Comprehensive Technology Plan

West Irondequoit Central School District
July 1, 2018- June 30, 2021

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"The technology that has so dramatically changed the world outside our schools is now
changing the learning and teaching environment within them."
- National Education Technology Plan for the U.S. Department of Education

This plan, required by NYS Commissioner's Regulation 100.12, supports the mission of the
WICSD and the NY Board of Regents, ensuring that every child has equitable access to the
highest quality educational opportunities, services and supports in schools that provide
effective instruction aligned to state's standards, as well as positive learning environments
so that each child is prepared for success in college, career and citizenship.

1. District LEA Information

District Name: West Irondequoit Central School District

BEDS Code: 260803060000

Superintendent of Schools: Mr. Jeffrey Crane
                                   Jeff_Crane@westiron.monroe.edu

Address: 321 List Avenue
                                   Rochester, NY 14617

Phone: 585-336-2980
FAX: 585-266-1566

Director of Technology: Mr. Dan Fullerton
                                   Dan_Fullerton@westiron.monroe.edu

2. Strategic Technology Planning

1. **West Irondequoit Central School District Mission**

The West Irondequoit Central School District partners with our community in providing a comprehensive educational experience that balances high expectations, diverse opportunities, intellectual growth, and personal responsibility. Our community welcomes each child, nurtures each mind, and inspires each other to peak performance.

West Irondequoit Central School District Core Commitments

We are committed to partnering with our community to:

- *Provide challenging curricula and embrace authentic experiences that complement the academic achievement of each student.*
- *Foster the emotional and physical wellness of all students.*
- *Encourage students to embrace creativity, welcome challenges, learn from setbacks, and develop resilience as integral parts of lifelong learning.*
- *Maintain a working environment that draws and retains knowledgeable, creating, dedicated, and caring professionals.*
- *Balance resources and educational needs to promote a fiscally sound and financially stable educational program.*
- *Provide students opportunities to explore possible careers, develop future paths and hone 21st century skills for global citizenship.*

2. **Vision for Technology in West Irondequoit:**

In the West Irondequoit Central School District, technology is leveraged as an effective tool to meet and exceed clearly defined instructional outcomes as well as to foster a productive learning environment. We embrace these tools to seamlessly remove barriers, build technological competency, promote differentiation, support collaboration, and engage all learners in critical thinking. Our purposeful integration of technology is a dynamic vehicle to access information, develop and refine conceptual understanding, and demonstrate evidence of learning.

3.   Goals that will drive the attainment of the WICSD Technology Vision:

The WICSD Instructional Blueprint annually outlines the academic focus areas, priority curriculum review and professional development needed to meet and exceed our district goals. The Professional Development Plan, Individual School Based Plans, Instructional Technology Plan and Department Goals are aligned to these overarching focus areas. Throughout each of these plans, our goal is to enhance our strong tradition of student-centered classroom instruction with complementary digital resources. We seek to establish an engaging learning environment where information and resources are available 24/7 at student fingertips so that learning occurs without barriers. This environment must be collaborative, inquiry-driven and personalized to meet the needs of each of our students so that they are best prepared for college and/or career.

The Instructional Technology Plan is comprehensively designed to provision for the selection, installation, use and maintenance of various technologies to enhance the achievement of all students and the productivity of staff. The current goals include but are not limited to:

Goal 1: Provide students and staff with a variety of vetted and aligned technology tools/resources through a robust delivery network that furthers instructional priorities.
a. Promote teacher planning, instruction, and assessment that is centered on the learner, which reinforces college and career readiness within each discipline. Technology tools will be used to expand the learning environment and provide universal access to content.
b. Support the acquisition of 21st Century Skills, with an emphasis on collaboration, critical thinking, and problem solving while fostering digital citizenship.
c. Align to the Response to Intervention (RtI) initiative, through targeted, subject-specific instructional resources and tools. The differentiation of tiered instruction, including the use of assistive technologies, remains a priority.

Goal 2: Promote collaboration and effective communication that supports learning, achievement and enhances professional practice.
a. Provide opportunities for teachers to deepen their understanding of the content, context, and pedagogy needed in a standards-based, technology rich classroom.
b. Provide digital communication tools and modern collaborative storage methods for staff and students.
c. Utilize modern data collection and analysis to further refine both instruction and the digital tools that are used to support it.

Goal 3: Adherence to a regular expansion and replacement cycle for hardware, software updates and infrastructure repair/updates.
a. Annually review our District device plan to achieve the instructional and program needs.
b. Maintain budgetary considerations to support integration of technology, which focuses on staffing priorities.

Strategic Technology Planning: Technology Advisory Committee Members

Member	Position
Baker, Bruce	Network Administrator
Berbert, Rebecca	Grade 5/6 Teacher, Iroquois School
Bulmer, McLean	District Parent
Armstrong, Jamie	Social Studies Teacher, Irondequoit High School
Bayerl, Anna	Library Media Specialist, Dake School
Behncke, Maria	Grade 3 Teacher, Southlawn School
Bock, Stephanie	Grade 2 Teacher, Colebrook School
Braun, Karen	Computer Lab Specialist, Irondequoit High School
Casini, Andrew	Occupational Therapist, District Wide
Cramer, Michelle	Principal, Dake School
Czadzeck, James	Instructional Technologist, Teacher On Assignment
Davis, Dorothy	Paraprofessional, Iroquois School
Davis, Sarah	Library Media Specialist, Rogers School
Debes, April	District Parent
Dutton, Howard	Computer Information Specialist, Irondequoit High School
Finter, Karen	7-12 Director of Instruction
Flood, Michelle	Principal, Rogers Middle School
Gottfried, Jennifer	Grade 4 Teacher, Iroquois School
Smith, Herman	District Parent
Ignizio, Jennifer	District Parent
Joyce-Pelish, Jennifer	Library Media Specialist, Iroquois School
Kagoro, Erin	District Parent
Lauf, Douglas	Principal, Irondequoit High School
Lipani, Cheryl	Grade 2 Teacher, Listwood School
Miga, Christina	K-6 Director of Instruction
Nobles, Aaron	Social Studies Teacher, Dake School
Reeves, Laura	Science Teacher, Dake School
Fullerton, Dan	Director of Technology
Rodgers, David	Mathematics Teacher, Irondequoit High School
Savine, Tracey	Italian Teacher, Dake and Irondequoit High School
Tasber, Zandy	English Language Arts Teacher, Dake School
Weaver, Marilyn	Mathematics Teacher, Dake School
Yeatts, Meaghan	Kindergarten Teacher, Southlawn School

1. **Summary of the Planning Process:**

Throughout the 2016-2017 school year, the WICSD began to reconvene stakeholder groups to revise the current District's Comprehensive Technology Plan. The following committees and work groups were charged with various components of plan research and development.

District Level Committees:
District/WITA Technology Committee
- Reviewed the utilization of technology systems to support professional responsibilities and ensure efficient communication with colleagues and families
  - Expectations for use of Student Management System and Grade Recording Systems
  - Digital Delivery of Report Cards
- Reviewed Technology Professional Development Needs Assessment data in conjunction with the WICSD Teaching Learning Center (TLC) to outline priority areas.

Technology Pilot Team
- Reviewed current technology plan and began to research 1:1 initiatives.
- Completed site visitations to neighboring school districts as a component of review.
- Developed Cadre of interested teachers (Grades 3, 7 and 8) to pilot device and platform selections within a 1:1 environment.
  - Participated in professional development regarding Google and Windows platform; utilization of Office 365 and Google Tools/Classroom.
  - Participated in professional development regarding Blended Learning models.

District Curriculum Council (DCC)
- Through review of ISTE (International Society for Technology in Education) Standards, Partnership for 21st Century Standards and SAMR model research, DCC developed draft of grade level technology skills outcomes for pilot in 17-18 school year. Refinement is ongoing.

During the 2017-2018 School Year, a District wide Technology Advisory Committee was established to support the development, implementation and evaluation of the comprehensive technology plan. Members of the committee (see Member list) represent a variety of grade levels and stakeholders, including parents.

The District Wide Technology Advisory Committee meets monthly to review model plans, explore current best practices and discuss emerging issues. This committee is a vital sounding board for the implementation of the Comprehensive Technology Plan.

Building Level Committees:

As the first building to embark on 1:1 technology access for our students, the Dake Junior High School began to establish a Dake Technology Team during the 16-17 school year. This team, comprised of a variety of faculty and staff members, worked to outline the Dake Building Technology Plan (an appendix to the Dake School Based Plan) to plan and provision for the roll-out of the building's 1:1 program. Components of the work include a

Professional Development plan, a student roll-out plan, Parent Information sessions and a Laptop Protection Plan/Damage Reporting Process.

Throughout the 17-18 school year, similar committees were established to support the 1:1 roll out at Rogers Middle School, Iroquois Middle School and Irondequoit High School. A K-6 Blended Learning Cadre has been established to support the instructional integration of technology within elementary classrooms, and to inform the transition to Computer Based Assessment, Grades 3-8.

West Irondequoit CSD Professional Development
Goals and Implementation Plan for 17-18

GOAL #1: Establish and support professional development programs focused on improving student learning that are explicitly connected to the comprehensive school and district improvement process.

GOAL # 2: Continue to monitor professional development needs within the district using multiple sources of data.

GOAL #3: Maintain professional development in support of student learning and achievement as a budgetary priority.

West Irondequoit CSD Professional Development Plan:

https://westiron.sharepoint.com/tac/Shared%20Documents/2017-2018%20PDP%20BOE%20Final.docx?web=1

Beliefs about Professional Development in West Irondequoit:

There are three areas around which all professional development will be organized:

➢ **Content**- academic subject knowledge
➢ **Context**- the climate for authentic learning
➢ **Pedagogy or Process** – a repertoire of instructional strategies

These opportunities will be matched to the needs of the faculty according to their stages of development based upon research, theory, and standards of professional practice. As a district, we pledge to:

➢ Identify and prioritize professional development needs based on student achievement, faculty readiness, and curriculum review and revision demands.
➢ Provide opportunities for teachers to deepen their understanding of the content, context, and pedagogy needed in a standards-based classroom.
➢ Analyze data and student work to identify those strategies that support a growth model for all.
➢ Provide appropriate, job-embedded, varied and differentiated professional development opportunities for all staff.

Research Based Professional Development Structures in the
West Irondequoit Central School District

I.   Contractually Based Professional Development

All faculty, department/grade level, and leadership meetings are structured so that at least 90% of the meeting time is devoted to ongoing professional development.   Meeting topics and goals are aligned to District Focus Areas, School Based Planning Team Goals and Department Instructional Focus Areas.

Synthesis of K-6 PD Topics
• Data analysis- use of iReady, Aimsweb and other data sources to information instruction and provide growth-producing, targeted feedback

- Workshop model including independent reading and development of foundation reading skills
- Critical components of high quality ENL instruction
- Implementation of Full Day Kindergarten year 2, impact on grade 1
- Using formative assessments to support essential standards, Tier 1 instruction and Response to Intervention
- Deepen understanding of shifts in standards and pedagogy as they relate to the NYS Social Studies Framework and NYS P-12 Science Learning Standards.

Synthesis of 7-8 PD Topics

- Integration of tech tools and ISTE standards to support collaboration, critical thinking and differentiation
- Proactive planning to integrate technology into instruction utilizing the SAMR model
- Using formative assessments to support essential standards, Tier 1 instruction and Response to Intervention

Synthesis of 9-12 PD Topics

- Using formative assessments to support essential standards, Tier 1 instruction and Response to Intervention
- Curriculum and assessment in Social Studies in support of the NYSSS Framework
- Course development in Optics, Insights in Chemistry and AP Government
- Proactive planning to integrate technology into instruction utilizing the SAMR model and tools such as OneNote notebook and Schoology
- Trauma informed practices, Reaching Teens Toolkit
- Deepen understanding of shifts in standards and pedagogy as they relate to the NYS Standards for the Arts, the Next Generation ELA/Mathematics Standards and NYS P-12 Science Learning Standards.

II.   Conferences and External Professional Development

The West Irondequoit CSD supports job-embedded professional development through planned release days for discipline specific teams or grade level groups to further the curriculum development process. During the school year, substitutes are utilized to provide teams the opportunity to analyze data in relation to essential standards for instructional planning and to craft assessments. Release days are aligned to identified priority areas indicated in the District's Instructional Blueprint and Areas of Focus.

Faculty and staff are provided opportunities to seek professional development experiences outside of the district through local BOCES, Institutions of Higher Education, Professional Associations and Professional Development providers. Participants complete a summary form upon return, indicating how the professional learning will be shared, and what categories the professional learning were targeted. Participants indicate whether the sessions attended involved *Instructional Strategies, Content-Specific Pedagogy; Health, Wellness and Fitness; or Educational Philosophy, Collegiality and Professionalism.*

2018-2019 Projected Conferences/External Professional Development:
LETRS Training, Reading Training in Collaboration with Monroe 1 BOCES; Throughout 2018-2019
NYSCATE, Fall 2018 (Support 1:1 Roll out at Iroquois/Rogers Middle Schools)
Monroe 1 BOCES, Monroe Assessment Program (MAP) training
Research Based Grading Practices – development of Guiding Principles
Schoology, Ongoing (Training for Learning Management System)
AP Institutes: AP Government (Course Development) and AP Art Portfolio (Course Development)
Pathways to Teaching Training to support course development
Next Generation ELA and Math Standards, Introduction
Conferences to support the roll out of P-12 Science Standards
Support of Teachers to participate in local professional organizations (RALC, AMTRA, CWS-STANYS, RAPTOR, REA-CT, etc.)

III.   Research Based Professional Development

West Irondequoit has been using the results of educational research to identify trends in the data to assist with professional development for staff. Some examples of where this is occurring include:

Curriculum Review and Revision Committees	Each committee prepared for curriculum writing by collecting and synthesizing research about the content, context, and pedagogy of their field.
Leadership Retreat	The Leadership Staff continued their study of the district focus area of Learning and Achievement, especially with regard to gap areas. They are studying best practices and models in regards to Response to Intervention, with a specific focus on formative assessment and student centered learning environments.
Interval Structures (IST/PST, Staffing, Grade Level)	Teachers use research-tested methods of analyzing data at the grade level and for individual students and apply this knowledge to classroom instruction. Teachers also focus on collaborative inquiry, which consists of

	school teams constructing meaning of student learning problems and brainstorming solutions together through rigorous use of data, research and reflective dialogue.
New York State Teacher Standards- (NYSTS)	All faculty and leadership are implementing the West Irondequoit NYSTS, which is based on extensive research concerning what teachers need to know and be able to do throughout their careers. The NYSTS implementation process is a professional development structure to support improved teacher practice and student learning. To this end, all teachers identify data and collect evidence which both informs and refines goal formation. The West Irondequoit NYSTS and associated rubric support the goal setting process, observation, multiple sources of data, feedback and student growth.
September Superintendent Release day	All staff participates in a district-wide professional development where research based sessions in best practices are developed and provided based on the Focus Areas and Instructional Blueprint. Teacher leaders are utilized to provide the professional development sessions, as well as local consultants in the field.

The Every Student Succeeds Act (ESSA) identifies high-quality and ongoing research-based professional development for teachers and staff as one of the most important components of a comprehensive school program. West Irondequoit is already applying these criteria in all aspects of professional development.

Individual school buildings across the district will build into their School Based Plans a Professional Development Plan specifically aimed at meeting the needs of the current 1:1 transition.

The WICSD provides technology training through a number of different methods and is offered in numerous locations to insure that it is readily available for all staff members. Use of technology tools is not the end product desired in the classroom. All professional development is rooted in research based instructional practices that impact student learning and achievement. Teachers have been trained through the SAMR model to consider how and why technology tools are being leveraged in their classrooms. In support of building a baseline proficiency with technology tools, courses are being offered monthly across a variety of locations within the district in conjunction with the WICSD Teaching Learning Center.

Courses being offered focus on the following tools and topics:
- Transitioning to a cloud based environment, Office 365
- Knowing and being able to use the different components of Office 365 (Forms, OneDrive, SharePoint, etc.)
- Utilizing Office 365 with students via Classroom Notebook and OneDrive
- Schoology for Instruction
- Utilizing technology tools for Formative Assessment
- Digital resources to enhance student skills (Castle Learning, iReady, Newsela Pro)

In addition to the traditional professional development courses West Irondequoit is utilizing additional methods to assist teachers in improving both their instructional practice and their professional productivity skills utilizing technology. These additional methods include-

- A Tuesday email technology tip that highlights key skills, relevant topics and needed training.
- In-building support via the district's Technology Teachers on Special Assignment (TOSAs) through drop in sessions, co-teaching models and small group instruction.
- Incorporation of key technology skills into district committees through modeling and in-meeting training.
- Online professional development courses are also being explored for implementation during the 2018-2019 school year.

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

(Bullet points below demonstrate the evidence that will be collected for each sub-component of our action steps.)

Goal #1
1.1- Hiring of two additional Computer Support Assistants SAs and one K-6 Technology Teacher on Special Assignment.
- Evidence will include the three line items in the budget and three new employees in total, working for the Technology and Instruction Departments.

1.2- Refinement and implementation of content Essential standards, integrated with 21st Century/ISTE standards. Refinement and implementation of the West Irondequoit Technology Outcomes, K-12.
- Model lessons that incorporate the skills (including student work)
- Assessment tools identified
- Revised Scope & Sequence of technology skills, K-12

1.3- Provide targeted support for teachers to integrate technology resources in order to differentiate instruction and promote student success.
- Model lessons
- Demonstration (both in person and video) lessons
- Adjusted scope and sequence and/or unit plans
- Access to Professional Development
- Artifacts produced

1.4- Implement a process for vetting software and other technology tools that align with the District's Instructional Blueprint and infrastructure and includes a provision for piloting new products.

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- Process to follow to vet and pilot resources (forms/approval process/committee process)

1.5- Create a master list of technology resources by grade band and availability (by grade, building and/or program).
- Shared library/document list (curated resources) of technology resources by grade band.

1.6- Computer based digital tools for K-12 formative and summative assessments to assist with tiered instruction.
- Teacher professional development in the use of digital tools for formative and summative assessments.
- 100% shift to summative assessments at 4-12 being completed utilizing common digital tools.

1.7- Learning Management System (LMS- e.g. Schoology) differentiated levels of training to support classroom instruction
- At least 75% of 4-12 teachers using a LMS (e.g. Schoology) for student instruction of at least 2 units of study per-year.
- At least 1 professional development at the building level, led by building administration, utilizing a LMS.

1.8- All classrooms have wireless access points that are a maximum of 5 years old and switches that are a maximum of 7 years old.
- Working network and age/wear of access points and servers fit within the set District parameters.

1.9- All 4th through 12th grade teachers and students have full access to a unified learning management system.
- Purchase order showing enough student seats for all 4-12 teachers and students to fully access a single learning management system.

1.10- Refinement and/or implementation of technology policy, protocols, and procedures, including the Acceptable Use/User Agreements for staff and students.
- Finished, refined acceptable use/user agreements and up to date board of education policy.
- Common shared repository of all technology protocols and procedures available on the District's intranet and web site.

Goal #2
2.1- Creation and Implementation of building-level Technology Advisory Committees that design appendix to School Based Planning Team in alignment with the Instructional Blueprint and Comprehensive Technology Plan.
- Technology committee at each building assisting with the alignment with the Instructional Blueprint to the Comprehensive Technology Plan.

2.2- Software specific professional development (i.e. Office 365, Classroom OneNote, Schoology, eDoctrina)
- All instructional staff will be proficient in Office 365, Classroom OneNote, Schoology and eDoctrina by June 2021
- Professional Development has been provided to all instructional staff for software programs utilized in the District

2.3- Provide best practices in instructional technology which includes Professional Development, digital media and print support materials to clearly illustrate to teachers the most effective ways to instruct West Irondequoit students utilizing the available digital tools and classroom management methods.
- All instructional staff will incorporate best practices in instructional technology, which leads to continuous growth and improvement for both teachers and students.
- PD class listing in annual PD catalog on best practices in instructional technology.
- Best practices document posted to District Intranet site in a common location for all staff to access.

2.4- Collaborative planning and professional learning teams established for year 2 of implementation. Building teams develop a professional development learning plan matrix to support learning plan.
- The professional learning matrix is created by the team and is implemented by the entire building (Dake/IHS)

2.5- Constituents (Parents, Students, Teachers, Community Members) are provided with regular updates via District publications (e.g. newsletters) relative to the 1:1 initiative on a routine basis including one yearly report on the progress of the Comprehensive Technology Plan to the Board of Education.
- Increased collaboration with community stakeholders.
- Frequent communication from the District via publication to increase awareness.
- Platform for consistent dialogue.
- Board of Education agenda with Comprehensive Technology Plan update listed.

Goal #3

3.1 Spreadsheet with yearly student and teacher computer purchasing plan by grade and/or building (e.g. 250 student laptops are needed for 7th grade in 2020).
- Documented device life span protocols (e.g. Student laptops are designed for a four-year life span.)
- Spreadsheet with yearly hardware purchasing plan.
- Yearly individual building hardware needs assessment.
- Yearly device inventory.
- Yearly individual building network usage reports.

3.2 Establish Service Level Agreements (SLA) for help requests, network/wireless help requests, training requests and other identified categories.
- Modern professional ticketing system is installed and actively used.
- SLA's are established and readily available in digital format.
- Metrics from the ticketing system to illustrate what time is being spent on in help tickets.

3.3- Documented Infrastructure needs over a five to seven-year replacement cycle. This document will be used to assist with budgeting and planning.
- Spreadsheet with five and seven-year cycle that clearly illustrates what infrastructure equipment needs to be purchased each year.
- Technology Advisory Committee agenda item that shows the infrastructure needs have been shared with the committee.

3.4- Yearly analysis of work ticketing, quantity of projects, degree to which Service Level Agreements have been met to guide the quantity and types of staff (i.e. Senior Network Technician vs Computer Support Assistants) needed to meet District support expectations.
- Yearly Executive Summary showing the number of tickets completed, projects completed and the amount of time on average to complete these items. Additionally, this summary will compare the items (both tickets and projects) completed to the established Service Level Agreement's.
- Yearly analysis of the success of meeting the service level agreements and how the current staffing is meeting those needs. If additional staffing is needed, the rationale for needing the staff will be described within the analysis.

3.5 - Yearly written review of end user device (e.g. laptop) minimum technical specifications. Minimum technical specifications will be adjusted via this review and these minimums will be shared with the Technology Advisory Committee every spring
- Yearly documents containing a written review of end user device (e.g. laptop) minimum technical specifications and standards for the next school year.
- Technology Advisory Committee agenda item that contains the next year's minimum technical specifications and the rationale behind them.

3.6- Conduct a technology audit for security, infrastructure and staffing.
Evidence this Action Step will produce

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- A technology audit document will be available that outlines infrastructure & technology security needs for the District.
- Board of Education/Audit committee agenda item that reviews the technology audit document.

3. Action Plan

Goal 1: Provide students and staff a variety of vetted and aligned technology tools/resources through a robust delivery network that furthers instructional priorities.

1. **Select the NYSED goal that best aligns with this district goal.** *This is a drop-down list of NYSED goals that allows for only one choice.*
   - Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning.

2. **Target Student Population(s). Check all that apply.**
   a. All Students

3. **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, and seven, and choose June and 2021 in the date columns for all unneeded rows in the table.** *The responsible stakeholder is the single individual in the district accountable to ensure that the action step is completed. The individual in this role may or may not be responsible for the entire goal. The list of action steps may extend across the three-year time frame of the technology plan.*

4. Action Step Number	Action Step (Select one Category from the Drop Down Menu)	Action Step-Description	Responsible Stakeholder (Select one from the Drop Down Menu)	If you selected 'Other' Responsible Stakeholder in the column to the left, please	Anticipated month of completion (Drop-down)	Anticipated year of completion (Drop-down)	Anticipated Cost
1.1	Staffing	Hiring of additional two Computer Support Assistants SAs and one K-6 Technology Teacher on Special Assignment	Director of Technology	N/A	September	2018	
1.2	Curriculum	Refinement and implementation of Essential-standards, 21st Century/ISTE skills, standards based. Refinement and implementation of the West	Other	Directors of K-12 Instruction	June	2019	

		Irondequoit Technology Outcomes, K-12.					
1.3	Professional Development	Provide targeted support for teachers to integrate technology resources in order to differentiate instruction	Other	Director of The Teaching and Learning Center	June	2021	
1.4	Planning	Implement a process for vetting software and other technology tools that align with the district's Instructional Blueprint and infrastructure and includes a provision for piloting new products.	Director of Technology	N/A	June	2019	
1.5	Planning	Create a master list of technology resources by grade band and availability (by grade, building and/or program).	Director of Technology	N/A	October	2018	
1.6	Professional Development	Computer based digital tools for k-12 formative and summative assessments to assist with tiered instruction.	Instructional Technology Coach	N/A	June	2021	
1.7	Professional Development	Learning Management System (LMS- e.g. Schoology) training (differentiated levels) to support classroom instruction	Instructional Technology Coach	N/A	June	2021	
1.8	Purchasing	All classrooms have wireless access points that are five years old or less and switches that are seven years old or less.	Director of Technology	N/A	September	2018	

1.9	Purchasing	All 4-12 teachers and students have full access to a unified learning management system.	Director of Technology	N/A	September	2018	
1.10	Policy/Protocols	Refinement and/or implementation of technology policy, protocols and procedures including the Acceptable Use/User Agreements for staff and students.	Director of Technology	N/A	September	2019	

For Action Step Categories Dropdown: Categories can be: Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column 2, Description), N/A

For Stakeholder Dropdown: Role types can be Superintendent, Assistant Superintendent, Business Official, Building Principal, Assistant Principal, Director of Technology, Curriculum and Instruction Leader, Teacher on Special Assignment, Instructional/PD Coach, Instructional Technology Coach, Library Media Specialist, Classroom Teacher, Other (please identify in next column, to the right), N/A.

Goal 2: Promote collaboration and effective communication which supports learning, achievement and enhances professional practice.

1. Select the NYSED goal that best aligns with this district goal. *This is a drop-down list of NYSED goals that allows for only one choice.*
   - Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning;

2. Target Student Population(s). Check all that apply.
   a. All Students

3. 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, and seven, and choose June and 2021 in the date columns for all unneeded rows in the table. *The responsible stakeholder is the single individual in the district accountable to ensure that the action step is completed. The individual in this role may or may not be*

responsible for the entire goal. The list of action steps may extend across the three-year time frame of the technology plan.

Action Step Number	Action Step (Select one Category from the Drop Down Menu)	Action Step-Description	Responsible Stakeholder (Select one from the Drop Down Menu)	If you selected ', Other' Responsible Stakeholder in the column to the left, please	Anticipated month of completion (Drop-down)	Anticipated year of completion (Drop-down)	Anticipated Cost
2.1	Planning	Creation & Implementation of Building-Level Technology Advisory Committees that design appendix of School based planning team that aligns with Instructional Blueprint and Comprehensive Technology Plan.	Building Principal	N/A	September	2018	
2.2	Professional Development	Software specific professional development on Office 365, Classroom OneNote, Schoology, eDoctrina and when each is the best tool to use.	Curriculum and Instruction Leader	N/A	June	2021	
2.3	Professional Development	Best practices in instructional technology, PD classes, electronic document and support materials to clearly illustrate to teachers the most effective ways to instruct West Irondequoit students utilizing the available digital tools and classroom management methods.	Other	K-12 Directors of Curriculum	June	2021	
2.4	Collaboration	Collaborative planning and professional learning teams established for year 2 of	Building Principal	N/A	September	2019	

		implementation. Building teams develop a professional learning matrix to support learning plan.					
2.5	Communications	Constituents (Parents, Students, Teachers, Community Members) are provided with regular updates via district publications (e.g. newsletters) relative to the 1:1 initiative on a routine basis including one yearly report on the progress of the Comprehensive Technology Plan to the Board of Education.	Director of Technology	N/A	September	2019	

For Action Step Categories Dropdown: Categories can be: Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column 2, Description), N/A

For Stakeholder Dropdown: Role types can be Superintendent, Assistant Superintendent, Business Official, Building Principal, Assistant Principal, Director of Technology, Curriculum and Instruction Leader, Teacher on Special Assignment, Instructional/PD Coach, Instructional Technology Coach, Library Media Specialist, Classroom Teacher, Other (please identify in next column, to the right), N/A.

Goal 3: Adherence to a regular expansion and replacement cycle for hardware, software updates and infrastructure repair/updates.

- Annually review and meet our device plan as established to meet the instructional and program needs.
- Maintain budgetary considerations to support integration of technology; focusing on staffing priorities.

5. Select the NYSED goal that best aligns with this district goal. *This is a drop-down list of NYSED goals that allows for only one choice.*

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

6. Target Student Population(s). Check all that apply.
   a. All Students

7. 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, and seven, and choose June and 2021 in the date columns for all unneeded rows in the table. *The responsible stakeholder is the single individual in the district accountable to ensure that the action step is completed. The individual in this role may or may not be responsible for the entire goal. The list of action steps may extend across the three-year time frame of the technology plan.*

Action Step Number	Action Step (Select one Category from the Drop Down Menu)	Action Step-Description	Responsible Stakeholder (Select one from the Drop Down Menu)	If you selected ' Other' Responsible Stakeholder in the column to the left, please	Anticipated month of completion (Drop-down)	Anticipated year of completion (Drop-down)	Anticipated Cost
3.1	Planning	Spreadsheet with yearly end user device purchasing plan by grade and/or building.	Director of Technology	N/A	July	2018	
3.2	Implementation	Establish Service Level Agreements (SLA) for standard help requests, network/wireless help requests, training requests and other identified categories.	Director of Technology	N/A	July	2019	
3.3	Planning	Infrastructure needs will be documented over a five to seven-year replacement cycle. This document will be used to assist with budgeting.	Other	Director of Technology	September	2019	
3.4	Planning	Yearly analysis of work ticketing, quantity of projects, degree to which Service Level Agreement's have been met to guide the	Other	Director of Technology	June	2019	

#	Category	Description	Stakeholder		Month	Year	Cost
		quantity and types of staff (i.e. SR Network Techs vs Computer Support Assistants) needed to meet district support expectations.					
3.5	Planning	Yearly written review of end user device (e.g. laptop) minimum technical specifications. Minimum technical specifications will be adjusted via this review and these minimums will be shared with the Technology advisory committee every Spring.	Director of Technology	N/A	June	2021	
3.6	Cybersecurity	Conduct a Technology audit for security, infrastructure and staffing.	Director of Technology	N/A	September	2018	$60,000

For Action Step Categories Dropdown: Categories can be: Budgeting, Collaboration, Communications, Community Partnerships, Curriculum, Cybersecurity, Data Privacy, Evaluation, Implementation, Infrastructure, Learning Spaces, Planning, Policy/Protocols, Professional Development, Purchasing, Research, Staffing, Other (please identify in Column 2, Description), N/A

For Stakeholder Dropdown: Role types can be Superintendent, Assistant Superintendent, Business Official, Building Principal, Assistant Principal, Director of Technology, Curriculum and Instruction Leader, Teacher on Special Assignment, Instructional/PD Coach, Instructional Technology Coach, Library Media Specialist, Classroom Teacher, Other (please identify in next column, to the right), N/A.

4. NYSED INITIATIVES ALIGNMENT

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

The District is incorporating instructional technology into its existing rigorous academic standards. Our philosophy is to use instructional technology as a tool to enhance and expand on our existing high-quality curriculum.

2. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

The West Irondequoit Central School District is committed to achieving high standards for all students. Our goal is to achieve alignment of rigorous content standards across all organizational levels of curriculum and instruction, and, to utilize processes to support, monitor and review the implementation of the standards. The districts philosophy is to use instructional technology as a tool to enhance and expand on our existing high quality curriculum for all learners and support teachers in planning meaningful learning experiences.

The district recognizes the positive impact for all students when classrooms embeds the appropriate use of technology for each and every learning. In addition, special education students and English Language Learners benefit from this instructional planning and purposeful use of technology that supports differentiated instruction, access to content material and provides students with various ways to demonstrate their understanding for the essential understandings and learning standards.

Examples of technology currently utilized for WICSD students with disabilities and English language learners include, but are not limited to-

* Boardmaker communication software.
* Clicker 7 speech, feedback, word prediction literacy software.
* iPads with specific instructional apps
* Co-Writer software to assist students with their writing.
* Speech to text software.
* SnapType for writing
* Assistive communication devices

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* BrailleSense for reading, writing and editing
* JAWS screen reading software
* ZoomText magnific

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

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- 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. Special Technology (CAST).

4. **Please select the professional development that will be offered to teachers of Students with Disabilities that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- Choosing assistive technology for instructional purposes in the special education classroom
- Using technology to differentiate instruction in the special education classroom
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas

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

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).

- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- 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.

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

- Yes. In the 5 most spoken languages in the district

6 a. If Yes, check one:

- The response "5 most spoken languages" includes districts with 1-5 spoken languages.

7. **Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**
- Technology to support writers in the elementary classroom
- Technology to support writers in the secondary classroom
- Writing and technology workshop for teachers
- Enhancing children's vocabulary development with technology
- Writer's workshop in the Bilingual classroom
- Reading strategies for English Language Learners
- Moving from learning letters to learning to read
- Using technology to differentiate instruction in the language classroom
- Multiple ways of assessing student learning through technology
- Electronic communication and collaboration
- Promotion of model digital citizenship and responsibility
- Integrating technology and curriculum across core content areas

8. **How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Check all that apply.**

- 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.

5. Administrative Management Plan

1. **Staff Plan**
   - **District Technology Leadership – Examples of roles in this category include district level positions such as Director/Coordinator of Technology, Chief Technology Officer, Director of Innovation, Director/Coordinator of Instructional Technology, etc.**
     - Director of Technology, 1.0 FTE
   - **Instructional Support – Examples of roles in this category include staff whose primary responsibility is in the integration of technology in curriculum to support teachers and students.**
     - Instructional Support, 2.0 FTE
   - **Technical Support – Examples of roles in this category include network engineers, system administrators, computer support and repair, computer aides whose primary role is technical support, etc.**
     - Technical Support, 7.5 FTE

2. **Investment Plan**

The anticipated categories should be planned instructional technology purchases beginning within the three (3) year cycle of this technology plan. Anticipated purchases do not necessarily need to be completed within the three (3) year cycle of this instructional technology plan

Item or Service	Estimated Total Cost	Is Cost One-Time, Annual, or Both?	Potential Funding Source
Professional Development	75000	Annual	Annual Budget
Devices	2200000	Annual	Annual Budget
Infrastructure	500000	Annual	Annual Budget, SMART Bond
Instructional Software	600000	Annual	Annual Budget
Server/Network Software	210000	Annual	Annual Budget

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

   Yes: https://www.westirondequoit.org

5. **Please indicate whether the district has assigned a specific person with responsibility for Information Security.**

   Yes: Director of Data

6. **Please indicate whether the district has assigned a specific person with responsibility for Information Privacy.**

   Yes: Director of Public Information

7. **Has a district-wide information security and/or privacy audit ever been performed in the district? Answer Yes/No**

   Yes, once, all audits were performed by an independent 3rd party contractor.

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

   Yes

9. **Does your school district provide for educating minors about cyberbullying awareness and response? Answer Yes/No**

    Yes

10. **Does the district have an Internet Safety Policy?**

    Yes, and I will upload the policy. (Policy 8271)
    https://www.boarddocs.com/ny/westiron/Board.nsf/Private#

11. **Does the district have a Cyberbullying Policy?**

    No, the district does not have such a policy.

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

    Yes, the district does have a Parents' Bill of Rights for Data Privacy and Security.
    https://www.westirondequoit.org/UserFiles/Servers/Server_228510/File/DISTRICT/Parents_Bill_of_Rights.pdf

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

No, the district does not have such a policy.

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

https://westirondequoit.ss8.sharpschool.com/UserFiles/Servers/Server_228510/File/DISTRICT/ComprehensiveTechPlan.pdf

6. Sharing Innovative Educational Technology Programs

{Optional}

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.**

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

Name of Contact Person	Title	E-mail address	Innovative Programs