

JANUARY 30, 2026



INSTRUCTIONAL TECHNOLOGY PLAN

JULY 2026-JULY 2029

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

Introduction

Building upon the 2022–2025 Technology Plan and aligned tightly with the district’s Strategic Plan, Professional Learning Plan (PDP), and Instructional Blueprint, the 2026–2029 Technology Plan continues to emphasize equitable access, robust infrastructure, digital fluency, and instructional excellence. The plan incorporates updated insights from the PDP, evolving instructional needs, technological advancements, and feedback from leadership team and the Technology Advisory Committee.

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.

Core Commitments

We are committed to partnering with our community to:

- Provide challenging curricula and embrace authentic experiences that foster literacy across content areas to promote high academic achievement and critical thinking.
- Promote every student's social, emotional, and physical well-being while fostering a deep sense of connection to themselves and their community.
- Inspire students to embrace their creativity, spark their curiosity, and develop a growth mindset that empowers them to thrive and learn.
- Create opportunities that empower students to become socially responsible individuals equipped with future-ready skills and prepared to explore careers, higher education, and meaningful life experience.
- Foster cultural competence and cultivate a sense of global citizenship, empowering individuals to become active and engaged contributors to a diverse and interconnected world.
- Create and sustain a dynamic work environment that attracts, nurtures, inspires, and retains diverse, skilled, innovative, and caring professionals.
- Balance resources and educational needs to promote a fiscally sound and financially stable educational program that the community can support.

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.

Technology will continue to serve as a catalyst for equitable access, deep learning, creativity, collaboration, and future-ready skills. Digital tools will be leveraged to:

- support rigorous, standards-aligned curriculum;
- enhance student voice, agency, and personalized learning;
- strengthen connections between school, community, and families;
- promote culturally responsive instruction;
- ensure safe, secure, and resilient technology systems;
- develop digital citizenship and computational thinking.

Technology Advisory Committee Members

Member	Position
Akwaa, Joyce	Assistant Principal, Dake Junior High School
Cristal, Kimberly	K-12 Director of Humanities Instruction
D'Amato, Bernadette	3 rd Grade Teacher
Elliot, Maureen	4 th Grade Teacher
Jaynes, Tammy	Irondequoit High School Spanish Teacher

Member	Position
Kolupski, Rebecca	K-12 STEAM TOSA
Parent, Ali	Irondequoit High School English Teacher
Porter, Lindsay	K-12 Humanities TOSA
Repass, Kayleigh	Dake Junior High School Math Teacher
Rogers, Cody	Assistant Principal, Rogers School
Wagner, Casey	Director of Technology/ Data Privacy Officer

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 learning for All:** Develop and deliver targeted professional learning 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 learning Frameworks:** Create a comprehensive professional learning 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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Goal Attainment Summary (2022–2025)

The district evaluated the attainment of its previous technology goals using NYSED-aligned criteria. Below is the required rating and justification for each goal.

1. Digital Content

Goal: Use standards-based, accessible digital content supporting all curricula for all learners.

Attainment: Significantly Met

Justification: The district expanded its adoption of high-quality digital tools (iReady, Newsela, Lexia, Castle Learning) and integrated digital citizenship K–12. Data from the PDP indicates sustained curriculum-aligned implementation, increased staff proficiency, and consistent use of formative digital assessments. ‘

2. Digital Use

Goal: Learners, teachers, and administrators demonstrate proficiency in technology use for learning.

Attainment: Moderately Met

Justification: Professional learning structures ensured growth in instructional technology use across grade levels; however, PDP data reflects uneven implementation of the Instructional Model and varying proficiency levels among new staff. Continued development is needed, particularly in integrating Computer Science and Digital Fluency Standards.

3. Digital Capacity & Access

Goal: Technology infrastructure supports learning and teaching across district environments.

Attainment: Significantly Met

Justification: The district maintained a secure, reliable infrastructure; expanded 1:1 devices; improved cybersecurity systems; and enhanced network performance through BOCES partnerships. Access points, servers, and device life cycles were managed effectively.

4. Leadership

Goal: The District Instructional Technology Plan aligns with the Statewide Learning Technology Plan.

Attainment: Fully Met

Justification: The district maintained alignment through sustained participation in regional technology leadership networks, consistent NIST-CSF aligned cybersecurity planning, and integration of state standards (CS/DF, Next Gen Standards) within district initiatives and PDP structures.

5. Accountability

Goal: District-level information is posted online and easily accessible, including results of student outcomes.

Attainment: Significantly Met

Justification: The district maintains updated public reporting, including the Tech Plan, Parents' Bill of Rights, and instructional program information. Improvements are still needed to streamline navigation for families, especially those with limited digital literacy.

2026–2029 Goals and Action Steps

The goals have been streamlined from five to four to provide clearer focus, integrate artificial intelligence (AI) across instructional and operational domains, and better align with evolving district needs, NYSED guidance, and the Professional Learning Plan.

Goal 1: Ensure Equitable Access to High-Quality Digital Tools, Content, and AI-Enhanced Learning Resources

Aligned NYSED Goal: Increase equitable access to high-quality digital and AI-supported learning resources.

Key 2026–2029 Actions:

- Maintain and modernize the 1:1 K–12 device program, including AI-enabled accessibility tools.
- Expand access to assistive and adaptive technologies, including AI-driven supports for multilingual learners and students with disabilities.
- Integrate AI-supported digital content evaluation tools to ensure alignment with curriculum and inclusion standards.
- Update and strengthen K–12 digital citizenship curriculum to include AI literacy, responsible use, ethics, and data privacy.
- Continue evaluation of digital tools—both traditional and AI-enabled—for instructional impact and equity.

Goal 2: Build Staff Capacity Through High-Quality Professional Learning in Technology Integration and Artificial Intelligence

Aligned NYSED Goal: Provide rigorous professional learning ensuring educators demonstrate proficiency in technology and AI integration.

Key 2026–2029 Actions:

- Deliver training on effective instructional use of AI tools, including generative AI, adaptive learning platforms, and AI-based assessment supports.
- Deepen training on the Instructional Model with a focus on technology and AI-enhanced strategies.
- Continue alignment with PDP focus areas (CS/DF Standards, CRP, SEL, restorative practices, reading science, and data-driven instruction).
- Increase embedded coaching, modeling, and access to asynchronous AI-supported PD modules.
- Expand teacher capacity to design AI-informed lessons, assessments, and interventions while maintaining human-centered instructional decisions.

Goal 3: Maintain and Enhance a Secure, Reliable, Scalable, and AI-Ready Technology Infrastructure

Aligned NYSED Goal: Sustain robust, secure networks and connectivity that support emerging instructional and operational technologies.

Key 2026–2029 Actions:

- Continue NIST-CSF aligned cybersecurity program with the addition of AI-assisted network monitoring.
- Modernize switching, wireless infrastructure, edge devices, and data storage to support increased AI use, cloud-based workloads, and increased POE and IOT devices on network.
- Implement enhanced endpoint management, automated patching tools, and AI-driven threat detection.
- Strengthen Ed Law 2-d compliance with AI-aware data governance systems.
- Expand analytics dashboards that incorporate predictive models for instructional and operational decision-making.

Goal 4: Strengthen Leadership, Accountability, and Community Engagement Through Technology and Responsible AI Use

Aligned NYSED Goal: Ensure alignment with statewide technology priorities, transparency, and equitable access to district information.

Key 2026–2029 Actions:

- Maintain alignment with the Statewide Learning Technology Plan including the integration of AI literacy expectations.
- Strengthen the Technology Advisory Committee by incorporating AI ethics and community representation.
- Enhance district communications through communication review and implementation of new tools and/or strategies.
- Increase dashboards and communication systems that make student progress and district data more transparent.
- Provide parent and community learning resources about AI, digital wellness, and data privacy.

Alignment to Strategic Plan & PDP Priorities

This updated plan directly supports:

- **Curriculum and Instruction:** expansion of digital tools and CS/DF standards across disciplines.
- **Implementation Systems:** improved consistency in technology-supported instructional practices.
- **Well-being & SEL:** integration of SEL tools, restorative practices, and community-building activities.
- **Professional Learning:** alignment with organizational PDP goals through cross-department collaboration.

Research-Based Professional Learning Structures

Contractually Based Professional Learning

All faculty, department/grade level, and leadership meetings are structure for ongoing professional learning opportunities. Meeting topics and goals are aligned to District Focus Areas, School Based Planning Team Goals, Instructional Blueprint and Department Instructional Focus Areas.

Professional Learning Goal Topics aligned to the Professional Learning Plan and Instructional Technology Plan

- Strengthen IST/PST Processes by utilizing iReady, Aimsweb, student work, and other data sources to inform instruction and deliver targeted, growth-focused feedback. This aligns with the Instructional Technology Plan's emphasis on expanding digital tools and consistent technology-supported instructional practices across disciplines.
- Leverage Panorama and Solara for intervention planning using ICEL and RIOT protocols, supporting the integration of SEL tools, restorative practices, and community-building activities as outlined in the Instructional Technology Plan.
- Focus ELA and Math Instruction on strengthening foundational skills in literacy and numeracy, utilizing digital resources and data-driven approaches to support essential standards, as prioritized by the Instructional Technology Plan.
- Emphasize High-Quality Instruction by using formative assessments to support Tier 1 instruction and Response to Intervention (RtI), in line with the plan's goal of improved consistency in technology-supported instructional practices.
- Increase Staff Capacity to use Social-Emotional Learning (SEL) and Culturally Responsive Pedagogy (CRP) for instructional strategies and support practices, both in-person and remotely. This supports the Instructional Technology Plan's commitment to integrating SEL tools and fostering well-being.

- Integrate Technology Tools and ISTE Standards into instruction to enhance collaboration, critical thinking, and differentiation, directly reflecting the plan's objective to expand digital tools and computer science/digital fluency standards.
- Deepen Awareness of Shifts in Standards and Pedagogy for ELA, Math, Science, Computer Science, Digital Fluency Next Gen Standards, and the Social Studies Framework, ensuring alignment with the Instructional Technology Plan's focus on professional learning and cross-department collaboration.

Conferences and External Professional Learning

The West Irondequoit CSD supports job-embedded professional learning 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 learning experiences outside of the district through local BOCES, Institutions of Higher Education, Professional Associations and Professional learning 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.

Research-Based Professional learning

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

Group	Example
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.

Group	Example
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.
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 learning 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.
Superintendent's Day Professional Learning	All staff participate in district-wide professional learning 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 learning sessions, as well as local consultants in the field. Training includes data privacy and security fundamentals in support of the district's security program.
Release Days Professional learning	Faculty and staff participate in a variety of release days throughout the school year in which professional learning 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 learning 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 learning.

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 learning 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)
- Instructional Technology topics such as Interactive Flat Panel, AI, Blended Learning, Universal Design for Learning.

In addition to traditional professional learning 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:

- Digital Nugget Newsletters provide tips that highlight key skills, relevant topics, digital citizenship and needed training.
- In-building support via the district's 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.

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), Cybernut, 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.

Administrative Management Plan

Staff Plan

District Technology Leadership

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

Technical Support

Title	Full-Time Equivalent (FTE)
Network Administrator	1.0
Senior Network Technician	2.0
Network Technician	3.0
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 learning	225,000	Annual	Annual Budget
Devices	4,500,000	Annual	Annual Budget
Infrastructure	750,000	Both	Annual Budget
Instructional Software	1,800,000	Annual	Annual Budget
Server/Network Software	720,000	Annual	Annual Budget

How the District's Use of Instructional Technology Supports a Comprehensive and Sustained Effort to Improve Student Performance and Academic Standards While Ensuring Equitable Learning "Everywhere, All the Time"

The West Irondequoit Central School District's 2026–2029 Instructional Technology Plan presents a comprehensive strategy to enhance student learning, raise academic standards, and ensure equitable access across all environments. The plan integrates technology into teaching, assessment, professional development, and infrastructure, aligning with the National Education Technology Plan.

Integrated Use of Technology

Technology is embedded in K–12 classrooms to eliminate learning barriers, differentiate instruction, and foster collaboration. It promotes equitable access, supports rigorous curriculum, and develops future-ready skills. Digital tools amplify student voice, enable culturally responsive practices, and facilitate meaningful family engagement.

Teacher Practices

Teachers use technology for lesson planning, content delivery, differentiation, and assessment. Professional learning ensures effective integration, supported by monitoring through professional development data, analysis of instructional practices, and coaching.

Student Learning

Students utilize digital tools like iReady, Newsela, Lexia, and Castle Learning for formative assessments, feedback, and demonstrating mastery through various formats. Adaptive and AI-enabled technologies support accessibility for all learners, including students with disabilities and multilingual needs.

Access and Participation

Efforts focus on maintaining a 1:1 device program, expanding adaptive technologies, updating the digital citizenship curriculum, and eliminating learning barriers to provide inclusive, personalized opportunities.

Sustaining Equitable Digital Learning

Strategies include:

- Full 1:1 device availability and internet access through hotspots and cloud tools.
 - Ongoing staff training aligned with district priorities.
 - Modernized infrastructure and robust cybersecurity aligned with NIST standards.
 - Partnerships with community organizations for support, training, and transparency.
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Conclusion

By strategically integrating technology and fostering continuous improvement, the district ensures all students have equitable, high-quality learning experiences at all times, supporting higher achievement and academic rigor.