

Guidelines for Interpreting and Scoring Benchmarks

12.1 *The school's facilities, equipment, and technology management plan includes objectives to support the delivery of the educational program of the school and accessibility for all students.*

I. What does this benchmark indicate for school performance?

Benchmark 12.1 is about developing and maintaining the school's facilities, equipment and technology plan, which supports the educational mission of the school. One would find specific examples of this benchmark in plan documents, the school's mission and vision statements, current and future curriculum maps and plans, student accessibility needs assessments, school financial assessments and actual aid programs. When evaluating this benchmark, look for the degree to which the plan is integrated with all aspects of school planning.

II. As a review team member, what evidence do I look for?

Here are some fundamental guiding questions which will help frame this item:

- Are facilities, equipment and technology plan documents available and used for planning?
- Is planning for future needs included and demonstrated in the document?
- Is the plan fully aligned with and integrated with the vision and mission of the school for the current priorities?
- Does the plan refer to the school's mission and vision statement?
- Does the plan include a variety of approaches to accessibility?
- How fully does the plan support the educational program's future needs?

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III. What are the key differences between the levels of the rubric?

At level **3-Fully Meets Benchmark**,

the facilities, equipment and technology plan is readily available and supports the delivery of the educational program. The plan consists of one, two or three interrelated documents. The objectives are aligned to the mission of the school. However, it does not include comprehensive and integrated planning for the future.

At level **4-Exceeds Benchmark**,

the school has a written plan that is fully comprehensive and integrated covering all aspects of the facilities, equipment and technology. The plan supports the current needs but also takes future needs into consideration. The plan relates to all areas of school's planning including: academic, physical, social and financial needs.

At level **2-Partially Meets Benchmark**,

the school has a plan but it is partial or incomplete. The plan relates to only one or two of the three areas: facilities, equipment and technology or the plan only partially is aligned to supporting the delivery of the programs.

At level **1-Does Not Meet Benchmark**,

there is no plan evident in writing or shared among the community. There may be a plan that exists only in the mind of one person. If there is a plan, it is vague and not clearly shared. It does not adequately and clearly provide for addressing the current and future needs in the following areas:

1. Facilities, equipment and technology management.
2. Alignment with the mission and goals associated with supporting the delivery of education program
3. Alignment of all physical facilities with good stewardship and being accessible to the needs of the students

NOTE: Look at the plan and how it relates to the current and future needs of the school.

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IV. What are some key suggestions for improvement?

To move from level 1 to level 2,

- Form a leadership team to create or revisit the current plan.
- Look to other schools that have examples of exceptional plans to model.
- Begin aligning the plan to support the delivery of educational programs.

To move from level 2 to level 3,

- Revisit the original plan.
- Align the facilities, equipment and technology plan to better support the delivery of the school's educational mission.
- Evaluate and monitor what portions of the plan are working successfully and what needs to be revisited.
- Ensure that the objectives of the plan are tied to the mission of the school and are accessible for all students.

To move from level 3 to 4,

- Revisit the current working document or documents to create a more comprehensive and integrated plan that meets the current needs as well as future priorities.
- Ensure that the current plan is forward thinking and ensures accessibility to academic, physical, social and financial objectives.
- Work to create a plan that is integrated with all aspects of the school planning.
- Include more than one way to approach accessibility to academic, physical, social and financial objectives to reach a level 4.

V. What are key terms for common understanding? (Refer to the NCEA Glossary for the key terms listed below.)

Needs Assessments
Accessibility Plan