

Michigan Integrated Continuous Improvement Process (MICIP)



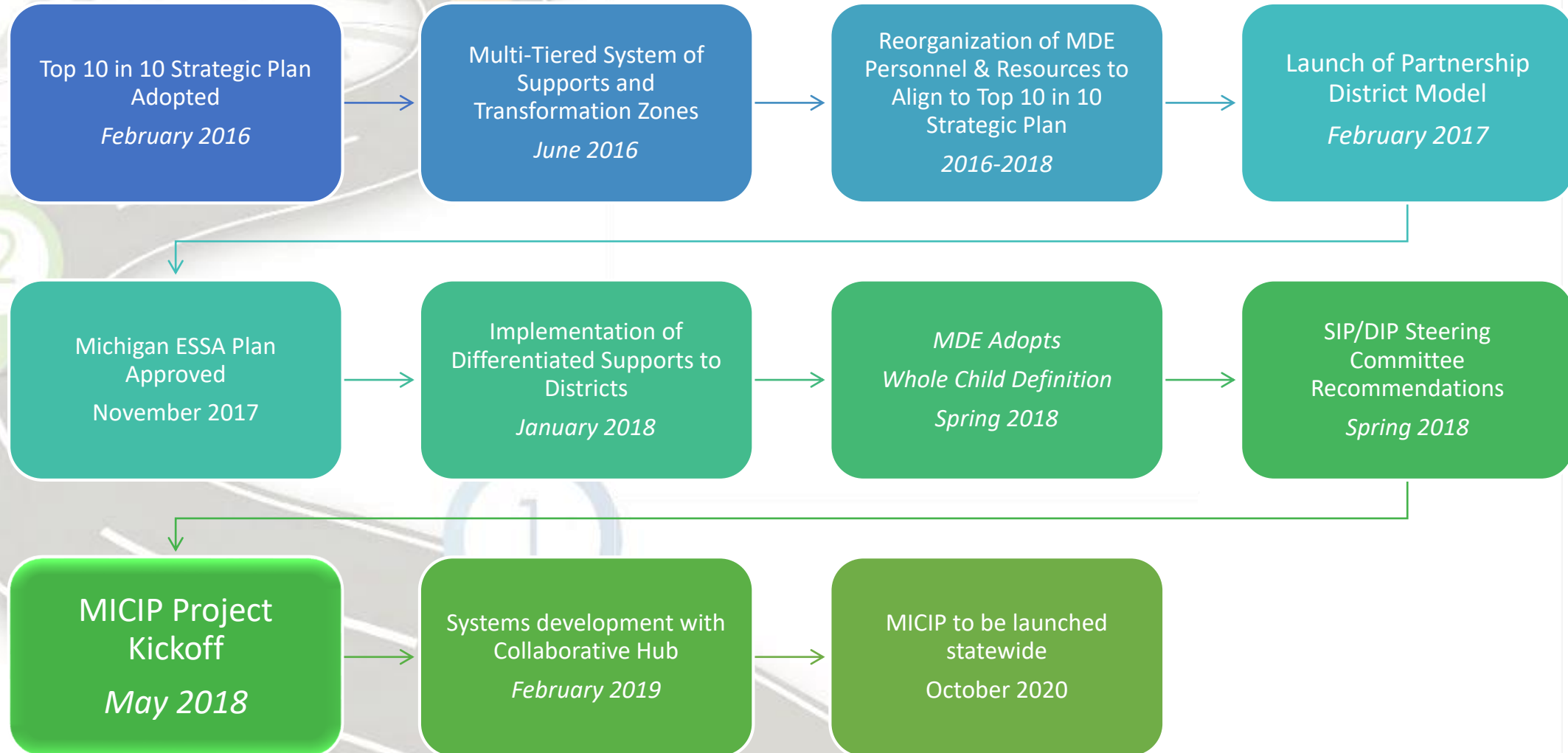
TOP 10 IN 10 YEARS
putting Michigan on the map as a premier education state



MICHIGAN
Department of **Education**
NEEDS PLANS FUNDS
MICIP
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

UP-Wide ISD Collaborative Meeting
May 20, 2019

Our Journey



The goal of MICIP

- To provide districts with a streamlined and integrated *process* and system for:
 - Diagnosing needs in support of educating the whole child
 - Creating a high-quality plan that focuses on the systems and supports that districts need to implement a whole-child continuous improvement plan, and
 - Identifying how to use various funding streams and grants to implement that plan

Vision: all districts in Michigan are on a continuous improvement pathway that supports a district's needs with data, funding, tools, and differentiated supports to improve whole child outcomes.

Whole Child – WSCC Model

*“The ‘whole child’ is a **unique learner** comprised of **interacting dimensions**, such as cognitive, physical, behavioral, social, and emotional. The whole child lives within **multiple and interconnected environments** including home, school, and community.”*



For more information on the WSCC model, visit:

<http://www.ascd.org/programs/learning-and-health/wsc-model.aspx>

What are the advantages on basing continuous improvement on Whole Child?

- Widens the view of student success beyond solely academic factors
- Tenets and components areas promote long-term development and success of all children
- Brain science indicates that the more parts of a child's brain we can engage, the more likely material will be retained and truly internalized
- Recognizes other factors that could be areas for support or improvement that may otherwise impede academic success
- Requires community support that creates a common vision and efforts in supporting all Michigan children



Benefits of this process

This process will

- Bring together pre-populated data in one location to facilitate needs assessment process
- Provide a continuous improvement process focused on the whole child
- Provide evidence-based practice guidance
- Provide alignment across compliance requirements resulting in time savings – allowing greater focus on improved student outcomes
- Multi-year cycle of continuous improvement, reducing reporting

Current Structure – Grants, Needs, Plans

Needs A

Plan A

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Needs B

Plan B

\$\$

Needs C

Plan C

\$\$

Needs D

Plan D

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MICIP Process— Needs, Plans, Funding

Needs

Plan



Integrated Continuous Improvement Process



New process element – Assessing Needs of the Whole Child

Old Mindset	New Mindset
Focused on academic areas; areas missing	Whole child focus; comprehensive understanding of “Needs”
Different CNAs by program area	One Assessing Needs tool
Districts and ISDs spend lots of time on data gathering	Pre-populated data in an intuitive technical solution
Reporting information to us that had already been reported elsewhere	Information is submitted once and used many times
Limited data sources and utility	Collaborative Hub data accessibility; greater ability to move between levels of data



A change of mindset about continuous improvement



OLD MINDSET	NEW MINDSET
“School” and “district” improvement	Continuous Improvement
Isolated process within the district focused on academic results	Systems approach to continuous improvement addressing academic and non-academic needs
Program Evaluation Tool (PET) as an isolated set of questions and activities submitted annually	Program evaluation embedded within the continuous improvement process and report

New process element – Integrated Grant Application

Coordination of funds across all funding streams

- Improved functionality, reduced redundancy, and even greater **integration of grant applications** (example IDEA and Title in the same app) within the system
- Encourage the linking, blending, braiding of funds, with state aid funds as the basis for programming, supplemented by federal program funds and state categoricals
- Goal – don't build programming to available money – fit available funding to identified needs



What's different at MDE?

- Changing our processes to match our whole child promise
- Not allowing every program and office to “do their own thing” according to their various grant streams or plans
- Different approach to data integration; understanding and use of the Collaborative Hubs to help integrate local data with state data to facilitate assessing needs

How MDE has changed structurally to do this work?

- Creation of Office of Educational Supports → less siloed and duplicative plans
 - Combining Field Services and School Improvement; no more stand-alone “school improvement” supports
- Investing in “whole child” resources—agency-wide area of focus; investing resources
 - MICIP not “owned” by one program office
 - Assessment/accountability *outcomes* as one part of identifying needs, but not the whole story
 - Partnership District Model
 - Cross office, collaborative work with districts and communities
 - Work with Collaborative Hubs
 - Build platform

Building MICIP Timeline



- Status quo for districts, schools, and ISDs
- The MDE will focus on creating, revising, and seeking feedback on MICIP process
- Stakeholder engagement & input

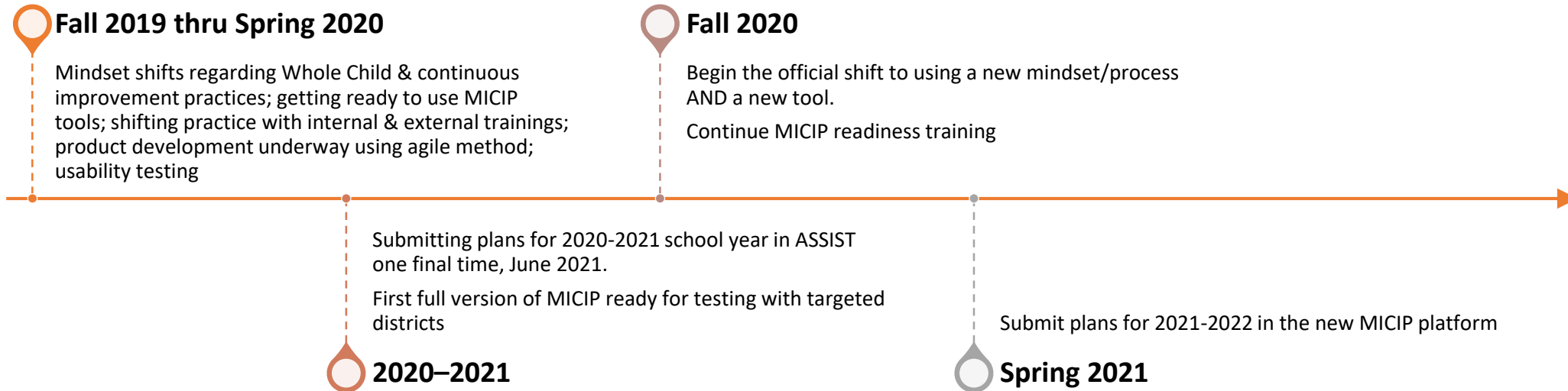


- Targeted usability testing, checking for success and problems with the process
- Creation and deliver training on MICIP process
- Continued stakeholder engagement & input



- Full launch by all districts
- The MDE will provide training and ongoing support for implementation
- Continued stakeholder engagement & input

Readiness Training Timeline





Changes in roles and behaviors

MDE
ISDs
Districts

Contact Us

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