**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

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)* <u>Tools-Resources</u>

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**
    8.1.   School Specific - Instructional Strategies Handbook (Include "Look For's" & Social Emotional Learning Emphasis)
    8.2.   School Specific - Instructional Strategies Resources / Video Guide (Include Social Emotional Learning Emphasis)

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
14.6.	Sample Summer Bridge Schedule 2016

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

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20.4. Evacuation Maps *(updated)*

Phase II: Start Up

FOLDER

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

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

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

FOLDER

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

32.2.   Sample Data Analysis Agenda & Materials

32.3.   Sample Classroom Observation Protocol Orientation

32.4.   Sample Design Challenge Agenda re: selected Focus Area

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 <u>Parents</u> of Students with Disabilities

35.1.   SEE: Performance Management <u>SPED Folders</u>

36.   Meeting the Needs of <u>Parents</u> of English Language Learners

36.1.   SEE: Performance Management <u>EL-Language Folders</u>

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DEFINITIONS

TERM	DEFINITION
● **CCSS**	Common Core State Standards Resource Link
● **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 Resource Link
● **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) Resource Link
● **NGSS**	Next Generation Science Standards Resource Link
● **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 <u>R</u>esponsible? To whom are they <u>A</u>ccountable for doing it right? Who must <u>C</u>ollaborate or <u>C</u>ontribute? Who must be <u>I</u>nformed? ** 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 Resource Link
● **SEL**	Social Emotional Learning (A priority in OUSD) Resource Link
● **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,

	e - Equity-Focused Resource Link
● **SPED**	Special Education
● **SPF**	School Performance Framework Resource Link
● **SSC**	School Site Council
● **SST**	Student Success Team Resource Link
● **TGDS**	Teacher Growth & Development System (Evaluation and support process for teachers in OUSD) Resource Link

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.

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SAMPLE R.A.C.I. CHART

School Design Deliverable: _____
RACI (Responsible/Accountable/Consult-Collaborate/Informed)

SAMPLE TASKS (Made-up)

Item/Description	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name
Develop Strategy - Establish approach - Set Priorities - Develop Action Plan - Completed Strategy	A	C	I	R	I	I	I	C	I	C
Establish Core Team - Define Purpose - Define time commitments - Define Roles & Responsibilities - Identify necessary skills - Identify technical support resources - Identify core team members - Core Team Established	A	I	R	C	I	I	I	C	C	C
Establish Extended Team - Define Purpose - Define time commitments - Define Roles & Responsibilities - Identify necessary skills - Identify technical support resources - Identify extended team members - Extended Team Established	I	R	A	I	I	I	I	I	I	I
Pilot & Validate Policies - Introduce Policies & Standards - Develop Communication Plan - Identify Initial Business Audience - Schedule Information Sessions - Travel Arrangements - Publish Standards and Policies	C	C	A	I	I	I	R	I	I	C

SAMPLE SINGLE-TASK CHART

Item/Description	Name	Name	Name	Name	Name	Name	Name	Name	Name	Name
Create a Job Description ● Qualifications ● Duties ● Supervision Plan ● Support	A	R	C	C	C	C	C	I	I	I