# MICIP Planning Timeline

This document is intended to be used by a facilitator of continuous improvement as a possible calendar for implementing **the initial MICIP planning process** over a six-month period at the district level. A facilitator can be someone from within the district or someone from the outside. The ideas are meant to be suggestions and must be considered in the local context and in the light of available resources. The team may find itself working on these items in a different order; it may also find itself working on items from one month and some from another month at the same time. It might find itself taking longer than six months to complete the process. The timeline is being shared in a format that can be adjusted by the user. It is also important to note that **this document only applies to the planning process and not to actual implementation.**

The sequence below is based on [Implementation Drivers from the National Implementation Research Network (NIRN)](https://nirn.fpg.unc.edu/module-2). For the continuous improvement process to function effectively, three drivers must be in place: strong Leadership, Competency and Organization.

* **Leadership** includes both **technical leadership**, leadership that understands the technical aspects of the implementation of continuous improvement, and **adaptive leadership**, leadership that understands and can manage the relational aspects of implementation.
* **Competency** drivers help to develop, improve, and sustain the ability to implement a continuous improvement process to benefit students. Competency drivers include the **selection** of the right strategy, initial **training,** on-going **coaching**, and **performance assessment**, including the monitoring and evaluation processes.
* **Organization** drivers create and sustain organizational environments and systems for effective educational services and include a **data system** that supports decisions, the **administration** that facilitates and supports implementation, and other strong **systems**, including those that have more direct impact on student learning (e.g., curriculum/instruction/assessment, data, student support, technology) as well as those whose support is more indirect (e.g., leadership, communication, human resources, finance, transportation, food service).

When implementing this timeline, a district should follow the process and sequence – including considerations and guiding questions - outlined in the [MICIP Process Guide](https://www.michigan.gov/documents/mde/MICIP_Process_Guide_711691_7.pdf). It is important to note that not every month contains activities for every driver.

As the timeline below is implemented, at several points the district is asked to consider the knowledge and skills of the leadership or the continuous improvement team members in a variety of areas. Where there are gaps, it is expected that district leadership will develop and implement a plan to address those gaps.

If you are an ISD facilitator who requires a detailed list of ISD responsibilities or for a timeline that addresses implementation science more in-depth, please see the [MICIP Planning Scope and Sequence](https://docs.google.com/document/d/1kMucLiJZIKNUJOpnkK41zehqH9SQu2Jhiacjps6xihk/edit?usp=sharing) created by the System Improvement Facilitator Collaborative.

## Month One

**Leadership**

* Begin with the end in mind; revisit the district mission/vision/beliefs, the whole child mindset, and an equitable approach to learning to clarify the district understanding of each of these.
* Identify qualification criteria for team members and develop a team selection process to ensure that the right perspectives are represented on the team.Identify when those perspectives might be needed on the team and when they might not be.
* Identify or develop protocols for effective team functioning (norms, buy-in, agendas, time to meet, time to meet with all stakeholders). That could also mean determining roles for each team member regarding tasks, including being responsible, accountable, consulted or informed.
* Ensure that at least one member of the team holds district level decision-making authority.
* Build urgency and synergy within the collective MICIP team and stakeholders by reviewing district data.

**Competency**

* Ensure that district leadership understands and embraces the mindset required for a continuous improvement process.
* If needed, provide professional learning for leadership about the mindset and process of continuous improvement.
* Identify and develop a process to support implementation of the continuous improvement process, including leadership coaching for both the technical and adaptive roles.
* Coach district continuous improvement team members as needed for efficient transition to the new MICIP process.
* Familiarize Continuous Improvement team members with the MICIP Process Guide.

**Organization**

* Identify appropriate team composition at both the district and building levels.
* Integrate MICIP into the district communication structure.

## Month Two

**Leadership**

* Decide who will co-facilitate the MICIP process with leader(s) and ensure that facilitators have the necessary knowledge and skills.
* Identify to what extent the Continuous Improvement team understands and has the capacity to affect change. Identify what might be needed to increase the team’s capacity and address gaps.

**Competency**

* Build trust among team membersso that all will feel comfortable and safe being open and honest about district assets, challenges, and barriers to success.
* Determine if team members have a clear understanding of the whole child (WSCC) model and fill gaps as needed.

**Organization**

* Inventory the district systems. Determine to what extent they are effective based on evidence.
* Conduct a district assessment inventory and review the data collection system. Ensure that key data sets are organized and accessible.
* Identify and introduce communication protocols and strategies for the Continuous Improvement team.
* Identify a continuous improvement calendar that chunks the process into digestible portions (time, implementation, work portions) to avoid overwhelming the team.

## Month Three

**Leadership**

* Identify to what extent the Leadership has the capability and authority to allocate resources appropriately.

**Competency**

* Identify and address roadblocks to progress in any of the elements identified above.
* Monitor previous professional learning for impact.

**Organization**

* Conduct an initiative inventory. Determine to what extent they are effective based on evidence.

## Month Four

**Leadership**

* Develop and prioritize a professional learning plan for the elements of the continuous improvement planning process. (e.g., hexagon tool, data literacy, implementation/improvement science, SMART goals, etc.)

**Competency**

* Identify and understand the district data analysis and tools.
* Identify and understand the district root cause analysis process and tools, if any.
* Understand the strategy selection process.
* Ensure the Continuous Improvement team has a working definition and understanding of strategy implementation.
* Identify a common language for communicating to stakeholders regarding the continuous improvement process and use it to communicate progress on the CI process and plan.

**Organization**

* Develop a long-range communication plan for continuous improvement.

## Month Five

**Leadership**

* Create a system for providing feedback from relevant stakeholders on the continuous improvement process and use it to monitor the initial implementation of the MICIP Planning Process. Ensure that the Process is manageable, measurable, meaningful, and sustainable. Make necessary adjustments and address barriers.
* Identify remaining steps and timeline needed to reach the point of plan completion for both district and school leaders and communicate to appropriate stakeholders.
* Celebrate successes!

**Competency**

**Organization**

## Month Six

**Leadership**

* Communicate the completed plan to relevant stakeholders.
* Ensure that each stakeholder understands their role in implementing the CI plan.
* Ensure all district and school teams (e.g., PLC’s, content area teams, behavior teams, ancillary staff) have conversations about how MICIP will impact their work based on information shared by the CI team.

**Competency**

* Effectively complete the continuous improvement plan.

**Organization**