MICIP

MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Living Into Continuous Improvement: Implement, Monitor, Adjust

November 9, 2023

Ben Boerkoel (boerkoelb@michigan.gov)

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CENTER FOR EDUCATIONAL PERFORMANCE AND INFORMATION

MAISA

MICHIGAN ASSOCIATION OF INTERMEDIATE SCHOOL ADMINISTRATORS

Learning Targets

- Understand the characteristics of high-quality implementation
- Understand what must be done to prepare for implementation and monitoring
- Understand considerations for monitoring and adjusting
- Understand possible tools to be used for implementation and monitoring

Preparation for Implementation

1. Are the necessary systems in place to support implementation?
2. Is the whole team on board with the improvement goals and targets?
3. Is there a clear understanding of the general characteristics of high-quality implementation? If not, what must be done to gain that understanding by relevant stakeholders?

General Characteristics of High-Quality Implementation

- Multiple **cycles** of assess/reassess needs, implement, monitor, adjust
- Progressing through **stages of implementation** based on data
- Addressing **capacity** by having and utilizing all resources necessary to implement strategies and activities to support the needs of the intended populations – funds, people, time, materials, location, etc.
- Implementing with **Fidelity/Integrity** according to agreed-upon standards
- **Reach**ing those whom the strategy is intended to reach in an equitable way at the appropriate **scale** through tier one instruction, with support for tiers two and three

The MICIP Process

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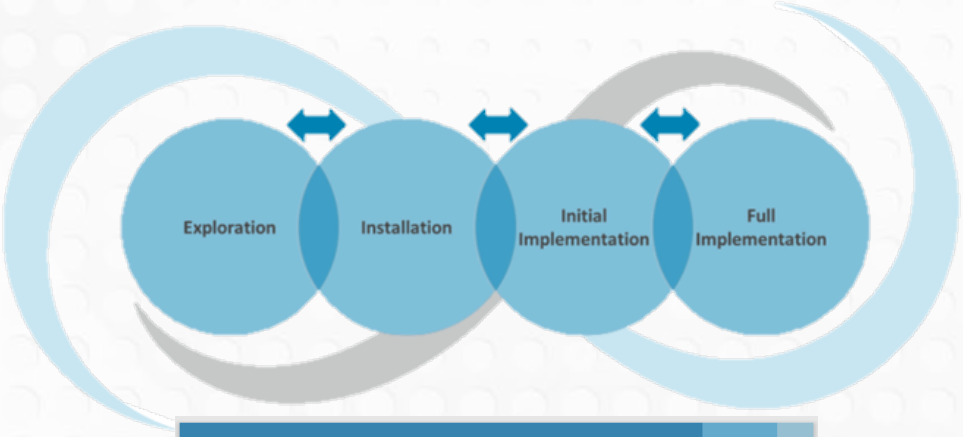
NIRN Stages of Implementation

- EXPLORATION - To examine the degree to which a particular program or innovation meets the district's needs and whether implementation is feasible.
- INSTALLATION – To ensure that resources for implementation are in place and to develop practitioner competency.
- INITIAL IMPLEMENTATION - To first put the strategy into place and identify solutions to barriers for implementation; initial implementation could also involve implementation on a limited scale
- FULL IMPLEMENTATION To skillfully put the strategy into place and achieve intended outcomes. Full implementation could also mean moving from implementation on a limited scale to full scale



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Activity Planning Tool to Support Strategy Implementation

Strategy _____

Installation	Implementation	Monitor and Adjust the Fidelity of Adult Implementation and Student Impact	Evaluate the Fidelity of Adult Implementation and Student Impact
QUESTIONS: How will we ensure READINESS for implementation? How will we ensure that staff and administrators have the KNOWLEDGE and SKILLS to implement? How will we ensure that SYSTEMS are in place to support high quality implementation?	**QUESTIONS:** How will we ensure HIGH QUALITY IMPLEMENTATION of the strategy. Including initial and full implementation?	**QUESTIONS:** How will we ensure the strategy is MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION? How will we ensure the strategy is MONITORIED FOR IMPACT ON STUDENT ACHIEVEMENT?	**QUESTIONS:** How will we ensure that the FIDELITY OF ADULT IMPLEMENTATION of the strategy IS EVALUATED? How will you ensure the strategy's IMPACT IS EVALUATED?
POSSIBILE ACTIVITIES - Identifying scale of implementation, including first practitioners - Creating stakeholder understanding of the need and shared vision and purpose for the strategy; understanding of how the strategy integrates with current work - Designing initial and long-term professional learning for staff and administrators - Creating a Strategy Implementation Guide, including identifying the "non-negotiables" of strategy implementation - Purchasing materials - Employing staff - Removing barriers to implementation - Identifying and ensuring reliability of data systems for monitoring implementation fidelity and impact.	**POSSIBLE ACTIVITIES** - Providing coaching to support implementation - Implementing instructional rounds - Implementing Tier 1, Tier 2 and/or Tier 3 Activities - Implementing a Behavioral Support Program - Implementing relevant Whole Child activities - Incorporating technology - Implementing parent involvement activities - Implementing community engagement activities	**POSSIBLE ACTIVITIES** - Identifying the monitoring mechanism(s) and protocol(s) to collect implementation fidelity and impact data - Implementing interim target monitoring system(s) - Identifying walkthroughs/learning walk monitoring process - Structuring PLC/CASL meetings to review implementation and impact data and possibly make adjustments - Communicating monitoring data with staff	**POSSIBLE ACTIVITIES** - Analyzing and summarizing strategy implementation data - Analyzing and summarizing end target data
ACTIVITY:	**ACTIVITY:**	**ACTIVITY:**	**ACTIVITY:**
ACTIVITY:	**ACTIVITY:**	**ACTIVITY:**	**ACTIVITY:**
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To systematically review the progress of implementation and the impact of actions.

"The minute you start implementing, you start monitoring."

"What gets monitored, gets done."

"Plan for your monitoring and monitor what you plan."

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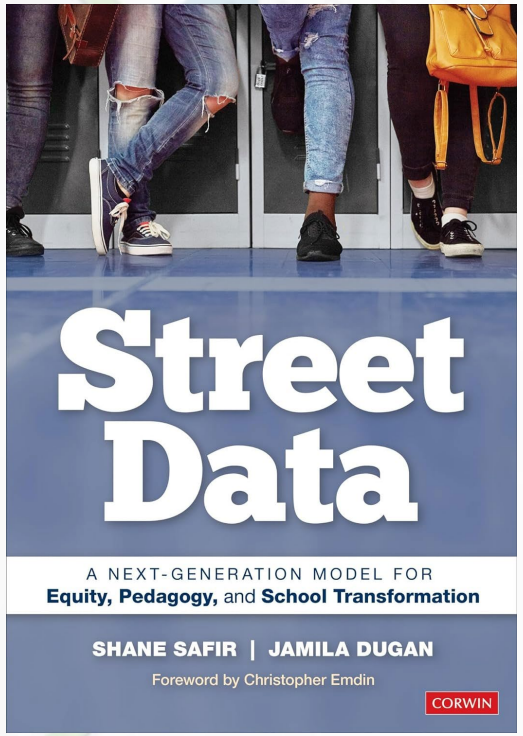
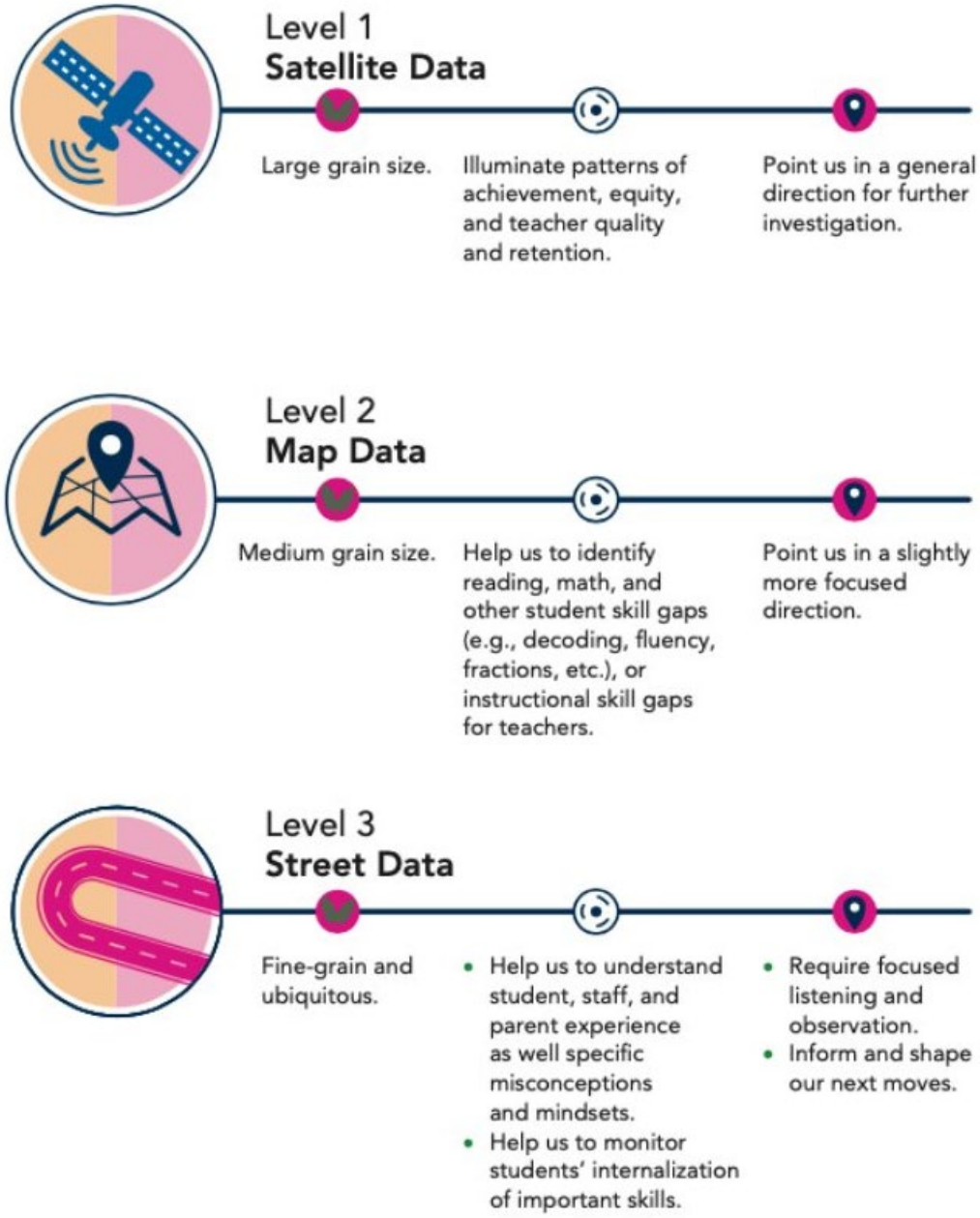
Monitoring Considerations

- Monitoring must be considered in **every part of the continuous improvement process.**
- Monitoring **informs movement between stages** of implementation.
  - From installation to initial implementation
  - From initial implementation to full implementation
  - Back to a previous stage
  - Entire district or school-by-school
- Monitoring **confirms/contradicts the theory of change/logic model** reflected in the challenge statement.
- Monitoring **supports adjusting the plan** to maximize opportunity for success without wasting valuable time.
- Monitoring **meets the federal program evaluation requirements.**
- Monitoring **may look differently depending on the kind of goal** (academic, nonacademic, systems) **as well as the stage** of implementation.
- It is critical that districts and schools **monitor the effectiveness of their systems** as part of implementation.
- It is also important to **monitor the entire continuous improvement process.**

Preparation for Monitoring – General Considerations

1. Does everyone involved in monitoring know their role as well as the tools and timelines for monitoring?
2. How will perception data be collected from those impacted by the educational practices? How will the voices of those that are most difficult to hear because of barriers actually be heard?





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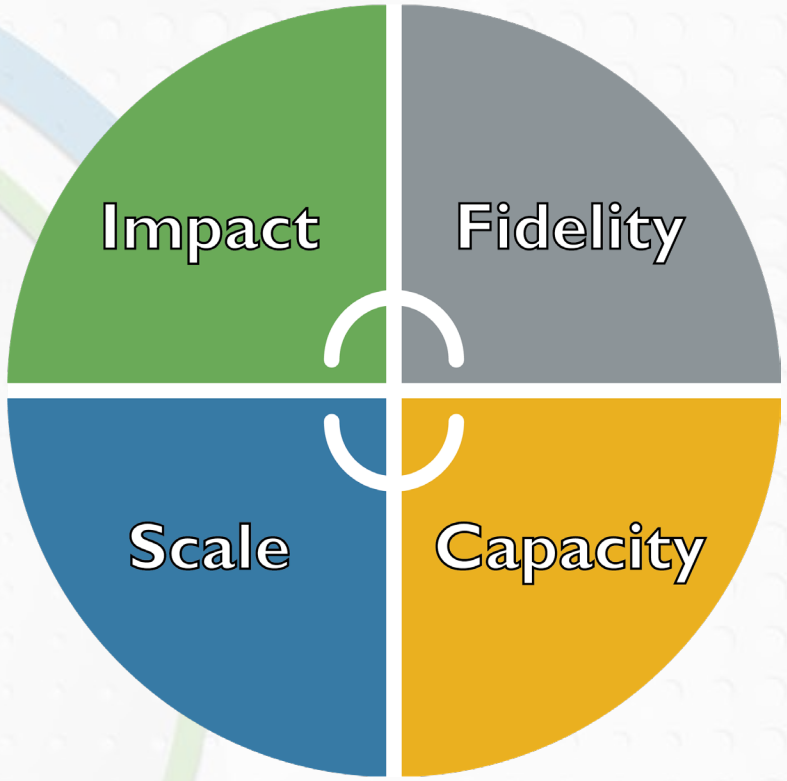
Monitoring: Three aspects of implementation are interdependent (adults) and determine IMPACT (students). They all need to be monitored.

Scale/Reach

The degree or extent to which a strategy is being used.

Includes the level of spread at which it is being used, such as the number of teachers using the strategy, students accessing the strategy, number of schools, etc.

Includes the stage of implementation i.e., Exploration, Installation, Initial Implementation, Full Implementation.



Fidelity /Integrity

Degree to which a strategy or plan is implemented as intended according to research or evidence.

Capacity

Systems, activities, and resources that are necessary to successfully adopt and sustain effective practices, supports, and interventions.

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Strategy Monitoring: Three aspects of implementation are interdependent and determine IMPACT. They all need to be monitored.

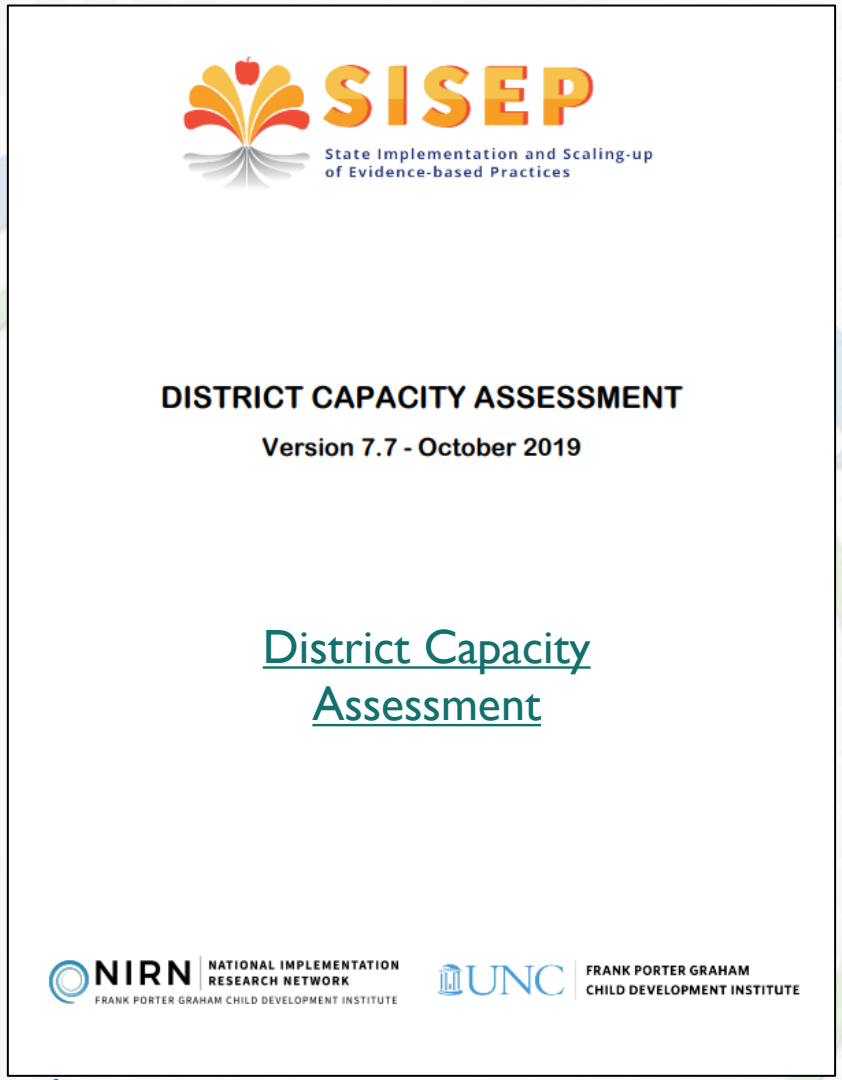
Capacity

Systems, activities, and resources that are necessary to successfully adopt and sustain effective practices, supports, and interventions.

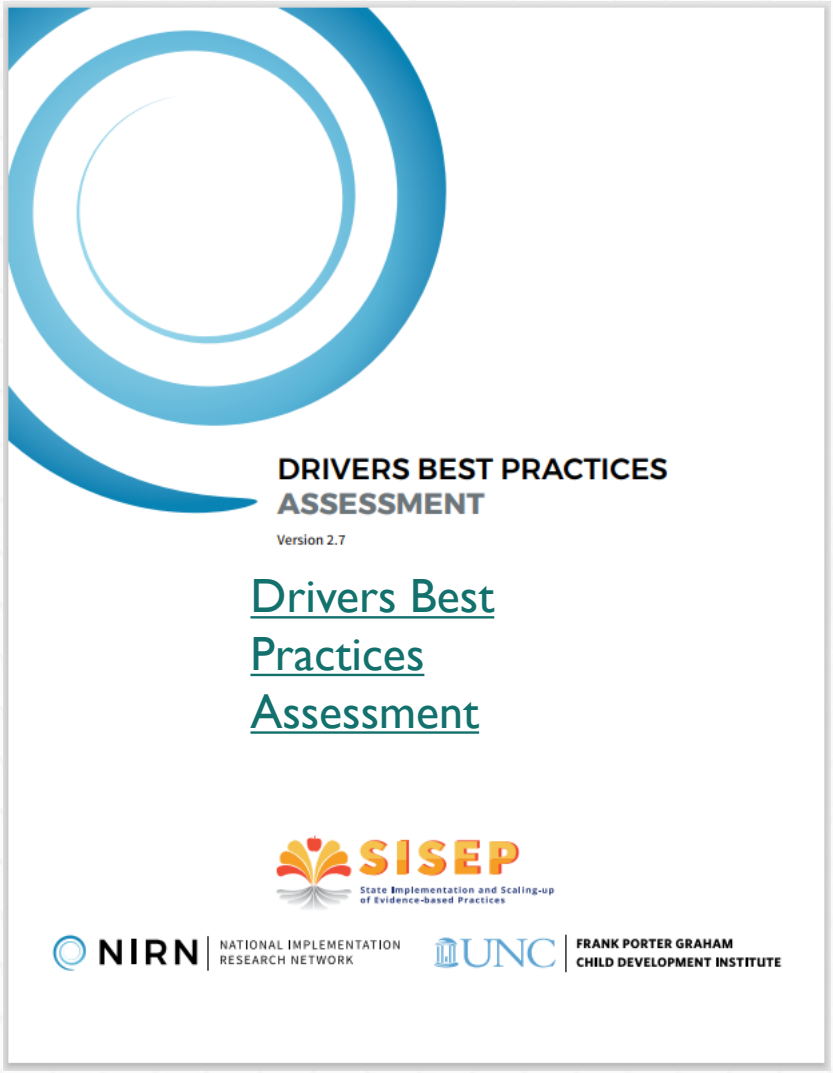
What progress are we making in supporting those implementing the plan with sufficient human, financial, technology, material, and time resources?

What evidence will you collect? Capacity

Capacity



District Capacity Assessment



Drivers Best Practices Assessment

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Capacity Tools

Capacity

Implementing Site Indicator
CAPACITY TO IMPLEMENT

1. Typically, how much does it cost to run the program or practice each year? Are there resources to support this cost? If the current budget cannot support implementation, outline a resource development strategy.
2. What are the staffing requirements for the program or practice (number and type of staff, e.g., education, credentials, content knowledge, cultural competency, cultural congruency)?
3. Does the implementing site currently employ or have access to staff that meet these requirements?
4. If so, do those staff have a cultural and language match with the population they serve, as well as relationships in the community?
5. What administrative practices must be developed or refined to support the use of this program or practice?
6. Is leadership knowledgeable about and in support of this program or practice? Do leaders have the diverse skills and perspectives representative of the focus population?
7. Do staff have the capacity to collect and use data to inform ongoing monitoring and improvement of the program or practice?
8. What administrative policies or procedures must be adjusted to support the work of practitioners and others to implement the program or practice?
9. Will the current communication system facilitate effective internal and external communication with stakeholders, including the focus population?
10. Will the program or practice require use of or changes to building facilities? Use notes section to explain. List required uses of and/or changes. Include costs if known.
11. Does the program or practice require new technology (hardware or software, such as a data system)? Use notes section to explain. List required hardware and/or software. Include costs if known.
12. Does the program or practice require use of or changes to the monitoring and reporting system? Use notes section to explain. List required uses of and/or changes. Include costs if known.

Capacity Processing Sheet

Element	Describe Current Status	Implications and Adjustments Needed
Budget: Is there a budget designated for the implementation and is available for use?		
Staff: Is there adequate staff in place to implement as intended?		
Leadership: Is there leadership support in place?		
Data: Is data being collected to monitor and evaluate?		
Communication: Is there a communication plan in place and being used?		
Time: Is there time allocated for training, data analysis, implementation of strategies, etc.?		

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NIRN Hexagon Discussion Analysis Tool

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Capacity Tools

Capacity

Resource Allocation Review (RAR) Overview

RAR Objective: To **collaboratively identify and action plan for any existing resource inequities utilizing the needs assess process.** Resource inequities and evidence-based actions will be addressed within the improvement plan as required by ESSA (Sec. 1111(d)(1)(B)(iv); ESSA Sec. 111(d)(1)(B)(2)(C)).

Enables sustainable systems and strategies to support desired outcomes for each student.

District and School Continuous Improvement

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Throughout the continuous improvement process, a representation of various perspectives is used to develop a cohesive improvement and fiscal plan. This engagement supports sustainable district-wide systems for implementing evidence-based strategies as intended.

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Resources for Schools Identified for CSI, ATS, or TSI

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Monitoring the Allocation, Acquisition, and Use of Resources

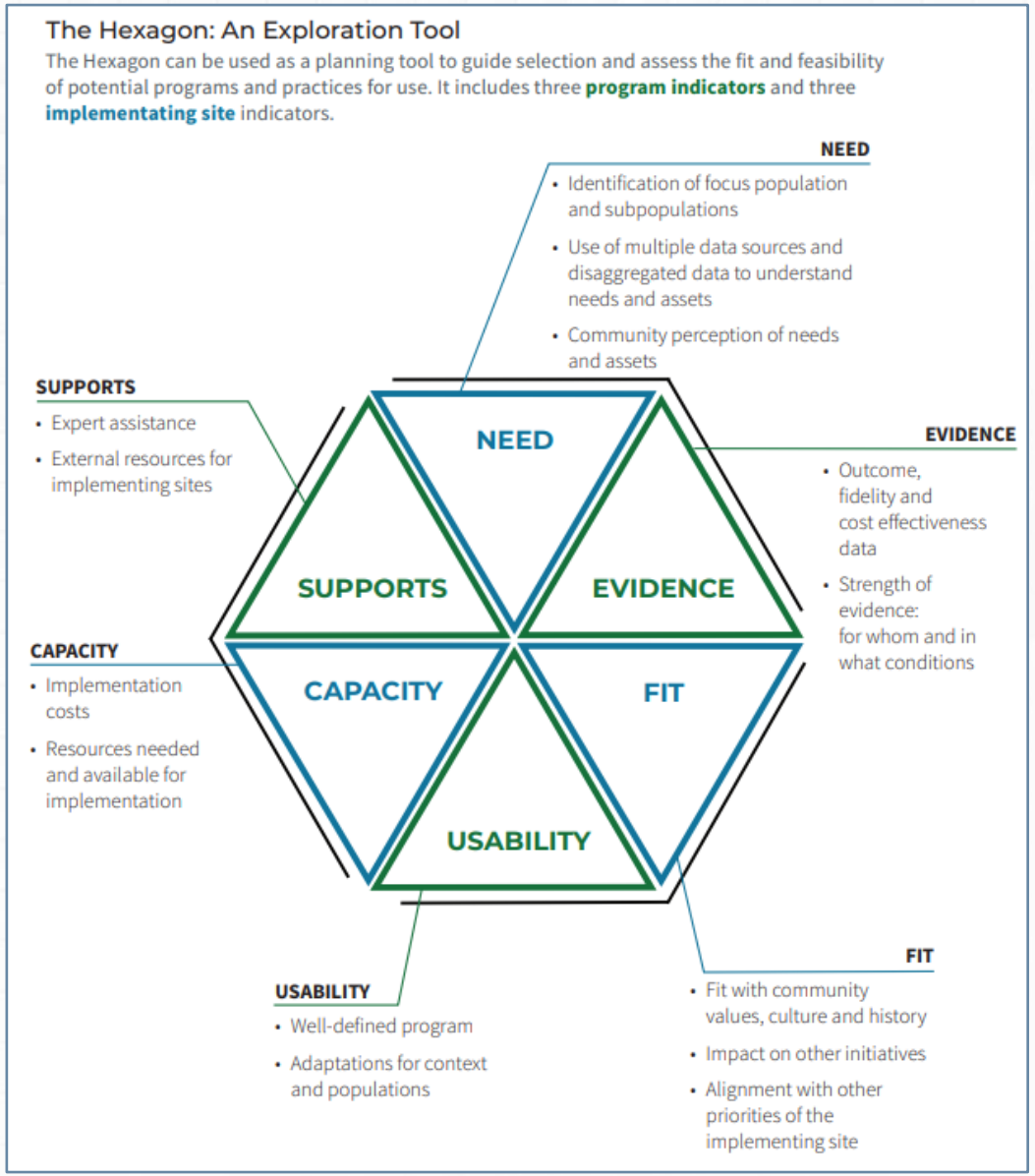
- Did we acquire all the necessary resources?
- Are the acquired resources being utilized?
- Are the resources being distributed equitably?
- Did the team discover that an additional resource is necessary that was not previously considered?
- If a resource is unavailable, what adjustments might need to be made?

Preparation for Monitoring – Capacity

1. Do stakeholders understand and have available the resources (time, money, supplies, personnel, etc.) necessary to make high-quality implementation possible and effective?
2. Do they have the supports available for students at tiers one, two, and three and do they understand what they look and sound like in practice?
3. If those supports are not in place, what must be done to put them in place?
4. Have barriers to high-quality implementation been reduced?

NIRN's Hexagon Tool

- Can be used as an exploratory tool before implementing but also can be used after installation to monitor implementation drivers and system components.
- To what extent are we ***addressing the findings from the hexagon tool*** for this strategy? In the areas where the ratings were low, are they moving in a positive direction? In the areas where the ratings were higher, are they staying at a high level?



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Strategy Monitoring: Three aspects of implementation are interdependent and determine IMPACT. They all need to be monitored.

Fidelity/Integrity

Degree to which a strategy or plan is implemented as intended according to research or evidence.

What progress are we making on implementing the selected strategy or plan as intended?

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Strategy Implementation Guide

Fidelity

Strategy Implementation Guide

Strategy _____

_____

Critical Component (Non-negotiable)	Ideal "Gold Standard" of Implementation	Acceptable Variation of Implementation	Unacceptable Variation of Implementation

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Strategy Implementation Guide

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Monitoring *Strategies* for Fidelity

Fidelity

Monitoring of Classroom Strategy Implementation

Strategy From SIP _____

Grade Level/ Content	Date Monitored	Who Monitored	Evidence of Implementation (Elements Present or Lacking)	Follow-up – Date and Content

Monitoring of Strategy Implementation Summary Report

Date:

Strategy from SIP:

Number of Classrooms Visited:

Grade Levels/Content Areas Visited:

Elements of Implementation Generally Present:

Elements of Implementation Generally Absent:

Change in Implementation from Previous Report:

Steps to Increase Fidelity of Implementation:

Monitoring of Strategy Implementation

- Make sure to add any notes with the evidence you want to consider when considering adjustments later.

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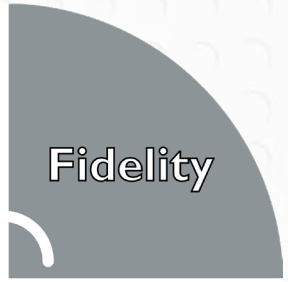
Preparation for Monitoring – Fidelity/Integrity of Implementation



- What does implementation look and sound like for the strategy that is being monitored? Is there agreement among users?
- What tools does the school have to define implementation (e.g., implementation guide) and has the staff been trained on those essential components? If not, what must be done to clearly define it?
- What data will be collected to assess fidelity/integrity of implementation? How often? How will it be collected? Who will collect it?

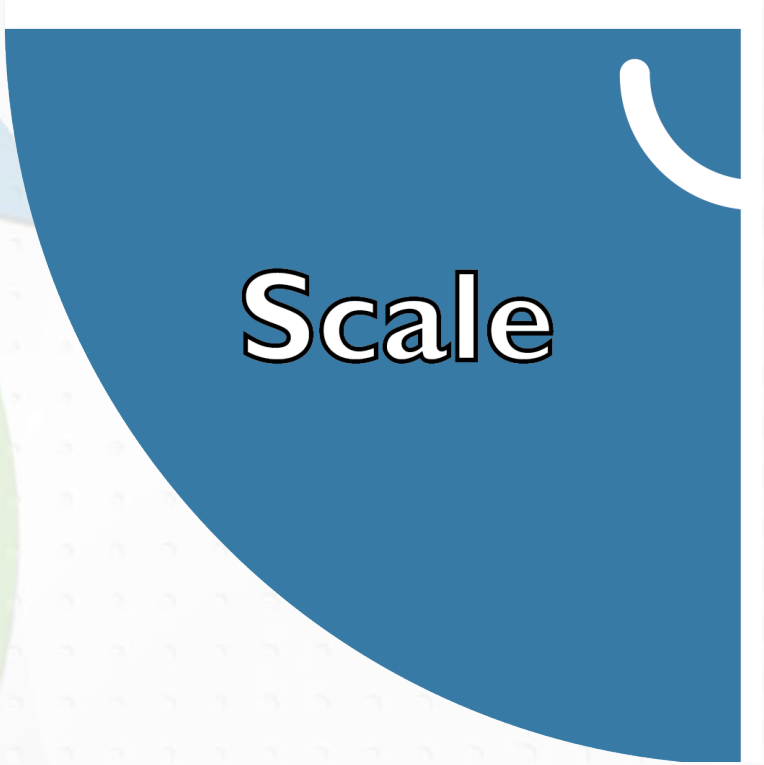
Strategy Monitoring: Three aspects of implementation are interdependent and determine IMPACT. They all need to be monitored.

Scale/Reach

The degree or extent to which a strategy is being used.

Includes the level of spread at which it is being used, such as the number of teachers using the strategy, students accessing the strategy, number of schools, etc.

Includes the stage of implementation i.e., Exploration, Installation, Initial Implementation, Full Implementation.



What progress are we making on reaching the intended populations?

What progress are we making on implementing the appropriate stage of implementation?

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Scale/Reach Questions

Scale

- Is the target population receiving the strategy?
- Is the intensity appropriate?
- What is being provided?
- What is being received?
- Is the strategy reaching all students equitably?
- Are we engaged in the right activities for the stage we are in?
- Are recipients satisfied with the strategy?

What is the evidence?

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Scale & Reach Tools

Scale

Scale & Reach Processing Sheet

	Answer question with short response		Answer yes or no. If no, provide details.	Should the strategy be continued as it is or are adjustments needing to be made? If adjusting, what needs to be done?
Who is the target population?		Is the target population receiving the strategy?		
What is the current intensity?		Is the intensity appropriate?		
What is being provided?		What is being received?		
What are the characteristics of the students receiving the strategy?		Is the strategy reaching all students equitably?		
What stage are we in?		Are we engaged in the right activities for the stage we are in?		
Are recipients satisfied with the strategy?		How do you know?		
What is your evidence?				

This document can be used to determine your status regarding scale and reach with the strategy.

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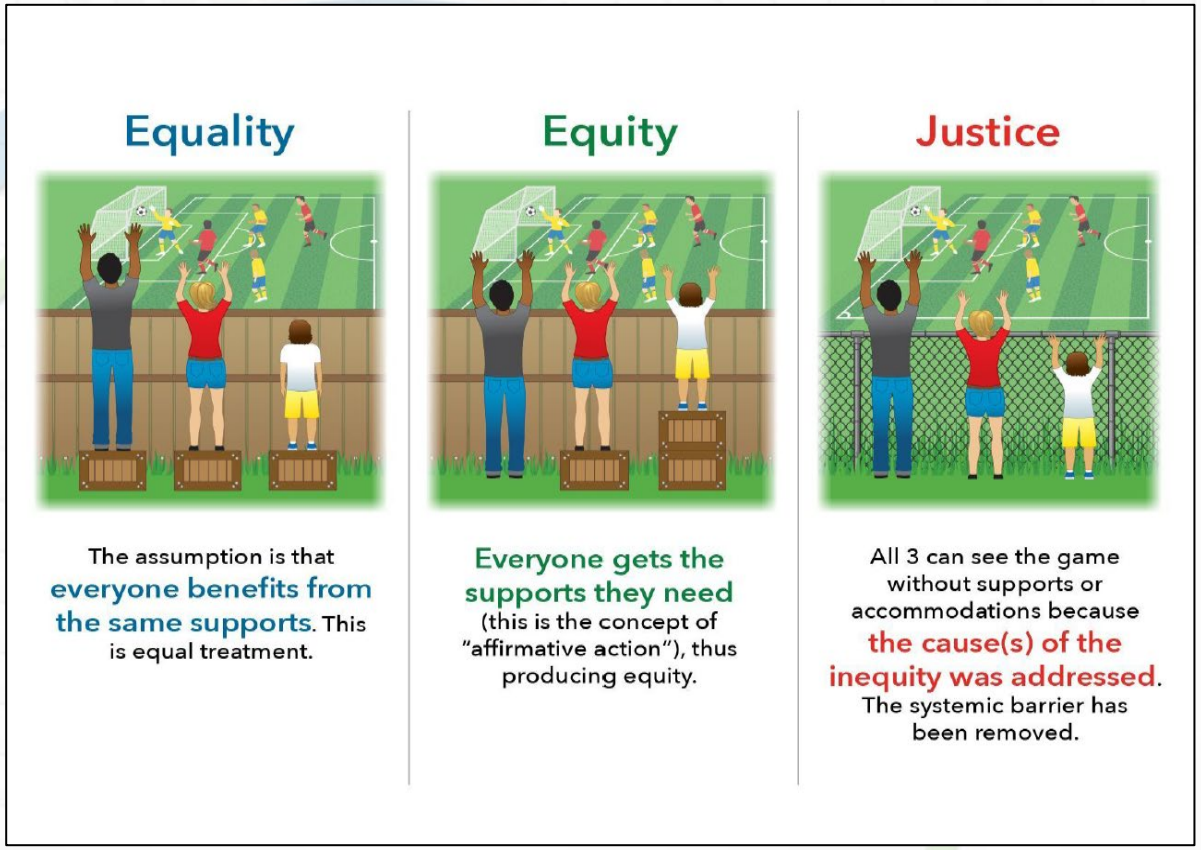
Monitoring Using an Equity Lens



- To what extent are **all students equitably benefiting** from the strategies and activities?
- Are we addressing problematic policies, practices and structures that are **barriers to equitable outcomes**?
- Are we **collecting perception data** from those impacted by our educational practices? What does it **tell us**?
- If we are **considering adjustments** based on our data, how will we ensure that it will not have **unintended negative consequences**, especially on specific populations?

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Scale/Reach - Stages of Implementation

Scale

Implementation Stages Planning Tool

Implementation Stages Planning Tool

NIRN | NATIONAL IMPLEMENTATION RESEARCH NETWORK
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INSTALLATION STAGE OUTCOMES

- ☐ Implementation team is functioning well
- ☐ Majority of practitioners are trained in the program/practice
- ☐ Infrastructure is in place to support coaching to effectively develop competencies required to use the program/practice
- ☐ Fidelity measure and criteria are established for the program/practice
- ☐ Infrastructure is in place to collect, analyze, and use data (i.e., fidelity, program/process, outcome) to continuously improve use of the program or practice
- ☐ Staff have access to data infrastructure and are equipped to use it
- ☐ Policies and procedures to support use of the program/practice are in place and understood by practitioners, leaders, community partners, and stakeholders
- ☐ Bi-directional communication is taking place among stakeholders including community partners, individuals and families, practitioners, supervisors and leaders

Preparation for Monitoring – Scale/Reach

- Who is the strategy intended to reach?
- What is the schedule for implementation according to the intended scale?
- What data will be collected to understand whether scale and reach are being appropriately/successfully addressed?
  - When will it be collected?
  - How will it be collected?
  - Who will collect it?

Strategy Monitoring: Three aspects of implementation are interdependent and determine IMPACT. They all need to be monitored.

Impact

The degree to which a measurable goal is achieved as the result of implementing strategies and activities.

What progress are we making on the end and interim targets?

Progress on impact in MICIP is defined by growth on interim and end targets.

Impact

End Target Measures

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

Interim Target Measures

- A value that measures *progress* toward a measurable goal
  - A value that measures **progress toward an academic goal** (e.g., moving from 25% achievement to 50%)
  - A value that measures **progress toward implementation** of a goal (e.g., providing professional learning to all staff to be able to implement a strategy).

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Impact – Progress on Interim and End Targets

Impact

ACADEMIC ACHIEVEMENT DATA and Potential Triangulated Data Examples

Academic Data Qualitative	Academic Data Quantitative	Non-Academic Data Qualitative	Non-Academic Data Quantitative	Systems Data Qualitative	Systems Data Quantitative
• Student Interview • Observation • Survey • Inventory • Focus Groups • Formative (Student Work Product)	• Local Screener • Local Diagnostic • Local Interim/Benchmark • Local Summative • District Common Assessments • State Assessments • National Assessment • Graduation Rate • Dropout Rate • State Subgroup • Graduation Rate by Subgroup • Dropout Rate by Subgroup • College Enrollment • College Acceptance • College Completion • Failure Rate by Subgroup • AP/IB Rates by Subgroup • Grades Broken by Subgroup	• Focus Groups • Community Partner Programs • District/ Building Survey Data from Families • Windshield Tour • Survey of Health Professionals • Parent Engagement Survey • Staff Exit Surveys • Employee Wellness Surveys	• Behavior/Suspension (SWIS) – also by Subgroup • Attendance Rate • District/ Building Survey Data from Families • Michigan Profile for Healthy Youth (MiPHY) • SAEBRS/ MySAEBRS or SRSS • Youth Risk Behavior Survey • Healthy School Action Tool (HSAT) • Health Education Course Completion • GVSU Climate Survey • School Climate Survey (PBIS) • PBIS TFI • PBIS Inventory • Reading TFI • Social Work/ Counseling Data • Hearing/Vision Screening Data • Breakfast/Lunch/Snack Service Counts • Nurse Data (# students & Reason) • 504 Data • Inventory of Student Access/ Demographics to Courses and Extra Curriculars • ASCD WSCC Survey Tool • Whole Child Network Rubrics for Safe, Healthy, Supported, Engaged, Challenged	• District Systems Review • School System Review • System Quality Factors • School Quality Factors • Blueprint Protocol • MTSS Interviews with Related Service Staff • Financial Information – Percent of Gen Ed Funds used by SPED Department • Funding Inventory of State & Federal Funds • Cognia Assessments • Alternative Education Offerings and Comparison to Traditional Offerings	• District Capacity Assessment (DCA) • Regional Capacity Assessment (RCA) • Self-Assessment of MTSS (SAM) • Early Warning Systems Data • Special Education Referrals vs Qualifications Broken by Subgroup and Referral Source • Leadership Retention Data • Staff Retention Data Broken by Field & Demographics • Staffing Trends – Positions NOT Filled by Qualified/ Certified Staff • Equity Audit • School Index/ Accountability Identifications • Student Mobility Patterns/Trends • Program Implementation Fidelity Data (i.e., math or literacy program implementation)

Triangulated Data Sources for Academic, Non-Academic, and Systems Data (michigan.gov)

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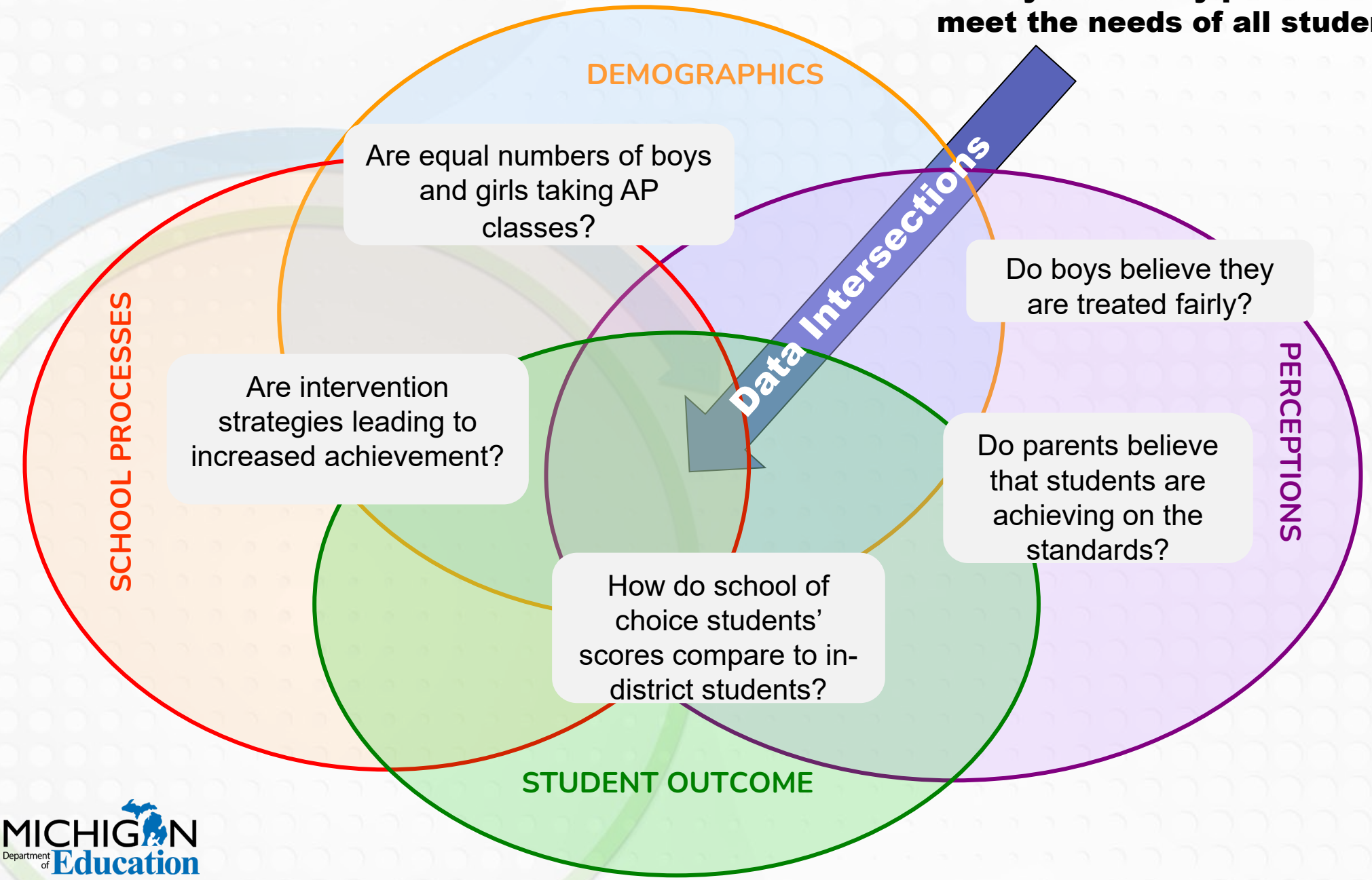
Ability to identify processes to meet the needs of all students.

Impact



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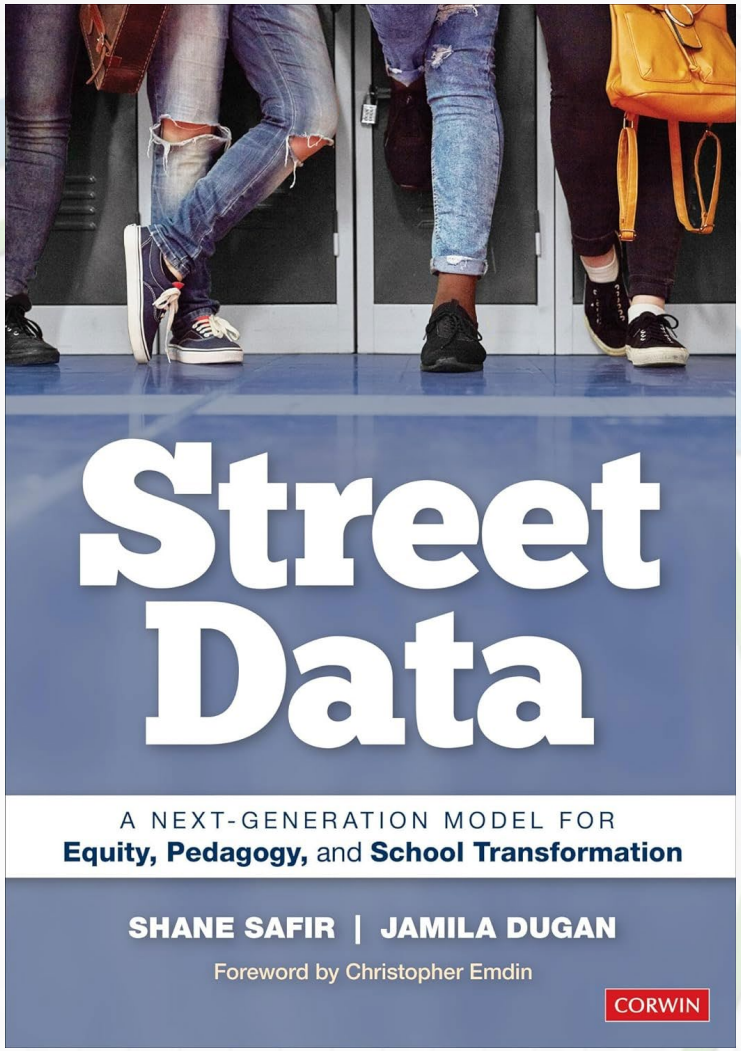

Impact

Level 1
Satellite Data

Large grain size.	Illuminate patterns of achievement, equity, and teacher quality and retention.	Point us in a general direction for further investigation.

Level 2
Map Data

Medium grain size.	Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions, etc.), or instructional skill gaps for teachers.	Point us in a slightly more focused direction.

Level 3
Street Data

Fine-grain and ubiquitous.	• Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets. • Help us to monitor students' internalization of important skills.	• Require focused listening and observation. • Inform and shape our next moves.

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Charting

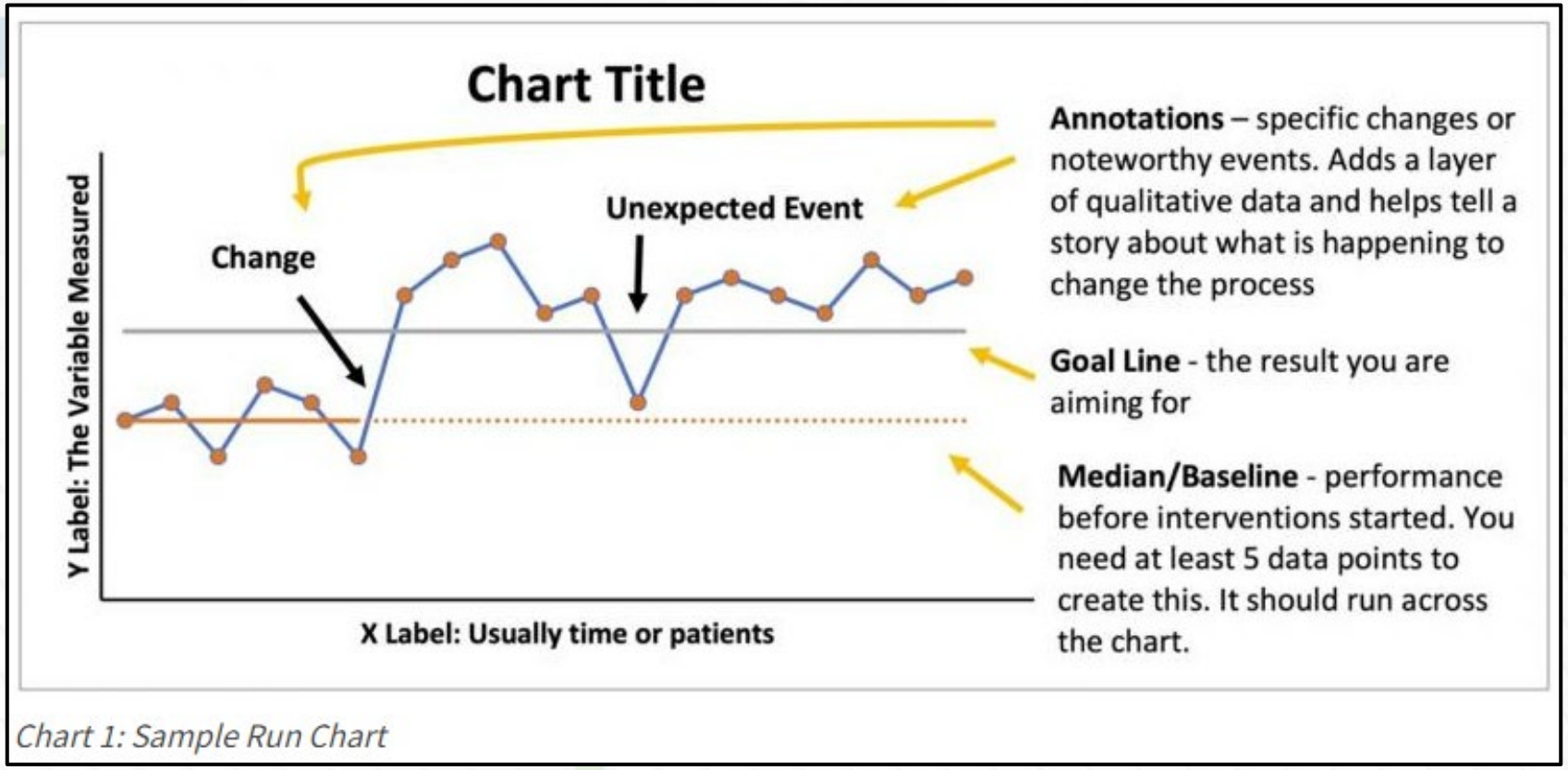

Chart 1: Sample Run Chart

https://nirn.fpg.unc.edu/practicing-implementation/pdsa-cycles-improvement-and-implementation

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Preparation for Monitoring - Impact

- What does impact/success look like?
- How will it be measured? By whom? On what schedule?
- What are the end targets?
- What are the interim targets?

Questions to Consider When Monitoring to Determine Adjustments Needed

General Question:

- Do you have the **right monitoring tool(s)** to give you the information you need to consider adjusting?

Data Story Consideration:

- What monitoring data will give a more **complete picture** of your plan?

Goal Considerations:

- Do timelines regarding interim/end **targets need to be adjusted** forward or backward?
- What will be the **impact of those adjustments**?
- How do adjustments to the plan **affect individual schools or target populations**?
- Have you allowed **sufficient time** for implementation of the plan?
- Have you allowed time for an **implementation dip** when implementing a new strategy?
- Have you provided the **supports and resources** needed to implement a strategy?

Questions to Consider When Monitoring to Determine Adjustments Needed

Strategy/Activity Considerations:

- Have you allowed **time for an implementation dip** when implementing a new strategy?
- Have you **provided the supports and resources** needed to implement a strategy?
- Have you **completed the activities according to the timeline**?
- Are there **barriers to implementation**, and, if so, have they been addressed?

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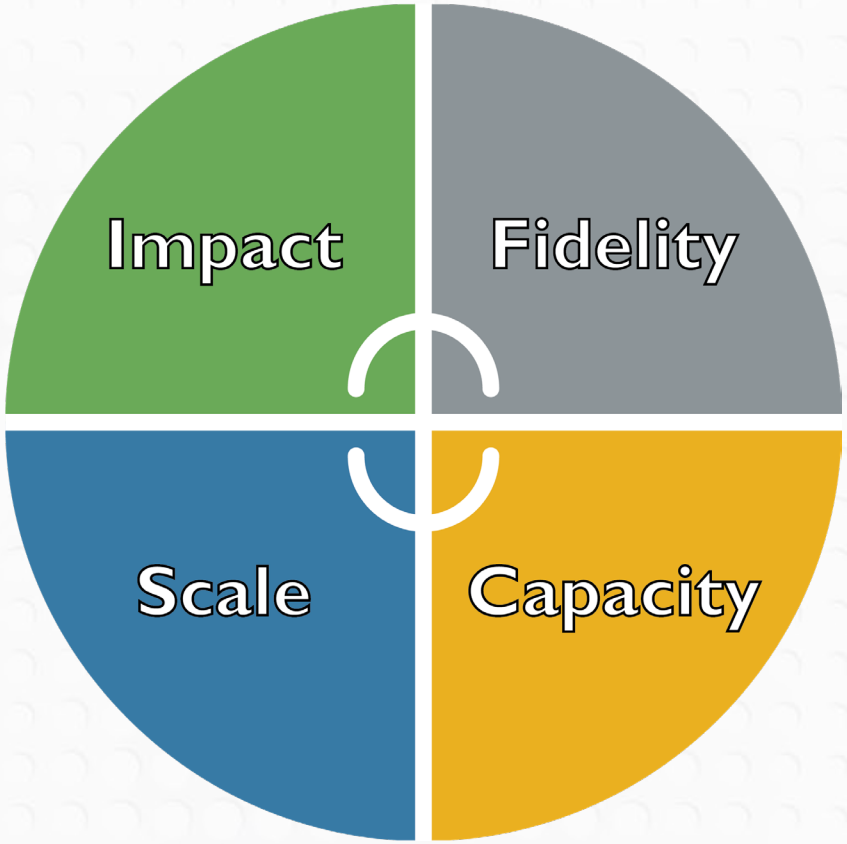
Reflections on the Continuous Improvement Process

- Capacity – What are the results showing regarding having and utilizing appropriate/necessary resources? Are resources being distributed equitably? Are barriers being addressed/removed? What is the evidence?
- Fidelity – What progress is being made on implementing the continuous improvement process as intended? What is the evidence?
- Scale/Reach – What progress is being made on reaching the intended student populations? What is the evidence?
- Impact – What progress is being made on interim targets? Is the progress sufficient to achieve the end targets? If not, what adjustments should be made, if any?
- Summary - What are the areas of strength and progress that might be celebrated and affirmed? How are small gains/successes being celebrated? What opportunities for improvement exist? How will those opportunities be addressed?



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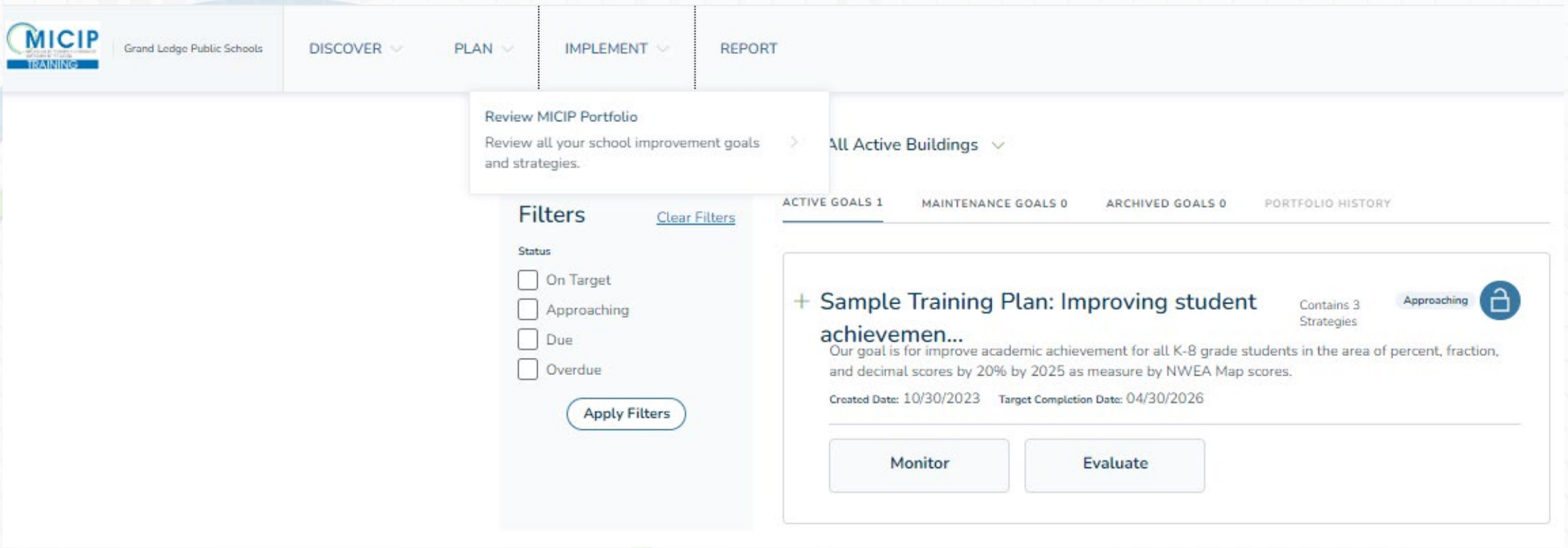
MICIP MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Monitoring in MICIP



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MICIP MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Monitoring in MICIP

Monitor Goal: Sample Training Plan: Improving student achievement in the are...

Implementation

Strategy 1 of 5

Connected Mathematics Project (CMP)

Monitoring Tool

Activity	Owner	Start Date	Due Date	Status
Hire coach	Test_LEA_0 User	02/28/2024	12/23/2025	*Upcoming*
purchase program	Test_LEA_0 User	02/28/2024	12/23/2025	*Upcoming*
Professional Learning for staff	Test_LEA_0 User	02/28/2024	12/23/2025	*Upcoming*
send out survey	Test_LEA_0 User	02/28/2024	12/23/2025	*Upcoming*
Monthly staff meetings focused on math -particularly focus on percents, fract	Test_LEA_0 User	02/28/2024	12/23/2025	*Upcoming*

Page 1 of 1

Monitoring in MICIP

Monitor Strategy: Connected Mathematics Project (CMP)

Implementation

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Create Note

Date	Note	Author
Click the button to add your first note		

Page 1 of 0

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Create Note

Date	Note	Author
Click the button to add your first note		

Page 1 of 0

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Create Note

Date	Note	Author
Click the button to add your first note		

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Monitoring in MICIP

Impact

What progress are we making on the interim and end targets? What is the evidence?

Create Note

Date	Note	Author
11/02/2023	The most recent (10-22-21) student survey results say MiCH is great	Test_LEA_0 User
11/01/2023	Fall NWEA Math XYZ	Test_LEA_0 User
10/31/2023	Teacher surveys from fall 2021 report....	Test_LEA_0 User
10/30/2023	Math coach reporting teacher implantation xyz	Test_LEA_0 User
10/30/2023	Teachers report increased engage	Test_LEA_0 User

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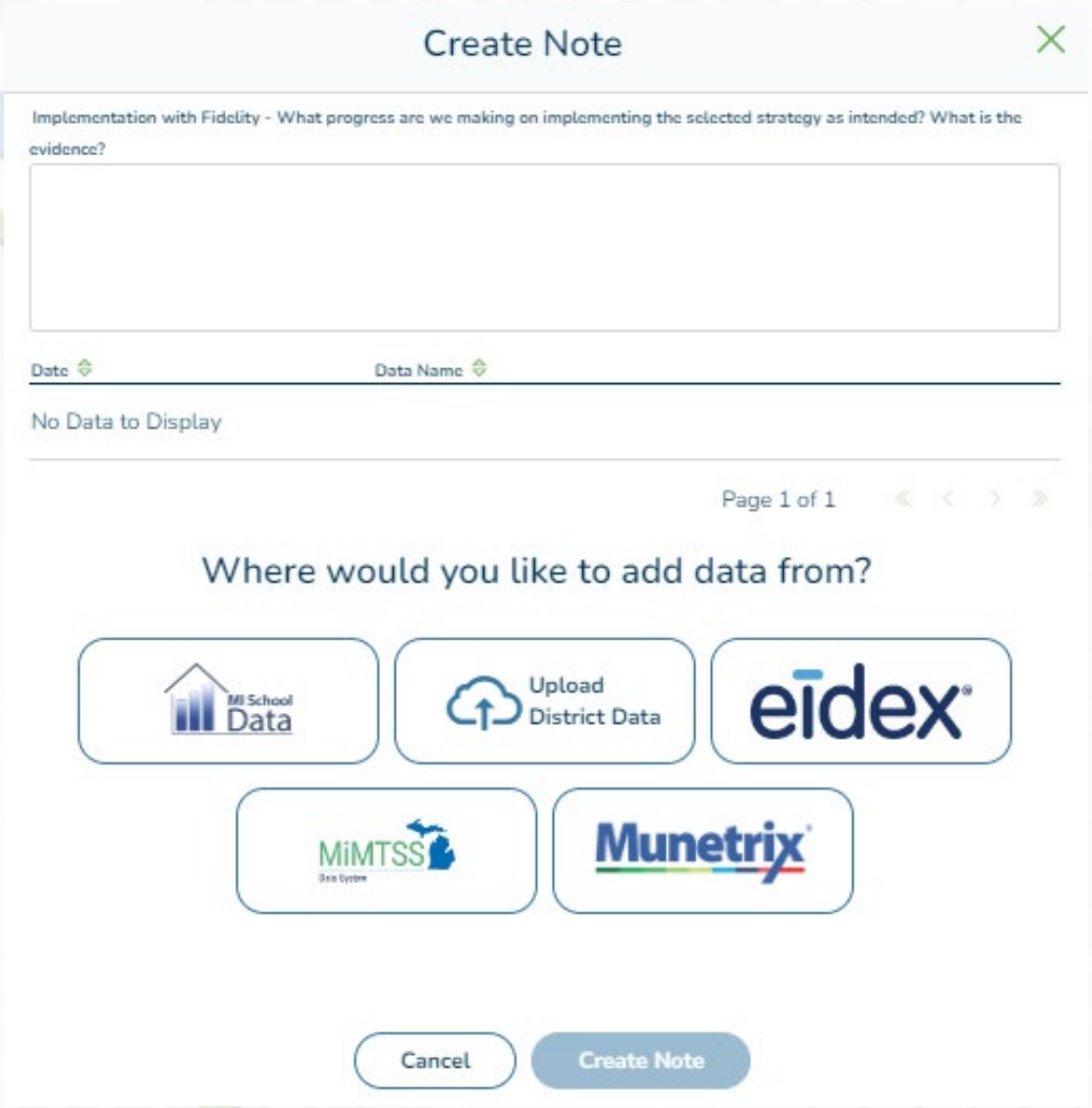
MICIP MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Monitoring in MICIP



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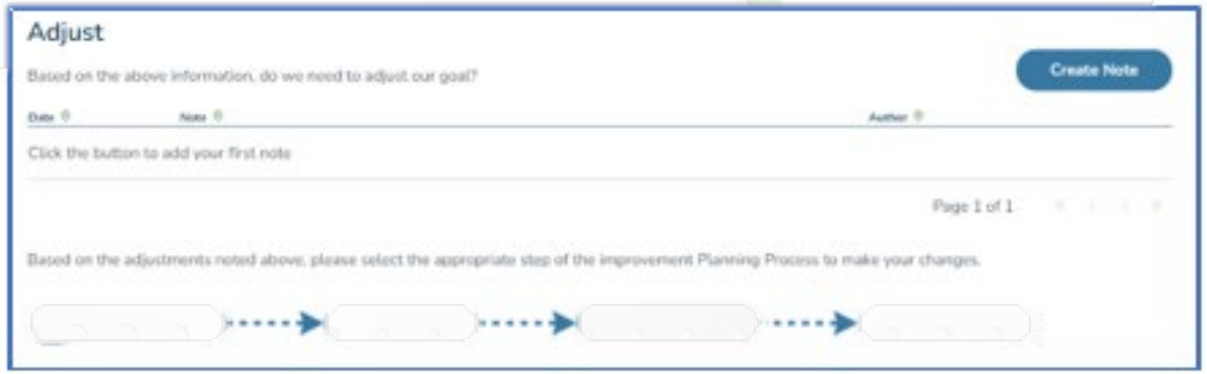
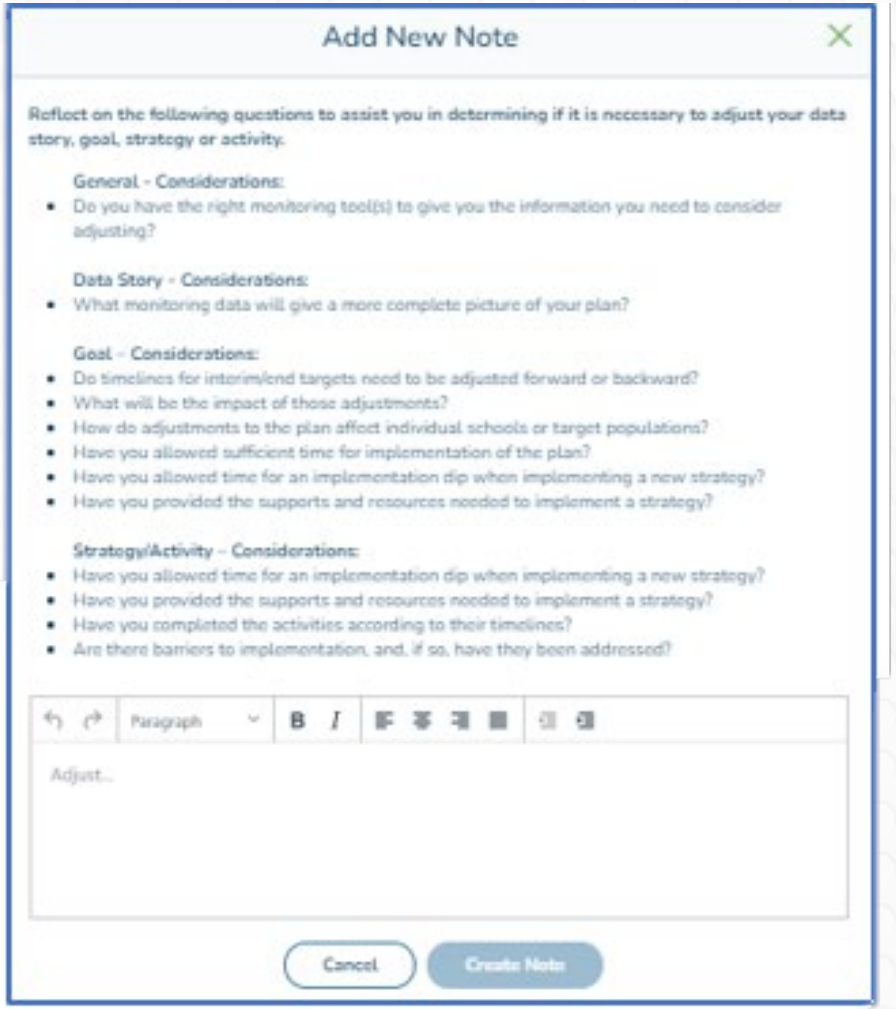
Adjusting in MICIP





- Video: MICIP for Districts and schools Identified for supports - start at the 43:17-minute mark and continue until the 51:00-minute mark.

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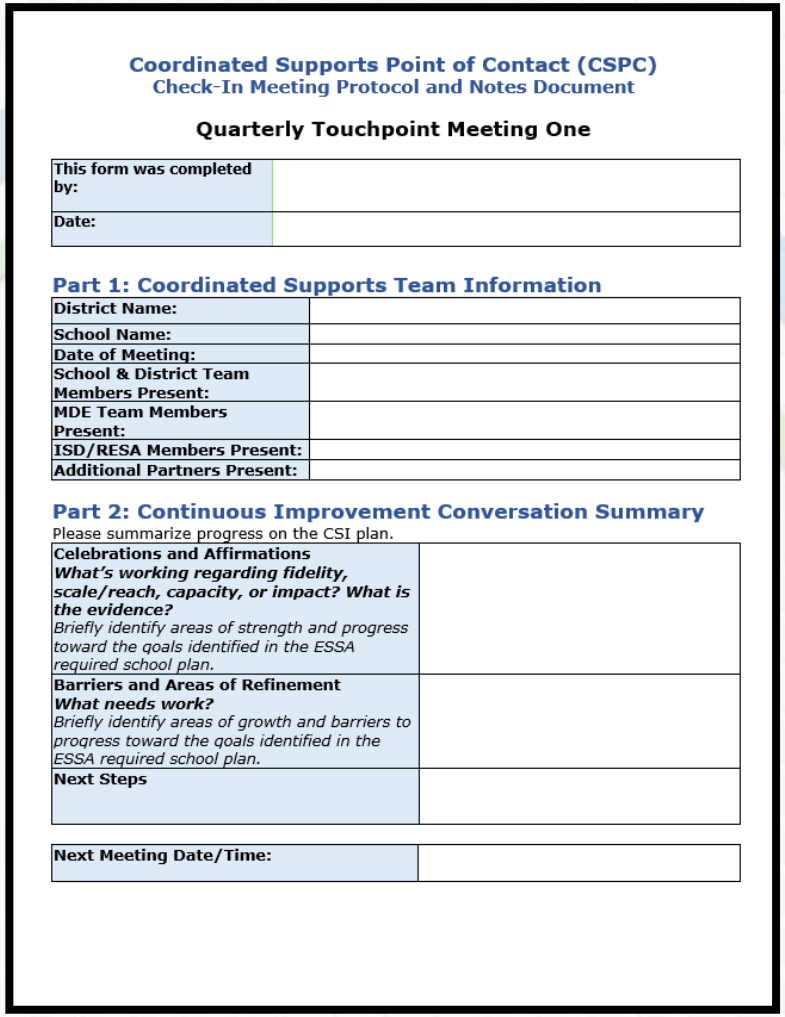
MICIP MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Meeting ESSA Monitoring Requirements for Schools NOT in a Partnership District

- Fidelity – What progress is being made on implementing the strategy as intended? What is the evidence?
- Scale/Reach – What progress is being made on reaching the intended student populations? Are the appropriate activities being implemented for the current stage of implementation? What is the evidence?
- Capacity – What are the results showing regarding having and utilizing appropriate/necessary resources? Are resources being distributed equitably? Are barriers being addressed/removed? What is the evidence?
- Impact – What progress is being made on interim targets? Is the progress sufficient to achieve the end targets? If not, what adjustments should be made, if any?
- Summary - What are the areas of strength and progress regarding achieving the goals identified in the CSI plan that might be celebrated and affirmed? What opportunities for improvement exist? How will those opportunities be addressed? How are small gains/successes being celebrated? What coaching and/or ongoing learning needs to take place to ensure progress toward the goals?

Meeting ESSA Monitoring Requirements for Schools NOT in a Partnership District



Coordinated Supports Point of Contact (CSPC)
Check-In Meeting Protocol and Notes Document

Quarterly Touchpoint Meeting One

This form was completed by:	
Date:	

Part 1: Coordinated Supports Team Information

District Name:	
School Name:	
Date of Meeting:	
School & District Team Members Present:	
MDE Team Members Present:	
ISD/RESA Members Present:	
Additional Partners Present:	

Part 2: Continuous Improvement Conversation Summary

Please summarize progress on the CSI plan.

Celebrations and Affirmations ***What's working regarding fidelity, scale/reach, capacity, or impact? What is the evidence?*** *Briefly identify areas of strength and progress toward the goals identified in the ESSA required school plan.*	
Barriers and Areas of Refinement ***What needs work?*** *Briefly identify areas of growth and barriers to progress toward the goals identified in the ESSA required school plan.*	
Next Steps	

Next Meeting Date/Time:	

District - ensures that plans are being implemented and monitored and provides the system-level supports necessary to accomplish this work.

ISDs/ESAs - supports the school with facilitating the implement and monitor conversations if the school/district prefers an outside facilitator and with supporting the technical requirements of the monitoring portion of the MICIP platform.

MDE - provides support through the OES Coordinated Supports Points of Contact (CSPCs) by being a critical friend during the implement and monitor conversations and summarizing the conversations to help MDE meet its Every Student Succeeds Act (ESSA) requirements. The OES CSPCs also connect the school to other MDE resources.

Link to Coaching Guide

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MICIP MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Meeting ESSA Monitoring Requirements for Schools in a Partnership District

Districts report out and share progress during level of support meetings on:

- Partnership agreement goal areas
- Interim target benchmarks and end target outcomes
- Strategies and activities
- Participants include district, ISD/RESA, and OPD partners
- Districts encouraged to use the monitoring tool in the MICIP platform to provide regular updates of each strategy that includes evidence, celebrations, barriers, strategy/activity adjustments around:
  - Fidelity of Implementation
  - Scale/Reach
  - Capacity
  - Impact

Meetings occur:

- Monthly for intensive-level districts
- Every other month for essential-level districts
- Quarterly for fundamental-level districts

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MICIP MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Meeting ESSA Monitoring Requirements for Schools in a Partnership District

18-Month Benchmark Review (BR), partnership districts will:

- Report out on school interim target benchmarks sharing evidence and completing a self-assessment
- Provide a monitoring summary of each strategy that includes evidence, celebrations, barriers, strategy/activity adjustments around:
  - Fidelity of Implementation
  - Scale/Reach
  - Capacity
  - Impact

Benchmark Review process begins in July and culminates with structured conferences in fall 2024