



**West Irondequoit Central School District**

# **Strategic Plan 2026-2031**

*Momentum in Motion*

## **Mission of the West Irondequoit School District**

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

## **West Irondequoit 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, creative, dedicated, and caring professionals.
- Balance resources and educational needs to promote a fiscally sound and financially stable educational program.
- Provides students opportunities to explore possible careers, develop future paths, and hone 21st century skills for global citizenship.

The West Irondequoit Strategic Plan is focused on 4 goals and 12 priorities:

**GOAL 1:** Every learner has access to high-quality learning opportunities and supports they need to achieve personal and academic success.

**GOAL 2:** Learning is purposeful, engaging, and connected to students' futures across the educational experience.

**GOAL 3:** All students and staff feel safe, supported, and understood across all schools and roles.

**GOAL 4:** Districtwide Connection, Coherence, and Inclusion

Each goal has three priorities. Each priority has a 2031 Outcome and a target for each of the five years of the plan. The Five-Year Implementation Roadmap holds the full implementation detail, and the annual Management Plan carries each year of the roadmap into district action steps.

### How to read this plan

**Strategic Goal:** The four long-term commitments of the plan.

**Priority:** The specific area of work under a goal. There are twelve.

**2031 Outcome:** What the district expects to be true at the end of the plan.

**Annual Target:** What the district expects to accomplish in a given school year.

**Major Action:** The main strategy used to reach that year's target.

**Primary Impact Metric:** The long-term measure that shows the priority worked.

*Numeric targets are set after baselines are established in 2026-27.*

## GOAL 1:

Every learner has access to high-quality learning opportunities and supports they need to achieve personal and academic success.

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### **Priority 1.1: Develop flexible, student-centered systems that provide varied learning experiences, supports, and tools to prepare all students for future success.**

**2031 Outcome:** The district operates one clearly defined system that gives every student daily access to student-centered learning, timely intervention, and enrichment matched to their needs, with regular progress monitoring.

| School Year | Implementation Phase           | Annual Target                                                                                                                                                                                                                                                                       | Major Action                                                                                |
|-------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| 2026-27     | Plan and install               | Define one MTSS model (academic + enrichment); K-6 has a strong model. Identifying the components of the MTSS model which need revision or further building.                                                                                                                        | Establish baseline data; design the system                                                  |
| 2027-28     | Initial implementation         | Tier 1-3 practices defined, including enrichment and extension for students who have mastered content; accountability/alignment expectations drafted. Adopt the components that were missing from the MTSS model as defined in 26-27 and build out the pieces to become systematic. | Build the monitoring menu; stand up equity dashboard<br>Panorama utilized for equity checks |
| 2028-29     | Expand and strengthen          | Tiered supports and enrichment operating in all schools with monitoring cycles running; equity dashboard utilized in Panorama.                                                                                                                                                      | Operate enrichment and acceleration pathways alongside intervention                         |
| 2029-30     | Full implementation            | Consistent implementation across grades K-12; alignment of daily practice to the model evidenced in most schools.                                                                                                                                                                   | Scale consistent implementation                                                             |
| 2030-31     | Sustain, evaluate, and improve | Every student has daily access to matched support/enrichment for the whole child; early-literacy and subgroup-access metrics show sustained improvement.                                                                                                                            | Continuous improvement                                                                      |

**Primary Impact Metric:** Early literacy (reading on grade level by grade 3) and system implementation fidelity

## GOAL 1:

Every learner has access to high-quality learning opportunities and supports they need to achieve personal and academic success.

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### Priority 1.2: Expand equitable access to rigorous and engaging learning opportunities for all students.

**2031 Outcome:** Student demographics in advanced, accelerated, and enrichment experiences (and in extracurricular participation) reflect the district's overall demographics, and a student's background no longer predicts their participation or achievement.

| School Year | Implementation Phase           | Annual Target                                                                                                                                                                                                                                     | Major Action                                                                                           |
|-------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| 2026-27     | Plan and install               | Establish baseline subgroup representation across advanced/accelerated coursework, electives, extracurriculars, and athletics; inventory current offerings in each.                                                                               | Advanced-access, extra-curricular, sports, and electives baseline study                                |
| 2027-28     | Initial implementation         | Identify access barriers; adopt best-practice suite (family communication, counseling plans mapping opportunities).                                                                                                                               | Best-practice suite (family communication, counseling/ student-interest pathway plans)                 |
| 2028-29     | Expand and strengthen          | Access practices in place; individual student plans identify rigorous options for all; gaps narrowing.                                                                                                                                            | Counseling plans/ student interest pathways in use for all students                                    |
| 2029-30     | Full implementation            | Practices standardized across schools; participation gaps continue to close toward district demographics.                                                                                                                                         | Scale across schools                                                                                   |
| 2030-31     | Sustain, evaluate, and improve | Advanced/enrichment, elective, extracurricular, and athletic participation reflect district demographics; a student's background no longer predicts participation or success, with barriers addressed through the district's MTSS (Priority 1.1). | Continuous improvement, the district and buildings monitor barriers and enrollment on a cyclical basis |

**Primary Impact Metric:** Subgroup representation in advanced/accelerated coursework and extracurriculars vs. district demographics

## GOAL 1:

Every learner has access to high-quality learning opportunities and supports they need to achieve personal and academic success.

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### Priority 1.3: Deepen expertise of instructional practices and expectations through professional learning and collaboration.

**2031 Outcome:** Research-based, high-quality instructional practices aligned to a updated instructional model are used consistently across classrooms, sustained by ongoing, differentiated professional learning and collaboration.

| School Year | Implementation Phase           | Annual Target                                                                                                                                                                                                              | Major Action                                                                                                                                          |
|-------------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2026-27     | Plan and install               | Identify which of the NYSUT rubric indicators align to the instructional model to identify a baseline of fidelity; Develop Instructional Collaboration tool to monitor district-wide implementation of instructional model | Identify which of the NYSUT rubric indicators align to the instructional model to identify a baseline of fidelity.                                    |
| 2027-28     | Initial implementation         | Differentiated PL plan and observation/walkthrough system operating; completion and observation data collected.Differentiated PL plan and observation/walkthrough system                                                   | Professional-learning plan; observation rounds create markers for e-Doctrina forms to include components of instructional model to help collect data. |
| 2028-29     | Expand and strengthen          | Approaching retreat's 80-85% implementation; collaboration structures embedded.                                                                                                                                            | Broad classroom implementation                                                                                                                        |
| 2029-30     | Full implementation            | Approaching retreat's 90-95% implementation; collaboration structures embedded.                                                                                                                                            | Embed collaboration structures                                                                                                                        |
| 2030-31     | Sustain, evaluate, and improve | High-quality practices sustained with fidelity and self-refreshing across staff turnover; observation data confirms consistency.                                                                                           | Continuous improvement                                                                                                                                |

**Primary Impact Metric:** Share of classrooms using identified best practices (aligned to the updated instructional model and Science of Learning)

## GOAL 2:

Learning is purposeful, engaging, and connected to students' futures across the educational experience.

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### Priority 2.1: Expand opportunities to engage in hands-on, applied, and real-world learning experiences that connect classroom learning to authentic contexts.

**2031 Outcome:** Every student engages in hands-on, applied, and real-world learning - including at least one project-based experience in each subject area K-12 tied to the Portrait of a Graduate - and can see how school connects to life. Identify project based experiences in K-12 aligned to the 6 POG attributes.

| School Year | Implementation Phase                                       | Annual Target                                                                                                                                                                                                                                                                                                                            | Major Action                                                                                                                                                                          |
|-------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2026-27     | Plan and install                                           | Audit curricular resources for PBL/depth; map existing real-world programs (ACE, Helmer, BOCES); baseline Panorama 'valuing school'. Share PBL learning models with staff. (Kim Cristal)<br>Determine which units best align with PBL goals. Select pilot early adopters. Consider transdisciplinary connections to make PBL digestible. | Baseline Panorama; catalog ACE, Helmer, BOCES                                                                                                                                         |
| 2027-28     | Initial implementation                                     | Develop PBL resources and common projects; expand community partnerships; define POG-aligned PBL expectations. Early adopters at K-6 begin mapping unit for full trial in 28-29.                                                                                                                                                         | Build common projects; expand partnerships; 7-12 shared out publicly-for families and during staff meetings; Set steps and goals to prepare for increased pilot participation at K-6/ |
| 2028-29     | Expand and strengthen (7-12 reaching full implementation). | Secondary (7-12) at full implementation: every 7-12 subject area runs at least one Portrait-aligned project. K-6 piloting and expanding. Internship and community participation growing (secondary first).                                                                                                                               | Expand internships/community (secondary first)                                                                                                                                        |
| 2029-30     | Full implementation                                        | PBL present in all curricular areas K-12; real-world experiences broadly available; reflect and revise.                                                                                                                                                                                                                                  | Broaden real-world access                                                                                                                                                             |
| 2030-31     | Sustain, evaluate, and improve                             | Every student engages in applied/PBL learning and reports seeing the school-to-life connection.                                                                                                                                                                                                                                          | Continuous improvement                                                                                                                                                                |

**Primary Impact Metric:** Share of subject areas with a Portrait-aligned project experience; Panorama 'valuing of school'

## GOAL 2:

Learning is purposeful, engaging, and connected to students' futures across the educational experience.

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### Priority 2.2: Strengthen connections between academic learning and future pathways.

**2031 Outcome:** All students K-12 can recognize, apply, and transfer Portrait of a Graduate competencies across subjects and take an active role in tracking their own progress, with coursework aligned to the Portrait of a Graduate.

| School Year | Implementation Phase   | Annual Target                                                                                                                                                                                                                                                                         | Major Action                                |
|-------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 2026-27     | Plan and install       | Build district-wide understanding of POG competencies and capacity of teachers to map POG by grade band; Pilot SchoolLinks and better understand how it can support career/college planning; explore models of how to build Interest Pathways at the 9-12 level                       | Build teacher capacity to map by grade band |
| 2027-28     | Plan and install       | Complete map of POG learning experiences K-12 by grade band; Expore how SchoolLinks and the counseling plan will articulate college/career planning grades 6-12; Identify which Interest Pathways we will have at IHS and build courses/requirements/seals for each Interest Pathway. | Curriculum writing; transition-plan process |
| 2028-29     | Initial implementation | Implement grades 6-12 college/career planning; Begin to implement Interest Pathways and ensure coursework, staffing, resources are available for all Interest Pathways.                                                                                                               | Students build transition plans             |
| 2029-30     | Expand and strengthen  | Continue to implement college/career planning and Interest Pathways. Identify new experiences (field trips, visits, speakers, etc) to enhance Interest Pathways.                                                                                                                      | Scale across grade bands                    |
| 2030-31     | Full implementation    | Students recognize, apply, and transfer POG competencies; Sustained Implementation of Interest Pathways and matched learning experiences (field trips, speakers, visits, etc)                                                                                                         | Continuous improvement                      |

**Primary Impact Metric:** Share of coursework aligned to the Portrait; student self-tracking of competencies

## GOAL 2:

Learning is purposeful, engaging, and connected to students' futures across the educational experience.

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### Priority 2.3: Elevate student voice, choice, and agency within the learning experience.

**2031 Outcome:** Students have regular, structured voice, choice, and ownership in their learning; teacher planning intentionally builds student agency; and curriculum offers flexible pathways.

| School Year | Implementation Phase           | Annual Target                                                                                                                                                                                              | Major Action                                   |
|-------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| 2026-27     | Plan and install               | Identify concrete teacher moves that build voice, choice, and leadership for all students (not only self-directed 'natural leaders'); baseline student perception; consolidate PBL/PBA plan with 2.1.      | Consolidate PBL/PBA with 2.1                   |
| 2027-28     | Initial implementation         | Coordinate 2.3 with 2.1 (PBL/PBA), 2.2 (pathways), and 1.3 (instructional practice and professional learning) as one bundle on a shared professional-learning calendar, rather than separate initiatives." | UDL, differentiated instruction, choice boards |
| 2028-29     | Expand and strengthen          | Teacher planning routinely reflects student voice and choice, and each grade level pilots student goal-setting along with at least one performance-based assessment.                                       | One performance-based assessment per grade     |
| 2029-30     | Full implementation            | Voice/choice practices consistent across classrooms; flexible pathways expanded.                                                                                                                           | Broaden flexible pathways                      |
| 2030-31     | Sustain, evaluate, and improve | Students have regular ownership of their learning; perception and observation data confirm agency.                                                                                                         | Continuous improvement                         |

**Primary Impact Metric:** Student perception of voice/choice; one performance-based assessment (PBA) per grade level

### GOAL 3:

All students and staff feel safe, supported, and understood across all schools and roles.

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#### Priority 3.1: Cultivate environments where all students and staff feel safe, valued, and supported.

**2031 Outcome:** Students and staff report feeling safe, valued, and supported across all schools and roles because of shared expectations and consistent, inclusive practices are in place districtwide.

| School Year | Implementation Phase           | Annual Target                                                                                                                     | Major Action                                                                                                                                                                            |
|-------------|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2026-27     | Plan and install               | Data collection on staff and student's perceptions of feeling safe, valued, and supported.                                        | Survey staff for level of understanding of restorative practices and baseline data for sense of belonging; survey students for sense of belonging - feeling safe, valued, and supported |
| 2027-28     | Initial implementation         | Create a PreK-12 scope-and-sequence for teaching age-appropriate restorative practices and PBIS.                                  | Establish a subcommittee with PreK-12 stakeholders                                                                                                                                      |
| 2028-29     | Pilot and Expand               | PBIS/restorative practices and explicit instruction implemented in multiple classrooms at each grade level with growing fidelity. | PBIS/restorative practices in use, Identify gaps                                                                                                                                        |
| 2029-30     | Full implementation            | Full implementation districtwide; incident data trending down; perception improving.                                              | Scale with fidelity                                                                                                                                                                     |
| 2030-31     | Sustain, evaluate, and improve | Students and staff report feeling safe, valued, supported; practices consistent across schools and roles.                         | Continuous improvement                                                                                                                                                                  |

**Primary Impact Metric:** Student sense of feeling safe, valued, and supported (Panorama, Grades 3-12, plus an age-appropriate measure for K-2) and staff belonging (staff climate survey); DASA/Title IX incidents.

### GOAL 3:

All students and staff feel safe, supported, and understood across all schools and roles.

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#### Priority 3.2: Strengthen relationships and trusted adult connections for every student.

**2031 Outcome:** Every student can identify and reach at least one trusted adult who knows them well, confirmed through the student survey and supported by a common approach and staff training.

| School Year | Implementation Phase           | Annual Target                                                                                                                         | Major Action                                           |
|-------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| 2026-27     | Plan and install               | Confirm/insert Panorama trusted-adult item; baseline; use existing data to find students without one; map current building practices. | Map current building practices                         |
| 2027-28     | Initial implementation         | Common cross-building approach defined; all staff (including TA, bus, lunch/recess) trained; family outreach.                         | All-staff training incl. TA/bus/lunch; family outreach |
| 2028-29     | Expand and strengthen          | Approach operating in all buildings; monitoring 2x/year; targeted follow-up for unconnected students.                                 | Twice-a-year monitoring; targeted follow-up            |
| 2029-30     | Full implementation            | Refined from student feedback; near-universal identification across grades and subgroups.                                             | Extend to all subgroups                                |
| 2030-31     | Sustain, evaluate, and improve | Every student can identify and access at least one trusted adult; sustained on the SEL/Panorama measure.                              | Continuous improvement                                 |

**Primary Impact Metric:** Share of students who can identify at least one trusted adult (student survey, 2x/year)

### GOAL 3:

All students and staff feel safe, supported, and understood across all schools and roles.

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#### Priority 3.3: Ensure access to aligned and responsive systems of support for student and staff well-being.

**2031 Outcome:** The district runs one aligned, multi-tiered system of support for social-emotional, mental-health, and well-being needs so students, and families have their needs met or know where to get help.

| School Year | Implementation Phase           | Annual Target                                                                                                                  | Major Action                                                |
|-------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| 2026-27     | Audit and Plan                 | Audit consistent use of existing SEL curricula (Caring Schools, Zones); design tier 1-3 SEL protocols; baseline SEL referrals. | Reviewing SEL audit K-12 and designing Tier 1 - 3 protocols |
| 2027-28     | Initial implementation         | PL to implement protocols; vertical case management and record-keeping designed; MyWayFinder implemented across Pre-K - 12     | Vertical case management; confirm My Wayfinder              |
| 2028-29     | Expand and strengthen          | SEL-MTSS operating; community resource connections and family partnership practices active.                                    | Family partnership; community resource links                |
| 2029-30     | Full implementation            | Consistent tier 1-3 practice districtwide; Community Schools model moving toward self-sustaining.                              | Scale supports                                              |
| 2030-31     | Sustain, evaluate, and improve | Students, staff, families have needs met or know where to get help; SEL referrals and Panorama well-being improve.             | Continuous improvement                                      |

**Primary Impact Metric:** SEL-MTSS fidelity; change in SEL referrals; Panorama well-being

## GOAL 4:

### Districtwide Connection, Coherence, and Inclusion

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#### Priority 4.1: Improve clarity, consistency, and accessibility of communication across the district.

**2031 Outcome:** A single, consistent communication system with clear, common standards (including a reviewed, accessible 'Who-to-Call' guide) ensures every stakeholder reliably receives and can find the information they need.

| School Year | Implementation Phase           | Annual Target                                                                                                                                                                                                                                                                                                | Major Action                  |
|-------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| 2026-27     | Initial implementation         | Review, update, and communicate the existing Who-to-Call guide and make it easily accessible to families, staff, and students. Negotiate the communication map (frequency, method/mode, best practice), including extracurriculars and athletics. Baseline platform usage; complete platform audit with 4.2. | Draft communication standards |
| 2027-28     | Expand and strengthen          | Build the Year 2 implementation plan from the Year 1 standards; integrate the platform(s) across all grades and classrooms per those standards.                                                                                                                                                              |                               |
| 2028-29     | Full implementation            | Full implementation with fidelity. Define and monitor volume management (volume and mode usage). Survey staff, students, and families as a status check; identify successes, gaps, and opportunities.                                                                                                        | Monitor usage; manage volume  |
| 2029-30     | Sustain, evaluate, and improve | Implement refinements and adjustments based on the Year 3 survey; stakeholders reliably receive and access needed information.                                                                                                                                                                               | Respond to survey feedback    |
| 2030-31     | Sustain, evaluate, and improve | Establish guaranteed review cycles for the communication system; define what is measured and the cadence. Periodic survey confirms clarity and manageable volume.                                                                                                                                            | Continuous improvement        |

**Primary Impact Metric:** ParentSquare adoption/usage; stakeholder survey on clarity and access

## GOAL 4:

### Districtwide Connection, Coherence, and Inclusion

#### Priority 4.2: Strengthen districtwide alignment and shared understanding of expectations, systems, and priorities.

**2031 Outcome:** District, building, and classroom communication follows consistent expectations and shared language, and essential structures and policies are proactively shared with families. Considerations need to be made towards our Website as well. - IE Vertical and Horizontal alignment with Website Information, format, etc.

| School Year | Implementation Phase           | Annual Target                                                                                                                                                                                                                                                                                                                                                                                         | Major Action                                                                              |
|-------------|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 2026-27     | Plan and install               | Audit communication systems against their objectives and audiences (not just tools): map each platform (Seesaw, Schoology, Infinite Campus) to its purpose and audience and identify overlaps and gaps. Baseline consistency and how families view current communication (shared survey with 4.1). Build the family-information plan from the retreat content list. Include some of the Website Audit | Baseline consistency; build family-info plan from the retreat list of structures/policies |
| 2027-28     | Initial implementation         | Adopt common expectations by level, shared language, and documented roles; document and share the consistent service access/exit criteria (produced with the MTSS work in 1.1 and 3.3) so families understand them. Include website as it falls under "information access"                                                                                                                            | Document roles; align access/exit criteria                                                |
| 2028-29     | Expand and strengthen          | Family presentations (in-person + recorded) delivered; PL on parent-engagement communication; consistent practice emerging.                                                                                                                                                                                                                                                                           | In-person + recorded family presentations                                                 |
| 2029-30     | Full implementation            | Coherent communication and shared understanding across all schools and roles.                                                                                                                                                                                                                                                                                                                         | Scale consistent practice                                                                 |
| 2030-31     | Sustain, evaluate, and improve | Predictable, consistent communication sustained; essential structures routinely shared with families.                                                                                                                                                                                                                                                                                                 | Continuous improvement                                                                    |

**Primary Impact Metric:** Use of common communication expectations and documented roles; staff/family understanding of key structures

## GOAL 4:

### Districtwide Connection, Coherence, and Inclusion

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#### Priority 4.3: Deepen connections and engagement with students, staff, families, and the broader community.

**2031 Outcome:** Families and stakeholders, especially those historically underrepresented, take part in meaningful, accessible engagement, supported by clearly defined levels of engagement and targeted outreach.

| School Year | Implementation Phase           | Annual Target                                                                                                                                           | Major Action                                                                                       |
|-------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 2026-27     | Plan and install               | Gather family input (esp. secondary); baseline participation disaggregated by subgroup; review transition plans. Better definition of transition plan . | Review transition supports; gather secondary family input; identify barriers to family engagement. |
| 2027-28     | Initial implementation         | Collectively define levels of engagement; design support structures for hard-to-reach families.                                                         | Support structures for hard-to-reach families                                                      |
| 2028-29     | Expand and strengthen          | Targeted opportunities for ELL/ENL, Urban-Suburban, SPED, new entrants; respond to survey-data gaps.                                                    | Respond to survey-data gaps                                                                        |
| 2029-30     | Full implementation            | Engagement opportunities broadly accessible; subgroup participation rising.                                                                             | Scale opportunities                                                                                |
| 2030-31     | Sustain, evaluate, and improve | Underrepresented families participate meaningfully; perception and participation data confirm access.                                                   | Continuous improvement                                                                             |

**Primary Impact Metric:** Participation in events/opportunities by subgroup; family perception of access and meaningfulness

## Appendix: New York State Portrait of a Graduate and NY Inspires Alignment

NYS Portrait of a Graduate competencies: Academically Prepared; Creative Innovator; Critical Thinker; Effective Communicator; Global Citizen; Reflective and Future Focused

NY Inspires Transformations: 1. Adopt a New York State Portrait of a Graduate 2. Redefine credits and learning experiences 3. Sunset diploma assessment requirements 4. Move to one New York State high school diploma

*The New York State Portrait of a Graduate is built on a culturally responsive and sustaining education foundation. West Irondequoit may later adopt local descriptors or indicators; mark those as district work to be completed. Cohort sequence: 2024-2026; 2027-2028; 2029 and beyond (one diploma; redefined seals/endorsements; statewide transcript; required proficiency in the learning standards and the Portrait of a Graduate). Confirm against current NYSED guidance before district approval.*

| Priority | Portrait Competencies                                       | Type of Alignment           | Related NY Inspires Transformation                                     | State Timeline                                        |
|----------|-------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------|-------------------------------------------------------|
| 1.1      | Reflective and Future Focused; Academically Prepared        | Creates enabling conditions | T1 Adopt POG (readiness to evidence proficiency)                       | Prepare before Cohort 2029                            |
| 1.2      | Academically Prepared                                       | Creates enabling conditions | T2 Redefine credits/learning experiences                               | Prepare before Cohort 2029                            |
| 1.3      | All six competencies (via educator capacity)                | Creates enabling conditions | T1 Adopt POG (educator capacity)                                       | Ongoing; ahead of Cohort 2029                         |
| 2.1      | Creative Innovator; Critical Thinker; Academically Prepared | Directly advances           | T1 Adopt POG; T2 Redefine credits/learning experiences                 | Prepare before Cohort 2029                            |
| 2.2      | All six competencies (recognized, applied, transferred)     | Directly advances           | T1 Adopt POG; T2 Redefine credits; T4 One diploma (seals/endorsements) | Cohort 2029 and beyond (one diploma; POG proficiency) |
| 2.3      | Reflective and Future Focused; Effective Communicator       | Directly advances           | T1 Adopt POG; T2 Redefine credits/learning experiences                 | Prepare before Cohort 2029                            |
| 3.1      | Global Citizen                                              | Creates enabling conditions | Related but separate (enabling conditions)                             | Ongoing                                               |
| 3.2      | Reflective and Future Focused (supporting relationships)    | Related but separate        | Related but separate (advisement conditions)                           | Ongoing                                               |
| 3.3      | Reflective and Future Focused; Global Citizen               | Creates enabling conditions | Related but separate (enabling conditions)                             | Ongoing                                               |
| 4.1      | Effective Communicator (organizational)                     | Related but separate        | Communicate T1-T4 requirements                                         | As transformations take effect (through Cohort 2029)  |
| 4.2      | Effective Communicator (organizational)                     | Related but separate        | Communicate T1-T4 requirements                                         | As transformations take effect                        |

| Priority | Portrait Competencies | Type of Alignment    | Related NY Inspires Transformation                    | State Timeline                 |
|----------|-----------------------|----------------------|-------------------------------------------------------|--------------------------------|
| 4.3      | Global Citizen        | Related but separate | Communicate/build support for POG & state transitions | As transformations take effect |

**STATE IMPLEMENTATION REFERENCE - NY Inspires cohort milestones (supplied state guidance; confirm against current NYSED guidance)**

**Cohorts 2024-2026:** Early transition; current diploma structures largely in place. *[Current/published guidance]*

**Cohorts 2027-2028:** Continued phase-in of transformations. *[Published implementation expectations]*

**Cohort 2029 and beyond:** One diploma; redefined seals and endorsements; a statewide transcript; required proficiency in the learning standards and the Portrait of a Graduate.  
*[Proposed/transitional - confirm against current NYSED guidance]*