

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

I. District LEA Information

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Page Last Modified: 12/08/2021

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

Cory Allen

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

Chief Information Officer

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

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

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

Our mission is to educate and inspire each student to love learning, pursue excellence and use knowledge, skills and attitudes to contribute respectfully and confidently to an ever-changing global community.

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

Technology integration will empower our learning community to become global citizens today by developing knowledge and competencies to continually contribute and adapt to our tomorrow.

**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.**

Since 2009, Spencerport Central Schools has engaged stakeholders from across the district in our Technology Advisory Committee. This committee meets three times a year and is made up of School Board Members, administrators, teachers and students. Over the years, these stakeholders have worked to steer the district's vision and rollout of our 1:1 initiative. Furthermore, this committee has worked to define best instructional technology practices and informed the purchase of both hardware and software.

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

Based on the previous three-year plan, the Technology Advisory Committee collaborated to identify the degree to which we have met the goals of this plan. Due to COVID-19, this process has been different in that the team was forced to meet virtually. Furthermore, more emphasis was placed on the district's ability to support teachers, students, and the community in a fully remote and hybrid instructional model. In the 2019-2020 and 2020-2021 school years, the committee collaborated with the Professional Learning Committee to gain feedback from staff through a series of needs assessments. Such assessments helped the committee to determine areas of need in regard to remote and hybrid instruction. These needs assessments, which were administered on a monthly basis, focused on the professional learning necessary to support the transition to virtual learning. As the district returned to in-person instruction during the 2021-2022 school year, the Technology Advisement Committee has returned its focus on the Technology Plan and goals that remain unmet. This has been done during our regularly scheduled meetings, and in small subgroups.

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

As we reflect on the previous three-year plan, the authors could not have predicted the COVID 19 global pandemic. However, our move to a 1:1 environment, as well as our adoption of Schoology as a district-wide learning management system, ensured that students had access to learning platforms and resources in a virtual environment. Also, our ability to identify families without sufficient internet access allowed the Computer Services Department to deploy MiFi devices to these families.

As a result of the systematic yearly purchase of student laptops, it was not necessary for the district to acquire additional student devices. However, it was necessary to deploy devices at grades K-5, as students do not take these devices home. Over a span of three days, we allocated student laptops in our asset management system and deployed these devices from a parking lot at our District Office.

Throughout the 2020-2021 school year, the Spencerport School District offered asynchronous professional learning through Schoology. A small team of six people worked to survey Spencerport's teachers and paraprofessionals to determine their needs and then developed a Schoology Course based on this data. The asynchronous instruction which was provided included information on teaching remotely and the utilization of online platforms such as Zoom, Schoology, Seesaw and other instructional resources. Teachers were also given access to resources for student and adult social emotional learning. While these resources were optional and available to everyone, staff came together on the first Wednesday of every month to engage in district-wide professional learning. As the year went on, virtual sessions focusing on platforms such as eDoctrina and Zoom were added.

Throughout the pandemic, community members, teachers and students have been able to access support via the Tech. Help Desk. As the district shifted to remote instruction, technicians from the Computer Service Department have provided telephone support on a variety of issues.

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

Yes

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

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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.**

In the past two and a half years, professional learning across the Spencerport School District has centered on supporting teachers' transition to a remote and/or hybrid model of instruction. The Professional Learning Committee, in conjunction with the Technology Advisory Committee, has published district-wide professional learning opportunities aimed at supporting the use of platforms such as Zoom, Schoology, Seesaw, eDoctrina and other resources used to teach students in a virtual environment. These committees worked to provide resources on engaging students in a remote or hybrid setting. District-wide offerings, which focused on using web-based platforms to facilitate social-emotional learning were very popular. Similarly, courses that provided real-time formative assessment tools gained traction. Formal assessment platforms such as eDoctrina allowed teachers to collect formative and summative data to guide instruction. While sites such as Schoology, Quizziz and Kahoot provided a means for teachers to collect informal assessment data.

The district also provided asynchronous resources for all staff via Schoology. As previously mentioned, the Professional Learning Department curated a Schoology Course, which included just-in-time resources for staff. As we approach the end of the 2021-2022 school year, these resources are still available. In an effort to meet teachers' ever-changing needs, the PLC and TAC have collaborated to create asynchronous professional learning offerings that continue to leverage web-based instructional platforms. These courses are intended to focus on a small number of resources that teachers can use to mindfully integrate instructional technology. By focusing on platforms purchased by the district, Microsoft 365, Schoology, Book Creator and eDoctrina, which are Ed Law 2-D compliant, we hope to meet the needs of our learning community while protecting our stakeholders' data.

In recent years, our Digital Conversion Team has played a large part in supporting the thoughtful implementation of technology. These teams, which are divided by grade band, are made up of our early adopters. Over the past three years, the structure of these teams has evolved. In the 2021-2022 school year, members of the DCT have focused on providing individualized job-embedded support to their colleagues. In the latter half of the 2021-2022 school year, members worked to schedule appointments with their building level peers, and provide support through co-planning, co-teaching and/or informal observations.

Throughout the processes described above, the Professional Learning Committee and Digital Conversion Teams have developed and implemented a series of surveys. The purpose of these surveys has been to crowdsource topics for district-wide and smaller-scale professional learning. Committee and team members have leveraged the data from these surveys to gauge teacher interest and determine trends in professional learning needs.

The district's Instruction Office has engaged administrators to include the evaluation of the implementation of instructional technology in formal announced and unannounced observations. This can also be seen in administrators' informal walkthroughs. As we move back to an in-person learning model, the implementation of technology is often evaluated within the blended learning model. Teachers and administrators have been trained in the use of blended learning lessons that include a four-station rotation model. This continues to be an area of focus for formal and informal observations.

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

**2022-2025 Instructional Technology Plan - 2021**III. Goal Attainment

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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:**

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

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

Significantly

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

In the 2021-2022 school year, Spencerport Central School District began to build awareness of the New York State Standards for Computer Science and Digital Fluency. Previously, teachers and administrators had been trained in the International Society of Technology in Education, or ISTE Standards for Students and Teachers. Per the NYSED’s Timeline for Rollout and Implementation, districts should be building capacity, focusing on curriculum development resource acquisition, and professional development. In the coming years, we will continue to follow this timeline for rollout and implementation.

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.

Over the next three years, the district will follow NYSED’s Timeline for Roll-Out and Implementation. The Technology Advisory Committee, Professional Development Committee and Digital Conversion Teams will collaborate with the Chief Information Officer and Director of Curriculum to plan, communicate and develop curriculum, which is aligned to the New York State Standards for Computer Science and Digital Fluency. Throughout this process, the district’s Chief Information Officer will ensure that all parties involved work to meet the following benchmarks set by New York State.

Sept. 2021 – Aug. 2023: Capacity-Building: Focus on curriculum development, resource acquisition, professional development

Sept. 2023 – Aug. 2024: Year 1 Implementation: All credit-bearing Computer Science courses will be aligned with NYS CS&DF Standards

September 2024: Full Implementation: CS&DF Standards implemented in all grade bands K-12

At the end of the 2023-2024 school year, we will be able to assess curriculum in Atlas to determine if all of the district’s credit-bearing computer science courses are aligned with NYS CS&DF Standards. Furthermore, at the end of the 2024-2025 school year, we will assess curriculum in Atlas to determine if the CS&DF Standards have been implemented in all grade bands K-12.

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	Planning	Unpack the New York State. Standards for Computer Science and Digital Fluency	Director of Technology	Curriculum and Instructional Leader	09/01/2022	0
Action Step 2	Communications	Create and communicate a plan of implementation to administrators and Teacher/Team Leaders.	Director of Technology	Curriculum and Instructional Leader	06/30/2023	0
Action Step 3	Curriculum	Work with curriculum writers to ensure that the New York State Standards for Computer Science and Digital Fluency are embedded in curriculum and present in Atlas.	Curriculum and Instruction Leader	Chief Information Officer	06/30/2024	5,000
Action Step 4	Evaluation	Continually evaluate our progress in meeting the benchmarks outline above, which were set by NYSED.	Curriculum and Instruction Leader	Chief Information Officer	06/30/2025	0

7. This question is optional.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(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)

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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
					nse)	
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:

In December of the 2020-2021 school year, the Spencerport Central School District collaborated with GreyCastle Security to perform a Risk Assessment. During this assessment, the GreyCastle team conducted interviews with members of the district’s Administrative Council. These conversations focused on network and data security. For the most part, the team’s questions were rooted in the National Institute of Standards and Technology, or NIST, Cyber Security Framework. At the end of three days of interviews, the GreyCastle team provided the district with a report, which outlines areas of strength and areas of possible improvement. Again, these recommendations were based on the five Functions of the NIST Cyber Security Framework. Throughout the remainder of the 2020-2021 school year, and into 2021-2022, the Computer Services Department has worked to mitigate areas of concern. In doing so, the department has prioritized GreyCastle’s top ten recommendations and strategically addressed each of these concerns. In the next three years, the Computer Service Department will continue to focus on these top ten areas of need. We will also engage GreyCastle in another Risk Assessment during the 2023-2024 school year.

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

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

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

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

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

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

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

This goal will be measured by the feedback that GreyCastle provides during our next Risk Assessment. During this assessment, to take place in the 2023-2024 school year, the GreyCastle team will review our progress in all ten areas and provide specific feedback in these areas. Furthermore, the team will provide the Computer Services Department a rating that represents the overall level of compliance in relation to industry standards. At the end of our first Risk Assessment, the district earned a score of 55%. In meeting the targets set in the top ten areas of risk, the district’s score will go up. Lastly, following this second Risk Assessment, the Computer Services Department will receive a new top ten list to begin working on.

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.

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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
Action Step 1	Communications	Continue to communicate the progress in the top ten areas of growth.	Director of Technology	Network Administrator	12/01/2024	0
Action Step 2	Cybersecurity	Continue to prioritize and work on all ten areas of growth.	Director of Technology	Network Administrator	12/01/2024	0
Action Step 3	Data Privacy	Continue to train teachers and run phishing exercises.	Director of Technology	Network Administrator	12/01/2024	0
Action Step 4	Purchasing	Engage in a second Risk Assessment with GreyCastle Security and begin a working on a new set of priorities.	Director of Technology	Network Administrator	12/02/2024	\$40,000.00

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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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

At the onset of the 2021-2022 school year, the Professional Learning Committee began exploring how to increase participation in district-wide professional learning. To this end, a subgroup of the committee deployed a survey to gauge staff interest in asynchronous professional learning opportunities. Many of these offerings related to the thoughtful integration of instructional technology. These efforts led to an increase in asynchronous courses that focus on the implementation of instructional technology.

In the next three years, the Professional Learning Committee will continue to collaborate with teachers to identify instructional needs that align with the instructional platforms available to our staff. After identifying these relationships, the PLC will work to develop offerings to meet teachers' instructional needs.

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

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

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

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

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

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

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

The district will use the following platforms and criteria to evaluate this goal during and after implementation. Please note that this goal is cyclic and will continue over the next three to five years.

- Microsoft Forms: Used to capture teacher's instructional needs and align these needs with available instructional platforms.
- Frontline Analytics: Used to determine the number of professional learning offerings run from cycle to cycle.
- Frontline Evaluations: Used to determine the relevance and effectiveness of professional learning offerings.
- Usage Reports from Instructional Platforms: Used to determine the overall usage of available instructional platforms.

6. List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

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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
Action Step 1	Planning	Members of the Professional Learning Committee will create a survey to gauge staff interest in asynchronous professional learning opportunities.	Director of Technology	Instructional/PD Coach	08/31/2022	0
Action Step 2	Communications	Members of the Professional Learning Committee will disseminate this survey, curate the data collected and collaborate with teachers to identify instructional needs that align with the instructional platforms available to our staff.	Director of Technology	Instructional/PD Coach	09/30/2022	0
Action Step 3	Implementation	Members of the Professional Learning Committee will collaborate with teachers to create courses that focus on the thoughtful implementation of instructional technology.	Director of Technology	Instructional/PD Coach	10/01/2022	\$5,000.00
Action Step 4	Evaluation	During and after implementation, members of the Professional Learning Committee will use the platforms and criteria described above to evaluate this goal. Please note that this goal is cyclic and will continue over the next three to five years.	Director of Technology	Instructional/PD Coach	12/31/2022	0

7. This question is optional.

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

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Planning	Members of the Professional Learning Committee will create a survey to gauge staff interest in asynchronous professional learning opportunities.	Director of Technology	Instructional/PD Coach	01/31/2023	0
Action Step 6	Communications	Members of the Professional Learning Committee will disseminate this survey, curate the data collected and collaborate with teachers to identify instructional needs that align with the instructional platforms available to our staff.	Director of Technology	Instructional/PD Coach	02/28/2023	0
Action Step 7	Implementation	Members of the Professional Learning Committee will collaborate with teachers to create courses that focus on the thoughtful implementation of instructional technology.	Director of Technology	Instructional/PD Coach	03/01/2023	\$5,000.00
Action Step 8	Evaluation	During and after implementation, members of the Professional Learning Committee will use the platforms and criteria described above to evaluate this goal. Please note that this goal is cyclic and will continue over the next three to five years.	Director of Technology	Instructional/PD Coach	07/31/2023	0

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

IV. Action Plan - Goal 3

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

No

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**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.**

The Spencerport School District continues to focus on the thoughtful integration of instructional technology. As part of our 1:1 initiative, the district has embarked on a digital conversion, which works to leverage technology to develop learning opportunities beyond the school walls. This can be seen in stakeholders' use of Schoology and Seesaw. These learning management systems enable teachers, students, and families an opportunity to engage in learning outside of the traditional instructional model.

Furthermore, the district has become more adept at identifying secure learning platforms that enhance instruction. In the past two years, there has been an increased emphasis on the use of web-based instructional resources that meet the unique needs of our learners while adhering to the conditions of Ed Law 2D. By focusing on a limited number of secure resources, administrators and teachers have been able to be more strategic in the instructional use of appropriate software.

The blended learning model as outlined by Marcia Kish has become a staple of instruction at Spencerport. The district continues to promote the use of a four-station rotation model in which technology is used to enhance other modes of instruction. The blended learning model works to increase students' voice and choice. Through direct instruction at the Mini-Lesson, strategic re-teaching at the Digital Content Station, differentiated work at the Independent Practice Station and creative collaboration at the Future Ready Station, students are able to take increased ownership of their learning. In an effort to continue to support rigorous academic standards, the Director of Curriculum and Chief Information Officer continue to roll out the New York State Computer Science and Digital Literacy Standards. Following the timeline set forth by NYSED, the district is transitioning from the current use of the International Society for Technology in Educational (ISTE) Standards. This strategic transition will ensure that the CS&DLS are embedded in K-12 curriculum across the district.

**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.**

Over the past five years, Spencerport has worked to implement strategies that address the need to provide equitable learning, 'everywhere, all the time.' For instance, students at grades six through 12 are issued a personal laptop to take home. These devices remain in students' hands throughout the school year and into the summer. At grades K through 5 students have access to their own personal laptop during school hours. However, we believe it appropriate for elementary students to unplug when outside of school. Therefore, we do not send these devices home with students. In the instance that a student is sick and cannot come to school for more than one or two days, the district has a system by which a laptop is delivered to the student's home.

At the onset of every school year, families acknowledge Spencerport's Laptop User Agreement. Within this agreement, families are asked to identify their access to reliable internet. Families who indicate that they do not have access to reliable internet can request a personal MiFi device at no cost. If a family's access to reliable WiFi changes after the beginning of the school year, they can contact Spencerport's Tech. Help Desk to request a personal MiFi Unit.

During the school day, Spencerport's Tech. Help Desk is staffed with technicians from 7:00 am to 4:00 pm. All stakeholders can call the Help Desk or send an email to receive technical support. During the summer, the Tech. Help Desk remains staffed and operational, as community members can call for assistance and support of a district-issued device.

In the 2016-2017 school year, Spencerport Central Schools adopted Schoology as a district-wide learning management system. Teachers from grades K through 12 utilize this LMS to communicate with families, post work, and accept student assignments. Schoology has also proven to be a valuable resource for assessing students both inside and outside of the brick-and-mortar school structure. In the 2020-2021 school year, Spencerport adopted Seesaw as a supplementary LMS at grades K through 5. While all teachers still have access to Schoology, elementary teachers enjoy the kid-friendly structure of this platform as well as the user-friendly interface for parents.

Lastly, over the past five years, the Computer Services Department has worked to develop a sustainable cycle for purchasing student laptops. This cycle ensures appropriate inroads for purchasing at grades 2, 6, and 9. By creating a thoughtful cycle of purchase, the department can track student laptops and ensure that the district will be able to purchase devices for years to come.

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

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- 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.**

Students with auditory needs have been provided with FM systems in partnership with Monroe2 BOCES. These FM devices include the teacher transmitter device, as well as the devices that connect to the student's hearing aids. Additionally, one classroom has a standalone amplification system that operates off the FM transmitter, but provides auditory support to an entire classroom through a portable tripod speaker.

Students with vision needs on their IEPs have access to visual supports through Monroe2 BOCES. These visual supports include Enhanced Vision devices, magnifiers and enlarged keyboards. Additionally, one to one devices with the ability to enter tablet mode are provided for enlarged touch keyboard access. Teachers also report the use of document cameras to enlarge materials when presenting to the class.

Classified students have access to an array of assistive technology options to meet their learning needs. Co-writer houses word prediction technology that supports spelling and phonetic development. Snap & Read provides students with the ability to have any web-based text read aloud to them, simply by highlighting it. These tools are provided in conjunction with the Office of Assistive Technology at Monroe2 BOCES. Additionally, all students – regardless of classification – have access to tools within the Microsoft Office Suite. These tools include a spelling and grammar check, as well as a dictation feature that reads texts to students.

One of the most robust uses of student 1:1 devices is in the area of specially designed instruction (SDI). These programs support a variety of learning needs & provide individualized instruction in accordance with the students IEP. Many programs offer access to a variety of reading levels. These programs include Britannic, Pebble Go, Newsela, Reading A to Z and Readworks. Many programs also read content to students, or present content specific information in video format, such as Brain Pop & Brain Pop Jr. Flipgrid provides students the opportunity to share responses orally, rather than in writing, by answering short response questions on camera, then submitting for peer or teacher review. Other programs, such as edPuzzle, break larger videos into smaller sections and allow teachers to embed scaffolding questions throughout the lesson. In the areas of mathematics and language arts, IXL provides tiered instructional support within overlapping standards and also functions as an avenue for repetitive practice with immediate feedback to learners.

Students with disabilities have access to a learning management system at all grade levels. For primary grades, SeeSaw provides interactive opportunities for learning. These include drag & drop activities and writing on the screen, which facilitate fine motor development. At older grade levels, students have access to Schoology, which discreetly houses differentiated materials and assignments for students with disabilities. Both of these platforms offer the opportunity for students to interact with one another through commenting and discussion posts.

In regards to fine motor development, many programs and tools align to occupational therapy needs and goals. Keyboarding without Tears is one program that is used to build hand strength and build automaticity in typing. Tools such as a wireless mouse and mouse emulator allow students to build the life skill of dragging and dropping materials on the screen. For students who need are not yet ready for a mouse, the 1:1 devices feature a touchscreen for students to utilize during activities.

Across all grade levels, a variety of electronic testing platforms are utilized to assess instructional levels and identify areas of academic strength and weakness. At K-5, the i-Ready program provides diagnostic data in reading and math. Teachers are then able to assign lessons on specific concepts to students based on their individual needs. At 6-8, the MAP assessment provides similar data and helps to inform instructional decisions and determine present levels of functioning. At the high school, case managers assign the Scholastic Reading Inventory which provides the school-based team with a Lexile level, allowing teachers to modify materials and present information at the student's independent reading level. The high school also administers the Achieve 3000 assessment, which provides feedback on instructional focus areas for each individualized student. Additionally, eDoctrina is used to house differentiated assessments to students, allowing students to access specially designed assessments without looking any different than their peers. eDoctrina also provides a host of testing accommodations within the program, which are pre-loaded and automatically delivered to the student to increase overall IEP compliance.

Teachers utilize audiobooks in a variety of ways to provide support to students whose independent reading level does not align with their listening comprehension and auditory processing skills. Some technologies used to provide audiobooks are Sora and Bookshare. In addition, some students utilize Audible on personal devices to access novels through the public library or BOCES interlibrary loan services

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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 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 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 type="checkbox"/> Research, writing and technology in a digital world                                | <input checked="" type="checkbox"/> Promotion of model digital citizenship and responsibility       |
| <input type="checkbox"/> Writing and technology workshop for teachers                                       | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input type="checkbox"/> Enhancing children's vocabulary development with technology                        | <input checked="" 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 type="checkbox"/> The interactive whiteboard and language learning                           |
| <input type="checkbox"/> Moving from learning letters to learning to read                                   | <input checked="" type="checkbox"/> Use camera for documentation                                    |
| <input 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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## V. NYSED Initiatives Alignment

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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"> <li><input checked="" type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website.</li> <li><input type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.</li> <li><input type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment.</li> <li><input checked="" 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</li> <li><input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.</li> <li><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.</li> <li><input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.</li> <li><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.</li> </ul> | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district.</li> <li><input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed.</li> <li><input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.</li> <li><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.</li> <li><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.</li> <li><input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for</li> <li><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)/.</li> <li><input checked="" 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.</li> </ul> | <ul style="list-style-type: none"> <li><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.</li> <li><input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./</li> <li><input type="checkbox"/> Provide online mentoring programs.</li> <li><input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.</li> <li><input checked="" type="checkbox"/> Offer a technology/support hotline during flexible hours.</li> <li><input type="checkbox"/> Make sure technology/support is offered in multiple languages.</li> <li><input type="checkbox"/> Other (Please identify in Question 9a, below)</li> </ul> |
|--|--|---|

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

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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.**

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

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

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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	1.00
Technical Support	13.00
<b>Totals:</b>	<b>15.00</b>

2. Investment Plan

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

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

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question. All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	End User Computing Devices	None	900,000	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 checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <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	None
2	Network and Infrastructure	None	540,000	Annual	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	None

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input checked="" 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	Instructional and Administrative Software	None	100,000	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	None
4	Professional Development	None	30,000	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	None

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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 checked="" 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	
<b>Totals:</b>			<b>1,570,000</b>			

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

No

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.spencerportschools.org/departments\\_and\\_programs/technology\\_department](https://www.spencerportschools.org/departments_and_programs/technology_department)

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

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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 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 checked="" 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	Cory Allen	CIO	callen@spencerportschools.org	<input checked="" type="checkbox"/> 1:1 Device Program <input checked="" type="checkbox"/> Active Learning Spaces/Makerspaces <input checked="" type="checkbox"/> Blended and/or Flipped Classrooms <input checked="" type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input checked="" type="checkbox"/> Digital Fluency Standards <input checked="" type="checkbox"/> Engaging School Community through Technology <input checked="" type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input checked="" type="checkbox"/> Online Learning <input checked="" type="checkbox"/> Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" 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
				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
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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VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				<ul style="list-style-type: none"><li>Learning with Technology</li><li><input type="checkbox"/> Infrastructure</li><li><input type="checkbox"/> OER and Digital Content</li><li><input type="checkbox"/> Online Learning</li><li><input type="checkbox"/> Personalized Learning</li><li><input type="checkbox"/> Policy, Planning, and Leadership</li><li><input type="checkbox"/> Professional Development / Professional Learning</li><li><input type="checkbox"/> Special Education</li><li>Instruction and Learning with Technology</li><li><input type="checkbox"/> Technology Support</li><li><input type="checkbox"/> Other Topic A</li><li><input type="checkbox"/> Other Topic B</li><li><input type="checkbox"/> Other Topic C</li></ul>

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