

**A. LEA Information**

1. **What is the total student enrollment based on the most recent BEDS Day submission?**

3,759

2. **What is the student enrollment by grade band based on the latest BEDS Day submission?**

	Enrollment
Grades K-2	859
Grades 3-5	827
Grades 6-8	780
Grades 9-12	1,124

3. **What is the name of the district administrator entering the technology plan survey data?**

Michele Downing

4. **What is the title of the district administrator entering the technology plan survey data?**

Director of Technology

4a. **If the response to question four was "Other", please provide the title.**

(No Response)

### B. Instructional Technology Vision and Goals

**1. Please provide the district mission statement.**

The Greater Amsterdam School District provides students with opportunities to realize educational and career potential through a rich learning environment tied to intellectual resources through technology. Each member of our school community will be encouraged to use learning resources to search out and master skills they may need.

Each individual is expected to be a responsible citizen prepared to make ethical decisions, demonstrate competence in communicating with others, problem solving, interdisciplinary and cooperative learning and creative thinking. The incorporation of technology allows the Greater Amsterdam School District to empower community members to pursue learning beyond traditional limitations of the classroom.

**2. Please provide the executive summary of the instructional technology plan, including vision and goals.**

This technology plan is the current representation of the District's vision, goals, and objectives for instructional technology. As such, it is a living document that will always be under revision and adjustment. It is flexible, but specific enough to act as a guide in decision making and budgeting funds. It is the intention of the Greater Amsterdam School District Technology Committee to allocate and spend funds with specific goals and objectives in mind.

The recommendations contained in this technology plan are intended to provide direction for the Board of Education, Superintendent, administrators, teachers, support staff, parents, and students in planning for technology initiatives.

Building on the existing infrastructure, the plan outlines steps needed to achieve continued development. This plan for the use of technology is designed to have a significant impact on education in the District. Its implementation has implications for the restructuring of the educational system and preparing workers with the necessary technological skills for employment.

Through these supports, and with the current plan, the District continues to deepen teachers' and administrators' understandings of the uses of technology to support learning. This technology plan outlines the following goals:

- Ensure that our students are adequately prepared with the skills, knowledge and expertise needed to succeed in work and life in the 21st century. (21st Century Skills & Outcomes College & Career Readiness)
- Ensure that teachers, staff and administrators are proficient in the use and integration of technology through professional development activities.
- Ensure the effective use of technology to communicate information and collaborate with multiple audiences including families, businesses, institutes of higher education and the community.
- Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning
- Establish a system of ongoing evaluation for assessment of technology needs at all levels guided by the District Technology Committee

**3. Please summarize the planning process used to develop the instructional technology plan. Please include the stakeholder groups participating and outcomes of the instructional technology plan development meetings.**

The GASD team is composed of representatives from all segments of the school and the community--administrators, IT specialists, curriculum leaders, media specialists, district technology leaders, parents, Board of Education members, students and local business people who have expertise in technology and telecommunications. The Director of Data/Personnel acts as facilitator. The team convenes to review the current technology plan and share research/ideas for moving forward. The focus is to establish a new vision for learning, understanding that new technologies and learning models will provide the district with opportunities to transform learning spaces and foster the district's vision for student learning. A successful educational technology plan needs to address the modern day learners. Discussions revolve around a holistic educational approach that is cost-effective and sustainable and at the same time highly effective.

The team meets to review the current plan and update it in terms of:

- Curriculum, pedagogy and assessment
- Infrastructure, security and technology
- Leadership - making shifts happen
- Supports and professional development

**4. Please provide the source(s) of any gap between the current level of technology and the district's stated vision and goals.**

- Connectivity (Checked)
- Professional Development (Checked)
- Staffing (Checked)

**4a. Please specify if "Other" was selected in question four.**

(No Response)

**5. Based upon your answer to question four, what are the top three challenges that are causing the gap? If you chose "No Gap Present" in question four, please enter N/A.**

The top three challenges include: finances, time and staffing needs.

**C. Technology and Infrastructure Inventory**

1. **What is the available network broadband bandwidth? Please express speed in Mb (Megabits) or Gb (Gigabits). \***

	Minimum Capacity (Expressed in Mb or Gb)	Maximum Capacity (Expressed in Mb or Gb)
Network Bandwidth: Incoming connection TO district schools (WAN)	100 Mb	100 Mb
Internal Network Bandwidth: Connections BETWEEN school buildings (LAN)	10 Gb	10 Gb
Bandwidth: Connections WITHIN school buildings (LAN)	1 gb	1gb

2. **What is the total contracted Internet access bandwidth for your district? Please express speed in Mb (Megabits) or Gb (Gigabits).**

100 Mb

3. **What is the name of the agency or vendor that your district purchases its primary Internet access bandwidth service from?**

Level 3

4. **Which wireless protocols are available in the district? Of these, which are currently in use? Check all that apply.**

	Available/In Use
802.11a	Available (Checked)
802.11b	Available (Checked)
802.11g	In Use (Checked)
802.11n	In Use (Checked)
802.11ac	(No Response)
802.11ad	(No Response)
802.11af	(No Response)

5. **Do you have wireless access points in use in the district?**

Yes

5a. **What percentage of your district's instructional space has wireless coverage?**

95

6. **Does the district use a wireless controller?**

Yes

7. **What is the port speed of the switches that are less than five years old in use in the district?**

N/A All switches are 5 years or older

8. **How many computing devices less than five years old are in use in the district?**

# AMSTERDAM CITY SD

## Instructional Technology Plan - Annually - 2015

Instructional Technology & Infrastructure Inventory

Status Date: 03/30/2015 10:28 AM

	Number of devices in use that are less than five years old	How many of these devices are connected to the LAN?
Desktop computers/Virtual Machine (VM)	357	357
Laptops/Virtual Machine (VM)	350	350
Chromebooks	900	900
Tablets less than nine (9) inches with access to an external keyboard	0	0
Tablets nine (9) inches or greater with access to an external keyboard	0	0
Tablets less than nine (9) inches without access to an external keyboard	0	0
Tablets nine (9) inches or greater without access to an external keyboard	512	512
<b>Totals:</b>	2119.0	2119.0

9. **Of the total number of students with disabilities in your district, what percentage of these students are provided with assistive technology as documented on their Individualized Education Programs (IEPs)?**

100

10. **From your technology needs assessment, please describe any additional assistance or resources that, if provided, would enhance the district's ability to provide improved access to technologies, including assistive technologies, for students with disabilities.**

Funding for specialized professional development for teachers and IT staff in order to make full use of available assistive technologies. Funding for a comprehensive assistive technology needs assessment, on an individual basis, for all students identified as disabled.

11. **How many peripheral devices less than five years old are in use in the district?**

	Number of devices in use that are less than five years old
Document Cameras	71
Flat Panel Displays	6
Interactive Projectors	0
Interactive Whiteboards	45
Multi-function Printers	25
Projectors	30
Scanners	0
Other Peripherals	0
<b>Totals:</b>	177.0

12. **If a number was provided for "Other Peripherals" please specify the peripheral device(s) and quantities for each.**

(No Response)

13. **Does your district have an asset inventory tagging system for district-owned equipment?**

Yes

14. **Does the district allow students to Bring Your Own Device (BYOD)?**

No

**14a. On an average school day, approximately how many student devices access the district's network?**

(No Response)

**15. 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

**D. Software and IT Support**

**1. What are the operating systems in use in the district?**

	Is this system in use?
Mac OS Version 9 or earlier	No
Mac OS 10 or later	Yes
Windows XP	No
Windows 7.0	Yes
Windows 8.0 or greater	No
Apple iOS 7 or greater	Yes
Chrome OS	Yes
Android	Yes
Other	No

**2. Please provide the name of the operating system if the response to question one included "Other."**

(No Response)

**3. What are the web browsers, both available and supported, for use in the district?**

	Web Browsers available and supported for use
Internet Explorer 7	No
Internet Explorer 8	No
Internet Explorer 9 or greater	Yes
Mozilla Firefox	Yes
Google Chrome	Yes
Safari (Apple)	Yes
Other	No

**4. Please provide the name of the web browser if the response to question three included "Other."**

(No Response)

**5. Please provide the name of the learning management system (LMS) most commonly used in the district.**

Googe Classroom, Schoology & Edmodo used however there is not a consistent LMS usage across the district.

**6. Please provide the names of the five most commonly used software programs that support classroom instruction in the district.**

esd  
Google Apps  
Rubicon Atlas  
Renaissance Learning STAR Custom/Accelerated Reader  
EDVista Staff Trac & Data Mate  
IXL  
BrainPop  
Castle Learning

**7. Please provide the names of the five most frequently used research databases if applicable.**

World Book Encyclopedia Online  
Gale Student Resource Center (NOVEL-NY)  
Noodle Tools  
EBSCO Points of View  
Grolier Online Encyclopedia

**8. Does the district have a Parent Portal?**

Yes

**8a. Check all that apply to your Parent Portal if the response to question eight is "Yes."**

Attendance (Checked)  
Student Schedules (Checked)  
Grade Reporting (Checked)  
Transcripts (Checked)

**8b. If 'other' was selected in question eight (a), please specify the other feature(s).**

n/a

**9. What additional technology-based strategies and tools, besides the Parent Portal, are used to increase parent involvement?**

Learning Management System (Checked)  
Emergency Broadcast System (Checked)  
Website (Checked)  
Facebook (Checked)  
Twitter (Checked)

**9a. Please specify if the response to question nine was "Other".**

(No Response)

**10. Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technical support.**



# AMSTERDAM CITY SD

## Instructional Technology Plan - Annually - 2015

Software and IT Support

Status Date: 03/30/2015 10:28 AM

---

Title	Number of Current FTEs
Computer Systems Coord.	1.00
Microcomputer Specialist	1.00
Network Support Spec.	1.00
	<b>3.0</b>

### E. Curriculum and Instruction

**1. What are the district's plans to use digital connectivity and technology to improve teaching and learning?**

The foundation of this plan incorporates the International Society for Technology in Education National Educational Technology Standards (ISTE). In line with this we are moving towards broader goals in which technology is seamlessly integrated into curriculum projects that are based on and encourage critical thinking, creativity, collaboration, and information and media fluency. Students need to be immersed in more interactive environments in which material is customized based on students' learning needs and teachers supplement instruction with technology to explain concepts, coordinate student discussion, and stimulate high-level thinking. We need to aim for: one-to-one computer access; technology designed to promote high levels of interactivity and engagement while making data available in multiple forms; curriculum and instruction plans that enable students to use technology to create content as well as learn material; and "blended" learning environments, characterized by significant levels of teacher support and opportunities for interactions among students, as companions to technology use.

**2. Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments?**

Yes

**2a. If "Yes", please specify.**

The 2004 Individuals with Disabilities Education Act (IDEA) requires that districts provide assistive technology to all students with disabilities if it is needed for them to receive a free appropriate public education (FAPE). The Individualized Education Program (IEP) Team is charged with the responsibility for determining a student's individual need for assistive technology in order to benefit from his or her special education and to have access to the general curriculum. If it is determined that assistive technology devices and/or services are necessary, the IEP must specify the devices and services. The range of recommendations can be very broad and can include both low-tech solutions and the use of more complex forms of technology. For example, a student with a fine motor difficulty may need a larger than standard pencil or may need to use a special keyboard, whereas a student who is unable to speak may need an augmentative communication device. The plan incorporates a variety of assistive technologies for students with disabilities. Assistive technology ranges from low- to high-tech and is used to support learning and to bypass challenging tasks (such as handwriting). In order to be effective, assistive technology needs to be embedded within quality instruction. These include but are not limited to: laptops, tablets, software supports, computer assisted instruction, digital books, text to speech, speech to text and graphic organizers. It is understood that the technology considerations are a universal design for learning ( for all students including those with disabilities).

**3. Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?**

Yes

**3a. If "Yes", please provide detail.**

The GASD is responsible for the assistive technology needs of the students with disabilities served in both general and special education classrooms. It is important to keep in mind that providing assistive technology is not simply a matter of purchasing devices. There are many factors that need to be examined when assistive technology devices and services are being considered for a student—including educational goals, personal preferences, social needs, environmental realities, and practical concerns. Also critical are the various services that will support the student's use of assistive technology. These services can include customizing a device, maintaining or repairing the device, and providing training and technical support. In addition, training may be needed not only for the student but for any family members and teachers who may assist the student. It is important that these services be considered, planned, and documented at the time of the evaluation. Finally, evaluation should be an ongoing process. Assistive technology devices and strategies should be constantly reviewed to ensure that they are meeting the changing needs of the student.

**F. Professional Development**

1. **Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience, and method of delivery within your summary.**

**GOAL**

**Ensure that teachers, staff and administrators are proficient in the use and integration of technology through professional development activities.**

**STRATEGIES**

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology. Professional development design begins with a needs assessment that is grounded in the analysis of multiple sources of disaggregated teaching and learning data. The format of professional development incorporates technologies to provide more extensive and diverse content, expand access and participation, and create virtual professional learning communities. Professional development is sustained over time and provides continued support such as follow-up, demonstrations, feedback on mastery of new knowledge and skills, peer coaching and mentoring, and continued opportunities for additional study.

- Encourage innovation in professional practices by utilizing NETS for Teachers as a framework for skill development in integrating technology
- Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
- Continued in-service through a train the trainer approach
- Provide job embedded professional development directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to

- Model Schools: Through the coordination of NERIC staff, districts participate in shared instructional technology workshops designed specifically for teachers. Cooperative workshops are developed for teachers by teachers from a variety of schools. Sessions focus on teachers sharing their knowledge in technology and curriculum integration.
- Promote technology integration mentors to provide embedded training
- Conduct periodic assessments of teachers, staff and administration to provide feedback for improvement of the professional development program
- Work with the PDP (Professional Development Planning) Committee to utilize Superintendent's Conference Days and Staff Development Days to support technology integration and best practices
- Investigate E-learning and virtual schools in an effort to expand professional development opportunities
- Use the power of technology to organize test data, benchmarks, curriculum maps, program performance, professional development tracking, attendance and teacher observation in order to make informed instructional decisions.
- Utilize My Learning Plan as a professional development record keeping device to track PD, enhance the approval process and state reporting
- Utilize an electronic system for APPR requirements pertaining to teacher/principal evaluation and utilize the

data to drive the needs

- 2. Please list title and FTE count (as of survey submission date) of all staff whose primary responsibility is technology integration training and support for teachers.

Title	Number of Current FTEs
Director Data/Pers	1.00
	<b>1.0</b>

# AMSTERDAM CITY SD

## Instructional Technology Plan - Annually - 2015

Technology Investment Plan

Status Date: 03/30/2015 10:28 AM

### G. Technology Investment Plan

1. Please list the top five planned technology investments in priority order over the next three years.

	Anticipated Item or Service	Estimated Cost	Is Cost One-time or Annual	Potential Funding Source (May list more than one source per item.)
1	Other	1,400,000	One Time	Smart Bond
2	Other	600,000	One Time	Smart Bond
3	Interactive Whiteboards	750,000	One Time	Smart Bond, State Aid
4	Other	350,000	One Time	Smart Bond, State Aid
5	Other	350,000	One Time	Smart Bond, State Aid, BOCES Lease
<b>Totals:</b>		3450000.0		

2. If "Other" was selected in question one, please specify.

1. Wireless & Core network and Infrastructure including switches, access points and wifi capabilities  
2. Security for all buildings, including necessary video equipment, scanning capabilities for entry.  
4. Purchase of 1000 chromebooks for student use across District.  
5. Virtual Learning Environment established to include 2 distance learning labs at the secondary level. Laptops for staff and labs are included in this quote as well.



### H. Status of Technology Initiatives and Community Connectivity

1. **Please check any developments, since your last instructional technology plan, that affect the current status of the technology initiatives.**

Changes in Funding (Checked)  
Computer-based Testing (Checked)

- 1a. **Please specify if response to question one was other.**

(No Response)

2. **In this section, please describe how the district plans to increase student and teacher access to technology, in school, at home, and in the community.**

Plans include:

Working with the local library, Centro Civico and the City of Amsterdam to provide wireless access in public buildings during non-school hours

Implement and support a BYOD initiative district-wide

Promoting the use of digital resources in a variety of ways to support teaching and learning. Electronic grade books, digital portfolios, learning games, and real-time feedback on teacher and student performance

Blended and/or online learning opportunities incorporate both face-to-face and online learning opportunities. This includes researching various distance learning opportunities available. The strategy of blending online learning with school-based instruction can accommodate students' diverse learning styles and increase opportunities in ways that may not be possible with full-time conventional classroom instruction

3. **Please check all locations where Wi-Fi service is available to students within the school district geographical boundaries.**

School (Checked)

- 3a. **Please identify categories of available Wi-Fi locations within the community.**

(No Response)

**I. Instructional Technology Plan Implementation**

1. **Please provide the timeline and major milestones for the implementation of the instructional technology plan as well as the action plan to integrate technology into curriculum and instruction to improve student learning.**

Date	Action	Description	Person(s) Involved
June - July 2015	GASD Technology Committee Meetings	Meet to review current District Technology Plan and develop The Annual Instructional Plan	Committee members include, teachers, IT Computer Services Coordinator, Board of Education members, Directors, Principals, support staff, students
August 1, 2015	Submit Instructional Technology Pan Survey for Approval	Complete and submit the plan on the NYSED portal information about the current status and future plans for technology use in the GASD. The plan will provide linkage between the district's long term educational planning & technology investments.	Director of Data/Personnel , IT Computer Services Coordinator
Fall, 2015	Revise above and then submit Smart Schools Improvement Plan to NYSED	Same as above	Director of Data/Personnel, IT Computer Services Coordinator
Winter 2015-Summer 2016	<ul style="list-style-type: none"> <li>• Wireless &amp; core infrastructure upgrade</li> <li>• Purchase &amp; Install Smartboards</li> <li>• Update AUP to incorporate BYOD</li> </ul>	<p>Compose contracts, develop RFPs as needed</p> <p>Place orders for summer delivery and implementation</p> <p>Work with NERIC for</p>	<p>Contractors, architects, purchasing agent, IT Computer Services Coordinator, Business manager, Superintendent of Schools, Project</p>

	<ul style="list-style-type: none"> <li>• Structure Distance Learning plan</li> <li>• Expand on virtual support initiative</li> </ul>	<p>Distance Learning initiatives</p> <p>Establish online community protocols</p> <p>Build on current help desk capabilities to incorporate virtual video support</p>	<p>manager, Director of Data/Personnel, teachers, Tech leaders</p>
<p>Summer 2016 – Fall 2016</p>	<ul style="list-style-type: none"> <li>• Overhaul of building security systems</li> <li>• Chromebook purchases</li> <li>• Establish virtual learning environments</li> <li>• Laptops&amp; computers for staff and computer labs</li> <li>• BYOD initiative moves forward</li> <li>• Continued Professional Development (Smartboards, Google, Chromebooks, virtual realities, BYOD)</li> </ul>	<p>New security protocols installed: video, swipes, network access security</p> <p>Develop</p>	<p>Contractors, architects, purchasing agent, IT Computer Services Coordinator, Business manager, Superintendent of Schools, Project manager, Director of Data/Personnel, teachers, Tech leaders</p>
<p>Summer 2016- June 2017</p>	<ul style="list-style-type: none"> <li>• Continued Professional Development (Smartboards, Google, Chromebooks, virtual realities,</li> </ul>		<p>Tech Committee, tech leaders, teacher, admin, IT support</p>

Fall 2017 – Summer 2018	BYOD) Sustainability BOCES leased items for teachers, admin & labs Continued PD Professional Development (Smartboards, Google, Chromebooks, virtual realities, BYOD)	Tech Committee, tech leaders, teacher, admin, IT support
Summer 2018	Sustainability BOCES leased items for teachers, admin & labs Continued PD Professional Development (Smartboards, Google, Chromebooks, virtual realities, BYOD)	Tech Committee, tech leaders, teacher, admin, IT support

**J. Monitoring and Evaluation**

- Please describe the proposed strategies that the district will use to evaluate, at least twice a year, the effectiveness of the implementation of the district's instructional technology plan to improve teaching and learning.**

Technology Needs Assessment surveys for staff, students and community via Survey Monkey will be available to all shareholders at the start, middle and end of the school year. (september, January, June)  
 Evaluations of professional development offerings will be required at the end of each PD session. (Throughout the year)  
 APPR evaluation data on use of technology in instruction (as a component of the Danielson framework) will be tracked and analyzed. (January, June)

- Please fill in all information for the policies listed below.**

	Date of Public Forum (If applicable)	URL	Year Policy Adopted
Acceptable Use Policy -- AUP	07/17/2015	<a href="http://www.gasd.org/parents.cfm?subpage=1214158">http://www.gasd.org/parents.cfm?subpage=1214158</a>	2015
Internet Safety/Cyberbullying	09/16/2015	<a href="http://www.gasd.org/parents.cfm?subpage=1214158">http://www.gasd.org/parents.cfm?subpage=1214158</a>	2015
Parents' Bill of Rights for Data Privacy and Security	07/17/2015	<a href="http://www.gasd.org/academics.cfm?subpage=947586">http://www.gasd.org/academics.cfm?subpage=947586</a>	2015

- Does the district have written procedures in place regarding cybersecurity?**

Yes

**K. Survey Feedback**

Thank you for submitting your district's instructional technology plan (ITP) survey via the online collection tool. We appreciate the time and effort you have spent completing the ITP survey. Please answer the following questions to assist us in making ongoing improvements to the online survey tool.

**1. Was the survey clear and easy to use**

Yes

**1a. If response was "No", please explain.**

(No Response)

**2. Was the guidance document helpful?**

Yes

**2a. If "No", please explain.**

(No Response)

**3. What question(s) would you like to add to the survey? Why?**

n/a

**4. What question(s) would you omit from the survey? Why?**

n/a

**5. Other comments.**

n/a



**Appendices**

1. **Upload additional documentation to support your submission**

(No Response)