Adolescent girls and gender diverse youth are at risk for experiencing disembodiment, which lends itself to several adverse risk factors including physical inactivity, disordered eating, and body image disturbance. The Find What Moves You (FWMY) program was created to reduce the gap in programming that targets these needs. FWMY was designed using the developmental theory of embodiment, the self-determination theory, and the monitor and acceptance theory. In this study, the quality implementation framework (QIF) was applied retrospectively to three distinct FWMY cycles to evaluate and report on the development and two pilot tests of the program. The QIF contains four phases with specific actions to guide quality implementation. The phases are initial considerations regarding the host setting, creating implementation structure, support during implementation, and improving future applications. Applying the QIF was beneficial in explaining the process of program development and identifying future steps to ensure quality implementation and program sustainability. The two pilots were also analyzed using mixed methods to understand program acceptability, efficacy, and fidelity. The first cycle of FWMY focused primarily on the conceptual foundations of the program and included an online pilot with (N = 6) participants. Post-program surveys and focus group interviews indicated that there was a high level of acceptability, efficacy, and fidelity. Recommendations from this cycle were documented and applied in the next cycle. In the second cycle of FWMY, efforts were focused on building organizational capacity, curriculum revisions, and a second pilot study in partnership with an afterschool program. The second pilot applied a hybrid delivery method with (N = 25) participants. Post-program surveys and interviews indicated a moderate level of acceptability, efficacy, and fidelity. Recommendations from participants, the instructor, and afterschool staff were considered and are being applied in the third and current cycle. The efforts described in the third cycle of FWMY are focusing on curriculum revision, instructor training, capacity building, and gaining stakeholder input. Overall, it was found that FWMY was moderately acceptable and efficacious for the participants within the target population. Using the QIF illuminated the need to understand community and stakeholder interests. Overall, applying the QIF was useful for explaining the processes of program development and identifying future steps to ensure quality implementation and program sustainability.