Ripple Effects Implementation Plan

School name:

Implementation Lead(s):

Implementation Team:

Notes:

Planning

Guiding questions for developing an implementation plan

1. What would you like to see this program do?

2. Is there an initiative, practice, curriculum, framework and/or area of focus that you want Ripple Effects to align with?

3. Outcome measure(s) or assessment(s) that you need to align program to?

4. Describe what a successful implementation looks like?

Setting(s) and goal(s) of program use

List and briefly describe the setting(s) and how the program(s) will be used in the setting. Include a goal for the implementation using the information from questions above. (Examples: the program will be used by our counselor as part of social skills groups for SEL, or the program will be used in our ISS room to support our trauma-informed, restorative practices.)

Setting #1:

Setting #2:

Setting #3:

Logistics

Setting up the system and youth/educator access

Customizing content (*Kids & Teens*)

☐ Customizing (blocking) topics at site-level? If yes, describe necessary steps to make this happen:

☐ Choosing & assigning content?
1. If yes, how will you decide which topics to choose?

2. How will topics be assigned:
   ☐ Playlist Creator apps
   ☐ Guide sheets
   ☐ Other:

Student access

1. What device(s) will youth use to access the program(s)?

   ☐ Student's school device
   ☐ Device(s) located in the setting
   ☐ Laptop cart
   ☐ Computer lab
   ☐ Other:

2. How will youth access the program?
   ☐ Clever Portal
   ☐ ClassLink Launchpad
   ☐ Google classroom or Google Doc
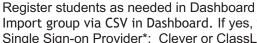   ☐ Ripple Effects student dashboard, using 9-digit student access code
   ☐ Shortcut icon on the computer screen
   ☐ Bookmark the program URL in the browser
   ☐ Other:

3. Youth Records (name, ID, grade) rostered/registered in the system:
   ☐ Register students as needed in Dashboard
   ☐ Import group via CSV in Dashboard. If yes, who will import?
   ☐ Single Sign-on Provider*: Clever or ClassLink

   *Site uses Clever or ClassLink and needs to restrict access to the programs to only some students. They have notified their Clever/ClassLink technologist to make these adjustments:
   YES / NO

   Confirmed that student info is rostered: **YES/NO**

4. Describe the process of student(s) accessing the program. Is a guide sheet needed to onboard/provide direction?

Educator Access to dashboard & programs

1. My school has the Ripple Effects dashboard access code(s) we need?

2. The Ripple Effects designated admin(s)* at my site is:

   *This is the individual who has access to the Ripple Effects Admin dashboard for your site where the following functionalities exist: Topic list customization (blocking), setting educator permissions for the Data Viewer, and Dashboard access codes.

3. I am a Ripple Effects admin and I need to provide dashboard access codes. Describe how and when you will do this.

4. How/when will staff learn how to create universal login *for Kids &Teens* programs?

Evidence of learning

Progress monitoring, measuring, documenting, evaluating

1. Did they do it? How will you progress monitor?

- ☐ Scorecard (shows completion of interactive modes)
- ☐ Data Viewer (shows usage minutes and completion of interactive modes)
- ☐ Supplemental activities or assignments
  assigned by implementer (i.e., "apply it" exercise in program)
- ☐ Exit ticket
- ☐ Other:

2. Did it work?

- ☐ Educator observation/screeners
- ☐ Student self-report (i.e. *Screen for Strengths*, surveys, reflection sheet, exit ticket, SEL assessments, etc.)
- ☐ Usage minutes (Data Viewer)
- ☐ Other:

3. Impact? Use admin data and goals to define success

Behavioral outcomes

- ☐ Amount of instruction time lost to behavior issues
- ☐ Detention/ISS
- ☐ Discipline infractions
- ☐ Office referrals
- ☐ Suspensions
- ☐ Late/Tardies
- ☐ Unexcused absences
- ☐ Other:

3. Impact? *(continued)*

Academic outcomes

- ☐ GPA
- ☐ Graduation rate
- ☐ Retention in school after one year
- ☐ Other:

Other possible indicators to help define success

- ☐ Program usage
- ☐ Dosage
- ☐ Personal exploration rates
- ☐ Engagement/involved in treatment
- ☐ School climate survey
- ☐ Academic mindset measures
- ☐ District approved self-assessment screeners
- ☐ Scores on *Screen for Strengths*
- ☐ Changes in frequency, duration or intensity of behaviors
- ☐ Other:

4. Did we do it? Was program implemented as planned?

Implementers: working with students (for suggestions, refer to the Implementer's manuals)

How will you introduce Ripple Effects to your student(s)? In your own words, what is it?

Why is this content important to their learning? Why is it important to them as a community member at your school? To their lives?

How will students access the program? How will you get them logged in the first time?

Once logged in, what are students expected to do? How will you direct them to what they need to do? Are scaffolds needed?

What are you holding them accountable for? How will you convey that to them?

What inspires or excites your students? What motivates them?

If you are facilitating the program, what does that look like?

Implementers: extending the learning

How will you integrate the skills & concepts into your classroom? Academic areas? "Non-academic" areas?

How will you notice & reinforce students' prosocial behaviors?

How can you involve families in student learning and use of the program?

ActionPlan (aka "the to do list")

Directions: Use this form as a template to develop a work plan for a specific goal or phase of implementation (i.e. training other staff, setting up tech, programevaluation, etc.) Share, review and update regularly. You may decide to develop a new work plan for new phases of your effort.

Purpose: To create an Action Plan for your school's implementation of Ripple Effects in _____.

Goal/Phase:

Action Steps What Will Be Done?	Responsibilities Who Will Do It?	Timeline By When? (Day/Month)	Resources A. Resources Available B. Resources Needed (guide sheets, technical, human, political. other)	Task completion Follow-up Needed? Notes.
Step 1:			A. B.	
Step 2:			A. B.	
Step 3:			A. B.	
Step 4:			A. B.	
Step 5:			A. B.	