MICIP

MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Using MICIP To Build High Quality Plans That Meet Identification Requirements

February 15, 2023

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MICHIGAN Department of Education

CENTER FOR EDUCATIONAL PERFORMANCE AND INFORMATION

MAISA

MICHIGAN ASSOCIATION OF INTERMEDIATE SCHOOL ADMINISTRATORS

Learning Target

Understand the CSI, ATS, and TSI plan requirements according to ESSA and how they will be addressed in MICIP

Michigan Integrated Continuous Improvement Process (MICIP)

MICIP Resources (michigan.gov)

- MICIP Process Guide
- MICIP Platform Guide

Professional Learning (michigan.gov)

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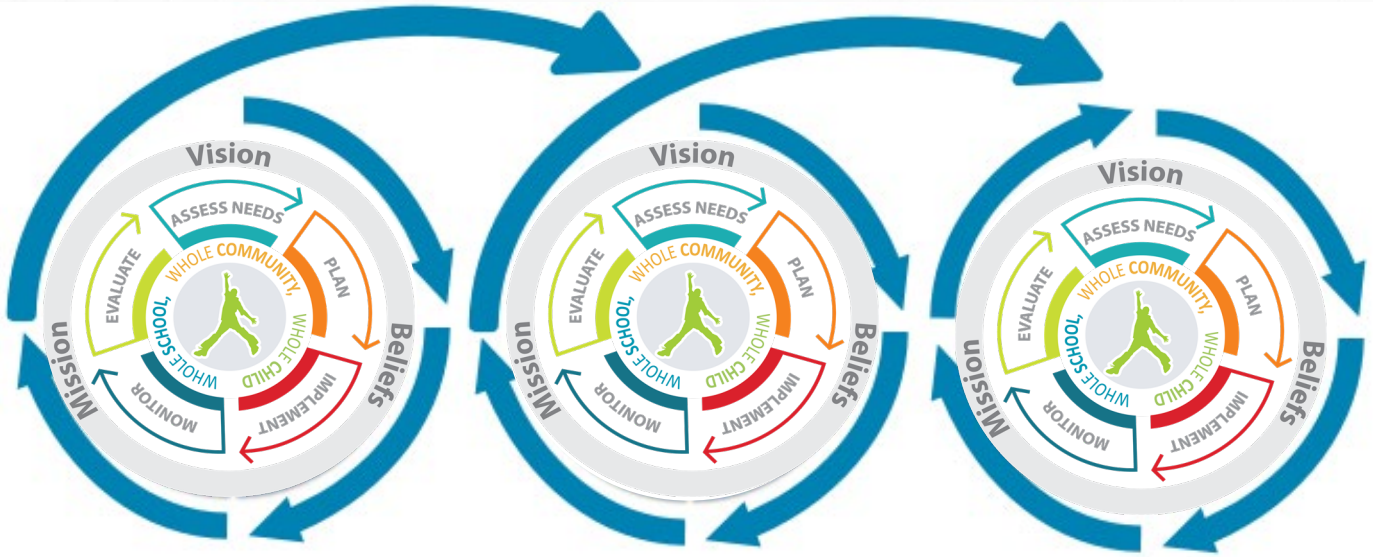
MICIP MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

The MICIP Process



MICHIGAN Department of Education

MICIP
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Comparison of Support Category Attributes & Required Actions

Support Category	Breadth of Issue	How often is the designation given?	Responsibility Who plans and implements support?	Oversight Who approves support plan?	Exits Who sets criteria & timelines?
CSI	School	Every 3 Years	District	State	State
ATS	Subgroup	Every 6 Years	School	District	State
TSI	Subgroup	Yearly	School	District	District

Meeting Plan Requirements in MICIP

Assess Needs Process

(i) informed by the School Index growth and proficiency reports in ELA and math

(iii) is based on a school-level needs assessment

(iv) identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan (also part of monitoring)

Planning Process

(ii) includes evidence-based interventions/strategies

Continuous Improvement Requirements for Districts/Schools Identified for Additional Supports

1. Partnership Districts with Schools identified for CSI in Partnership Status
    - Must explore 5 areas of inquiry
        - Related to index (ESSA)
        - Related to Resource Allocation Review (ESSA)
        - Related to 3 state areas
            - MTSS
            - District/building leadership and educator capacity
            - District's classroom, instructional, operational practices and curriculum aligned to research-based instructional practices and state curriculum standards
    - Must have three goals that address the data
        - Goals may be systems goals, academic goals, or non-academic goals
        - Must have 18-month interim and 36-month end targets (benchmarks) related to math and reading
        - Must address Whole Child factors in strategies and/or activities
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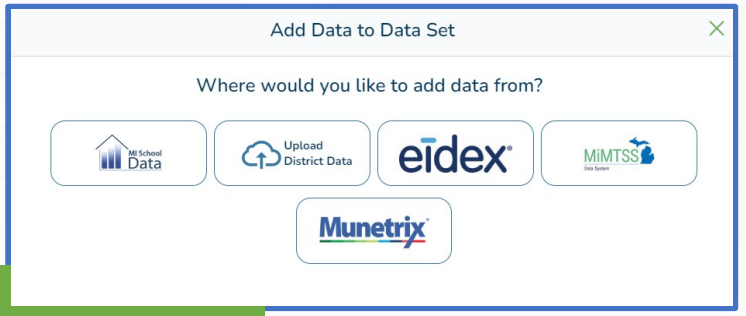
    - May have any number of goals – may be systems goals, academic goals, or non-academic goals – that address the data

The Assess Needs Process

Identify Area(s) of Inquiry	What are you looking at? What will you explore? How will you explore it?
Data Discovery	What do you see? What does the data say?
Initial Initiative Inventory	What are you currently doing to address your data?
Gap Analysis	How well is that working? How far are you from where you need to be?
Data Story Summary	What do you know?
Conduct Root Cause Analysis	Why are things the way they are?
Identify Challenge	Where is there an opportunity to grow?

Identify Area(s) of Inquiry

(i) informed by the School Index growth and proficiency reports
(iii) is based on a school-level needs assessment
(iv) identifies resource inequities



Academic	Non-Academic	Systems
What data might be available other than State Assessment Data? What real-time data do you have? Think short-cycle data...	Especially considering the Whole Child, what data do you have available that tells the story of your students?	What data do you have available that informs you about processes or systems you have in place that might affect your area of inquiry?

?

Triangulating Data

ACADEMIC ACHIEVEMENT DATA and Potential Triangulated Data Examples

Academic Data Qualitative

- Student Interview
- Observation
- Survey
- Inventory
- Focus Groups
- Formative (Student Work Product)

Academic Data Quantitative

- 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

Non-Academic Data Qualitative

- 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

Non-Academic Data Quantitative

- 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

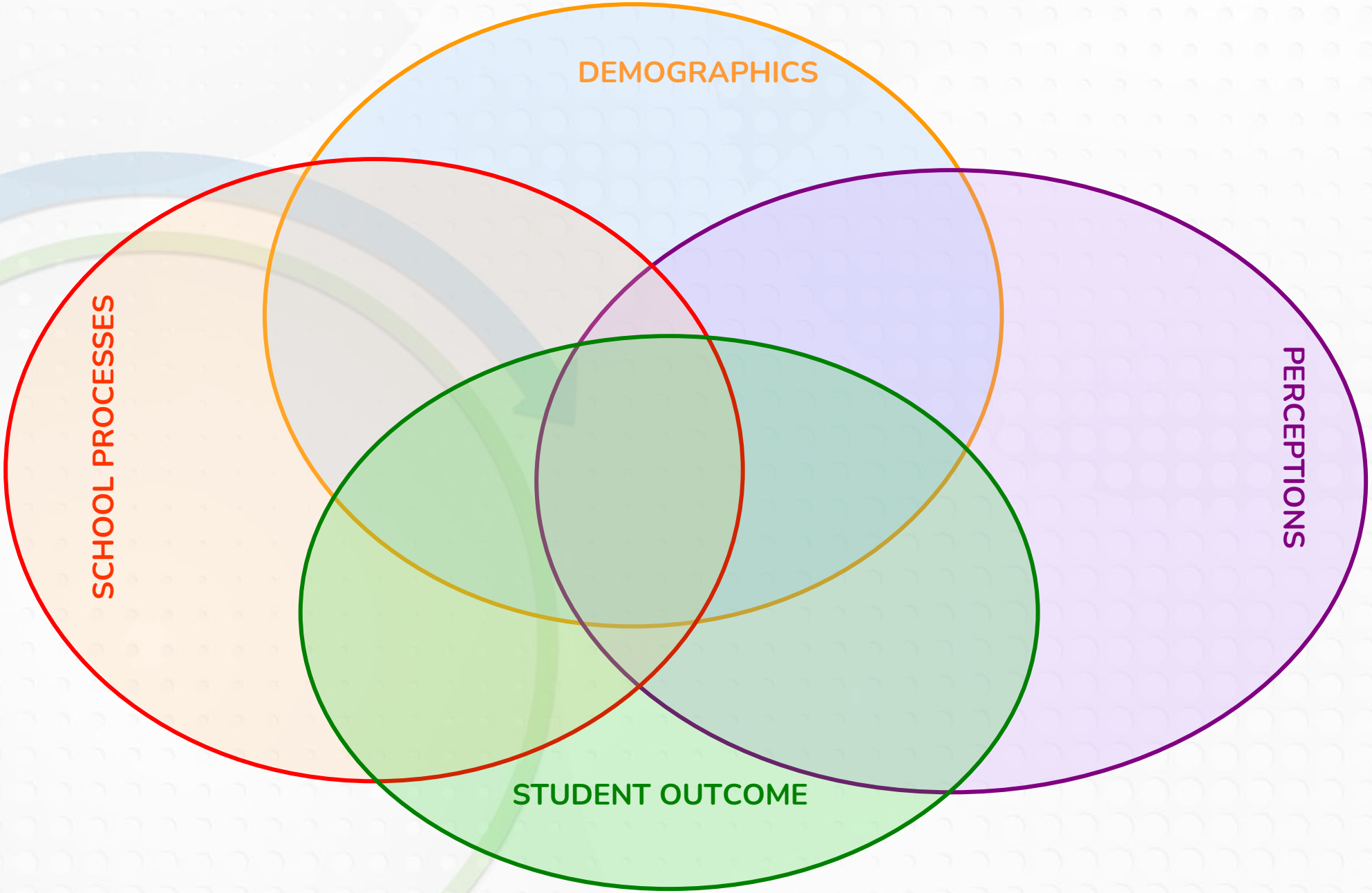
Systems Data Qualitative

- 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

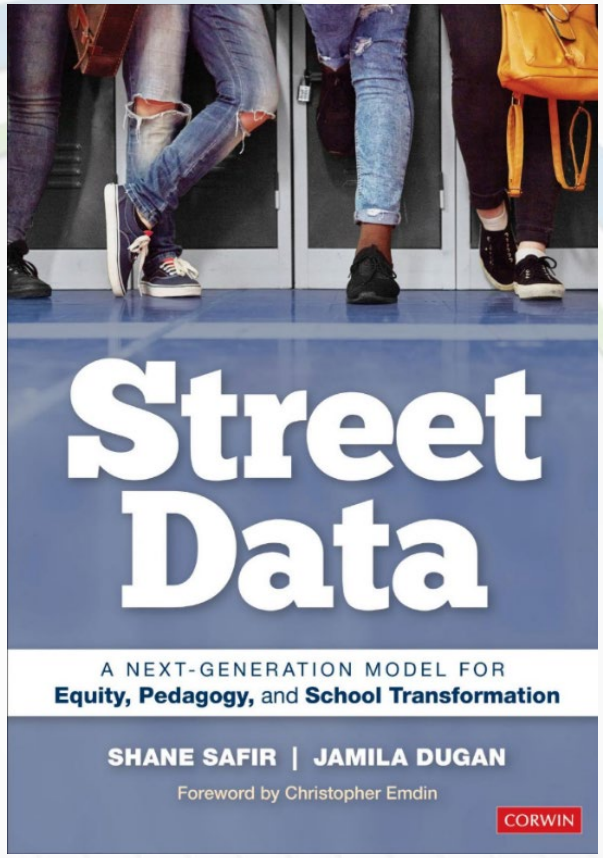
Systems Data Quantitative

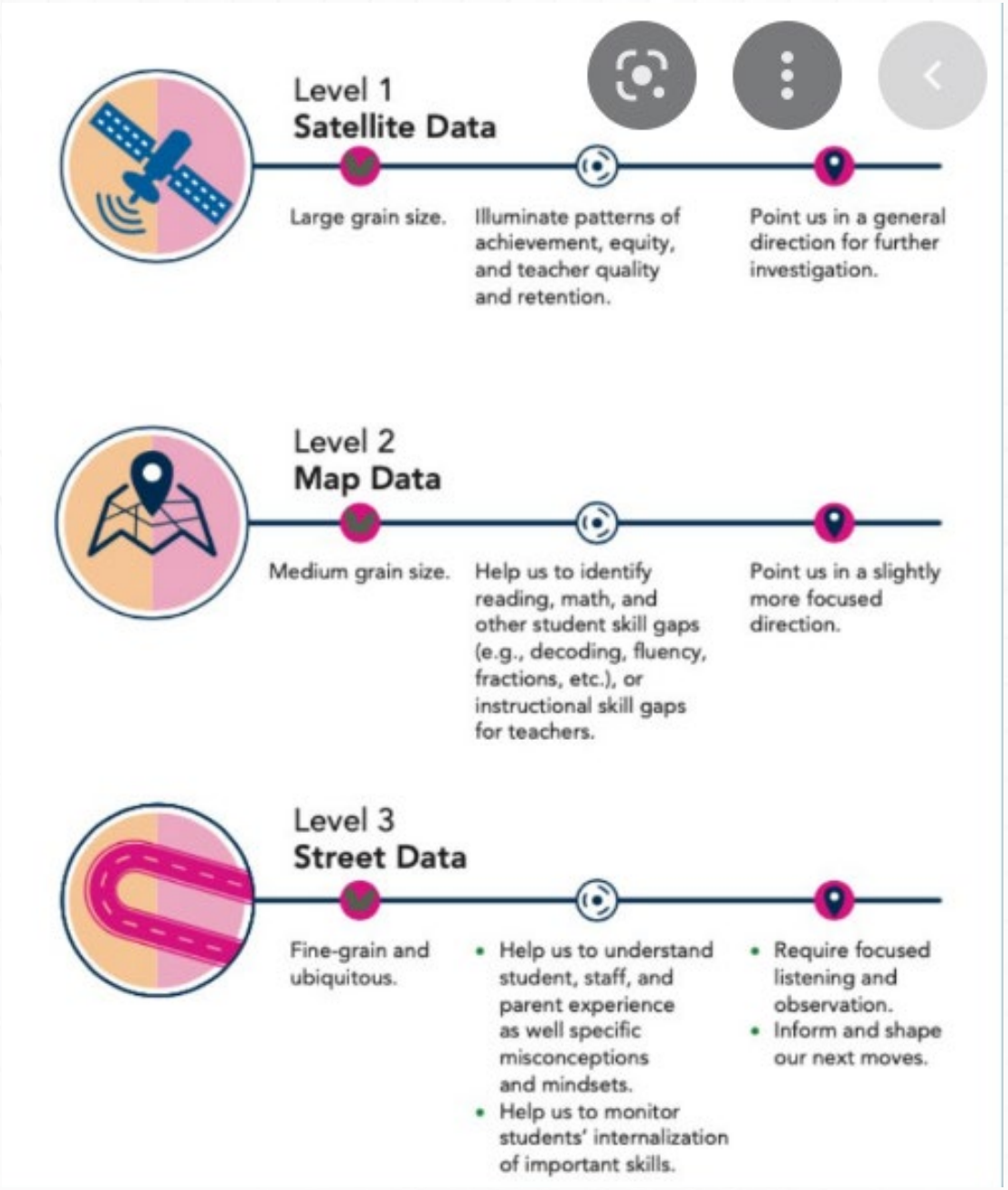
- District Capacity Assessment (DCA)
- Regional Capacity Assessment (RCA)
- Self-Assessment of MTSS (SAM)
- Early Warning Systems Data
- Special Education Referrals vs Qualifications Broken by Subgroup and Referral Source
- Leadership Retention Data
- Staff Retention Data Broken by Field & Demographics
- 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)]


DEMOGRAPHICS
SCHOOL PROCESSES
PERCEPTIONS
STUDENT OUTCOME

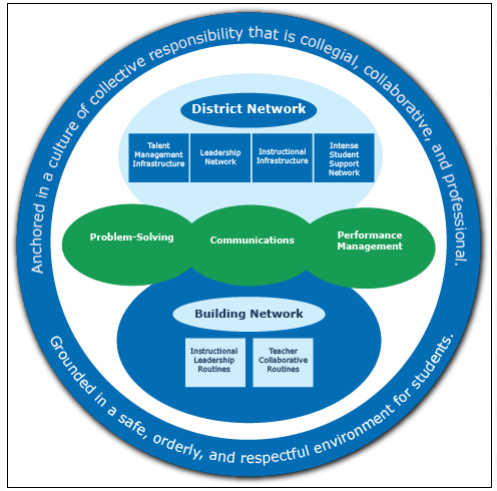
Levels of Data





Process/Systems Data

Strand	Standard	District Indicator	Guiding Question
Strand I: Teaching for Learning	Standard 1: Curriculum	Establish and Ensure Support for Curriculum	*How does the district leadership support the development and implementation of an aligned curriculum?*
	Standard 2: Instruction	Establish and Ensure Support for Instruction	*How does the district leadership support high quality instruction for all students?*
	Standard 3: Assessment	Establish and Ensure Support for Assessment	*How does district leadership ensure and support a balanced assessment system?*
Strand II: Leadership for Learning	Standard 4: Instructional Leadership	Establish and Ensure Support for Instructional Leadership	*How does district leadership ensure that all leadership has the knowledge and skills to attain the shared vision?*
	Standard 5: A Culture for Learning	Establish and Ensure Support for a Culture for Learning	*How does district leadership model and support high expectations of learning for all?*
	Standard 6: Organizational Management	Establish and Ensure Support for Organizational Management	*How does district leadership ensure that district systems and resources are aligned to support the vision?*
Strand III: Professional Learning	Standard 7: Professional Learning Culture	Establish and Ensure Support for a Professional Learning Culture	*How does district leadership model and support a collaborative learning culture?*
	Standard 8: Professional Learning System	Establish and Ensure Support for a Professional Learning System	*How does the district's system for professional learning support educator effectiveness that results in increased student achievement?*
Strand IV: School, Family and Community Relations	Standard 9: Communication	Establish and Ensure Support for Communication	*How does district leadership ensure that communications are ongoing meaningful and responsive to the needs and diversity of its stakeholders?*
	Standard 10: Engagement	Establish and Ensure Support for Engagement	*How does district leadership establish and support family involvement and community partnerships to support the learning of all stakeholders?*



Systems/Process

- ASCD Whole Child
- Michigan District and School Improvement Frameworks
- Cognia Framework
- MTSS Framework, District Capacity Assessment
- Whole Child Framework
- HIL Project Framework
- Blueprint
- Data System Integrity Tool for Equity-Focused Decisions
- Resource Equity Diagnostic

Equity and Data

How might re-framing continuous improvement inquiry from a focus on perceiving students as the "problem" to a focus on locating system barriers at the classroom, school, district, and state levels? Through this lens, what type of data might educators collect and what changes might be necessary to collect it?

Who is choosing the data we collect/explore? Are all represented in the process of choosing the data?

To what extent are we measuring the opportunity gap (inputs) in addition to achievement gap (outputs) as well as the relationship between them?

Do we collect and analyze data regarding both students' needs and students' assets? Do we know enough about students who may be different from us to be able to recognize their assets? To what extent do we know how to leverage assets to address challenges/growth edges?

To what extent are we willing to reflect on our way of knowing for root causes? How do we assure our assumptions are not limiting what we choose as causes? Do we look at root causes with team members who experienced barriers in schooling?

To what extent does our data process allow us to know our individual students deeply and authentically, in addition to looking at groups/averages?

What data will help measure access/lack of access in systems, outcomes, and resources, both human and financial? Do we have the right tools to access/collect such data?

To what extent does our data dialogue process encourage us to analyze and interpret data with fairness?

How will we assess how students, parents and the community perceive their own needs and assets? How will we gather perception data from those impacted by our educational practices?

When making decisions using data, do we ask who will benefit from the decisions and who will not, and plan supports to mitigate the gap? Do we include those most likely to face barriers in the decision process?

What data will we use to monitor and evaluate strategies to ensure equity in systems and in outcomes and to prevent unintended negative consequences from disproportionately affecting certain student groups?

Building the Data Story

Initial Initiative Inventory and Analysis: Initiative Inventories help teams get a clear picture of existing initiatives, mandates and resource commitments to help with exploring the fit of the additional initiatives with current work. It also guides decision making to make room for new work or to discontinue existing work; it also assists with alignment of initiatives to each other and to the district mission. In the area you are exploring, list systems/initiatives that are currently in place and summarize your findings.

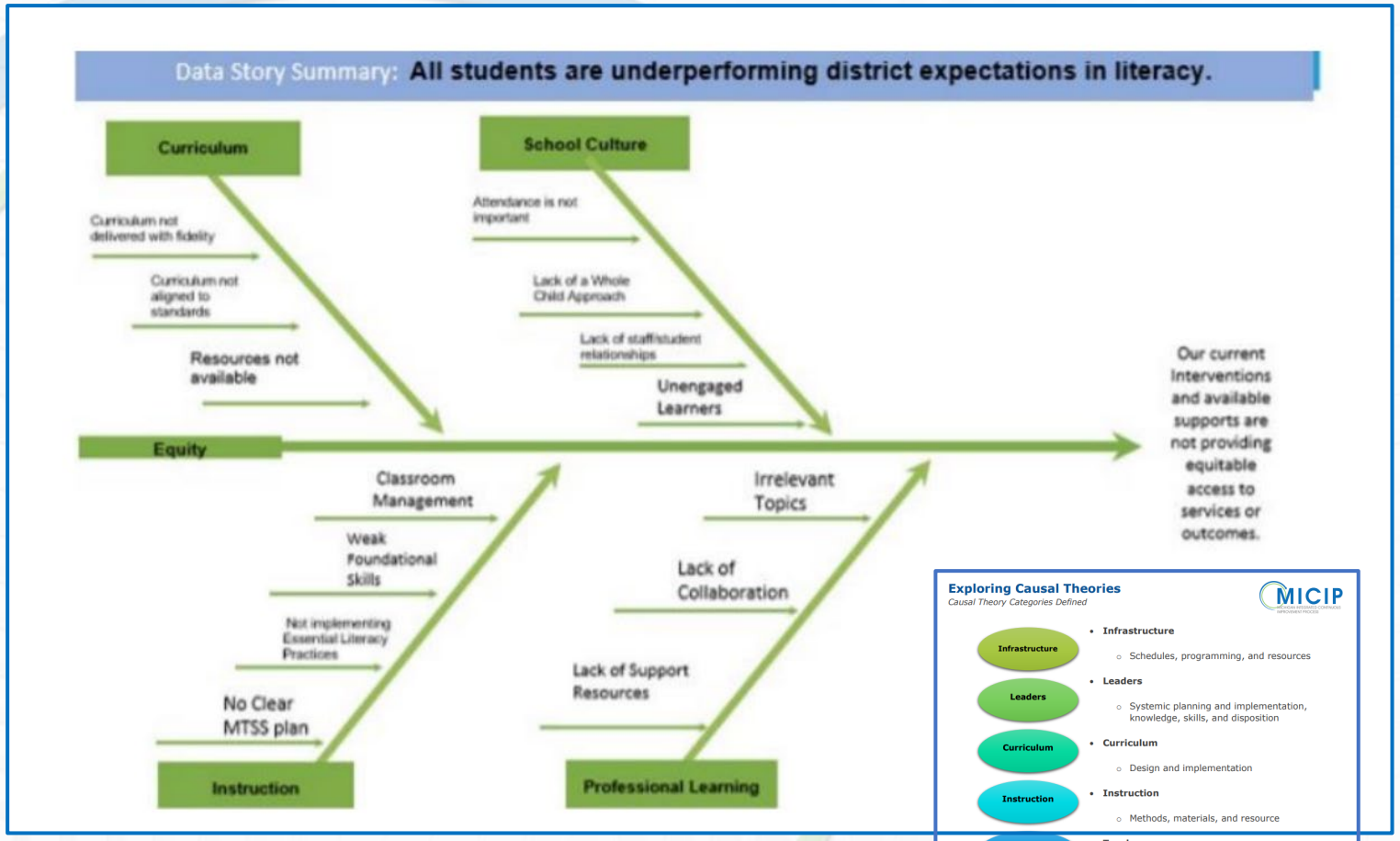
- What need is being addressed and for whom? What does the evidence indicate so far?
- What personnel are involved in the implementation? What professional development exists, including coaches and performance feedback?
- What is the financial commitment for the entire life of the goal? **What is the evidence regarding equitable allocation of resources?**
- What implementation and impact measures exist? **How have you addressed challenges to equitable implementation and impact?**
- **What student supports are in place to help achieve equitable outcomes?**

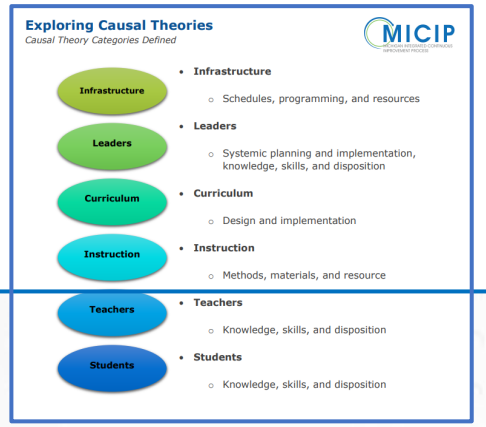
Gap Analysis: In the area you are exploring, identify gaps between your current reality and desired state for all students, **including student groups**.

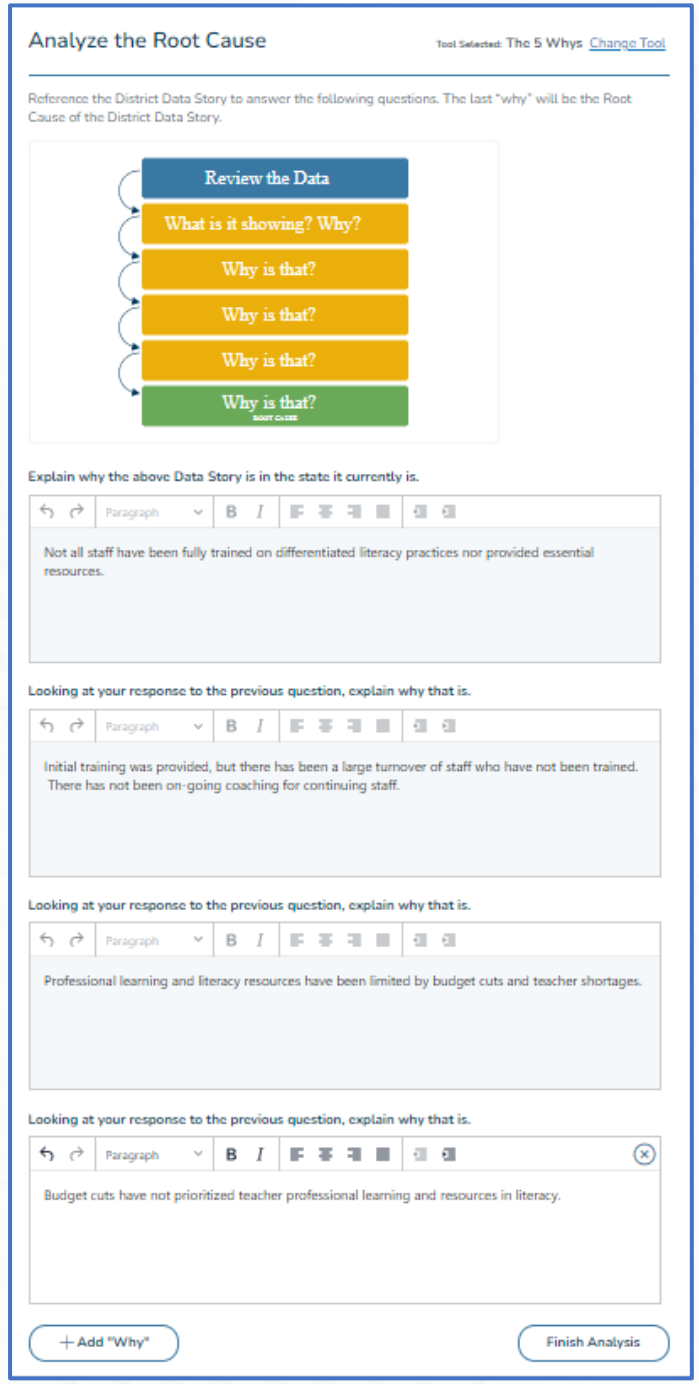
District Data Story Summary: Based on the data and the inputs above, briefly describe the story.

- What strengths or opportunity for growth have been identified? **Are the diverse needs of all students, including those at greatest risk, being addressed through identified strategies? If not, why not?**
- Are there duplicative services, programs, and supports attempting to address the same problem? If so, which are more effective, which are less so, and which are best aligned to other district initiatives?
- Is there a braiding or blending of funding across the various programs and efforts? **Is the greatest amount of funding being applied to those with the greatest need?**
- How is the district collecting data from those who are impacted by its strategies/initiatives? What does that data say?

Root Cause Analysis Fishbone/5 Whys







The Planning Process

Write Measurable Goal(s)	What will you achieve?
Set Interim and End Targets	How will you know?
Select Strategies from the Strategy Bank	How will you get there? What is the right thing to do?
Identify readiness using the hexagon tool	Can you implement the strategy in the right way? Where do you start?
Choose activities	How will you implement, monitor and evaluate the strategy?
Braid and blend funding	How will you pay for the strategy/activities?
Identify communication plan	How will you communicate the plan to stakeholders?

Continuous Improvement Requirements for Districts/Schools Identified for Additional Supports Continued

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Building a System As A Goal

Building a system as a goal addresses a specific challenge or opportunity for growth at the system level.

- The district will install/implement an **assessment system** to include diagnostic, formative, interim, and summative assessments…
- The district will implement a **curriculum/instruction/assessment system** in (content area) to include target outcomes, models of tiered instruction, and aligned assessments…
- The district will implement a **student support system** to include educational, social/emotional, and behavioral and mental health supports…
- The district will implement an **integrated MTSS framework** with fidelity across all schools with the district infrastructure necessary to support that framework, resulting in increased reading achievement and decreased behavioral referrals.
- The district will implement a **facilities management plan** to include…

Building a System As A Goal

- ELA Goal + Math Goal + Social Studies Goal + Science Goal = Curriculum and Instruction Goal or MTSS Goal

- PBIS Goal + School Climate and Culture Goal + Mental and Behavioral Goal + Social and Emotional Goal = Student Support Goal

Challenge Statement

If the district installs a **curriculum/instruction/ assessment system** to include target outcomes, models of tiered instruction, and aligned assessments in literacy/math, **then** students, staff, and parents will be able to identify what will be learned, how it will be learned and how learning will be measured **so that** student achievement will reach identified targets.

Goal: The district will install/implement a **curriculum/instruction/assessment system** to include target outcomes, models of tiered instruction, and aligned assessments in literacy/math, then students, staff, and parents will be able to identify what will be learned, how it will be learned and how learning will be measured so that student achievement will reach identified targets.

Interim Targets

- Learning targets for each grade level/content area are identified. (If…)
- An instructional model for literacy instruction with supporting professional learning is identified. (If…)
- Assessments aligned to learning targets are drafted. (If…)
- Students/staff/parents are surveyed to determine assessment system effectiveness. (Then…)

End Targets

- Learning targets in each grade level are implemented. (If…)
- The identified instructional model is implemented, supported, and monitored. (If…)
- Diagnostic, formative, and summative assessments for each content area are implemented to gather data. (If…)
- Students, staff and parents are actively involved in the learning process. (Then…)
- Student achievement increases by the desired effect in literacy/math (So that…)

Strategies/Activities/Monitoring – aligned to interim and end targets

Building Systems to Support a Goal

Goal: The district will implement a high-quality literacy program…

What systems must be in place to implement this goal?

- effective literacy **instructional and curriculum systems**, to include target outcomes, models of tiered literacy instruction, and initial professional learning and ongoing coaching
- effective **assessment and data systems** to include diagnostic, formative, interim and summative assessments and a system to capture, organize and report the data
- an effective **student support system** to include additional instruction for tiers 2 and 3

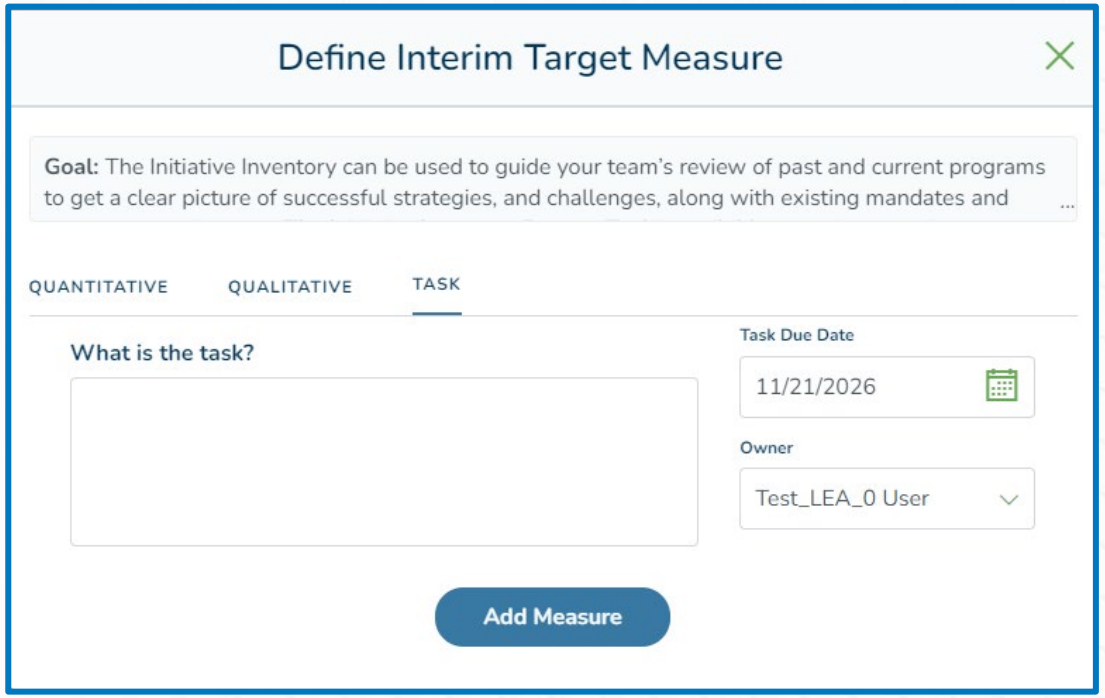
Building Systems to Support a Goal Continued

Goal: The district will implement a high-quality literacy program…

What systems must be in place to implement this goal?

- effective **assessment and data systems** to include diagnostic, formative, interim and summative assessments and a system to capture, organize and report the data

- What does the data say?
  - No assessment/data system in any area - add a **goal** of building an assessment/data system
  - No assessment/data system in literacy - add a ***task*** of building the system to the literacy goal.



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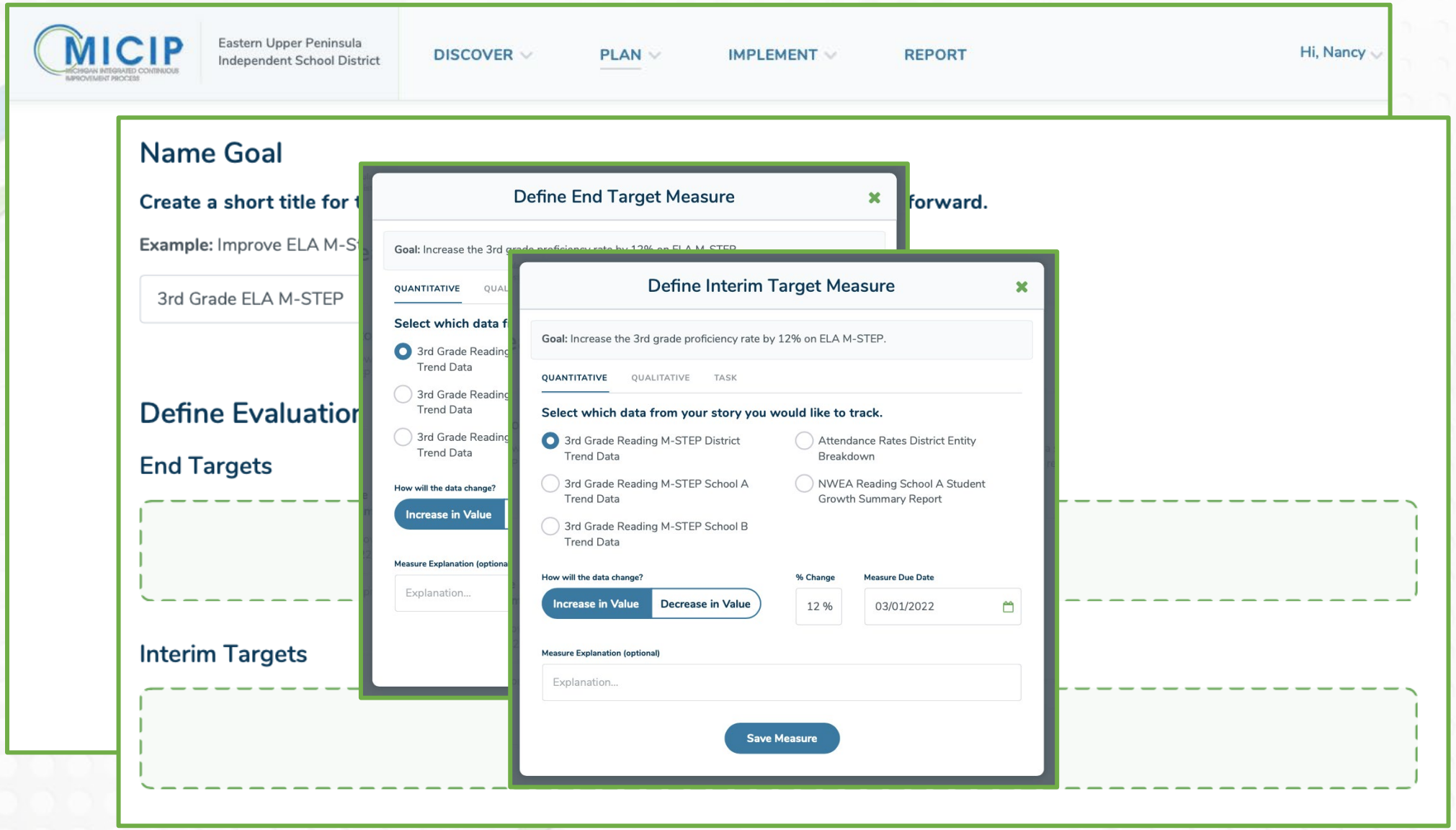
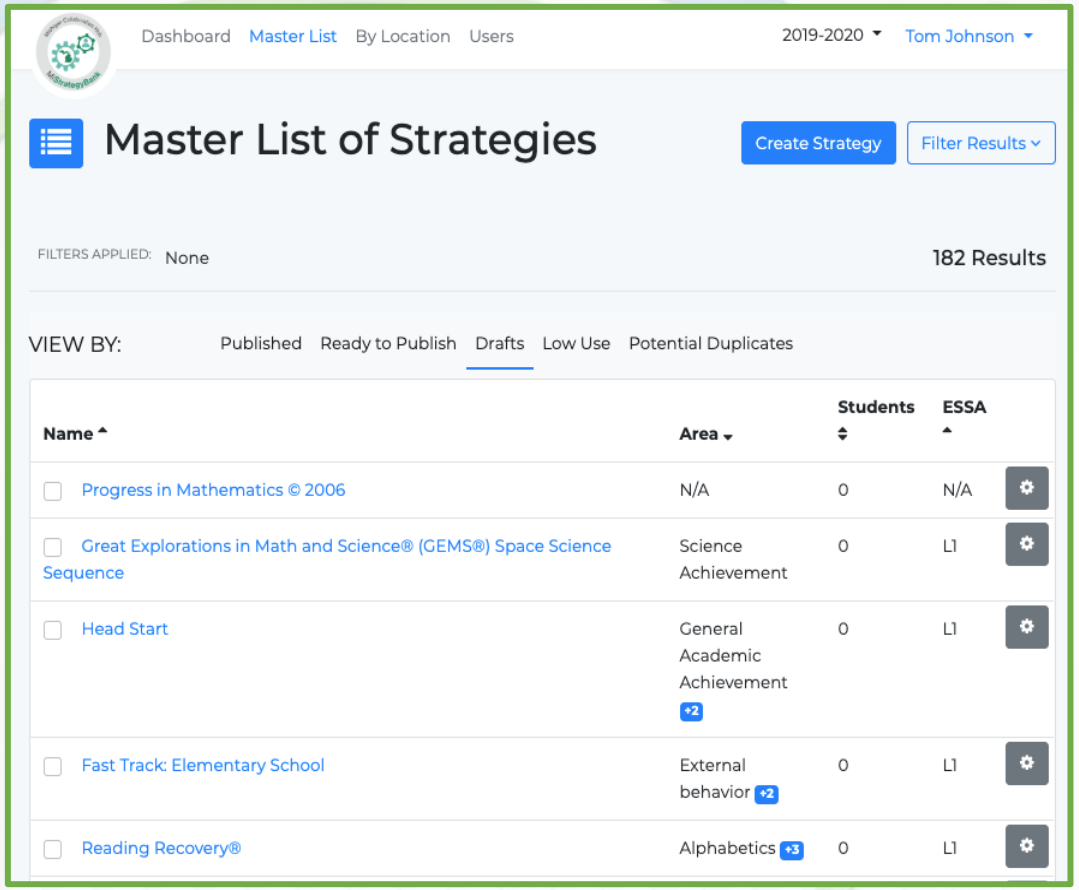
SMART Goal to Target Measures



Strategies - What is the Right Thing to do?
MiStrategyBank

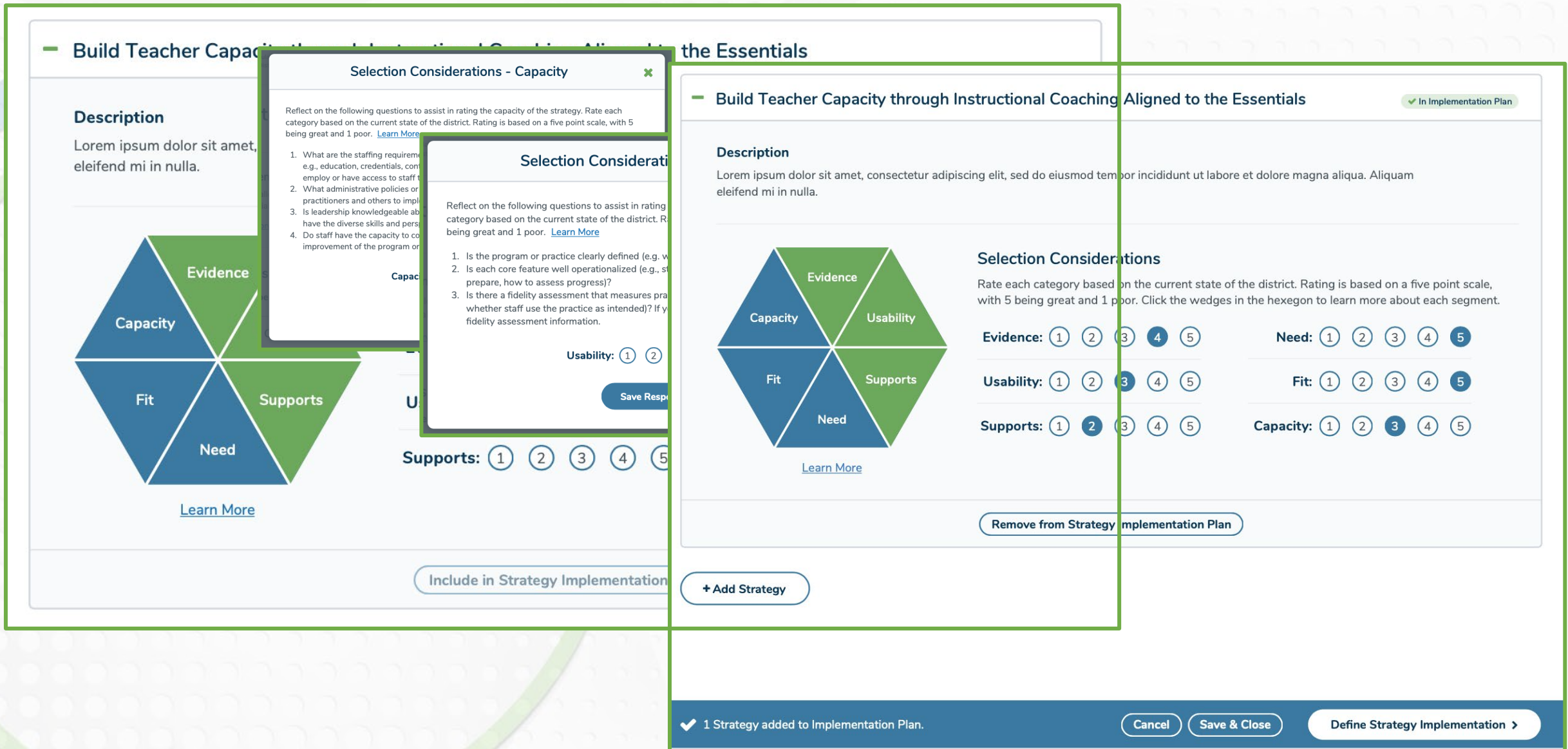
(ii) includes evidence-based interventions/strategies



What are the elements of a quality strategy?

Based on ESSA Levels
Should have resources
Based on research or evidence
Has a curator

Strategies – Can we do it the Right Way? What must we do to get ready?



Planning for Implementation

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

NIRN Implementation Stages Planning Tool

Activities

Create Strategy Implementation Plan: Middle School Mathematics

Challenge Statement

The district needs to improve student achievement in fracti
and decimals for Middle School students and raising the un

View District Data Story

Select Strategies

What strategies can be utilized to achieve this goal?

- + Connected Mathematics Project
- + Imagine Learning Math
- + Project Lead the Way (PLTW) Gateway — In Implementation Plan
- + FIRST Robotics — In Implementation Plan
- + Investigations in Number, Data, and Space® — In Implementation Plan
- + The Expert Mathematician
- + Imagine Math (PreK-2nd Grade)
- + Code.org Computer Science Discoveries (6th-10th) — In Implementation Plan

+ Add Strategy

Edit Strategy Implementation Activity

Strategy: Connected Mathematics Project (CMP)

Activity: Hire coach

Who owns this activity? Test_LEA_0 User

Activity Start Date: 02/21/2023 | Activity Due Date: 03/31/2023

Save Activity

Connected Mathematics Project (CMP) — Ready!

Strategy Details

Strategy Description

Who owns this strategy implementation? Test_LEA_0 User

When will it start? 10/10/2022 | When will it be complete? 04/06/2025

What building(s) in the district does this apply to?

Search | Select All Active

- [ ] Delta Center Elementary School
- [ ] Eaton County Youth Facility
- [ ] Grand Ledge High School
- [ ] Kenneth T. Beagle Middle School
- [x] Leon W. Hayes Intermediate School
- [ ] Neff Early Childhood Center

Strategy Implementation Activities

Define Strategy implementation activities, including monitoring for fidelity.

Activity	Owner	Start Date	Due Date
Hire coach	Test_LEA_0 User	02/21/2023	01/01/2025
Monthly staff meetings focused on math -particularly focus on percents, fractions and decimals	Test_LEA_0 User	02/21/2023	01/01/2025
Professional Learning for staff	Test_LEA_0 User	02/21/2023	01/01/2025
purchase program	Test_LEA_0 User	02/21/2023	01/01/2025
send out survey	Test_LEA_0 User	02/21/2023	01/01/2025

+ Add Activity

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?
POSSIBLE 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:
ACTIVITY:	ACTIVITY:	ACTIVITY:	ACTIVITY:

This template is designed to support district and school collaborative planning for strategy implementation. Monitoring and evaluation activities for schools inform the district evaluation process embedded in the MICIP platform.

Designed by Ben Boerkoel, Continuous Improvement Consultant at MDE, and Lisa Guzzardo Asaro, Consultant Improvement Consultant at Macomb ISD Rev 10.22.21

Activity Planning Tool

Do we know *what is working*?

Do we know *what may not* be getting the intended impact?

Do we know *why* we are getting the results we are getting?

***How* do we know?**

MICIP
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

The Implementation/Monitoring and Adjust/Evaluate Processes

Implement strategies and activities according to plan	Are all stakeholders aware of their roles when implementing the plan?
Monitor Capacity	What progress are you making on supporting those who are implementing the plan with sufficient resources?
Monitor Fidelity	What progress are you making on implementing the selected strategy/activities as intended?
Monitor Scale and Reach	What progress are you making on reaching the intended populations and on stages of implementation?
Monitor Impact	What progress are you making on the interim and end targets?
Evidence Support	What evidence are you collecting to support progress on strategies and activities?
Adjust	What adjustments do you need to make based on your evidence?

Monitor and Evaluate

Capacity
To what extent **are we supporting** the implementation of the goal with sufficient human, financial, technology, material, and time resources?

Fidelity
To what extent **are we implementing** the strategies as intended? To what extent **are we implementing** the entire plan as written? What does the implementation data say?

Scale/Reach
To what extent are we reaching the target population, e.g., the number of schools, teachers, grade levels, students, etc.?
To what extent are we implementing the intended stage of implementation (exploration, installation, initial implementation, full implementation)?

Impact
To what extent are we reaching our interim targets? What does the interim target data say?
What adjustments might need to be made?
What will you communicate regarding the results of the monitoring process? To whom?
What will you communicate regarding adjustments to the plan? To whom?

Capacity
To what extent **did we support** the implementation of the goal with sufficient human, financial, technology, material, and time resources?

Fidelity
To what extent **did we implement** the strategies as intended? To what extent **did we implement** the entire plan as written? What does the implementation data say?

Scale/Reach
To what extent did we reach the target population, e.g., the number of schools, teachers, grade levels, students, etc.?
To what extent did we implement the intended stage of implementation (exploration, installation, initial implementation, full implementation)?

Impact
To what extent did we reach our end targets? What does the end target data say?

Monitor

Evidence is critical.

The responsibility of both the district and school

- **Schools/Programs**
  - ➢ Goals and strategies/activities assigned to the school – reporting to the district continuous improvement team

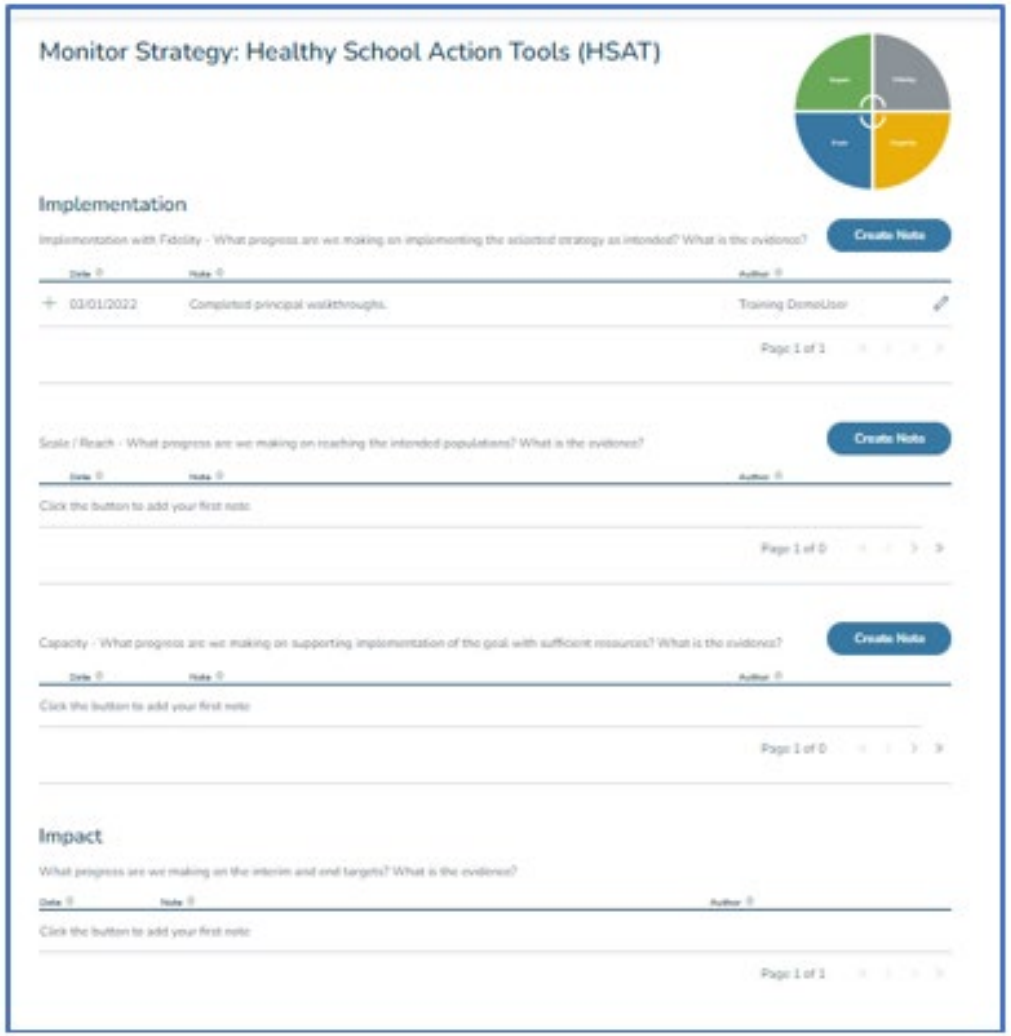
- **District**
  - ➢ Collecting data about goals/strategies/activities assigned to schools/programs across the district
  - ➢ Goals/strategies/activities assigned only to the district

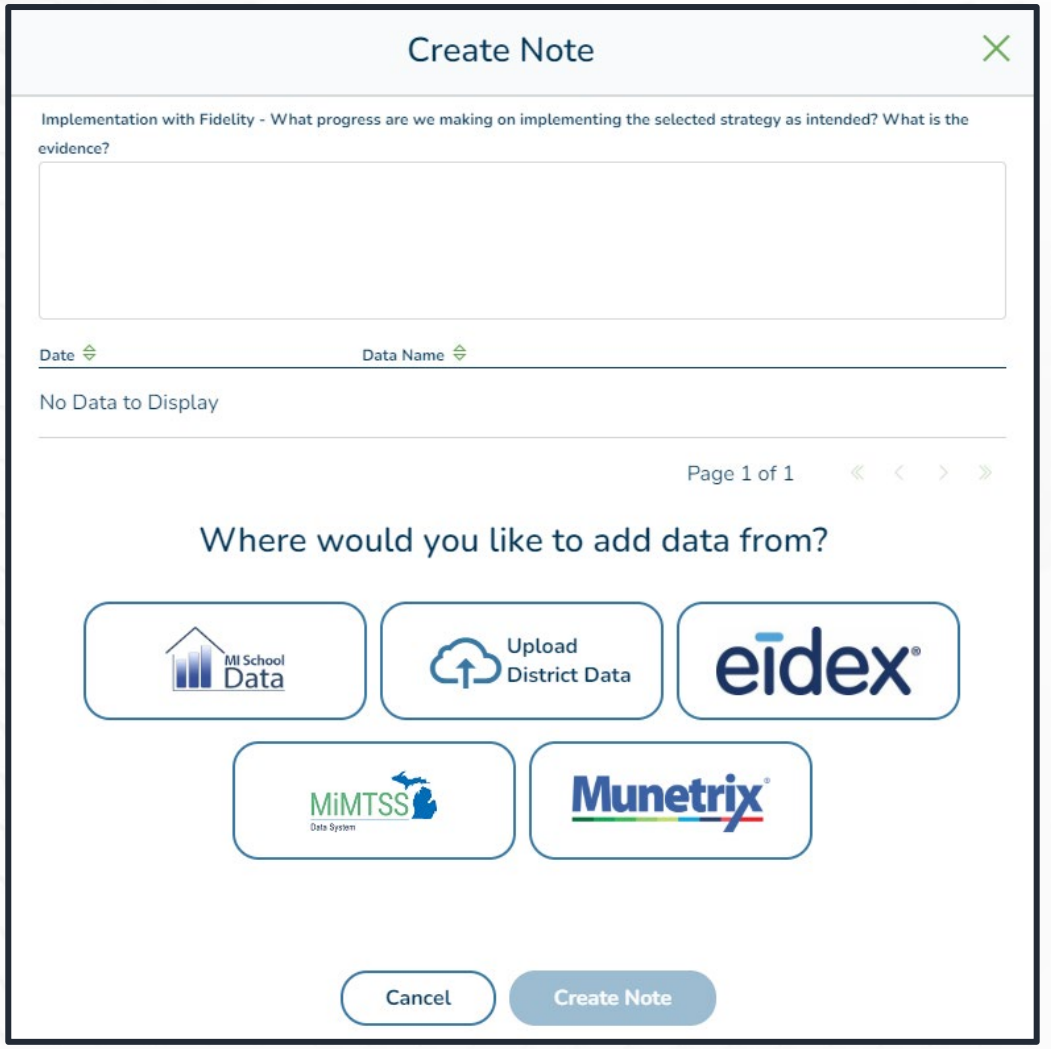
- **Both**
  - ➢ Analysis of the data regarding goals/strategies/activities assigned to them.

How will you ensure that the monitoring process is consistent across entities monitoring the same thing?

MICIP
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Adding Evidence when Monitoring





Adding Evidence When Adjusting

- Adjust in four areas – Data Story, Goal, Strategy, Activity
- Should be based on data/evidence
- Not necessary to adjust every time you monitor

MICIP
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

10 Questions to Consider about a Continuous Improvement Plan

1. Does the data story consider sufficient, multi-faceted data, including the data required by ESSA and the state?
   - academic, non-academic, systems;
   - achievement, demographic, process, perception;
   - satellite, map, street data?
2. Did the process include consideration of what has been done to address the challenges, how well that is working, and whether adjustment/deselection needs to be made?
3. Did the team complete a root cause analysis to address the "why" of the data story? Is it within the control of the school/district?
4. Do the challenge statement and the goal address the root cause?
5. Did the team have a deep and honest discussion when determining ratings for the hexagon tool? Did it put activities in place to address any gaps indicated by the tool?
6. Do the evidence or research-based strategies/activities include implementation and supports for students and adults at the Tier 1, 2, and 3 levels?
7. Does the plan include consideration of district support through systems?
8. Does the plan include blending, braiding, and expending of funds in an equitable manner?
9. Does the plan include a calendar for monitoring implementation and impact? If already being monitored, do the monitoring notes include evidence?
10. Did the MICIP process include a consideration of equity related to the various components?

Generating Plans for Schools Identified for Additional Supports

Portfolio Report

Manual Selections ... There are more op

Filters

- Select All
- Goals
  - Active
    - Test Goal 2 with 4 Strategies, 150 activities each
    - Test Goal 3 with 4 Strategies, 150 activities each
    - Sample Training Plan: Improving student achievemen...
    - Improving Math Achievement for K-12 students
    - Improving Literacy in K-2 students
    - TAN Test R2.5.1
    - TAN TEST R2.5.1 v.2
    - The Michigan Integrated Continuous Improvement Pro...
  - Maintenance
  - Archived
- Buildings
  - Open-Active
    - Delta Center Elementary School
    - Eaton County Youth Facility

Report Selection

- Select All
- Goal Statement
- Data
- Analysis
- Strategies
  - Summary
  - Implementation Plan
    - Buildings
    - Funding
    - Communication
    - Activities & Buildings
      - Activities
      - Activity Buildings
- Monitoring & Adjusting
  - Activity Status
  - Monitoring Notes by Strategy
  - Impact Notes
  - Interim Target Measures
  - Adjustment Notes
- Evaluation Status
  - End Target Measures
  - Impact Questions & Responses

MICIP | Grand Ledge Public Schools | DISCOVER | PLAN | IMPLEMENT | REPORT

MICIP

MICIP Portfolio Report

Grand Ledge Public Schools

Goals Included

Active
- Improving Math Achievement for K-12 students

Buildings Included

Open-Active
- Delta Center Elementary School

Plan Components Included

Goal Summary
Data
  Data Set
  Data Story
Analysis
  Root Cause
  Challenge Statement
Strategy
  Summary
  Implementation Plan
    Buildings
    Funding
    Communication
    Activities
      Activity Text
      Activity Buildings
Monitoring & Adjusting
  Activity Status
  Interim Target Measures
Evaluation Status
  End Target Measures

Personal Support

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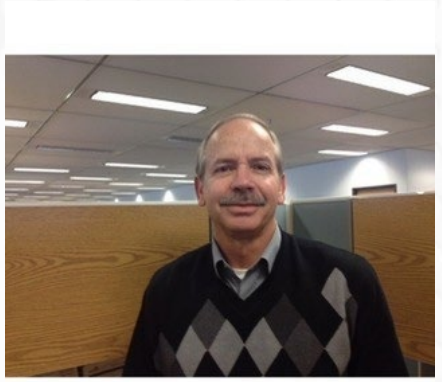

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MICHIGAN Department of Education

MICIP MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Meeting Plan Requirements in MICIP

ESSA Plan Requirement	How this will be addressed using the MICIP Process and Platform
(i) Informed by all indicators in the School Index	In MICIP, "Engaging in an assess needs process helps a district gain a picture of its achievements and challenges and identify the factors that are critical to its success. This includes looking at data from a number of sources – including academic, non-academic, and systems – as well as a variety of types of data - achievement, demographic, perception, and process – to identify the "what," or the gap between the current state and the desired future state. It involves looking first at district-wide data in the area of inquiry and then looking at what that same data looks like at the school level." **Within this process, districts with schools identified for support will review their School Index data as an "area of inquiry" within MICIP. Coordinated Supports has been working with MICIP staff to integrate School Index data sets from MI School Data for this purpose. As the district writes their "data story", they will inventory and analyze current initiatives being implemented to improve School Index indicators. The district's data analysis, initiative inventory, and gap statement will come together in a "data story summary" as a rationale for the district's improvement plan.**

Meeting Plan Requirements in MICIP, 2

ESSA Plan Requirement	How this will be addressed using the MICIP Process and Platform
(iii) is based on a school-level needs assessment;	In MICIP, "Engaging in root cause analysis asks participants to look at a variety of possible causes to get to the primary contributing factor(s); it helps determine "why" the district is where it is. Putting the assess needs and root cause analysis together allows the district to identify challenges or opportunities for growth as well as assets that can be leveraged to address those opportunities. Understanding what is working well and what needs to be changed is crucial to effectively identify goals and strategies that, if implemented with fidelity, can help the district reach its goals and achieve success." **Within this process, districts with schools identified for support will analyze the district "data story summary" to identify a root cause contributing to the school's identification and "define a challenge statement" that describes the need, challenge, or opportunity for growth that the continuous improvement plan will address.**

MICHIGAN Department of Education

Meeting Plan Requirements in MICIP, 3

ESSA Plan Requirement	How this will be addressed using the MICIP Process and Platform
(iv) identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;	Within MICIP, when the district "identifies strategy details", strategies can be assigned district-wide, to individual schools, or programs within schools by clicking the appropriate box(es). A strategy assigned district-wide will be assigned to all schools in that district. The assignment of a strategy to a building will become part of that school's continuous improvement plan and will also be assigned to the district. The district then identifies "strategy implementation activities" that need to occur based on the stage of implementation and how the district will "fund the strategy". **Within the "assess needs process" and/or "fund the strategy" process, districts can conduct a Resource Allocation Review (RAR). Districts with schools identified for CSI and/or ATS will receive guidance and technical assistance on how to complete a RAR. The district can add activities related to the RAR within the "strategy implementation activities" portion of MICIP and complete them to identify resource inequities that need to be addressed to support the implementation of the school level plan.**

MICIP
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Meeting Plan Requirements in MICIP, 4

ESSA Plan Requirement	How this will be addressed using the MICIP Process and Platform
(ii) includes evidence-based interventions	Within the MICIP plan process, districts "define a measurable goal" to address the need or opportunity defined in the challenge statement. The measurement component of a SMART goal should align with the data considered as part of the assess needs process. From there the district defines interim and end target measures that align with the target in the SMART goal. Next the district creates a "strategy implementation plan" adding strategies to achieve the measurable goals. The same goal may apply to the entire district, but different strategies may be selected for different schools, grade levels, or departments. **Within this process, districts with schools identified for support can use the Hexagon Tool to guide the selection of strategies, including evidence-based interventions, based on program indicators (evidence, usability, and supports) and implementing site indicators (need, fit, capacity). The evidence indicator guides the district to consider whether there is research or evaluation data available to demonstrate the effectiveness of the strategy, the strength of the evidence [ESSA Tiers of Evidence], and for whom and in what conditions there is evidence of achieving intended outcomes when implemented as intended.**

This is not a platform training, this is a process training.

Learning Target

Understand the CSI, ATS, and TSI plan requirements according to ESSA and how they will be addressed in MICIP

Michigan Integrated Continuous Improvement Process (MICIP)

MICIP Resources (michigan.gov)

- MICIP Process Guide
- MICIP Platform Guide

Professional Learning (michigan.gov)

The MICIP Process

MICHIGAN Department of Education

MICIP
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Comparison of Support Category Attributes & Required Actions

Support Category	Breadth of Issue	How often is the designation given?	Responsibility Who plans and implements support?	Oversight Who approves support plan?	Exits Who sets criteria & timelines?
CSI	School	Every 3 Years	District	State	State
ATS	Subgroup	Every 6 Years	School	District	State
TSI	Subgroup	Yearly	School	District	District

Meeting Plan Requirements in MICIP

Assess Needs Process

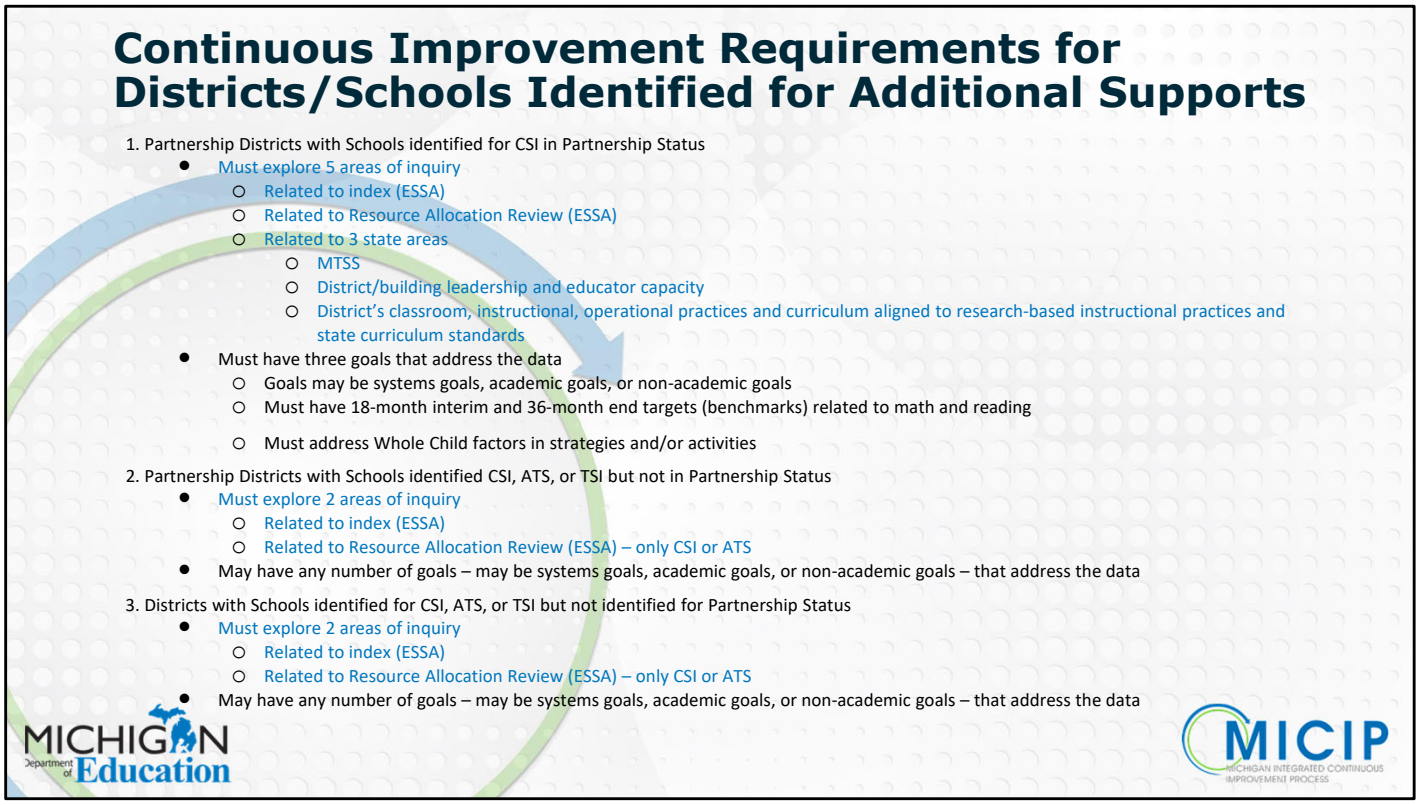
(i) informed by the School Index growth and proficiency reports in ELA and math

(iii) is based on a school-level needs assessment

(iv) identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan (also part of monitoring)

Planning Process

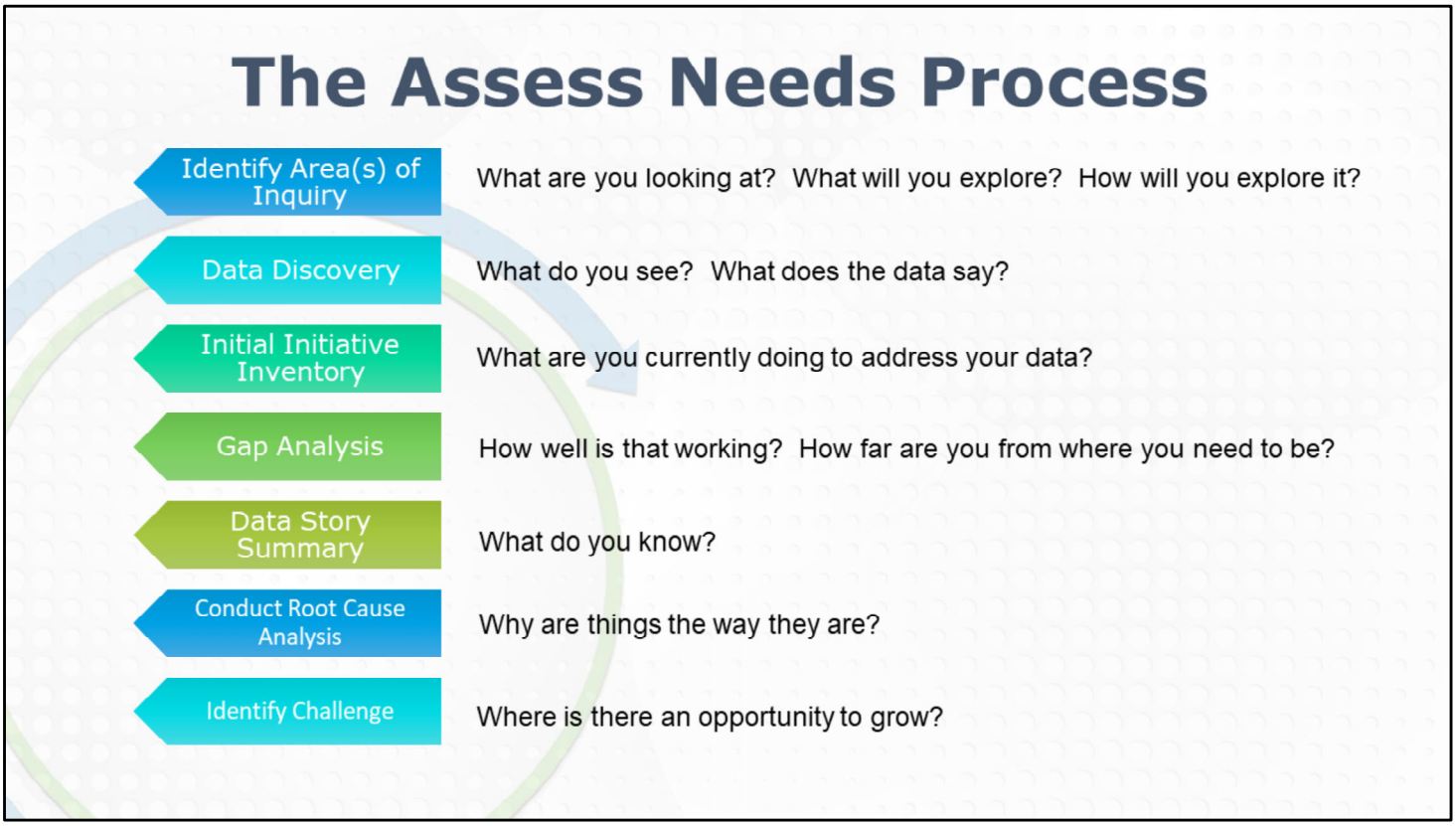
(ii) includes evidence-based interventions/strategies



Some of you might be part of or supporting districts with schools identified for additional supports. This slide is intended to clarify how systems goals can be addressed in the various categories of districts/schools.

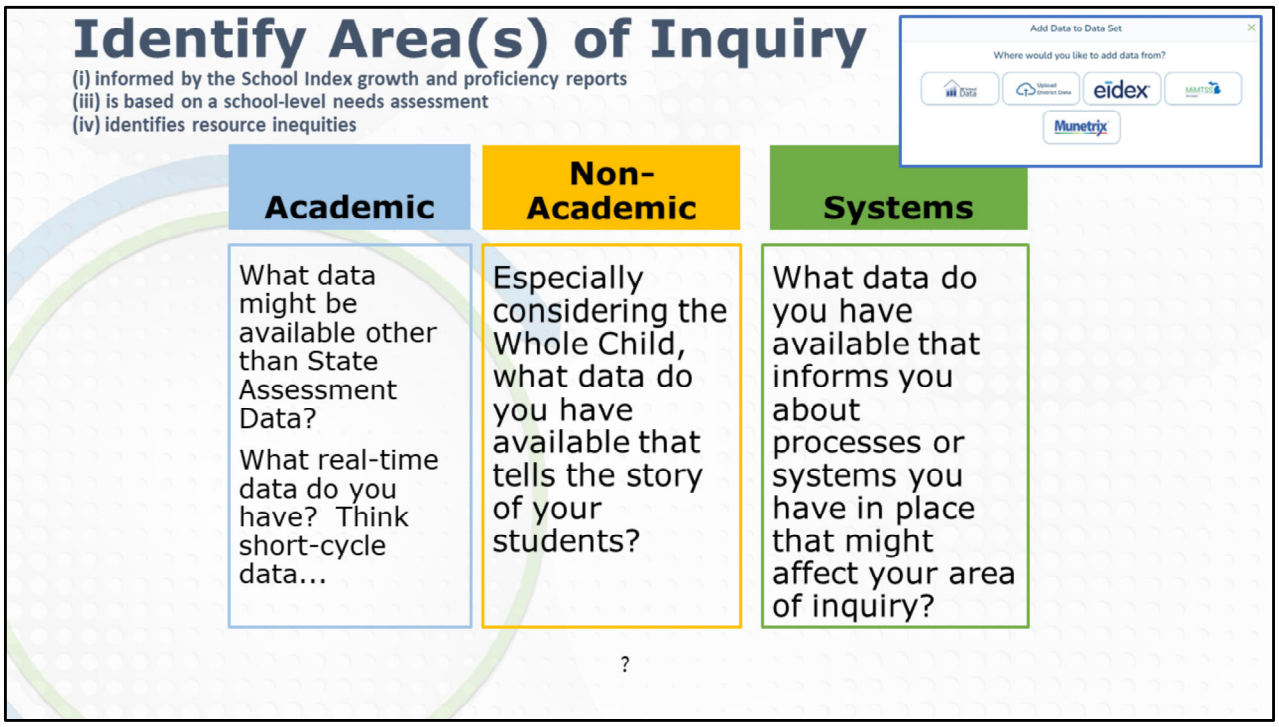
1. Partnership Districts with Schools identified for CSI in Partnership Status - must explore the 5 areas of inquiry indicated on the slide.
2. Partnership Districts with Schools identified CSI, ATS, or TSI but not in Partnership Status. These are districts that have schools not in partnership status as well as those in partnership status. Those schools not in partnership status must explore the 2 areas of inquiry indicated on the slide.
3. Districts with Schools identified for CSI, ATS, or TSI but not identified for Partnership Status. Those schools must explore the 2 areas of inquiry indicated on the slide.

If you have questions, please contact your PAL, your Coordinated Supports Point of Contact, or your ISD.



Can be used to start from scratch

Can be used to re-evaluate current plans



Once an area of inquiry has been identified, a continuous improvement team will identify data objects to build a data story to help address that area. What data will help the team answer its driving question?

One way to drive inquiry and organize data might be to use the categories on this slide. Organizing data in this way might cause you to ask questions such as those on the slide. Although an area of inquiry may be initially driven by one area of data, districts are encouraged to consider all areas in building their story. If a plan is simply adjusted to include the reasons for identification of a particular school or schools, the data story must include data objects from that school.

Data Inventory information can be found in the ***Continuous Communication*** eNewsletter (June 18, 2020) using this link:
https://www.michigan.gov/documents/mde/MICIP_CC_20200618_695776_7.pdf

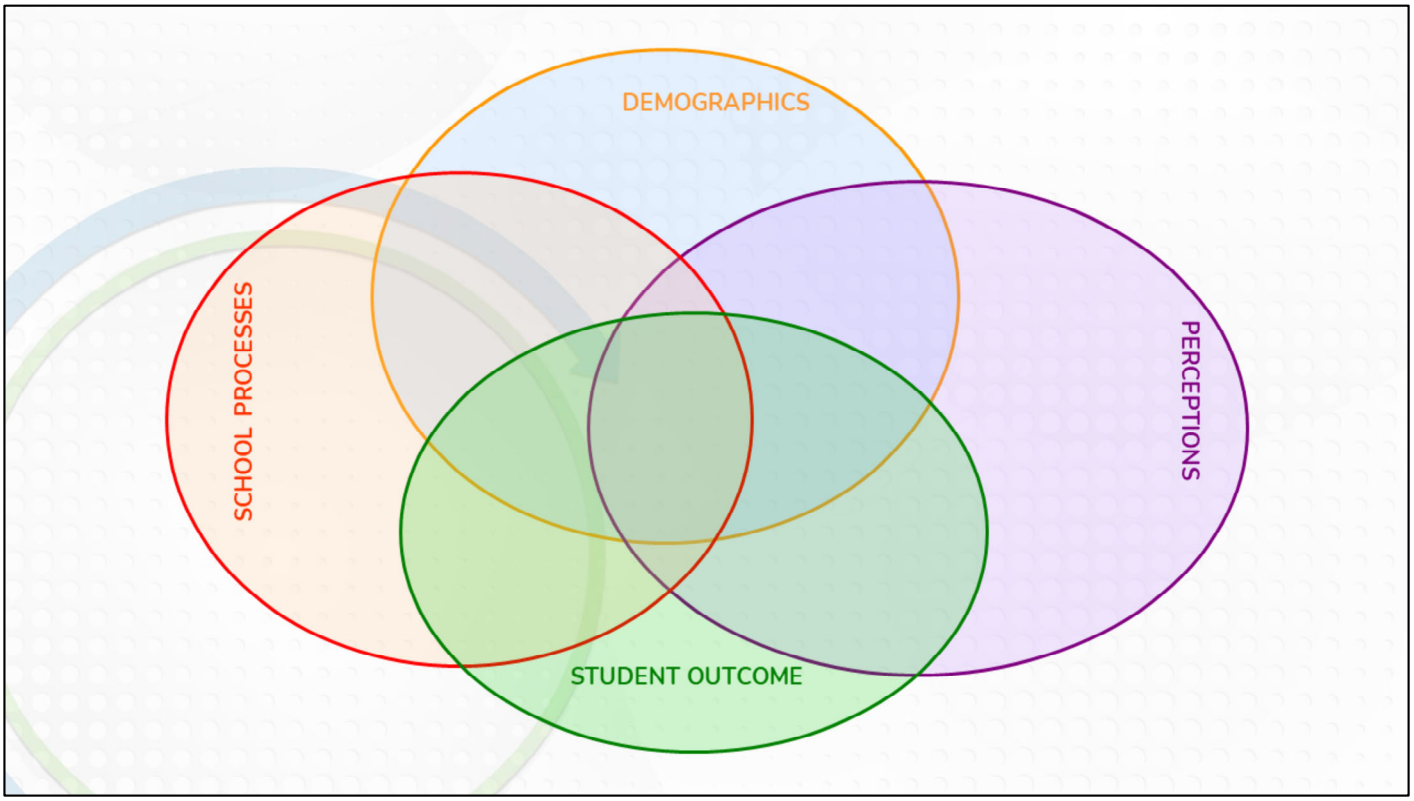
Triangulating Data

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)

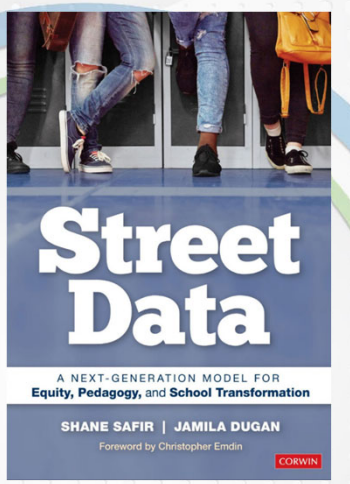
Triangulated Data Sources for Academic, Non-Academic, and Systems Data (michigan.gov)

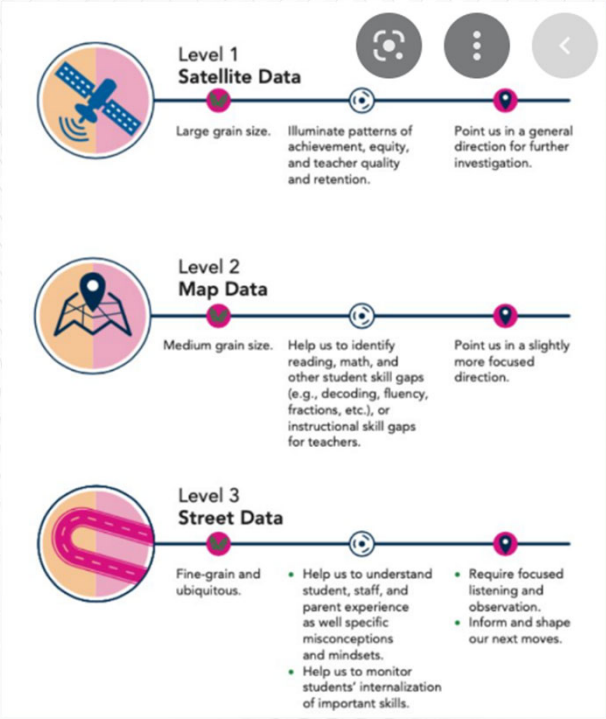
This chart shows examples of various kinds of data that might be used to build a data story and then used for monitoring. While it is not required for a data story to include data from all categories, it is recommended that the district at least consider data in all three areas.



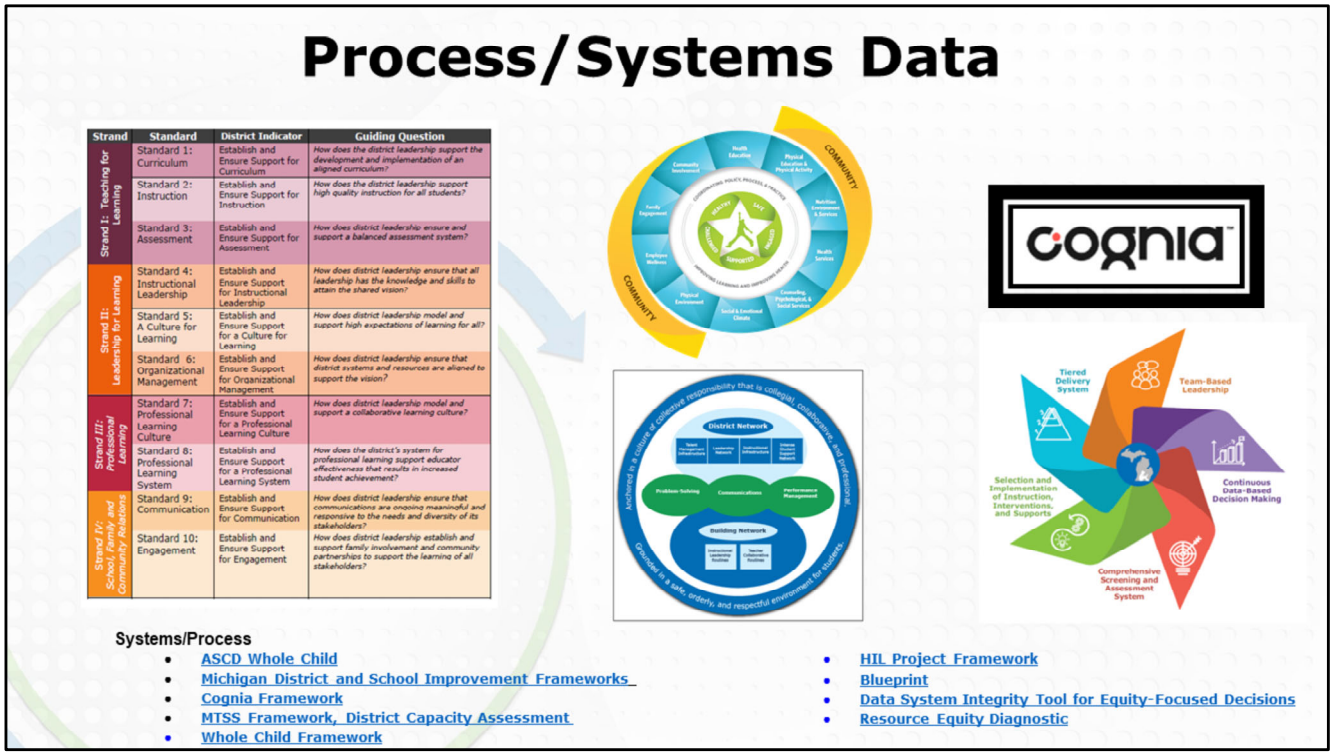
This slide shows how a data story – and consequently, monitoring – might consider data from the four types - outcome, demographic, process, and perception.

Levels of Data





Collecting this data is important for assessing needs, for planning, and for monitoring.



Does a district have a framework(s) that help answer these questions?

- Do we have systems?
- What is effective? What is not effective?
- How do we know?

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.

As you think about your district, what framework(s), if any, do you use?

Equity and Data

How might re-framing continuous improvement inquiry from a focus on perceiving students as the "problem" to a focus on locating system barriers at the classroom, school, district, and state levels? Through this lens, what type of data might educators collect and what changes might be necessary to collect it?

Who is choosing the data we collect/explore? Are all represented in the process of choosing the data?

To what extent are we measuring the opportunity gap (inputs) in addition to achievement gap (outputs) as well as the relationship between them?

Do we collect and analyze data regarding both students' needs and students' assets? Do we know enough about students who may be different from us to be able to recognize their assets? To what extent do we know how to leverage assets to address challenges/growth edges?

To what extent are we willing to reflect on our way of knowing for root causes? How do we assure our assumptions are not limiting what we choose as causes? Do we look at root causes with team members who experienced barriers in schooling?

To what extent does our data process allow us to know our individual students deeply and authentically, in addition to looking at groups/averages?

What data will help measure access/lack of access in systems, outcomes, and resources, both human and financial? Do we have the right tools to access/collect such data?

To what extent does our data dialogue process encourage us to analyze and interpret data with fairness?

How will we assess how students, parents and the community perceive their own needs and assets? How will we gather perception data from those impacted by our educational practices?

When making decisions using data, do we ask who will benefit from the decisions and who will not, and plan supports to mitigate the gap? Do we include those most likely to face barriers in the decision process?

What data will we use to monitor and evaluate strategies to ensure equity in systems and in outcomes and to prevent unintended negative consequences from disproportionately affecting certain student groups?

Equity is a critical piece of the MICIP mindset and is foundational to the other components. On this slide we consider some of the questions from the Equity Toolkit relating to equity especially as they relate to data. Take a few moments to read through them. How might considering these questions impact how we approach the assess needs process?

Building the Data Story

Initial Initiative Inventory and Analysis: Initiative Inventories help teams get a clear picture of existing initiatives, mandates and resource commitments to help with exploring the fit of the additional initiatives with current work. It also guides decision making to make room for new work or to discontinue existing work; it also assists with alignment of initiatives to each other and to the district mission. In the area you are exploring, list systems/initiatives that are currently in place and summarize your findings.

- What need is being addressed and for whom? What does the evidence indicate so far?
- What personnel are involved in the implementation? What professional development exists, including coaches and performance feedback?
- What is the financial commitment for the entire life of the goal? **What is the evidence regarding equitable allocation of resources?**
- What implementation and impact measures exist? **How have you addressed challenges to equitable implementation and impact?**
- **What student supports are in place to help achieve equitable outcomes?**

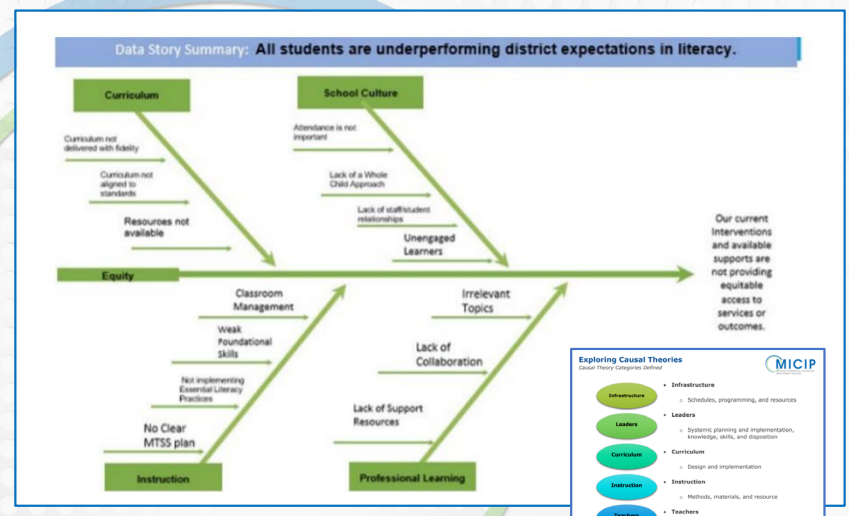
Gap Analysis: In the area you are exploring, identify gaps between your current reality and desired state for all students, **including student groups**.

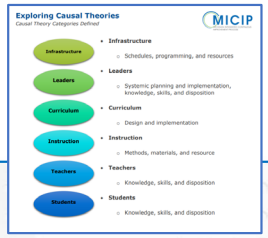
District Data Story Summary: Based on the data and the inputs above, briefly describe the story.

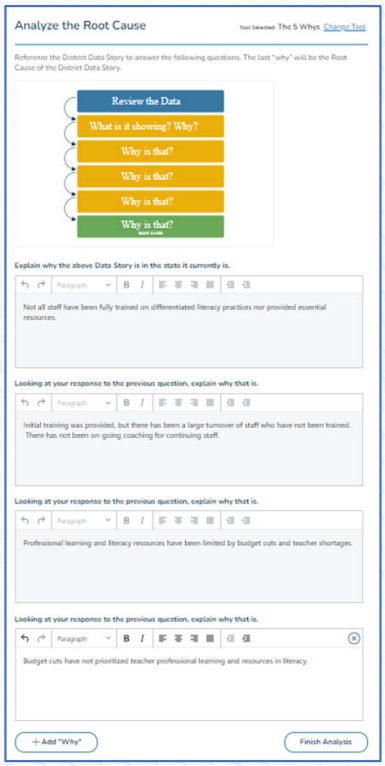
- What strengths or opportunity for growth have been identified? **Are the diverse needs of all students, including those at greatest risk, being addressed through identified strategies? If not, why not?**
- Are there duplicative services, programs, and supports attempting to address the same problem? If so, which are more effective, which are less so, and which are best aligned to other district initiatives?
- Is there a braiding or blending of funding across the various programs and efforts? **Is the greatest amount of funding being applied to those with the greatest need?**
- How is the district collecting data from those who are impacted by its strategies/initiatives? What does that data say?

Built with partnership districts in mind but being used by everyone

Root Cause Analysis Fishbone/5 Whys

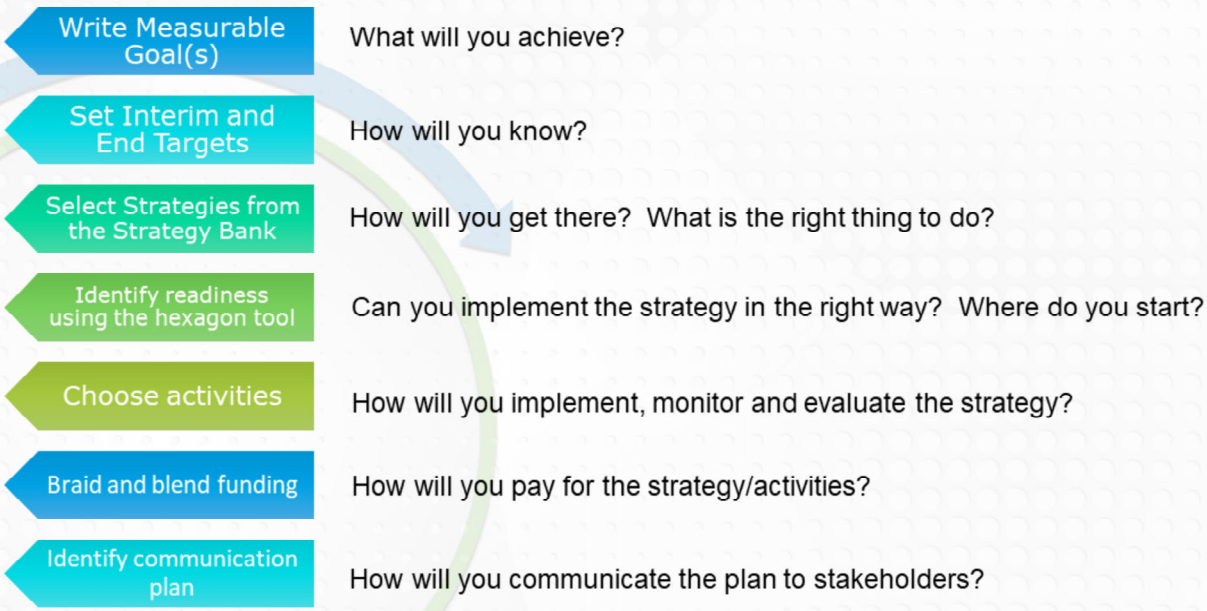


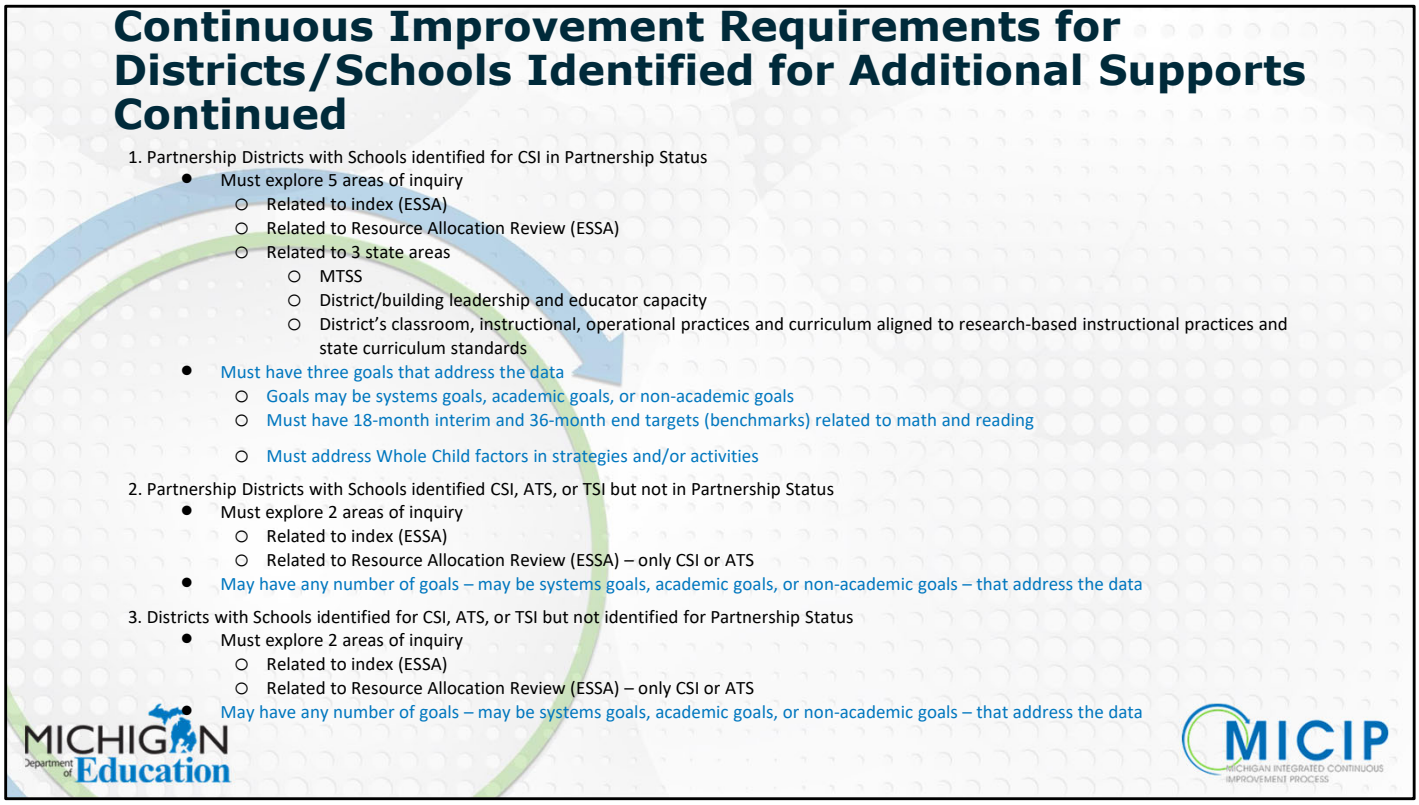




MICIP contains two root cause tools. We suggest beginning with the fishbone to brainstorm possible causes, then using the five whys to dig more deeply. A school can also use tools of its own choosing.

The Planning Process





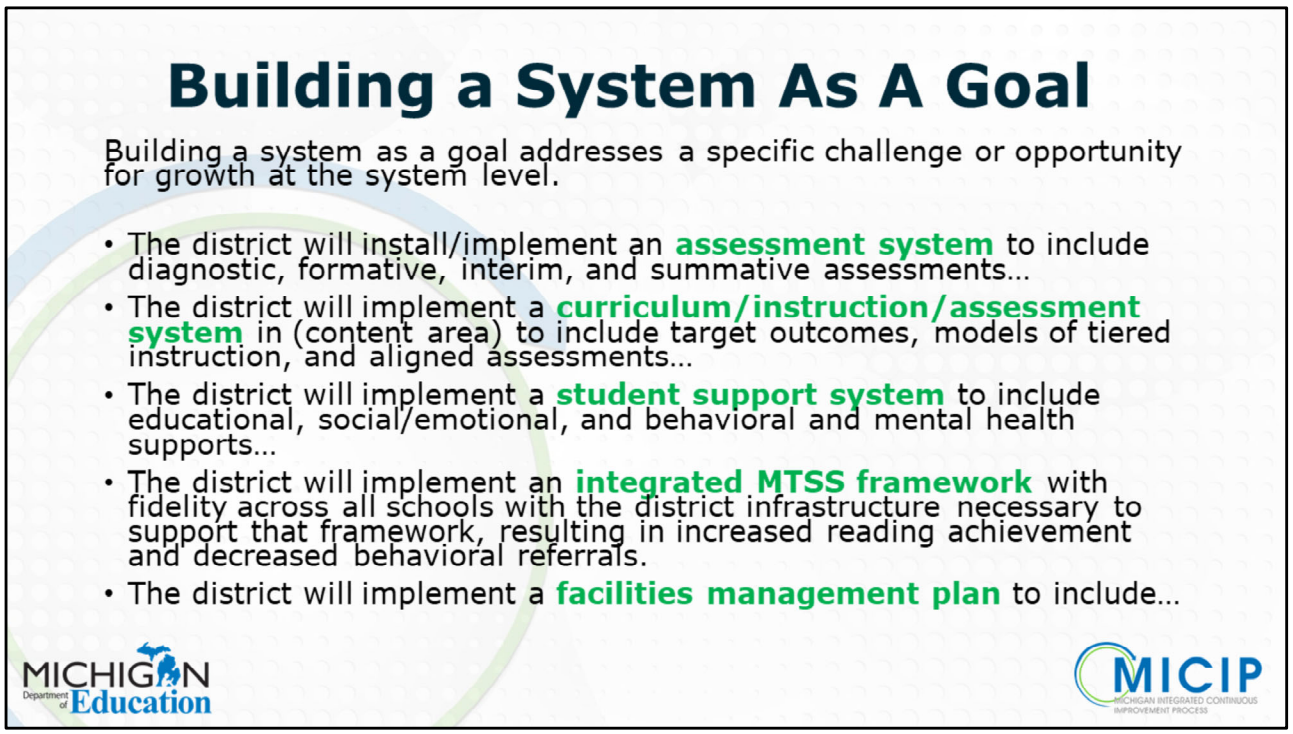
Some of you might be part of or supporting districts with schools identified for additional supports. This slide is intended to clarify how systems goals can be addressed in the various categories of districts/schools.

1.. Partnership Districts with Schools identified for CSI in Partnership Status - Must have three goals that address the data – the goals may be systems goals, academic goals, or non-academic goals - must have interim and end targets (benchmarks) related to math and reading

2. Partnership Districts with Schools identified CSI, ATS, or TSI but not in Partnership Status. These are districts that have schools not in partnership status as well as those in partnership status. Those schools not in partnership status may have any number of goals – systems, academic, or non-academic – that address their data.

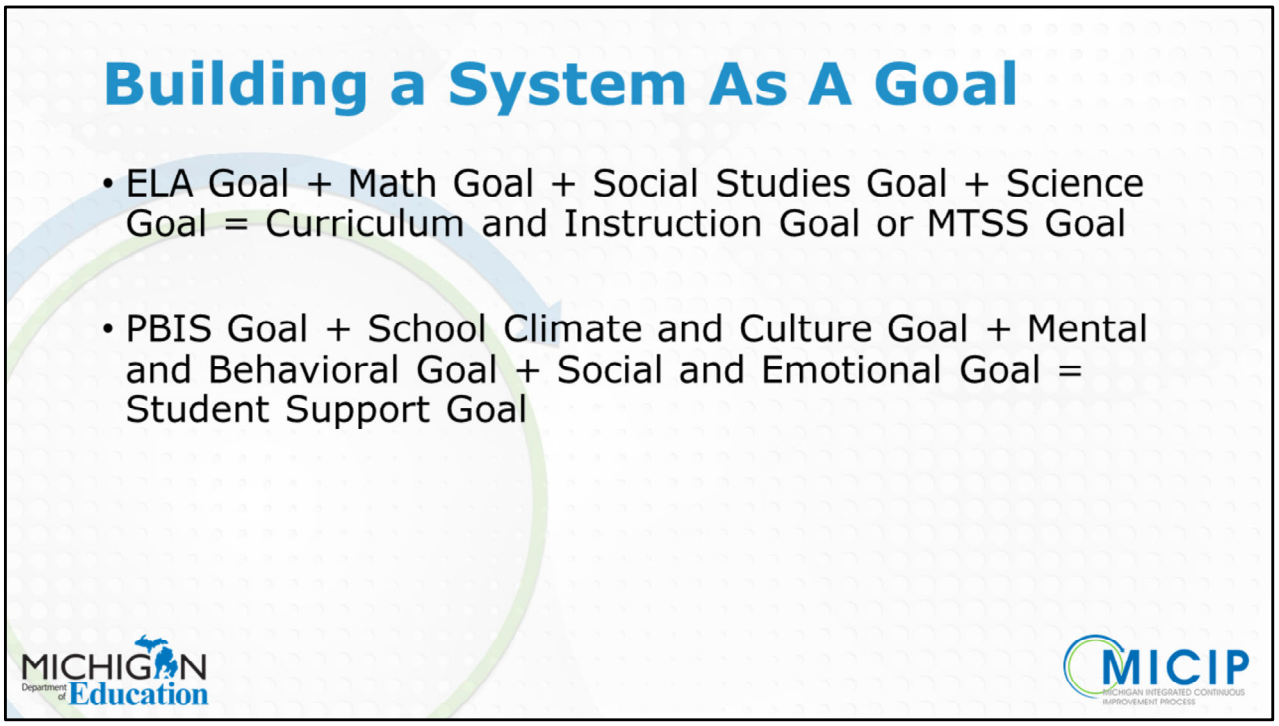
3. Districts with Schools identified for CSI, ATS, or TSI but not identified for Partnership Status. Those schools may have any number of goals – systems, academic, or non-academic – that address their data.

If you have questions, please contact your PAL, your Coordinated Supports Point of Contact, or your ISD.



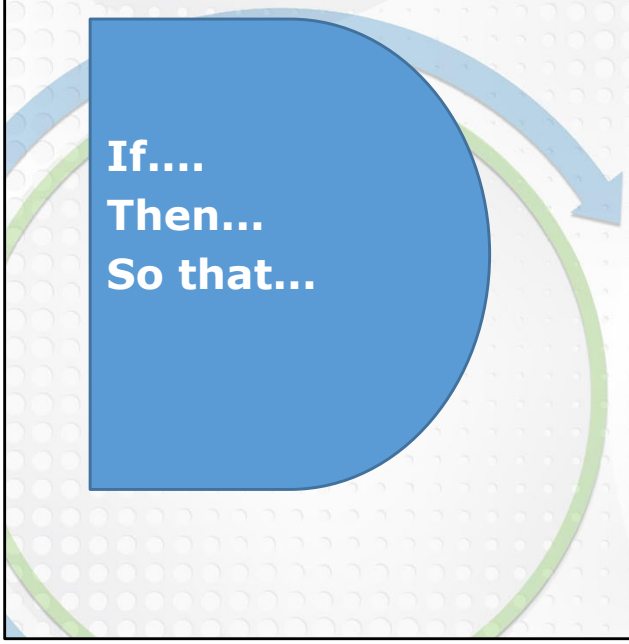
When we talk about building systems in MICIP, we refer to two ideas: building a system as a goal and building systems to support another goal. We will spend a few minutes looking at each.

On this slide you see several examples of building a system as the goal. If you do not Notice in the first couple of examples that we include ideas about what such a system might include. Including such ideas may help with developing the rest of the plan. Our examples include building an assessment system, curriculum/instruction/assessment system, student support system, MTSS framework or system, an a facilities management plan, or system.



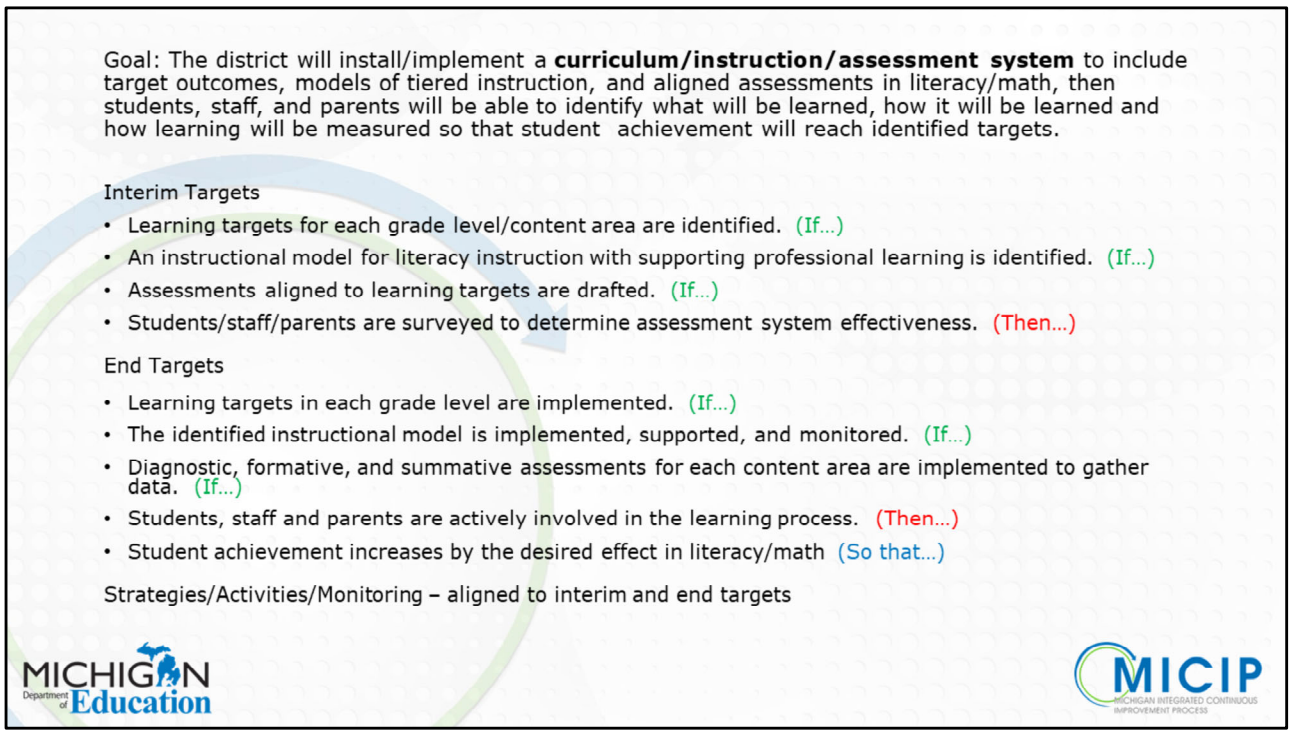
This slide gives some examples of combining individual goals into systems goals. For example, if a district currently has multiple goals each around individual content areas, might they be combined into a curriculum and instruction goal or an MTSS goal? If a district currently has goals in several areas regarding supporting students, might they be combined into a student support goal?

Challenge Statement

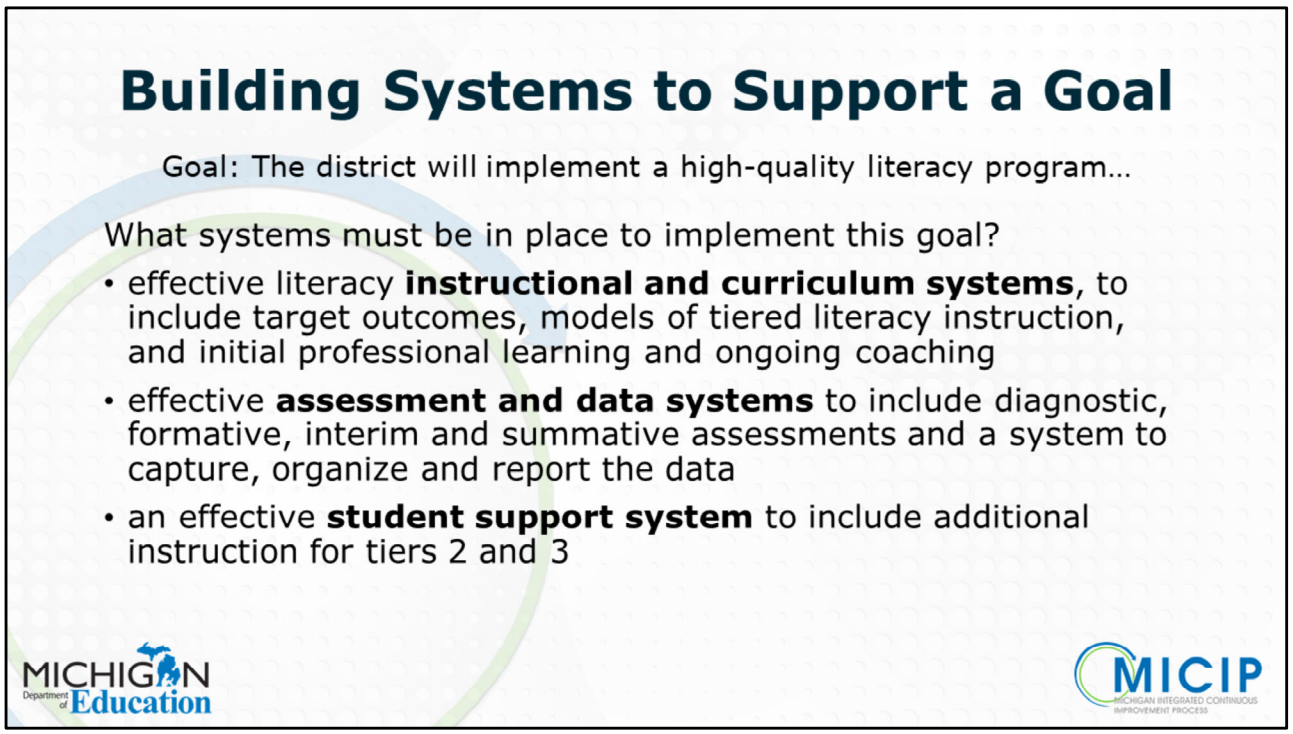


If the district installs a **curriculum/instruction/ assessment system** to include target outcomes, models of tiered instruction, and aligned assessments in literacy/math, **then** students, staff, and parents will be able to identify what will be learned, how it will be learned and how learning will be measured **so that** student achievement will reach identified targets.

Let's look at a specific example of building a system as a goal, that of installing an assessment system. The last step before identifying a goal is to identify a challenge statement. In MICIP, we recommend using a three-part If…, then…, so that…logic model to identify the challenge. You see an example of such a statement on this slide. The data story has identified that student achievement is lagging compared to where it needs to be, and a root cause is that the district does not have a good assessment system that helps students, staff, and parents be able to identify current learning as well as future learning.



In this case, the district has decided to install or implement an assessment system as a goal. Once a goal is established, it also needs interim and end targets. Note how the interim and end targets are designed to address the various components of the challenge statement. Note also that the So that… is almost always related to an impact on students. Following the identification of targets, strategies and activities - including monitoring - need to be identified that will allow the district to achieve its targets.



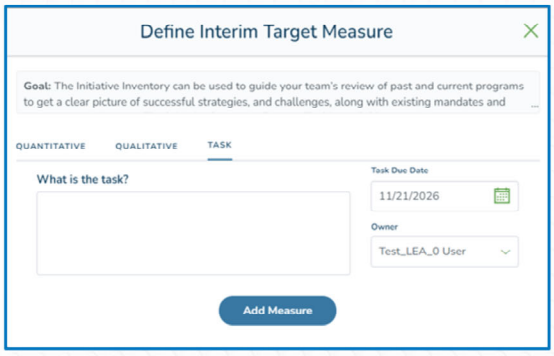
The second way to address systems is to build a system to support a goal. Suppose the district goal primarily addresses an academic or non-academic area like the example on this slide. In this case we need to ask the question regarding which systems need to be in place to support a high-quality literacy program. For example, we need effective curriculum and instruction systems, assessment and data systems, and student support systems.

Building Systems to Support a Goal Continued

Goal: The district will implement a high-quality literacy program…

What systems must be in place to implement this goal?

- effective **assessment and data systems** to include diagnostic, formative, interim and summative assessments and a system to capture, organize and report the data
- What does the data say?
  - No assessment/data system in any area - add a **goal** of building an assessment/data system
  - No assessment/data system in literacy - add a ***task*** of building the system to the literacy goal.



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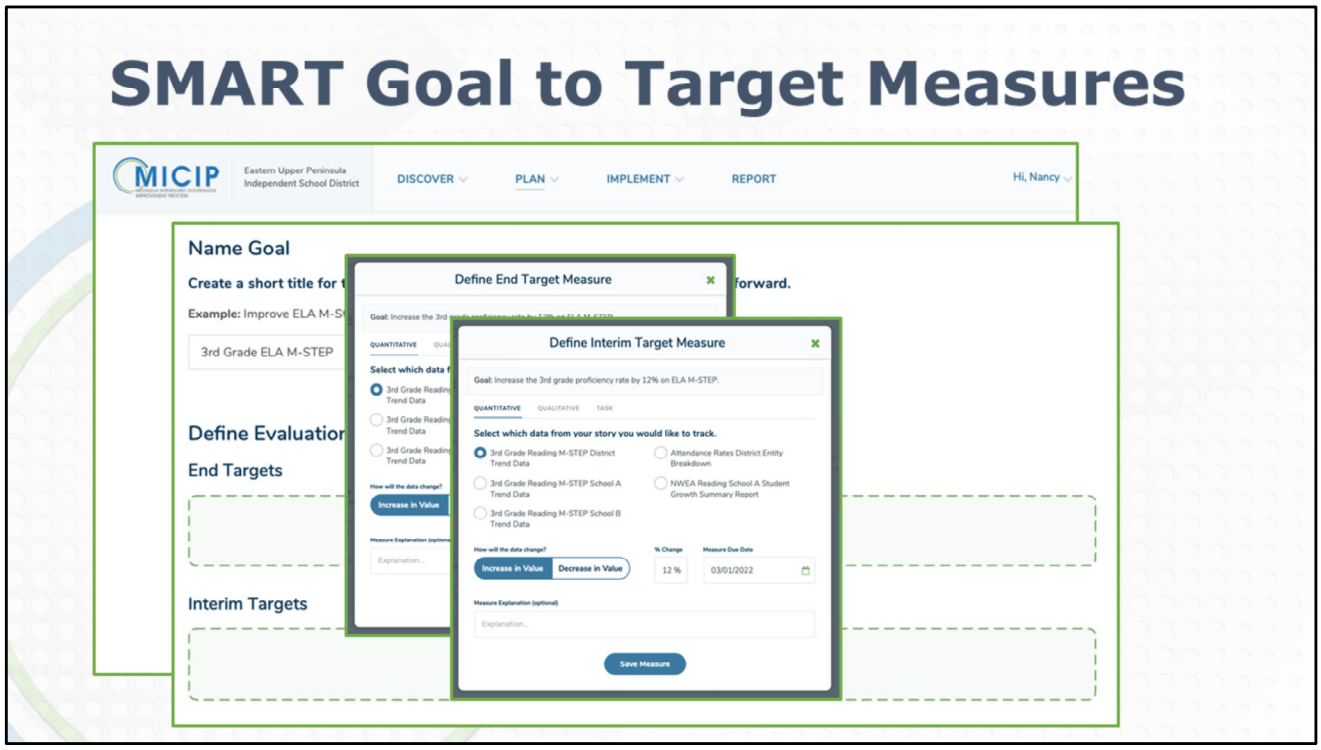
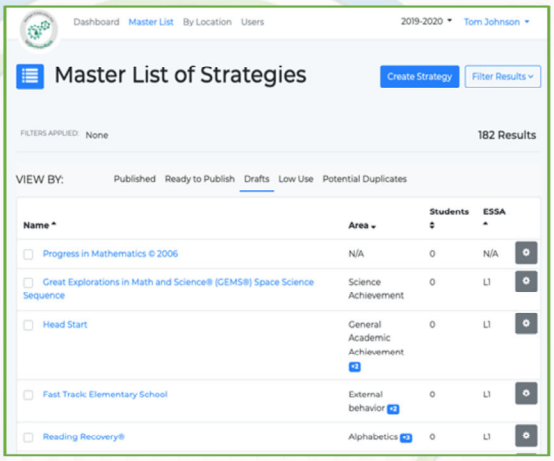
For the purpose of illustration, let's again focus on the need for an assessment and data system. If we haven't already gathered data about the effectiveness of our assessment and data system using one of the systems frameworks, we need to do that since that data will help determine next steps. Suppose the data shows that we don't have an effective assessment/data system in any area. That might call for addressing such a system through a separate goal as illustrated by the previous example. However, if we find that the lack of a quality assessment/data system is particular to literacy, we may be able to simply address that as a task. The graphic on the slide shows us what that looks like in MICIP. For practical purposes, a task is treated just like an interim target, with a descriptor, a due date, an owner, and a measure.



If in a partnership district, must have 18-month and 36-month benchmarks that cannot be changed.

Strategies - What is the Right Thing to do?
MiStrategyBank

(ii) includes evidence-based interventions/strategies



What are the elements of a quality strategy?

Based on ESSA Levels
Should have resources
Based on research or evidence
Has a curator

Examples of various strategies a school might wish to use depending on their root cause.

- Literacy Essentials
- Math Essentials
- Alt Ed/Grad Rate – EWIMS

Strategy Bank is independent of MICIP

The hexagon tool is the primary tool of the exploration stage
Green – Characteristics of the initiative
Blue – Characteristics of the organization

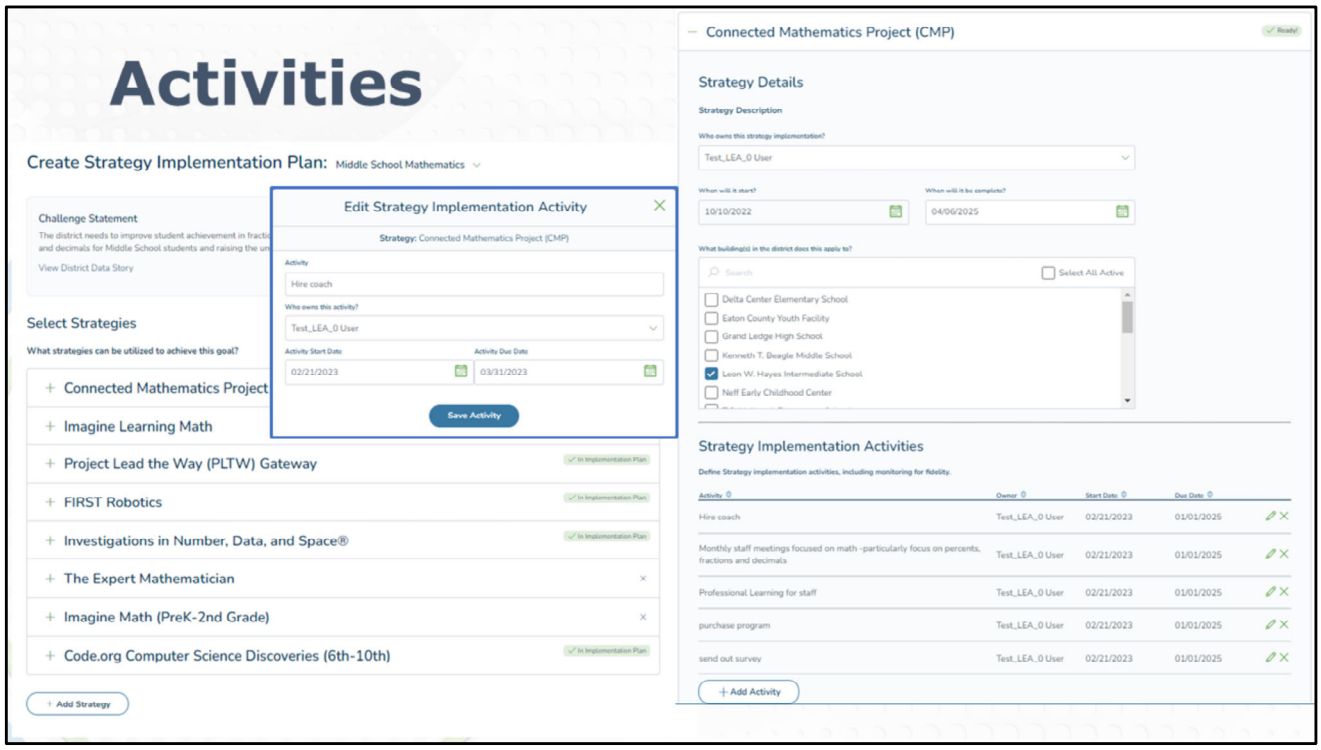
Planning for Implementation

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

NIRN Implementation Stages Planning Tool

The hexagon tool is the primary tool for the exploration stage. The implementation stages planning tool is the primary tool of the installation and implementation stages.


Activities
Create Strategy Implementation Plan: Middle School Mathematics
Challenge Statement
View District Data Story
Select Strategies
What strategies can be utilized to achieve this goal?
Connected Mathematics Project
Imagine Learning Math
Project Lead the Way (PLTW) Gateway
FIRST Robotics
Investigations in Number, Data, and Space®
The Expert Mathematician
Imagine Math (PreK-2nd Grade)
Code.org Computer Science Discoveries (6th-10th)
Add Strategy
Edit Strategy Implementation Activity
Strategy: Connected Mathematics Project (CMP)
Activity
Hire coach
Who owns this activity?
Test_LEA_0 User
Activity Start Date
02/21/2023
Activity Due Date
03/31/2023
Save Activity
Connected Mathematics Project (CMP)
Ready!
Strategy Details
Strategy Description
Who owns this strategy implementation?
Test_LEA_0 User
When will it start?
10/10/2022
When will it be complete?
04/06/2025
What building(s) in the district does this apply to?
Search
Select All Active
Delta Center Elementary School
Eaton County Youth Facility
Grand Ledge High School
Kenneth T. Beagle Middle School
Leon W. Hayes Intermediate School
Neff Early Childhood Center
Strategy Implementation Activities
Define Strategy implementation activities, including monitoring for fidelity.
Activity
Owner
Start Date
Due Date
Hire coach
Test_LEA_0 User
02/21/2023
01/01/2025
Monthly staff meetings focused on math -particularly focus on percents, fractions and decimals
Test_LEA_0 User
02/21/2023
01/01/2025
Professional Learning for staff
Test_LEA_0 User
02/21/2023
01/01/2025
purchase program
Test_LEA_0 User
02/21/2023
01/01/2025
send out survey
Test_LEA_0 User
02/21/2023
01/01/2025
Add Activity

Helps identify details of installation and implementation. Can also be used to analyze current strategy.

Do we know *what is working*?

Do we know *what may not* be getting the intended impact?

Do we know *why* we are getting the results we are getting?

***How* do we know?**

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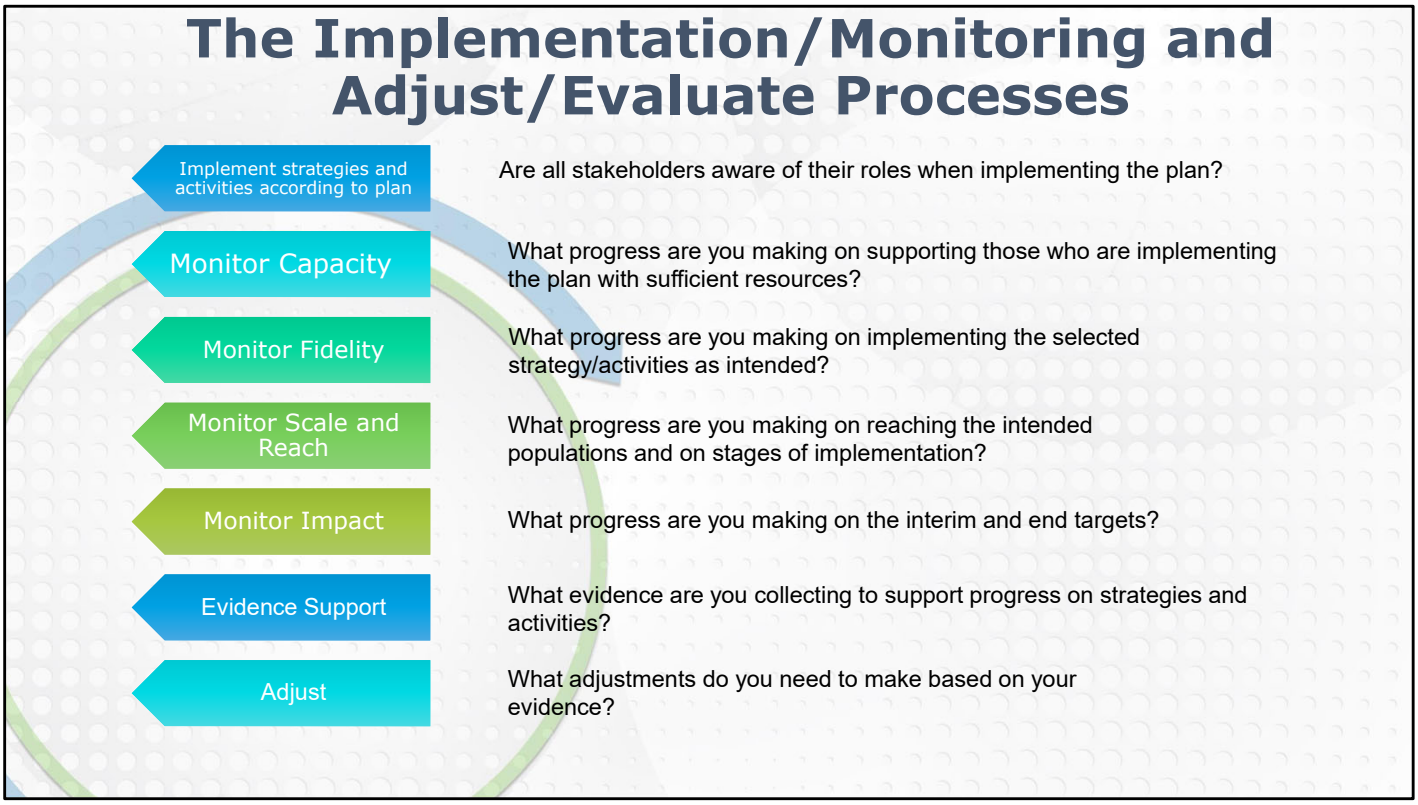
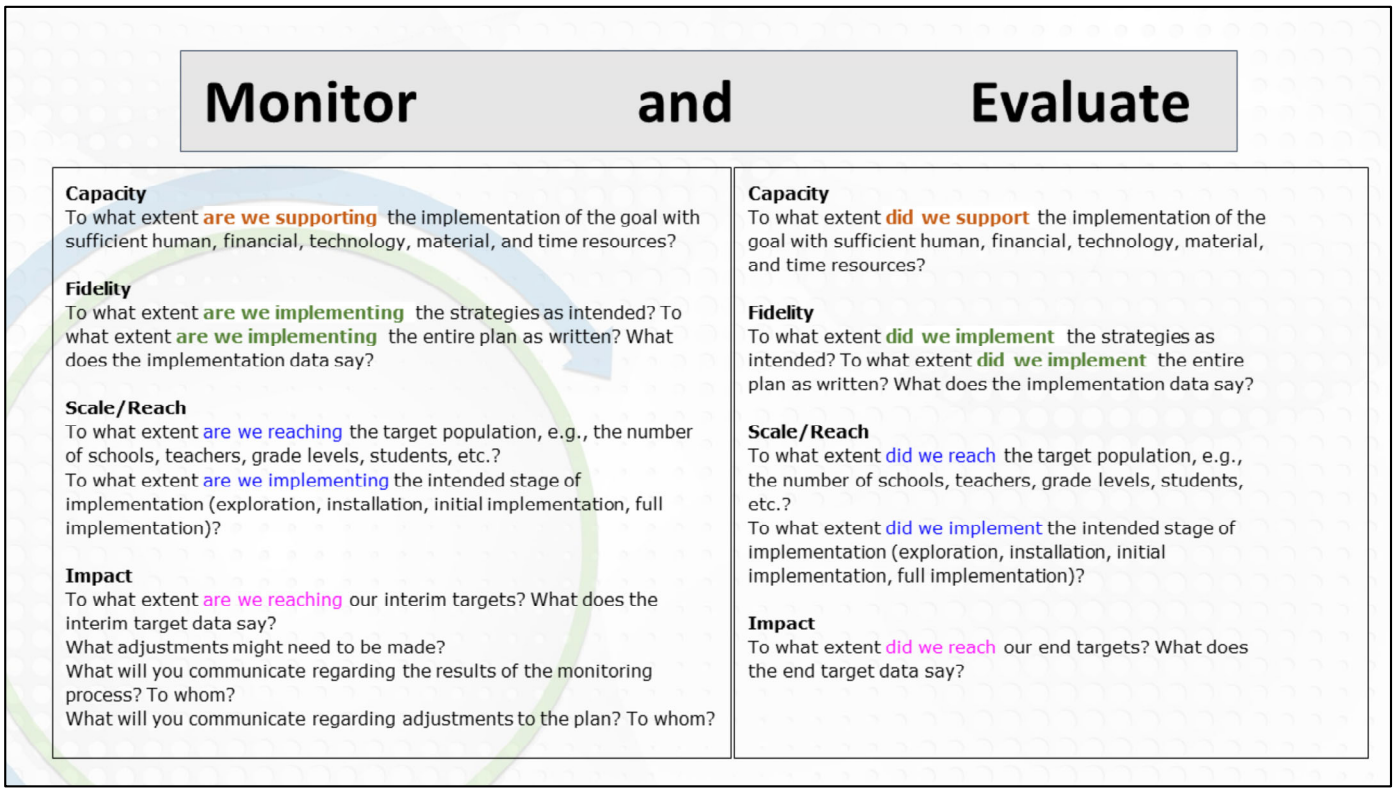
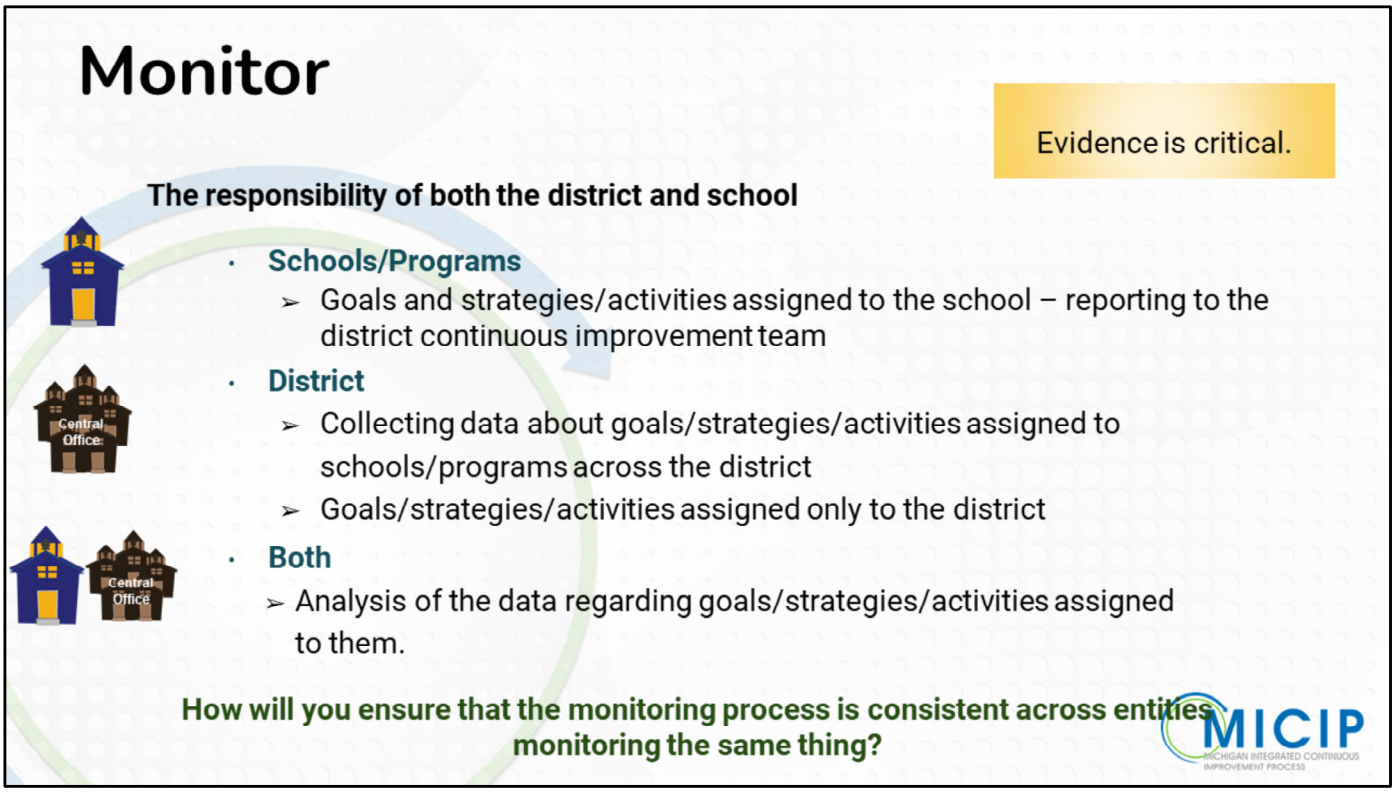
The Implementation/Monitoring and Adjust/Evaluate Processes





As reminded in the previous slide, monitoring and evaluation in MICIP are focused on the same things, with implementation being focused on capacity, fidelity, and scale/reach and impact being focused on results. Again, monitoring must be considered in every part of the continuous improvement process. Note that the questions that are part of each component are identical except for the tenses of the verbs.

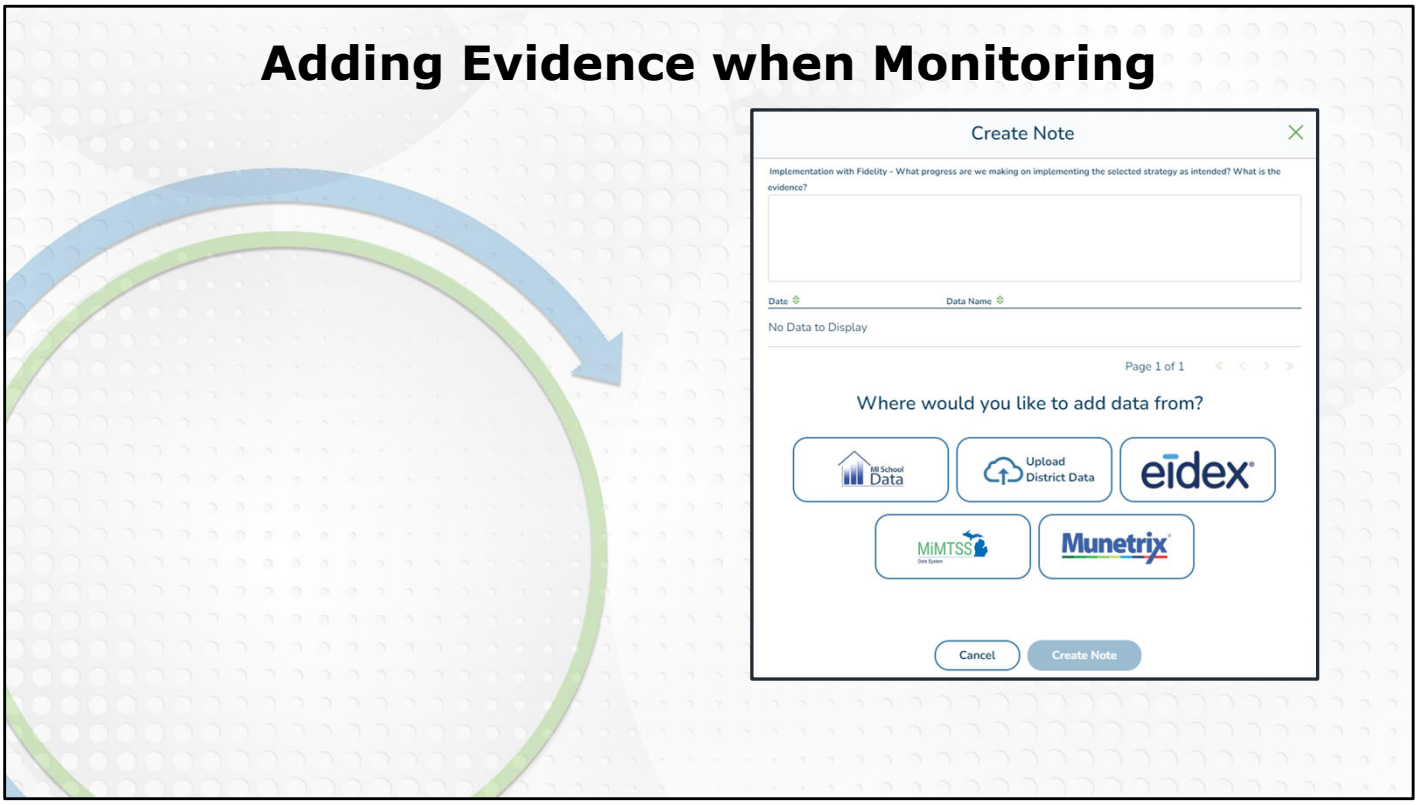


Monitoring is the responsibility of both the district and the school, but each has a little different role.

Evidence is critical - this later impacts conversations about adjusting. You want decisions based on data rather than on personal hunches.

Key question - how will you ensure that the monitoring process is consistent across entities monitoring the same thing, e.g. across different buildings, grade levels, classrooms? Requires having the same tool(s) and understanding about what it looks and sounds like in practice. Also requires having ongoing conversations between those who are monitoring.

Adding Evidence when Monitoring



- For each strategy, you are asked to reflect on the following:
  - Implementation with Fidelity – What progress are we making on implementing the selected strategy as intended? What is the evidence as suggested by the strategy implementation guide?
  - Scale/Reach – What progress are we making on reaching the intended populations, e.g., the number of schools, teachers, grade levels, students, etc.? To what extent are we implementing the intended stage of implementation (exploration, installation, initial implementation, full implementation)? Are we clear on what success should look like for that stage? What is the evidence?
  - Capacity – What progress are we making on supporting completion of the strategies and activities by the due date(s) with sufficient human, financial, technology, material, and time resources? What is the evidence?

  Note that evidence comes in many forms, including both anecdotal as well as numerical. Also, note that you do not need to reflect on every question each time you monitor.

- By clicking on the Create Note button, you will have an opportunity to create a note with any information. Each time you record a note, it will be stamped with the name of the author and date when the note was entered. It is critical that you not only

summarize your thinking but also cite the evidence. Any type of evidence can be added to the Create Note box**.** Notes can be edited by clicking on the pencil. To streamline the monitoring process, both district and school teams can add notes to the platform, with school teams identifying their notes with the name of their school. E.g., Star Elementary Progress Notes…

Adding Evidence When Adjusting

•Adjust in four areas – Data Story, Goal, Strategy, Activity
•Should be based on data/evidence
•Not necessary to adjust every time you monitor

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1. Once you have reflected on implementation and impact, you will consider any adjustments you might need to make based on the evidence. To make adjustments you will return to the Monitor page with the Goal name and go to the Adjustment section. Write your reflection in the box by clicking on "Create Note;" include the rationale and evidence for the adjustment. Each time you record a note, it will be stamped with the name of the author and date when the note was entered. Your plan can be adjusted in the areas of the data story, the goal, or the strategy and activities. Before you adjust, consider the questions below. The questions will also show when you click on "Create Note." It is important you not only make the adjustment but that you provide the rationale as well.
    - Adjust Data Story – What data might you add to the data story to show progress on your strategies? Is there data that indicates a need to adjust the root cause/challenge statement? If so, what data and what is the targeted root cause?
    - Adjust Goal – Do the timelines for your interim and/or end targets need to be adjusted either forward or backward? How do these adjustments affect individual schools or individual target populations? Have you allowed sufficient time for implementation of the strategy? Have you allowed time for an implementation dip when implementing a new strategy? Have you provided the supports needed to

implement the strategy?

- Adjust Strategy/Activity – Before choosing a new strategy, have you allowed time for an implementation dip that frequently happens when implementing a new strategy? Have you provided the necessary supports and resources needed to implement the strategy? Have you completed the activities according to the timelines? Are there barriers to implementation of the strategy and, if so, have they been addressed?

1. To make the adjustment, click on the button for the area you wish to adjust, and you will be taken to the appropriate place in the platform.

10 Questions to Consider about a Continuous Improvement Plan

1. Does the data story consider sufficient, multi-faceted data, including the data required by ESSA and the state?
   - academic, non-academic, systems;
   - achievement, demographic, process, perception;
   - satellite, map, street data?
2. Did the process include consideration of what has been done to address the challenges, how well that is working, and whether adjustment/deselection needs to be made?
3. Did the team complete a root cause analysis to address the "why" of the data story? Is it within the control of the school/district?
4. Do the challenge statement and the goal address the root cause?
5. Did the team have a deep and honest discussion when determining ratings for the hexagon tool? Did it put activities in place to address any gaps indicated by the tool?
6. Do the evidence or research-based strategies/activities include implementation and supports for students and adults at the Tier 1, 2, and 3 levels?
7. Does the plan include consideration of district support through systems?
8. Does the plan include blending, braiding, and expending of funds in an equitable manner?
9. Does the plan include a calendar for monitoring implementation and impact? If already being monitored, do the monitoring notes include evidence?
10. Did the MICIP process include a consideration of equity related to the various components?

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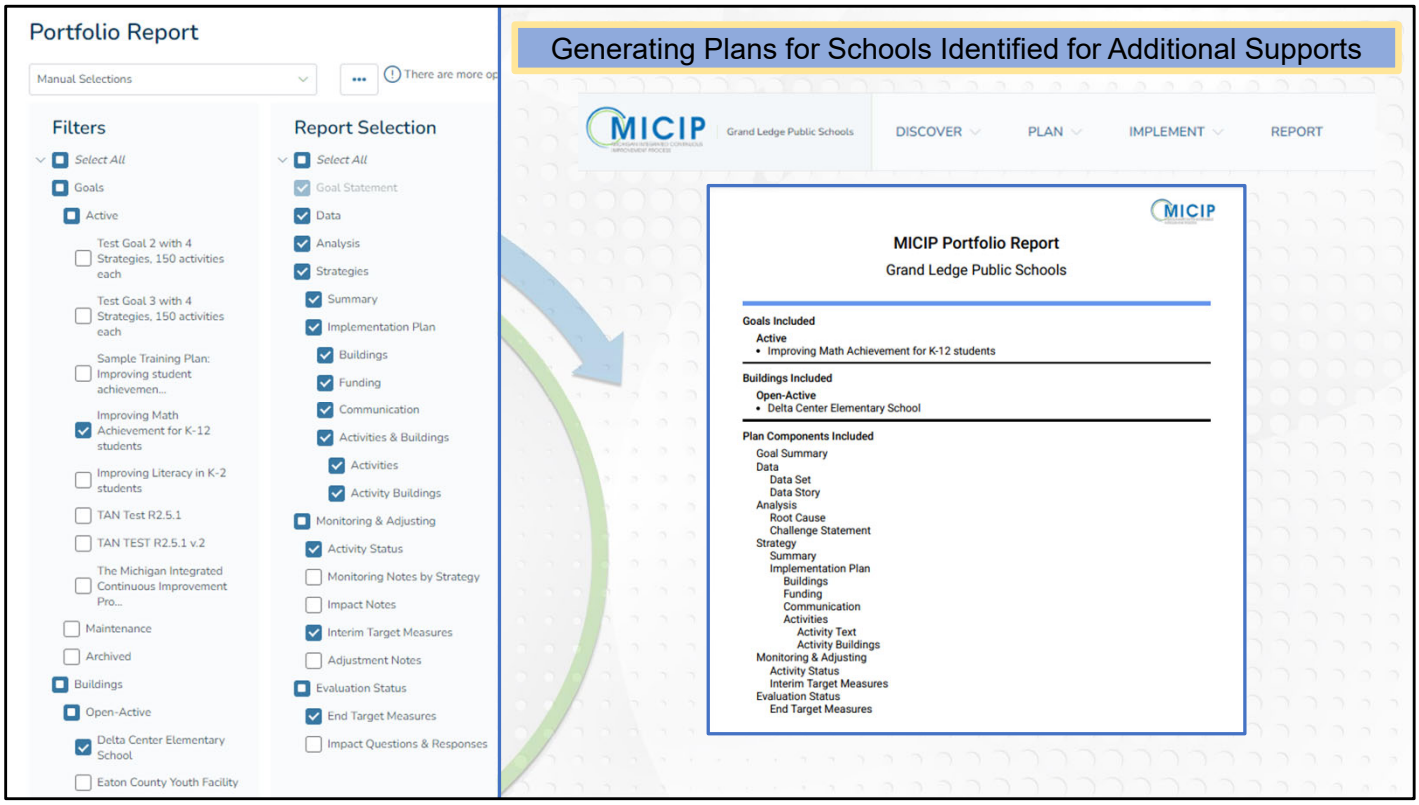
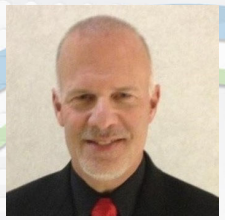
10 Questions to Consider about a Continuous Improvement Plan

MICIP MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS


Portfolio Report
Manual Selections
There are more op
Filters
Select All
Goals
Active
Test Goal 2 with 4 Strategies, 150 activities each
Test Goal 3 with 4 Strategies, 150 activities each
Sample Training Plan: Improving student achievemen...
Improving Math Achievement for K-12 students
Improving Literacy in K-2 students
TAN Test R2.5.1
TAN TEST R2.5.1 v.2
The Michigan Integrated Continuous Improvement Pro...
Maintenance
Archived
Buildings
Open-Active
Delta Center Elementary School
Eaton County Youth Facility
Report Selection
Select All
Goal Statement
Data
Analysis
Strategies
Summary
Implementation Plan
Buildings
Funding
Communication
Activities & Buildings
Activities
Activity Buildings
Monitoring & Adjusting
Activity Status
Monitoring Notes by Strategy
Impact Notes
Interim Target Measures
Adjustment Notes
Evaluation Status
End Target Measures
Impact Questions & Responses
Generating Plans for Schools Identified for Additional Supports
MICIP
Grand Ledge Public Schools
DISCOVER
PLAN
IMPLEMENT
REPORT
MICIP Portfolio Report
Grand Ledge Public Schools
Goals Included
Active
Improving Math Achievement for K-12 students
Buildings Included
Open-Active
Delta Center Elementary School
Plan Components Included
Goal Summary
Data
Data Set
Data Story
Analysis
Root Cause
Challenge Statement
Strategy
Summary
Implementation Plan
Buildings
Funding
Communication
Activities
Activity Text
Activity Buildings
Monitoring & Adjusting
Activity Status
Interim Target Measures
Evaluation Status
End Target Measures

Cover page

Personal Support



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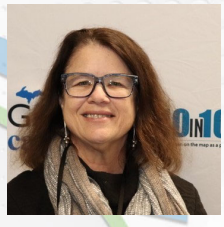

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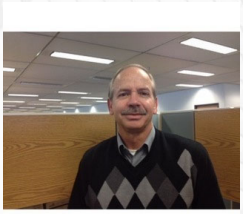

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Meeting Plan Requirements in MICIP

ESSA Plan Requirement	How this will be addressed using the MICIP Process and Platform
(i) Informed by all indicators in the School Index	In MICIP, "Engaging in an assess needs process helps a district gain a picture of its achievements and challenges and identify the factors that are critical to its success. This includes looking at data from a number of sources – including academic, non-academic, and systems – as well as a variety of types of data - achievement, demographic, perception, and process – to identify the "what," or the gap between the current state and the desired future state. It involves looking first at district-wide data in the area of inquiry and then looking at what that same data looks like at the school level." **Within this process, districts with schools identified for support will review their School Index data as an "area of inquiry" within MICIP. Coordinated Supports has been working with MICIP staff to integrate School Index data sets from MI School Data for this purpose. As the district writes their "data story", they will inventory and analyze current initiatives being implemented to improve School Index indicators. The district's data analysis, initiative inventory, and gap statement will come together in a "data story summary" as a rationale for the district's improvement plan.**

Meeting Plan Requirements in MICIP, 2

ESSA Plan Requirement	How this will be addressed using the MICIP Process and Platform
(iii) is based on a school-level needs assessment;	In MICIP, "Engaging in root cause analysis asks participants to look at a variety of possible causes to get to the primary contributing factor(s); it helps determine "why" the district is where it is. Putting the assess needs and root cause analysis together allows the district to identify challenges or opportunities for growth as well as assets that can be leveraged to address those opportunities. Understanding what is working well and what needs to be changed is crucial to effectively identify goals and strategies that, if implemented with fidelity, can help the district reach its goals and achieve success." **Within this process, districts with schools identified for support will analyze the district "data story summary" to identify a root cause contributing to the school's identification and "define a challenge statement" that describes the need, challenge, or opportunity for growth that the continuous improvement plan will address.**

Meeting Plan Requirements in MICIP, 3

ESSA Plan Requirement	How this will be addressed using the MICIP Process and Platform
(iv) identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;	Within MICIP, when the district "identifies strategy details", strategies can be assigned district-wide, to individual schools, or programs within schools by clicking the appropriate box(es). A strategy assigned district-wide will be assigned to all schools in that district. The assignment of a strategy to a building will become part of that school's continuous improvement plan and will also be assigned to the district. The district then identifies "strategy implementation activities" that need to occur based on the stage of implementation and how the district will "fund the strategy". **Within the "assess needs process" and/or "fund the strategy" process, districts can conduct a Resource Allocation Review (RAR). Districts with schools identified for CSI and/or ATS will receive guidance and technical assistance on how to complete a RAR. The district can add activities related to the RAR within the "strategy implementation activities" portion of MICIP and complete them to identify resource inequities that need to be addressed to support the implementation of the school level plan.**

Meeting Plan Requirements in MICIP, 4

ESSA Plan Requirement	How this will be addressed using the MICIP Process and Platform
(ii) includes evidence-based interventions	Within the MICIP plan process, districts "define a measurable goal" to address the need or opportunity defined in the challenge statement. The measurement component of a SMART goal should align with the data considered as part of the assess needs process. From there the district defines interim and end target measures that align with the target in the SMART goal. Next the district creates a "strategy implementation plan" adding strategies to achieve the measurable goals. The same goal may apply to the entire district, but different strategies may be selected for different schools, grade levels, or departments. **Within this process, districts with schools identified for support can use the Hexagon Tool to guide the selection of strategies, including evidence-based interventions, based on program indicators (evidence, usability, and supports) and implementing site indicators (need, fit, capacity). The evidence indicator guides the district to consider whether there is research or evaluation data available to demonstrate the effectiveness of the strategy, the strength of the evidence [ESSA Tiers of Evidence], and for whom and in what conditions there is evidence of achieving intended outcomes when implemented as intended.**