Quality School Implementation Plan
Scope and Sequence & Deliverables v2.0

The 2016 School Design Cohort will be guided to complete a Quality School Implementation Plan, which will serve as the basis of the school’s Single Plan for Student Achievement (SPSA). The Program Implementation Planning process will include deliverables in each of the areas outlined in the Scope and Sequence below.

Typically what will be created is an online portfolio of documents. A hard copy binder may also be produced, as well. Deliverables will have deadlines relevant to their use during the 2015-16 school year, however many deliverables may be completed out of sequence. Each will be evaluated based on standard criteria associated with completeness, clarity, and consistency.

Samples, Templates, Resources, and Tools will be populated through August, 2015.

Deliverables Details
MASTER FOLDER LINK

Phase I: Planning

Mission & Purposes of the Proposed School FOLDER

1. Mission & Vision
   1.1. Mission Statement Samples-Research-Videos
   1.2. Vision Statement (optional)
   1.3. Talking Points (elevator pitch & F.A.Q.’s)
       1.3.1. Student/Family recruitment
       1.3.2. Staff recruitment
       1.3.3. Partnerships recruitment
   1.4. School Video Clip (Promotional)

2. Philosophy – Theory of Action
   2.1. Theory of Action (Logic Model) Graphic Samples
   2.2. (Given…) Statement of student & community need (SEE: Educational Needs)
   2.3. (If we…) Summary Description of Key Programmatic Approaches / Activities / Strategies
   2.4. (Then, this will be true…) Statement of student & community benefit / impact (SEE: Goals)
   2.5. Research / Evidence Basis - (Bibliography)

3. Educational Focus
   3.1. Key Academic Focus Areas - Overview Descriptions
   3.2. School Self-Assessment Tools for Each Focus Areas Samples
3.3. Results of School Self-Assessment for Each Focus Areas
   3.3.1. Matrix outlining development strategies for components rated low
   3.3.2. R.A.C.I. for Focus Areas development

4. Educational Needs of the Target Population
   4.1. Quantitative Analysis of Student Performance Based on SPF Indicators & Supporting Indicators (*Strengths / Challenges*)
   4.2. Qualitative Analysis of Student Performance Based on Student Work Samples, Observations, and Interviews (*Strengths / Challenges*)
   4.3. Root Cause Analysis Results (*Minimum Top Five Quantitative and Top Five Qualitative Challenges*)

5. Goals
   5.1. School Performance Growth & Maintenance Plan
   5.2. Five-year Growth Targets for SPF Indicators
   5.3. Five-year Growth Targets for non-SPF Indicators
   5.4. S.M.A.R.T.E. Goals Template and Protocol for Goal Setting
   5.4.1. Student Goal Setting Tool - (including Student Athlete expectations)
   5.5. Three-Year Implementation Goals Chart

**Academic Design** FOLDER

6. Student Content and Performance Standards
   6.1. Agenda / Activity Guide to “Unpacking” Standards
   6.2. “Unpacking” of CCSS / NGSS - minimum one of each Core Subjects (Math/ ELA/ Science/ Social Studies) at each Grade Level
   6.3. Electronic File Storage CCSS / NGSS for Teacher Accessibility
   6.4. Calendar of Standards “Unpacking” Process for 2016-17

7. Curriculum Mapping
   7.1. Annotated Course List (including engagement & enrichment courses)
   7.2. Course Syllabus Catalog
   7.3. Curriculum Maps (Minimum Ten Courses)
   7.4. Thematic Unit Plans (Minimum Two Units)

8. Instructional Methodology
9. Strategies for Intensive Academic Support
   9.1. RTI Model (including criteria for student designation & student exit)
   9.2. RTI Monitoring Plan (w/ R.A.C.I Chart)
   9.3. SST Process Guide *(include Tools & Templates)*
   9.4. R.A.C.I. Chart for SST Process

Support for Learning  FOLDER

10. Parent / Youth Involvement
   10.1. Family Involvement Plan
   10.2. Family/Community Liaison Work Plan 2016-17 *Samples*
   10.2.1. Family/Community Liaison Work Plan 2015-16 (Needed for 0.5 FTE investment)
   10.3. Student Voice Vision Statement
   10.4. Youth Leadership Opportunity Matrix

11. Community Outreach & Engagement
   11.1. Community Asset Mapping *Instructions-Tools-Resources*
   11.2. Engagement Plan *(including guide to partnership development)*
   11.3. Networking Matrix *(includes Central Office partner supports & contacts)*
   11.4. School & Program Promotional Materials *(SEE 27. Student/Staff Recruiting & Marketing)*

12. School Organization and Culture
   12.1. First Six Weeks of School Plan
   12.2. School-Wide Culture Handbook
   12.3. PBIS Implementation Plan
   12.4. PBIS R.A.C.I Chart
   12.5. Organizational Chart - Staffing

13. Professional Development
   13.1. Professional Development Planning Template *(including role of ILT)* *Sample*
   13.2. Professional Development Calendar 2016-17
   13.3. Professional Development Topics Three-Year Plan *(2016-17, 2017-18, 2018-19)*
   13.4. Summer 2016 Professional Development Facilitator Agendas

14. Structure of the School Day and Year
   14.1. Day in the Life of a Student Narrative *Samples*
   14.2. Master Schedule 2016-17
   14.3. Sample Daily Schedule 2016-17
14.4. Sample Afterschool Program Schedule 2016-17
14.5. Sample Intersession Schedule 2016-17

**Performance Management FOLDER**

15. **Assessment and Accountability**
   15.1. Assessment Calendar & Guide to Testing Administration
   15.2. Data Conference Agenda Sample

16. **Student Information Systems Use**
   16.1. Guidelines for Staff
   16.2. Data Management Plan
      16.2.1. Data Quality Assurance Plan
      16.2.2. R.A.C.I. Data Error Reconciliation
      16.2.3. Access Chart *(FERPA Aligned)*

17. **Meeting the Needs of Students with Disabilities**
   17.1. Theory of Action re: Inclusion Model *(including plan to engage PEC / SELPA)*
   17.2. Analysis of Performance Trends Based on SPF Indicators
   17.3. Analysis of Performance Trends Based on student work, observations, & interviews

18. **Meeting the Needs of English Language Learners**
   18.1. Theory of Action re: Language Development
   18.2. Analysis of Performance Trends Based on SPF Indicators
   18.3. Analysis of Performance Trends Based on student work, observations, & interviews

19. **Operations & Finance**
   19.1. R.A.C.I. Chart for Common Operations & Finance Requirements / Tasks
   19.2. Checklist for Attendance Accounting Procedures
   19.3. Checklist for Custodial Oversight
   19.4. Checklist for Site Security Officer Oversight
   19.5. Checklist for Nutritional Services Staff Oversight
   19.6. Emergency Drills Schedule 2016-17

20. **Facilities**
   20.1. Facility Safety & Security Checklist
   20.2. Visitor Map
   20.3. Facilities Repair Contact List
20.4. Evacuation Maps *(updated)*

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### Phase II: Start Up

**FOLDER**

21. Meeting the Needs of *Teachers* of Students with Disabilities  
   21.1. SEE: Performance Management  *SPED Folders*

22. Meeting the Needs of *Teachers* of English Language Learners  
   22.1. SEE: Performance Management  *EL-Language Folders*

23. Health and Nutrition  
   23.1. Lunch Schedules 2016-17  
   23.2. Lunch Supervision Protocol  
   23.3. Healthy Snacks Guidelines (Student/Parent Handbook)  
   23.4. Health & Well-Being Matrix of School Offerings (Students, Staff, Parents)

24. Staff Evaluation & Support Systems  
   24.1. TGDS Handbook  
   24.2. TGDS Implementation Plan  
   24.3. Observation & Feedback Schedule 2016-17 (Principal)  
   24.4. Observation & Feedback Schedule 2016-17 (Coaches)  
   24.5. Observation & Feedback Toolkit  
   24.6. SEIU Evaluation Handbook  
   24.7. SEIU Evaluation Implementation Plan  
   24.8. Site-Based Draft Coaching Handbook

25. School Site Governance Team (SSC)  
   25.1. Site Governance Handbook (SSC)  
   25.2. SSC Topical Calendar Aligned to School Design Year  
   25.3. SSC Topical Calendar Aligned to Year One Implementation Monitoring  
   25.4. Sample Agenda Demonstrating Engaging Activities  
   25.5. Schedule of SSC Engaging Activities

26. Facilities Improvement Planning  
   26.1. R.A.C.I. Chart outlining all relevant stakeholders  
   26.2. Enrollment Projection Chart (Five-Year)
26.3. Program Placement Map (Five-Year)
26.4. Facility Improvement Matrix
   26.4.1. Cosmetic / Aesthetic / Safety / Yard
   26.4.2. Programmatic Light (under $1,000,000)
   26.4.3. Programmatic Heavy (over $1,000,000)
   26.4.4. Infrastructure (deferred maintenance) Prioritized List

27. **Student/Staff Recruiting and Marketing**
   27.1. Fliers / Postcards
   27.2. Brochures
   27.3. Student Ambassador Training & Scripts
   27.4. F. A. Q. re: Re-Design
   27.5. Promotional Video
   27.6. Dedicated Recruitment Webpage

28. **Communications**
   28.1. Template & Sample Daily / Weekly Announcements (Staff / Students)
   28.2. Template & Sample Monthly Newsletter (Parents)
   28.3. Template & Sample for SSC Engagements
   28.4. R.A.C.I. Matrix for Key Communication (Progress reports, Absences, Ordering, etc.)

29. **Fundraising**
   29.1. Promotional Materials
   29.2. Matrix of Funding & Fundraising Opportunities
   29.3. R.A.C.I. Chart defining fundraising process

30. **Ongoing Curriculum Development**
    30.1. R.A.C.I. Chart for Curriculum Development

**Phase III: Implementation**

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31. **Data-driven Decision Making**
    31.1. Sample ILT Agenda Using Data
    31.2. Decision-Making Matrix w/ Common Decision Areas & Relevant Data Sets

32. **Site Governance Capacity Development**
    32.1. Sample Facilitation, Norms, and Inclusion Activities
### 32. Sample Data Analysis Agenda & Materials
- 32.2.
- 32.3.
- 32.4.

### 33. Quality Leadership Development
- 33.1. LGDS Performance Monitoring Plan

### 34. Continuous School Improvement Processes
- 34.1. Continuous Improvement Guide (CIG) Calendar
- 34.2. Cycle of Inquiry Schedule (minimum 3 schoolwide cycles)
- 34.3. Facilitator Guide w/ Data, Planning, & Progress Monitoring Protocols

### 35. Meeting the Needs of Parents of Students with Disabilities
- 35.1. SEE: Performance Management [SPED Folders](#)

### 36. Meeting the Needs of Parents of English Language Learners
- 36.1. SEE: Performance Management [EL-Language Folders](#)
# DEFINITIONS

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<th>TERM</th>
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<td>CCSS</td>
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| COI    | Cycles of Inquiry  
*Continuous Improvement Process - 1. **Analyze** performance, 2. **Plan** improvements, 3. **Implement** improvements, 4. **Evaluate** implementation, 5. **Adjust** plan accordingly* |
| COST   | Coordination of Services Team                                                                                                                                                 |
| EL     | English Language Learner                                                                                                                                                      |
| ILT    | Instructional Leadership Team  
*(Expected at all OUSD schools.)*                                                                                                                                                    |
| LGDS   | Leadership Growth & Development System  
*(Evaluation and support process for administrators in OUSD)*                                                                                                              |
| NGSS   | Next Generation Science Standards                                                                                                                                               |
| PBIS   | Positive Behavioral Interventions Supports  
*PBIS is a systems approach to discipline that emphasizes prevention, social skills instruction, and data-based decision making to both reduce problem behaviors and increase academic performance.* |
| PEC    | Programs for Exceptional Children  
*(Special Education Department of OUSD)*                                                                                                                                         |
| R.A.C.I. | Structure to ensure a project or deliverable is completed successfully.  
Who is **Responsible?** To whom are they **Accountable** for doing it right? Who must **Collaborate** or **Contribute?** Who must be **Informed?**  
*This structure or a similar one should be used in mapping out the deliverables of this implementation plan.*                                                                   |
| RTI    | Response to Intervention -  
Tiered approach to increasing support depending on students needs                                                                                                                 |
| SEL    | Social Emotional Learning  
*(A priority in OUSD)*                                                                                                                                                    |
| S.M.A.R.T.e. | Goals that are S.M.A.R.T.e. have the following characteristics:  
S - Specific, M - Measurable, A - Achievable, R - Relevant, T - Time-bound,                                                                                      |
### SCHOOL DESIGN COHORT 2016

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<td>TGDS</td>
<td>Teacher Growth &amp; Development System (Evaluation and support process for teachers in OUSD) Resource Link</td>
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GUIDELINES FOR QUALITY SCHOOL IMPLEMENTATION PLAN

FORMATTING
Be clean, concise and consistent!

HEADINGS
Make sure that you have clear headings on all sections. These should be easily referenced using the Table of Contents. Use number/letter systems to denote sections and their related subsections. Be consistent throughout the petition.

CITATIONS
For each section, cite the specific research or evidence base that informs the relevant element of your implementation plan. This will 1) demonstrate that you know the relevant research, and 2) will give you guidelines as to what has to be understood in each section.

APPENDICES
Often you will have to explain elements of your program in more detail or will have to include supporting documentation. Add these as appendices. Examples are full Scope and Sequence of the Educational Program, sample bell schedules and calendar, and other operational policies. Be sure to clearly reference all appendices in the body of the implementation plan and provide a general outline of content.

GRIDS, CHARTS AND OTHER VISUALS
Visual organizers can help you explain the complex relationships and integrations of your program. Often visual organizers are helpful when explaining the educational program, student outcomes, leadership structures, as well as many others. However, do not use them unless you explain their purpose. Make sure they are an additive, not a distraction!

FONTS, SIZE, AND SPACING
Again, be consistent. Also make sure that the implementation is visually easy to read.

WRITING STYLE
Be clean, concise and consistent!

COHESIVE
Make sure that there is an articulation throughout the entire implementation plan. In other words, no element or statement should contradict another. Make sure that the implementation plan makes sense from start to finish. This includes voice, flow, word choice, references, and terms. All sections should have the same tone and should sound like they were written by the same persons/team.

RESEARCH
Support your statements and descriptions of your program with research and/or evidence. You should reference and paraphrase the research and cite appropriately.
AUDIENCE
Keep in mind who will be reading your implementation plan. Do not assume that the internal site staff, District staff and Board Directors or Public will know about models, programs or other implementation plan and neighborhood specific issues and elements. Make sure you explain all key factors.

FORMALITY
The overall style of an implementation plan is formal and should be written in Standard English.

CONCISE
Be to the point. Pay attention to word choice and descriptions. When appropriate, use examples to help describe complex ideas. Many of the elements of the implementation plan seem to overlap. Do not repeat yourself. Instead make direct references (page number or section) to where it is fully explained.

EDIT
Have multiple team members look over all sections and give yourself plenty of time to rework each section.

INTERNAL PROCESSES
Be consistent!

VERSION CONTROL
Create a system—dates, numbers, versions—so that you can keep track of your most recent versions of the implementation plan.

DEFINE TIMELINES, ROLES AND RESPONSIBILITIES
Set leads, clear assignments for each team member, and due dates for each stage of the development process. In other words, be clear who is responsible for what and by when.

DRIVING PRINCIPLES
Make sure that whatever action you take in the development process is driven by the MISSION, STUDENTS & OUTCOMES!
How to Make a RACI Chart

A RACI chart is a matrix that outlines the roles for each person or group relating to a specific step in a business process or project. RACI stands for Responsible, Accountable, Consulted/Collaborated and Informed. A RACI chart is often used by Project Managers to ensure responsibilities are understood across stakeholder groups. RACI charts are also helpful when performing work assignments, conflict resolution and process re-design.

Instructions

Determine what process, function or deliverable for which you will be creating a RACI. A RACI is best used for specific projects, processes or deliverables. Attempting to create one RACI for your whole organization is too ambiguous.

List all the actions related to the determined process or deliverable. The steps should be created using action verbs, such as evaluate, develop and approve. For any step that requires judgment and isn't binary (yes/no, complete/incomplete), it is best to detail the expected outcome and the criteria that should be used to perform the action.

List all the departments, roles or individuals that have some level of involvement in the determined process or deliverable. Depending on how high-level or detailed your process or deliverable, you may be listing departments or individual roles.

Create a table/matrix with your roles listed in columns at the top and steps listed in rows along the left. You can create a RACI in a spreadsheet, a word document or on paper. The tool doesn't matter, but use something that can be easily shared across all the roles/departments listed on the chart.

Add the applicable RACI step in the appropriate fields in your matrix. You should list an R, A, C or I at the intersection of the role and step being performed.

R = Responsible: The person that actually performs the work.
A = Accountable: The person who is accountable to the step being performed and has veto power.
C = Consulted: A person that should be providing feedback or in some way contributing to the step.
I = Informed: A person that needs to know of a decision or action.

You should not have more than one role as Responsible or Accountable for a step in the process. Many Rs or As could point to inefficiency in your process. It's possible that you may have multiple roles as consulted/collaborated or informed, depending on the action. As a general rule, the most efficient processes will have only one R and A for every step being performed.
## SAMPLE R.A.C.I. CHART

**School Design Deliverable:** _____________________

**RACI (Responsible/Accountable/Consult-Collaborate/Informed)**

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