

District Implementation Playbook

Balancing District-Wide Consistency with School-Level Flexibility



Playbook Objective & Guidance

Consistency is about predictable outcomes, not standardized, identical instruction. Use this playbook to evaluate how your district establishes unified expectations across the **Four Pillars of Implementation** while preserving essential teacher adaptability.

The Strategic Alignment Matrix

Non-Negotiable District Expectations	Appropriate School-Level Flexibility
Standards Alignment: Learning goals mapped to state & national standards.	Teaching Strategies: Educator-selected instructional methods & lesson sequencing.
Program Outcomes: Guaranteed PE instructional minutes & wellness targets.	Activity Selection: Specific sports, games, and skills tailored to student interest.
Equity & Access: Common learning targets for all students across campuses.	Environmental Adaptation: Adjustments for facility size, weather, and equipment.
Professional Support: Standardized onboarding & modern instructional tools.	Local Collaboration: School-based PLC focus areas and peer coaching.

1 Pillar 1: Shared Expectations

IMPLEMENTATION EVALUATION CRITERIA	IN PLACE (2)	PARTIAL (1)	UNMET (0)
The core purpose, standards alignment, and instructional priorities for elementary PE are explicitly documented.	☐	☐	☐
District expectations define required student outcomes while clearly protecting teacher autonomy in lesson delivery.	☐	☐	☐
Building administrators and PE specialists share a mutual understanding of program goals and evaluation criteria.	☐	☐	☐

Leadership Reflection: Are district expectations consistently understood across schools, or does local interpretation create unintended gaps?

2 Pillar 2: Common Resources & Infrastructure

IMPLEMENTATION EVALUATION CRITERIA	IN PLACE (2)	PARTIAL (1)	UNMET (0)
All elementary campuses are provided with unified curriculum scope, planning tools, and digital platforms.	☐	☐	☐
Common equipment guidelines and assessment tools are established to eliminate prep redundancies for teachers.	☐	☐	☐
Resource allocations are designed to support equitable instructional quality regardless of facility limitations.	☐	☐	☐

Leadership Reflection: Do your shared resources make high-quality instruction easier to deliver, or do they feel overly restrictive?

3 Pillar 3: Structured Communication & Collaboration

IMPLEMENTATION EVALUATION CRITERIA	IN PLACE (2)	PARTIAL (1)	UNMET (0)
Structured channels exist for regular communication between district leaders, principals, and PE specialists.	☐	☐	☐
PE teachers across different elementary schools have routine opportunities to collaborate and share best practices.	☐	☐	☐
Feedback loops allow teachers to communicate operational or scheduling challenges directly to district leadership.	☐	☐	☐

Leadership Reflection: How do new educators learn district practices, and where can teachers seek proactive support?

4 Pillar 4: Continuous Review & Visibility

IMPLEMENTATION EVALUATION CRITERIA	IN PLACE (2)	PARTIAL (1)	UNMET (0)
Program reviews are conducted periodically to evaluate implementation health and identify support needs.	☐	☐	☐
District leadership utilizes objective implementation visibility rather than subjective or anecdotal observation.	☐	☐	☐
Review findings directly inform annual budget decisions, professional learning priorities, and strategic planning.	☐	☐	☐

Leadership Reflection: If a student transferred between any two elementary schools tomorrow, what would remain consistent?

The Pocket PE Perspective

Consistency is not about making every school look identical—it is about ensuring every student receives access to the same commitment to quality. Pocket PE helps district leaders establish clear expectations, reduce planning friction, and provide intuitive tools that support consistent implementation across every campus.

Ready to build consistency across your district? Learn more at <https://PocketPE.app>