Technology Plan Review

You may use this review source. In addition to just giving a number score, I’ll ask that you give personal comments for each component to support your rating.

<table>
<thead>
<tr>
<th>Needs Revision (1-2 points)</th>
<th>Adequate/Required (3-4 points – all Adequate boxes are required for 4 points)</th>
<th>Score and Comments</th>
</tr>
</thead>
</table>
| Committee list is missing or inadequate to determine representation. See note * | Committee list:  
- identifies membership groups  
- includes most membership groups  
- is appropriate in size  
Committee:  
- reviewed previous technology plan’s activities, outcomes, and overall progress | Commendable (5 points) – the Technology Plan for Sullivan School District is well detailed and consistent with most of the bulleted items. The only area where it seems to be a little lacking is in equitable representation. Students (1) and Community Leaders (4) are under represented compared to Teachers (13) and Administrators (9). Also, there were only three Tech Support Staff represented, but the three present are pretty much the only Tech Support Staff in the District. |

*Revision Note:
**DISTRICT EDUCATION TECHNOLOGY MISSION STATEMENT:** Provide the district’s current mission statement (and the vision statement, if applicable) with regards to education technology. If updated/revised, describe how and why. Describe how existing or new statement(s) aligns with the district’s other existing mission statements and addresses the impact of technology on the district’s teaching and learning goals as addressed in the district’s Comprehensive School Improvement Plan.

<table>
<thead>
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</table>
| Technology mission statement is missing or inadequate to determine technology focus of the district. | Technology mission statement::  
  - focuses on integration and student achievement  
  - reflects current district mission statement  
  - reflects current district CSIP goals | Adequate (4 points) – the first 3 bullets were adequately addressed. However, while technology distribution is mentioned, I did not see a very clear connection between that and technology use. I also did not see how the mission statement would direct the implementation of TFAs, though I admittedly am a little unclear as to what that point means. |

See note*.

*Revision Note:
**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. Describe how and why the content and/or the process for compiling and analyzing data has/have changed in the past three years.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Data are missing, inadequate, or not current to address:</td>
<td>Data sources address/include:</td>
<td>Commendable (5 points) – this portion of the Technology Plan is very extensive, yet also very interesting. I had a hard time locating the Total Cost of Ownership section. Otherwise, all other items were included. The report contained very detailed information about the kinds of hardware and software found in the district as well as how and where the technology is being used.</td>
</tr>
<tr>
<td>⊗ student learning as it relates to the Show-Me Standards</td>
<td>□ standardized assessments (MAP, ITBS, etc.)</td>
<td></td>
</tr>
<tr>
<td>⊗ teacher preparation and delivery of instruction</td>
<td>□ local performance assessments (pre/post-tests, scoring guides/rubrics, checklists, observations, etc.)</td>
<td></td>
</tr>
<tr>
<td>⊗ resource distribution and use</td>
<td>□ surveys and records (COT, TAGLIT, Profiler, teacher/administrator/staff/student needs assessments, service records, satisfaction surveys, etc.)</td>
<td></td>
</tr>
<tr>
<td>See note *.</td>
<td>□ policies/procedures (equity, copyright, AUP, licensing, CIPA, filtering, web, computer donations, security, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ curriculum standards, including technology</td>
<td></td>
</tr>
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<td></td>
<td>□ technology budget</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ current status</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ multiple years of data (three or more years)</td>
<td></td>
</tr>
</tbody>
</table>

**Score and Comments**

Commendable (5 points) – this portion of the Technology Plan is very extensive, yet also very interesting. I had a hard time locating the Total Cost of Ownership section. Otherwise, all other items were included. The report contained very detailed information about the kinds of hardware and software found in the district as well as how and where the technology is being used.
<table>
<thead>
<tr>
<th></th>
<th>data management tools (student information systems, grade books, attendance, etc.)</th>
<th>communication tools (e-mail, Internet, Intranet, etc.)</th>
<th>total cost of ownership (TCO)</th>
</tr>
</thead>
</table>

*Revision Note:*
GOAL(S): List and briefly describe the goal(s) that provide direction for the district's use of education technologies to improve, first and foremost, teaching and learning. Describe the progress/status of the previous plan’s goals and any changes made to the goals for the new plan to be approved. [Goals are broad statements of the purpose of the plan and are linked to comprehensive improvement plans. Goals should address all five of the TFAs. It is possible for a goal to cover multiple TFAs.]

<table>
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</tr>
</thead>
</table>
| Goal(s) are missing or inadequate to determine the direction of the plan. | Goal(s) address:  
  - district mission statement and CSIP goals  
  - student learning  
  - teacher preparation and delivery of instruction  
  - Title II.D Program goals (technology integration and 8th grade tech literacy)  
  - progress and status of previous plan’s goals | Commendable (5 points) – under each section’s objectives, the previous objectives are clearly stated and highlighted in bold. If it was a new objective, it was also clearly stated. Strengths and weaknesses were outlined in each area. Weaknesses were also highlighted in bold. |

See note*.

*Revision Note:
**TFA 1: STUDENT LEARNING -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS**

**Student Data Analysis:** Identify and briefly describe the appropriate data and information that were used and list the strengths and weaknesses of student learning (as it relates to the Show-Me Standards, including technology literacy). Note any changes in the measures and measurements used during the past three years and for development of the new plan.

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| Strengths and weaknesses for student learning (as it relates to the Show-Me Standards and technology) are missing or inadequate or not based on current data. | - Valid, reliable, and current sources were analyzed to identify and list strengths and weaknesses.  
- Strengths and weaknesses have been identified at the district and building levels as they relate to:  
  o student learning as it relates to the Show-Me Standards and technology  
  o Title II.D Program goal for students to be technologically literate by the end of their 8th-grade | **Commendable (5 points)** – the district used a great many of analytical tools, most of them consisting of acronyms that mean nothing to me at this point. A table is set up for each goal with the following column headings: Data Examined, Strengths/Weaknesses Identified by District or Building, Current Results, 2006 Progress, Status, Trends. |
| See note *. | | |

*Revision Note:*
**Student Learning Objectives**: Describe the student learning objectives detailed in the previous plan and note the progress made during the past three years. Identify the objectives (milestones/measures of accomplishments) that address student learning and support the goal(s) of the new plan.

<table>
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<tr>
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</tr>
</thead>
</table>
| Objectives are missing or are inadequate to measure student learning or not based on current data. | Objectives:  
- show changes/growth from previous plan  
- relate to stated goal(s)  
- address  
  - what progress is expected  
  - how the progress will be measured  
- are attainable and realistic  
- will benefit student learning | Adequate (4 points) – The only thing I felt was lacking in this section was a description of various learner needs. As a former Special Education teacher, I am particularly sensitive to how technology benefits IEP students. Overall, it still seems like the focus is on the mainstream students without addressing how to meet the needs of the fringes. |

See note*.

**Commendable (5 points – all Adequate boxes plus majority of Commendable boxes are necessary for 5 points)**

Objectives address:
- weaknesses identified in Student Data Analysis section
- various learner needs

*Revision Note:*
**Student Learning Plans:** Detail the action plans and implementation strategies that indicate technology’s role in achieving high student achievement and performance (related to the Show-Me Standards, including technology literacy). Describe the progress/status of previous action plans and note changes and/or additional actions to be taken under the new plan.

<table>
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<tr>
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</tr>
</thead>
</table>
| Action Plan is missing or inadequate or not based on current data to determine the effect of technology on student learning. | Action Plan details:  
- status/progress of previous action plan  
- objective  
- action step/activity  
- timeline/completion date | **Commendable (5 points) – each strength and weakness is further disseminated and analyzed in detail.**  
**A table is set up for each goal with the following column headings:** Activity, District Goal, CSIP, MSIP, Persons Responsible, Funding Sources/Cost Estimate, Benchmarks, Evaluation of Activity. The plans of action are very clearly stated. |
| Adequate/Required (3-4 points – all Adequate boxes are required for 4 points) | Action Plan details:  
- goal  
- estimated cost/budget  
- funding source  
- alignment with CSIP and MSIP goals/standards and state education technology plan goals and objectives  
- person responsible  
- review dates  
- benchmarks  
- correction strategies | **Commendable (5 points) – each strength and weakness is further disseminated and analyzed in detail.**  
**A table is set up for each goal with the following column headings:** Activity, District Goal, CSIP, MSIP, Persons Responsible, Funding Sources/Cost Estimate, Benchmarks, Evaluation of Activity. The plans of action are very clearly stated. |

*Revision Note:*
Teacher Data Analysis: Identify and briefly describe the appropriate data and information that were used and list the strengths and weaknesses of teacher preparation and delivery of instruction. Note any changes in the measures and measurements used during the past three years and for development of the new plan.

<table>
<thead>
<tr>
<th>Needs Revision (1-2 points)</th>
<th>Adequate/Required (3-4 points – all Adequate boxes are required for 4 points)</th>
<th>Score and Comments</th>
</tr>
</thead>
</table>
| Strengths and weaknesses for teacher preparation (as it relates to technology) are missing or inadequate or not based on current data. | Valid, reliable, and current sources were analyzed to identify and list strengths and weaknesses.  
Strengths and weaknesses have been identified at the district and building levels as they relate to:  
- teacher preparation and delivery of instruction  
- Title II.D Program goal for technology to be integrated into core curriculum | Commendable (5 points – all Adequate boxes plus majority of Commendable boxes are necessary for 5 points)  
Strengths and weaknesses have been identified at the district and building levels as they relate to:  
- student learning, including technology literacy  
- resource access and use  
- technical support  
- policies and procedures  
- CSIP and MSIP goals/standards and state education technology plan goals and objectives |  

Score and Comments  
Commendable (5 points) – this section has the same setup and structure as the Student Data Analysis section with a similar variety of excellent data sources. Again, weaknesses are highlighted in bold.

*Revision Note:
**Teacher Objectives**: Describe the teacher objectives detailed in the previous plan and note the progress made during the past three years. Identify the objectives (milestones/measures of accomplishments) that address teacher professional development and support the goal(s) of the new plan.

<table>
<thead>
<tr>
<th>Needs Revision (1-2 points)</th>
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</tr>
</thead>
</table>
| Objectives are missing or inadequate or not based on current data to measure teacher preparation and delivery of instruction. See note*. | Objectives:  
- show change/growth from previous plan  
- relate to stated goal(s)  
- address  
  - what progress is expected  
  - how the progress will be measured  
- are attainable and realistic  
- will benefit teacher preparation and delivery of instruction  
- correspond to the planned timeline | Adequate (4 points) – this section is rather small compared to other sections of the plan. It didn’t achieve a “commendable” because I couldn’t identify various and multiple teacher needs, though the needs were addressed on a basic level. |

**Commendable (5 points – all Adequate boxes plus majority of Commendable boxes are necessary for 5 points)**

Objectives address:
- weaknesses identified in Teacher Data Analysis section
- various and multiple teacher needs (disciplines, grade levels, technology integration, uses of resources, etc.)

*Revision Note:
**Teacher Preparation Plans**: Detail the action plans and implementation strategies that promote preparing teachers to integrate technology into curriculum and instructional practices. Describe the progress/status of previous action plans and note changes and/or additional actions to be taken under the new plan.

<table>
<thead>
<tr>
<th>Needs Revision (1-2 points)</th>
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</tr>
</thead>
</table>
| Action Plan is missing or inadequate or not based on current data to determine the effect of technology on teacher preparation and delivery of instruction. See note*. | Action Plan details:  
- status/progress of previous action plan  
- objective  
- action step/activity  
- timeline/completion date  
- estimated cost/budget  
- funding source | [Commendable (5 points) – all Adequate boxes plus majority of Commendable boxes are necessary for 5 points]  
Action Plan details:  
- goal  
- alignment with CSIP and MSIP goals/standards and state education technology plan goals and objectives  
- person responsible  
- review dates  
- benchmarks  
- correction strategies | [Commendable (5 points) – this section has the same setup and structure as the Student Preparation Plans section. The same kind of table was used to organize the information.]

*Revision Note:*
TFA 3: ADMINISTRATION -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Administration, Management and Communications Data Analysis: Identify and briefly describe the appropriate data and information that were used and list the strengths and weaknesses of the district’s use of technology to support administration, data management, and communication processes. Note any changes in the measures and measurements used during the past three years and for development of the new plan.

<table>
<thead>
<tr>
<th>Needs Revision (1-2 points)</th>
<th>Adequate/Required (3-4 points – all Adequate boxes are required for 4 points)</th>
<th>Score and Comments</th>
</tr>
</thead>
</table>
| Strengths and weaknesses for administration/data management/communication processes are missing or inadequate or not based on current data. See note*. | - Valid, reliable, and current sources were analyzed to identify and list strengths and weaknesses.  
- Strengths and weaknesses have been identified at the district and building levels as they relate to:  
  o administration/data management/communication processes | Commendable (5 points – all Adequate boxes plus majority of Commendable boxes are necessary for 5 points)  
- Strengths and weaknesses have been identified at the district and building levels as they relate to:  
  o student learning  
  o teacher preparation and delivery of instruction  
  o resource access and use  
  o policies and procedures  
  o CSIP and MSIP goals/standards and state education technology plan goals and objectives |

*Revision Note:
**Administration, Management and Communications Objectives**: Describe the administration, management, and communications objectives detailed in the previous plan and note the progress made during the past three years. Identify the objectives (milestones/ measures of accomplishments) that address the district’s use of technology to support school administration, data management, and communications and support the goal(s) of the new plan.

<table>
<thead>
<tr>
<th>Needs Revision (1-2 points)</th>
<th>Adequate/Required (3-4 points – all Adequate boxes are required for 4 points)</th>
<th>Score and Comments</th>
</tr>
</thead>
</table>
| Objectives are missing or inadequate or not based on current data to measure the administration/data management/communication processes. | Objectives:  
- show change/growth from previous plan  
- relate to stated goal(s)  
- address  
  - what progress is expected  
  - how the progress will be measured  
- are attainable and realistic  
- will benefit administration/data management/communication processes  
- correspond to the planned timeline  |
| **Commendable (4 points)** | **Commendable (5 points – all Adequate boxes plus majority of Commendable boxes are necessary for 5 points)**  
Objectives address:  
- weaknesses identified in Administration, Management and Communication Data Analysis section  
- various management needs (fiscal, attendance, etc.)  |

See note*.

*Revision Note:
**Administration, Management and Communications Plans:** Detail the action plans and implementation strategies that indicate technology’s role in improving the district’s administration, data management, and communication processes. Describe the progress/status of previous action plans and note changes and/or additional actions to be taken under the new plan.

<table>
<thead>
<tr>
<th>Needs Revision (1-2 points)</th>
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</tr>
</thead>
</table>
| Action Plan is missing or inadequate or not based on current data to determine the effect of technology on administration/data management/communication processes. See note*. | Action Plan details:  
- status/growth of previous action plan  
- objective  
- action step/activity  
- timeline/completion date  
- estimated cost/budget  
- funding source | Commendable (5 points – all Adequate boxes plus majority of Commendable boxes are necessary for 5 points)  
Action Plan details:  
- goal  
- alignment with CSIP and MSIP and state education technology plan goals and objectives  
- person(s) responsible  
- review dates  
- benchmarks  
- correction strategies | Commendable (5 points) – this section has the same setup and structure as the Student and Teacher Preparation Plans sections. The same kind of table was used to organize the information. |

*Revision Note:*
**TFA 4: RESOURCE -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS**

**Resource Data Analysis:** Identify and briefly describe the appropriate data and information that were used and list the strengths and weaknesses of the district's access to and use of technology resources. Note any changes in the measures and measurements used during the past three years and for development of the new plan.

<table>
<thead>
<tr>
<th>Needs Revision (1-2 points)</th>
<th>Adequate/Required (3-4 points – all Adequate boxes are required for 4 points)</th>
<th>Score and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths and weaknesses for resource distribution and use (as it relates to technology) are missing or inadequate or not based on current data.</td>
<td>Valid, reliable, and current sources were analyzed to identify and list strengths and weaknesses.</td>
<td>Commendable (5 points) – this section again has the same setup and structure as the previous Data Analysis sections, though it is considerable smaller, identifying only 1 strength and 2 weaknesses overall.</td>
</tr>
</tbody>
</table>

*Revision Note:*

See note*.
**Resource Objectives:** Describe the resource objectives detailed in the previous plan and note the progress made during the past three years. Identify the objectives (milestones/measures of accomplishments) that address technology resource distribution and use and support the goal(s) of the new plan.

<table>
<thead>
<tr>
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<th>Score and Comments</th>
</tr>
</thead>
</table>
| Objectives are missing or inadequate or not based on current data to measure resource distribution and use. | Objectives:  
  - show change/growth from previous plan  
  - relate to stated goal(s)  
  - address  
    - what progress is expected  
    - how the progress will be measured  
  - are attainable and realistic  
  - will benefit resource distribution and use  
  - correspond to the planned timeline | Adequate (4 points) – while the plan did achieve all of the bulleted items in the “commendable” section, I did have one concern that one of the objectives will not be attainable and realistic. One of the objectives stated that the district would purchase at least 20 percent additional technology every year. That seems rather high to me, though I am not in a position to know the resources that the district has available. |
| *Revision Note:* | Commendable (5 points – all Adequate boxes plus majority of Commendable boxes are necessary for 5 points) | *Revision Note:* |
| | Objectives address:  
  - student to computer ratio  
  - weaknesses identified in Resource Data Analysis section  
  - various resource distribution and use needs (equity, standards, surveys, maintenance, repair, etc.) | |

*Revision Note:*
**Resource Plans**: Detail the action plans and implementation strategies that support adequate and equitable distribution and use of the district's technology resources. Describe the progress/status of previous action plans and note changes and/or additional actions to be taken under the new plan.

<table>
<thead>
<tr>
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<th>Score and Comments</th>
</tr>
</thead>
</table>
| Action Plan is missing or inadequate to or not based on current data determine the effect of resource distribution and use. | Action Plan details:  
- status/progress of previous action plan  
- objective  
- action step/activity  
- timeline/completion date  
- estimated cost/budget  
- funding source | Commendable (5 points) – this section has the same setup and structure as the previous Plans sections. The same kind of table was used to organize the information. |

**Commendable (5 points – all Adequate boxes plus majority of Commendable boxes are necessary for 5 points)**

Action Plan details:
- goal  
- alignment with CSIP and MSIP goals/standards and state education technology plan goals and objectives  
- person responsible  
- review dates  
- benchmarks  
- correction strategies

*Revision Note:*
FTA 5: TECHNICAL SUPPORT -- DATA ANALYSIS, OBJECTIVES, AND ACTION PLANS

Technical Support Data Analysis: Identify and briefly describe the appropriate data and information that were used and list the strengths and weaknesses of the district’s support of its technology resources. Note any changes in the measures and measurements used during the past three years and for development of the new plan.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Valid, reliable, and current sources were analyzed to identify and list strengths and weaknesses.</td>
<td>Adequate (4 points) – this section is very short, addressing only 2 weaknesses and no strengths. Only a basic level of data was included here.</td>
</tr>
<tr>
<td></td>
<td>Strengths and weaknesses have been identified at the district and building levels as they relate to:</td>
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<tr>
<td></td>
<td>o technical support</td>
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<td></td>
<td>Commendable (5 points – all Adequate boxes plus majority of Commendable boxes are necessary for 5 points)</td>
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<tr>
<td></td>
<td>Strengths and weaknesses have been identified at the district and building levels as they relate to:</td>
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<tr>
<td></td>
<td>o resource access and use</td>
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<td></td>
<td>o student learning</td>
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<td></td>
<td>o teacher preparation and delivery of instruction</td>
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<td></td>
<td>o administration/data management/communication</td>
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<td></td>
<td>o policies and procedures</td>
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<tr>
<td></td>
<td>o CSIP and MSIP goals/standards and state education technology plan goals and objectives</td>
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</tr>
</tbody>
</table>

See note*.  

*Revision Note:
**Technical Support Objectives**: Describe the technical support objectives detailed in the previous plan and note the progress made during the past three years. Identify the objectives (milestones/measures of accomplishments) that address technical support and support the goal(s) of the new plan.

*Revision Note:*

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| Objectives are missing or inadequate or not based on current data to measure technical support. | Objectives:  
- show change/growth from previous plan  
- relate to stated goal(s)  
- address  
  - what progress is expected  
  - how the progress will be measured  
- are attainable and realistic  
- will benefit technical support  
- correspond to the planned timeline | Commendable (5 points) – while also brief, this section does address the previously mentioned weaknesses. It also mentions that the ratio of technical staff (2 full time) to the number of computers (700). |

**Commendable (5 points – all Adequate boxes plus majority of Commendable boxes are necessary for 5 points)**

Objectives address:  
- ratio of technical staff to number of computers  
- weaknesses identified in Technical Support Data Analysis section  
- various technical support needs (e.g., maintenance, repair, number of workstations, FTE, service records, etc.)
**Technical Support Plans**: Detail the action plans and implementation strategies that promote adequate and equitable technical support goal(s) and objectives. Describe the progress/status of previous action plans and note changes and/or additional actions to be taken under the new plan.

<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td>Action Plan details:</td>
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<td></td>
<td>✐ status/progress of previous action plan</td>
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<td></td>
<td>✐ objective</td>
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<td></td>
<td>✐ action step/activity</td>
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<td></td>
<td>✐ timeline/completion date</td>
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<td></td>
<td>✐ estimated cost/budget</td>
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<td>✐ funding source</td>
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</tbody>
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**Commendable (5 points – all Adequate boxes plus majority of Commendable boxes are necessary for 5 points)**

<table>
<thead>
<tr>
<th>Score and Comments</th>
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</thead>
<tbody>
<tr>
<td>Commendable (5 points) – this section has the same setup and structure as the previous Plans sections. The same kind of table was used to organize the information.</td>
</tr>
</tbody>
</table>

*Revision Note:*
COMMUNICATION / DISSEMINATION, MONITORING, AND EVALUATION: Describe actions taken during the past three years with regards to the previous plan’s ongoing communication / dissemination, monitoring, and evaluation. Note successful strategies the district used the past three years in communicating the goals and progress toward meeting the goals of the previous plan with community representatives and key stakeholders. Note successful strategies the district used in monitoring the plan’s progress and evaluating the plan’s effectiveness. Detail the dissemination, monitoring, and evaluation plans for the new plan.

<table>
<thead>
<tr>
<th>Needs Revision (1-2 points)</th>
<th>Adequate/Required (3-4 points – all Adequate boxes are required for 4 points)</th>
<th>Score and Comments</th>
</tr>
</thead>
</table>
| The strategies to communicate / disseminate, monitor, and evaluate are missing or inadequate or not based on current data to determine the plan’s effectiveness. | Plan includes strategies for:  
- Communication / Dissemination  
  - report progress  
  - inform all stakeholders and policy makers (board members, legislators, civic leaders, staff, community, parents, etc.)  
- Monitoring  
  - timely  
  - ongoing  
- Evaluation  
  - timely  
  - appropriate assessment tools | Adequate (4 points) – while this section completely meets required bulleted items, it does not delve into the commendable range at all. Overall, the plan seems to be very well written, and the plan did receive an “Exemplary” rating from DESE. |

Commendable (5 points – all Adequate boxes plus majority of Commendable boxes are necessary for 5 points)  
Plan includes strategies for:  
- Communication / Dissemination  
  - make extensive or innovative use of technology to inform and communicate with stakeholders and policy makers  
- Monitoring  
  - analytical and extensive  
- Evaluation  
  - ongoing and extensive | |

*Revision Note:*