Step 3 PLAN FOR IMPLEMENTATION

1 IDENTIFY Critical Needs

2 RESEARCH and Select Evidence-Based Strategies

3 PLAN for Implementation

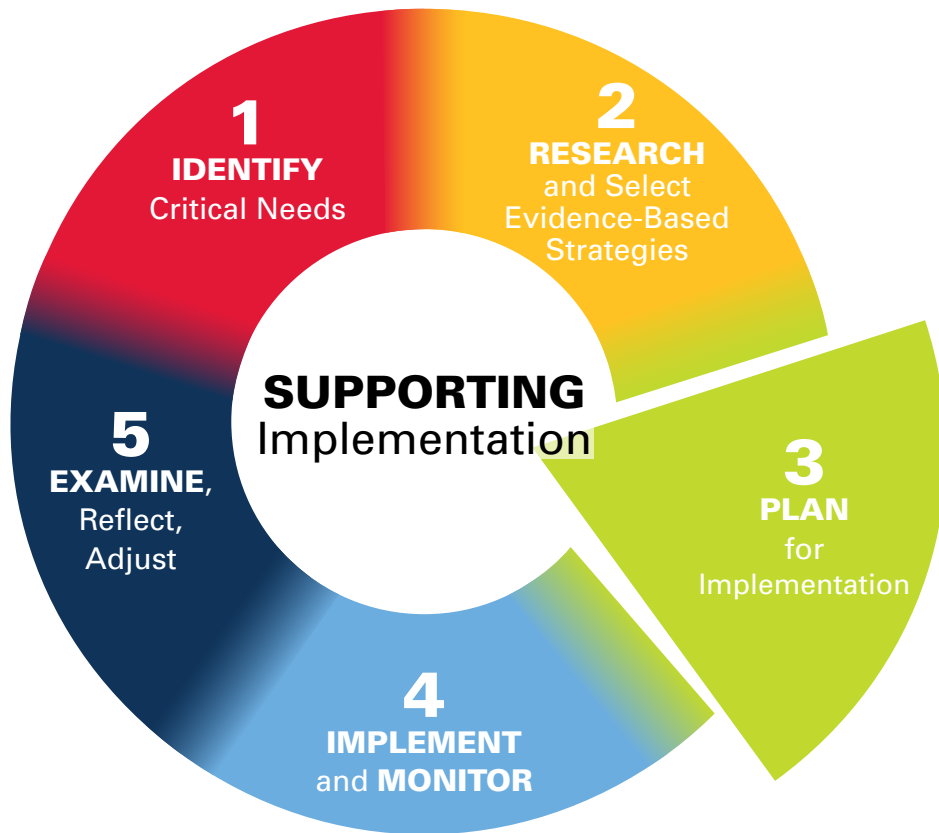**4 IMPLEMENT** and **MONITOR**

5 EXAMINE, Reflect, Adjust

SUPPORTING Implementation

Teams planning for implementation should focus on the critical needs identified during Step 1, *Identify Critical Needs*, and the evidence-based strategies selected during Step 2, *Research and Select Evidence-Based Strategies.* An effective plan includes:

- A limited number of SMART goals;
- Evidence-based strategies;
- A progress-monitoring process for:
  - ° Adult implementation indicators; and
  - ° Student performance indicators; and
- Action steps.

Creating a multiyear plan gives schools the opportunity to make systemic change. It takes time to move through the implementation stages.

Roles of the Shared Leadership Teams:

DLT
- Design or update a district, multiyear plan based on identified critical needs and using evidence-based strategies aligned to district goals.

BLT
- Design and update a school-specific, multiyear plan aligned to the district plan. School plans are based on the school's identified critical needs and use evidence-based strategies aligned to the school and district goals.

TBTs
- Create an instructional plan aligned to Ohio's Learning Standards and school or district evidence-based strategies. This includes frequent, real-time monitoring of student data.
- Monitoring might include:
  - ° Analysis of student work;
  - ° Common formative assessments; and
  - ° Adult strategy implementation.

Plan Elements

A plan aligned to critical needs identified from the Decision Framework may include:

• A limited number of SMART goals;
   ° **S**pecific, **M**easurable, **A**ttainable and **A**chievable, **R**ealistic and **R**elevant, and **T**imely.
• Evidence-based strategies;
• Progress monitoring:
   ° Collection and analysis of student performance and adult implementation data;
   ° Data collection at appropriate intervals;
   ° Short- and long-term implementation;
   ° Professional learning aligned to adult implementation indicators; and
   ° Student data related directly to the new practices or strategy(s).
• Action steps:
   ° Ongoing professional learning;
   ° Human capital allocation:
      · Capacity and sustainability;
      · Leadership development; and
      · Coaching.
   ° Fiscal resources; and
   ° Outlined roles of the system.

Ongoing Professional Learning

Creating action steps for professional learning is an essential step in planning to implement an evidence-based strategy. Effective professional learning is:

• Intentional and sustained;
• Aligned to goals and outcomes;
• Job embedded and collaborative;
• Evaluated for knowledge growth and transfer to the classroom; and
• Data driven.

Professional learning is effective when:

• The presenter and coach are experts in the chosen practice;
• The organization uses pre-, post- and formative assessments to monitor participants' knowledge and skill growth;
• Behavioral practice or role playing is an essential learning activity;
• Intensive and ongoing;
• The system provides coaching to all staff to transfer new knowledge to their practices;
• The impact of coaching on practice is monitored; and
• Procedures are in place for new staff learning in subsequent years.

Allocation of Human Capital

A critical aspect of human capital is ensuring you have the right staff for implementation. This could include developing staff, recruiting new staff or redesigning roles based on knowledge and skills to implement the evidence-based strategies. Another aspect of human capital is having the right leaders. Effective implementation requires leaders who ensure:

• Equitable resource allocation;
• Shared decision-making through teams:
   ° All voices are heard and valued; and
   ° Teams work to build consensus; and
• Leadership skills are developed at all levels.

The Role of the System

To enable full implementation of the evidence-based strategies, the education system leads change across the organization by:

• Creating a safe, collaborative learning environment for adults and students;
• Providing reliable data for timely decision-making;
• Aligning all processes, policies and regulations to support implementation; and
• Monitoring for sustained improvement.

Fiscal Resources

Schools and districts in the planning process understand the fiscal resources needed to ensure high-quality plan implementation. Consider these questions:

• What materials, resources or expertise will be needed?
• What funds can be leveraged to support goals?
• What additional funds may be needed?
• How will the plan be fiscally sustainable beyond initial implementation?

Ohio | **Department** of **Education**