

Coaching Guide - Implement, Monitor, and Adjust

This Coaching Guide is intended to be used to support implementation, monitoring, and adjusting of continuous improvement plans. It can be used by someone in a coaching capacity as well as by schools and districts themselves.

Preparation for Implementation

Prior to implementation and monitoring, it is important that all critical partners understand the overall characteristics of high-quality implementation as well as what the implementation of specific strategies look and sound like in practice. These will also help define what will be monitored.

General characteristics of high-quality implementation include the following:

- Multiple cycles of assess/reassess needs, implement, monitor, and adjust.
- Progressing through stages of implementation based on data.
- Fidelity/integrity of implementation according to an agreed-upon standard(s).
- Reaching those whom the strategy is intended to reach in an equitable way through tier one instruction, with support for tiers two and three and reaching them at the appropriate scale.
- Having all resources necessary - including funds, people, time, materials, location, etc. - to equitably implement strategies and activities to support the needs of the intended population(s).

Conversations about the following should take place prior to or near the start of the implementation of the plan so that all critical partners have a shared understanding.

1. The general characteristics of high-quality implementation.
2. The continuous improvement cycle and what takes place during each component of the cycle.
3. The stages of implementation as well as the activities appropriate to each stage, both in general and specifically for the strategy that will be monitored.

If such knowledge does not exist, it is critical to identify what must be done to assure critical partner understanding. If the continuous improvement plan does not include these characteristics and/or resources to support them, it is important to determine if adjustments to the plan must be made prior to implementation.

Preparation for Monitoring

It is similarly important to engage in conversations around the following since they will form the essence of monitoring. The team should also identify processes and tools it will use to collect and/or make meaning of monitoring data prior to beginning the monitoring process.

1. **Fidelity/Integrity of Implementation.** What does this look and sound like for the strategy that is being monitored? 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?
2. **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?

3. **Capacity** - Do critical partners understand and have available the resources (time, money, supplies, personnel, etc.) necessary to make high-quality implementation possible and effective? 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? If those supports are not in place, what must be done to put them in place? Have barriers to high-quality implementation been reduced?
4. **Impact** - What does impact/success look like? How will it be measured? What are the end targets? What are the interim targets?
5. **General Considerations** - 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? Are the necessary systems in place to support implementation? What has been done to get the whole team on board with the improvement goals and targets?

Monitoring

Once implementation has begun, monitoring should also begin. The following questions could serve as guides during the monitoring process.

1. **Fidelity** - What progress is being made on implementing the strategy as intended? What is the evidence?
2. **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?
3. **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?
4. **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?
5. Summary Questions
 - 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?
6. General Considerations
 - How are improvement goals being kept front and center?
 - How are small gains/successes being celebrated?
 - What coaching and/or ongoing learning needs to take place to ensure progress toward the goals?

Monitoring and Adjusting

Toward the end of the year, the team will want to ask whether the plan needs to be adjusted based on the monitoring data collected over the course of the year. The following questions could serve as guides during this conversation.

1. Preparation for Adjusting - Based on the evidence, do any adjustments need to be made? Which ones? How will you ensure that any adjustments made will not have unintended negative consequences for certain student groups?
2. Considerations for Adjusting

- **Adjust Data Story** - What data might be added to the data story to show progress on 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 interim and/or end targets need to be adjusted either forward or backward? How might adjustments affect individual schools or individual target populations? Has sufficient time been allowed for implementation of the strategy, including allowing time for an implementation dip when implementing a new strategy? Have supports needed to implement the strategy been provided?
- **Adjust Strategy/Activity** - Has time for an implementation dip that frequently happens when implementing a new strategy been allowed before choosing a new strategy? Have the necessary supports and resources needed to implement the strategy been provided? Have activities been implemented according to the timelines, including activities related to weaker elements from the hexagon tool?

Reflection on the Continuous Improvement Process

In addition to reviewing the individual strategies and activities, there is also value in reviewing the entire continuous improvement process. The following questions might be used to guide such a conversation:

1. **Fidelity** - Was the entire process/plan implemented with fidelity? What is the evidence?
2. **Scale/Reach** - Did the plan reach the intended audience? Were the right activities implemented for the right stages of implementation? What is the evidence?
3. **Capacity** - Were sufficient resources allocated toward the implementation of the plan, and were they distributed equitably and used as intended? Were barriers being addressed/removed? What is the evidence?
4. **Impact** - What was the impact of the implementation of the plan? Did it accomplish its goals? Was the challenge statement realized? What is the evidence? Why or why not? What adjustments to the continuous improvement process might need to be made when considering fidelity, scale/reach, capacity, and impact?

For more information and tools that support these processes, please see the [MICIP Process Guide](#), pages 24 - 46, and the [MICIP Resources \(michigan.gov\)](#) page.