



MICIP

MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS



Whole Child: Next Steps

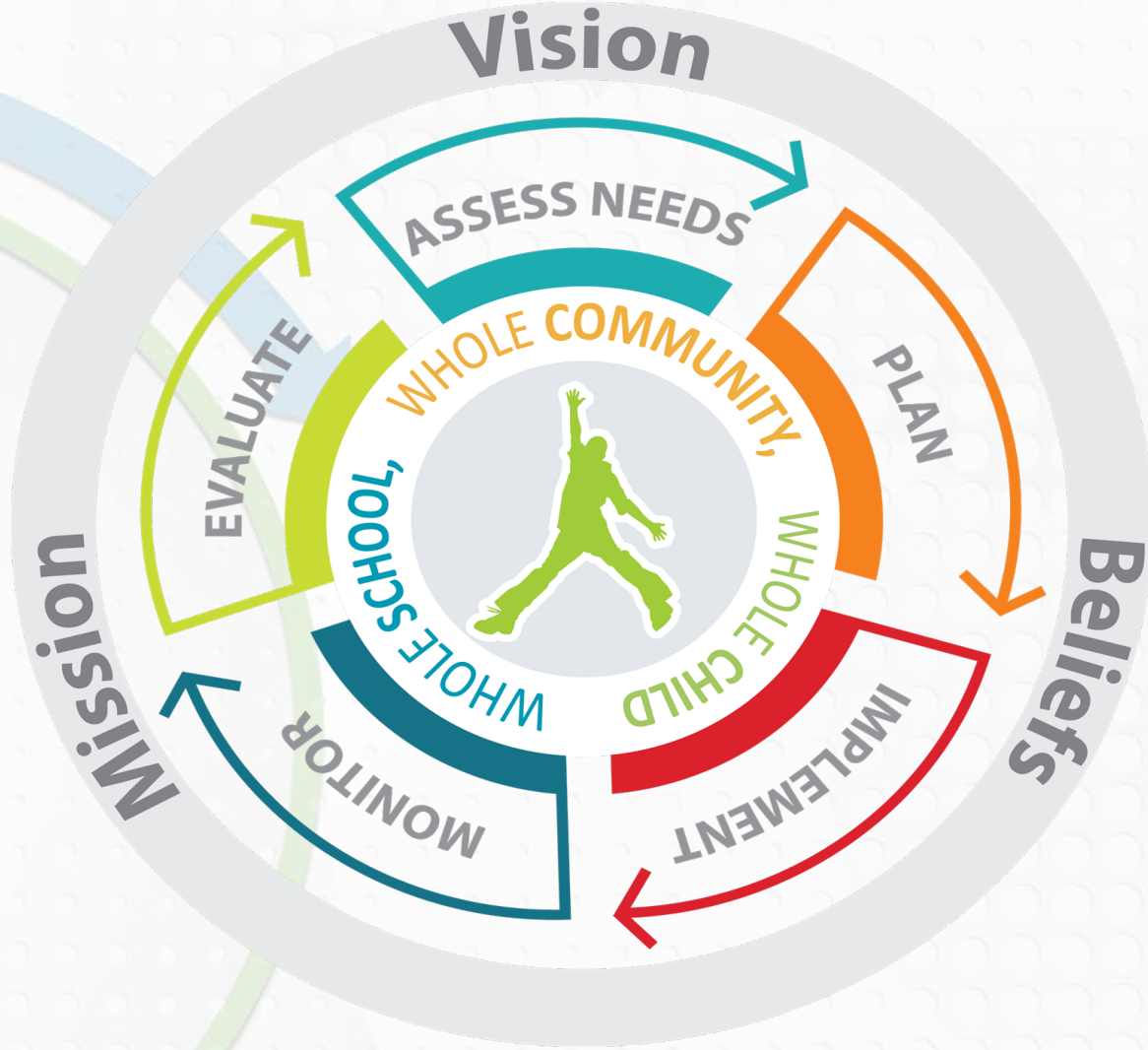
Mary Teachout
Michigan Department of Education

Wishes for Our Time

Review of the
WSSCC Model

I have my
data, now
what?

The MICIP Process





The secret of getting ahead is getting started.

- Mark Twain

Step One

Build the Team

Get the Team Together!

- Pull your Continuous Improvement Team together.
- Start the conversation!
- It may take a few meetings to figure out the direction to take.



Step Two

Assess Needs

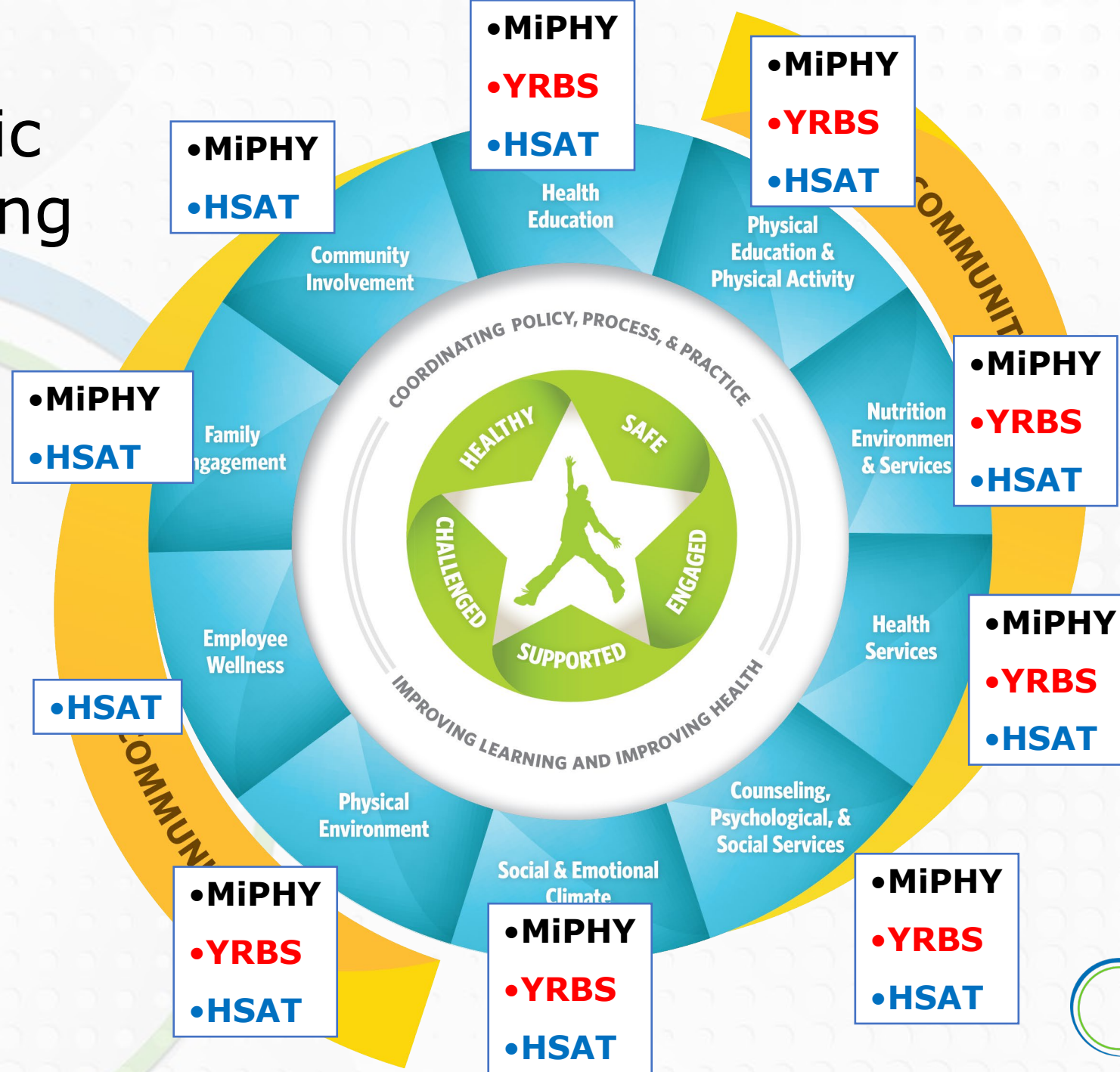
Why Data-Driven Needs Assessment?

- **Provides objective information** – not opinions – about youth problems; reduces misperceptions and prevents others from “hijacking” the process
- **Makes planning meaningful** by targeting efforts directly at the most serious issues youth are experiencing
- **You know more and can share more**, such as when you are making progress and reach your goals/objectives
- Good outcomes lead to **more resources**

“Data will talk to you if you’re willing to listen.”

Jim Bergeson

Non-Academic Data Supporting WSCC



The MICIP Assess Needs Process



- What are you looking at? What will you explore? How will you explore it?
- What do you see? What does the data say?
- What are you currently doing to address your data?
- How well is that working? How far are you from where you need to be?
- What do you know?
- Why are things the way they are?
- Where is there an opportunity to grow?

Step Two

Make a Plan



The MICIP Planning Process



Write Measurable Goal(s)



Set Interim and End Targets



Select Strategies from the Strategy Bank



Identify Readiness using the Hexagon Tool



Choose Activities



Braid and Blend Funding



Identify Communication Plan

- What will you achieve?
- How will you know?
- How will you get there? What is the right thing to do?
- Can you implement the strategy in the right way? Where do you start?
- How will you implement, monitor and evaluate the strategy?
- How will you pay for the strategy/activities?
- How will you communicate the plan to stakeholders?

Assess Your Resources: Program Inventory

- ***In your school***

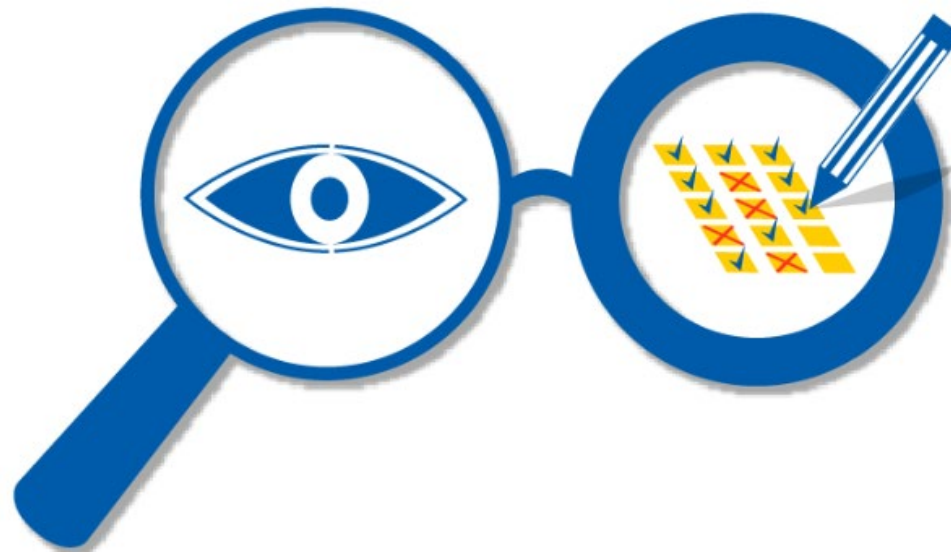
- Ways to Communicate
- Teachers, food service, school nurses, maintenance, others

- ***In your community***

- Non-profit health agencies
- Businesses
- Local government
- Local hospitals

Step Four

Implement, Monitor and Evaluate the Plan





Keep Calm
And Do It
Again

Final Step!

Actually.....There
is no final step!

**"START WHERE
YOU ARE.
USE WHAT
YOU HAVE.
DO WHAT
YOU CAN."**

- ARTHUR ASHE

Wishes for Our Time

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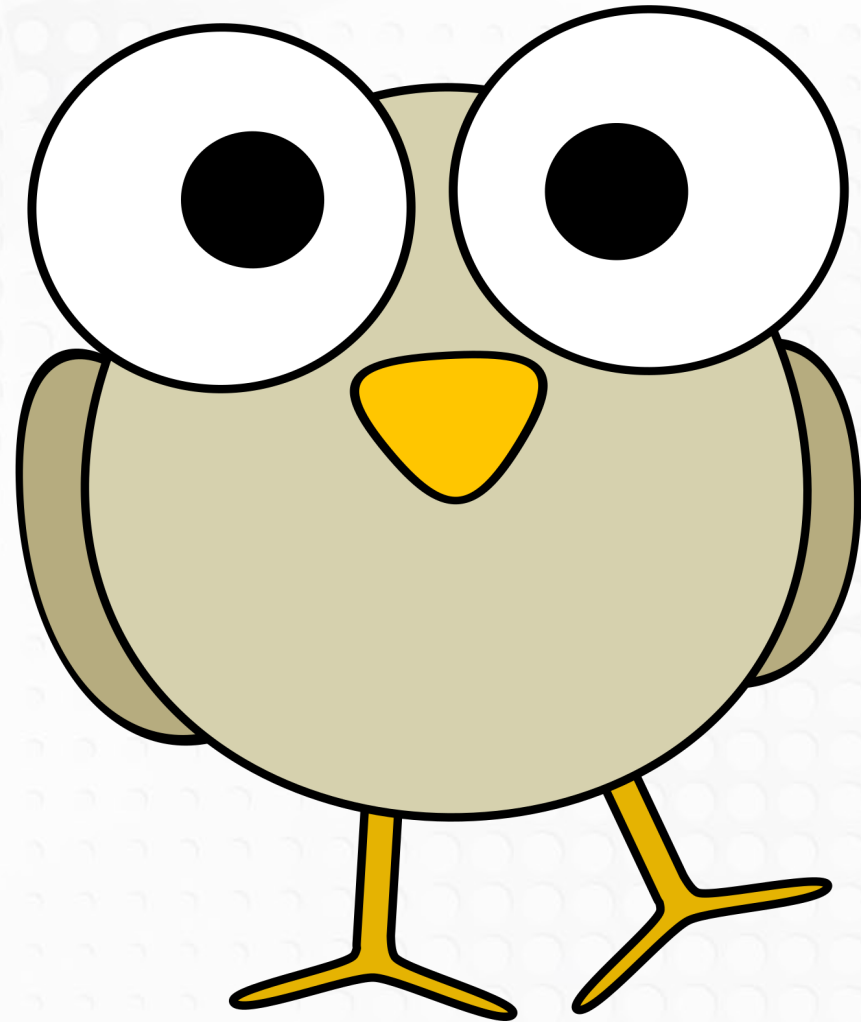
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Questions?

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Whole Child: Next Steps

Mary Teachout
Michigan Department of Education



Welcome to “Working for the Whole Child: Next Steps.” This presentation is the third and final part of a professional learning series supporting the Michigan Integrated Continuous Improvement Process, or MICIP. My name is Mary Teachout, and I am a School Safety Consultant with the Michigan Department of Education.

Wishes for Our Time

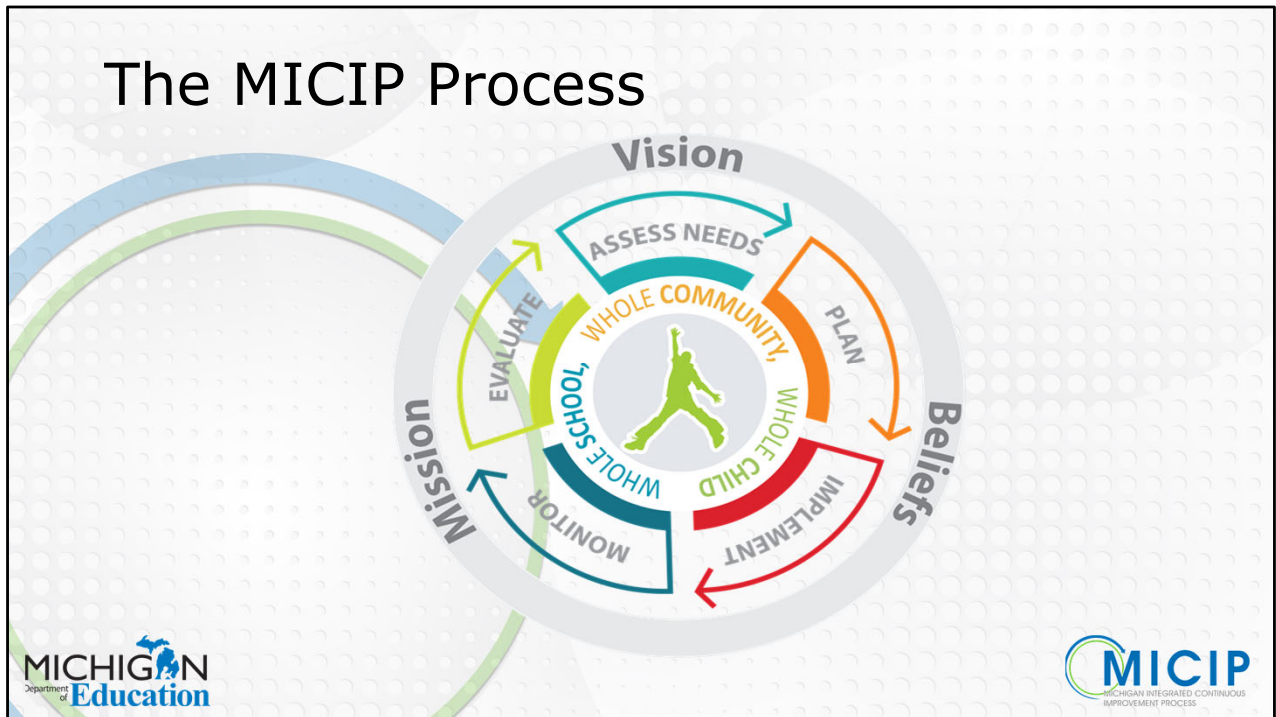
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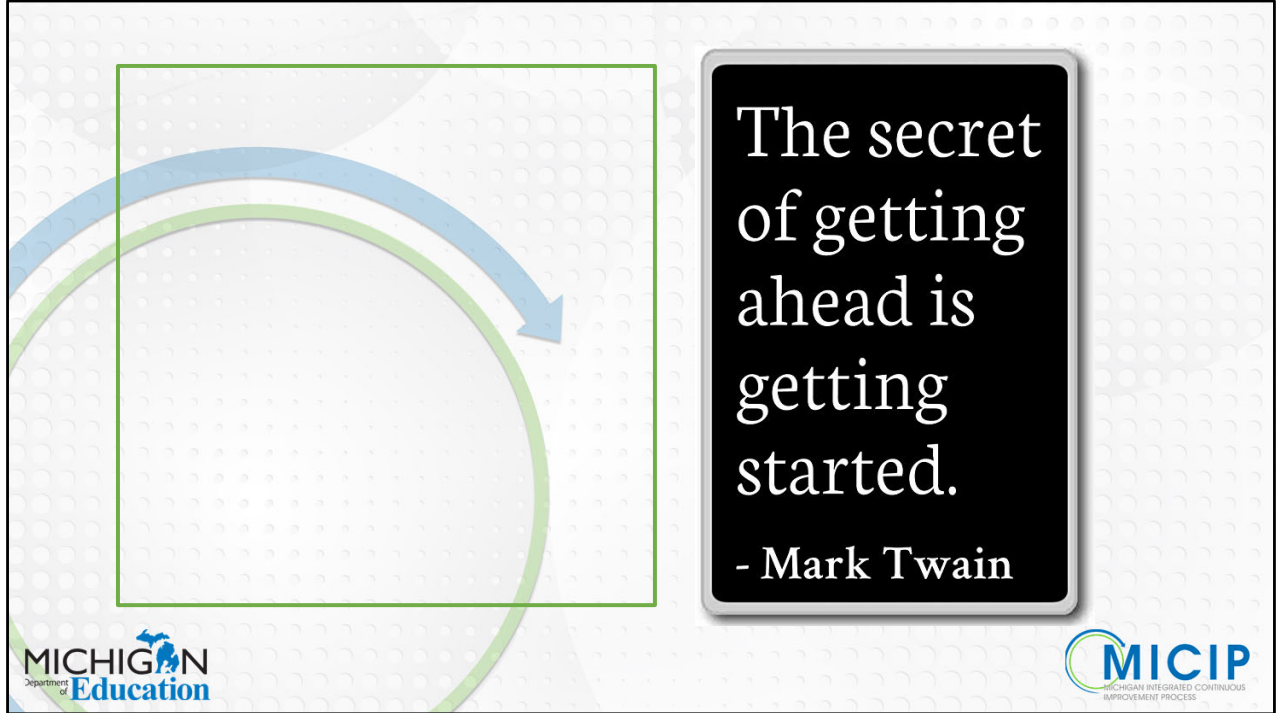


In this presentation we will briefly review the WSCC model and then focus on next steps after you have your data. With the amount of data that already exists as well as new data being incorporated to support MICIP and the Whole Child, it can be a bit overwhelming. Our goal with this presentation is to give you a place to start, the “now what.”

The MICIP Process



Overall you will be working with the MICIP Process. The Process moves through a cycle that includes assessing needs, developing plans, implementation, monitoring and evaluation all focused on the whole child in the context of the district vision, mission and beliefs. Let's talk about the process specifically as it relates to the whole child.



As a quick review, the blue ring contains the 10 components of the WSCC model. These supports are what will help schools make sure their students can be met where they are, be given access to what they need, and can move toward success. These components are the supports for the 5 tenants in the green inner ring, the ultimate goals for our students.

When you are using the WSCC model as a base for your conversations it can prove frustrating but also freeing. It is frustrating because if someone wants to know what it looks like, it's hard to give specifics. We can't say "this is how it looks when you implement this model". It will look different in every district that implements it because it is based on needs. But that is also the freeing part. You make it fit the needs of your students and your district. It is not a "cookie-cutter" approach. You make it look like what your district needs, not someone else's district. What is consistent is the process you follow when you are implementing the model.

Getting started can be difficult when there is so much information and data to look through, but just start. Call that first meeting. Start the conversations. Start diving into the data. Having and sharing your data when you start discussions is going to be critical in deciding where to put your energy and resources. The more open you are to having conversations with your stakeholders and community members around the data you have and the needs of your students and staff, the more likely they are to have resources to help

you address those needs.

In the next few slides we'll talk about the steps to take to get started; we think they will look vaguely familiar.

Step One

Build the Team



The critical first step is to build your continuous improvement team. Those first few meetings will be needed to get to know your team, talk about your vision for the school and students and make sure everyone is on the same page and speaking the same language. This will involve those who have traditionally been part of the continuous improvement process as well as those who could represent the 10 components of the WSCC Model.

It could include staff such as food service, custodial and transportation. They often see and hear a different side of students that may not be seen at school and can be important contributors to the conversations. They may often have the trust of students in a way that is different from other staff.

Including community partners is also important. You can also consider bringing new people to the team for “special initiatives”; you could have a core team and then others who would rotate in and out depending on what is happening and needed at that time. Some may be hesitant for long-term commitments to a group so this may be a compromise to bring needed voices to the table.

As you meet it is important to ask often whether there are voices and perspectives that are missing and need to be represented. Different perspectives may not necessarily mean

different people. Especially in smaller districts, multiple perspectives could be represented by the same individual.



Start with talking about the district mission and vision; to what extent does it address the needs of the whole child? Does everyone have a common understanding of what it means? What are the concerns of the team? What are their hopes for the district and the students in it? This is where you take the time to get to know everyone and make sure you are all headed in the same direction. You are looking for one plan with one voice. This all may not happen in just one meeting. It is critical to take the time to get to know the people on your team and discuss the vision for the district, even if that takes a few meetings.

Successful teams will have:

- A vision of what the group wants to accomplish;
- A commitment to work together to achieve that vision; and, eventually,
- A plan of action describing responsibilities, resources, and deadlines

Step Two

Assess Needs



Assessing needs is a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants". It could also be a way to assess assets or strengths that you could use to address opportunities for growth.

This step is your data dive. What data do you have? What do you still need?

Why Data-Driven Needs Assessment?

- **Provides objective information** – not opinions – about youth problems; reduces misperceptions and prevents others from “hijacking” the process
- **Makes planning meaningful** by targeting efforts directly at the most serious issues youth are experiencing
- **You know more and can share more**, such as when you are making progress and reach your goals/objectives
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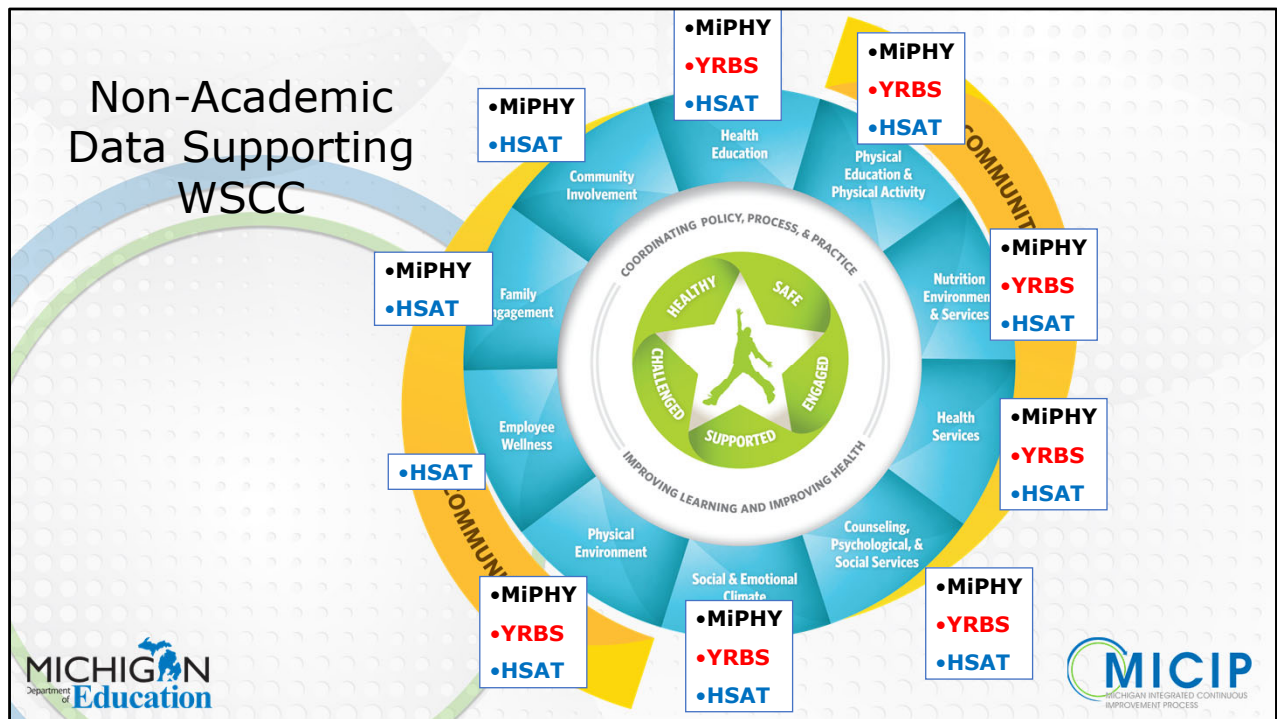
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Why a data-driven needs assessment?

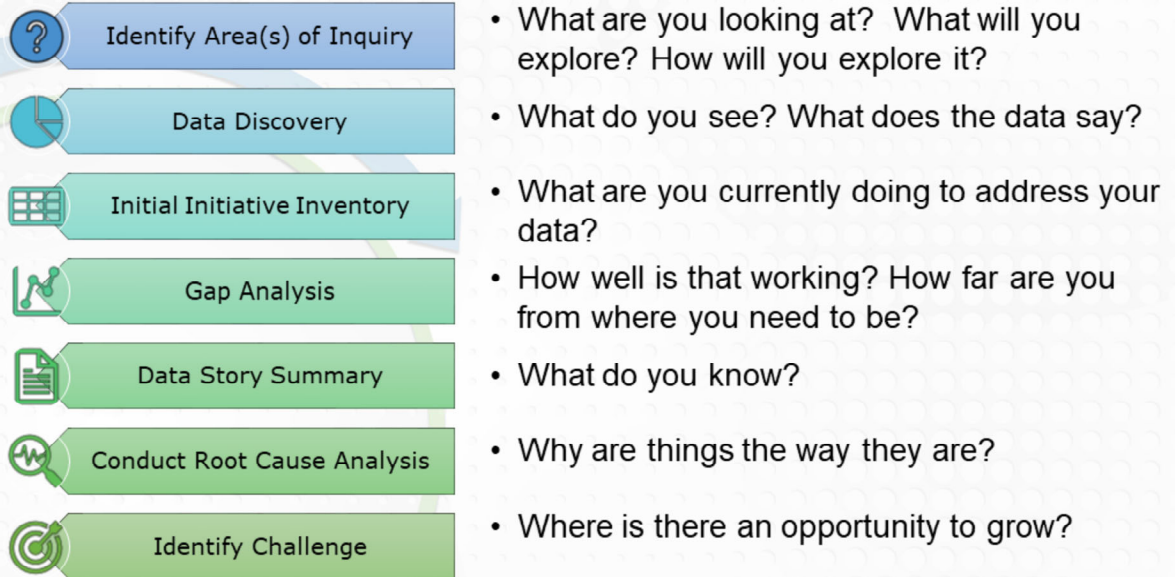
- One of the biggest issues with groups is misconceptions about what students need or what may or may not be happening. Data gives the evidence of what is really going on. It helps focus the conversation to avoid participants taking up valuable time on other topics or trying to direct resources somewhere else. Data also helps create buy-in and empowers those participating in the process.
- Data-driven needs assessment makes the planning more meaningful and directed.
- When you know more you can share more. Success and progress toward your goals as well as challenges can be supported with data. Community partners value this information and will know the resources they are giving are supporting students as it was meant to.
- When progress is being made and positive outcomes are happening, partners are more likely to continue with their support and maybe increase it.



In the case of implementing the WSCC model, gathering all possible data is a main part of the Assess Needs Process. In presentation two we discussed the non-academic data available to districts. Data resources could include:

- Suspension and expulsion data for all students. If your school does not already collect this on all students, we strongly encourage you to make it part of the conversation and hopefully make it part of your normal collection to ensure your discussion includes all students and you have the most complete data for your discussions.
- Chronic absenteeism
- Drop out rates
- Michigan Profile for Healthy Youth data – grades 7, 9 and 11. Use the 7th grade data to plan for elementary level programs.
- School Climate surveys from students, parents and school staff
- Bully free school surveys from students and staff
- The Healthy School Action Tool to assess school level policy and practices

The MICIP Assess Needs Process



This is the MICIP Assess Needs Process. As you can see, identifying and analyzing the data is just the first part of the process. From there, it includes reviewing what you are currently doing to address your data, analyzing how well that is working, summarizing your findings, conducting a root cause analysis to discover why the data is what it is, and then identifying the challenge or opportunity that you will address. There is more information about this process in other learning opportunities on the MICIP web site.

Step Two

Make a Plan



Once we have identified the challenge or the opportunity for growth, we can move on to planning. Planning is where the rubber hits the road; it describes what your team will do. This is where you pull in people or perspectives that may be missing and who can help with planning and provide resources.

After reviewing data which will either confirm or dispute what people 'think' is happening, your team can decide what they want to tackle first. Maybe it's a low hanging fruit, an easy win to keep momentum going. Whatever you decide to do, base it on data.

The MICIP Planning Process



- What will you achieve?
- How will you know?
- How will you get there? What is the right thing to do?
- Can you implement the strategy in the right way? Where do you start?
- How will you implement, monitor and evaluate the strategy?
- How will you pay for the strategy/activities?
- How will you communicate the plan to stakeholders?

This is the MICIP Planning Process. You'll notice that it involves writing a SMART Goal, one that is specific, measurable, attainable, realistic and timely. It also includes identifying interim and end targets, strategies, activities, funding and communication. Take a moment to notice the questions associated with each component.

Assess Your Resources: Program Inventory

- ***In your school***

- Ways to Communicate
- Teachers, food service, school nurses, maintenance, others

- ***In your community***

- Non-profit health agencies
- Businesses
- Local government
- Local hospitals



As you write your plan, consider what resources you might use. Who might be available to support the plan and your students, staff and school? Make sure your program as comprehensive as it can be.



Once you have written your plan, it's time to implement, and the minute you begin implementing, you also need to begin monitoring. Monitoring and evaluation are terms that tend to make people nervous. They think about some big, involved processes, but it doesn't have to be. Monitoring is as simple as looking at data again.

Having your students consistently take the MiPHY will give you data to look at through the years to see if you are moving the needle.

Taking the HSAT every two years will show you if you have made any progress on improving the policy and practice in your school.

Reviewing your suspension and expulsion data will help with your big picture, especially if you are collecting suspension data for all your students. How are your chronic absenteeism numbers looking? Are your parent surveys showing improvement?

Monitoring and evaluation doesn't have to be scary. It can be rewarding when you see positive movement for your efforts. You can feel good knowing you are moving in the right direction to support your students!

Evaluation is really a summary of monitoring. At a certain point you need to ask yourself,

“Is this plan accomplishing what we had intended?” If not, why not? Can we address the reasons why it was not successful, or do we need to implement something else?

And remember, these things take TIME. Very few things will show immediate results. It can take a few years to really see progress so don't be discouraged if you don't see immediate progress.

Final Step!

Actually.....There is no final step!

**Keep Calm
And Do It
Again**

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This is a process that never really stops. You will always be looking at data, implementing, monitoring, adjusting and evaluating. The large continuous improvement cycle is really a series of repeated smaller cycles. Give it time and stay persistent!



Keep in mind this quote from the tennis great, Arthur Ashe. “Start where you are, use what you have, do what you can.”

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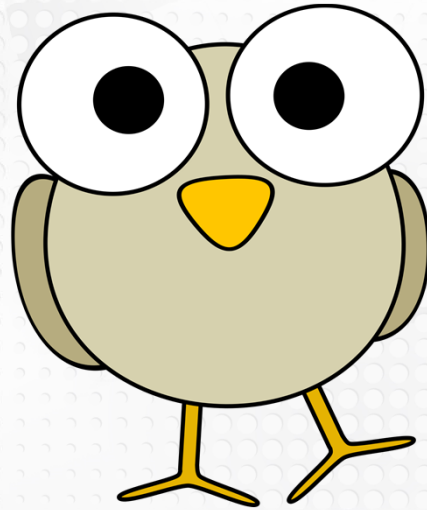
So how well did we do? To what extent do you understand the WSCC model and what do with the data once you have it? If you would like more information or assistance, please feel free to contact me at the email or phone number on the next page. I wish you the best as you take this journey.

Questions?

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Best wishes for success!