

## Missouri Council for American Private Education

### School Technology Plan Review/Approval

Following is the request form and scoring guide used to review school technology plans. To request approval review, complete the top portion of this page, attach it to the school's technology plan, and mail it to: **MO-CAPE Technology Plan Review, Attn: Lori Jonas, St. Mary's High School, 622 N. Main, Independence, MO 64050**. The *Technology Plan Scoring Guide* is completed by the plan reviewer. It also serves as a guide for the contents of a school plan. For additional information about technology planning, visit the MoDESE website:

<http://dese.mo.gov/divimprove/instrtech/techplan/gettingstarted.htm>.

**REQUEST FOR TECHNOLOGY PLAN REVIEW – Approve for:**     E-Rate only     Title II Part D only     Both (E-Rate & Title II D)

<b>To be completed by school contact</b>	Submission Date _____
School Name: _____	
School Address: _____	
School Enrollment: _____	
Contact Person Name: _____	
Contact Person Position: _____	
School Telephone: ( _____ ) _____ - _____    School Fax: ( _____ ) _____ - _____	
E-Mail Address: _____	

**READER SCORING** - To be completed by MoCAPE plan reviewer (See scoring notes below.)

Total score: _____	Exemplary plan overall: <input type="checkbox"/> Yes <input type="checkbox"/> No	Library/Media Center included in plan: <input type="checkbox"/> Yes <input type="checkbox"/> No
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**MoCAPE APPROVAL** - To be completed by MoCAPE (See scoring notes below.)

1. Approved for E-Rate <input type="checkbox"/> Yes <input type="checkbox"/> No	Date: _____	
2. Approved for Title II D <input type="checkbox"/> Yes <input type="checkbox"/> No	Approval Date: _____	Plan expiration date: _____
Reviewed Signature _____		

**APPROVAL STANDARD:** There are 10 plan components, in addition to an *Introduction*. A total of 20 plan elements are individually reviewed and scored. (1) For a school technology plan to receive approval for the E-Rate discount program, the plan must receive a total of at least **60** points. (2) To meet NCLB Title II Part D program standards, a technology plan must score at least **75** points, with no score point below three (3).

## Technology Plan Scoring Guide

**INTRODUCTION:** Help orient the plan reviewer to the school by providing a brief description of the school in terms of its size/enrollment, geographic location, socio-economic setting, community resources, and such. Also, include an overview of the plan's format.

- 1. TECHNOLOGY PLANNING COMMITTEE:** Detail the development and work of the school's technology committee. Membership of the committee should be representative of students, teachers, administrators, technical support staff, parents, and community/business leaders. Representation should be equitable and appropriate to address the five Technology Focus Areas (TFAs): (1) Student learning as it relates to curriculum standards, including technology skills, (2) Teacher preparation and delivery of instruction, (3) Administration/data management/communication processes, (4) Resource distribution and use, and (5) Technical support.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Committee list is missing or inadequate to determine representation.  See note *	Committee list: <input type="checkbox"/> identifies membership groups <input type="checkbox"/> includes most membership groups <input type="checkbox"/> is appropriate in size	Committee list: <input type="checkbox"/> identifies membership groups <input type="checkbox"/> includes all membership groups <input type="checkbox"/> is appropriate in size <input type="checkbox"/> has equitable representation <input type="checkbox"/> provides TFA links	

\*Revision Note:

- 2. SCHOOL EDUCATION TECHNOLOGY MISSION STATEMENT:** Envision the future and develop a mission statement that aligns with the school's other existing mission statements and addresses the impact of technology on the school's teaching and learning goals and the school improvement plan.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Technology mission statement is missing or inadequate to determine the technology focus of the school.  See note *	Technology mission statement: <input type="checkbox"/> focuses on integration and student achievement <input type="checkbox"/> reflects school mission statement <input type="checkbox"/> reflects school improvement plan goals	Technology mission statement: <input type="checkbox"/> focuses on integration and student achievement <input type="checkbox"/> reflects school mission statement <input type="checkbox"/> reflects school improvement plan goals <input type="checkbox"/> directs implementation of TFAs <input type="checkbox"/> demonstrates a clear connection between learning technology access and use	

\*Revision Note:

**3. CURRENT STATUS - COMPILING RAW DATA:** List and briefly describe the comprehensive and appropriate data (sufficient in size and scope) that were used to examine the current status of the five Technology Focus Areas. Indicate how the data helped to identify strengths and weaknesses for each of the TFAs and guide the development of objectives and action plans.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Data are missing or inadequate to address:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> student learning as it relates to curriculum standards</li> <li><input type="checkbox"/> teacher preparation and delivery of instruction</li> <li><input type="checkbox"/> resource distribution and use</li> </ul> <p>See note *</p>	<p>Data include at least three of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> standardized assessments</li> <li><input type="checkbox"/> local assessments</li> <li><input type="checkbox"/> surveys</li> <li><input type="checkbox"/> policies and procedures</li> <li><input type="checkbox"/> student standards</li> <li><input type="checkbox"/> technology needs assessment</li> </ul>	<p>A variety of valid and reliable sources are collected to identify the strengths and weaknesses of school and building level learning. Check sources included.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> standardized assessments (ITBS, MAP, etc.)</li> <li><input type="checkbox"/> local assessments (pre/post-tests, scoring guides/rubrics, checklists, etc.)</li> <li><input type="checkbox"/> surveys (teacher and student surveys, MoDESE Census of Technology, etc.)</li> <li><input type="checkbox"/> policies and procedures (equity of resources, copyright, AUP, licensing, CIPA, filtering, web page development, computer donations, security, etc.)</li> <li><input type="checkbox"/> student and teacher curriculum/technology standards</li> <li><input type="checkbox"/> training data, trainer evaluations, training outcomes, etc.</li> <li><input type="checkbox"/> administrative networking tools (fiscal management, purchasing and budget management systems, etc.)</li> <li><input type="checkbox"/> data management tools (student information systems, grade books, attendance, etc.)</li> <li><input type="checkbox"/> communication tools (e-mail, Internet, intranet, etc.)</li> <li><input type="checkbox"/> total cost of ownership analysis (hardware maintenance, lease/rent, repair, etc.)</li> </ul>	

\*Revision Note:





**6. TEACHER PREPARATION TFA - DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS**

**Teacher Data Analysis:** Appropriate data and information are used to identify the strengths and weaknesses of teacher preparation and delivery of instruction.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Strengths and weaknesses for teacher preparation as it relates to technology are missing or inadequate.</p> <p>See note *</p>	<p>Valid and reliable sources were analyzed to identify and list strengths and weaknesses. Strengths and weaknesses have been identified at the school level as they relate to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> teacher preparation and delivery of instruction</li> </ul>	<p>Valid and reliable sources were analyzed to identify and list strengths and weaknesses. The relationship between technology and those strengths and weaknesses are clearly summarized as they relate to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> teacher preparation and delivery of instruction</li> <li><input type="checkbox"/> access and use</li> <li><input type="checkbox"/> policies and procedures</li> <li><input type="checkbox"/> school improvement plans</li> </ul>	

\*Revision Note:

**Teacher Objectives:** Objectives (milestones/measures of accomplishments) support the goal(s) of the plan and address teacher professional development.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Objectives are missing or inadequate to measure teacher preparation and delivery of instruction.</p> <p>See note *</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> relate to stated goal(s)</li> <li><input type="checkbox"/> address                             <ul style="list-style-type: none"> <li>• what progress is expected</li> <li>• how the progress will be measured</li> </ul> </li> <li><input type="checkbox"/> are attainable and realistic</li> <li><input type="checkbox"/> will benefit teacher preparation and delivery of instruction</li> <li><input type="checkbox"/> correspond to the planned timeline</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> relate to stated goal(s)</li> <li><input type="checkbox"/> address                             <ul style="list-style-type: none"> <li>• what progress is expected</li> <li>• how the progress will be measured</li> </ul> </li> <li><input type="checkbox"/> are attainable and realistic</li> <li><input type="checkbox"/> will benefit teacher preparation and delivery of instruction</li> <li><input type="checkbox"/> correspond to the planned timeline</li> <li><input type="checkbox"/> address weaknesses identified in the school improvement plans</li> <li><input type="checkbox"/> address various teacher needs (disciplines, grade levels, technology integration, uses of resources, etc.)</li> </ul>	

\*Revision Note:

**Teacher Preparation Plans:** Action plans and implementation strategies promote preparing teachers to integrate technology into curriculum and instructional practices.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Action plan is missing or inadequate to determine the effect of technology on teacher preparation and delivery of instruction.</p> <p>See note *.</p>	<p>Action plan details:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> objective</li> <li><input type="checkbox"/> action step and activity</li> <li><input type="checkbox"/> timeline and completion date</li> <li><input type="checkbox"/> estimated cost and budget</li> <li><input type="checkbox"/> funding source(s)</li> </ul>	<p>Action plan details:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> goal</li> <li><input type="checkbox"/> objective</li> <li><input type="checkbox"/> curriculum standards</li> <li><input type="checkbox"/> staff professional development plans</li> <li><input type="checkbox"/> action step and activity</li> <li><input type="checkbox"/> timeline and completion date</li> <li><input type="checkbox"/> review data</li> <li><input type="checkbox"/> correction strategies</li> <li><input type="checkbox"/> person responsible</li> <li><input type="checkbox"/> estimated cost and budget</li> <li><input type="checkbox"/> funding source(s)</li> </ul>	

\*Revision Note:

**7. ADMINISTRATION TFA - DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS**

**Administration, Management & Communications Data Analysis:** Appropriate data and information are used to identify the strengths and weaknesses of the school's use of technology to support administration, data management, and communication processes.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Strengths and weaknesses for administration/data management/communication processes as it relates to technology are missing or inadequate.</p> <p>See note*.</p>	<p>Valid and reliable sources were analyzed to identify and list strengths and weaknesses. Strengths and weaknesses have been identified at the school level as they relate to:</p> <p>administration/data management/communication processes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> administration/data management/communication processes</li> </ul>	<p>Valid and reliable sources were analyzed to identify and list strengths and weaknesses. The relationship between technology and those strengths and weaknesses are clearly summarized as they relate to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> administration/data management/communication processes</li> <li><input type="checkbox"/> access and use</li> <li><input type="checkbox"/> policies and procedures</li> <li><input type="checkbox"/> school improvement plans</li> </ul>	

\*Revision Note:

**Administration, Management & Communications Objectives:** Objectives (milestones/measures of accomplishments) are established to support the goal(s) of the plan and address the school's use of technology to support school administration, data management, and communications.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Objectives are missing or inadequate to measure the administration/data management/ communication processes.</p> <p>See note *</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> relate to stated goal(s)</li> <li><input type="checkbox"/> address               <ul style="list-style-type: none"> <li>• what progress is expected</li> <li>• how the progress will be measured</li> </ul> </li> <li><input type="checkbox"/> are attainable and realistic</li> <li><input type="checkbox"/> will benefit administration/data management/ communication processes.</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> relate to stated goal(s)</li> <li><input type="checkbox"/> address               <ul style="list-style-type: none"> <li>• what progress is expected</li> <li>• how the progress will be measured</li> </ul> </li> <li><input type="checkbox"/> are attainable and realistic</li> <li><input type="checkbox"/> will benefit administration/data management/ communication/ processes</li> <li><input type="checkbox"/> correspond to the planned timeline</li> <li><input type="checkbox"/> address weaknesses identified in the school improvement plans</li> <li><input type="checkbox"/> address various management needs (fiscal, attendance, etc.)</li> </ul>	

\*Revision Note:

**Administration, Management & Communications Plans:** Action plans and implementation strategies indicate technology's role in improving the school's administration, data management, and communication processes.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Action plan is missing or inadequate to determine the effect of technology on administration/data management/ communication processes.</p> <p>See note *</p>	<p>Action plan details:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> objective</li> <li><input type="checkbox"/> action step and activity</li> <li><input type="checkbox"/> timeline and completion date</li> <li><input type="checkbox"/> estimated cost and budget</li> <li><input type="checkbox"/> funding source(s)</li> </ul>	<p>Action plan details:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> goal</li> <li><input type="checkbox"/> objective</li> <li><input type="checkbox"/> school improvement plans</li> <li><input type="checkbox"/> action step and activity</li> <li><input type="checkbox"/> timeline and completion date</li> <li><input type="checkbox"/> review dates</li> <li><input type="checkbox"/> correction strategies</li> <li><input type="checkbox"/> person responsible</li> <li><input type="checkbox"/> estimated cost and budget</li> <li><input type="checkbox"/> funding source(s)</li> </ul>	

\*Revision Note:

**8. RESOURCE TFA - DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS**

**Resource Data Analysis:** Appropriate data and information are used to identify the strengths and weaknesses of the school's access to and use of technology resources.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Strengths and weaknesses for resource distribution and use as it relates to technology are missing or inadequate.</p> <p>See note *</p>	<p>Valid and reliable sources were analyzed to identify and list strengths and weaknesses. Strengths and weaknesses have been identified at the school level as they relate to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> resource distribution and use</li> </ul>	<p>Valid and reliable sources were analyzed to identify and list strengths and weaknesses. The relationship between technology and those strengths and weaknesses are clearly summarized as they relate to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> resource distribution and use</li> <li><input type="checkbox"/> access and use</li> <li><input type="checkbox"/> policies and procedures</li> <li><input type="checkbox"/> school improvement plans</li> </ul>	

\*Revision Note:

**Resource Objectives:** Objectives (milestones/measures of accomplishments) are established to support the goal(s) of the plan and address the distribution and use of the school's technology resources.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Objectives are missing or inadequate to measure resource distribution and use.</p> <p>See note *</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> relate to stated goal(s)</li> <li><input type="checkbox"/> address <ul style="list-style-type: none"> <li>• what progress is expected</li> <li>• how the progress will be measured</li> </ul> </li> <li><input type="checkbox"/> are attainable and realistic</li> <li><input type="checkbox"/> will benefit resource distribution and use</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> relate to stated goal(s)</li> <li><input type="checkbox"/> address <ul style="list-style-type: none"> <li>• what progress is expected</li> <li>• how the progress will be measured</li> </ul> </li> <li><input type="checkbox"/> are attainable and realistic</li> <li><input type="checkbox"/> will benefit resource distribution and use</li> <li><input type="checkbox"/> address student to computer ratio</li> <li><input type="checkbox"/> correspond to the planned timeline</li> <li><input type="checkbox"/> address weaknesses identified in the school improvement plans</li> <li><input type="checkbox"/> address various resource distribution and use needs (equity, standards, surveys, maintenance, repair, etc.)</li> </ul>	

\*Revision Note:

**Resource Plans:** Action plans and implementation strategies support adequate and equitable distribution and use of the school's technology resources.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Action plan is missing or inadequate to determine the effect of resource distribution and use.  See note *	Action plan details: <input type="checkbox"/> objective <input type="checkbox"/> action step and activity <input type="checkbox"/> timeline and completion date <input type="checkbox"/> estimated cost and budget <input type="checkbox"/> funding source(s)	Action plan details: <input type="checkbox"/> goal <input type="checkbox"/> objective <input type="checkbox"/> school improvement plans <input type="checkbox"/> accreditation standards <input type="checkbox"/> action step and activity <input type="checkbox"/> timeline and completion date <input type="checkbox"/> review dates <input type="checkbox"/> correction strategies <input type="checkbox"/> person responsible <input type="checkbox"/> estimated cost and budget <input type="checkbox"/> funding source(s)	

\*Revision Note:

**9. TECHNICAL SUPPORT TFA - DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS**

**Technical Support Data Analysis:** Appropriate data and information are used to identify the strengths and weaknesses of the school's support of its technology resources.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
Strengths and weaknesses for technical support as it relates to technology are missing or inadequate.  See note *	Valid and reliable sources were analyzed to identify and list strengths and weaknesses. Strengths and weaknesses have been identified at the school level as they relate to: <input type="checkbox"/> technical support	Valid and reliable sources were analyzed to identify and list strengths and weaknesses. The relationship between technology and those strengths and weaknesses are clearly summarized as they relate to: <input type="checkbox"/> technical support <input type="checkbox"/> access and use <input type="checkbox"/> policies and procedures <input type="checkbox"/> school improvement plans	

\*Revision Note:

**Technical Support Objectives:** Objectives (milestones/measures of accomplishments) serve the goal(s) of the plan and address adequate support of the school's technology resources.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Objectives are missing or inadequate to measure technical support.</p> <p>See note *</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> relate to stated goal(s)</li> <li><input type="checkbox"/> address               <ul style="list-style-type: none"> <li>• what progress is expected</li> <li>• how the progress will be measured</li> </ul> </li> <li><input type="checkbox"/> are attainable and realistic</li> <li><input type="checkbox"/> will benefit technical support</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> relate to stated goal(s)</li> <li><input type="checkbox"/> address               <ul style="list-style-type: none"> <li>• what progress is expected</li> <li>• how the progress will be measured</li> </ul> </li> <li><input type="checkbox"/> are attainable and realistic</li> <li><input type="checkbox"/> address ratio of technical staff to number of computers</li> <li><input type="checkbox"/> will benefit technical support</li> <li><input type="checkbox"/> correspond to the planned timeline</li> <li><input type="checkbox"/> address weaknesses identified in the school improvement plans</li> <li><input type="checkbox"/> address various technical support needs (e.g., maintenance, repair, number of workstations, FTE, service records, etc.)</li> </ul>	

\*Revision Note:

**Technical Support Plans:** Action plans and implementation strategies promote adequate and equitable technical support goal(s) and objectives.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>Action plan is missing or inadequate to determine the effect of resource distribution and use.</p> <p>See note *</p>	<p>Action plan details:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> objective</li> <li><input type="checkbox"/> action step and activity</li> <li><input type="checkbox"/> timeline and completion date</li> <li><input type="checkbox"/> estimated cost and budget</li> <li><input type="checkbox"/> funding source(s)</li> </ul>	<p>Action plan details:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> goal</li> <li><input type="checkbox"/> objective</li> <li><input type="checkbox"/> school improvement plans</li> <li><input type="checkbox"/> accreditation standards</li> <li><input type="checkbox"/> action step and activity</li> <li><input type="checkbox"/> timeline and completion date</li> <li><input type="checkbox"/> review dates</li> <li><input type="checkbox"/> correction strategies</li> <li><input type="checkbox"/> person responsible</li> <li><input type="checkbox"/> estimated cost and budget</li> <li><input type="checkbox"/> funding source(s)</li> </ul>	

\*Revision Note:

**10. DISSEMINATION, MONITORING, AND EVALUATION:** Address the processes for ongoing communication/dissemination with community representatives, and stakeholders, for monitoring and adjusting the plan as necessary, and for evaluation of the plan in terms of its effectiveness and validity.

Needs Revision (1-2 points)	Adequate (3-4 points)	Commendable (5 points)	Score
<p>The strategies to disseminate, monitor, and evaluate are missing or inadequate to determine the plan's effectiveness</p> <p>See note *</p>	<p>Plan includes strategies for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dissemination               <ul style="list-style-type: none"> <li>• reports progress</li> </ul> </li> <li><input type="checkbox"/> Monitoring               <ul style="list-style-type: none"> <li>• timely</li> </ul> </li> <li><input type="checkbox"/> Evaluation               <ul style="list-style-type: none"> <li>• uses appropriate assessment tools</li> </ul> </li> </ul>	<p>Plan includes strategies for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dissemination               <ul style="list-style-type: none"> <li>• reports progress</li> <li>• informs all stakeholders and policy makers (parents, board members, community leaders, etc.)</li> </ul> </li> <li><input type="checkbox"/> Monitoring               <ul style="list-style-type: none"> <li>• timely</li> <li>• analytical</li> <li>• ongoing</li> </ul> </li> <li><input type="checkbox"/> Evaluation               <ul style="list-style-type: none"> <li>• uses appropriate assessment tools</li> <li>• timely</li> <li>• ongoing</li> </ul> </li> </ul>	

\*Revision Note: