

APRIL 11, 2022



# INSTRUCTIONAL TECHNOLOGY PLAN

JULY 1, 2022 – JUNE 30, 2025

321 List Avenue  
Rochester, NY 14617

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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 the 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 standards, as well as positive learning environments so that each child is prepared for success in college, career and citizenship.

# District LEA Information

District Name: West Irondequoit Central School District

BEDS Code: 260803060000

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# Strategic Technology Planning

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## 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.

## WICSD 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 21<sup>st</sup> century skills for global citizenship.
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## 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 in our students, families, and staff, 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.

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## Alignment to West Irondequoit Strategic Plan

The West Irondequoit Strategic Plan focuses on four key areas with supporting goals, initiatives, and actionable outcomes planned for staged implementation across the next five years. The technology plan, through ongoing realization of the vision for technology, supports these key areas:

- **Curriculum:** Promote excellence, equity, and inclusion through a viable and guaranteed curriculum
  - **Data-Driven Instruction:** Effectively utilize data to inform curriculum and student achievement.
  - **Access for All:** Provide inclusive and culturally responsive education for all.
  - **College and Career Readiness:** Ensure that all graduates are prepared for post-secondary opportunities.
  - **Criteria for Process:** Establish curriculum process to provide access to rigorous instruction by all.
- **Instruction:** Establish instructional practices to ensure success for all learners
  - **Professional Development for All:** Develop and deliver targeted professional development based on identified areas of need or initiatives.
  - **Instructional Framework:** Provide cohesive and consistent implementation of an instructional model that is accessible to all staff and students.
  - **Instructional Accountability:** Implement a shared and equitable accountability system that ensures consistency of instruction, assessment, and evaluation.
  - **Grading:** Create and implement a consistent, meaningful and equitable standards-based grading system.
- **Implementation Systems:** Ensure alignment, diversity, equity, inclusion, and access across all systems in West Irondequoit
  - **Staff Recruitment and Retention:** Recruit and retain the highest quality staff, reflective of the diversity of the West Irondequoit community.
  - **Comprehensive Education:** Equitably and effectively prioritize communication between all internal and external stakeholders.
  - **Professional Development Frameworks:** Create a comprehensive professional development plan that focuses on multiple methods of delivery, is differentiated and relevant to staff needs, inclusive to all staff, and is aligned to district goals.
  - **Systems for Equity in Experiences:** Ensure policies and systems are in place to provide equity for all students in district experiences.
  - **Data Systems Alignment/Access:** Create a sustainable system of data collection aligned across initiatives that is secure yet accessible.
  - **Faculty and Staff Supervision:** Equitably align supervision across the district that is reflective of district goals and initiatives and celebrates staff autonomy.
- **Well Being of Self and Community:** Create a welcoming and inclusive community where all members are valued and the wellness of each individual is at the forefront

- **Communication:** Enhance and clarify our communication systems for all members of the community to ensure accountability and equity for all stakeholders.
  - **Health, Safety, and Wellness (behavior, staff self-care, and SEL):** Ensure the physical, social, and emotional wellbeing of students, staff, and families.
  - **Voice and Representation:** Engage all members of the school community in meaningful opportunities to be heard and represented to impact decision making.
  - **Diversity, Equity, Inclusion and Access:** Provide an affirming, safe, and equitable environment that reflects, respects, and embraces our diverse community.
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## Goals Driving Attainment of the Vision for Technology

The WICSD Strategic Plan (and associated Instructional Blueprint) 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 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. These goals are developed and refined by the district's Technology Advisory Committee and include, but are not limited to:

### **Goal 1: Provide students with vetted and aligned technology tools and resources that support purposeful, equitable access to learning opportunities which:**

- a. Facilitate student ownership, independence, and resilience;
- b. Prepare safe, responsible, 21st-century citizens;
- c. Address real-world problem solving skills with innovation; and
- d. Promote creativity, collaboration, communication, and critical thinking.

### **Goal 2: Provide faculty with the resources and training needed to support collaborative, student-centered learning environments with high-quality instruction for every student.**

- a. Promote teacher planning, instruction, and assessment that is centered on the learner, which reinforces college and career readiness within each discipline. Technology tools are used to expand the learning environment and provide universal access to content.
- b. Provide opportunities for teachers to deepen their understanding of the content, context, and pedagogy needed in a standards-based, technology-rich classroom.
- c. Utilize modern data collection and analysis to further refine both instruction and the digital tools that are used to support it.

**Goal 3: Implement, maintain, and optimize the systems, processes and infrastructure that effectively and efficiently support and promote the goals and health of the district.**

- a. Annually review the district device plan to achieve instructional and program needs.
- b. Maintain budgetary considerations while providing exceptional end-user support of technology tools.
- c. Develop, implement, and maintain a security and privacy program centered on the National Institute of Standards' Cybersecurity Framework (NIST CSF).

## **Internal Technology Department Objectives**

Internal to the technology department at West Irondequoit CSD, efforts are aligned around four objectives supporting these goals, as defined by the technology leadership team and informed by information technology leadership personnel in surrounding districts and higher education institutions. Each of these objectives is further supported by one or two key tasks which are identified each year by the IT leadership team to best support district needs and informed by staff and student feedback as well as collaboration with partnering agencies such as Monroe 1 BOCES.

- 1. Deliver IT Services that support the district's vision for technology
- 2. Implement internal IT process and system improvements
- 3. Make IT a great place to work
- 4. Maintain the security and privacy of our information.

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## Summary of the Planning Process

The previous revision of the district's technology plan began with a variety of district-level committees charged with various components of plan research and development, including, but not limited to, the District/WITA Technology Committee, the Technology Pilot Team, and District Curriculum Council (DCC). With this information in hand, a district-wide Technology Advisory Committee was established to support the development, implementation, and evaluation of the technology plan. Members of this committee represent a variety of grade levels and stakeholders, including parents.

In parallel, building-level technology teams have supported the roll-out of the district's 1:1 student device program, professional development planning in support of technology initiatives, instructional integration of technology within classrooms, transitions to computer-based assessments, parent information sessions, and laptop repair/maintenance processes. These efforts further informed the 2018-2021 version of the district's technology plan.

Following establishment of the 2018-21 technology plan, ongoing meetings with the Technology Advisory Committee have focused on exploring current best practices and emerging issues within the technology arena, serving as a foundation for updates and modifications to the technology plan. These efforts have included significant modification and augmentation of the district goals in support of the vision for technology; definition and formulation of district-wide technology department standards; creation of an online district-wide knowledgebase; implementation of a process for vetting, piloting, and adopting new technology tools; research, adoption and implementation of screentime guidance; annual reviews of minimum device specifications; and exploration of data dashboard analysis tools.

Efforts of the Technology Advisory Committee inform updates to the district's technology plan, supported by ongoing work from the district's strategic planning process, instructional blueprint, Professional Development Plan for Teaching and Learning, school-based planning teams, and K-12 leadership initiatives. Updates are reviewed by the Technology Advisory Committee for alignment and integration with district initiatives and processes.

During the 2021-22 academic year, the district's Technology Advisory Committee met quarterly to inform the Comprehensive Technology Plan through the following timeline:

- **Fall:** Review team goals and explore alignment of district strategic plan with the previous technology plan, informed by the district mission, vision for technology, and the faculty/staff technology satisfaction survey.
- **Winter:** Integrate district strategic plan into updated technology plan, informed by instructional changes necessitated by the COVID pandemic, data privacy and cybersecurity initiatives, and identified faculty/staff/student improvement opportunities.
- **Spring:** Identify and incorporate strengths and areas of improvement supported by current and future goals for instructional technology, aligned to the district strategic plan, professional development plan, and technology resource plan.



## **Building Upon the 2018-2021 Plan**

The 2022-2025 version of the district's technology plan builds upon the foundation of the prior comprehensive technology plan while incorporating shifts in goals for instructional technology in the district as identified by the district's Technology Advisory Committee throughout 2019 to 2021 as well as experiences in the district's accelerated transition to a 1:1 device program for each student enrolled in K-12 as necessitated by the COVID pandemic.

The prior technology plan focused on a 1:1 device program for students in grades 4-12. This plan provided a solid infrastructure for thoughtfully expanding the district's 1:1 device initiative to all K-12 students.

## **Leveraging What We Learned During COVID**

Experiences with remote and hybrid learning models during the COVID pandemic have provided valuable insight into the district's use of technology to support instruction. Adoption of learning management systems targeted to specific grade levels has facilitated additional learning opportunities for students who are physically absent. Implementation of an electronic communication system has helped our teachers and students stay connected both inside and outside the physical and temporal confines of the traditional school day. Adoption of online tutoring services has improved the district's ability to provide instruction to students who are not able to physically attend classes.

A strong partnership with the Irondequoit Public Library has facilitated free access to mobile hotspots at students' places of residence. Remote learning experiences in the younger grades have emphasized the importance of providing touch-capable devices to our students in K-2 classes. Parent feedback has highlighted the benefit of providing students with devices during the summer months, extending student access to learning opportunities in literacy, science, mathematics, and the arts.

Faculty and staff access to professional development has also shifted considerably, with on-site live instruction offered in conjunction with remote synchronous, remote asynchronous, on-demand, and hybrid formats. The need to enhance our technological skills within the district hasn't been limited to our faculty and staff. Rapid adoption of a 1:1 device program in younger grades has led to incorporation and integration of digital citizenship and technological proficiency throughout our curricular offerings. Parent and community feedback has strongly informed these efforts through ongoing surveys and town halls as well as discrete stakeholder groups focused on collaboratively addressing needs related to school operations and logistics, transportation and food services, public health and social-emotional support, instructional services, and equity and family/community needs.

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## Technology Advisory Committee Members

Member	Position
Baker, Bruce	Network Administrator
Baker-Marriage, Christine	IT Helpdesk Assistant, Parent
Conti, John	Executive Director of Buildings and Grounds
Czadzeck, Jim	K-12 Instructional Technology Coach
Cristal, Kimberly	K-12 Director of Humanities Instruction
DiMartino, Nicholas	Assistant Principal, Dake Junior High School
Farrell, Caitlin	6 <sup>th</sup> Grade Special Education Teacher (ICT), Rogers School
Fullerton, Dan	K-12 Director of Technology / Data Protection Officer
Harris, Bridget	RIC1/BOCES, Parent, PTSA Representative
Hartman, Patricia	Assistant to the Director of Public Information, Webmaster
Jaynes, Tammy	Irondequoit High School Spanish Teacher
Langley-Cass, Megan	Irondequoit High School Humanities Teacher
Marrero, Orlando	K-12 STEAM Director of Instruction
Mikiciuk, Andria	Secretary to the Directors of Technology and Data
Miller, Charles	Director of Data
Richards, Christine	Principal, Rogers School
Ryan, Karyn	Supervisor of Student Services
Spitz, Alicia	Principal, Brookview and Seneca Schools

**Member****Position**

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Vay, Colleen

Teacher, Rogers School

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Young, Cecilia

Science Teacher, Irondequoit High School; Director of Teacher Learning Center

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## Professional Development Plan Supporting the Vision for Instructional Technology

The West Irondequoit Central School District's Instructional Technology Professional Development Plan is a subset of the district's Professional Development Plan for Teaching and Learning. Its purpose is to improve the quality of teaching and learning through close alignment to the district's Key Focus Areas, which are revised annually by the West Irondequoit Board of Education and support attainment of the district's vision for instructional technology.

A primary goal in attaining this vision for instructional technology is providing faculty with the resources and training needed to support collaborative student-centered learning environments with high-quality instruction for every student, noting that the focus is not on technology itself, but rather the purposeful integration of technology to meet the needs of our students, faculty, staff and community.

### WICSD Key Focus Areas

#### *Learning and Achievement*

The West Irondequoit Central School District embraces its primary role of ensuring that all students reach their highest levels of academic learning and achievement. We support each student reaching these levels by extending his/her thinking and the acquisition of skills through applied learning opportunities within and beyond the classroom.

#### *Culture and Climate*

The West Irondequoit Central School District has a central role to play in preserving the ongoing vitality of our community. Within this context, our district will foster a concept of continuous improvement for our community of learners. Learning and achievement are supported and communicated through the following principles:

- **mutual respect** – fundamental to a climate and culture which supports an effective and safe learning environment;
- **collaborative culture** – our students will experience the greatest levels of success in a culture where all partners in the educational process work together;
- **collective trust** – instrumental to a climate and culture of academic optimism which maximizes learning potential;

- **equal access** – all children, notwithstanding their abilities, experiences, family or financial status, will have the necessary opportunities to achieve academic success;
- **life-long learning activities** – including students, staff, parents/guardians, and community.

## ***Transition***

The West Irondequoit Central School District recognizes that an increasing number of transition areas must be proactively and simultaneously managed within an environment of uncertain governmental policies, court decisions, and finite resources while always maintaining the highly valued West Irondequoit education. These areas include:

- changing standards for student achievement;
- leadership sustainability;
- unpredictable funding;
- the provision of professional growth opportunities;
- planning for facilities that support instructional goals;
- the preservation and maintenance of district facilities investment.

## **Beliefs about Professional Development**

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.

Current technological capacity of educators and growth opportunities are assessed through a variety of methods such as formal and informal observations, planning sessions, faculty and department

meetings, needs assessment surveys, district initiative alignment, focus groups, and collaboration with diverse stakeholders groups such as the Technology Advisory Committee, Teacher Learning Center Policy Board, District Curriculum Council, K-12 Instructional Technology Leadership Team, K-6, 7-12, and K-12 Leadership teams, District Cabinet, and School-Based Planning Teams, further supported by Monroe 1 BOCES technology directors and data protection officers, and RIC1 (Regional Information Center) initiatives.

# Research-Based Professional Development Structures

## *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 Professional Development Topics

- Data analysis – use of iReady, Aimsweb, student work, and other data sources to inform instruction and provide growth-producing, targeted feedback.
- ELA and Math instruction focus on strengthening essential foundational skills in literacy and numeracy, and how to deliver this instruction in-person and remotely.
- Critical components of high-quality ENL instruction.
- Using formative assessments to support essential standards, Tier 1 instruction and Response to Intervention (RtI).
- Increase capacity for teachers and staff to use Social-Emotional Learning (SEL) and Culturally Responsive Pedagogy (CRP) to inform instructional strategies and support practices, both in-person and remotely.
- Integration of tech tools and ISTE standards into instruction supporting collaboration, critical thinking, and differentiation.
- Deepen awareness of shifts in standards and pedagogy relating to ELA, Math, Science, Computer Science and Digital Fluency Next Gen Standards and Social Studies Framework.

### Synthesis of 7-8 Professional Development Topics

- Designing instruction for in-person and virtual learning models.
- Integrating SEL and CRP in support of both in-person and remote learning.
- Systems and structures supporting RtI.
- Data-driven instruction in support of multiple RtI tiers.
- Designing science laboratory experiences within relevant environmental safety guidelines.
- Classroom discourse strategies integrating in-person and online instructional models.
- Integration of Computer Science and Digital Fluency Next Gen Standards.

## Synthesis of 9-12 Professional Development Topics

- Formative assessment to support essential standards, Tier 1 instruction and RtI.
- Proactive planning to purposefully and effectively integrate technology into student-centered instruction.
- Use of student work, common assessments, digital tools, and other data sources to inform instruction and provide growth-producing, targeted feedback.
- Data-driven implementation of SEL and CRP.
- Building independence through socially-, culturally-, and academically-supported mastery learning.
- Collaborative planning through understanding by design.
- Designing standard-focused instruction for in-person and virtual learning models.
- Integration of Computer Science and Digital Fluency Next Gen Standards.

### ***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.

#### **2021-22 Projected Conferences/External Professional Development:**

- Culturally Response Teaching Series (6 parts):
  - Culture and Culturally Responsive Education
  - Multiple Dimensions of Identity: How does Identity Impact Student Achievement
  - Implicit Bias: The Unconscious Impact
  - SEL and Culturally Response Education: How are the Compatible?



- Recognizing Microaggressions and the Messages they Send
- Addressing Race and Trauma in the Classroom
- eDoctrina Training and Implementation
- Infinite Campus Training
- Standards Based Grading
- Flipped and Blended Learning
- Cybersecurity
- Administering System Center Configuration Manager
- Azure Fundamentals
- Ethical Hacking
- Managing and Conducting an Effective Vulnerability Assessment
- Schoology and Seesaw LMS Training (Ongoing)

## ***Research-Based Professional Development***

The 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:

<b>Group</b>	<b>Example</b>
District Curriculum Council and Directors of Instruction	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 trauma informed practices. They are studying best practices and models of Response to Intervention, with a specific focus on formative assessment and student centered learning environments.
Internal 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.

## Group

## Example

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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.

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Superintendent's Day  
Professional  
Development

All staff participate in 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. Training includes data privacy and security fundamentals in support of the district's security program.

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Release Days  
Professional  
Development

Faculty and staff participate in a variety of release days throughout the school year in which professional development is delivered on the following topics: co-teaching, assessment development, unit planning and best practices to support all students.

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.

West Irondequoit provides technology training through a number of different methods offered in numerous locations to ensure training is readily available for all staff members. Use of technology tools is not the desired end product in the classroom. Rather, 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 proficiency with technology tools, training is offered regularly across a variety of locations within the district as well as online in conjunction with the WICSD Teaching Learning Center.

Training opportunities available include the following tools and topics:

- Microsoft Office 365 Tools and Resources
  - Microsoft Teams
  - Word, Excel, Powerpoint, OneDrive, Sharepoint, Forms
  - PowerBI
  - Utilizing O365 with students via OneNote Classroom Notebook and OneDrive
- Schoology and Seesaw Learning Management Systems
- Technology tools for Formative Assessment
- Digital resources to enhance student skills (Castle Learning, iReady, Newsela, Lexia)

In addition to traditional professional development opportunities, West Irondequoit utilizes additional methods to assist teachers in improving both their instructional practice and their professional productivity skills utilizing technology. These additional methods include:

- Weekly technology tips that highlight key skills, relevant topics, digital citizenship and needed training distributed through building-level newsletters, home communication, district websites, and social media.
- In-building support via the district's Technology Teacher on Special Assignment (TOSA) 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.
- The district's Computers, Coffee and Curriculum podcast, highlighting technology-based instructional tools, practices, and experiences.

Additional training targeted toward specific roles and individuals in the district in support of the district cybersecurity program are provided by Monroe 1 BOCES, Regional Information Center (RIC) 1, Greycastle Security, the Federal Virtual Training Environment through the Cybersecurity and Infrastructure Security Agency, the Center for Internet Security, and the Multi-State Information Sharing and Analysis Center.

# Goal Attainment

West Irondequoit Central School District aligns its instruction and practices to the Board of Regents' [2010 Statewide Learning Technology Plan](#) as laid out by the Office of Educational Design and Technology. This plan is designed to harness the collective initiatives of the University of the State of New York.

## ***Digital Content***

**Goal:** The district uses standards-based, accessible digital content that supports all curricula for all learners.

**Response:** The district has met this goal significantly.

**Justification:** The district uses grade-appropriate learning management systems such as Seesaw and Schoology to organize, curate and deliver a variety of digital content developed both within district and through a variety of external sources in conjunction with standards-based accessible content from a conglomeration of external providers to meet the diverse needs of all students.

## ***Digital Use***

**Goal:** The district's learners, teachers, and administrators are proficient in the use of technology for learning.

**Response:** The district has met this goal significantly.

**Justification:** Students, faculty and staff all have various levels of technical proficiency, though the COVID pandemic forced a greatly accelerated rate of technological adoption within the district and throughout the world. A vast majority of students, faculty and staff regularly and effectively utilize O365 productivity and communication tools, learning management systems, and access content and resources online safely in support of their studies and job responsibilities.

## ***Digital Capacity and Access***

**Goal:** The district's technology infrastructure supports learning and teaching in all of the district's environments.

**Response:** The district has met this goal significantly.

**Justification:** The district has extended its internal network infrastructure to support 10 Gbps pipelines within and between buildings and partnered with Monroe 1 BOCES and surrounding districts to offer two actively managed redundant 10 Gbps external internet pipelines to the outside world. Within-district wireless coverage is nearly 100%. Endpoint management and support tools are being integrated to improve responsiveness to and capacity for technology support requests.

Computer device programs provide cost-effective quality devices to every K-12 student and teacher in the district to meet the needs of both faculty and staff in a fiscally responsible and sustainable manner. Wireless internet access is available within and around district facilities. A partnership with the Irondequoit Public Library provides free access to Wi-Fi hot spots to students who may not otherwise have access to broadband internet outside of school.

## ***Leadership***

**Goal:** The WICSD Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.

**Response:** The district has met this goal fully.

**Justification:** The Statewide Learning Technology Plan Vision and its alignment to the WICSD plan is broken down below:

*The Regents have an urgent need to raise the knowledge, skill and opportunity of all the people of the State of New York. New technologies have created powerful new learning tools which will transform the learning environment for students of all ages. Learning technologies will be seamlessly integrated into teaching and learning to increase student achievement. USNY will use technology to measure performance and communicate results to learners, teachers, leaders, and citizens. Through USNY, New York citizens will benefit from technology that brings information and knowledge to improve their lives.*

*USNY will provide learning technologies that change how students learn, what they learn, and why they learn. Students will access information to broaden and deepen knowledge about subjects in ways unimagined by prior generations.*

*All students will access learning materials in electronic form, including video, text, and other digital content related to the school curriculum. Students will create work, define and solve problems, and research and evaluate information using technology. Students will manage the flow of information and use technology to work with others from diverse backgrounds and locations. Our students will develop innovative approaches to communicate and collaborate.*

*Multiple environments will exist for teaching and learning, unbound by place, time, income, language or disability. The classroom, gymnasium, laboratory, library, theater, and museum will be a workspace*

*for teachers and learners but will not always be a physical space. Students will access learning resources anywhere, anytime through the use of technology.*

*Technology is a path for teaching and learning, but it is also a body of practices, skill, and knowledge to be learned. All New York State learners will develop technological literacy to enter college, become productive members of the workforce, and succeed as citizens. Students, teachers, and leaders will have clear standards for what students should know and be able to do with technology; when various elements of technology will be taught; and how to embed technology in learning throughout the curriculum. These standards will be visible to the public to drive the standards even higher.*

WICSD integrates technology throughout the K-12 curriculum in support of student achievement through equitable access and purposeful implementation of high-quality content, assessment, communication, and collaboration tools aligned to the district mission and vision.

WICSD's technology program is embedded throughout the K-12 curriculum, expanding the classroom beyond the physical space and classroom bell structure to the world-at-large, 24 hours a day. WICSD utilizes technology tools for students and faculty that leverage the 21<sup>st</sup>-Century skills of collaboration, communication, creativity, and critical thinking through access to high-quality content and learning experiences tailored to the needs of each individual student. This program isn't limited to just the use of technology in support of instruction, but also the fostering of informed, safe, confident, and responsible citizens of the physical and digital worlds they live in.

## ***Accountability***

**Goal:** 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.

**Response:** The district has met this goal significantly.

**Justification:** The district website at [westirondequoit.org](http://westirondequoit.org) houses an ever-expanding repository of information related to the ongoing work of the district in support of its mission while also serving as a central communication tool for faculty, staff, students, parents and community members. Like all large dynamic websites, the nature of the site and the wide expanse of the information it houses lends itself to many opportunities to improve both its organization and content. With that in mind, the district website is significantly meeting this goal at the present time, and is also undergoing perpetual revision, re-organization, and curation in support of better meeting the needs of its community of users.

# Action Plan

## Goal 1: Provide students with vetted and aligned technology tools and resources that support purposeful, equitable access to learning opportunities.

Select the NYSED goal that best aligns with this district goal:

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

Target student population(s):

- All students.

Number	Category	Description	Responsible Stakeholder	Anticipated Completion	Anticipated Annual Cost
1.1	Planning	Provide 1:1 student devices for enrollees in grades K through 12	Director of Technology	September 2022	\$500K
1.2	Curriculum	Provide tools and resources aligned to instructional program	Assistant Supt. for Instruction	November 2022	\$250K
1.2.1	Curriculum	Implement and support learning management system for K-12	Director of Technology	September 2022	\$50K
1.3	Curriculum	Evaluate resource usage for access and impact	Assistant Supt. for Instruction	July 2022	
1.4	Communications	Develop and maintain public website for help and support	Director of Technology	September 2022	\$2K
1.5	Staffing	Manage district technology help desk	Director of Technology	September 2022	\$380K
1.6	Community Partnerships	Align and communicate resources for internet access	Director of Technology	November 2022	
1.7	Staffing	Manage laptop protection and repair programs	Director of Technology	September 2022	\$25K
1.8	Curriculum	Integrate digital citizenship and online safety throughout K-12 curriculum	Assistant Supt. for Instruction	September 2022	

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

- 1.1 Provide 1:1 student devices for enrollees in grades K through 12.
  - Line items in budget for appropriate student devices
  - Documented minimum student device specifications
  - Assigned asset inventory of device to each student
- 1.2 Provide tools and resources aligned to instructional program.
  - District Curriculum Council review of instructional technology tools
  - Annual faculty/staff technology satisfaction survey
  - Curated resource list of technology tools segmented by grade band
  - 1.2.1 Implement and support learning management system for K-12
    - Purchase order showing enough student seats for all K-12 teachers and students to fully access a single learning management system
    - Help desk support, online knowledgebase and training
- 1.3 Evaluate resource usage for access and impact
  - Annual budget review with ASI and AS-Finance
  - Key system usage reports
  - Annual faculty/staff technology satisfaction survey
- 1.4 Develop and maintain public website for help and support
  - District website [westirondequoit.org](http://westirondequoit.org)
  - Parent/student help site [wicسد.tech](http://wicسد.tech)
  - Faculty/staff knowledgebase (internal to district)
- 1.5 Manage district technology help desk
  - Budgeting for appropriate technology support staff
  - Monthly review of help ticketing system performance
    - Quantity of tickets
    - Mean time to respond
    - Mean time to close
- 1.6 Align and communicate resources for internet access
  - Share information on public WiFi access
    - Student/parent help website
    - Office of public information
    - Parent/community presentations
  - Collaboration with Irondequoit Public Library hotspot program
  - Support and referral to FCC's Affordable Connectivity Program
- 1.7 Manage laptop protection and repair programs



- Budgeting for appropriate technology support staff
- Monthly review of help ticketing system performance
  - Quantity of tickets
  - Mean time to respond
  - Mean time to close

- 1.8 Integrate digital citizenship and online safety throughout K-12 curriculum
- Model lessons
  - Demonstration (both in person and online) lessons
  - Adjust scope and sequence / unit plans

**Goal 2: Provide faculty with the resources and training needed to support collaborative student-centered learning environments with high-quality instruction for every student.**

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.

Target student population(s):

- All students.

Number	Category	Description	Responsible Stakeholder	Anticipated Completion	Anticipated Cost
2.1	Professional Development	Develop professional development plan informed by mission, strategic plan, instructional blueprint, and identified technological and pedagogical needs	Assistant Supt. for Instruction	October 2022	
2.2	Professional Development	Implement professional development opportunities aligned to PDP	Director of TLC	June 2023	
2.3	Implementation	Provision and implement technology tools and resources supporting faculty and staff needs throughout the district	Director of Technology	September 2022	\$200K
2.4	Planning	Provide computers and associated devices for district faculty and staff	Director of Technology	September 2022	\$120K
2.5	Professional Development	Develop and maintain internal knowledgebase for training and support	Director of Technology	September 2022	\$2K

2.6	Communications	Implement a district-wide synchronous communication system	Director of Technology	September 2022	\$15K
2.7	Infrastructure	Create and maintain technology-supported student-centered classroom learning environments	Director of Technology	September 2022	\$220K

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

- 2.1 Develop professional development plan informed by mission, strategic plan, instructional blueprint, and identified technological and pedagogical needs.
- Published and approved plan meeting the requirements of the 100.2 (dd) Regulations of the State of New York:  
<https://www.westirondequoit.org/cms/One.aspx?portalId=228594&pageId=1411525>
- 2.2 Implement professional development opportunities aligned to the PDP.
- Monthly Teacher Learning Center PD offerings newsletter
  - PD class listing in annual PD catalog on best practices in instructional technology
  - Faculty and department meeting PD matrices
- 2.3 Provision and implement technology tools and resources supporting faculty and staff needs throughout the district.
- Annual Faculty/Staff Technology Satisfaction Survey
  - Software-specific professional development offerings in annual PD catalog on key tools such as Office 365, grade-appropriate Learning Management System, and Student Management System.
- 2.4 Provide computers and associated devices for district faculty and staff.
- Assigned asset inventory of device to each teacher, administrator, clerical, business office employee.
  - Line items in budget for devices on continuous refresh cycle.
  - Purchase orders aligned to faculty/staff devices.
- 2.5 Develop and maintain internal knowledgebase for training and support
- Updated and curated district knowledgebase of IT support information
- 2.6 Implement a district-wide synchronous communication system
- Budget line item for communication system
  - Aligned executed purchase order
  - Training and support through district knowledgebase and student/parent help site

- 2.7 Create and maintain technology-supported student-centered classroom learning environments.
- Classroom audits of technology offerings including, but not limited to, projectors, digitizers, monitor hubs.
  - Audit and maintenance of loaner and substitute device access
  - WiFi access in all instructional spaces
  - Annual Faculty/Staff Technology Satisfaction Survey

**Goal 3: Implement, maintain, and optimize the systems, processes and infrastructure that effectively and efficiently support and promote the goals and health of the district.**

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.

Target student population(s):

- All students.

<b>Number</b>	<b>Category</b>	<b>Description</b>	<b>Responsible Stakeholder</b>	<b>Anticipated Completion</b>	<b>Anticipated Annual Cost</b>
3.1	Infrastructure	Partner with BOCES and 3 <sup>rd</sup> parties to maintain and actively monitor a high-capacity secure internet feed	Director of Technology	September 2022	\$200K
3.2	Cybersecurity	Develop, document and implement a cybersecurity program aligned to the NIST Cybersecurity Framework	Director of Technology	June 2025	
3.3	Data Privacy	Negotiate and manage data privacy agreements consistent with Ed Law 2-d and Part 121 requirements	Data Protection Officer	September 2022	
3.4	Cybersecurity	Provision, implement, and manage internet filtering and anti-malware functionality	Director of Technology	September 2022	\$75K
3.5	Cybersecurity	Develop and implement automated update/patch system for district endpoints and servers	Director of Technology	January 2023	\$20K
3.6	Planning	Develop, maintain, and update five-year device and infrastructure plan consistent with identified district needs	Director of Technology	September 2022	
3.7	Budgeting	Allocate appropriate funding to meet district technology program needs	Asst. Supt. for Finance	May 2023	
3.8	Purchasing	Purchase and implement resources consistent with five-year device and infrastructure plan	Director of Technology	June 2023	
3.9	Budgeting	Budget, purchase, and integrate updated public address systems	Director of Technology	June 2025	\$200K

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

- 3.1 Partner with BOCES and 3rd parties to maintain and actively monitor a high-capacity secure internet feed.
  - Network monitoring reports
- 3.2 Develop, document, and implement a cybersecurity program aligned to the NIST Cybersecurity Framework.
  - Cybersecurity regulations aligned to high-level NIST CSF family documents.
  - NIST CSF compliance database
- 3.3 Negotiate and manage data privacy agreements consistent with Ed Law 2-d and Part 121 requirements.
  - Updated District Data Privacy Inventory:  
<https://dpit.riconedpss.org/billofrights/02d9d2af98c045c501f3>
- 3.4 Provision, implement, and manage internet filtering and anti-malware functionality.
  - Anti-malware dashboard reports
  - Internet filtering dashboard reports
- 3.5 Develop and implement automated update/patch system for district endpoints and servers.
  - Endpoint management dashboard reports
- 3.6 Develop, maintain, and update five-year device and infrastructure plan consistent with identified district needs.
  - Five-year device and infrastructure plan annual update
  - Budget line items and purchase orders aligned to plan
- 3.7 Allocate appropriate funding to meet district technology program needs.
  - Annual budget allocations sufficient to needs of technology program aligned to five-year device and infrastructure plan.
- 3.8 Purchase and implement resources consistent with five-year device and infrastructure plan.
  - Purchase orders aligned to five-year device and infrastructure plan.
- 3.9 Budget, purchase, and integrate updated public address systems.
  - Functional building-wide public address systems tested annually.

# NYSED Initiatives Alignment

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

The district integrates instructional technology within its existing rigorous and comprehensive academic standards. Our philosophy is to use instructional technology as a tool to enhance and expand upon our existing high-quality curriculum with a focus on using technology for communication, collaboration, creativity, and critical thinking.

- 2. Explain the strategies the district plans to implement to address the need to provide equitable learning “everywhere, all the time” (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

The district’s 1:1 student device program provides a configured device to every student in grades K-12. With the exception of kindergarten, grade 4, and grade 8 (where devices are collected at the end of the academic year for refurbishing prior to new device deployment in the fall), enrolled students typically maintain access to their devices year-round, providing access to educational resources, including online library tools, during the academic year as well as the summer holiday.

Partnering with the Irondequoit Public Library, WiFi internet hot spots are made available free of charge to students who may not otherwise have access to the internet outside of school. Specific parking lot areas within the district have also been configured to support strong WiFi access for additional student and community needs.

Internet pathways and infrastructure are maintained through strong collaboration with the Monroe 1 BOCES and RIC 1, and includes consistent, sustainable investment in the primary network components of devices, media, and services under the guidance of the district’s network administrator and supported by network administrators from the local BOCES. End-user devices such as laptops, desktops, VOIP phones, security cameras, mobile handheld devices and printers are provisioned, maintained, updated and replaced to ensure equitable access throughout the district. Network components such as switches, routers, access points, firewalls and cabling are reviewed annually based upon current performance, expected lifetimes and district needs, with responsible expenditures largely supported by the e-Rate program. Servers and data storage are actively managed by senior technology staff in partnership with BOCES technology staff.

Human Capacity with respect to equitable learning is an ever-evolving continuum of skills, practices, and tools facilitated through collaborative efforts of the Curriculum and Instruction, Technology, and

Data departments, further detailed in the district's Professional Development plan and integrated through the district's student curriculum.

**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 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 with rigorous content standards across all organizational levels of curriculum and instruction while utilizing processes to support, monitor and review the implementation of the standards. The District's philosophy is to use instructional technology as a tool to enhance and expand upon our existing high-quality curriculum with a focus on using technology for communication, collaboration, creativity, and critical thinking.

The District recognizes the positive impact for all students when classrooms embed appropriate use of technology for 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 multiple pathways to demonstrate their understanding of 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 8 speech, feedback, word prediction literacy software
- TextHelp Read&Write accessibility software
- iPads with specific instructional apps
- TouchChat / WordPower
- Words for Life
- Co-Writer software to assist students with their writing
- Assistive communication devices
- BrailleSense for reading, writing and editing
- JAWS screen reading software
- Text magnification software

**4. 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 differentiated to student and instructor needs.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.

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

**6. 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.
- Automated captioning capabilities are supported through the district's video recording and distribution offerings.
- Learning games and other interactive software are used to supplement instruction.
- Translation tools for student and home communications through Remind, Microsoft Word, Propio, and others.

**7. 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

**8. 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

**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? Check all that apply.**

- McKinney-Vento information is prominently located on the district website.
- Provide students experiencing homelessness and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.
- Provide students a way to protect and charge any devices they are provided with by the district.

- Replace devices that are damaged or stolen as needed.
- Have resources available to get families and students step-by-step instructions on how to set-up and use their districts Learning Management System or website.
- Class lesson plans, materials, and assignment instructions are available to students and families for “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.
- Adjust assignments to be completed successfully using only the resources students have available.
- Create in-person and web-based tutoring programs/spaces and/or live chats to assist with assignments and technology issues.

**10. 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.
- The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.

# Administrative Management Plan

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## Staff Plan

### District Technology Leadership

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Title	Full-Time Equivalent (FTE)
K-12 Director of Technology / Data Protection Officer	1.0

### Instructional Support

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Title	Full-Time Equivalent (FTE)
K-12 Technology Teacher on Special Assignment	1.0

### Technical Support

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Title	Full-Time Equivalent (FTE)
Network Administrator	1.0
Senior Network Technician	1.0
Network Technician	2.0
Computer Support Assistant	3.0
Help Desk Assistant	1.0
Clerical Support	0.5

## Investment Plan

Three-year investment plan supporting the vision and goals listed previously. Estimated costs are the entire costs over the three-year period June 2022 through June 2025. As an example, a purchase with a one-time cost of \$100,000 and an annual cost of \$100,000 is depicted by a cost of \$400,000 in the estimated cost column.

Item or Service	Estimated Total Cost	One-Time, Annual, or Both?	Potential Funding Source
Professional Development	75000	Annual	Annual Budget
Devices	2000000	Annual	BOCES Co-Ser
Infrastructure	600000	Annual	BOCES Co-Ser
Public Address / Emergency Response System	350000	One-Time	SMART Bond
Instructional Software	600000	Annual	BOCES Co-Ser
Server/Network Software	240000	Annual	BOCES Co-Ser

**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.

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

<http://westirondequoit.org>

**Please indicate whether the district has assigned a specific person with responsibility for Information Security.** Yes. Data Protection Officer.

**Please indicate whether the district has assigned a specific person with responsibility for Information Privacy.** Yes. Director of Public Information.

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

**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.

**Does your school district provide for educating minors about cyberbullying awareness and response?** Yes.

**Does the district have an Internet Safety Policy?** Yes: Policy 8271.

**Does the district have a Cyberbullying Policy?** No.

**Does the district have a Parents' Bill of Rights for Data Privacy and Security?** Yes:  
[https://www.westirondequoit.org/UserFiles/Servers/Server\\_228510/File/DISTRICT/Parents\\_Bill\\_of\\_Rights.pdf](https://www.westirondequoit.org/UserFiles/Servers/Server_228510/File/DISTRICT/Parents_Bill_of_Rights.pdf)

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

**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](https://westirondequoit.ss8.sharpschool.com/UserFiles/Servers/Server_228510/File/DISTRICT/ComprehensiveTechPlan.pdf)

# Sharing Innovative Educational Technology Programs

**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.**

Professional Learning

The district publishes a podcast targeted toward faculty and instructional staff that explores the purposeful integration of K-12 technology. Expansion of this program targets development of asynchronous professional development sessions that utilize upcoming and past episodes to encourage deep engagement with the ideas explored in each episode, as well as making this unique professional development opportunity available to a wider expanse of community members. More information available at <http://k12ccc.com>.



**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.**

Dan Fullerton  
K-12 Director of Technology  
[Dan\\_fullerton@westiron.monroe.edu](mailto:Dan_fullerton@westiron.monroe.edu)