

Appendix 5

Planning for full implementation:
A guide for district and
school implementation teams

ORIGO Stepping Stones 2.0

District Implementation Team Planning for Full Implementation Guide

Directions: The District and School Implementation Teams should use this guide to reflect on their successes and challenges during initial implementation in order to plan for full implementation. Teams should reflect on each key feature of effective implementation by responding to guiding questions. Teams may make notes or use this as a discussion tool to facilitate planning.

District/school	[Insert district/school name here]
Date	[Insert today's date here]
Implementation Team Members	[Insert team members' names here]

Implementation Teams

Reflect	<p>How well did your implementation team work together this year to support <i>Stepping Stones</i> implementation on a scale of 1-5? Why?</p> <p>Did you meet on a regular basis? Were your meetings valuable?</p>	Notes:
Plan	<p>Will the team remain the same or change next school year?</p> <p>What changes can you make to improve team functioning for the following school year?</p>	Notes:

Implementation Drivers

a. Competency

Reflect	
What training and coaching did you provide? Was the training and coaching effective? How do you know?	Notes:
Plan	
What training and coaching supports do the current <i>Stepping Stones</i> users need during next school year? How will new staff learn how to use the program?	Notes:

b. Organization

Reflect	
How do you provide support to the school implementation teams? Has the work environment been adjusted at the school level (e.g. scheduling, materials, time) to support the use of <i>Stepping Stones</i> ? Does your team use data to drive decision making?	Notes:
Plan	
What support will you provide to school implementation teams and teachers next school year as you move into full implementation? What adjustments will need to be made related to the work environment at the school level for teachers to effectively use <i>Stepping Stones</i> as intended (e.g. scheduling, materials, time)?	Notes:

c. Leadership

Reflect	
How are challenges and barriers identified, collected, addressed and managed?	Notes:

Plan	
How will your team plan to identify, address, and manage challenges and barriers as you move to full implementation?	Notes:

d. Fidelity

Reflect	
How do you know that the program is being used as intended? What data has been collected to measure implementation (e.g. SSIT, SSCF tool, surveys, and comfort scales)?	Notes:
Plan	
Next school year, what data will be collected to measure <i>Stepping Stones</i> implementation? How often will you collect and analyze implementation data?	Notes:

e. Reliable benefits/consistent use

Reflect	
How many students are benefitting from the <i>Stepping Stones</i> program? What data tell you they are benefitting?	Notes:
Plan	
Next school year, what data will you collect to determine if students are benefitting from <i>Stepping Stones</i> ? How often will you collect and analyze it?	Notes:

Implementation Stages Reflection: Where Are We?

Stage Related Activities for: Exploration & Installation	In Place (2)	Initiated or Partially In Place (1)	Not Yet In Place (0)	Notes
1. Form implementation team or repurpose or expand a current group				
2. Select “first practitioners” (e.g. schools, teachers, <i>Stepping Stones</i> lead)				
3. Training of first cohort of implementers				
4. Develop training, coaching, and support plans for teachers				
5. Establish communication links to report barriers to District Implementation Team				
Total	[Insert total # points here]			

Plan
<p>What might we do to further strengthen our Exploration and Installation process? Are there activities that we need to revisit? What are the “right next steps” to engage or revisit Exploration and Installation activities?</p>

Stage Related Activities for: Initial Implementation _____ School Year	In Place (2)	Initiated or Partially In Place (1)	Not Yet In Place (0)	Notes
1. Implementation team meets regularly (at least once per month) to discuss <i>Stepping Stones</i> implementation				
2. Implementation data is collected at least twice per year using the SSIT. Data is used to plan professional development and coaching supports				
3. Communication protocols developed and implemented to communicate with stakeholders and identify implementation barriers				
4. Ongoing training and coaching of first cohort of implementers				

Plan	
<p>What might we do to further strengthen our Initial Implementation? Are there activities that we need to revisit? What are the "right next steps" to engage or revisit Initial Implementation activities?</p>	
Planning for Full Implementation	
<p>What data do you need to collect before the end of this school year related to student benefits and <i>Stepping Stones</i> implementation to inform planning for full implementation?</p>	<p>Notes:</p>

Planning for Full Implementation

<p>What data do you need to collect before the end of this school year related to student benefits and <i>Stepping Stones</i> implementation to inform planning for full implementation?</p>	<p>Notes:</p>
<p>What activities will take place in this spring/summer to prepare for full implementation?</p>	<p>Notes:</p>
<p>What adjustments need to be made to your implementation plan?</p>	<p>Notes:</p>
<p>Are you ready/able to “scale-up” to other schools, grade levels, teachers, etc.?</p>	<p>Notes:</p>
<p>According to implementation data, what are the areas of strength and weakness in the implementation of the <i>Stepping Stones</i> program? How will you use this data to plan for full implementation?</p>	<p>Notes:</p>
<p>Additional Notes:</p>	