Instructions: Select a critical component of **Project Implementation** that you would like to implement in order to scale up this portion of the project:

<u>Part One</u>. Once you have made your selection, please operationally define what "it" would "look like" if you were to observe this being implemented; as intended (the gold standard); with some acceptable variations of this critical component, and finally what are some unacceptable variations of this element.

Critical Component (Non-negotiable)	Contribution To the Outcome	Expected Implementation	Acceptable Variation	Unacceptable Variation
Description of this component	Describe how this critical component contributes to the outcome	Description of implementer behavior	Description of implementer behavior	Description of implementer behavior
The LEA has formed an NCSIP Advisory committee that meets at least three times a year.	• Focused communication plan that includes all stakeholders • Shared support/resources across the LEA • Increased awareness and involvement • Long range plan is addressed and implemented	• A team is established that represents teaching staff, supervisory staff, and parents (when possible). The team does not have to be a newly formed team. The team does need to have administrative representation, and NCSIP goals to drive the effort. • The team has a regular meeting time, process, agenda, and way to keep all team members (when a meeting is missed) abreast of all information, decisions, and assignments. • The team assesses reading data and long-range plan for NCSIP to adjust project implementation (when necessary). • Action items will be identified and carried out between each meeting	• Team membership does not represent all school staff but gathers input from school community • Team meeting vary on time and day, but meeting take place with adequate attendance and participation • Every other meeting can be virtual, rather than face-to-face	• Team membership only consists of EC personnel • Team membership does not reflect authority necessary to implement the next steps necessary to the team's plan. • No identified plan for team communication of key messages • No questions are asked by team members on next steps. • No established schedule for meetings • No expectations for attendance by identified members • The long-range plan is not reviewed.

Part Two: Now that we have an "it" in the form of a practice Profile, let's dig into the implementation issues—this template asks us to take the Ideal and/or the acceptable variation and then analyze the Knowledge, Skills, and Abilities needed to execute the practice profile. What skills will be necessary to put "it" into place. How will the Implementation Drivers be used to make the ideal or acceptable the routine practice in classrooms, schools, or Districts. And what impact or outcome can we expect and measure to demonstrate that we've "got it"?

Please complete the following the following table.

Critical Component (Non-negotiable)	Expected Implementation/ Acceptable Variation	Knowledge, Skills, and Abilities	Area of Impact (Outcomes)
Description of critical component	Summary of ideal and acceptable Variations of implementer behavior	Describe what is necessary to put "it" in place.	Describe how we will prove that we've got "it"
The LEA has formed an NCSIP Advisory committee that meets at least three times a year.	• Focused communication plan shared support • Increased awareness and involvement • A team is established that represents teaching staff, supervisory staff, and parents • The team has a regular meeting time, process, agenda, and way to keep all team members • Long range plan is addressed and implemented	• Invitations to members (including schedule, goals, roles, and expectation of attendance) • Commitment of key members for regular attendance and involvement • Identified process for roles and decision making during meetings • Yearly schedule for meetings • Overview of NCSIP goals and process (for those not familiar with the project)	• The NCSIP advisory team is established • Scheduled meetings take place • Identified next steps are determined and carried out • Key messages are shared throughout the LEA

Exploration and Periodic Assessment of Competency Drivers: Discussion Tool

<u>Part 3.</u> Our task is to then discuss and arrive at decisions about how and if each Driver will support the implementation of the Practice Profile by enhancing the competencies and confidence of the teacher. So, we'd have a conversation about what might be done during Selection, what training might be needed, what coaching and feedback would be helpful, and how we will measure and report fidelity.

Critical Component:	
Selection: Who will be a part of the planning team? How do you select participants?	• Central office staff that hold authority to enable steps outlines in the long range plan • Principals/assistant principals of schools used for data collection • Teachers of students used for data collection • Reading Foundation Trainers • Parents of students who are enrolled in data collection classrooms • An invitation will be sent that outlines the function of the team, the role of the team members, the level of commitment that is required from the team, and the meeting schedule in order to determine willingness.
Training: Overviews, strategic planning	• An NCSIP overview will be created for team members who are not familiar with the project • Key members will participate in Reading Foundations Training • Key members will participate in Reading Program Training • Key members will participate in a book study regarding Implementation Science • Team members will be trained to establish terms of reference
Coaching	
Fidelity/Performance Monitoring System	• Meeting minutes will be reviewed and shared after each meeting • Key messages will be identified and shared after each meeting • Attendance will be recorded for each meeting

Exploration and Periodic Assessment of Organization Drivers: Discussion Tool

<u>Part 4.</u> Now let's discuss and arrive at decisions about how each Organizational Driver will support the implementation of the Practice Profile by enhancing the organizational supports for the chosen Practice. So, we'd have a conversation about what organizational changes might be done, including data support, facilitative and systems, and how those changes will be operationalized.

Critical Component:	
Decision Support Data System: What systems are in place to support decision-making?	• LEA, school, and NCSIP student achievement data will be reviewed while reviewing NCSIP implementation.
Facilitative Administration: Central office and building level leaders that respond to incoming information and data in order to make change when necessary	• Central office staff and principals will authorize and enable the next steps identified by the team for implementing the long-range plan for NCSIP.
System Intervention: Cross-departmental collaborations (for example: gen ed, EC, Title 1, ELL); Partnerships with community based organizations or businesses	Cross-departmental collaboration will be represented by team membership. This can include: • EC Director and teachers, Title 1 Director and teachers, General Education Curriculum Coordinator, ELL Coordinator and teachers, Sylvan Learning Center, Inc.