

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

Page Last Modified: 03/24/2022

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

William Seus

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

Director of Technology

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

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

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1. What is the overall district mission?

Sayville Public Schools, together with the entire community, is committed to fostering a safe, healthy, and nurturing learning environment which provides all students with the qualities needed for life-long learning, career readiness and responsible citizenship.

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

In order to serve our mission, the Sayville Public School community will aspire to fulfill these values and core beliefs :

A. Values: teamwork;lifelong learning; open-mindedness; responsible citizenship; appreciation of diversity; striving for excellence; high expectations; respect for all.

B. Core Beliefs: Our highest priority is the health, safety and well-being of Sayville's children; public education is the hope for the future; all children can learn. We provide students with what they need to succeed; help each child discover and pursue his or her unique interests and passions. Our student are the leaders of tomorrow - as we nurture them, we help to shape the future.

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 and our comprehensive instructional technology plan is a collaborative effort between technology staff, department chairpersons, teachers, library/STEM teachers, principals, district-wide administrators including pupil personnel, parents and board members. The Sayville School District has an Instructional Technology Advisory Committee representing members for each stakeholder group mentioned above, including district technology personnel that meets three times a year. Committee members report back to the stakeholder group that they represent. Technology initiatives arise from multiple classroom and instructional needs and are brought to the table by committee members. Instructional technology items are then discussed, researched and generally resolved at these meetings. We revisit our technology plan yearly and make adjustments along the way. Again our committee members play an important communication role for planning purposes.

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

The previous plan was successful and we will continue to advance those goals. We will make improvements building upon our success as a 1:1 district and implement training for staff to shift to a more personalized learning approach, collaboration, critical thinking and project based learning. In addition we will continue with a replacement plan, software evaluation and adopting newer technologies.

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

When the COVID pandemic shut schools in March 2020, we were 1:1 in grades 2-12. We quickly expanded our students devices so that we could provide remote instruction. We have since implemented a 1:1 program in grades K-12. As part of that program, the district implemented a device refresh cycle to ensure that students and staff had access to the most up to date technology and software. We purchased and deployed wireless hotspots as well as document cameras and webcams to assist in remote instruction. Staff developers conducted remote professional development during the school year and in the summer. The initial focus was remote instructional strategies and then subsequent training focused on best practices for hybrid instruction. Parent and staff surveys were conducted and a remote instruction committee was formed to help outline expectations for instruction during the pandemic. Using what we learned in the pandemic, we will provide professional development around best practices for engaging students with technology.

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.**Criteria and Overarching Goal:**

The Instructional Technology Staff Development Program is designed to offer ongoing, dynamic opportunities for faculty and staff that address their growing and changing needs as they continually and effectively integrate new technologies into curricula and instruction. As the District endeavors to graduate students who are lifelong learners as well as productive citizens in an ever changing society, it is their belief that its teaching community must also continue to learn and grow, with respect to its teaching practice, especially in the area of instructional technology.

Strategies:

Currently, we offer five different strategies of staff development district wide. They are the following:

Voluntary Professional Development Periods: Teachers can request to have training on a volunteer basis. This means that a professional period can be scheduled for any teacher at their request. Teachers can also choose the topic of the training. Teachers can be trained in small groups or individually. Teachers do not receive in-service credit for these periods, but the Instructional Technology Department does keep track of who makes requests for these sessions so that we can plan accordingly as we continue to move forward with our staff development program.

Before and After School Workshops: Teachers can sign up for trainings that may take place before school or after school. Workshops can be 1-45 hours of training and can be scheduled over several days. These sessions are usually scheduled by the Instructional Technology Integration Specialists as per the requests from the teachers. These hours can go towards in-service credit for the teachers.

Teacher Integration Specialist Push-In Periods: As teachers are working with the integration of new and diverse technologies into their specific curriculum, they sometimes request collaboration with the Instructional Technology Integration Specialists to plan such lessons. These requests usually involve one or more planning sessions with the teacher, an implementation session, and a follow-up session for reflection. Many teachers reach out to the Instructional Technology Integration Specialists in this regard to implement lessons that utilize new technologies. These sessions do not permit for in-service credit.

One-On-One Prep Periods: Teachers can request the support of the Instructional Technology Integration Specialists during their preparation period during any given school day. In this case, the teacher chooses the topic for the training and schedules the time directly with the Instructional Technology Integration Specialist. These training sessions can be as formal or as informal as the teacher requires. These sessions do not permit for in-service credit.

Release Time Staff Development: There are some instances when professional development may require training to occur for several hours during the school day. These sessions do not permit for in-service credit.

Teacher Integration Specialists:

The Sayville Public School District is fortunate to have two Teacher Integration Specialists through our membership with the Model Schools Program offered through Eastern Suffolk BOCES. The program implemented by Eastern Suffolk BOCES is a New York State Education Department effort to assure that curriculum integration is the basis of technology implementation in the local school district. The Sayville program is designed to make full use of the Model Schools Program for staff development and instructional improvement. These staff developers work district-wide to collaborate with teachers and library teachers to develop robust instructional plans that integrate technology with curriculum, align technology components to State standards and other applications, and ultimately enhance student achievement. As our program has begun to grow and develop, some of our resident teachers have been trained and have begun to act as mentors or turn-key trainers for their colleagues during the school day, in the classrooms and libraries. As lessons are developed and taught to our students that utilize the technology resources provided, teachers are collaborating and sharing best practices among themselves, between classrooms, and building to building.

Each year, the Instructional Technology Integration Specialists work with the Assistant Superintendent to develop relevant courses and workshops to provide training opportunities for the different technologies offered by the Sayville Public School District to meet the needs of our educational community.

Specific Job Responsibilities of Teacher Integration Specialists:**Design and Implement Workshops**

- Develop course outlines, agendas, guides, activities, skill assessment surveys and evaluation forms
- Facilitate workshops for teachers that include using desktop computers/Chromebooks, Google Apps for Education, and classroom management techniques to increase the effectiveness of lessons that integrate technology
- Develop learning experience outlines for use in the classroom
- Facilitate instructional technology courses that emphasize designing and implementing technology-integrated learning experiences that are aligned with State standards and embed the ISTE standards

Provide Classroom Support

- Design and implement technology-integrated projects, learning experience plans and classroom activities
- Provide one-on-one technology lesson planning for teachers
- “Push-in” to classrooms to model lessons and provide support
- Conduct ongoing communication with teachers regarding step-by-step directions for software/web tools/online applications as well as answers to

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questions relating to the integration of instructional technology

- Research the Internet to locate sites relevant to curriculum topics
- Demonstrate hardware

Solicit input regarding instructional technology and curriculum from teachers and administrators:

- Participate in faculty meetings
- Meet with individual teachers
- Meet with groups of teachers
- Meet with principals and other administrators
- Participate in curriculum meetings

Serve as Liaison:

- Work with teachers and technical staff to foster common understandings so that technology better supports teaching and learning needs
- Work with teachers and technical staff to customize technical options to maximize learning opportunities
- Work with teachers and school computer lab managers to troubleshoot basic technical problems and submit help desk requests
- Provide information to be posted to the District's Instructional Technology website to house online resources for our teachers

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

2022-2025 Instructional Technology Plan - 2021III. 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:

Significantly
- 2. Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**
The district has met this goal:

Significantly
- 3. Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**
The district has met this goal:

Significantly
- 4. Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**
The district has met this goal:

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

Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Provide an effective instructional technology program enabling teachers and students to utilize and integrate technology into curriculum and instruction, to enhance student learning and achievement, become actively involved in learning about current technologies, experience and use new and current technologies, be technically prepared for college and/or the work environment, and implement 21st century learning standards.

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.

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

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

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

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

Technology implementation is an ongoing process that should adapt to the changing needs and priorities of our school community of stakeholders. Effective monitoring and evaluation of technology implementation will assist the District in making ongoing adjustments to both the content and process of its technology plan and its implementation. Good evaluation should feedback critical information to program planners and assist them in the process of upgrading objectives, priorities and strategies.

To monitor the successful integration of technologies into curricula and content instruction and assess the implementation of the instructional technology plan, the Sayville Public School District uses a variety of data sources. Three such sources include teacher observations, faculty surveys, and student assessments, both local and State.

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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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Curriculum	The Instructional Technology Department will revisit our District Skills Matrix K-12 and update it to be aligned with Learning.com modules, 21st Century Learning, College and Career readiness skills and the SAMR model for the integration of instructional technology	Assistant Superintendent	n/a	06/30/2023	n/a
Action Step 2	Curriculum	The Instructional Technology Department will create a pacing guide to facilitate the delivery of instruction as per the updated District's Skills Matrix.	Assistant Superintendent	n/a	06/30/2024	n/a
Action Step 3	Curriculum	The Instructional Technology Department will focus on the 1:1 integration of instructional technology at the K-12 grade levels and work to increase teacher and student usage to ensure equity of instructional technology experiences for all students (K-12). We will partner with teachers at all levels in each building, to establish department projects/practices, and illuminate 21st Century learning skills. We will work through the lens of the SAMR Model of	Assistant Superintendent	n/a	06/30/2025	n/a

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		technology integration and Blended Learning.				
Action Step 4	Evaluation	The Instructional Technology Department will evaluate Grade level projects and align them to the SAMR model (Substitution, Augmentation, Modification, and Redefinition).	Assistant Superintendent	n/a	06/30/2025	n/a

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	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Maintain state-of-the-art infrastructure and technologies that allow for the implementation of new technologies, the upgrading of hardware and software/web tools/online applications, the maintenance of equipment, the preparation for emerging technological advances which provide alternate means for student learning in addition to the traditional arenas of buildings, books and classrooms.

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
- 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.

Annual review of technology infrastructure and equipment inventory to maintain a device replacement cycle
 Semi-annual technology committee meetings to review building-level equipment needs and help inform the budgeting process
 Yearly review of work orders and maintenance records to inform future purchases
 Annual consultation with ESBOCES and senior technology specialists regarding district network infrastructure

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Purchasing	The Instructional Technology Department will	Director of Technology	n/a	08/22/2022	500,000

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		replace Chromebooks for all sixth grade students annually.				
Action Step 2	Purchasing	Ensure that the district maintains an adequate supply of Chromebooks to support a 1:1 model for K-12 students.	Director of Technology	n/a	08/22/2022	250,000
Action Step 3	Purchasing	Replace interactive whiteboards with interactive displays.	Director of Technology	n/a	06/28/2024	200,000
Action Step 4	Infrastructure	The Technology Department will be implementing phase 2 of the Smart bond proposal.	Director of Technology	n/a	06/30/2023	1,100,000

7. This question is optional.

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

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

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IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Continue comprehensive training for the faculty, staff, administration and community by providing staff development to teachers on how to seamlessly embed the ISTE standards into their ongoing curriculum, develop curriculum objectives for a K-12 Computer Skills Program to identify necessary skills in the use of computers that all students will be expected to acquire during their studies in grades K-12, encourage participation at college, in-service and online courses that continue to staff develop our educators about the integration of cutting edge technologies in instructional environments, offer in-service and adult education courses, conferences and workshops, provide technological support, assist teachers with the delivery of instruction through the use of technological tools for efficient planning, analysis, reporting and communications, and provide teachers and administrators with the technological tools for planning, analyzing, evaluating and reporting curriculum outcomes.

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

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

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

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

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

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

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IV. Action Plan - Goal 3

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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.**

On a regular basis, the District evaluates teachers who are using technology in classrooms and monitors the level of curriculum integration. Teachers are regularly observed formally and informally. Principals and administrators conduct these observations, which eventually become a part of the teacher's year end evaluation. These observations inform our decisions should mid- course corrections need to be made.

On occasion, a questionnaire survey has been used to assess the teachers' perception of their own level of technology implementation . Questions investigate the level of use by students, the content areas being addressed, the nature of the technology used (software, Internet, etc.) and the teacher's perceived needs for additional support, staff development, and/or technology.

It is the function of the Instructional Technology Advisory Committee to evaluate surveys each year to measure the progress of technology integration as it relates to staff development across the grade levels. These surveys measure curriculum integration, and computer skills gained by teachers. Adjustments and modifications are made to the staff development plan as deemed necessary from the results of the surveys.

In addition to gathering data directly from our teaching staff, other measures for assessment directly relating to our students are analyzed. Both qualitative and quantitative data are examined. Examples of these measures include but are not limited to the following: results on State mandated assessments (grades 3-8 ELA and math, grades 4 & 8 science, and regents exams), results on local exams, classroom observations, graduation rate, advanced placement enrollment, regents diplomas, diplomas with distinction, four year college acceptances, attendance rates, SAT scores, etc.

Using the student scores on New York State assessments, the District can monitor changes in student achievement over time within grade levels and content areas in which technology integration is evident. Under the assumption that effective technology integration will lead to improved student performance, patterns of progress are monitored on the measures stated above, and then they are compared to State student achievement rates and District historical data. The District will use the results of data analysis to evaluate the success of the technology implementation and modify and improve the on-going implementation as well as staff development activities, accordingly.

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.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Professional Development	The Instructional Technology Department will conduct release time workshop to further teachers' capacity of integrating instructional technology into curriculum and instruction.	Assistant Superintendent	n/a	06/30/2025	n/a
Action Step 2	Professional Development	The Instructional Technology department will meet with Grade Level teachers to update Grade Level projects that integrate technology as per	Assistant Superintendent	n/a	06/30/2025	n/a

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		relevant curriculum and instructional goals.				
Action Step 3	Professional Development	The Instructional Technology Department will conduct model lessons for teachers that are facilitating Grade Level Projects as per the updated Skills Matrix.	Assistant Superintendent	n/a	06/30/2025	n/a
Action Step 4	Professional Development	The Instructional Technology Department will meet with teachers on a voluntary basis to work with said teachers on integrating instructional technology into specific curriculum and instructional areas identified by said teachers.	Assistant Superintendent	n/a	06/30/2025	n/a

7. This question is optional.

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

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

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	Response)		Response)		Response)	

8. Would you like to list a fourth goal?

No

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

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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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.

Our school community, an active partnership that includes students, parents, educators, administrators, Board of Education members, and support staff, is committed to anticipating and addressing the future needs of our students to ensure their success as participating members of society. The school community as a whole has been a longtime supporter of maximizing the potential of current technologies to address these needs. It is this community's responsibility to develop and implement relevant programs that will encourage creativity, adaptability, flexibility, teamwork, and problem solving. State-of-the-art technologies are continually provided for teachers and students to assist with this responsibility.

In addition to providing opportunities for relevant learning, our school community is working together towards goals that have been put forth by our District and Board of Education members. These goals include the following: fully engage all students in meeting and exceeding rigorous standards for learning and conduct through providing opportunities to excel, manage resources to support quality programs and student achievement while adhering to the highest standards of ethics and accountability in all areas of school finance, recruit and retain the best-qualified staff to help all our students meet or exceed the goals for learning and conduct, demonstrate and advance the highest standards for the health, safety, and security of our students and staff, and make maximum use of all forms of communication to exchange information in a timely and responsive fashion.

As we work towards achieving these goals with our students, the integration and infusion of technology into our instruction and administration of our educational programs have become critical and essential components to our overall success. Our District has continued throughout the years to advance our Instructional Technology Department to not only provide a state-of-the-art technological infrastructure and networked environment district-wide, but to also provide the necessary support for our educational community of stakeholders. This plan demonstrates our commitment to instructional technology as it has become an integral factor in promoting student achievement in all aspects of our students' educational career in the Sayville Public School District.

As part of the comprehensive and sustained efforts to support rigorous academic standards attainment and performance improvement for students as mentioned above, instructional technology will be used by the District to improve teaching and learning by providing an effective instructional technology program enabling teachers and students to accomplish the following:

- utilize and integrate technology into curriculum and instruction to enhance student learning and achievement
- become actively involved in learning about current technologies
- experience and use new and current technologies
- become technically prepared for college and/or the work environment, hence implement 21st century learning standards
- be encourage to approach technology as a life-long learning tool
- use technology to support regular instructional activities in the classroom
- provide students with an understanding of the use of technology as a tool to support their learning including the Internet, work processing, research, calculations and project as well as Internet Safety
- Use technology to improve student achievement in the basic skill areas that support the total learning process (reading, writing, mathematics, communications, critical thinking, an problem solving)
- promote the 4 c's, which include communication, critical thinking, creativity and collaboration

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.

Sayville provides devices to all students grades K-12. Students are able to bring their devices back and forth so that they can use their device at home. In addition, we have provided hotspots for families that need the. All of our schools and classrooms have sufficient, reliable high-speed connectivity for all. The technology team consists of lab techs in each building, district-wide technicians and Teacher Integration specialists.

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.

The District's instructional technology plan addresses the needs of students with disabilities to ensure equitable access to instruction, material, and assessments. Our goals for these students are embedded in our overall goals as per each teacher level. For example at the Middle School level you will see the Read 180 program listed and we use that specifically for our students with disabilities. Also, we purchase any specialized equipment and/or software applications that are needed for these students with respect to accessibility of educational materials for students with disabilities. This is done in concert with the Director of Special Education and our special education teachers. Our Teacher Integration Specialist spend time educating themselves on relevant resources to address the needs of all students including our special education students.

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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)

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

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

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

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

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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)

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

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

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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.

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. <input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. <input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity <input type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. <input checked="" type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. <input checked="" type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. <input checked="" type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/. <input type="checkbox"/> 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. | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. <input checked="" type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ <input type="checkbox"/> Provide online mentoring programs. <input checked="" type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. <input type="checkbox"/> Offer a technology/support hotline during flexible hours. <input checked="" type="checkbox"/> Make sure technology/support is offered in multiple languages. <input type="checkbox"/> 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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VI. Administrative Management Plan

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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	2.00
Technical Support	9.00
Totals:	12.00

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	End User Computing Devices	Chromebooks	250,000	Annual	<input 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	Peripheral Devices	Interactive Display Boards	200,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> 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
					<input type="checkbox"/> 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	
3	Network and Infrastructure	Licensing and support	75,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input 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	1,100,000	Both	<input type="checkbox"/> BOCES Co-Ser purchase <input 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	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
					<input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			1,625,000			

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?**

Yes

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.sayvilleschools.org/domain/29>

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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VII. Sharing Innovative Educational Technology Programs

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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.

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	William Seus	Director of Technology	wseus@sayvilleschools.org	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"> Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<ul style="list-style-type: none"> <input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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

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

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