

The logo for MICIP features the letters 'MICIP' in a large, bold, blue sans-serif font. To the left of the letters, there are two overlapping circular arrows: a blue one on top and a green one on the bottom, both curving around the 'M' and pointing towards the right. The background of the slide has a faint, repeating pattern of the letters 'M', 'I', 'C', and 'P' in a light blue color.

MICIP

MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

From Mindset to Process

MDE Continuous Improvement Conference

November 18, 2019

Slido.com

The image shows a screenshot of the Slido.com website. On the left, a white sidebar contains the Slido logo, the text "Joining a meeting?", a search input field with "#2019conference" entered and circled in red, and a green "Join" button with a red arrow pointing to it. The main content area features a background image of a man presenting to a seated audience. Overlaid on this image is the text "Give a voice to your audience" and "2019 conference with the ultimate Q&A and polling platform". Navigation links for "Product", "Use Cases", "Pricing", "Resources", "Log In", and "Sign Up" are at the top. A white button "Get started for free" and a link "Watch a video or Schedule a demo" are also visible. A white arrow points down from the "Watch a video or Schedule a demo" link.



2019 Continuous Improvement Co...
Nov 13 - 19, 2019
#2019conference

Live interaction

Switch event

About Slido

Ask the speaker

Type Your Question Here

160

Your name (optional)

SEND

Send



There are no questions asked yet.

Ask the first one!

Login as admin - Present mode

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slido

Ask

What is your current reality for continuous improvement?

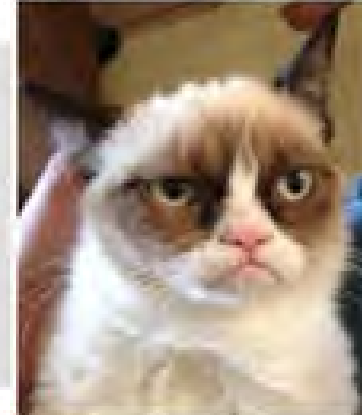
I AM REALLY SCARED



I GOT THIS - NO PROBLEM



NOT LISTENING - I AM GOING TO RETIRE SOON



I AM AFRAID TO LOOK



I AM EAGER AND READY TO JUMP RIGHT IN



HE THINKS WE ARE ACTUALLY GOING TO DO THIS

The core of MICIP

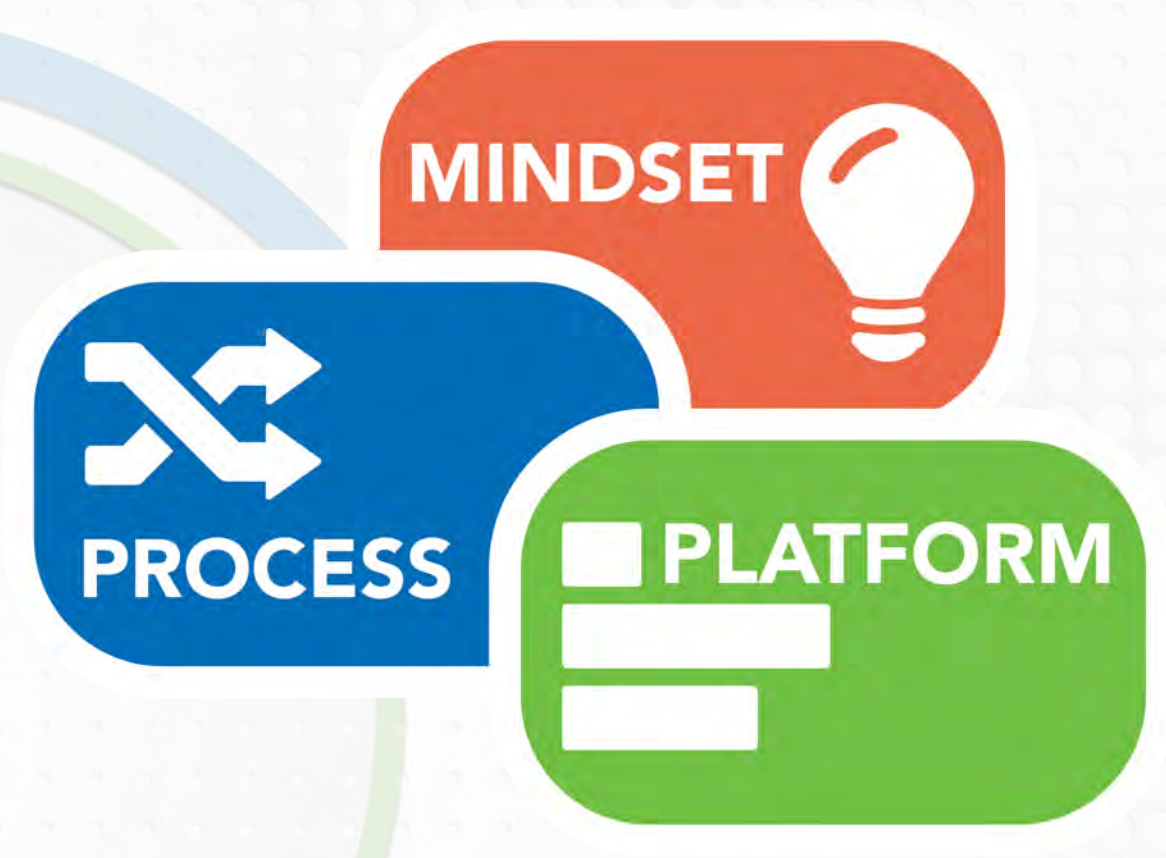
The Michigan Integrated Continuous Improvement Process (MICIP) is a pathway for districts to improve student outcomes by assessing **whole child needs** to develop **plans** and coordinate **funds**.



Why MICIP?

- *Sense of Urgency*
- *Continuous Process*
- *Integrated*
- *Systems Thinking*
- *Equitable*
- *Understand the Whole Child*
- *Streamlined data and tools*
- *Assets and needs*

The MICIP Three Big Ideas



A Shift In Thinking



Continuous Improvement



Whole Child



Systems Thinking



Continuous Improvement



*Same for All
Ongoing
Reflect Real Work*



The Whole Child



A unique learner comprised of interacting dimensions such as cognitive, physical, behavioral, social, and emotional.

The Whole Child Model



Tenets

Systems to Support and Coordinate Policy, Process and Practice

Health Components & Supports

The Whole Child – Setting the Stage

- What level of understanding exists about the Whole Child? The WSCC model?
- Who is represented on the district continuous improvement team? Are there representatives from non-academic as well as academic areas?
- What non-academic data does the district collect and use?

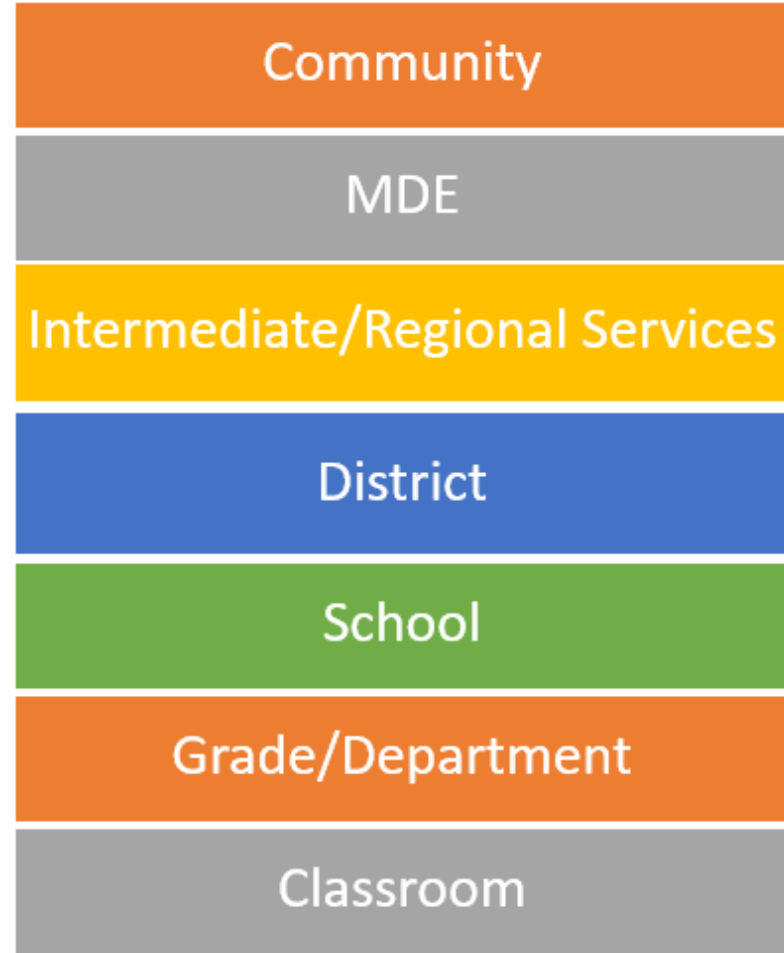


Systems Thinking



A series of interdependent and aligned processes and people working together toward a common goal to bring desired results.

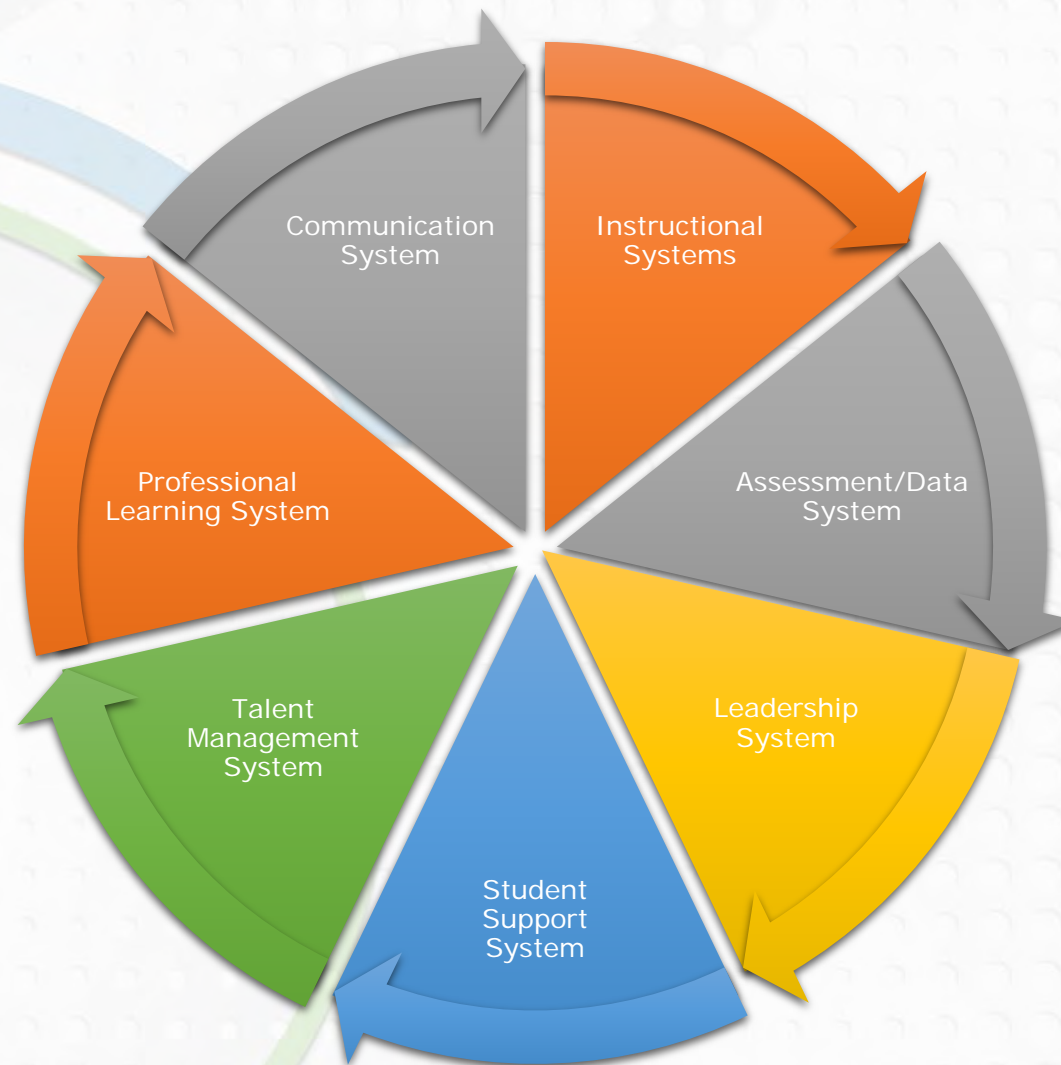
System of Organizations



System of Stakeholders



Systems and Subsystems



Systems – Setting the Stage

- Does the district have a definition of or framework for systems?
- Does the district have data to show the extent to which systems are in place and how effective they are?
- Does the district have representatives of the various systems involved in continuous improvement work?

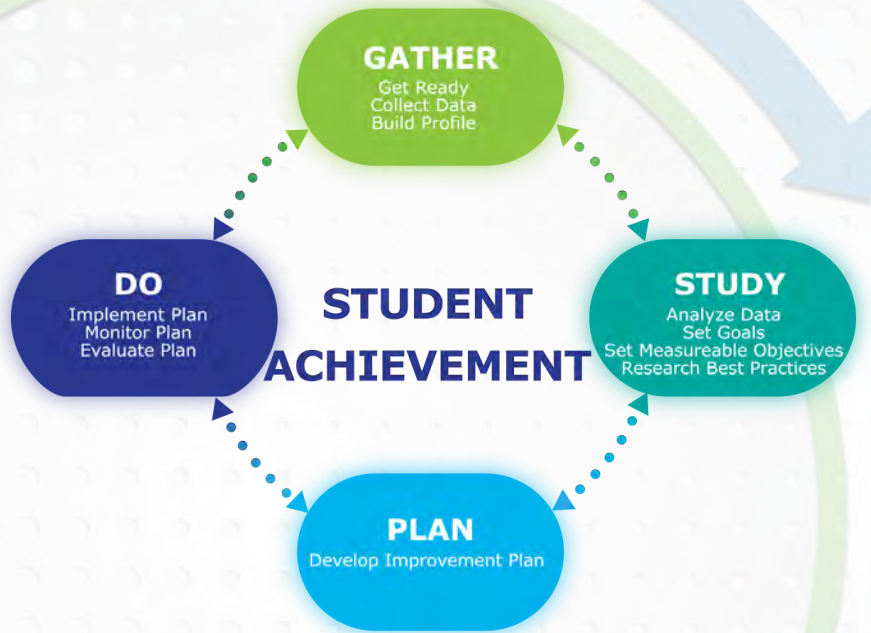


Continuous Improvement Cycle

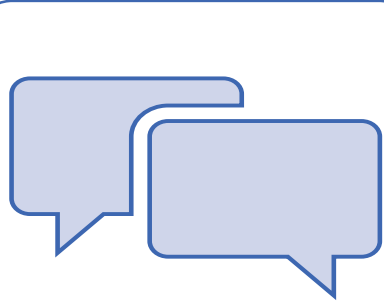


The Michigan Continuous Improvement Cycle

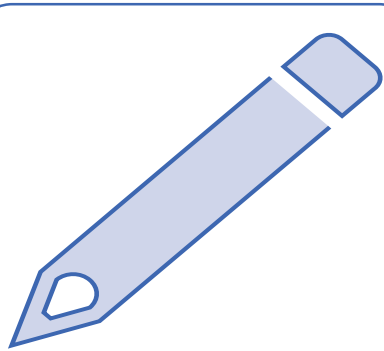
What do you notice?



The MICIP Platform



Facilitate a conversation around the elements of continuous improvement.



Provide a place for districts to record their thinking around continuous improvement that will lead to a continuous improvement plan and supporting plans.

Reflection

If you were to describe each of the three big ideas of MICIP in a phrase, how would you describe them? What role does each one play?

How do you see your current organization reflecting these?



The MICIP Process Setting the Stage



1. What are we currently doing?
2. What goals are we achieving?
3. Which goals are we not achieving?



Assess Needs Process

- Based on a scan of current initiatives, Identify area(s) of inquiry – What data will you explore, including data related to Whole Child and Systems?
 - Identify data protocol and process – What protocol and process will you use?
- Data Discovery
 - Select data sets to create data stories - including academic, whole child, and systems data - or choose pre-made groupings
 - Analyze data, looking for patterns and trends
 - Identify, collect and analyze additional data not in the system, if any
 - Describe your initial data discovery – What does your data say?
- Initial Initiative Inventory – What are you currently doing to address your data?
- Gap Analysis – How far are you from where you need to be?
- Data Story Summary - Data Discovery + Initiative Inventory + Gap Analysis
- Root Cause Analysis – Why are you where you are?
 - Consider additional data to validate and prioritize findings
 - Refine initiative inventory to include specific cause
- Challenge Identification – What do you need to address?

Identify Areas of Inquiry

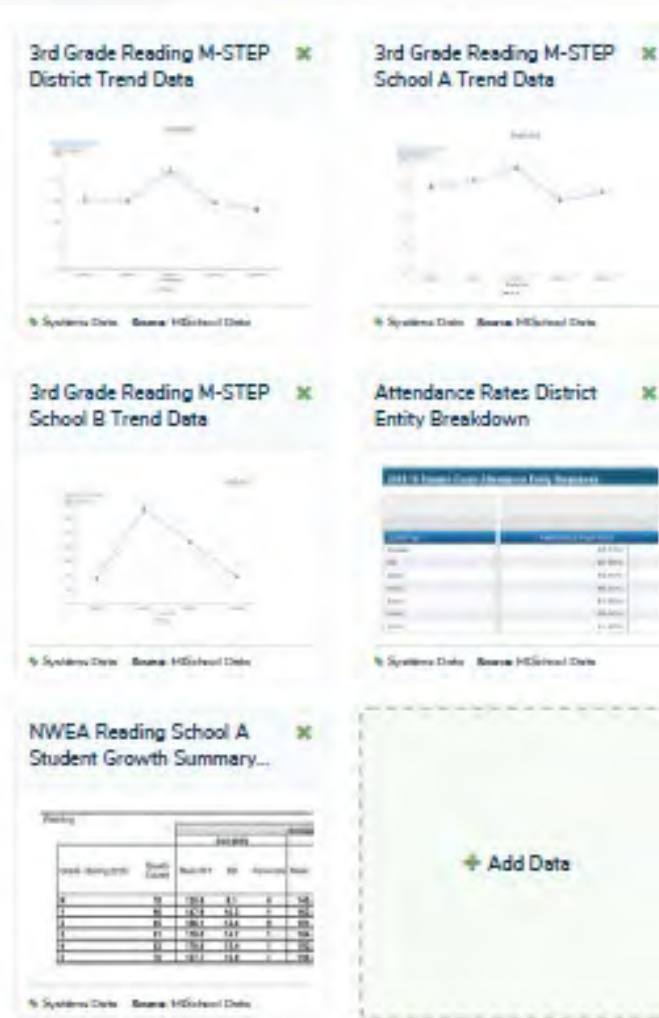
Based on your current work, what data will you explore?
What protocol will you use to investigate it?

The screenshot shows the MICIP (Michigan Integrated Continuous Improvement Process) interface. At the top, there is a navigation bar with the MICIP logo, the text "DISCOVER PLAN IMPLEMENT REPORT", and a user greeting "Hi, Nancy". The main heading is "Whole Child Data Discovery". Below this, there is a section titled "Explore Data Templates" with the subtitle "Discover data by exploring premade data templates." and a button labeled "Create Custom Data Story". Three data template categories are displayed in a row: "Academic" (18 Stories) with a book icon, "Non-Academic" (18 Stories) with a heart icon, and "Systems" (18 Stories) with a gear icon. Below these, a dropdown menu is open for "Literacy" (3 templates), showing three sub-templates: "Factors Affecting 3rd Grade Literacy", "Factors Affecting Grades 3-8 M-STEP ELA Scores", and "Factors Affecting Early Literacy".

Data Discovery

What does the data say?

- Analyze data, looking for patterns and trends
- Identify, collect and analyze additional data
- Summarize data findings in the Initial Data Discovery Summary – What does your data say?



Completing the Data Story

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

Gap Analysis - How far are
you from where you need to
be? How's that working for
you?

Data Story Summary =
Data Discovery + Initial
Initiative Inventory + Gap
Analysis

Initial Data Discovery

In the area of data you are exploring, summarize the story the data is telling.

There is a gap in student performance between the two schools that house early elementary grades. Both schools are performing below the state proficiency target. In the literacy essentials we are finding that teachers are struggling with interactive writing experiences, rhyming and blending, and implementing small groups.

Initial Initiative Inventory and Analysis 1

In the area of data you are exploring, list systems/initiatives that are currently in place and summarize your findings using the following questions.

Building principals and central office staff monitor attendance daily and contact parents as needed about student attendance. The district receives technical and professional development support from our ISD content consultants and educational improvement consultant to review and refine systems and provide professional development.

In the area of data you are exploring, summarize the gap analysis.

At this point, we are not aware of any major problems not being addressed. We work to adjust and improve as we continually collect and analyze data.

District Story Summary

Based on the above questions, briefly describe the story.

Both schools are below state proficiency targets.

School A has increased proficiency on M-STEP while school B has decreased proficiency. School A has demonstrated growth since the implementation of the GELN Literacy Essentials in 2016.

District Data Stories Explore and create data stories catered to the district.

Data Story Name	Category	Status	Last Updated	By
Factors Affecting 3rd Grade Literacy	Literacy	Discover	01-22-2021	Mike T.
Factors Affecting Grades 3-8 M-STEP ELA Scores	Literacy	Analyze	01-03-2021	Nancy M.
Factors Affecting Graduation/Drop Out Rates	Literacy	Strategic	01-17-2020	Nancy M.
Early Literacy	Literacy	Discover	01-22-2021	Mike T.



Analyze the Root Cause – Why did this happen?

Does our conclusion connect to the question?
Do we need any other data to validate our findings?

Analyze the District Data Story: 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](#)


Root Cause

You're on this step now. Once the Root Cause Analysis is complete, a Challenge Statement can be created.

Analyze the Root Cause

Select a Root Cause strategy tool to analyze this District Data Story with.


5 Whys


Fishbone


Force Field


Add Your Own



The 5 Whys

5 Whys is an iterative interrogative technique used to explore the cause-and-effect relationships underlying a particular problem. The primary goal of the technique is to determine the root cause of a defect or problem by repeating the question "Why?". Each answer forms the basis of the next question.

Write a Challenge or Opportunity for Growth Statement

What do you need to address?

Analyze the District Data Story: 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](#)

Root Cause

There is a lack of resources to implement the GELN Literacy Essentials in school B

Create a Challenge Statement

Based on the results of the Root Cause Analysis, define the problem in a one-sentence problem statement.

Example: Cras arcu arcu, ultrices non risus quis, posuere ullamcorper tellus, fusce aliquet diam ut elit commodo, sit amet molestie ligula varius.

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.

Reflection

1. As you think about the Assess Needs process in MICIP, how does it align with your current process? How might engaging in a root cause process help identify what you need to address?
2. How would considering systems and Whole Child data impact this process?





WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

PLAN

Plan

What are you currently doing?

Update your initiative inventory

- If you are doing something, how is it going? Does it need to be adjusted? Does it need to be abandoned?
- If you are doing nothing or if previous efforts have been abandoned, what will you do?

Plan

- What will you achieve? How will you know?
 - Write measurable goal.
 - Identify impact measures.
- How will you get there?
 - What is the right thing to do? - select strategy(ies) from the strategy bank
 - Can we do it the right way? - review selection considerations using the hexagon tool
- Select activities to support strategies
 - Implementation
 - Monitoring implementation and impact
 - Evaluation
- Braid and blend funding streams
- Identify communication plan

Define Measurable Goal.

What will you achieve? How will you know?

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

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.

[Edit](#)

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

Define Evaluation Impact Measures

End Target

Measure	Due Date
Change in Data: Increase in value by 12% for 3rd Grade Reading M-STEP District Trend Data	03/01/2023
Change in Data: Increase in value by 10% for Implementation of Literacy Essentials	03/01/2023

+ Add Measure

Interim Targets

Measure	Due Date
Completion of Task: Monitoring percent of student proficiency on ELA M-STEP	01/01/2020
Completion of Task: Monitoring implementation of Literacy Essentials	01/01/2020

+ Add Measure

What is the Right Thing to do?

Select Strategies from 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 School Based

[+ Add Strategy](#)

Can we do it the right way?

Selection Considerations

Select Strategies

What strategies can be utilized to achieve this goal?

Build Teacher Capacity through Instructional Coaching Aligned to the Essentials School Based In Implementation Plan

Description

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Aliquam eleifend mi in nulla.



[Consideration Questions](#)

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.

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)

[Remove from Strategy Implementation Plan](#)

How will we support implementation? Select Activities

Build Teacher Capacity through Instructional Coaching Aligned to the Essentials School Based ✓ In Implementation Plan

Strategy Details

Who owns this strategy implementation? When will it be complete?

Susie Baker 09/15/2020

Strategy Description

Nulla mattis urna quis lorem commodo, a tincidunt libero pretium. Phasellus eget eleifend lacus. Morbi malesuada tincidunt cursus. Suspendisse accumsan urna felis, sit amet varius diam cursus a. Sed egestas efficitur mattis. Aenean metus nisl, mattis vel odio non, imperdiet mattis diam. Nam dolor enim, cursus non laoreet in, vehicula et neque. Suspendisse sagittis lacinia diam et fermentum.

Quisque fermentum, mi nec ultrices maximus, turpis erat varius odio, eu commodo ipsum velit cursus magna. Curabitur lorem risus, convallis id blandit sed, sagittis at ligula. Donec ut neque dolor. Mauris placerat, nunc sit amet aliquam rhoncus, augue velit pharetra risus, a placerat augue lacus vestibulum sapien. Duis vehicula sodales hendrerit. Vestibulum vel eros in tellus tempus consectetur eu a augue. In ut pretium dolor. Pellentesque porta, risus at rhoncus sollicitudin, neque nibh luctus magna, sed egestas purus leo a mi. Morbi felis urna, venenatis id fringilla nec, suscipit vel enim. Duis sit amet cursus felis. Nullam elementum laoreet massa, ut lobortis augue tincidunt eget. Aenean dui nibh, pellentesque eu vulputate non, finibus id turpis. Donec quis sollicitudin sapien.

Strategy Implementation Activities

Define Strategy implementation activities, including monitoring for fidelity.

Activity	Owner	Due Date	
Reallocate funds	Susie Baker	05/01/2020	✕
Hire coach	Susie Baker	06/01/2020	✕
Build district-wide data system to collect implementation data	David Vaughn	08/15/2020	✕
Present to staff at school B on role of coach	Patricia Cunningham	08/28/2020	✕
Set coaching expectations (frequency, target for coaching, communication loops)	Patricia Cunningham	08/28/2020	✕

[Add Activity](#)

How will we monitor implementation?

Select Activities

Strategy 1 of 1:

Build Teacher Capacity through Instructional Coaching Aligned to the Essentials

Strategy Implementation Activities	Owner	Due Date	Status
<input type="checkbox"/> Reallocate funds	Susie Baker	05/01/2020	Overdue
<input type="checkbox"/> Hire coach	Susie Baker	06/01/2020	Approaching
<input type="checkbox"/> Build district-wide data system to collect implementation data	David Vaughn	08/15/2020	Approaching
<input type="checkbox"/> Present to staff at school B on role of coach	Patricia Cunningham	08/28/2020	
<input type="checkbox"/> Set coaching expectations (frequency, target for coaching, communication loops)	Patricia Cunningham	08/28/2020	

How will we fund the plan?

Strategy Funding - Total funding: \$0

Federal Funds

- Title 1
- Title 2
- Title 3
- Title 4
- Title 5
- Title 6
- Other Titles
- Grant Y
- Homeless
- Erate

State Funds

- At Risk
- Grant X
- Legislative Category

Other

- Local Funds
- In Kind
- Other

How will we communicate the plan?

Strategy Communication

How will the plan be communicated?

- Local Newspaper
- Parent Newsletter
- Email Campaign
- Brochure
- District Website Update
- Presentations
- Social Media
- School Board Meeting
- MI School Data
- Other

Who will the plan be communicated to?

- Educators
- Parents
- Community-at-Large
- School Board
- Staff

One-page Plan Summary

District MICIP Portfolio

ACTIVE GOALS | MAINTENANCE GOALS | PORTFOLIO HISTORY

3rd Grade ELA M-STEP Contains 1 Strategy

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

Created on: 09/20/2019 | Target Completion Date: 03/01/2022

Monitor Activities

1 Checklist 2 Approaching

Upcoming Evaluations

1 Checklist 2 Approaching

Strategy 1 of 1:

Build Teacher Capacity through Instructional Coaching Aligned to the Essentials

[View Strategy Implementation Data](#)

Strategy Details

Nulla mattis urna quis lorem commodo, a fructum libero pretium. Phasellus eget eleifend lacus. Morbi malesuada fructum cursus. Suspendisse accumsan urna felis, sit amet varius diam cursus a. Sed egetis efficitur mattis. Aenean males ris, mattis vel odio non, imperdiet mattis diam. Nam dolor enim, cursus non laoreet in, vehicula at neque. Suspendisse sagittis lectus diam et fermentum.

Strategy Owner
Stacie Baker

Due Date
09/15/2020

Quisque fermentum, mi nec efficitur mollis, turpis erat varius odio, eu commodo ipsum velit cursus magna. Curabitur lobortis risus, convallis id blandit sed, sagittis at ligula. Donec et neque dolor. Mauris placerat, nunc sit amet aliquam rhoncus, augue velit pharetra risus, a placerat augue lacus vestibulum sapien. Duis vehicula sodales hendrerit. Vestibulum vel eros in felis tempus consectetur eu a augue. In ut pretium dolor. Pellentesque porta, risus et rhoncus sollicitudin, neque nibh luctus magna, sed egetis purus leo a mi. Morbi felis urna, venenatis id fringilla nec, suscipit vel enim. Duis sit amet cursus felis. Nullam eleifend laoreet massa, ut lobortis augue fructum eget. Aenean dui nibh, pellentesque eu vulputate non, tristique id turpis. Donec quis sollicitudin sapien.

Strategy Implementation Activities

Activity	Owner	Due Date
Reallocate funds	Stacie Baker	09/01/2020
Hire coach	Stacie Baker	09/01/2020
Build district-wide data system to collect implementation data	David Vaughn	09/15/2020
Present to staff at school 8 on role of coach	Patricia Cunningham	09/29/2020
Set coaching expectations (frequency, target for coaching, communication loops)	Patricia Cunningham	09/29/2020

Strategy Funding - Total funding: \$3,200

Federal Funds:

- Title I: \$3,200

Strategy Communication

How	To Whom
<ul style="list-style-type: none">• Parent Newsletter• School Board Meeting	<ul style="list-style-type: none">• Educators• Parents• School Board



Monitor Implementation

To what extent are we implementing with fidelity? How do we know?

Is there something we need to adjust?

Monitor MICIP Portfolio: 3rd Grade ELA M-STEP ▼

Challenge Statement

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

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

Strategy 1 of 1:

Build Teacher Capacity through Instructional Coaching Aligned to the Essentials

Strategy Implementation Activities	Owner	Due Date	Status
<input type="checkbox"/> Reallocate funds	Susie Baker	05/01/2020	Overdue
<input type="checkbox"/> Hire coach	Susie Baker	06/01/2020	Approaching
<input type="checkbox"/> Build district-wide data system to collect implementation data	David Vaughn	08/15/2020	Approaching
<input type="checkbox"/> Present to staff at school B on role of coach	Patricia Cunningham	08/28/2020	
<input type="checkbox"/> Set coaching expectations (frequency, target for coaching, communication loops)	Patricia Cunningham	08/28/2020	

Monitor Impact

Are we moving at a satisfactory rate toward our interim targets? Is there anything we need to adjust?

Monitor the Measurable Goal

Measures	Due Date	Status
<input type="checkbox"/> Change in Data: Increase in value by 12% for 3rd Grade Reading M-STEP District Trend Data	03/01/2023	
<input type="checkbox"/> Change in Data: Increase in value by 10% for Implementation of Literacy Essentials	03/01/2023	
<input type="checkbox"/> Completion of Task: Monitoring percent of student proficiency on ELA M-STEP	01/01/2020	
<input type="checkbox"/> Completion of Task: Monitoring implementation of Literacy Essentials	01/01/2020	



Evaluate Implementation and Impact

Evaluate the Goal: 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
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Questions for Consideration

Fidelity - How well did we adhere to the fidelity of our plan?

We stuck to our plan to a T!

Scale/Reach - How well did we reach the intended target population?

Overall, we exceeded our percentage increase we set as our goal.

Capacity - How well did we support progress towards our goal?

We supported progress towards our goal very well by ensuring staff were not spread too thin. We focused on less quantity, but higher quality.

Impact - How did student outcomes improve?

Student outcomes improved drastically! We exceeded our goal, increasing the 3rd grad proficiency rate by 15%!

Has the Goal been met?

Based on the responses to the Questions for Consideration and careful review of the defined Measurable Goal, has the goal been met?

Yes, the goal has been met!

No, the goal has not been met

How would the district like to proceed with this goal?

Maintain Goal

Maintenance Goals are goals that do not require new initiatives to accomplish, but should still be on the district's radar. >

Revise Goal

Was the goal defined too aggressively? Should different strategies be utilized? You can revise your goal to make it more feasible. >

Leave As-Is

Do not make any changes to the goal at this time. >

Benefits of MICIP



- ✓ *One Comprehensive Needs Assessment*
- ✓ *Builds The Consolidated Application*
- ✓ *Prepopulates Data*
- ✓ *Embeds Program Evaluation*
- ✓ *Integrates Data and Resources*
- ✓ *Reduces Duplication of Effort*

Partner Reflection

How might the MICIP ideas of mindset (including Whole Child and Systems) and process impact your continuous improvement work **even this year** prior to platform release?



What is our rollout plan?



MICIP Professional Learning

MICIP Sessions at the Fall Continuous Improvement Conference

- 1:15 – 2:30 pm – Assess Needs
- 1:15 – 2:30 pm – Whole School, Whole Community and the WSCC Framework: Where to Start
- 2:45 – 4:00 pm – Integrating the Whole Child into the Continuous Improvement Planning Process
- 2:45 – 4:00 pm – Understanding Root Cause

Winter - Spring - Summer, 2020

- MICIP 201 – Digging Deeper into Individual MICIP Processes
- MICIP 201 – Digging Deeper into Systems and the Whole Child
- MICIP 201 – Other Focus Topics

MICIP Platform

- MDE/OES and ISDs/RESAs – August/September 2020
- Districts and Schools – October 2020

For More Information

michigan.gov/mde-micip

**Ben Boerkoel, MICIP Professional Learning Lead –
boerkoelb@michigan.gov**

Terry Nugent, MICIP Lead - nugentt@michigan.gov

To submit comments or questions
Slido.com - #2019conference

Thank you for your participation.

Group Reflection

How might you work together as a Region to support learning about and, eventually, implementation of MICIP?



MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

From Mindset to Process
MDE Continuous Improvement Conference
November 18, 2019





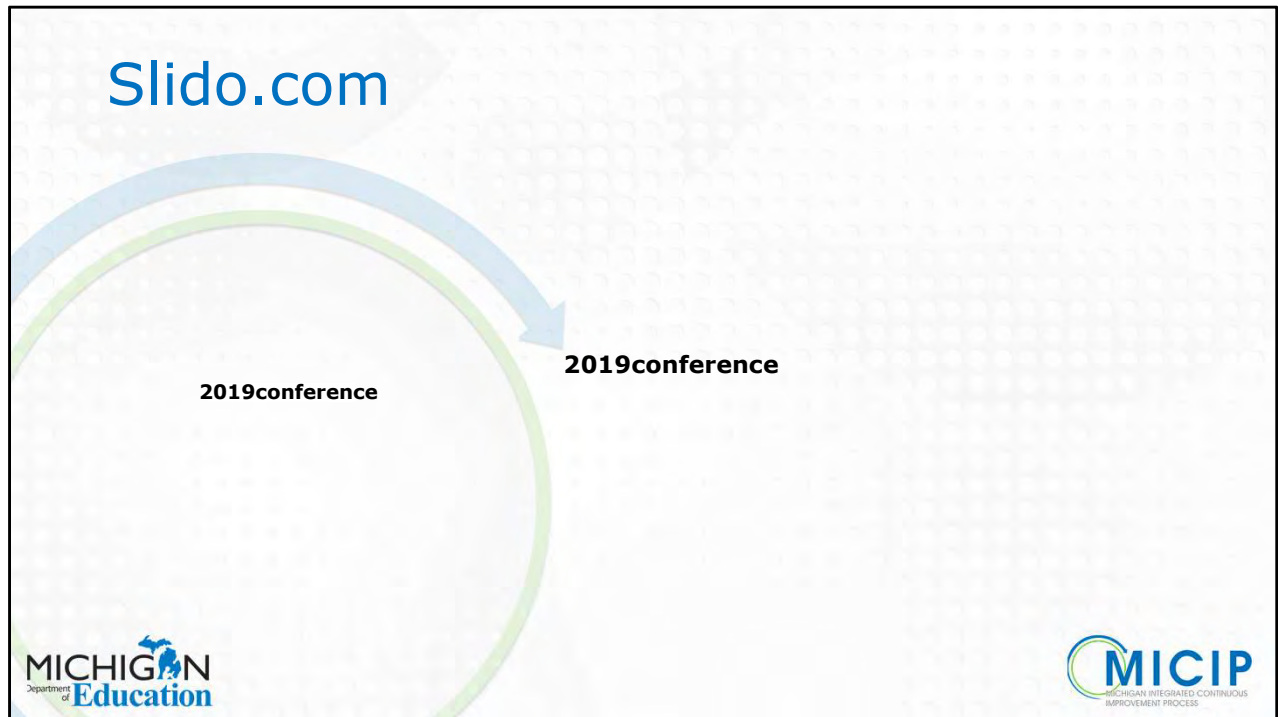
Good morning. Welcome to today's breakout session on MICIP, the Michigan Integrated Continuous Improvement Process. My name is Ben Boerkoel; I serve as the MICIP lead for professional learning. With me today is Terry Nugent, the MICIP lead. Our goal today is to share with you an overview of MICIP and the process that all districts will engage in beginning in Spring 2021. While we know that many of you want to know exactly how the platform will work, we are currently in the middle of that design process and are not ready to share that information at this time. We're hoping that by focusing on the mindset and the process now, we will create readiness for when the platform is released. We will be sharing platform information through multiple professional learning opportunities beginning in Fall 2020.

It's also important to note that the screen shots you will see in the Process section reflect where we are currently at in development. As we continue to develop MICIP, we will also continue to gather feedback from stakeholders so that the final product may look slightly different.

We know that some of you have already heard some of the initial mindset information. Please use this as a time to confirm your knowledge. We wanted to make sure that those are hearing it for the first time have a context for the information about the process. For those for whom this is the first exposure, there is a much deeper overview and mindset presentation on the MICIP website complete with power point, narration and notes; you might wish to view that when you have an opportunity.

Finally, because we want to ensure consistency in our messaging each time we share

this and because of our large audience, we will be presenting this information using a script today rather than using a more interactive format. As such we will not be taking questions during the presentation, but in just a minute I will explain how you can get your questions answered.



To make asking questions as easy as possible, we are asking you to log in to slido.com; there are directions for doing so on your tables. Once there, use the password 2019conference.



Once you do so, you should come to this screen where you can submit questions and comments by typing them in and hitting "Send". While we will not be directly answering these during this session today, we will be using them to formulate a question-and-answer document that we will be making available. At the end of the power point, we will also be sharing our contact information in case you have questions in the meantime.

What is your current reality for continuous improvement?



So where are you relative to your own understanding of and attitude toward Continuous Improvement? Take a minute to think about which of these pictures comes closest to representing your current reality.

The core of MICIP

The Michigan Integrated Continuous Improvement Process (MICIP) is a pathway for districts to improve student outcomes by assessing **whole child needs** to develop **plans** and coordinate **funds**.

The diagram illustrates the core of MICIP as a continuous cycle of three interconnected components: NEEDS, PLANS, and FUNDS. Each component is represented by a colored circle (red for NEEDS, orange for PLANS, and green for FUNDS) with a blue arrow pointing from one to the next in a clockwise direction. The circles are arranged horizontally, with arrows indicating a flow from left to right and then back to the start.



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IMPROVEMENT PROCESS

So what *is* MICIP, and how does it help to improve student outcomes? At its **core**, MICIP is a **pathway** for districts to **improve** student outcomes by assessing whole child **needs** to develop **plans** and coordinate **funds**. **Needs, Plans** and **Funds** are at the **core** of MICIP.

Why MICIP?

- *Sense of Urgency*
- *Continuous Process*
- *Integrated*
- *Systems Thinking*
- *Equitable*
- *Understand the Whole Child*
- *Streamlined data and tools*
- *Assets and needs*

Let's start with why – Why MICIP?

We have a great sense of urgency. We know that we are not currently getting the results that we need to achieve, and we need to do better.

We have received feedback from our ISD and district partners about the current school and district improvement process, and we know that educators find several challenges.

They have told us that the process is time-consuming, leaving them very little time to focus on the real work of improving student learning.

When we asked for suggestions, what we heard was that districts wanted:

- A **continuous process of improvement** that informs the way they work on a **daily basis rather than it being an annual event** or a way to simply meet compliance requirements. We want everyone involved in the life of the school to see their work reflected in MICIP every day.
- Improvement processes that are **integrated** rather than isolated.
- A process that considers **systems thinking** to support high-quality **implementation** of actions as well as the actions.
- More **equitable opportunities, environments, and supports** that result in better outcomes for **all** students.
- A process that helps us understand the **whole child** through factors that **influence** academic achievement as well as academics themselves.
- Data, resources, and tools that are **connected and streamlined**.

- Plans that consider both **assets and needs**.

Based on this feedback, we began to talk about a **process** that was streamlined and integrated, about a **platform** that would integrate data, resources, and tools to assist districts with this process, and we came to realize that we would need to begin with a shift in **mindset**.

The MICIP Three Big Ideas



When we talk about MICIP at the highest level, we are referring to these three big ideas:

- a mindset
- a process, and
- a platform

So what do we mean by each of these?



Mindset is a shift in thinking where

- continuous improvement is constant, with smaller cycles of improvement embedded into the larger cycle, and
- the whole child and systems thinking are at the forefront.

Let's briefly look at each of these.

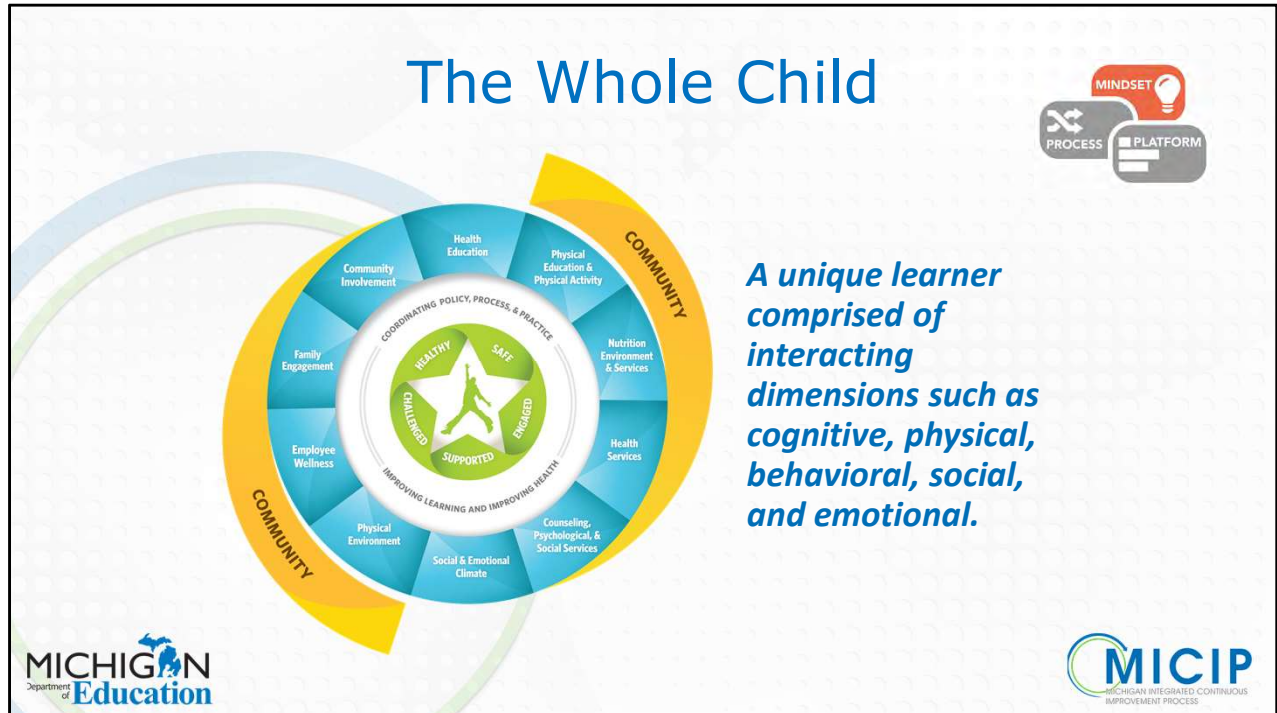
Continuous Improvement



*Same for All
Ongoing
Reflect Real Work*



With continuous improvement, we are talking about the same process for all rather than separate processes for districts and schools. We are also talking about a process that is ongoing rather than being an annual event, one that starts with looking at data in the Spring and ends with the submission of the plan. In addition, plans should reflect what is going on in our classrooms on a daily basis, not documents that are written to be put on a shelf and have no connection to the ongoing work of the district and school.



The second area of the mindset focuses on the Whole Child.

Michigan has adopted a definition of the Whole Child as being a unique learner comprised of interacting dimensions such as cognitive, physical, behavioral, social, and emotional.

In the past we have focused primarily on the **academic**, or **cognitive**, aspect of the child. We now realize the importance of addressing the physical, behavioral, social and emotional aspects as well because they impact the child's environment and ability to fully participate in learning.

We also realize the importance of involving **all** stakeholders, including the home, school and community. By addressing all of these we come closer to the goal of having children who are healthy, safe, engaged, supported and challenged.

The model we use to reference the whole child is shown on this slide. It is often referred to as the WSCC model which is an acronym for the phrase: Whole School, Whole Community, Whole Child.

The WSCC model was developed nationally through collaboration among education and public health practitioners.

It is a broad "framework" for addressing both academic and non-academic needs of students in an integrated approach.

The Whole Child Model



Let's briefly take a look at the individual components of this model.

- Notice, the child is in the center and the focal point. We want each child to perform at the highest levels on all measures of student outcomes. As an education-focused institution, we consider both the academic and non-academic factors that impact student achievement.
- The five tenets surrounding the child are the ultimate goal, the **what** we want for all children that are necessary to maximize positive student outcomes. And in reality, these are also characteristics of a healthy adult.
- Before those tenets can be achieved, we need to address the **how**. To support and achieve those outcomes we need to have high-quality systems in place that address policies, processes and practices in both learning and health. We will briefly touch on those systems in the next few slides.
- This support also includes critical physical and emotional health components and supports represented by the blue circle; we sometimes refer to these as the non-academic areas. These components can also serve as some of the root cause factors negatively impacting student success. By addressing these factors we can frequently positively impact other areas of student success. Whereas in the past, goals primarily focused on academic areas, it's possible that they may now be focused on non-academic areas if they are determined to be the root cause.
- But the school district cannot and should not address these by itself; rather it needs

the support of the entire community by bringing strategic community members and parents to the table in the entire framework and process.

We have briefly described The Whole Child from the center of the circle to the outside. School health practitioners frequently describe this model from the outside in.

The Whole Child – Setting the Stage


- What level of understanding exists about the Whole Child? The WSCC model?
- Who is represented on the district continuous improvement team? Are there representatives from non-academic as well as academic areas?
- What non-academic data does the district collect and use?





If as a district you don't know where to begin the conversation around the Whole Child, here are some things to consider:

- To what extent does the district leadership and the continuous improvement team understand the concept of the Whole Child? The WSCC model?
- Who is represented on your continuous improvement team? Do you have representatives from non-academic areas as well as those representing academics?
- What academic data do you have? What non-academic data do you have?

Systems Thinking



A series of interdependent and aligned processes and people working together toward a common goal to bring desired results.

The third area of the mindset shift involves systems thinking.

We define systems as a series of interdependent and aligned processes and people working together toward a common goal to bring desired results.

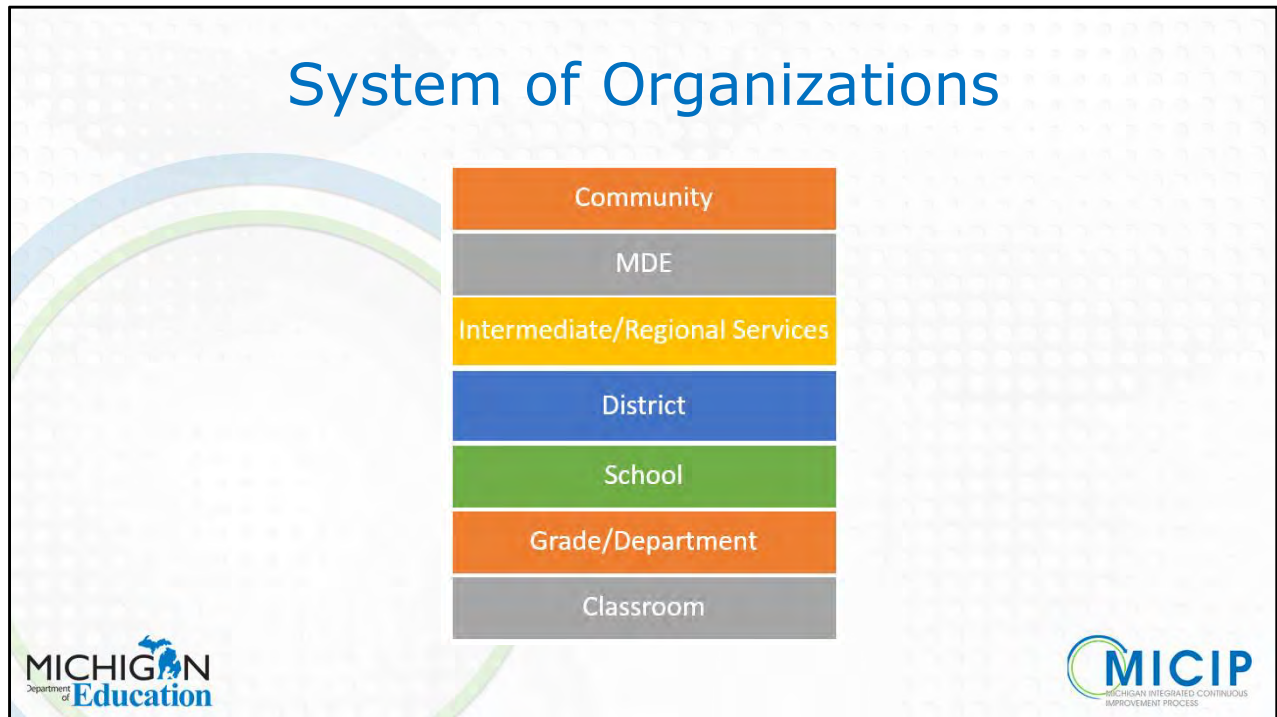
Some key descriptors in our definition are worth noting:

- **“Interdependent”** means that processes and people cannot function at their highest levels without each other.
- **“Aligned”** and **“toward a common goal”** means that processes and people must be focused on the same thing and everyone must clearly understand the goal.

All too often we become so focused on narrow challenges, solutions or opportunities for growth that we forget how things are connected.

- The challenge or opportunity we see may be the result of a something somewhere else, or,
- Addressing one part of the challenge or opportunity without considering the ripple effects on other parts may not lead to a satisfactory outcome.

System of Organizations



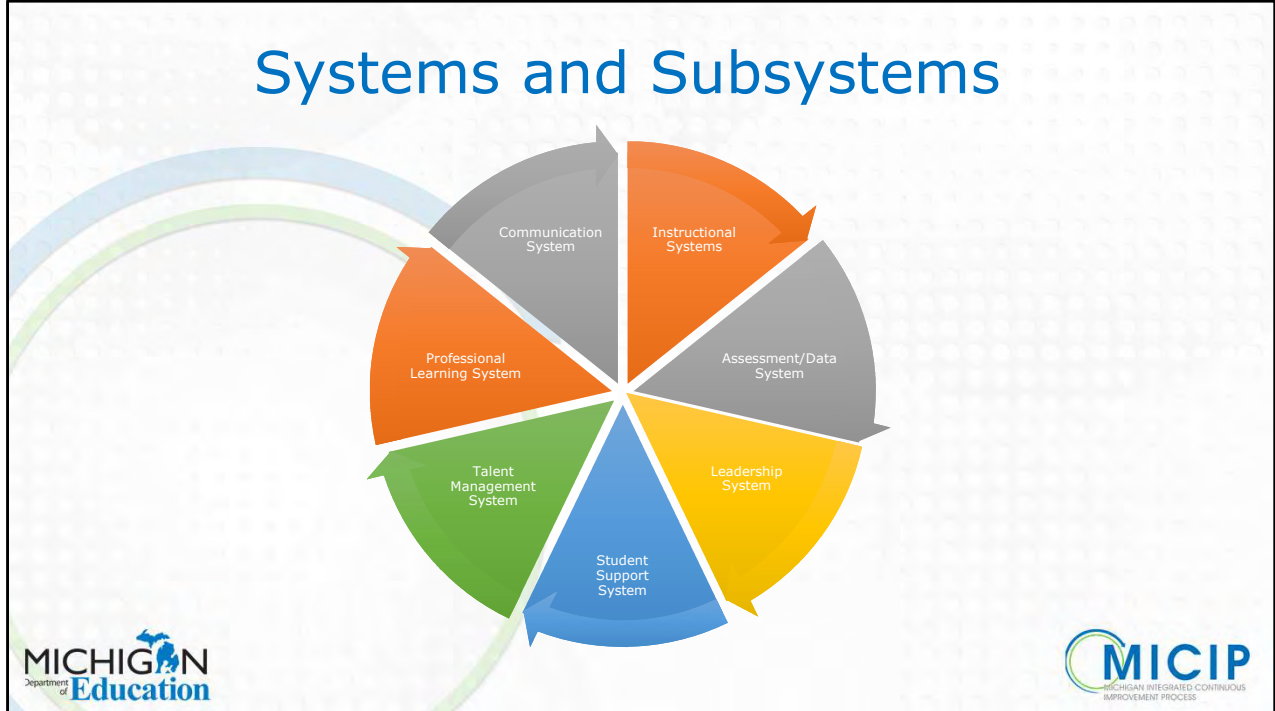
There are several examples of systems. We can have a system of organizations; in the educational setting this can refer to the various levels of the educational cascade, including the classroom, grade level/department, school, the district, the intermediate school district/ regional service agency, the Michigan Department of Education and the community, a kind of a vertical alignment. For such a system to be successful, the various levels need to work together toward a common goal.

System of Stakeholders



We can also have a system of stakeholders within an educational setting, more of a horizontal alignment. Each of these stakeholders has a role in supporting the systems and subsystems identified in the next slide. As before, we ask ourselves is to what extent all stakeholders interact with each other and are aligned to each other in working toward a common goal.

Systems and Subsystems



This slide shows just a few examples of systems and subsystems – each of which have people and processes - that support the strategies and activities described in the continuous improvement plan. Each of these pieces could be considered systems in themselves, but they are also subsystems of the larger system. One of the theories of action driving MICIP is the belief that, one reason we have not realized the results we had hoped for from the continuous improvement process, is that while districts have implemented many actions, the systems necessary to support them haven't been in place at all, haven't been consistently implemented or are not aligned. We believe that, unless a district can put systems in place to support the identified strategies, they might need to consider a different strategy. These are also some of the systems that are represented by the white ring in the Whole Child model that must be in place to support children so they develop characteristics represented by the tenets.

Systems – Setting the Stage

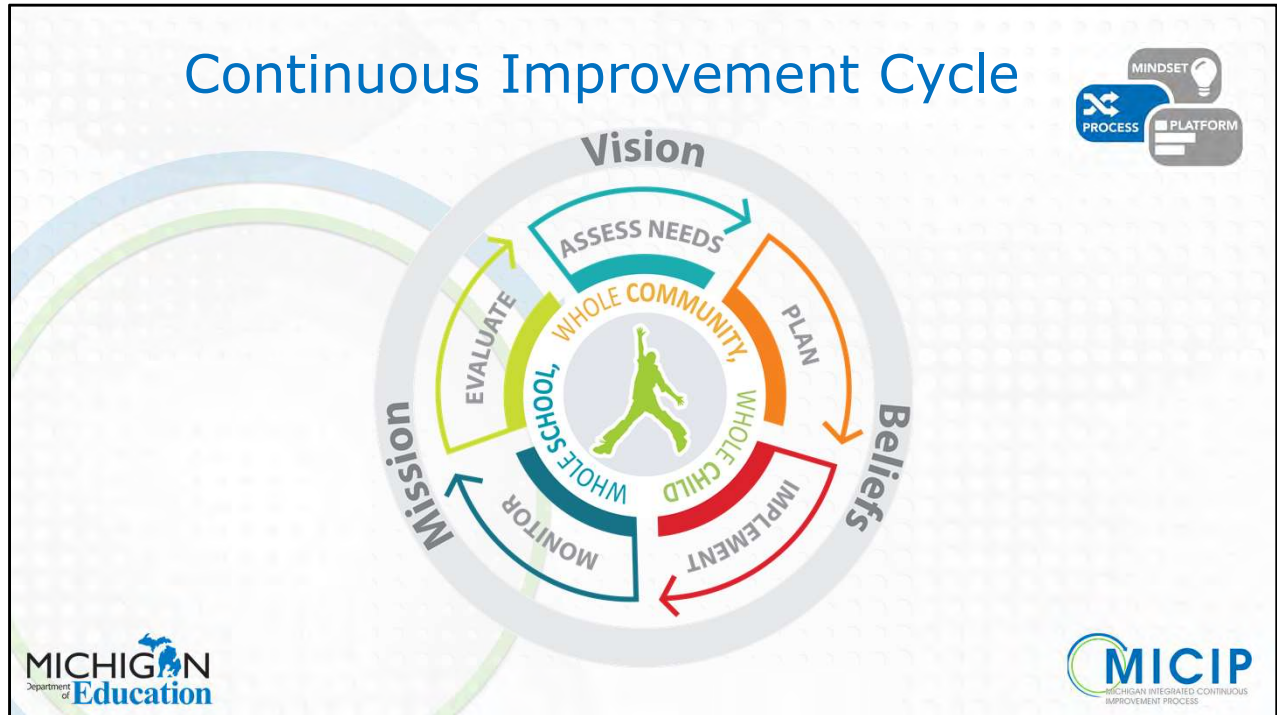
- Does the district have a definition of or framework for systems?
- Does the district have data to show the extent to which systems are in place and how effective they are?
- Does the district have representatives of the various systems involved in continuous improvement work?



Michigan has developed tools to help in the identification of data around the extent to which systems such as these are implemented, including the District Systems Review, the MTSS Practice Profile, and the Blueprint and the Evidence of Practice. Districts that are AdvancED/Cognia Accredited use the AdvancED/Cognia Diagnostics.

If you don't know where to begin the conversation around Systems, here are some things to consider:

- Does the district have a definition of or framework for systems? Does it have data to show to what extent systems are in place and how effective they are?
- Who is represented on the continuous improvement team? Do they represent the various systems needed to support continuous improvement work? As you reflect on these systems, are these roles represented on your team?
- As you think about the amount of continuous improvement you have experienced in your setting in the recent past, how might the presence or lack of systems have impacted those results?



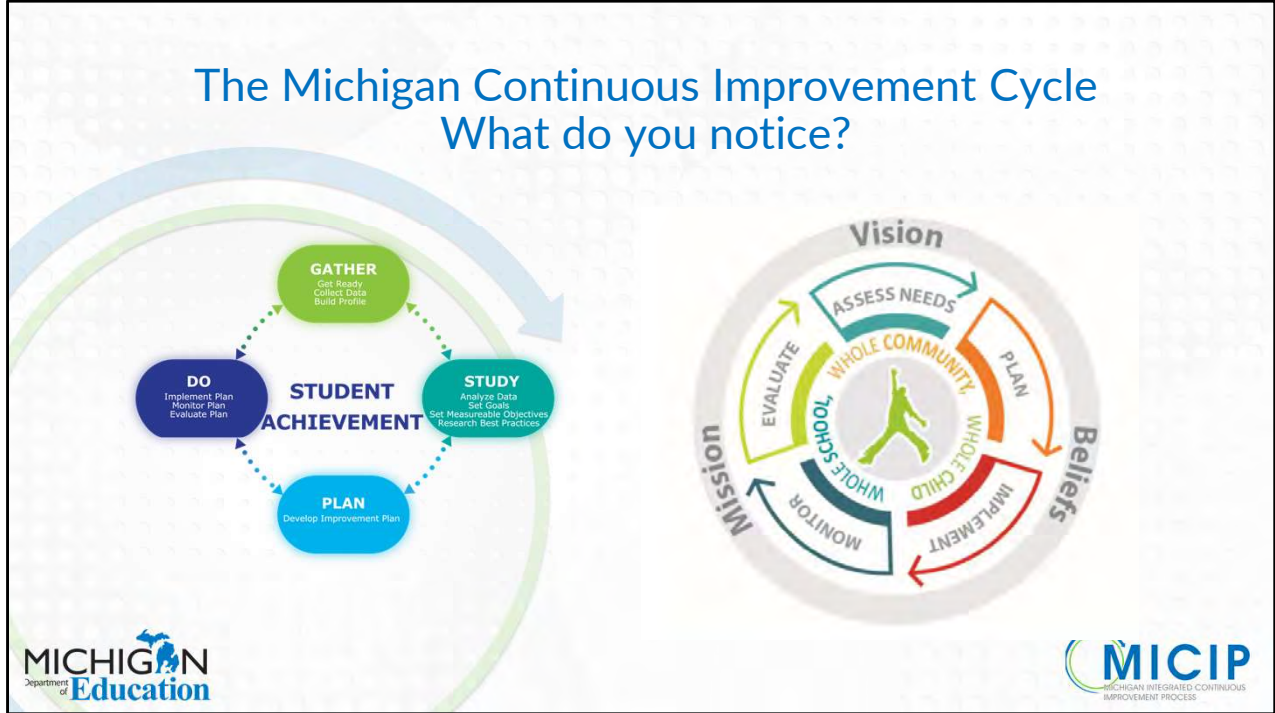
We have been considering mindset – continuous improvement, Whole Child, and Systems. Following mindset, the second broad area of MICIP is the **Process**.

Process includes the Michigan Continuous Improvement Cycle depicted in the graphic you see here. The continuous improvement cycle **operationalizes** the MICIP Process which, at its core, addresses Needs, Plans and Funds.

It's important to recognize that the continuous improvement cycle occurs within the vision, mission and beliefs of the district.

And, it captures the cycle of assessing needs, developing plans, implementation, monitoring and evaluation all **focused** around the **whole child** at the center.

The Michigan Continuous Improvement Cycle What do you notice?



As you compare the old cycle with the new cycle, what do you notice? What is the same? What is different?

1. You might notice that Gather and Study have been combined into Assess Needs. One of the ways that MICIP will benefit the user is to simply share back data that has already been collected, either through MI School Data or through the Datahubs, thereby allowing more time to be spent on high-quality analysis rather than on data collection.
2. The old "Do Stage" has been broken out into Implement, Monitor and Evaluate. The cycle represents the on-going continuous improvement process of monitor, adjust, evaluate, adjust, a part of the cycle that frequently has not been as rigorous as it needs to be.
3. The focus is no longer just on student achievement; rather, it considers all aspects of the child.
4. The cycle is explicitly contextualized within the district vision, mission and beliefs

As we walk through the process, you will find some things that look very familiar while others look new. For some of those familiar things, there is a new intentionality that previously may have been missing.

The MICIP Platform



Facilitate a conversation around the elements of continuous improvement.



Provide a place for districts to record their thinking around continuous improvement that will lead to a continuous improvement plan and supporting plans.



Finally, the MICIP Platform is a streamlined web-based application allowing districts to engage in continuous improvement with integrated tools and resources.

It is intended to do two things:

- Facilitate conversations around the elements of continuous improvement; and,
- Provide a space for district teams to make their thinking visible around continuous improvement that will lead to development of a continuous improvement plan.

In doing this, the MICIP Platform will provide a clean, easy-to-use, intuitive space for districts to focus on Needs, Plans and Funds.

Reflection

If you were to describe each of the three big ideas of MICIP in a phrase, how would you describe them? What role does each one play?

How do you see your current organization reflecting these?



We have reviewed the three components of MICIP. How would you describe them to someone who was new to the work? What role does each play? How do you see your current organization reflecting these? Take a few moments to have a conversation with an elbow partner.

The MICIP Process Setting the Stage



1. What are we currently doing?
2. What goals are we achieving?
3. Which goals are we not achieving?



Before we engage in the continuous improvement process, it's important for us to take an inventory by answering these questions:

- What are we currently doing?
- What goals are we achieving?
- What goals are we not achieving?

Taking this inventory helps to identify our current state.



When we enter the MICIP Process for the first time, we most likely enter through Assess Needs process.

Assess Needs Process

- Based on a scan of current initiatives, Identify area(s) of inquiry – What data will you explore, including data related to Whole Child and Systems?
 - Identify data protocol and process – What protocol and process will you use?
- Data Discovery
 - Select data sets to create data stories - including academic, whole child, and systems data - or choose pre-made groupings
 - Analyze data, looking for patterns and trends
 - Identify, collect and analyze additional data not in the system, if any
 - Describe your initial data discovery – What does your data say?
- Initial Initiative Inventory – What are you currently doing to address your data?
- Gap Analysis – How far are you from where you need to be?
- Data Story Summary - Data Discovery + Initiative Inventory + Gap Analysis
- Root Cause Analysis – Why are you where you are?
 - Consider additional data to validate and prioritize findings
 - Refine initiative inventory to include specific cause
- Challenge Identification – What do you need to address?



This slide shows a summary of the entire Assess Needs process. We will be reviewing each of the seven steps.

Identify Areas of Inquiry

Based on your current work, what data will you explore?
What protocol will you use to investigate it?

Before just jumping into the data, you might want to choose a place to begin. You might:

- Explore topics that are related to the District Mission, Vision, Improvement or Strategic Plan using a variety of resources
- Use prior knowledge to connect to previous improvement plans and areas of inquiry
- Wonder and ask questions around educational needs of the whole child.
- Consider both a strength-based approach (so that you can consider your root cause of success) as well as areas you may want to improve

It will also be helpful to decide on which data protocol to use. If your district does not already have a preferred protocol, the MICIP resources will offer several suggestions. You might also benefit from having someone facilitate the process for you.

When you enter the Whole Child Data Discovery area, you will find that you can enter through one of three categories – academic data, non-academic data, and systems data. Each of these will also be broken down into sub-categories. State level data will be pre-populated and if you are part of the data hubs, any data already fed into the hub will also be pre-populated. Having this data already pre-populated should lead to a significant time-savings that will also allow you to spend more time in data analysis.

While it is likely that you will enter through one of these categories, we hope you eventually look at data in all three. It is also likely that you will need to consider data that is not collected in MI-School Data or the Hubs. Districts may choose to begin with pre-made data sets or they may build their own from scratch.

For the purpose of today's presentation, you will notice that we are using a literacy example.

Data Discovery

What does the data say?

- Analyze data, looking for patterns and trends
- Identify, collect and analyze additional data
- Summarize data findings in the Initial Data Discovery Summary – What does your data say?



During the Data Discovery process you will be able to see various representations of the data. You will also be able to add your own data. During this process, you will be looking for patterns and trends, identifying any additional data that you might need, and, eventually, writing a summary of your data story

Completing the Data Story

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

Gap Analysis - How far are
you from where you need to
be? How's that working for
you?

Data Story Summary =
Data Discovery + Initial
Initiative Inventory + Gap
Analysis



Initial Data Discovery

In the area of data you are exploring, summarize the story the data is telling.

There is a gap in student performance between the two schools that lower early elementary grades. Both schools are performing below the state proficiency target. In the future, we will see how the teachers are engaging with instruction, setting expectations, thinking and learning, and implementing small groups.

Initial Initiative Inventory and Analysis

In the area of data you are exploring, list systems/initiatives that are currently in place and summarize your findings using the following questions.

Building principals and central office staff receive attendance data and connect parents as needed about student absences. The district provides technical and professional development support from our ISEI content consultants and educational improvement consultant to review and refine systems and provide professional development.

In the area of data you are exploring, summarize the gap analysis.

All this year, we are not aware of any major problems not being addressed. We work to adjust and respond as we continually collect and analyze data.

District Story Summary

Based on the above questions, briefly describe the story.

Both schools are below state proficiency targets.

School A has increased proficiency on M-STEP while school B has decreased proficiency. School A has demonstrated growth since the implementation of the 18-19 Literacy Blueprint in 2018.

District Data Stories Explore and create data stories centered to the district.

Data Story Name	Category	Status	Last Updated	By
Factors Affecting 3rd Grade Literacy	Literacy	Discover	01-22-2021	Mike T.
Factors Affecting Grades 3-8 M-STEP EIA Scores	Literacy	Analyze	01-09-2021	Nancy M.
Factors Affecting Graduation/Drop Out Rates	Literacy	Strategize	10-07-2020	Nancy M.
Early Literacy	Literacy	In Portfolio	10-06-2020	Mike T.

Once you have summarized your data, you will engage in two other processes that will eventually lead to a summary of your data story.

1. Initial Initiative Inventory – What are you currently doing to address the data summarized during your Data Discovery?
2. Gap Analysis - Given what your data says, how far are you from where you want to be or how close are you to getting there? Are you satisfied with your current status, especially if you are just beginning to address the challenge? Are you behind and might need to consider enhancing what you are currently doing or consider doing something else?

When you are finished with each segment, you will be asked to write a final summary of your data story. This will describe your current state. Prior to moving through the rest of the process, you may find yourself creating multiple data stories based on a variety of data points.

Analyze the Root Cause – Why did this happen?

Does our conclusion connect to the question?
Do we need any other data to validate our findings?

Analyze the District Data Story: 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](#)

Root Cause
You're on this step now. Once the Root Cause Analysis is complete, a Challenge Statement can be created.

Analyze the Root Cause

Select a Root Cause strategy tool to analyze this District Data Story with.

5 Whys Fishbone Force Field Add Your Own

Define the Problem

Why is it happening?

Why is that?

Why is that?

Why is that?

Why is that?

The 5 Whys

5 Whys is an iterative interrogative technique used to explore the cause-and-effect relationships underlying a particular problem. The primary goal of the technique is to determine the root cause of a defect or problem by repeating the question "Why?". Each answer forms the basis of the next question.

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While the process so far has allowed us to describe “What” the data says, we also need to find out Why the data is what it is. To figure that out, we engage in the root cause analysis process. This process has been embedded into MICIP. One of the theories of action behind MICIP is that one reason why we have not seen the results we want is that our plans have primarily addressed Causal Theories or our “best guesses” rather than taking the time to dig more deeply to get to the Why.

The MICIP Resources will have suggestions for multiple tools to use for Root Cause Analysis as well as suggestions for how to choose the one that is best to analyze your data. At this point, the 5 Whys process is embedded directly into MICIP, and, eventually, there may be others or there may be links to outside resources. You will also have the chance to Add your Own resource. It’s important that as part of the Root Cause Analysis process, we focus on things over which we have control. It is possible that you may end up with multiple root causes and may end up having to prioritize which ones to address first. It is also possible that the root cause process may identify non-academic factors or systems as root cause factors. If you are using an appreciative inquiry approach, you are looking at root causes as the reasons for your success.

Once we have reached a preliminary conclusion regarding our analysis, its also important to check back to see if our conclusion relates to our initial question and also whether we need any other data to validate our findings. Once you have considered all these things, you will briefly summarize your conclusions.

Write a Challenge or Opportunity for Growth Statement

What do you need to address?

Analyze the District Data Story: 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](#)

Root Cause

There is a lack of resources to implement the GELN Literacy Essentials in school B

Create a Challenge Statement

Based on the results of the Root Cause Analysis, define the problem in a one-sentence problem statement.

Example: Cras arcu arcu, ultrices non risus quis, posuere ullamcorper tellus, fusce aliquet diam ut elit commodo, sit amet molestie ligula varius.

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.

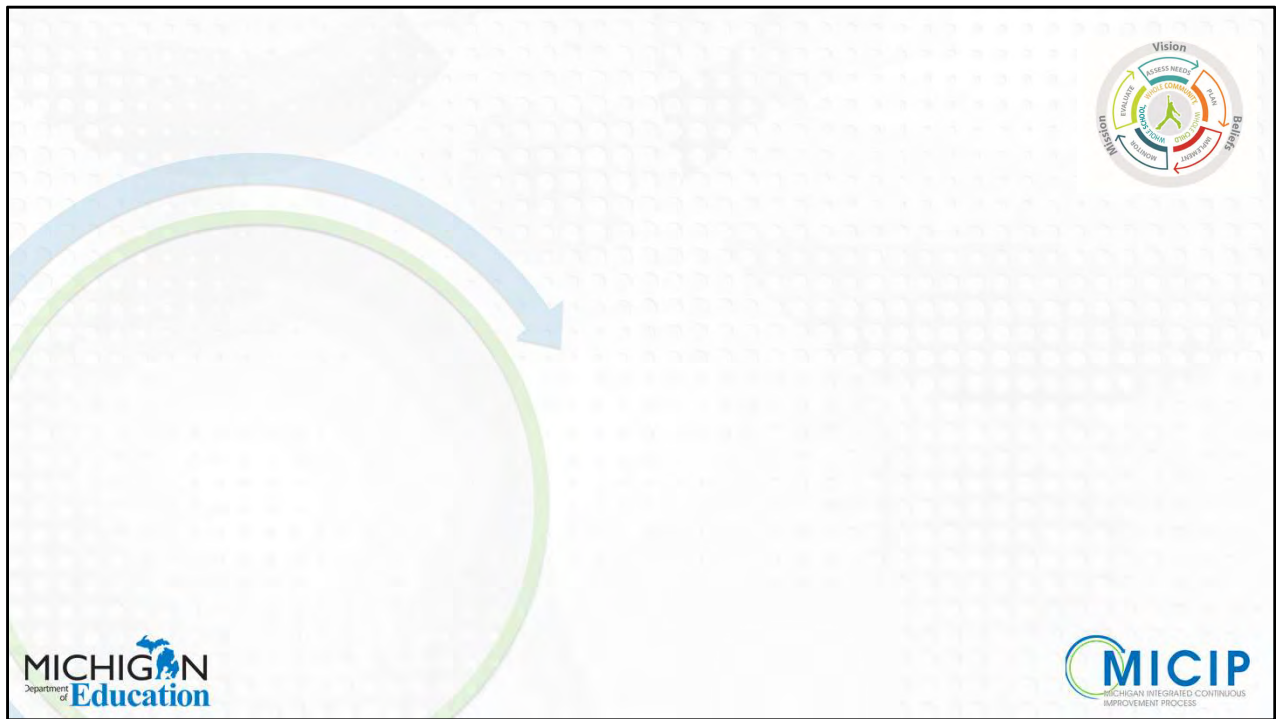
To complete the Assess Needs process, we are asked to write a challenge or opportunity for growth statement. You might also consider this as an opportunity for growth. In other words, what is it that we want to address in our plans?

Reflection

1. As you think about the Assess Needs process in MICIP, how does it align with your current process? How might engaging in a root cause process help identify what you need to address?
2. How would considering systems and Whole Child data impact this process?



Take a few moments to reflect on these questions with an elbow partner.



Once we have completed the Assess Needs process, we move into the Planning process.

Plan

What are you currently doing?

Update your initiative inventory

- If you are doing something, how is it going? Does it need to be adjusted? Does it need to be abandoned?
- If you are doing nothing or if previous efforts have been abandoned, what will you do?



Before you begin to write your plan, you will want to again ask yourself, "Now that we have narrowed the focus to this challenge or opportunity, what, if anything, have we already been doing to address this?"

- If you are doing something, how is it going? Does it need to be adjusted? Does it need to be abandoned?
- If you are doing nothing or if previous efforts have been abandoned, what will you do?

Plan

- What will you achieve? How will you know?
 - Write measurable goal.
 - Identify impact measures.
- How will you get there?
 - What is the right thing to do? - select strategy(ies) from the strategy bank
 - Can we do it the right way? - review selection considerations using the hexagon tool
- Select activities to support strategies
 - Implementation
 - Monitoring implementation and impact
 - Evaluation
- Braid and blend funding streams
- Identify communication plan

Here is an overview of the entire Plan process. Again, we will review each of these individual steps.

Define Measurable Goal.

What will you achieve? How will you know?

Define a Measurable Goal: Early Literacy - Essentials Adoption

District Data Story
Briefly describe the problem or performance concern. (School 3 has decreased attendance for 3rd grade students and it has decreased performance.)
[View District Data Story](#)

Challenge Statement
The district needs to identify strategies to describe a current or emerging issue. (Current challenge of 3rd grade attendance and performance for students with attendance and progress at School 3.)

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: This goal is to provide opportunities for students to study together, in order to improve ELA Math scores by 1% by 2022.
Increase the 3rd grade attendance rate by 12% on ELA-ESSR
Start Date: 08/01/2022

Name Goal
Create a short title for the goal. This is how it will be referred to in short, moving forward.
Example: Improve ELA in 3rd
3rd Grade ELA in 3rd

Define Evaluation Impact Measures

End Target

Measure	Due Date
Change in Data: Increase in value by 12% for 3rd Grade Reading MICIP District End of Year	08/01/2023
Change in Data: Increase in value by 10% for Implementation of Literacy Essentials	08/01/2023

+ Add Measure

Interim Targets

Measure	Due Date
Completion of Task: Monitor percentage of student attendance on ELA-ESSR	08/01/2022
Completion of Task: Monitor implementation of Literacy Essentials	08/01/2022

+ Add Measure

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We begin with writing a measurable goal. In contrast to the current process, we are no longer writing both a Goal and a Measurable Objective; we are only writing only a SMARTER Goal, one that is specific, measurable, achievable, relevant, time-defined, engaging, and resourced. In keeping with the concept of continuous improvement, the district gets to determine timelines.

When writing our goal, it is also critical to identify both the long-term and interim targets against which we will measure improvement so that we know whether we are being successful.

What is the Right Thing to do? Select Strategies from 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 School Based

➕ Add Strategy

When identifying how we will address our Measurable Goal, it is important to answer two key questions: What is the right thing to do and can we do it the right way?

The “right thing” can come from the strategy bank that has been prepopulated with evidence and research-based strategies from a variety of reputable sources. Not only will the bank have the strategies; it will also have the evidence or the research as well as a description of what it means to implement in a high-quality way.

Can we do it the right way? Selection Considerations

The screenshot shows a web interface titled "Select Strategies" with the question "What strategies can be utilized to achieve this goal?". A strategy is selected: "Build Teacher Capacity through Instructional Coaching Aligned to the Essentials". The interface includes a description field, a hexagonal tool for "Selection Considerations", and five rating scales (Evidence, Usability, Fit, Supports, Capacity) each with a 1-5 scale. The hexagonal tool is divided into six segments: Evidence (top), Usability (top-right), Supports (bottom-right), Need (bottom), Fit (bottom-left), and Capacity (top-left). The rating scales show the following values: Evidence: 4, Usability: 3, Fit: 5, Supports: 2, Capacity: 3. The interface also includes a "Consideration Questions" link and a "Remove from Strategy Implementation Plan" button.

Once a district chooses a strategy that appears to be right for addressing the challenge or opportunity, it still needs to answer whether it can be done the right way. The hexagon tool from the National Implementation Research Network (NIRN), one of our development partners, can help us answer that question by addressing characteristics such as need, fit, capacity, sufficiency of resources, and other areas shown on this screen. It can also help a district decide what needs to be done to create readiness for implementation as well as how to sequence implementation.

If when identifying the current state on these categories, a district finds that it is well-situated or can fill any gaps, it can move ahead with the strategy it has chosen. However, if a district finds that it is not well-situated and/or cannot fill the gaps, it might want to choose another strategy. So many plans with great potential end up not being successful because not all these areas have been considered.

How will we support implementation? Select Activities

Build Teacher Capacity through Instructional Coaching Aligned to the Essentials School Record Implementation Area

Strategy Details

Who owns this strategy implementation? When will it be complete?

Strategy Description

Nulla mattis urna quis lorem conmodo, a tristique libero portiam. Phasellum eget celeritas lectus. Mubli malesuada tristique cursus. Suspendisse accumsan urna felis, at amet vivamus diam cursus a. Sed exortas efficitur mattis. Ametiam metus nisl, mattis vel odio non, imperdiet mattis diam. Nam dolor eros, cursus non laoreet in, volutate et neque. Suspendisse sagittis lectus diam et fermentum.

Quisque fermentum, mi nec ultrices maximam, turpis erat varius odio, eu conmodo ipsum velis cursus magna. Curabitur lorem risus, convallis id bibendum sed, sagittis et ligula. Donec ut neque dolor. Mauris eleosae, nunc at amet aliquam rhoncus, augue veli pharetra risus, a placerat augue lacus vestibulum sapien. Duis vehicula sodales hendrerit. Vestibulum vel eros in tellus tempus consectetur eu a neque. In ut pretium dolor. Pellentesque porta, risus et rhoncus sollicitudin, neque nibh luctus magna, nec exortas portis leo a mi. Morbi felis urna, venenatis id fringilla nec, suscipit vel eros. Duis ut amet cursus, felis. Nullam elementum laoreet massa, ut lobortis augue tristique eget. Ametiam du nibh, pellentesque eu vulputate non, finibus id turpis. Donec quis sollicitudin sapien.

Strategy Implementation Activities

Define Strategy implementation activities, including monitoring for fidelity.

Activity	Owner	Due Date	
Reallocate funds	Suzie Baker	05/01/2020	✕
Hire coach	Suzie Baker	06/01/2020	✕
Build district-wide data system to collect implementation data	David Vaughn	09/15/2020	✕
Present to staff at school #1 on role of coach	Patricia Cunningham	08/28/2020	✕
Set coaching expectations (frequency, target for coaching, communication loops)	Patricia Cunningham	08/28/2020	✕

[Add Activity](#)

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MICIP
MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

Like the current process, we will need to include activities that support strategy implementation. These activities may include those to help get ready for implementation such as professional learning, purchasing materials, creating implementation guides or placing staff to implementation itself, including frequency and intensity of implementation as well as how supports will be tiered to meet the needs of all students. It could also include building the systems to support strategy implementation if those are not already in place.

How will we monitor implementation? Select Activities

Strategy 3 of 3:
Build Teacher Capacity through Instructional Coaching Aligned to the Essentials

Strategy Implementation Activities	Owner	Due Date	Status
<input type="checkbox"/> Reallocate funds	Susie Baker	05/01/2020	Overdue
<input type="checkbox"/> Hire coach	Susie Baker	05/01/2020	Approaching
<input type="checkbox"/> Build district-wide data system to collect implementation data	David Vaughn	08/15/2020	Approaching
<input type="checkbox"/> Present to staff at school B on role of coach	Patricia Cunningham	08/28/2020	
<input type="checkbox"/> Set coaching expectations (frequency, target for coaching, communication loops)	Patricia Cunningham	08/28/2020	





One of the most critical components of the plan is that of identifying the monitoring processes, procedures, and timelines. Research has shown that gaps in this area – not so much in planning for monitoring as much as in the actual monitoring itself - is one of the things that has contributed to lack of success in our plans. And as before, it is critical that we monitor both the fidelity of implementation as well as our interim impact targets. Our goal is that eventually the system will send out monitoring notices based on identified timelines. Another goal is that monitoring conversations be a regular part of staff meetings.

How will we fund the plan?

Strategy Funding - Total funding: \$0

Federal Funds	State Funds	Other
<input type="checkbox"/> Title 1	<input type="checkbox"/> At Risk	<input type="checkbox"/> Local Funds
<input type="checkbox"/> Title 2	<input type="checkbox"/> Grant X	<input type="checkbox"/> In Kind
<input type="checkbox"/> Title 3	<input type="checkbox"/> Legislative Category	<input type="checkbox"/> Other
<input type="checkbox"/> Title 4		
<input type="checkbox"/> Title 5		
<input type="checkbox"/> Title 6		
<input type="checkbox"/> Other Titles		
<input type="checkbox"/> Grant Y		
<input type="checkbox"/> Homeless		
<input type="checkbox"/> Erate		



A key component of MICIP is funds, as evidenced by the definition of the process – needs drive plans to coordinate funds. Frequently districts have started with their available funds, written a plan to use the funds, and then tried to match them with a need. MICIP turns that scenario around; in MICIP we first identify the needs, write a plan to address them, and then blend and braid funds to support the plan. In addition, some districts have used their least restrictive funds first while leaving more of their restrictive funds on the table. It's critical that not only do we know what funds we have but that we also know how to wisely spend them to maximize their use. Eventually we hope that MICIP will also allow a district to monitor its spending directly through the platform. The role of funding also points out how critical it is to have your district finance person as part of your continuous improvement team.

How will we communicate the plan?



Strategy Communication

How will the plan be communicated?

- Local Newspaper
- Parent Newsletter
- Email Campaign
- Brochure
- District Website Update
- Presentations
- Social Media
- School Board Meeting
- MI School Data
- Other

Who will the plan be communicated to?

- Educators
- Parents
- Community-at-Large
- School Board
- Staff



Especially since the inclusion of the Whole Child and Systems will mean the involvement of more stakeholders, it will be critical that they are kept in the information loop regarding both the plan itself as well as progress on implementation and impact. Not only will MICIP help identify communication methodologies; it will eventually be able to produce the actual reports, whether those be for compliance purposes or just for information.

One-page Plan Summary

The screenshot displays the 'District MICIP Portfolio' interface. The main content area shows a plan titled '3rd Grade EIA M-STEP' with a 'Created' date of 1/28/2020. Below the title, there are sections for 'Strategy Details' and 'Strategy Implementation Activities'. The 'Strategy Details' section contains a large block of text describing the strategy. The 'Strategy Implementation Activities' section is a table with columns for 'Activity', 'Owner', and 'Due Date'. The 'Strategy Funding' section shows a total funding of \$3,000. The 'Strategy Communication' section lists various communication channels.

Activity	Owner	Due Date
Feedback Loop	State Board	1/28/2020
Feedback	State Board	1/28/2020
3rd Grade EIA M-STEP	State Board	1/28/2020
3rd Grade EIA M-STEP	State Board	1/28/2020
3rd Grade EIA M-STEP	State Board	1/28/2020

One of the biggest complaints about the current process is the bulk of the plans. The MICIP platform is intended to produce a variety of plans for a variety of audiences, from simple one-page summaries to supporting documents such as a professional learning plan, a finance plan, or a monitoring plan.

Any information relevant to the Consolidated Application put into MICIP will also feed into the MEGS System so that information will only have to be entered once. In the case of the Consolidated Application, it's likely that some additional information will need to be added to that from MICIP to complete the application in MEGS.

Throughout this presentation, you have heard us frequently refer to district plans. MICIP is focused on the district because the district is ultimately responsible for the continuous improvement of its schools, funding for schools comes through the district, and the district is responsible for building systems to support the work of the schools. In MICIP, school plans will primarily be subsets of the district plan through a tagging system, where goals, strategies, and activities can be tagged for certain buildings and a school report produced based on the tagging.



While the creation of the plan is critical to its successful implementation, it's what comes after the creation of the plan that is most important. The Continuous Improvement Cycle in practice is not just a one-time event but a series of repeated cycles that includes not only monitoring but adjusting as a result of that monitoring.

Monitor Implementation

To what extent are we implementing with fidelity? How do we know?

Is there something we need to adjust?

Monitor MICIP Portfolio: 3rd Grade ELA M-STEP

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

Strategy 1 of 1:
Build Teacher Capacity through Instructional Coaching Aligned to the Essentials

Strategy Implementation Activities	Owner	Due Date	Status
<input type="checkbox"/> Reallocate funds	Susie Baker	05/01/2020	Overdue
<input type="checkbox"/> Hire coach	Susie Baker	06/01/2020	Approaching
<input type="checkbox"/> Build district-wide data system to collect implementation data	David Vaughn	09/15/2020	Approaching
<input type="checkbox"/> Present to staff at school B on role of coach	Patricia Cunningham	09/28/2020	
<input type="checkbox"/> Set coaching expectations (frequency, target for coaching, communication loops)	Patricia Cunningham	09/28/2020	

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MICIP MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

MICIP is intended to make that monitoring as easy as possible, including sending out monitoring reminders based on identified timelines. Monitoring includes both the implementation with fidelity...

Monitor Impact

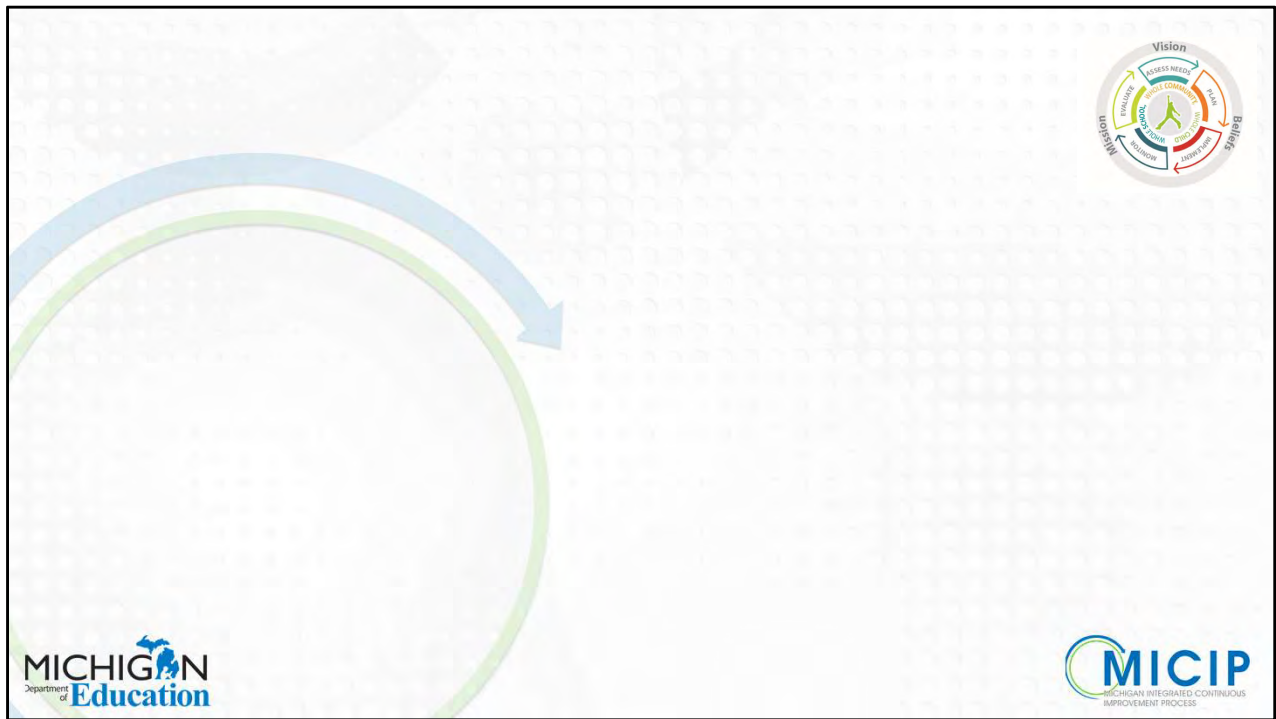
Are we moving at a satisfactory rate toward our interim targets? Is there anything we need to adjust?

Monitor the Measurable Goal

Measures	Due Date	Status
<input type="checkbox"/> Change in Data: Increase in value by 12% for 3rd Grade Reading M-STEP District Trend Data	03/01/2023	
<input type="checkbox"/> Change in Data: Increase in value by 10% for Implementation of Literacy Essentials	03/01/2023	
<input type="checkbox"/> Completion of Task: Monitoring percent of student proficiency on ELA M-STEP	01/01/2020	
<input type="checkbox"/> Completion of Task: Monitoring implementation of Literacy Essentials	01/01/2020	



...as well as the impact on students.



Finally, we come to a point where we need to evaluate.

Evaluate Implementation and Impact

The screenshot displays a web-based evaluation tool. On the left, the 'Evaluate the Goal: 3rd Grade ELA M-STEP' section includes a 'Challenge Statement' (The district needs to allocate resources to develop a routine to implement 3rd-5th literacy benchmarks at 3rd-5th and available resources to...), a 'Measurable Goal' (Increase the 3rd-grade proficiency rates by 17% on ELA M-STEP), and 'Questions for Consideration' with sub-sections: 'Fidelity - How well did we adhere to the fidelity of our plan?', 'Scale/Reach - How well did we reach the intended target population?', 'Capacity - How well did we support progress towards our goal?', and 'Impact - How did student outcomes improve?'. On the right, the 'Has the Goal been met?' section asks 'Based on the responses to the Questions for Consideration and careful review of the defined Measurable Goal, has the goal been met?' and provides two radio button options: 'Yes, the goal has been met' and 'No, the goal has not been met'. Below this, it asks 'How would the district like to proceed with this goal?' and offers three options: 'Maintain Goal', 'Revise Goal', and 'Leave As-Is', each with a brief description and a right-pointing arrow.

NIRN also has a tool that will be embedded into MICIP that will help us know how to move forward with our current plan based on our evaluation of implementation and impact as well as to identify next steps in the overall continuous improvement process. And, as promised, rather than being a separate requirement, program evaluation is built into the system.

Benefits of MICIP



- ✓ *One Comprehensive Needs Assessment*
- ✓ *Builds The Consolidated Application*
- ✓ *Prepopulates Data*
- ✓ *Embeds Program Evaluation*
- ✓ *Integrates Data and Resources*
- ✓ *Reduces Duplication of Effort*



In summary, we believe that there are a number of benefits to this approach to continuous improvement:

- There will be **one streamlined comprehensive needs assessment** that will serve multiple purposes.
- The Consolidated Application and other supporting documentation will be partially prepopulated making plan development easier for districts.
- Data that are available are **displayed** through the Platform, eliminating the need for district staff to go searching for data from multiple sources.
- Program Evaluation is **embedded** into the MICIP Platform making program requirements simpler.
- Applications, data and resources, such as the strategy bank, will be **integrated** into the Platform to be used in the MICIP Process.
- Duplication of effort is reduced because information that is entered once can be used **multiple times** and certain compliance documents that were once submitted as isolated reports are now **integrated** into the Process
- Since this is a continuous improvement process, while building the initial plan may take some additional time, the primary focus of each year will be **monitoring and adjusting** the existing plan rather than starting over from scratch, and this will save time.

All of these benefits in time savings and efficiency are certainly worthy. However, in the end, what will matter most is whether we see better results for our students. And that is what MICIP is really all about.

Partner Reflection

How might the MICIP ideas of mindset (including Whole Child and Systems) and process impact your continuous improvement work **even this year** prior to platform release?



Based on what you have learned about the Mindset and the Process, reflect with a partner on this question. How might engaging with these ideas help you get ready for full implementation of MICIP?

What is our rollout plan?



The Department’s goal is to have the MICIP Platform functional by Spring of 2021, with a limited rollout in the new system starting in Fall 2020. In the meantime, all entities using or supporting this process – schools, districts, ISDs/ESAs and the Department of Education - will be engaged in professional learning regarding the mindset shifts and the processes. Eventually in Fall 2020 they will also learn about the technical requirements of the platform.

MICIP Professional Learning

MICIP Sessions at the Fall Continuous Improvement Conference

- 1:15 – 2:30 pm – Assess Needs
- 1:15 – 2:30 pm – Whole School, Whole Community and the WSCC Framework: Where to Start
- 2:45 – 4:00 pm – Integrating the Whole Child into the Continuous Improvement Planning Process
- 2:45 – 4:00 pm – Understanding Root Cause

Winter - Spring - Summer, 2020

- MICIP 201 – Digging Deeper into Individual MICIP Processes
- MICIP 201 – Digging Deeper into Systems and the Whole Child
- MICIP 201 – Other Focus Topics

MICIP Platform

- MDE/OES and ISDs/RESAs – August/September 2020
- Districts and Schools – October 2020



There will be multiple opportunities for professional learning related to MICIP using a variety of formats, including face-to-face, webinars and modules. You see some listed on this screen, including a number at this conference.

There will also be many other supports, including an extensive user guide as well as supports through ISDs/ESAs and through the Department of Education.

For More Information

michigan.gov/mde-micip

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To submit comments or questions
[Slido.com](https://www.slido.com) - #2019conference

Thank you for your participation.



The MICIP website is the “**go to**” place for information about MICIP. There you will find the latest information as well as a dedicated place for Professional Learning where you will be able to find resources as they are developed. You can currently find a one-page overview of MICIP, and there will soon be a document describing the features of MICIP release one. You can also contact one of us. And to submit comments or questions please use the Slido app.

We thank you for your participation today. Hopefully this gave you a better sense of what MICIP is about and what you can expect in the near future.

Group Reflection

How might you work together as a Region to support learning about and, eventually, implementation of MICIP?



In conclusion, your Regional Consultants and the MI-CSI team members will lead you through a conversation about this question.