

Plan Requirements and Status Checks UPDATED

Your written plan must clearly address each of the three required areas.

- Human capital

Human capital refers to the *entire* school staff: their recruitment, retention, qualifications, experience, background, credentials, and appropriateness of staff assignment, professional learning and development, leadership roles; as well as your supervision, appraisal, and support of the staff. In short, all of the skills, knowledge, and qualities that your staff members bring to their assignments and your responsibility relative to their supervision, professional learning, and participation in and contribution to the culture and environment of the school.

- Curriculum refinement

Curriculum refinement refers to any additional improvements or enhancements that you need to make to your curriculum and any suggestions or requirements made by the Department of Education curriculum content specialists. For the purpose of this plan, curriculum refers to your written curriculum as well as your enacted curriculum.

- Formative assessment

Formative assessment refers to classroom-based assessments that teachers use to improve student learning. Teachers use the results of formative assessments to determine the instructional needs of their students and for students to understand their level of achievement relative to past performance and what they need to do to be successful. Teachers have flexibility in using these classroom assessments to help students meet state standards. These assessments are typically not for grades. For classroom-based formative assessments to be effective, teachers must match assessments to learning goals; communicate the purpose and criteria for success; involve students in the assessment process; and provide descriptive (rather than evaluative) feedback.

You will submit your plan to DOE for approval. The plan must address your school's initiatives relative to the three areas referenced above: human capital, curriculum refinement, and formative assessment.

For each of the three specified areas (human capital, curriculum refinement, and formative assessment), your plan is to address each of the following elements.

Identified needs, including the process used to identify the needs and who participated in this process. Needs represent the gap between where your school currently is and where you want it to be relative to a specific objective or desired outcome. This section will include a summary of the process, including the names of participants, used to identify needs for each of the three required areas.

Objectives that address the specific, identified needs. Objectives must include clear quantitative measures and, if desired, other qualitative indicators of progress and success. Objectives are aligned to the results or desired outcomes that you expect to see after the implementation of the plan.

Activities or tasks that will contribute to the school meeting the stated objectives and that address the identified needs.

Staff who will participate in the development, implementation, monitoring, and evaluation of the plan. This element must include the names of all staff, their roles, and specific responsibilities relative to the plan.

A **timeline** that spans the entirety of the plan; from the identification of needs through implementation; frequent status checks of the plan implementation; and, after the completion of the plan, a summary evaluation or assessment of the plan's successes and recommendations for next steps.

Required resources to create and implement the plan that will include a detailed budget and budget narrative for each of the three required elements (human capital, curriculum refinement, formative assessment). For each activity or task that requires funding, you will identify the activity, the cost, and the source of funds. Thus, you will submit three separate budgets, each with their own budget narrative. Provide the budgets as Excel spreadsheets.

You may use a chart format for your plan, or a brief narrative with bulleted points, or another format of your choice.

The expectation is that the plan will have three sections (human capital, curriculum refinement, formative assessment) and that each of these sections will include the identified needs, objectives, activities or tasks, staff, timeline, and required resources.

A timeline for your plan is below.

June 15, 2011	Human Capital Plan due to DOE
June 30, 2011	Curriculum Workshop
July 8, 2011	Feedback from DOE on the human capital plan. Begin to implement the plan upon its approval.
July 15, 2011	Formative Assessment Workshop
August 1, 2011	Curriculum Plan due to DOE
August 15, 2011	Formative Assessment Plan due to DOE
August 22, 2011	Feedback from DOE on the Curriculum Plan. Begin to implement the plan upon its approval.
Aug. – Oct. 2011	Collect baseline DCAS data.
September 5, 2011	Feedback from DOE on the Formative Assessment Plan. Begin to implement the plan upon its approval.
November 15, 2011	Status update to DOE about the implementation of the Plan
Dec. 2011 – Feb. 2012	Collect benchmark DCAS data.
March 15, 2012	Status update due to DOE about the implementation of the Plan
March – May, 2012	Collect benchmark DCAS data.
July 1, 2012	Submit the Summary Report to DOE.

Continue the process of refinement and data collection annually.

As indicated in the timeline, you will submit two **status updates** to DOE that will include the following.

- A narrative, with any available supporting documentation, for each required area (human capital, curriculum, formative assessment) that details progress on the activities or tasks; successes or accomplishments to date; and any recommendations for modifications to the plan.
- A budget and budget narrative for each of the three required areas that shows current expenditures. Provide the budgets as Excel spreadsheets.

Finally, as indicated in the timeline, you will submit a **summary report** to DOE that will include the following information.

- A narrative summary that describes the effectiveness and successes of the current plan as it relates to student performance on the DCAS and include recommendations for refinements to your plan that will address on-going or newly identified needs. The report must also include an analysis of your efforts relative to human capital, curriculum refinement, and formative assessment.
- Available supporting documentation, that describes the successes of the plan and recommendations for next year relative to human capital, curriculum refinement, and formative assessment.
- Final budget and budget narrative that shows expenditures made during the implementation of the 2011-2012 plan.

The status updates and Summative Report can be in the format of your choice, such as: charts, or a brief narrative with bulleted points, or another format of your choice.

Also, include budgets and budget narratives for each of the three required areas (human capital, curriculum refinement, and formative assessment). Provide the budgets as Excel spreadsheets.

Please e-mail your plan as well as well as your status updates and summary report to: Sheila Kay-Lawrence, slawrence@doe.k12.de.us

For questions about the plan requirements or reports, please contact Scott or Patricia. We are also open to a meeting with you at your school.