Budgeting	Determine the annual recurring costs for 1:1 Chromebook initiative including costs related to providing internet access to students for home use. Work with Superintendent, School Board and District Treasurer to budget for staffing	Director of Technology	N/A	March (03)	2021	5000

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		and annual recurring costs.					
Action Step 3	Policy/Protocols	Create student guidelines and policies for students, families and staff which include: <ul style="list-style-type: none"> • Student loan program protocols • Family standards for use of district supported internet access • Goals for using technology • Protocols for hot spot management of home use 	Other (please identify in next column, to the right)	Technology Committee	May (05)	2021	500
Action Step 4	Purchasing	Purchase Chromebooks that include touch for Kindergarten and students with special needs.	Superintendent	N/A	Sept (09)	2021	4000

5. 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.

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III. Action Plan - Goal 2

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Policy/Protocols	Create protocols for distributing and maintaining Chromebooks	Superintendent	N/A	May (05)	2021	0
Action Step 6	(No Response)	(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)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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III. Action Plan - Goal 3

Section III - Action Plan

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #3

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.

5. 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)

- | | |
|---|---|
| <input checked="" type="checkbox"/> All students
<input type="checkbox"/> Pre-K-2
<input type="checkbox"/> Grades 3-5/6
<input type="checkbox"/> Middle School
<input type="checkbox"/> High School
<input type="checkbox"/> Students with Disabilities
<input type="checkbox"/> ELL/MLLs | <input type="checkbox"/> Migrant students
<input type="checkbox"/> Homeless students
<input type="checkbox"/> Economically disadvantaged students
<input type="checkbox"/> Students between the ages of 18-21
<input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs
<input type="checkbox"/> Other (please identify in Question 3a, below) |
|---|---|

4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year 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 third party providers.	Superintendent	N/A	Sept (09)	2021	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	Superintendent	N/A	Aug. (08)	2019	0

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		instructional and assessment systems.					
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	September (09)	2019	10,000
Action Step 4	Evaluation	Assess the professional development plan each year through surveys of teachers, staff and families, observation of in-classroom practice and interviews with administrators and service providers. Adjust plan to meet the needs of all constituents.	Other (please identify in next column, to the right)	Technology Committee	April (04)	2021	0

5. 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.

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III. Action Plan - Goal 3

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	(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)	(No Response)
Action Step 7	(No Response)	(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)	(No Response)

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IV. NYSED Initiatives Alignment

Section IV - NYSED Initiatives Alignment

1. **Explain how the district use of instructional technology will serve as a part of 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:

- Students will use technology to recognize letters, sounds and numbers.
- 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.

2. **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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

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 ensure 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.

3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- 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.
- 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 3a, below)

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IV. NYSED Initiatives Alignment

4. 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 their student language and content learning with the use of technology. Check all that apply.

- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Research, writing and technology in a digital world
- Enhancing children's vocabulary development with technology
- Reading strategies through technology for students with disabilities
- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Using technology to increase options for students with disabilities to demonstrate their knowledge and skills
- 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
- Helping students with disabilities to connect with the world
- Other (please identify in Question 4a, below)

5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.

- 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/MLL 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 5a, below)

6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

6a. If Yes, check one.

In the 5 most spoken languages in the district

6b. If 'Other' was selected in 6a, above, please explain here.

(No Response)

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IV. NYSED Initiatives Alignment

7. **Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- | | |
|---|---|
| <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 word | <input checked="" type="checkbox"/> Promotion and 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 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 7a, below) |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom | |

8. **How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?**

- 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.
- The district does not use instructional technology to facilitate culturally responsive instruction.
- Other (please identify in Question 8a, below)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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V. Administrative Management Plan

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	0.10
Instructional support	0.10
Technical Support	0.25
Totals:	0.45

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	30,000	One-Time	<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	N/A
2	Instructional and Administrative Software	N/A	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	N/A

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	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					<input type="checkbox"/> Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Internet Connectivity	N/A	15,000	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	N/A
4	Network and Infrastructure	N/A	7,500	One-Time	<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	N/A
Totals:			72,500			

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V. Administrative Management Plan

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 (There are no non-public schools in the district)

4. Please indicate whether or not the district has a public website.

The district has a public website.

- 4a. Provide the URL of the district's public website.

<http://www.sagaponackschool.com>

5. Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.

Yes

- 5a.

If 'Yes' was selected in Question 5 above, please identify the responsible person's title.

Superintendent

6. Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.

Yes

- 6a. If 'Yes' was selected in Question 6 above, please identify the responsible person's title.

Superintendent

7. Has a district-wide information security and/or privacy audit ever been performed in the district?

No

8. Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?

Yes

9. Does the school district provide for educating minors about cyberbullying awareness and response?

Yes

10. Does the district have an Internet Safety Policy?

Yes, and I will upload the policy.

- 10a. Please upload the district's Internet Safety Policy.

Sagapnack Internet Acceptable Use Policy.docx

11. Does the district have a Cyberbullying Policy?

No. The district does not have such a policy.

12. Does the district have a Parents' Bill of Rights for Data Privacy and Security?

No. The district does not have a Parents' Bill of Rights for Data Privacy and Security.

13. Does the district have an information breach policy that addresses the district's planned response to an information breach?

Yes, and I will upload the policy.

- 13a. Please upload the policy that addresses the district's planned response to an information breach.

Policy 8635- Information Security Breach and Notification-Sagaponack School.pdf

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V. Administrative Management Plan

14. **Provide a direct link to the district's technology plan as posted on the district's website.**

http://www.sagaponackschool.com/assets/media/Document/Sagaponack_School_Tech_Plan_Updates.pdf

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

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VI - Sharing Innovative Educational Technology Programs

Sharing Innovative Educational Technology Programs

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 category that is not on the list.

<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input type="checkbox"/> Privacy and Security
<input checked="" type="checkbox"/> Device Planning and Implementation (1:1; BYOD)	<input checked="" type="checkbox"/> Professional Learning
<input type="checkbox"/> Digital Citizenship	<input checked="" type="checkbox"/> Project-based Learning
<input type="checkbox"/> Infrastructure	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> OER and Digital Curriculum	<input type="checkbox"/> Other Topic B
<input checked="" type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic C
<input type="checkbox"/> Pilots and Proof of Concept	

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	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	Terry Scammell	Lead Teacher	t.scammell@sagaponackschool.com	<input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input checked="" type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input checked="" type="checkbox"/> Project-based Learning <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 in order to obtain more information about the innovative program(s) at your district.

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				<input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive

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VI - Sharing Innovative Educational Technology Programs

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <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"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Device Planning and Implementation (1:1, BYOD) <input type="checkbox"/> Digital Citizenship <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Curriculum <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Pilots and Proof of Concept <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Privacy and

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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Security <input type="checkbox"/> Professional Learning <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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