

Partnership Schools: Levels of Implementation and Coaching Examples

Exploration

Schools are researching their options and making decisions about whether or not to move forward with a particular practice such as the Partnership Schools approach.

SST Coaches:

- Reach out to help to build awareness by sharing information about the model
- Recommend this systemic approach for school improvement for attendance, literacy, math, school climate, and more.
- Inform school leaders how to register and get started.

Installation

Schools are creating the infrastructure and putting necessary organizational supports into place for implementing the Partnership Schools approach (e.g., completing onboarding modules and assembling their team, writing one year action plans, selecting assessment tools).

SST Coaches:

- Reach out to check in with school leaders about their progress in the modules, recruitment of their team, and teams' progress in developing an annual action plan.
- Stay aware of the activities and goals within district and school plans to provide tailored support.

Initial Implementation

Schools are beginning to use agreed-on strategies or actions (action plans, meetings, using family input). "The most fragile stage," where the perseverance required for using new practices sometimes results in team members giving up and returning to the status quo.

SST Coaches:

- Support school leaders individually through reaching out in monthly "check ins" to discuss current progress, challenges, and next steps for improving and sustaining implementation.
- Celebrate "wins" and offer to review new strategies or attend events/services.
- Assist and remind schools to participate in annual spring surveys.
- Share resources to support continued progress.

Full Implementation

Schools consider the Partnership Schools approach to be standard practice or, more simply, the way business is routinely done. Teams meet regularly, and plans are implemented with family input. The implementation is cyclical, with predictable routines throughout the school year.

SST Coaches:

- Reach out quarterly to show interest and support.
- Share about their promising practices with other schools to motivate continued growth.
- Host regional meetings welcoming leaders at all levels of implementation.
- Share about advanced professional development opportunities so they can continue to grow as leaders.

