

Planning for Success: A Guided Tour of Goals and Strategies



Let's Meet The Team



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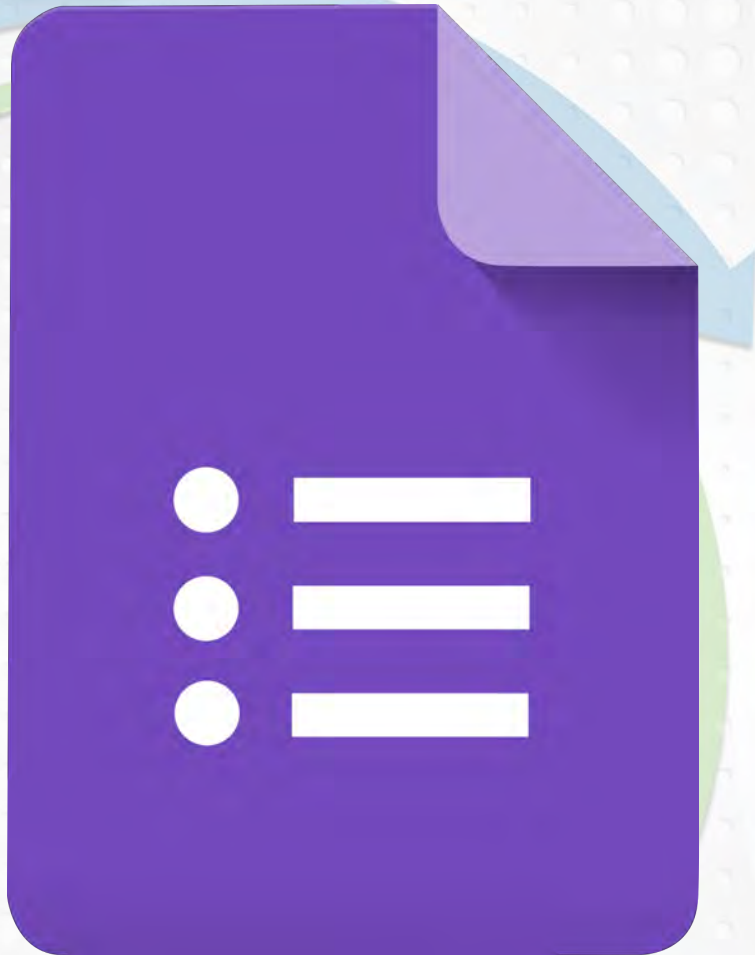
Paul Bauer
Director of System
Improvement & Evaluation
Traverse Bay Area ISD

Guided Notes

- In the chat, a link will be provided for participants to have access to a preformatted guided note page. Please consider using this resource for your professional learning during today's session.
- *Disclaimer: Notes taken on the guided note page will be reviewed to determine the effectiveness of today's session.*



Defining Goals and Adding Strategies Session Feedback



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- During the **Q & A** portion at the end of today's session, you'll be asked to take a moment to complete a Google form.
- This will provide our team with actionable feedback for future sessions. The link will be placed in the chat.

The Assess Needs Process

Identify Area(s) of Inquiry → What are you looking at? What will you explore? How will you explore it?

Data Discovery → What do you see? What does the data say?

Initial Initiative Inventory → What are you currently doing to address your data?

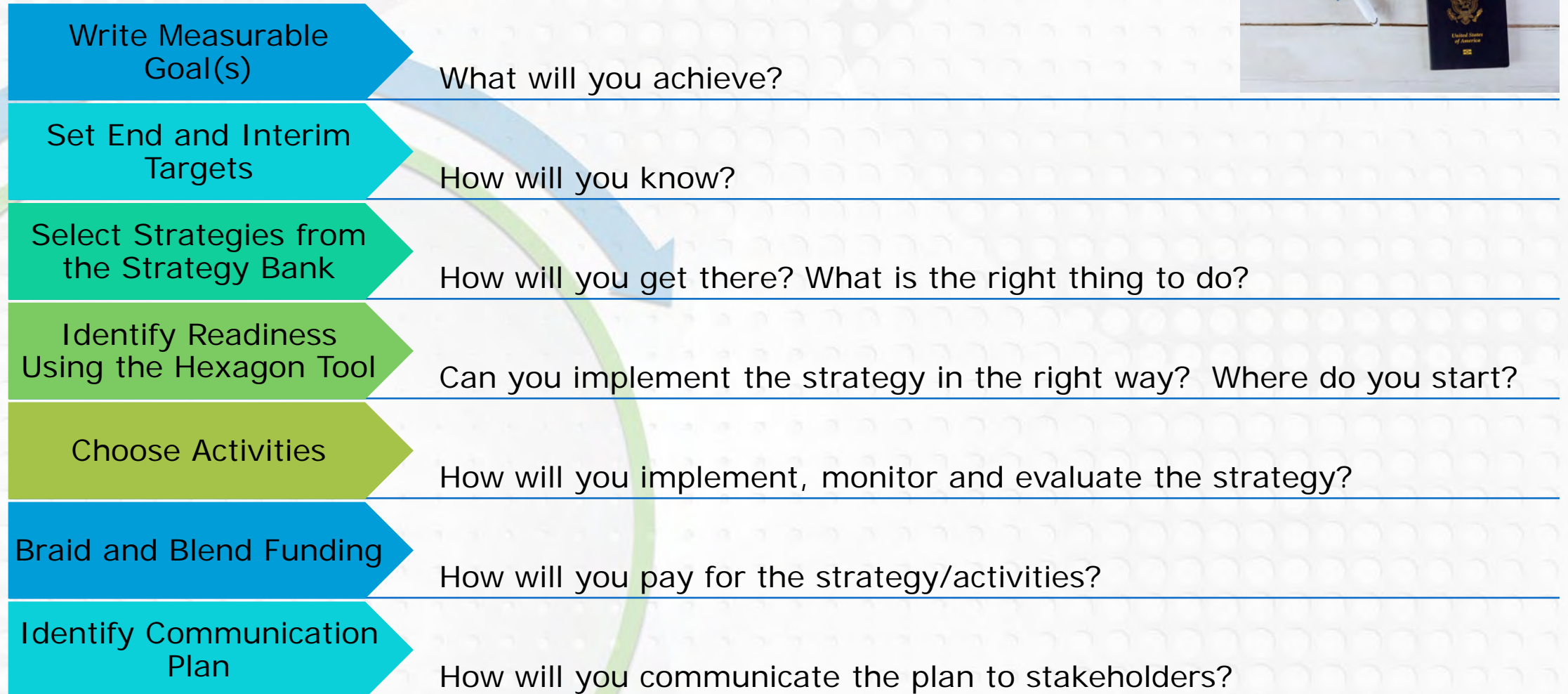
Gap Analysis → How well is that working? How far are you from where you need to be?

Data Story Summary → **What** do you know?

Conduct Root Cause Analysis → **Why** are things the way they are?

Identify Challenge → Where is there an opportunity to grow?

The Planning Process



***If you don't know
where you are
going, you will end
up somewhere you
don't want to be.***

Yogi Berra (adapted)



Defining Goals

- Goals are part of the continuous improvement process.
- Goals provide a sense of direction, motivation, a clear focus and clarify importance.

By setting goals, you are identifying a target to aim for.

A SMART goal is used to help guide goal setting.

Write Measurable Goal(s)



Goal Development

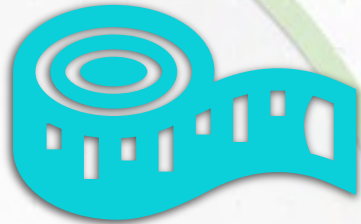
Write Measurable
Goal(s)

S



Specific: Well defined and clear

M



Measurable: Criteria measuring progress toward goal

A



Attainable: Possible to achieve

R



Realistic: Within reach; Relevant to the work

T



Timely: Defined timeline; timeframe to reach goal

Define a Measurable Goal: Early Literacy - Essentials Adoption ▼

District Data Story

Both schools are below state proficiency targets. School A has increased proficiency on M-STEP while school B has decreased proficiency...

[View District Data Story](#)

Challenge Statement

[Edit](#)

The district needs to allocate resources to develop a system to implement GELN Literacy Essentials at School B and maintain resources to continue implementation and progress at School A.

Define Goal

Create a one-sentence goal to solve the issue defined in your Problem Statement. The goal should include a measure and a due date.

Example: Our goal is to provide opportunities for students to study together, in order to improve ELA M-Step scores by 5% by 2022.

Increase the 3rd grade proficiency rate by 12% on ELA M-STEP

Goal Due Date

03/01/2022



Name Goal

Create a short title for the goal. This is how it will be referred to in short, moving forward.

Example: Improve ELA M-Step

3rd Grade ELA M-STEP

Disney City District (Example)

Write Measurable Goal(s)

District team looked at the changes in their students' performance in math and reading scores between 2014-2019 at the 10th, 25th, 50th, 75th, and 90th percentiles.

This allowed them to see whether progress has been even across the performance distribution of students or if there was more progress at the highest levels of achievement or the lowest over this time span.

Data Discovery

- Students that scored at 10th percentile dropped in both grades between 2014-2019.
- On the other hand, the scores at the 90th percentile rose in both subjects. Increased by 5 points in math and increased by 3 points in reading in grades 4th and 8th.
- This seems to occur across major student reporting groups by race/ethnicity and socioeconomic status.
- Black students, Hispanic students, White students and those eligible for Free/Reduced lunch program all showed divergence in achievement between the group's lowest and highest achieving students.

Disney City District

Write Measurable
Goal(s)

Summary

- Some students don't feel challenged in classes; some have greater access to resources than others
- Discrepancies exist in advanced course enrollment; students not receiving the same level of access. Underrepresented groups enrolled in advanced courses
- Groups of students over-represented in disciplinary and behavior data
- Attendance and chronic absenteeism rates differ by student groups

Challenge Statement

The district does not have a system in place to address the inequities that currently exist in providing opportunities and access for challenging and engaging learning experiences for ALL students.

District Goal

Write Measurable
Goal(s)

Increase enrollment in advanced courses by 25% across underrepresented groups by the 2022-2023 school year to improve students' performance, inclusiveness and provide equitable access for all students.

Specific



Measurable



Attainable



Realistic



Timely





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Setting Targets for Goal Attainment

Set End and Interim Targets

End Target Measures

- The value that defines the ultimate level of achievement of a measurable goal

Interim Target Measures

- A value that measures *progress* toward a measurable goal



End/Interim Target Measures

Set End and Interim Targets

End Target Measure

- Increased enrollment in advanced coursework by 25% by across underrepresented groups by 2022-2023 School Year.



Interim Target Measures

- Build a K-8 Pipeline for Advanced Placement (AP) opportunities for all students by 2021.
- Invite groups of students (50 students) to AP courses to increase awareness/enrollment.
- Increase course offerings by adding 5 additional offerings to attract more students to challenging courses by the end of 2021.

Plan Successfully

Create a shared decision-making culture that is transparent and inclusive. Teams will become intrinsically motivated to reach the defined goal.





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Where: Adding Strategies and the ESSA Levels

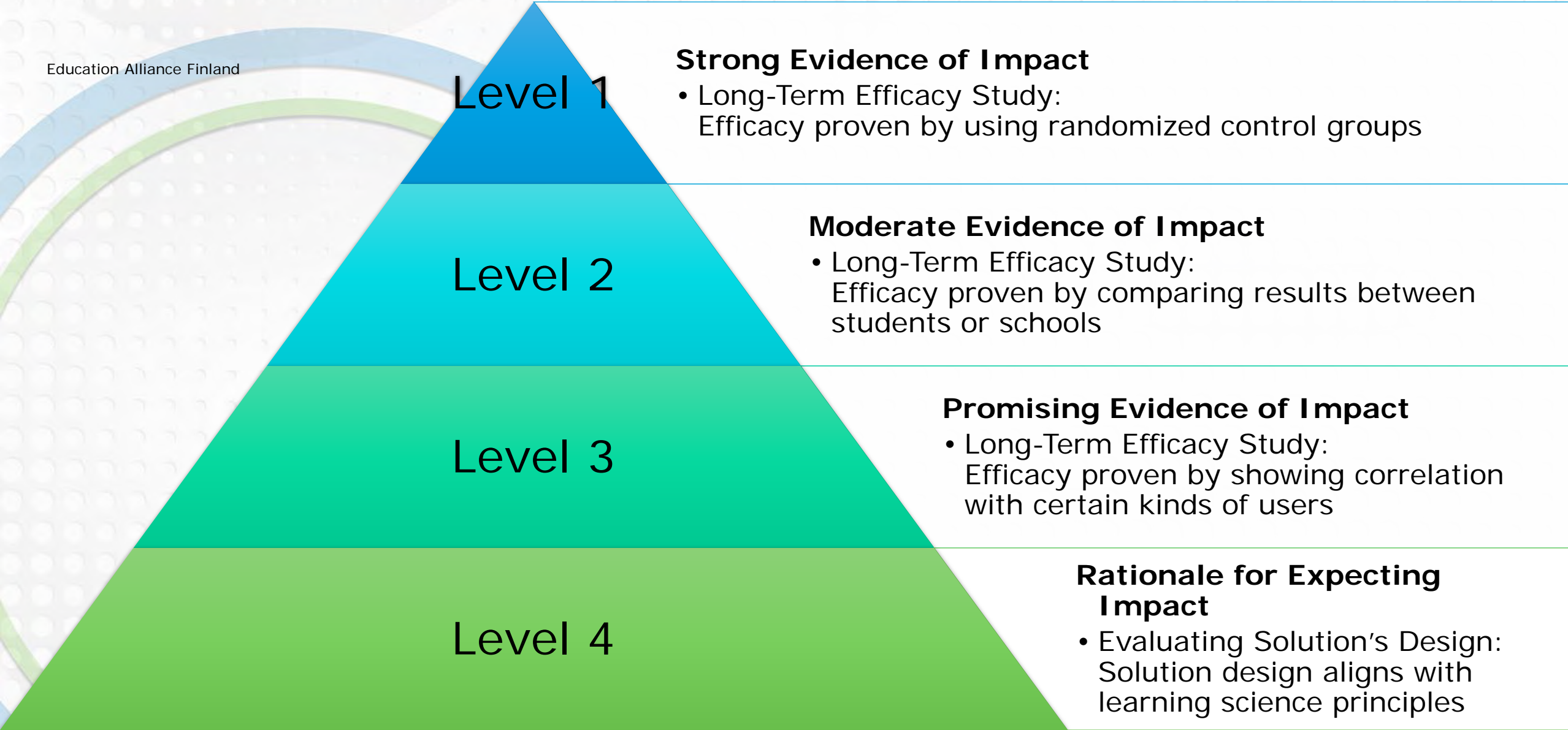
Select Strategies from the Strategy Bank

The screenshot shows the 'Create Strategy Implementation Plan' interface for '3rd Grade ELA M-STEP'. At the top, there is a navigation bar with 'DISCOVER', 'PLAN', 'IMPLEMENT', and 'REPORT' tabs, and a user profile 'TK, Nancy'. The main content area is divided into two columns: 'Challenge Statement' and 'Measurable Goal'. The 'Challenge Statement' contains the text: 'The district needs to allocate resources to develop a system to implement GELN Literacy Essentials at School B and maintain resources to...' with a 'View District Data Story' link below it. The 'Measurable Goal' contains the text: 'Increase the 3rd grade proficiency rate by 12% on ELA M-STEP'. Below these columns is a 'Select Strategies' section with the question 'What strategies can be utilized to achieve this goal?' and a large dashed green button labeled 'Add Strategy'.

The screenshot shows the 'Select a Strategy of Interest' interface. At the top, there is a navigation bar with 'SEARCH STRATEGIES' and 'BROWSE STRATEGIES' tabs, and the 'MiStrategy Bank' logo. Below the navigation bar is a search bar with the placeholder text 'Search Strategies...' and a 'Hide Filters' button. Underneath the search bar is a 'Filter Strategies' section with a 'Clear All' link. The 'Filter Strategies' section includes several filters: 'Outcome(s)' with a dropdown menu showing 'Select all Outcomes of interest...'; 'Gender' with radio buttons for 'Male' and 'Female'; 'Age' with a range slider set to 'All Ages, 1-25+' and '25+'; and 'ESSA Level' and 'Grade Level' both set to 'All Grade Levels'.

What: Adding Strategies and the ESSA Levels

Education Alliance Finland



Level 1

Strong Evidence of Impact

- Long-Term Efficacy Study: Efficacy proven by using randomized control groups

Level 2

Moderate Evidence of Impact

- Long-Term Efficacy Study: Efficacy proven by comparing results between students or schools

Level 3

Promising Evidence of Impact

- Long-Term Efficacy Study: Efficacy proven by showing correlation with certain kinds of users

Level 4

Rationale for Expecting Impact

- Evaluating Solution's Design: Solution design aligns with learning science principles

Why: Adding Strategies and the ESSA Levels



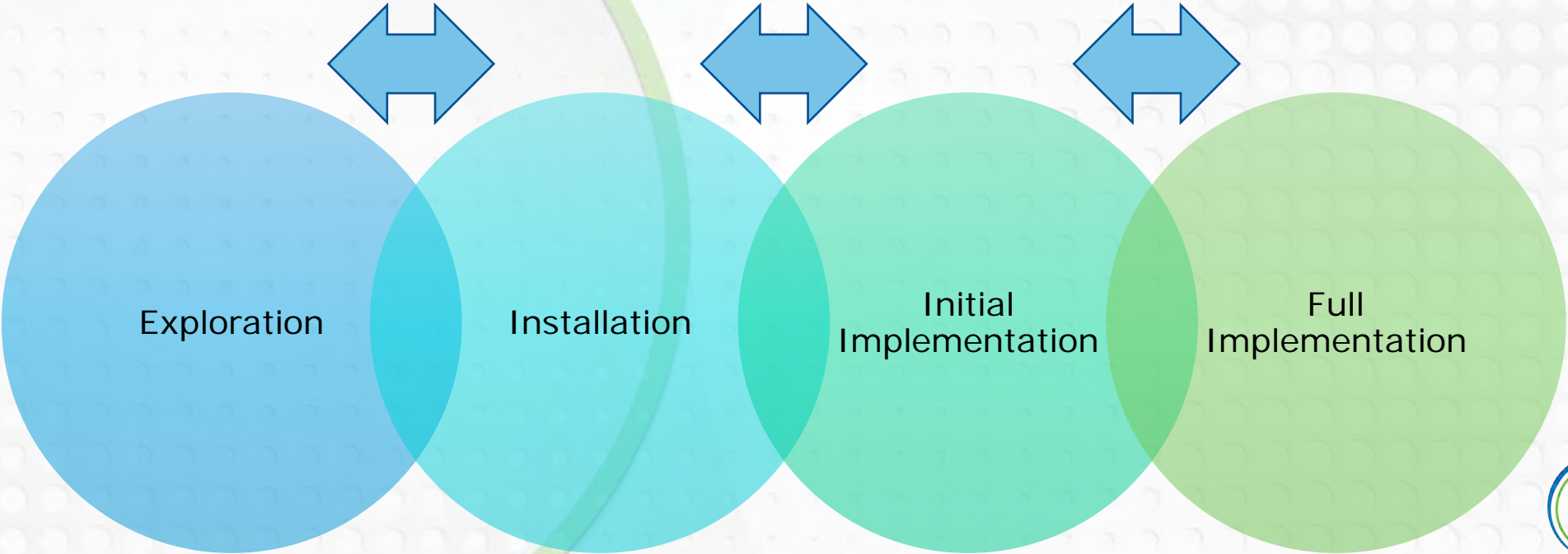
Select Strategies from the Strategy Bank

- The Every Student Succeeds Act (ESSA) was designed to **help improve student achievement** through implementation of evidence-based practices.
- ESSA encourages state and local educational agencies to include **evidence-based** interventions, strategies, and/or approaches in their continuous improvement plan.
- The kind of evidence described in ESSA has generally been produced through **formal studies and research**.

Strategy Implementation Stages

Select Strategies from the Strategy Bank

Implementation Stages



Four Key Points Around Implementation

Select Strategies from
the Strategy Bank

- **Implementation is not an event.** It is a mission-oriented process involving multiple decisions, actions, and corrections.
- **Stages are not linear;** each one does not have a crisp beginning or end.
- Key components and processes during each of the stages can guide a **systematic and intentional approach** for managing system change.
- Full implementation often takes as long as **two to four years.**

What: Adding Strategies and the Implementation Stages

Select Strategies from the Strategy Bank

Create Strategy Implementation Plan: 3rd Grade ELA M-STEP ▾

Challenge Statement [Edit](#)

The district needs to allocate resources to develop a system to implement GELN Literacy Essentials at School B and maintain resources to...

[View District Data Story](#)

Measurable Goal [Edit](#)

Increase the 3rd grade proficiency rate by 12% on ELA M-STEP

Select Strategies

What strategies can be utilized to achieve this goal?

+ Build Teacher Capacity through Instructional Coaching Aligned to the Essentials	✓ In Implementation Plan
+ Directed Reading Thinking Activity (DRTA)	✓ In Implementation Plan
+ Question the Author	
+ Concept Maps	✓ In Implementation Plan
+ Inquiry Chart	✓ In Implementation Plan

+ Add Strategy

- Who is ultimately responsible for ensuring that the strategy is implemented?
- When will it start? When will it be completed? How might due dates be impacted by the goal's stage of implementation?
- Which buildings/grade levels/departments will be implementing the strategy?

Note: Assigning a strategy to a building makes it part of that building's continuous improvement plan.

Adding Strategies: Guiding Questions

Select Strategies from
the Strategy Bank

- If your data leads you to select a new strategy, answer these questions:
 - Given your goal, **who needs to be at the table** to help select the strategy?
 - How does your team **define “strategy”**? Do you all agree on what you are looking for?
- As you look for an evidence-based strategy, how will you **consider your own context**? How might it compare to the context of the strategies in the Bank?
- In the end, your **strategy implementation plan** will contain all the strategies your team has selected.

Strategy Implementation Guide

Select Strategies from the Strategy Bank

STRATEGY STATEMENT:

Critical Component How does this component contribute to the overall outcome of this practice?	“Gold Standard” for Implementing a Critical Component What would you see when this component is implemented well?	Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?	Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.



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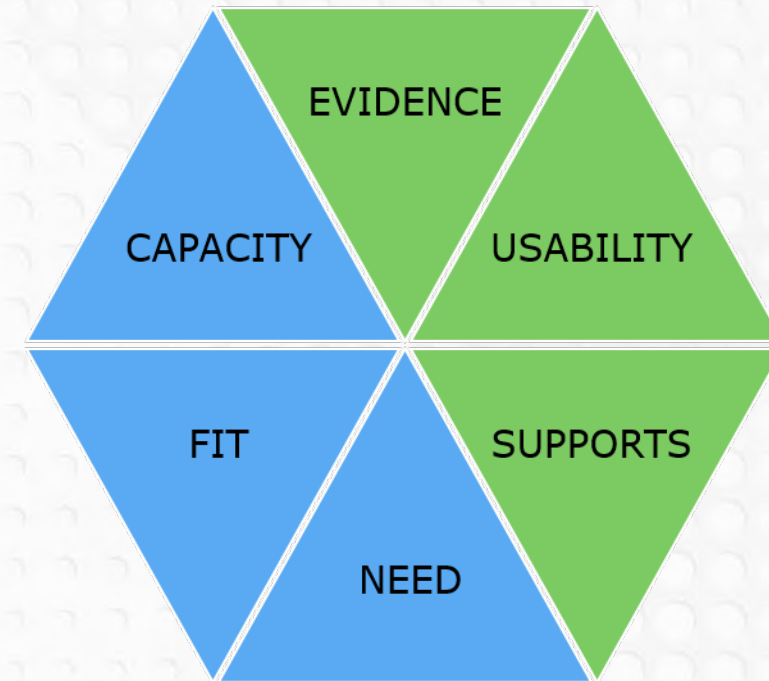
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What: Adding Strategies and the Hexagon Tool

Identify Readiness using the Hexagon Tool

- Used to guide the selection and implementation of strategies using six key elements.
- Helps users understand how a new or existing practice fits into existing work and context
- Measures the level of readiness for implementation.

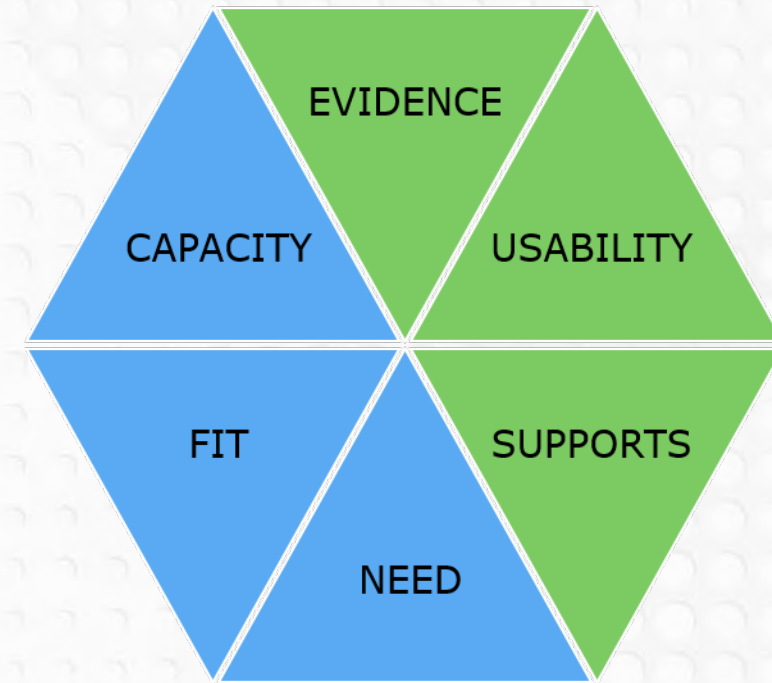


Why: Adding Strategies and the Hexagon Tool

Identify Readiness using the Hexagon Tool

The Hexagon Tool helps teams...

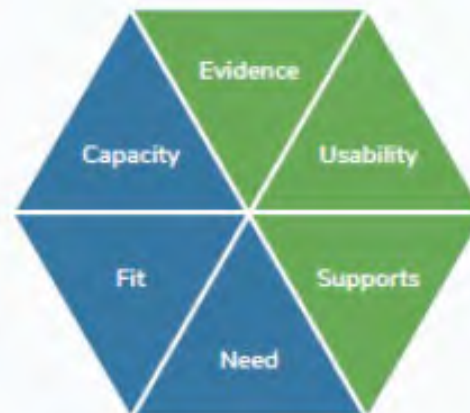
- Evaluate new and existing innovations
- Consider equity and
- Maximize success probability



Where: Strategies and the Hexagon Tool

Identify Readiness using the Hexagon Tool

- MICIP will prompt teams to consider a strategy and **rate each category** on the current state of the district.
- Once ratings have been completed, consider the following: Where are the scores **high**? Where are the scores **low**?
- Do the low scores indicate the need to **abandon the strategy**, **or** might the team plan to address the deficits and **move forward with implementation**?
- Your goal may require **one strategy or multiple strategies**. You may have the same goal for your entire district but different strategies for different buildings, grade levels, or departments.



[Learn More](#)

Selection Considerations

Rate each category based on the current state of the district. Rating is based on a five point scale, with 5 being great and 1 poor. Click the wedges in the hexagon to learn more about each segment.

Evidence: (1) (2) (3) (4) (5)

Need: (1) (2) (3) (4) (5)

Usability: (1) (2) (3) (4) (5)

Fit: (1) (2) (3) (4) (5)

Supports: (1) (2) (3) (4) (5)

Capacity: (1) (2) (3) (4) (5)



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Muzillac
Vannes
Redon
Saint-Jean-de-Monts

What: Choose Activities

- What did your analysis from the Hexagon Tool tell you regarding activities?
- If this is an instructional strategy, what will you do for Tier 1, Tier 2, and Tier 3?
- What activities will you put in place to monitor implementation and impact? How often will you monitor? Who will monitor? What tools will you use to monitor?
- What systems do you need to build or strengthen to implement this strategy?



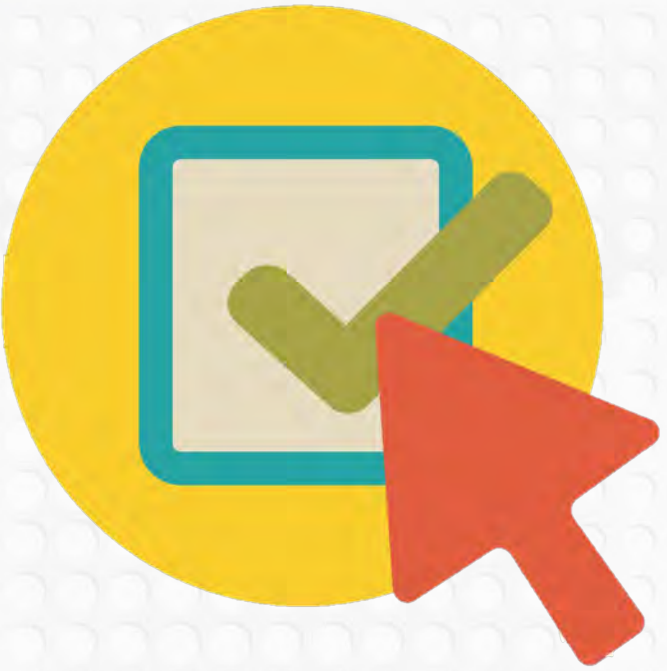
Where: Choose Activities

Strategy Implementation Activities ✕

Strategy: Build Teacher Capacity through Instructional Coaching Aligned to the Essentials.

Activity

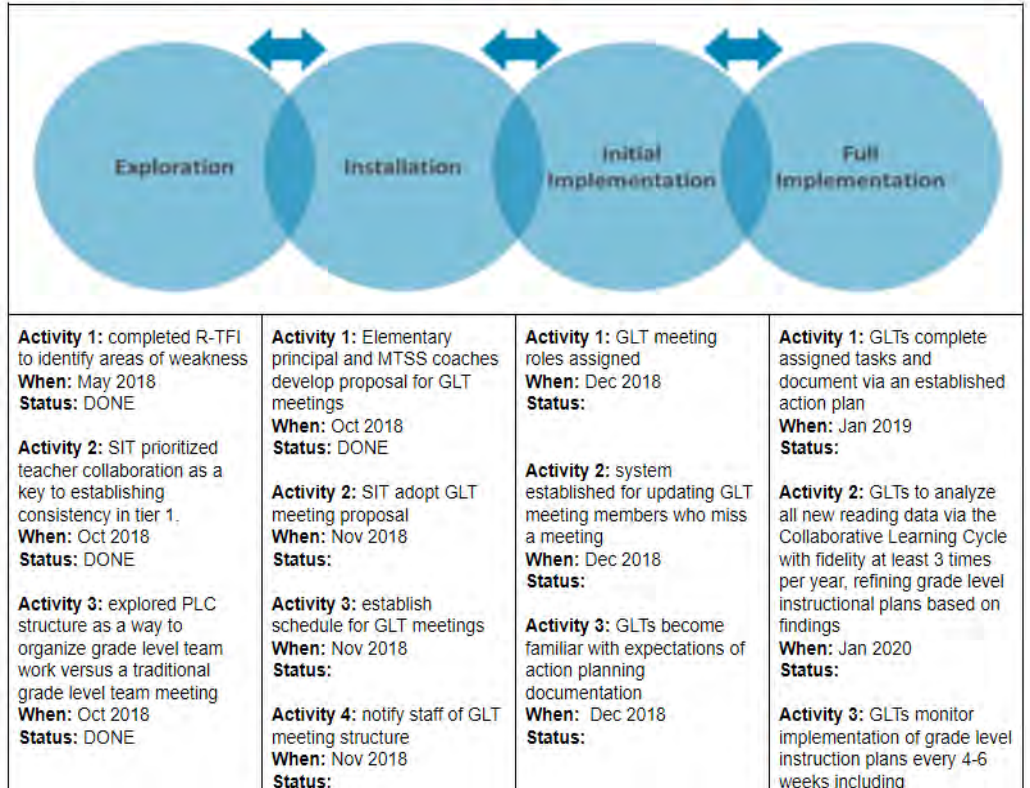
Activity Owner
Activity Start Date
Activity Due Date



Why: Choose Activities

- Increase the likelihood of moving successfully through implementation
- Prepare for the challenges that may occur in the next stage
- Reduce wasted time and resources
- Increase the likelihood of sustained and improved use of educational practices

Strategy 1.1: Implement grade level team meetings





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POLICIALES Y CARANTENA

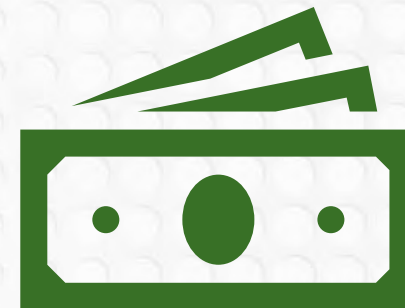
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Braid and Blend Funding Streams

Choose Activities

- Maximize the impact of available funding
- Avoid duplication
- Promote more equitable use of available funding sources

Title I, II, III, IV – *Most restrictive*
31a - *Least restrictive*



Identify Communication Plan

A good plan will...

- Present a clear picture of what exactly is to be communicated
- Help reach the right people with the right information
- Identify ownership of the communication process
- Outline specific dates for essential communication
- Monitor the effectiveness of the communication
- Make sure no messages fall through the cracks





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Vannes
Redon
Saint-Nazaire
Le Croisic
Le Baule Escoublon
Noirmoutier-en-l'Île
Saint-Jean-de-Monts
Les Sables-d'Olonne

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4790

150

Resources to Support Additional Learning

Identify Readiness using
the Hexagon Tool

[The Hexagon: An
Exploration Tool \(NIRN\)](#)

Select Activities from the
Strategy Bank

Choose Activities

[Implementation Stages
Planning Tool](#)

[ESSA Tiers of Evidence \(REL Midwest\)](#)

[How to Select an Evidence-Based
Intervention \(IES\)](#)

[What Works Clearinghouse and ESSA](#)

[ESSA Resource Collection \(NMLC\)](#)

Identify Communication
Plan

[Communication Plan
Template \(NIRN\)](#)

MDE Resources

www.michigan.gov/mde-micip



Professional Learning



MICIP Mindset

- NIRN Webinar on Implementation Science



- MICIP Overview and Mindset Webinar
- MICIP Overview and Mindset Slides and Speaker Notes (PDF)
- Whole Child: Overview Webinar
- Whole Child: Overview Slides



MICIP Process

- MICIP Process Overview (PDF)
- MICIP Assess Needs (Recording)
 - MICIP Assess Needs Slides and Speaker Notes (PDF)
 - 5 Whys Worksheet (PDF)
 - MICIP Assess Needs: Connect/Extend Challenge (PDF)
 - MICIP Assess Needs



MICIP Platform

- Coming Soon

MICIP Resources

MDE Resources

- MICIP Master Slide Deck - March 2020
- MICIP Platform Release 1 Features
- MICIP Readiness Checklist
- FAQ from the 2019 Continuous Improvement Conference
- MICIP One Pager
- Whole Child
- How MICIP Integrates the SI Steering Committee Recommendations

Resources from the Field

- MICIP Team Roster Template



Resources

MICIP Continuous Communication

To search the page to locate a topic covered in a MICIP Continuous Communication, hold the key to bring up the Find box and type in a word or two. This will allow you to search through the page that contains a specific topic without having to scroll through each one.



Please feel free to forward *Continuous Communication* to anyone you feel would like to receive updates about MICIP. Visit the [MDE Email Management page](#) to subscribe or unsubscribe from MICIP Continuous Communication.

eNewsletter

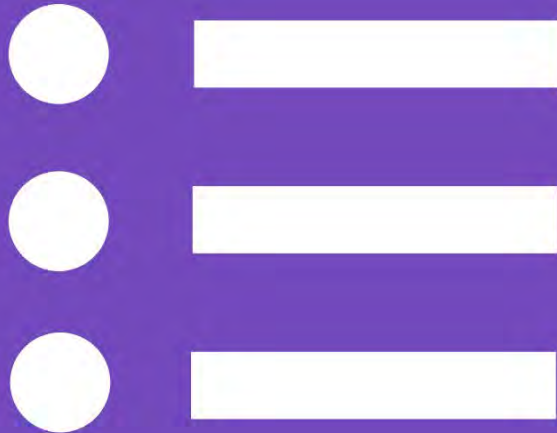
Date	Summary of Communication
September 24	MICIP Going Live!; MICIP is ready when districts are ready; Simplify your login process: Get connected to the MiDataHubs now!; Engaging in Continuous Improvement – Determining Targets Dates; Your MICIP Questions Answered; Fall 2020 Michigan Continuous Improvement Conference; Download your PDFs from ASSIST by September 30
September 10	Engaging in Continuous Improvement – Identifying Targets; Your MICIP Questions Answered; Downloading PDFs from ASSIST; Fall 2020 Michigan Continuous Improvement Conference
August 27	Getting Ready to Access MICIP; Engaging in Continuous Improvement – Setting Goals; Your MICIP Questions Answered; Fall 2020 Michigan Continuous


[MDE Email Management page](#)



Google Form Defining Goals and Adding Strategies Session Feedback

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MICHIGAN
Department of
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CENTER FOR EDUCATIONAL
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MAISA
MICHIGAN ASSOCIATION OF
SCHOOL ADMINISTRATORS

Planning for Success: A Guided Tour of Goals and Strategies

 **MICIP**
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

Greetings, thank you for attending this session focused on Defining Goals and Adding Strategies in the Michigan Integrated Continuous Improvement Process. Our team has structured today's session around taking a trip. When you take a trip, you want to visit as many tour stops as possible. Our session will make several "tour" stops in the MICIP platform with some stops explained more in depth than others.. Sooooo..... Pack your bags and here we go!

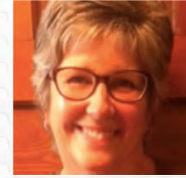
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Paul Bauer
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Traverse Bay Area ISD



Barbara MICK Educational Consultant from Crawford
Oscoda Ogemaw Roscommon (COOR) ISD

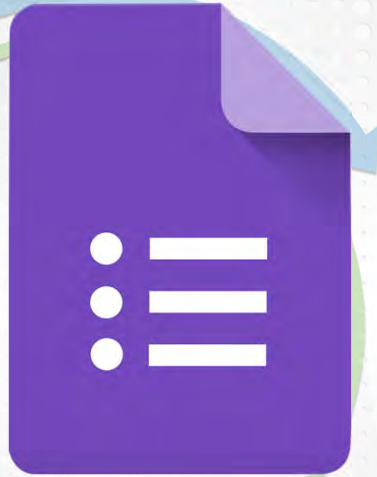
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In today's session we have available for you a note taking document. As a way to increase your engagement level.... We encourage you to consider using this as resource for your professional learning. This guided note taking document will also be reviewed to determine the effectiveness of today's session.

Defining Goals and Adding Strategies Session Feedback



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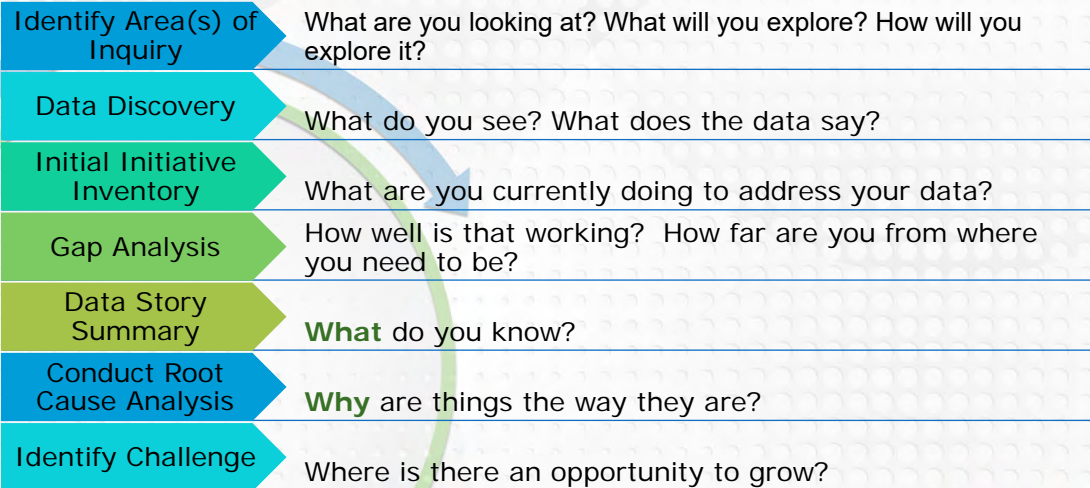
Prior to beginning the

Q & A portion at the end of today's session, you'll be asked to take a moment to complete a Google form. This will provide our team with actionable feedback for future sessions. The link will be placed in the chat.

Read text from slide.

<https://forms.gle/xrzAZqxZsqiBnf2i9>

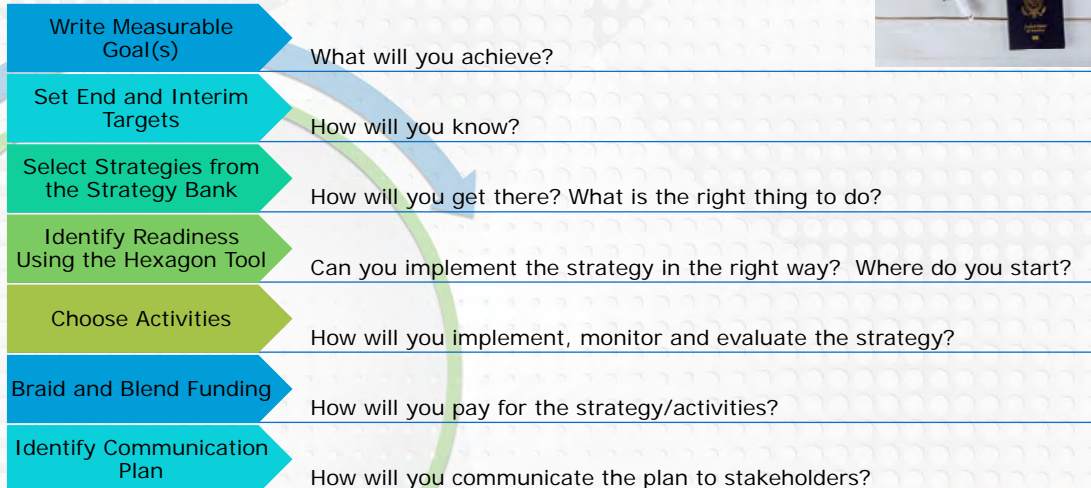
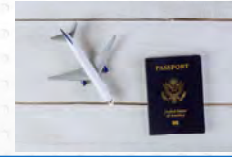
The Assess Needs Process



The MICIP Sessions for this year's conferences are broken up into sections. Another session titled "From Data to Challenge: The MICIP Assess Needs Process"

focused on what does district academic, non-academic data and systems data show that might be working well and/or what challenges a district will consider to focus upon. District data will tell a story leading to what needs are identified for improvement or what areas are performing up to expectations.

The Planning Process



We are at the process point where we are ready to Plan. Identifying a goal is essential as it should let everyone know the ultimate target.... What it is that you want to accomplish. This portion of the session will focus on Writing Measurable Goals and Setting End and Interim Targets.

1. What will you achieve?
2. How will you know that you've achieved it?

***If you don't know
where you are
going, you will end
up somewhere you
don't want to be.***

Yogi Berra (adapted)

OVER THERE

NOWHERE

FAR AWAY

NO IDEA

SOMEWHERE

??

If you don't know where you're going, you will end up somewhere you may not want to be. Proper Planning (systems thinking) is essential and developing measurable goals is paramount to success.

Let's take a closer look at this.

After reading the street sign and the quote from Yogi Berra, the District takeaway should be that without proper planning and monitoring, a District's mission for ensuring the success for all its students will not come to fruition.

As we head out on this trip, remember that when you take a "tour", you anticipate that you will be open to learning new things and exploring new ideas. We want you to think of the content in a different way; consider the following questions: How is your planning process supported by the systems you have in place? How does your process ensure provision of equitable opportunities and supports? How does your process reflect a Whole Child focus? Keep an open mind and do lots of exploring!

Defining Goals

Write Measurable
Goal(s)

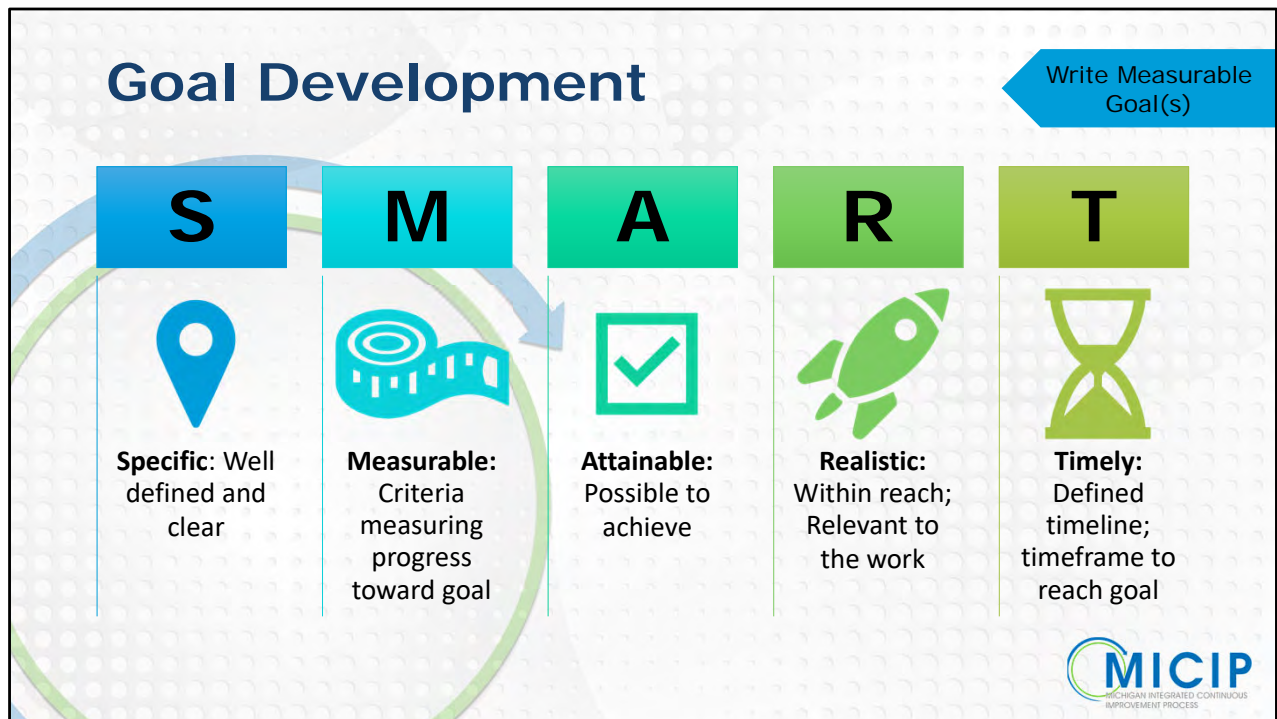
- Goals are part of the continuous improvement process.
- Goals provide a sense of direction, motivation, a clear focus and clarify importance.

By setting goals, you are identifying
a target to aim for.

A SMART goal is used to help guide goal
setting.



Goal setting is a part of the continuous improvement process. Whether you want to set goals for your district or your personal life, defining concise, clear goals are very important. Goals provide a target to aim for. ***Clear goals can give a district tremendous momentum and intense purpose. What makes a goal clear is by clarifying its importance? Let's move into the elements of a measurable goal.***



Defining goals randomly can be difficult without a template to support a district's thinking. Using the SMART Goal template (you may already be familiar with) or a SMART Goal template of a district's choosing, allows a visual structure for districts to develop ***specific goals leading to a timeline for implementation and the necessary action steps to achieve the goal(s).***

Define a Measurable Goal: Early Literacy - Essentials Adoption ▾

District Data Story

Both schools are below state proficiency targets. School A has increased proficiency on M-STEP while school B has decreased proficiency...

[View District Data Story](#)

Challenge Statement [Edit](#)

The district needs to allocate resources to develop a system to implement GELN Literacy Essentials at School B and maintain resources to continue implementation and progress at School A.

Define Goal

Create a one-sentence goal to solve the issue defined in your Problem Statement. The goal should include a measure and a due date.

Example: Our goal is to provide opportunities for students to study together, in order to improve ELA M-Step scores by 5% by 2022.

Goal Due Date

Name Goal

Create a short title for the goal. This is how it will be referred to in short, moving forward.

Example: Improve ELA M-Step

Using the MICIP Platform, districts would use this section to write a defined goal. You would create a one-sentence goal to solve as defined in your Challenge Statement. The goal should include a measure and a due date. It should be a SMART Goal.... Now, let's walk through the steps of creating a SMART Goal.

Disney City District (Example)

Write Measurable
Goal(s)

District team looked at the changes in their students' performance in math and reading scores between 2014-2019 at the 10th, 25th, 50th, 75th, and 90th percentiles.

This allowed them to see whether progress has been even across the performance distribution of students or if there was more progress at the highest levels of achievement or the lowest over this time span.

Data Discovery

- Students that scored at 10th percentile dropped in both grades between 2014-2019.
- On the other hand, the scores at the 90th percentile rose in both subjects. Increased by 5 points in math and increased by 3 points in reading in grades 4th and 8th.
- This seems to occur across major student reporting groups by race/ethnicity and socioeconomic status.
- Black students, Hispanic students, White students and those eligible for Free/Reduced lunch program all showed divergence in achievement between the group's lowest and highest achieving students.

As the district team reviews and analyzes its data, a data story begins to unfold. (Read portions of the slide to give the participants a quick snapshot overview of the data where the goal stems from.... The purpose of this slide is to show the connection and alignment to the goal)

Take a moment to read the contents of this slide.

Disney City District

Write Measurable
Goal(s)

Summary

- Some students don't feel challenged in classes; some have greater access to resources than others
- Discrepancies exist in advanced course enrollment; students not receiving the same level of access. Underrepresented groups enrolled in advanced courses
- Groups of students over-represented in disciplinary and behavior data
- Attendance and chronic absenteeism rates differ by student groups

Challenge Statement

The district does not have a system in place to address the inequities that currently exist in providing opportunities and access for challenging and engaging learning experiences for ALL students.

Based the deep dive into data, analyzing their data, identifying root cause, the team found discrepancies existing in access for underrepresented groups enrolled in advanced courses; perception data showed that students didn't feel challenged in their offerings and only a small subset of students were offered these opportunities. Discipline issues and attendance issues were also lifted and found issue that may be connected to high quality and engaging learning opportunities. As part of the Assess Needs process, the district team was able to identify their challenge statement. The challenge statement is intended to help drive the development of a robust goal.

District Goal

Write Measurable Goal(s)

Increase enrollment in advanced courses by 25% across underrepresented groups by the 2022-2023 school year to improve students' performance, inclusiveness and provide equitable access for all students.

Specific



Measurable



Attainable



Realistic



Timely



The district team collectively builds an agreed upon goal. Each step of the SMART Goal template is identified within the goal:

Specific - goal is clear and concise

Measurable - data can be harvested to show progress or non-progress toward the goal

Attainable - this goal is attainable... however, the goal may be adjusted as data is analyzed

Realistic - equitable access to advanced coursework for ALL students

Timely - this goal has a clear end period (3 years) with potential for mid-year and end-year interim checkpoints



Congratulations. Each of you just received a stamp on your MICIP passport!

Setting Targets for Goal Attainment

Set End and Interim Targets

End Target Measures

- The value that defines the ultimate level of achievement of a measurable goal

Interim Target Measures

- A value that measures *progress* toward a measurable goal



Another stop on your guided tour will be setting targets. This step is often missed in the process of goal setting. It is very easy to get so focused on the outcome that a district might forget to plan all of the steps that are needed along the way. By writing **End Target** and **Interim Target Measures** (due dates), and then reviewing each target and measure, your district will realize it is making or not making progress towards the goal. This is especially important if the district goal is big and demanding, or long-term.

Good practice is to post the goal in **visible** places to remind your team every day of what needs to be accomplished. Put the goal on the walls, desk, computer monitor, etc.

End/Interim Target Measures

Set End and Interim Targets

End Target Measure

- Increased enrollment in advanced coursework by 25% by across underrepresented groups by 2022-2023 School Year.



Interim Target Measures

- Build a K-8 Pipeline for Advanced Placement (AP) opportunities for all students by 2021.
- Invite groups of students (50 students) to AP courses to increase awareness/enrollment.
- Increase course offerings by adding 5 additional offerings to attract more students to challenging courses by the end of 2021.



Once the goal has been defined, End Target and Interim Target measures are built to make progress toward goal attainment. Take a moment to review the contents of this slide and note the End and Interim Target measures.

Plan Successfully

Create a shared decision-making culture that is transparent and inclusive. Teams will become intrinsically motivated to reach the defined goal.



Planning is critical for ensuring the success of the selected goal. The next several slides identify key areas for successful strategy selection and implementation toward attaining the selected goal.

How do you create a working culture that is intrinsically motivated to solve problems one small step at a time?



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The next portion of this session, my will focus on how a district begins to develop a plan for continuation in areas that are showing encouraging and positive results and/or undertaking challenge areas in need of improvement. The **What, Where, and Why** have been identified at the top of most slides to help support the application of learning throughout this portion of the session. Proper planning (systems thinking) is essential for districts to provide equitable academic, non-academic and systems-level opportunities and resources for all students.

Where: Adding Strategies and the ESSA Levels

Select Strategies from the Strategy Bank

The screenshot shows the 'Create Strategy Implementation Plan' interface for '3rd Grade ELA M-STEP'. It features two main sections: 'Challenge Statement' and 'Measurable Goal'. The 'Challenge Statement' section contains the text: 'The district needs to allocate resources to develop a system to implement 3rd-5th Literacy Essentials at School B and maintain resources to...'. The 'Measurable Goal' section contains the text: 'Increase the 3rd grade proficiency rate by 12% on ELA M-STEP'. Below these sections is a 'Select Strategies' section with the prompt 'What strategies can be utilized to achieve this goal?' and a large green dashed box with an 'Add Strategy' button.

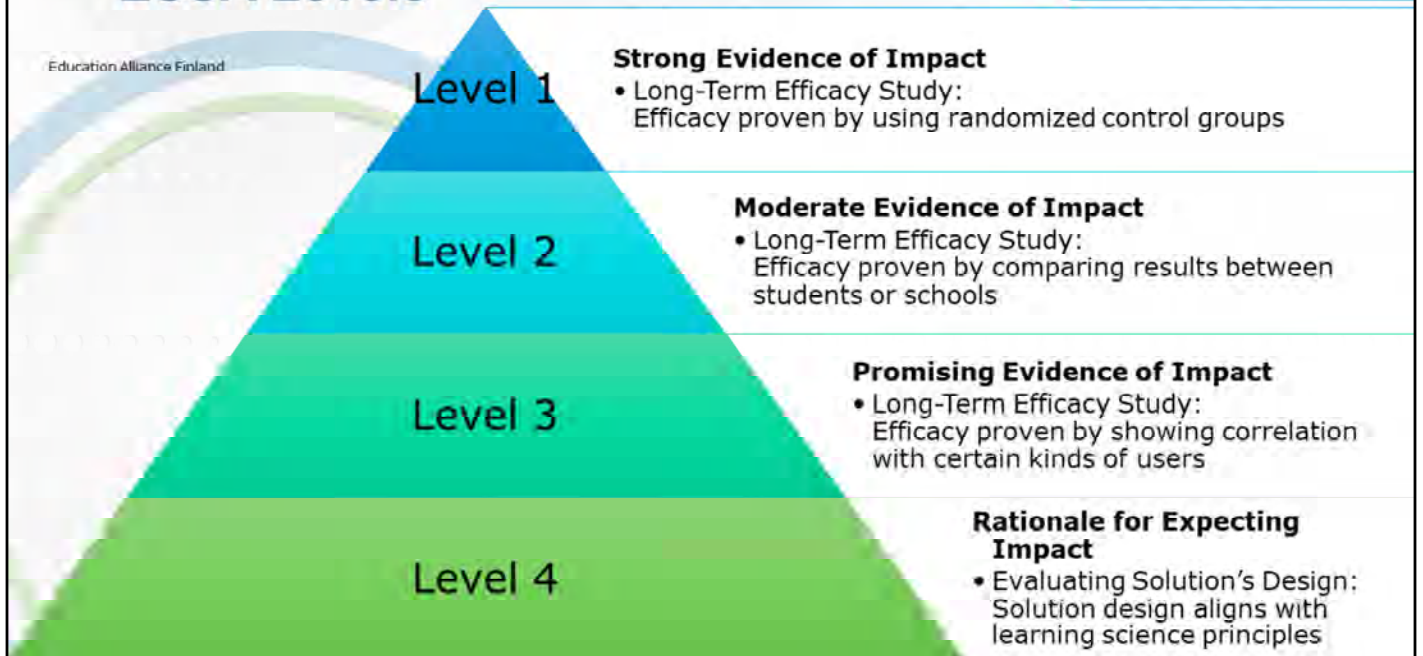
The screenshot shows the 'Select a Strategy of Interest' interface from the MiStrategy Bank. It includes a search bar with the placeholder text 'Search Strategies...' and a '7 results' indicator. Below the search bar are filter options: 'Filter Strategies' with a 'Clear All' link, 'Outcomes' with a dropdown menu set to 'Select all Outcomes of Interest...', 'Gender' with radio buttons for 'Male' and 'Female', and 'Age' with a range slider set to 'All Ages, 1-25+' and '25+'. At the bottom, there is an 'ESSA Level' dropdown menu.



The district team now begins to build a Strategy Implementation Plan. The starting point of the district plan is to begin selecting strategies that will support attainment of the district goal. Districts will begin to research appropriate strategies for consideration using the The MiStrategy Bank.

What: Adding Strategies and the ESSA Levels

Select Strategies from the Strategy Bank



Strategies in the MI Strategy bank **may** have ESSA Levels assigned to them. An important note is the strategies that have an assigned ESSA Level in the MI Strategy Bank were vetted by State Education Agencies (SEAs), Local Education Agencies (LEAs), or an outside research organization to determine their effectiveness through a Regional Education Laboratory when properly implemented in the field. It is important to consider ESSA levels in the context of implementation planning.

Why: Adding Strategies and the ESSA Levels



Select Strategies from the Strategy Bank

- The Every Student Succeeds Act (ESSA) was designed to **help improve student achievement** through implementation of evidence-based practices.
- ESSA encourages state and local educational agencies to include **evidence-based** interventions, strategies, and/or approaches in their continuous improvement plan.
- The kind of evidence described in ESSA has generally been produced through **formal studies and research**.

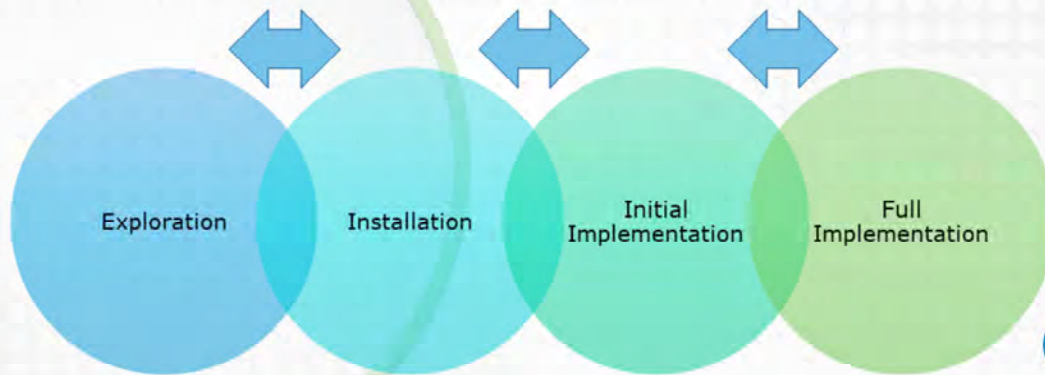


Although it might seem ideal to implement ESSA Level 1 strategies solely, this is not necessarily the “golden ticket.” Limited evidence or lack of assigned level doesn’t always exclude a strategy from consideration.

Strategy Implementation Stages

Select Strategies from
the Strategy Bank

Implementation Stages



Implementation Stages are the key components of “how” strategy implementation takes place over time. The NIRN definition includes exploration, installation, initial implementation, full implementation and sustainability.

To fully explain the graphic you are viewing, each implementation stage has a more robust definition attached to it.

Exploration - To examine the degree to which a particular program or innovation meets the district’s needs and whether implementation is feasible.

Installation - To ensure that resources for implementation are in place and to develop practitioner competency.

Initial Implementation - To first put the strategy into place and identify solutions to barriers for implementation; initial implementation could also involve implementation on a limited scale.

Full Implementation - To skillfully put the strategy into place and achieve intended outcomes. Full implementation could also mean moving from implementation on a limited scale to full scale.

Four Key Points Around Implementation

Select Strategies from
the Strategy Bank

- **Implementation is not an event.** It is a mission-oriented process involving multiple decisions, actions, and corrections.
- **Stages are not linear;** each one does not have a crisp beginning or end.
- Key components and processes during each of the stages can guide a **systematic and intentional approach** for managing system change.
- Full implementation often takes as long as **two to four years.**



Implementation is a non-linear, often recursive process. With this complexity in mind, NIRN has developed an Implementation Stages Planning tool which helps districts identify the current stage of implementation, as well as supporting planning and improvement by providing a list of appropriate stage-based activities, and an outline of expected stage-based outcomes. Teams can find a link to this tool on the resources slide at the end of this presentation. Intentionality is key as districts move through the stages to Full Implementation, a process which may take several years.

What: Adding Strategies and the Implementation Stages

Select Strategies from the Strategy Bank

Create Strategy Implementation Plan: 3rd Grade ELA M-STEP

Challenge Statement Edit **Measurable Goal** Edit

The student needs to effectively demonstrate the essential skills for implementation of the Michigan Literacy Essentials of School B and maintain resources to... Increase the 3rd grade proficiency rate by 12% on ELA M-STEP

Select Strategies

What strategies can be utilized to achieve this goal?

- Build Teacher Capacity through Instructional Coaching Aligned to the Essentials Select
- Directed Reading Thinking Activity (DRTA) Select
- Question the Author Select
- Concept Maps Select
- Inquiry Chart Select

+ Add Strategy

- Who is ultimately responsible for ensuring that the strategy is implemented?
- When will it start? When will it be completed? How might due dates be impacted by the goal's stage of implementation?
- Which buildings/grade levels/departments will be implementing the strategy?

Note: Assigning a strategy to a building makes it part of that building's continuous improvement plan.



Once a strategy has been selected, teams will then enter the activities necessary for implementation. This process includes assigning individuals or teams responsible for each activity's completion, as well as determining which buildings will be implementing the strategy.

Adding Strategies: Guiding Questions

Select Strategies from
the Strategy Bank

- If your data leads you to select a new strategy, answer these questions:
 - Given your goal, **who needs to be at the table** to help select the strategy?
 - How does your team **define “strategy”**? Do you all agree on what you are looking for?
- As you look for an evidence-based strategy, how will you **consider your own context**? How might it compare to the context of the strategies in the Bank?
- In the end, your **strategy implementation plan** will contain all the strategies your team has selected.



Remember, selecting new strategies may require recruiting new team members; consider the current context as the team selects the strategies that will eventually make up the Strategy Implementation Plan.

Strategy Implementation Guide

Select Strategies from
the Strategy Bank

STRATEGY STATEMENT:

Critical Component How does this component contribute to the overall outcome of this practice?	"Gold Standard" for Implementing a Critical Component What would you see when this component is implemented well?	Acceptable Variation for Implementing a Critical Component What adaptations are acceptable/contextual without losing value?	Unacceptable Variation for Implementing a Critical Component Define the boundaries of unacceptable implementation.



As an additional support, teams may choose to develop a Strategy Implementation Guide to define the critical components of the strategy and support implementation with fidelity.



Congratulations. Each of you just received a stamp on your MICIP passport!

What: Adding Strategies and the Hexagon Tool

Identify Readiness using the Hexagon Tool

- Used to guide the selection and implementation of strategies using six key elements.
- Helps users understand how a new or existing practice fits into existing work and context
- Measures the level of readiness for implementation.



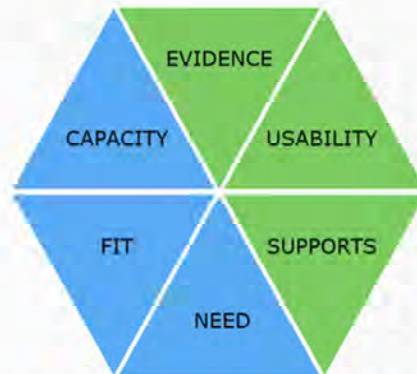
The next step in the Adding Strategies process is The Hexagon Tool for determining district readiness. Through use of the Hexagon Tool, teams consider new and existing innovations using six distinct components: Need, Fit, Capacity, Evidence, Usability, and Supports.

Why: Adding Strategies and the Hexagon Tool

Identify Readiness using the Hexagon Tool

The Hexagon Tool helps teams...

- Evaluate new and existing innovations
- Consider equity and
- Maximize success probability



The Hexagon Tool can be used to better understand how a new or existing program or practice fits into a district's existing work and context. While it can be used at any stage of implementation, it is most commonly used during the Exploration Stage.

Where: Strategies and the Hexagon Tool

Identify Readiness using the Hexagon Tool

- MICIP will prompt teams to consider a strategy and **rate each category** on the current state of the district.
- Once ratings have been completed, consider the following: Where are the scores **high**? Where are the scores **low**?
- Do the low scores indicate the need to **abandon the strategy**, or might the team plan to address the deficits and **move forward with implementation**?
- Your goal may require **one strategy or multiple strategies**. You may have the same goal for your entire district but different strategies for different buildings, grade levels, or departments.



[Learn More](#)

Selection Considerations

Rate each category based on the current state of the district. Rating is based on a five point scale, with 5 being great and 1 poor. Click the wedges in the hexagon to learn more about each segment.

Evidence: 1 2 3 4 5

Need: 1 2 3 4 5

Usability: 1 2 3 4 5

Fit: 1 2 3 4 5

Supports: 1 2 3 4 5

Capacity: 1 2 3 4 5

The Hexagon Tool is not intended to be used as a scantron or a check-list, but rather as a guide for making important decisions such as whether to abandon a strategy or move forward with implementation. Teams should keep in mind that Hexagon Tool use often prompts changes in current behavior, in addition to providing direction for activity planning.



Congratulations. Each of you just received a stamp on your MICIP passport!

What: Choose Activities

Choose Activities

- What did your analysis from the Hexagon Tool tell you regarding activities?
- If this is an instructional strategy, what will you do for Tier 1, Tier 2, and Tier 3?
- What activities will you put in place to monitor implementation and impact? How often will you monitor? Who will monitor? What tools will you use to monitor?
- What systems do you need to build or strengthen to implement this strategy?



As teams officially move from Adding Strategies to Choosing Activities, a variety of additional considerations should surface; these detailed discussions could include planning for implementation within a tiered system, monitoring both implementation and impact, and strengthening the systems necessary for successful implementation.

Where: Choose Activities

Choose Activities

Strategy Implementation Activities ✕

Strategy: Build Teacher Capacity through Instructional Coaching Aligned to the Essentials.

Activity

Activity Owner

Activity Start Date

Activity Due Date



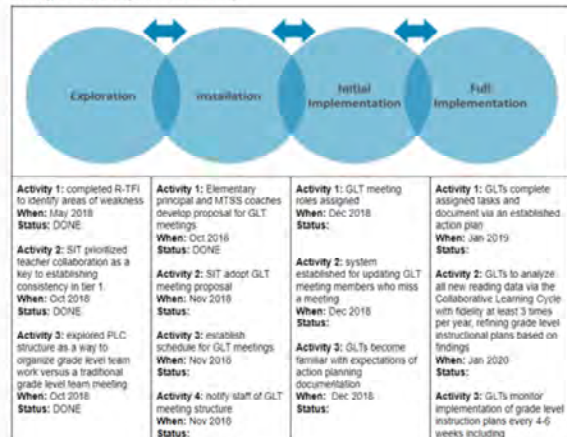
At this point in the MICIP platform, you will be prompted to begin to add activities that support the strategy, which in turn, supports the district defined goal.

Why: Choose Activities

Choose Activities

- Increase the likelihood of moving successfully through implementation
- Prepare for the challenges that may occur in the next stage
- Reduce wasted time and resources
- Increase the likelihood of sustained and improved use of educational practices

Strategy 1.1: Implement grade level team meetings



This is where the “rubber meets the road” analogy fits nicely. Activities are the “stepping stones” that pave the way for a strategy to be successfully implemented. When activities are very specific to the selected strategy and mapped out in alignment to a sequence of stages (timebound), improvement should occur.



Congratulations. Each of you just received a stamp on your MICIP passport!

Braid and Blend Funding Streams

Choose Activities

- Maximize the impact of available funding
- Avoid duplication
- Promote more equitable use of available funding sources

Title I, II, III, IV – *Most restrictive*
31a – *Least restrictive*



Funding is prudent in making sure the strategy and its subsequent activities result in the success of the intended goal. A good first step when considering funding is to begin by using the most restrictive funds first and then continue to move to least restrictive funds until the strategy and its subsequent activities are funded. When considering funding it is advisable to consult with your MDE Field Service Representative.

Identify Communication Plan

Identify Communication Plan

A good plan will...

- Present a clear picture of what exactly is to be communicated
- Help reach the right people with the right information
- Identify ownership of the communication process
- Outline specific dates for essential communication
- Monitor the effectiveness of the communication
- Make sure no messages fall through the cracks



“When truth is blurred by lies and misinformation, perception becomes reality and all is lost.” What people perceive is usually what they believe, and this is based on what they hear, see and think.”

Many times in education, teams set out to implement well-intended strategies to target a specific data derived goal. What tends to happen is there is a void of communication to stakeholders and thus individuals are left to assemble the pieces and draft their own narrative. It is important to have a well-built communication plan that is honest and transparent. This helps shape and control the narrative and keeps the team and its stakeholders laser focused on goal attainment.



Congratulations. Each of you just received the **FINAL** stamp on your MICIP passport!

Resources to Support Additional Learning



Markita: This slide was created to support additional learning around portions of the MICIP platform. These tools will provide deep learning around the continuous improvement process.

<https://www.evidencefoessa.org/programs/reading>

MDE Resources

www.michigan.gov/mde-micip

Professional Learning

MINDSET

MICIP Mindset

- NIRN Webinar on Implementation Science
- MICIP Overview and Mindset Webinar
- MICIP Overview and Mindset Slides and Speaker Notes (PDF)
- Whole Child Overview Webinar
- Whole Child Overview Slides

PROCESS

MICIP Process

- MICIP Process Overview (PDF)
- MICIP Assess Needs (Recording)
 - MICIP Assess Needs Slides and Speaker Notes (PDF)
 - 5 Whys Worksheet (PDF)
 - MICIP Assess Needs Connect/Extend Challenge (PDF)
 - MICIP Assess Needs

PLATFORM

MICIP Platform

- Coming Soon

MICIP Resources

MDE Resources

- MICIP Master Slide Deck - March 2020
- MICIP Platform Release 1 Features
- MICIP Readiness Checklist
- FAQ from the 2019 Continuous Improvement Conference
- MICIP One Pager
- Whole Child
- How MICIP Integrates the SI Steering Committee Recommendations

Resources from the Field

- MICIP Team Roster Template

MICIP Continuous Communication

To search the page to locate a topic covered in a MICIP Continuous Communication, hold the key to bring up the Find box and type in a word or two. This will allow you to search through the page that contains a specific topic without having to scroll through each one


Please feel free to forward Continuous Communication to anyone you feel would like to receive updates about MICIP. Visit the MDE Email Management page to subscribe or unsubscribe to MICIP Continuous Communication.

Date	Summary of Communication
September 24	MICIP Going Live! MICIP is ready when districts are ready. Simplify your login process. Get connected to the MICIParkHub now! Engaging in Continuous Improvement - Determining Targets Dates. Your MICIP Questions Answered. Fall 2020 Michigan Continuous Improvement Conference. Download your PDFs from ASSIST by September 30.
September 10	Engaging in Continuous Improvement - Identifying Targets. Your MICIP Questions Answered. Downloading PDFs from ASSIST. Fall 2020 Michigan Continuous Improvement Conference.
August 27	Getting Ready to Access MICIP. Engaging in Continuous Improvement - Setting Goals. Your MICIP Questions Answered. Fall 2020 Michigan Continuous Improvement Conference.

eNewsletter

MDE Email Management page

Resources



MDE Resources The MDE MICIP team has assembled this resource slide to provide additional learning around the Continuous Improvement Process and the MICIP platform.

Google Form Defining Goals and Adding Strategies Session Feedback

Please take a moment to complete a Google form. This will provide our team with actionable feedback for future sessions. The link will be placed in the chat.



Read text from slide.

<https://forms.gle/xrzAZqxZsqiBnf2i9>