

## ExCEL Quality Action Plan 2013-14

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**The goal of the 2013-14 Quality Action Plan is to create a quality improvement roadmap for individual programs and for ExCEL as a whole for the coming year.**

ExCEL will use this tool as the basis for support provided to your site throughout the year. Moreover, ExCEL will use the collective information from all the sites to guide professional development and more general program support.

### Key Dates

August Institute	<ul style="list-style-type: none"><li>• Working time to start on Quality Action Plan (QAP)</li></ul>
August 23	<ul style="list-style-type: none"><li>• Deadline to email a copy of your QAP to your District Coordinator ("YourSiteName_1314QAP.pdf")</li></ul>
September - October 2013	<ul style="list-style-type: none"><li>• Each site will receive a coaching visit from their DC to review progress on the plan</li></ul>
January - March 2014	<ul style="list-style-type: none"><li>• Each site will receive an observation and coaching visit from their DC to measure program quality and review progress on the plan</li><li>• Sites will receive a site visit report from ExCEL within 3 weeks of the visit</li></ul>
August 2014	<ul style="list-style-type: none"><li>• Completing the cycle:<ul style="list-style-type: none"><li>○ Sites review 2013-14 QAP at August Institute</li><li>○ Develop 2014-15 QAP</li></ul></li></ul>

### Theory of Action

The ExCEL theory of action, based in existing research on youth development and out-of-school time programs, states that when children and youth participate regularly in high quality programs, they benefit directly – they develop new skills, improve their connection to school, achieve a sense of belonging and community. In addition, this participation can contribute to other outcomes such as academic success.

As established by an evaluation working group during the 2011-12 school year, and aligned with a variety of city-wide tools, the ExCEL quality domains are:

- **Program Environment and Safety:** Youth feel safe in the program and are free from harassment and bullying
- **Youth Development: Support:** Adults in the program are caring and provide support and encouragement to participants.
- **Promoting Diversity:** The program space, activities, and norms encourage inclusive attitudes and behaviors among staff and youth.
- **Skill Building:** Most activities promote youth skill building by focusing specific skills, promoting higher levels of mastery.

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- **Physical Activity:** The program creates and sustains environments that promote healthy physical activity among youth and staff.
- **School Day Alignment:** Academic enrichment activities support and complement youths' school-day learning.
- **Youth Development: Interaction:** Youth develop a sense of belonging and have multiple opportunities to play leadership roles within the program.
- **Youth Development: Engagement:** Youth have meaningful input into activities and have opportunities to plan and reflect.

### *Theory of Action for San Francisco ExCEL Programs*



### ExCEL Quality Initiatives

In addition, ExCEL is participating in a variety of aligned quality initiatives that provide guiding principles for ExCEL programs. These initiatives include:

- Physical Activity and Healthy Eating
- Restorative Justice, which addresses issues of bullying and emotional safety
- The Common Core Habits of Mind
- An updated Academic Liaison role (formerly the Lead Teacher role)

The Quality Action Plan tool will guide you to develop goals and a timeline for your site's quality improvement process for 2013-14 and to develop program activities aligned with some of the initiatives listed above. Your Action Plan should be based in a review of your program's data from 2012-13 including your attendance rates, your survey results and your site visit from your District Coordinator.

### To Submit Your Plan

Save this file as "YourSiteName\_1314QAP.pdf" and email the completed QAP to your District Coordinator by Friday, August 23.

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### About Your Program

School Name		3-digit School Code	
Program Name			
CBO			
Your Name			

### About Your Enrollment

Last Year's Actual ADA		Target ADA for 2013-14 <sup>1</sup>	
Who do you prioritize for enrollment?  Check your top priorities (up to 3).	<input type="checkbox"/> English Learners  <input type="checkbox"/> Special Needs youth  <input type="checkbox"/> Free/Reduced lunch eligible youth  <input type="checkbox"/> Youth who need additional social-emotional support  <input type="checkbox"/> Youth who need additional academic support  <input type="checkbox"/> Certain grade levels: _____  <input type="checkbox"/> Other: _____		
Please describe briefly how you identify students that match your priorities			

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<sup>1</sup> Please indicate your realistic target ADA based on reasonable growth, if any, from 2012-13. This may not be the same as your target ADA based on your grant size.

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### Step One: Review Your Data

Review your Program Summary (from your contract with the District), your site visit report (completed by you and/or your DC), your EMS data and your program profile (from your EMS attendance data and youth, parent and school day staff surveys from your site).

List 3 findings that illustrate the after school program is achieving one of the program quality domains from the ExCEL Theory of Action and 3 findings that illustrate potential growth areas in achieving one of the program quality domains. These findings will inform the identification of the goals in step two below.

### Findings from 2012-13 Program Profiles and Site Visit Report

**Strengths:**

Please identify 3 findings that illustrate that your after school program is achieving one of the domains from the ExCEL Theory of Action. Then, select the related Quality Domain.

1)	
2)	
3)	

**Areas for Growth:**

Please identify 3 findings that illustrate potential growth areas in achieving one of the domains from the ExCEL Theory of Action. Then, select the related Quality Domain.

1)	
2)	
3)	

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### Step Two: Identify Goals

Identify 2-3 goals for program quality improvement for 2013-14 (based on this review or from any of your prior program planning). It should be reasonable to attain these goals in the coming academic year.

Provide additional detail about your goal, such as why it was chosen, which quality domain it most closely relates to, what you have in place to achieve the goal and what additional support you will need. Then, list your next steps for accomplishing this goal.

### Goals for 2013-14

<b>Goal One</b>	
Brief Explanation of Why this Goal Was Chosen – Connect with your Findings on Page One	
Select the related Quality Domain	
What we already have in place to reach our goal (list)	
What else we will need to reach our goal in 2013-14 (list)	
How will we know when we've met this goal? (indicator)	

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Goal One: Next Steps (list at least 3)	Who will be involved	Timeline for each step
1)		
2)		
3)		
4)		
5)		
6)		

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<b>Goal Two</b>	
Brief Explanation of Why this Goal Was Chosen – Connect with your Findings on Page One	
Select the related Quality Domain	
What we already have in place to reach our goal (list)	
What else we will need to reach our goal in 2013-14 (list)	
How will we know when we've met this goal? (indicator)	

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Goal Two: Next Steps (list at least 3)	Who will be involved	Timeline for each step
1)		
2)		
3)		
4)		
5)		
6)		



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<b>Goal Three</b>	
Brief Explanation of Why this Goal Was Chosen – Connect with your Findings on Page One	
Select the related Quality Domain	
What we already have in place to reach our goal (list)	
What else we will need to reach our goal in 2013-14 (list)	
How will we know when we've met this goal? (indicator)	

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Goal Three: Next Steps (list at least 3)	Who will be involved	Timeline for each step
1)		
2)		
3)		
4)		
5)		
6)		

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### Step Three: Identify Family Literacy Needs

As part of ExCEL's Family Literacy grant requirements, you will be asked to prepare a Family Literacy referral list for the parents at your site based on the needs identified on the Parent Survey in 2012-13.

Check the 2-3 needs most requested by your parents, as indicated on page 3 of your Program Profile. Your referral list should include referrals that address these needs.

Family Literacy Needs: Top Priorities	<input type="checkbox"/> Reading and writing activities I can use with my child.
	<input type="checkbox"/> Information on how to manage my family's finances.
	<input type="checkbox"/> Evening access to local libraries.
	<input type="checkbox"/> Classes for adults: preparing for the GED.
Check up to 3.	<input type="checkbox"/> Classes for adults: learning or improving English.
	<input type="checkbox"/> Classes for adults: job readiness, resume writing, interview skills.

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### Restorative Practices Initiative

Incorporating restorative practices into after school programs is a change from policies that rely heavily on rules for behavior - and on consequences for breaking those rules – to building a community that transforms community members and repairs and restores community should conflicts, disagreements, or disputes arise.

ExCEL After School Program provided the Restorative Practices (RP) introductory training opportunity to all after school providers last school year. This year, the ExCEL After School Program will provide more training to incorporate the RP model into the after school programs and support the alignment with the day program.

In alignment with the District's goal of reducing expulsions and suspension, each site will develop an action plan to integrate the following RP components into their after school program.

Restorative Practices Component	How integrate into program
Using the circle process to build community	<ul style="list-style-type: none"><li>• Integrate the circle process into staff meetings at least once a month.</li><li>• Integrate circle process into after school program at least once a month.</li><li>• Incorporate into one after school event for families and friends</li></ul>
Shift away from traditional/punitive discipline practices	<ul style="list-style-type: none"><li>• Review behavior policies and revise to incorporate less punitive practices</li></ul>
Embrace the concept of doing things "with" one another and creating a sense of inclusion and shared responsibility	<ul style="list-style-type: none"><li>• Review parent, student, staff agreements (or develop if don't exist) and incorporate the concept of inclusion and shared responsibility. Build the agreements into activities.</li></ul>
Use restorative questions to repair harm and restore community	<ul style="list-style-type: none"><li>• Incorporate into conflict resolution processes.</li></ul>
Use circle process to address larger behavior issues and respond to harm	<ul style="list-style-type: none"><li>• Incorporate into conflict resolution processes.</li></ul>

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### Restorative Practices: Your Next Steps

Identify the members of your RP team (including after school and/or school day staff)	
Identify the date/time of staff RP training	

Identify one strategy or activity to integrate each RP component	
Using the circle process to build community	
Shift away from traditional/punitive discipline practices	
Embrace the concept of doing “with” one another and creating a sense of inclusion and shared responsibility	
Using restorative questions to repair harm and restore community	
Use circle process to address larger behavior issues and respond to harm	

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### Restorative Practices: Implementation Timeline

Component	RP Leader/Team	Roles/Responsibility	How implemented	When
<i>Sample: Circles Identify what type of circle (community building, inclusion, fair process, repairing harm, etc.)</i>	<i>Joe: Program Leader</i>	<ol style="list-style-type: none"> <li>1. Facilitator/teach staff how to implement circles</li> <li>2. Facilitate when to use circles and which circle</li> </ol>	<ul style="list-style-type: none"> <li>• Model with staff (use Community Building cards)</li> <li>• Observe staff during program</li> </ul>	<ol style="list-style-type: none"> <li>1. Training during staff meeting</li> <li>2. After/before work</li> <li>3. Professional development days</li> <li>4. Retreats</li> </ol>
Circles				
Paradigm Shift/ Traditional to Restorative				
Inclusive/ Fair Process “With”				
Restorative Questions/ Repairing Harm				
Affective Statements/ RP Language				