MICIP
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Process Guide

Fall 2024 Update

MICHIGAN Department of Education

CENTER FOR EDUCATIONAL PERFORMANCE AND INFORMATION

MAISA
MICHIGAN ASSOCIATION OF INTERMEDIATE SCHOOL ADMINISTRATORS

Acknowledgments

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Introduction

The Michigan Integrated Continuous Improvement Process (MICIP) is the mindset, process and platform used to support district and school continuous improvement (CI). MICIP is a pathway for districts to improve student outcomes by assessing the whole child needs, developing and implementing plans, and coordinating funds. MICIP was intentionally designed based on the integration of implementation science and continuous improvement science. Implementation science refers to the "methods or techniques used to enhance the adoption, implementation, and sustainability" of an intervention (Proctor et al., 2013). Implementation science incorporates five active implementation frameworks of usable innovations, implementation stages, implementation drivers, implementation teams, and improvement cycles to effect change. Improvement science refers to a methodology that uses cycles of inquiry to learn what is needed to improve practice. (Bryk et al., 2015). The MICIP Cycle is based on this science.

Resources
- NIRN Webinar – Implementation & Improvement Science Overview
- An Overview of the Active Implementation Frameworks
- NIRN Active Implementation Hub
- NIRN Improvement Cycles

The **Mindset** refers to four elements:

- a district-driven process with on-going continuous improvement cycles in the context of the larger cycle (MICIP Process Guide illustration p. 6)
- the needs of the Whole Child addressed and supported by the Whole School and the Whole Community (CDC Healthy Schools resource)
- systems to support the implementation of the entire plan
- equity in opportunities, environments, and supports

Each of these elements impacts which perspectives are represented on the continuous improvement team and the range of data explored.

Equity is an essential lens that is intended to permeate the entire MICIP process. The Michigan Department of Education's working definition of equity is this: *Equity means fairness and access; we recognize that barriers exist, and we work to ensure that students and adults have fair opportunities and access to education and resources.*

The work of the Great Lakes and Plains Equity Center has influenced MICIP equity work. The Center refers to equity as follows: When educational policies, practices, interactions, and resources are representative of, constructed by, and responsive to all people so that each individual has access to, meaningfully participates in, and has positive outcomes from high-quality learning experiences, regardless of individual characteristics and group memberships (Fraser, 2008; Great Lakes Equity Center, 2012). However, we are not just striving for equity; we are also striving for justice, where everyone not only receives the supports, they need, but where the cause of the barriers to providing equitable opportunities are addressed so that, ultimately, supports become no longer necessary.

While equity is one of the four mindsets and has its own characteristics, it is also the lens through which we look at the other three – systems, whole child, and continuous improvement – as well as at each part of the continuous

improvement cycle and at the organization's the vision, mission, and beliefs. Equity causes us to ask some important questions regarding the entire organization:

- Whose interests are being served well by our organization and systems and whose are not?
- What are the systems challenges regarding policies, practices, opportunities, or structures that are preventing identified groups from being able to access, be represented in, meaningfully participate in, and achieve positive outcomes from quality instruction and learning opportunities?
- To what extent is the organization committed to and does it have a sense of urgency around equity? To what extent are the organization and the individual staff members committed to removing barriers to equity?
- What changes will we make to policies, practices, opportunities, and structures to transform our system so that barriers to equitable implementation and outcomes are addressed?
- What data will we monitor to ensure that changes are having the desired results?

To support MICIP equity work, you will find questions for reflection embedded in this Process Guide as well as in the platform itself. The MICIP leadership team has developed a Learning Bite as well as a Toolkit (see below) that identify additional questions and resources to help the district continuous improvement team reflect on how it might use the MICIP process and platform to address questions such as those suggested above. The questions are meant to be part of a reflection process in which a district continuous improvement team would engage as part of applying an equity lens to designing and implementing a continuous improvement plan; they are not meant to be used in isolation. They also represent questions around which a building team would engage as it is implementing the plans assigned to them. Even before engaging in continuous improvement, teams need to consider whether they have the voices at the table necessary to clearly see their systems and work or whether there might be perspectives that should be added. Not only is it critical that team members consider the questions; they also need to consider the evidence or lack of evidence that causes them to answer the questions in certain ways. The questions are not exhaustive but are meant to start the conversation.

- Building Equity Learning Bite
- Building Equity Through MICIP Toolkit
- Equity Resources
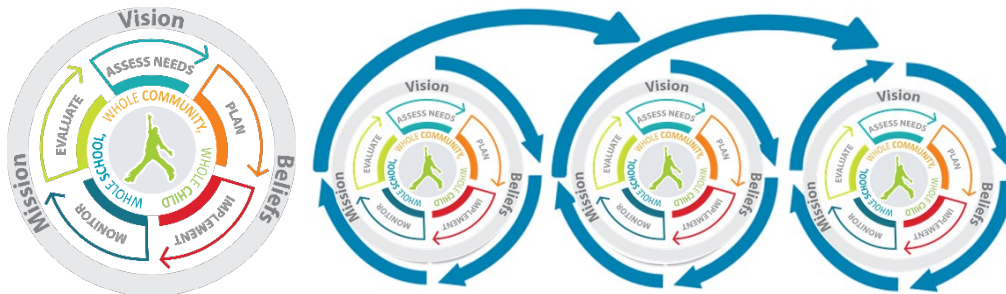
The MICIP **Process** is activated by the five components of the Continuous Improvement Cycle, with repeated shorter-term cycles in the context of the larger cycle.

- Assess Needs
- Plan
- Implement
- Monitor/Adjust
- Evaluate

In the previous school improvement cycle – Gather, Study, Plan, and Do – significant time was spent collecting data, with the result that there frequently was insufficient time to thoroughly analyze it. The plan was often primarily a way to access funding, and, after being written, was frequently put on the shelf, and districts went on "doing school" the way they always had. In the new MICIP continuous improvement cycle, gather and study are combined into **Assess Needs**. Advances in data access through data warehouses and Mi School Data have streamlined this process. Since much of the data is already provided, districts can spend more time analyzing it and surfacing challenges or opportunities for growth. Based on this analysis, the district can write a high-quality **Plan** with a goal, end and interim targets, evidence-based strategies, and activities and then engage in multiple cycles of **Implement, Monitor**, **and Adjust**. This plan also

identifies possible appropriate funding sources as well as communication recipients and protocols. Following these improvement cycles, the district will then **Evaluate** based on data and decide how to move forward. It is important to note that the cycle is contextualized with the district vision (Who you choose to be), mission (What you choose to do), and beliefs (On what basis you choose to act). It focuses on the Whole Child, with the support of the Whole School and Whole Community.

The MICIP **platform** is meant to do two things: 1) facilitate the conversation around the components of continuous improvement and the processes that support each of those components; 2) provide a place to record the thinking resulting from such a conversation that will lead to a continuous improvement plan and supporting plans. The platform also provides a historical record of the district's continuous improvement work, allowing those new to the district or to the process to quickly gain familiarity and reduce the effects of turnover.

MICIP is Focused on the District Level

While it is primarily the role of the school to implement continuous learning cycles at the instructional level, it is primarily the role of the district to support that instruction at the systems level, whether that be with systems that have a direct impact on student learning such as curriculum/instruction/assessment, data systems, student support systems, or technology, or those that provide support to those systems, including leadership, communication, human resources, finance, transportation, or food service. It is also the responsibility of the district to ensure that the plan is funded.

School leaders and personnel should be members of the district's continuous improvement team, and the needs and assets of the schools should inform the district's continuous improvement plan. The team should begin by looking at district-wide data and then look at what that same data looks like at the schools to determine individual building's challenges and assets. The district team develops the plan and identifies which schools will implement each of the goals, strategies, and activities through a "tagging" process in the platform based on this analysis. School plans then become subsets of the district plan, and each school can identify its plan based on the tagging process. The entire continuous improvement process is then a collaboration between the district and the school. While MICIP is coordinated at the district level by the district continuous improvement team, schools should also have teams to monitor the plan's implementation and impact of strategies and activities assigned to their building. The Level of the System diagram on the left below shows how the closer one gets to the classroom level, the greater the focus on educational practices while the closer one gets to the district, the greater the focus on supporting infrastructure. The four-step sequence on the right shows this relationship between the district and the schools in continuous improvement.
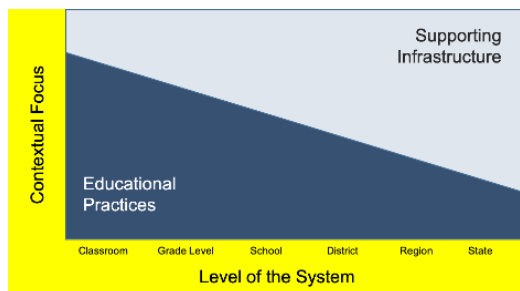
FOUR-STEP SEQUENCE

1.   The Continuous Improvement Team is organized comprised of district, school, and community personnel.
2.   The CI Team engages in the Assess Needs process, first considering district-wide data and then looking at the same data from individual schools.
3.   The CI Team develops the district CI Plan with goals, strategies, and activities, and assigns (tags) these to schools based on needs, assets, and readiness.
4.   Schools identify their individual plans based on the assignment, and the district and schools collaboratively implement, monitor, adjust and evaluate the plan.

Resource
- MICIP Toolkit – District-Led Continuous Improvement

The MICIP Process Guide

This MICIP Process Guide was developed primarily to support districts on the pathway described above. At the same time, it will also be helpful to intermediate school district (ISD/RESA/ESA) and Michigan Department of Education (MDE) personnel as they support districts. It is the hope that the guide will serve both as a means of creating the Mindset for continuous improvement as well as a manual to support leaders in facilitating continuous improvement teams through the Process in the Platform.

As the Process Guide was developed, there were several key considerations:

1. It must work for districts of all sizes, including multiple- and single-building districts.
2. It must work for districts with all levels of external support, including those with high levels of support and those with limited support.
3. It must work for plans that are already working well as well as those that may require adjustment.

Each component of this Guide follows the same structure, beginning with a rationale for inclusion of that specific component in the process. This is followed by a core vocabulary list and some key considerations for a discussion prior to engaging with that component. It is then followed by screenshots from the platform and suggestions for resources, process steps, and directions.

Readiness Considerations

It's important to remember that readiness is not a pre-existing condition; it is something that we need to create. While the improvement process is continuous, prior to the first time one engages with the MICIP platform, there are several questions to consider; these questions should also be periodically reviewed while engaging in the process.

- Based on the perspectives needed, who should be on the team (see below)?
- What kind of professional learning will team members need to prepare them to be effective team members?
- Can the team access all the data it needs, including through the Michigan Data Hub or the local data warehouse? Is there a data liaison to help ensure that data and technology systems are configured and to confirm data integration and quality at regular intervals?
- Do team members have the correct permissions in the MICIP platform?
- Do team members know when/how often they will meet, where they will meet, what resources they will need, how they will make decisions, how they will communicate decisions?

Forming a Continuous Improvement Team

"The power of a team lies in its capacity to perform at levels and deliver results greater than the sum of its parts." (The Leaders Institute). Team-based leadership is critical to a high-quality continuous improvement process. Building an effective team that works at different levels and achieves results takes time and planning. Building an effective team also requires having the right people who have the right knowledge and skills. In MICIP this is especially true when considering Whole Child and system factors.

The district might reflect on the following questions regarding the continuous improvement team:

- To what extent do continuous improvement leadership and processes include and support the voices of all perspectives?
- Does the team represent key perspectives, including the following?
  - at least one key leader with the ability and authority to make executive-level decisions
  - central office personnel
  - building leadership
  - instructional staff, including those from various grade levels/content areas and both general and special education
  - non-instructional staff
  - various specific student groups (including federally identified subgroups) represented by either students or adults, as is appropriate

- various systems (curriculum/instruction/assessment, data, technology, student support, human resources, transportation, facilities management, food service, etc.)
- business office
- educational and health components of the Whole Child (physical, social, and emotional health, nutrition, etc.)
- board member(s)
- parent and community representatives

Resources
- MICIP Team Roster Template
- MICIP Toolkit – Forming a Team
- National School Reform Faculty Protocols and Activities

It is important to note that having various perspectives represented does not necessarily mean having a different individual for each perspective. Particularly in smaller districts, individuals can represent more than one perspective. It may also not be practical to have all perspectives represented at every meeting; in that case, it is important to bring in certain various perspectives at particularly relevant times.

It is also important that members of the team have the necessary knowledge and skills as well as a commitment to continuous improvement. This knowledge and skills include the ability to use an equity lens for the work. Ensuring that these expectations are established and communicated will significantly increase the chances that the process will be successful.

Team members will need to understand the following:

- The expectations and shared responsibilities of being a team member, including attending and actively participating in meetings, providing input based on the perspective(s) they represent, following through on assigned tasks, and communicating information as requested.
- The district vision, mission, and beliefs and how they impact the work of continuous improvement.
- The continuous improvement mindset, process, and platform, including the technical, financial, and legal requirements.
- Change processes and how they impact the continuous improvement process.
- Multiple sources and types of data and how data is used for decision-making.
- How decisions will be made and how those decisions will be communicated to both internal and external audiences.

Using a Facilitator

To **facilitate** means to "make easier." A facilitator is one who conducts a meeting in which the purpose may be dialogue, shared decision-making, planning, or problem-solving. The facilitator directs the procedures to be used in the meeting, choreographs the energy within the group, and maintains a focus on meeting standards. The facilitator should rarely be the person in the group with the greatest role or knowledge authority. (Lipton and Wellman, 2019)

While using a facilitator for the continuous improvement process is not required, there may be times when doing so is advantageous. There may be individuals on staff who could fill this role; there may also be value in bringing in someone from outside the district. A skilled facilitator brings:

- An ability to engage all participants in the discussion and surface a wide variety of thinking, insights, and perspectives that might otherwise not be shared.
- Knowledge of a wide variety of facilitation processes and tools.
- Skill at asking difficult questions and challenging assumptions to surface the issues and help get to the root cause of challenges that need to be addressed.
- A neutral mindset with no preconceived notions as to the "right" or "wrong" answers or direction.
- An ability to gather the most salient points and produce meaningful summaries to create an action plan for moving forward.
- The opportunity for all team members to participate equally.

You may be able to obtain such support from your regional intermediate school district (ISD) or educational service agency (RESA/ESA), or you could contract with a professional facilitator. If an outside facilitator is not used, it may be beneficial for an internal facilitator to have experienced professional learning in facilitation techniques such as that offered through Adaptive Schools or similar training. The facilitator might also find the MICIP Toolkit regarding Leading and Managing Change helpful in leading the team.

MICIP Introductory Vocabulary

Term	Definition
Beliefs	The organizational principles that guide decision-making and inform behavior
Equity	Fairness and access. We recognize that barriers exist, and we work to ensure that students and adults have fair opportunities and access to education and resources
Improvement Cycle	A planned sequence of systematic and documented activities to learn and improve practices and systems by answering the following questions: What are we trying to accomplish? How will we know that a change is an improvement? What change can we make that will result in improvement?
Michigan Data Hub	A collaborative statewide effort to assist districts in managing and using data
MI School Data	Michigan's official data portal for managing educational data
Mission	What an organization will do to realize its vision
Systems	A series of interdependent and aligned processes and people working together toward a common goal to bring desired results
Vision	The future to which the organization aspires
Whole Child	The "whole child" is a unique learner comprised of interacting dimensions, including the cognitive, physical, behavioral, and social-emotional

General Resources

- Practical Use of Implementation Science to Meet Your Community's Goals – How to successfully implement your continuous improvement process.
- MICIP Web Site
- MICIP Process in the Platform Presentations
    - Assess Needs
    - Plan
    - Implement, Monitor/Adjust, Evaluate
- MICIP Platform Guide
- MICIP and Social Emotional Learning Bite
- General MTSS Supports for MICIP
- Collaborative Learning Cycle

Assess Needs

Rationale – Assess Needs

Engaging in an assess needs process helps a district gain a picture of its assets and challenges and identify the factors that are critical to its success. This includes looking at data from several sources – including academic, non-academic, and systems – as well as a variety of types – 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 aggregated district-wide data in the area of inquiry and then looking at that same data at the individual school level. For example, the district might look at grade level scores in a particular content area across the entire district and also look at them by school. Schools might consider disaggregating the data even further. 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 these processes 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.

Term	Definition
Area of Inquiry	An academic, non-academic or systems area that the team chooses to investigate resulting from a need or asset
Asset	A strength that can be leveraged to address a need or opportunity for growth
Causal Theory	A "hunch" about a possible causal factor
Challenge Statement	The statement resulting from the Assess Needs process describing the need or opportunity that the continuous improvement plan will address
Data – Academic	Data describing student performance on the Michigan curriculum standards
Data – Non-Academic	Data describing performance in the areas of nutrition, physical activity, social and emotional health, mental and behavioral health, physical environment, family engagement, and community engagement
Data – Systems	Data describing district performance in the areas of curriculum, instruction, assessment, human relations, finance, leadership, communication, professional learning, student support, technology, transportation, food service, and facilities maintenance
Data Object	A single data report
Data Set	A group of data objects used to conduct data analysis
Data Set Template	A pre-built data set
Data Story	A data set, the initial data analysis summary, the resource equity consideration, the initial initiative inventory, and the gap statement
Data Story Summary	A summary statement based on the initial analysis of a data set, the initial initiative inventory, the resource equity consideration, and the gap statement
Framework	An essential supporting structure underlying a system designed to provide the organization of multiple practices/initiatives/strategies that a district would support
Gap Statement	The difference between the current reality and the desired state
Initial Data Analysis Summary	A brief narrative created through data analysis that describes a data set
Initial Initiative Inventory	A process of identifying current and previously implemented initiatives that relate to a focus area for improvement. Used to guide a team's review of past and current programs to get a clear picture of successful strategies and challenges, along with existing mandates and resource commitments. The inventory also includes assessments used to evaluate the effectiveness of initiatives or strategies
Initiative	Actions designed to address a goal
Levels of Data	Satellite data – large grain size data that illuminates patterns of achievement, equity, and teacher quality and point in a general direction for further study. Map data – medium grain size data that helps identify specific student or instructional skill gaps. Street data – fine grain size data that helps us understand student, staff and parent perspectives.
Need	The gap between the current state and the desired state
Opportunity for Growth	The gap between the current state and the desired state
Resource	An asset such a money, material (e.g., curricula and learning tools), course offerings, personnel, or facilities.
Root Cause	The primary factor(s) that contributes to a challenge or opportunity for growth; the "why"
Root Cause Analysis	A systematic process for identifying factors that contribute to a challenge or opportunity for growth
Type of Data – Achievement	Data that measure student learning
Type of data – Demographic	Data that describes the context of the district
Type of data – Perception	Data that describe the attitudes and beliefs about the district from those with critical perspectives
Type of Data – Process	Data that describe how a district accomplishes its goals

Term	Definition
Type of Data – Resource Allocation and Utilization	Data that describe how resources are assigned and used to support the implementation of strategies and/or activities

Key Considerations – Assess Needs

Assess **needs** is a process that is cyclical rather than linear. You will find yourself engaging in the assessing needs process on a regular basis throughout the continuous improvement cycle. Keeping questions such as those below in mind might be helpful during this process.

- What is your story as a district? What are your points of pride? What are your opportunities for growth? What data might help tell that story?
- What is the profile of students who attend your district/school(s)? How are you maximizing students' strengths and equitably providing what **your students** need?
- What do you expect students to know and be able to do by the time they leave school? By the end of each year?
- Will the knowledge and skills students acquire within your district prepare them for success when they leave?
- Why are you getting the results you get?
- What would your district's educational processes look like if they were achieving their purpose, goals, and expectations for student learning? How close are they to that vision?
- What protocol does the district use to make meaning of the data?
- Which voices are/need to be part of this conversation, both internally and from the broader community?

Equity Considerations – Assess Needs

- How might re-framing continuous improvement inquiry from a focus on perceiving students as the "problem" to a focus on locating system barriers affect the type of data you collect and how it is collected?
- What data do you currently have available to you – academic, non-academic, or systems? To what extent will it help measure equity or the lack of equity in systems, outcomes, and resources or opportunities, environments, and supports? What else do you need? How will you get it?
- To what extent are you collecting and analyzing data regarding both students' needs and students' assets? How might you ensure that you know enough about students who may be different from you to be able to recognize their assets?
- To what extent does your data process allow you to know your individual students deeply and authentically in addition to looking at groups and averages?
- To what extent does your data dialogue process allow you to collect, analyze and interpret data with fairness?
- How will you assess how students, parents and the community perceive their needs and assets? How will you gather perception data from those impacted by your educational practices?
- To what extent is your root cause analysis process fair? How will you ensure that your assumptions or biases are not limiting what you choose as root causes?
- When making decisions using data, do you ask who will benefit from the decisions and who will not and what can be done to mitigate the gap? In what ways do you include those most likely to face barriers in the decision process?
- How does the district ensure that resource allocation and utilization are aligned to identified needs and sustainably support implementation of strategies to meet those needs? What does the allocation and utilization data say about the equity and sufficiency of resources to support the implementation of strategies and activities?

Resources – Assess Needs

- MDE MTSS Practice Profile 5.0 – Essential Component: Continuous Data-Based Decision Making
- MDE MTSS Practice Profile 5.0 – Essential Component: Comprehensive Screening and Assessment System
- Connecticut Department of Education Needs Assessment Toolkit including Root Cause, with Reproducible Forms

Identify Areas of Inquiry

Resources – Identify Areas of Inquiry
- Michigan District and School Improvement Frameworks
- Cognia Framework
- MTSS Framework, District Capacity Assessment
- Whole Child Framework
- HIL Project Framework
- MI Systems Support
- Data System Integrity Tool for Equity-Focused Decisions
- Resource Equity Diagnostic

Process – Identify Areas of Inquiry
Guiding Questions – The questions below are intended to suggest possible areas of inquiry. They are not exhaustive but only suggestions to help you get started.

- Current plan – What are the focus areas of your current continuous improvement plan? Why did you choose those areas? Do they still need to be a focus?
- How successful is your district in addressing the needs of the Whole Child? Might there be areas on which you need to focus?
- What framework(s) and aligned tools are you using to organize and measure the effectiveness of your systems? E.g., Michigan District and School Improvement Frameworks and Process Rubrics, Cognia Framework, MI Systems Support, Whole Child Framework, MTSS Framework, HIL Project Framework, Teacher Evaluation Frameworks. What does the data tell you about their effectiveness? What district systems might need strengthening?
- What are the strengths of your district that contribute to areas of success? How might you leverage those assets to address other areas of need?
- What are the most critical areas of inquiry or areas you need to explore? Why?

Discover Whole Child Data

Resources – Discover Whole Child Data
- Healthy School Action Tools is a set of tools to help assess a district's status in meeting the Whole Child's needs.
- The Michigan Profile for Healthy Youth provides student results on health risk behaviors, including substance use, violence, physical activity, nutrition, sexual behavior, and emotional health in grades 7, 9, and 11.
- The Michigan Youth Risk Behavior Survey (YRBS) is part of a nationwide surveying effort led by the Centers for Disease Control and Prevention (CDC) to monitor students' health risks and behaviors in six categories most likely to result in adverse outcomes. These categories include unintentional injury and violence, tobacco use, alcohol and other drug use, sexual behaviors that contribute to unintended pregnancy or disease, dietary behaviors, and physical inactivity.
- MiMTSS Data System – MTSS Data Set Reports (for those who are part of the MTSS Data System).
- Adverse Childhood Experiences (ACEs) are potentially traumatic events that occur in childhood and can include violence, abuse, and growing up in a family with mental health or substance use problems. ACEs are linked to chronic health problems, mental illness, and substance misuse in adulthood. ACEs can be prevented, resulting in the reduction in a large number of health conditions and in children and adults who can thrive.

Guiding Questions – Discover Whole Child Data

- What protocols and/or processes will you use to explore your area of inquiry? Effective protocols and/or processes should do the following:
    - Engage participants with sorting, prioritizing, and reframing questions to help them clearly define a gap statement and challenge statement.
    - Allow participants to safely share thinking and questions with each other.
    - Help participants make connections between current and previous areas of inquiry.
    - Encourage discussion about possible ways to learn more.
    - Prompt participants to make predictions about possible outcomes or answers.
- Do your data sets include measures of multiple types of data (Achievement, Demographic, Process, Perception) within the three focus areas (Academic, Non-academic, and Systems)? Do they include various levels of data, including satellite data, map data, and street data? What data might you consider adding?

Making Connections to the MICIP Platform

Within the MICIP Platform, you can access many of the data sets described above and/or build your own as part of the Assess Needs Process. The directions below provide guidance on how to utilize the platform to support the Assess Needs process through the discovery of Whole Child data.

Directions – Discover Whole Child Data
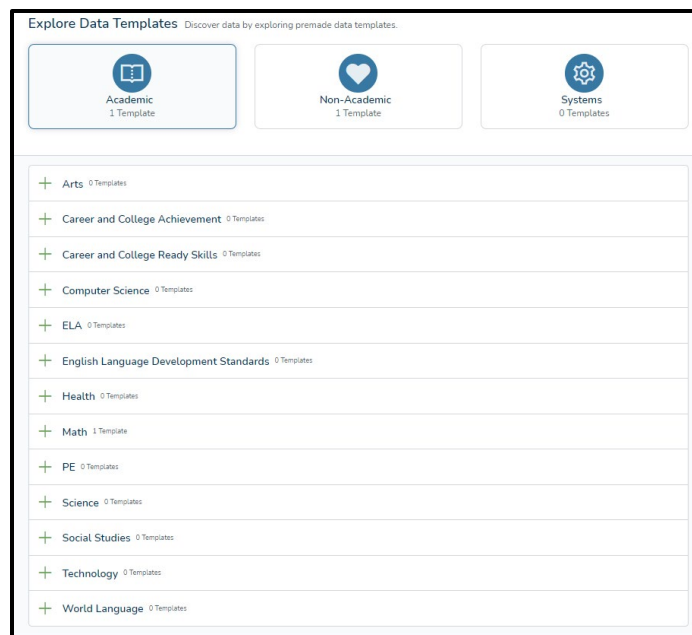
1. Select Data
    a. Depending on the area of inquiry selected, choose from a variety of pre-built data set templates or prebuilt data sets. Data templates are organized into three categories aligning to different broad areas of focus (Academic, Non-Academic, Systems). Each broad area of focus is broken down into more specific areas. Each data set template will present a different set of data objects, or single data reports, related to the area of inquiry. Some examples are shown below.

Data Set: Factors Affecting Early Literacy

Template added on 01-01-2020

3rd Grade Reading M-STEP District Trend Data
3rd Grade Reading M-STEP School A Trend Data
3rd Grade Reading M-STEP School B Trend Data

Source: MISchool Data | Source: MISchool Data | Source: MISchool Data

Attendance Rates District Entity Breakdown

Source: MISchool Data

Add Data

Data Set: Factors Affecting Early Literacy_Copy

Adopted from template by Nancy M. on 09-05-2020

3rd Grade Reading M-STEP District Trend Data
3rd Grade Reading M-STEP School A Trend Data
3rd Grade Reading M-STEP School B Trend Data

Source: MISchool Data | Source: MISchool Data | Source: MISchool Data

Attendance Rates District Entity Breakdown
NWEA Reading School A Student Growth Summary...

Source: MISchool Data | Source: MISchool Data

Add Data

b. What additional data might add important information to your data story? Adding additional local data objects will create a new data set template based on the original template without altering the original template, E.g., NWEA. You will also be able to delete data objects from the data set that you do not have or do not want to consider.

c. You can also create a custom data set from scratch. Think about these questions:
   i. What data sets might build your story?
   ii. Do your data sets include measures of multiple types of data (Achievement, Demographic, Perception, and Process) within the three focus areas (Academic, Non-academic, and Systems)? Do they include various levels of data, including satellite data, map data, and street data? What might you consider adding?
   iii. Have you considered custom data such as Local Assessment Data, Surveys, interview/focus group data, Program Inventory, Curriculum Maps, Artifacts (Policy documents, Press Releases, Meeting Minutes, Logic Models)?

Whole Child Data Discovery

District Data Sets & Stories Explore district Data Sets & Stories created by the district.

Create Custom Data Set

Data Story Name	Category	Status	Last Edited	By
test	Career and College ...	Strategy	11/27/2020	Demo User	>

Page 1 of 1

Name & Save Data Story

District Story Name: (Story name should be outcome based)

Which focus area does this story relate to?

Academic	Non-Academic	Systems
Arts	Community Engagement	Assessment / Data Systems
Career and College Achievement	Family Engagement	Communication
Career and College Ready Skills	Mental and Behavioral Health	Curriculum & Instruction
Computer Science	Nutrition	Facilities Management
ELA	Physical Activity	Finance
English Language Development Standards	Physical Environment	Food Service
Health	School Culture and Climate	HR / Talent Management
Math	Social and Emotional Health	Leadership

Create Custom Data Set

2. Create a Custom Data Set
   a. Click on "Create Custom Data Set." Give it a name and choose what primary focus the story is related to.
   b. Click on "Create Custom Data Set."
   c. Click on "Add Data."

   d. Choose the source of your data from one of the existing tiles or Upload My Own Data. When you have identified the data object, upload the PDF or jpeg. Give it a recognizable name, provide a brief summary, and identify the origin. **Be sure not to include Personally Identifiable Information as defined in FERPA.**

Write a Data Story

Initial Data Analysis

Summarize the story the data above is telling.

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. View Consideration Questions

Resource Equity

Including fiscal and other resource allocation/utilization data in a data set enables a team to capture a comprehensive picture of existing work. Analyzing how resources are allocated/utilized help teams gain clarity on how resource commitments and implementation impact current and potential initiatives. As the team reflects on the initiative inventory, it may consider resources that are necessary, allocated, utilized, and lacking to implement an initiative as intended for the desired student outcomes. This reflection then informs discussion focused on how resource allocation and utilization have an impact on the outcomes for each student or student group. Summarize the team's findings on how resource distribution/utilization impacts strategy implementation and student group outcomes identified in the school index. View Consideration Questions

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. View Consideration Questions

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Initiative Inventory Consideration Questions

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 and assists with alignment of initiatives. Reflect on the following questions to assist in filling out the Initiative Inventory for the Data Story.

1. What is the connection to district mission?
2. What personnel are involved in the implementation?
3. What is the expected outcome?
4. What evidence for outcomes are there thus far?
5. What is the financial commitment and source of funding?
6. What fidelity measures exist?
7. What professional development exists including coaches and performance feedback?

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 and assists with alignment of initiatives. In the area you are exploring, list systems/initiatives that are currently in place and summarize your findings.

Systems and initiatives currently in place...

Save Response

Considering Resource Planning & Usage with an Equity lens

Applying the equity lens to resource planning and usage assists teams in developing clarity on the equitable alignment of available resources (e.g. people, time, materials, funds, course offerings, and others). Additionally, the equity lens provides an opportunity to consider if strategies are adequately resourced and the impact of usage on implementation and outcomes for student groups. As the team reflects on the gathered data, the following sample of questions from the Applying the Equity Lens to Understanding Resource Planning & Usage guidance document may assist a team in developing its data story utilizing the resource equity lens.

- What additional perspectives might be necessary to gain a comprehensive understanding of how the allocation and utilization impacts student outcomes?
- What does the district methodology for school funding and comparability report indicate about equitable distribution of resources?
- What does the data indicate about how the district ensures initiatives are adequately resourced throughout the life of an initiative?
- What does the data indicate about any current work that may be under-resourced?
- What student group or school might be most impacted by an insufficiency of resources?
- What might need further exploration to understand the impact of resource allocation and use?

Including fiscal and other resource allocation/utilization data in a data set enables a team to capture a comprehensive picture of existing work. Analyzing how resources are allocated/utilized help teams gain clarity on how resource commitments and implementation impact current and potential initiatives. As the team reflects on the initiative inventory, it may consider resources that are necessary, allocated, utilized, and lacking to implement an initiative as intended for the desired student outcomes. This reflection then informs discussion focused on how resource allocation and utilization have an impact on the outcomes for each student or student group. Summarize the team's findings on how resource distribution/utilization impacts strategy implementation and student group outcomes identified in the school index.

Data Story Summary Consideration Questions

Reflect on the following questions to assist in filling out the District Data Story Summary.

- What strengths have been uncovered? What growth edges have been identified? What learner needs are going unmet or not being met adequately/sufficiently?
- What district programs, supports, and services are designated to meet student, classroom, leadership and support priority growth targets needs?
- Are there any major challenges not being addressed by a service, program, or activity?
- Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?
- Are there duplicative services, programs, and supports attempting to address the same problem? If so, which are more effective, and which are less so?
- Is there a braiding of funding across there various programs and efforts?

Based on the data discovery, initiative inventory, and gap statements above, briefly describe the story your data is telling.

District story summary...

Save Response

Resources – Write a Data Story

- Initiative Inventory (NIRN) and Initiative Inventory Learning Module (NIRN)
- MICIP Platform Crosswalk for District-wide Integrated MTSS Installation
- Wellman and Lipton Data Dialogue
- Adaptive Schools Livebinder
- Article by Victoria Bernhardt – Multiple Measures – Four Types of Data
- Video – Four Types of Data
- Book by Victoria Bernhardt – *Measuring What We Do in Schools*
- Initiative Inventory Toolkit
- Evaluating Current and New Initiatives and Strategies Toolkit

Process – Write a Data Story

Guiding Questions – Write a Data Story

- As you consider thinking about your district data story, think in terms of both assets or strengths that can be leveraged to address a need and needs/challenges. Consider asking: "When have we performed at our best in the past? What made this possible? How can we build upon these strengths to address opportunities?
- Have you considered scaling your current practices that are getting positive results, e.g., adding more grades or more buildings or moving to the next stage of implementation?

Directions – Write a Data Story

1. Record your responses to the prompts presented. Be sure your responses are supported and informed by specific data objects from your data set. Write your summary in the modal or in the main platform and save your response.

   a. Use your district data protocol to analyze your data, looking for patterns and trends. For the Initial Data Analysis Summary, give a brief summary of the story the data creates. Consider the impact(s) of the combined data.

   b. In the Initial Initiative Inventory and Analysis section, identify what your district is currently doing to address this area of challenge; consider using the Hexagon Tool to evaluate how well the initiatives are working and whether they should be continued, adjusted, or deselected. Click on "View Consideration Questions" for guidance in this section; you will be asked to consider questions such as the following:

      • What need is being addressed with your initiative(s) 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?

   c. Summarize the learnings from the team dialogue focused on Resource Equity. What did the team discover about the how available resources are allocated and utilized. The "View Consideration Questions" provides guidance to enhance the district data story utilizing the resource equity lens:

      • What additional perspectives might be necessary to gain a comprehensive understanding of how the allocation and utilization impacts student outcomes?
      • What does the district methodology for school funding and comparability report indicate about equitable distribution of resources?
      • What does the data indicate about how the district ensures initiatives are adequately resourced throughout the life of an initiative?
      • What does the data indicate about any current work that may be under-resourced?
        1. What student group or school might be most impacted by an insufficiency of resources?
        2. What might need further exploration to understand the impact of resource allocation and use?

   d. Summarize your Gap Statement in the space provided. What is the difference between your current reality and your desired state for all students, including all student groups? For example, student suspension rates are at ___% compared to the district target of ___%, a gap of ___%.

   e. Complete the District Data Story Summary by using the four previous sections (Initial Data Analysis Summary, the Initial Initiative Inventory, the Resource Equity Considerations, and the Gap Statement) to succinctly **summarize** how they combine for your district. This creates the rationale for your district's improvement plans. Use the "View Consideration Questions" for guidance:

      • 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 coordination 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?

Write your summary in the modal or in the main platform and save your response. How might you use your assets to address the future you hope to see?

f. When you have completed the story, give it a name that relates to the story you are trying to tell.

Analyze Root Cause

Root cause analysis is the process of identifying factors that contribute to a challenge or opportunity for growth. It is done to ensure that districts are working to address the actual cause(s) of the challenges (the why) they are seeing in the data analysis (the what). There is no right or wrong answer regarding which tool is the "right" tool to use to analyze the root cause. Both the 5 Whys and Fishbone are built into MICIP as tools to support the root cause analysis process; you can also add your own tool. Frequently, the Fishbone and the 5 Whys are used together.

- Starting with the data story summary, the Fishbone is frequently used first to brainstorm and organize a variety of potential contributing causes into categories/sub-categories.
- The team then determines which category (-ies) they want to investigate more deeply, and the 5 Whys is used to conduct the investigation and drill down to the root cause in one or more of the categories.
- The group then decides which of the root causes to address in the challenge statement.
- The tools can also be used in reverse, with the 5 Whys being used to drill down to a root cause and the Fishbone being used to identify various causes-and-effects for that root cause.

Resources – Analyze Root Cause
- Five Whys Resource – NIRN
- Fishbone Template
- Five Whys Video
- Fishbone Diagram Explained Video
- Fishbone: How to Create Cause-and-Effect Diagrams Video
- MI-CSI Presentation – MICIP: Assess Needs Process
- Exploring Causal Theories
- MICIP Platform Crosswalk for District-wide Integrated MTSS Installation

Process – Analyze Root Cause
Guiding Questions – Analyze Root Cause

- Why might you be getting the successes or gaps you are experiencing?
- How might your district's systems be contributing to the successes or opportunities you are seeing?
- How will your root cause analysis stay focused on the factors within your control or influence? How will it avoid blaming students, parents, and families and focus on what adults can do to support students?
- What other factors might there be that are indirectly related to your data story?
- What data do you have to support your causal theories? If you are struggling with identifying possible causes, consider the Exploring Causal Theories document in the resources.

Making Connections to the MICIP Platform
Directions – Analyze Root Cause

NOTE: You will only be able to record your thinking in the platform from one tool. Should you use more than one tool, you will need to record the thinking from additional tools outside of the platform. In the upper right-hand corner of this illustration, you will notice the lock symbol and the countdown clock. This lets the user know the section can only be edited by the current user and how long it will be before someone else can write in that section. A user can extend the amount of time a section is locked.

Analyze the Root Cause   14:53

Cancel   Save

Select a Root Cause tool to analyze this District Data Story with.

Review the Data
What is it showing? Why?
Why is that?
Why is that?
Why is that?
Why is that?

The 5 Whys

5 Whys is an iterative interrogative technique used to explore the cause-and-effect relationships underlying a particular problem. The primary goal of the technique is to determine the root cause of a defect or problem by repeating the question "Why?". Each answer forms the basis of the next question.

Fishbone

Fishbone is a visual method used to explore the cause-and-effect relationships underlying a particular problem. The primary goal of the technique is to determine the root cause of a defect or problem. The story seen in the data will be placed at the "head" of the fish. Each "bone" indicates a contributing cause to the issue.

Add Your Own

Do you have a preferred Root Cause Analysis technique that's not here? Great! You can utilize that approach and record your findings.

Option One: 5 Whys

Analyze the District Data Story: Test data set 2 Copy ⌄

District Data Story
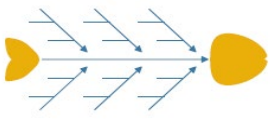
xx

View District Data Story

Root Cause

You're on this step now. Once the Root Cause Analysis is complete, a Challenge Statement can be created.

Analyze the Root Cause   Tool Selected: The 5 Whys Change Tool

Reference the District Data Story to answer the following questions. The last "why" will be the Root Cause of the District Data Story.

Review the Data
What is it showing? Why?
Why is that?
Why is that?
Why is that?
Why is that?
ROOT CAUSE

Explain why the above Data Story is in the state it currently is.

xx

Looking at your response to the previous question, explain why that is.

xx

Looking at your response to the previous question, explain why that is.

xx

Looking at your response to the previous question, explain why that is.

xx

Looking at your response to the previous question, explain why that is.

xxx

+ Add "Why"   Edit Analysis

Add Evidence to Data Story (Optional)

Based on the results of the Root Cause Analysis, is there any other data that should be added to the District Data Story? If no additional data is needed, continue to define the Challenge Statement.

Add Data to District Story

✓ Root Cause Analysis complete.   Cancel   Save   Define the challenge statement ›

Guiding Questions

- Are other team members needed to bring additional expertise to the table for this conversation? Can team members make a commitment to be honest and accurate in their responses?
- What group protocols might you use to ensure all voices are heard?
- Have you considered data from across the four types (Achievement, Demographic, Perception, and System/Process)? Have you considered academic, non-academic, and systems data? Have you considered satellite, map and street data?
- As you engage in the process, what additional data might help your analysis?
- Have you addressed both assets and challenges as part of your process?

Making Connections to the MICIP Platform
Directions – Analyze Root Cause – 5 Whys

1. Beginning with your Data Summary Statement, ask "WHY might that be?" and record a summary of the group's response in the box.
2. Click "Add Why" to continue recording your analysis. Repeat as many times as necessary to get to challenges, including those caused by lack of systems or poor quality or performance of existing systems. It may be more or less than 5.
   a. Consider any additional data that would help your analysis. If pertinent, also consider adding it to your Data Story using the tab below the 5 Whys Protocol.
   b. Ask yourself whether the root cause on which you decide is something that is within your control to address. If not, consider repeating the process until you arrive at a root cause over which you do have control.
   c. Depending on the time allotted, this process may take more than one sitting to enable analysis at a deep level.
3. Click on "Define the Challenge Statement."

You can change to another root cause tool by clicking on "Change Tool."

Option Two: Fishbone

If used following the 5 Whys, the fishbone can be used to look at the various causes and effects of your root cause. If used first, it can be used to brainstorm all possible causes and effects, with a priority group of causes then taken through the 5 Whys. It can also be used by itself. Consider the same Guiding Questions as with the 5 Whys.

Directions – Analyze Root Cause – Fishbone

1. Select the FISHBONE Analysis. Use the template linked in the Resources or on a large piece of paper or whiteboard draw the fish head, spine, and tail.
2. Write the Data Story Summary Statement in the head of the fish. Brainstorm all possible big-idea contributing factors and draw those as bones connected to the spine. Add contributing factors to each of the big ideas as smaller bones attached to the larger bones. After you have discussed all contributing causes, identify the factor you think is the primary factor, and write it in the tail. It might surface from commonalities you see across contributing factors. If needed, use the Five Whys to identify the root cause of that factor. This will be carried through to your challenge or opportunity for growth statement. If you are having difficulty with possible sources for the cause, consider using the Exploring Causal Theories document in the Resources to help you identify a causal theory. Caution: When looking at causes associated with students, consider whole child factors that may impact student success (e.g., poor nutrition) but refrain from "blaming" students or families.
3. Summarize the findings of your group analysis in the narrative box below the fish diagram.
4. Upload documentation (scanned documents, photos, pdfs) from your discussion.
5. Add any additional data considered in your analysis to your data story.
6. Click on "Define the Challenge Statement."

You can change to another root cause tool by clicking on "Change Tool."

Option Three: Add Your Own

You can also use any other root cause tool of the district's choice and upload the results at this screen. Consider the same guiding questions as with the 5 Whys and Fishbone.

Directions

1. Select "Add Your Own."
2. Provide a summary of your team's root cause analysis.
3. Add documentation of your group analysis (scanned documents, photos, pdfs).
4. Add any additional data your team considered in your analysis.
5. Click on "Define the Challenge Statement."

Create a Challenge Statement

- MICIP Platform Crosswalk for District-wide Integrated MTSS Installation
- Logic Model Resources:
  - Theory of Change Resource
  - Model, Worksheet Flowchart, Worksheet Table
  - Education Logic Model Application

Making Connections to the MICIP Platform
Directions – Create a Challenge Statement

1. Define the results of your Root Cause Analysis in one sentence. This challenge statement describes the need, challenge, or opportunity for growth that the continuous improvement plan will address.
2. A theory of change and a logic model might be helpful in creating a challenge statement; they might also be helpful later in creating the plan. A logic model designed as an **"If…, then…, so that" statement** states that inputs allow for activities that produce outputs which lead to outcomes. For example, "**If** students with targeted needs are given additional practice, **then** the number of students with the necessary skills will increase **so that** higher levels of student achievement will result." Or "**If** early on we establish a shared equitable mindset and a coordinated systemic process to guide students toward any higher-level learning opportunity, **then** student enrollment in Advanced Placement, CTE, or Dual-enrollment courses will increase, **so that** post-secondary programs will reflect the district demographic make-up." The **hypothesis** is the first, or "if," part of a conditional statement; the **conclusion** or **output** is the second, or "then," part of a conditional statement; the **outcome** or **result** or "so that" is the third part of the statement. Consider using such a model when writing the challenge statement.
3. If your analysis led you to several root causes, your statement could be a complex sentence identifying several challenges, but you can only write one goal for a challenge statement. You might consider writing a broad goal or a systems goal that will address multiple challenges or create an additional goal.
4. Save and close or move on to "Define Goal."

Define a Measurable Goal

Rationale – Define a Measurable Goal

Goals provide a sense of direction and motivation and a clear focus for improvement. They create a target for those implementing a plan. Focusing improvement efforts by setting goals increases the likelihood that improvement will take place. Achieving goals helps an organization reach its vision. Identifying interim and end targets help a district know exactly where it hopes to go and measure whether it is on track to get there. While an important function of the plan is to support funding of a district's strategies and activities, **it is also important to remember that not everything on which a district is working needs to be part of a continuous improvement plan**. It is critical for a district to understand what its priorities are and to be realistic about how many goals it can implement, monitor, and evaluate.

Key Vocabulary – Plan

Term	Definition
End Target Measure	A value that defines the ultimate level of achievement of a measurable goal
Impact Measures	The data describing the degree to which a measurable goal is being achieved
Interim Target Measure	A value that measures progress toward a measurable goal and end targets
Measurable Goal	A SMART* Goal that addresses a specific challenge or opportunity for growth *Specific, Measurable, Attainable, Relevant, Time-bound
Metric	Measures of qualitative or quantitative assessment commonly used for assessing, comparing, and tracking performance
Plan	A written reflection on the data, root cause, strategies, and activities needed to reach a goal for performance improvement
Portfolio	A collection of district continuous improvement plans
Qualitative Data	Information that is expressed using words
Quantitative Data	Information that is expressed using numbers
Stages of Implementation	The progression of implementation of a plan, including exploration, installation, initial implementation, and full implementation

Key Considerations – Define a Measurable Goal

- As you think about past practice, which goals were achieved?
  - What is your evidence?
  - What might explain why they were achieved?
- As you think about past practice, which goals were not successful?
  - What is your evidence?
  - What might explain why these goals were not achieved?
- As you think about specific student groups (federally identified subgroups), what did you notice about the performance of each specific student group in relation to the performance of all students or to the performance of all other students not represented in that group?
- As you think about goals, what assets or strengths do you have that you can leverage to address them?
- As you think about past goals, what systems were needed to support them? To what extent was the success of the goal impacted by the presence or lack of systems? What systems might need to be built or strengthened to ensure the success of your goals going forward?
- As you think about past goals, how did the level of resources you were able to devote to them impact their success?
- Given the conditions in your district, how many goals are realistic? How might a goal be specific yet broadly enough defined to incorporate opportunities for multiple actions?

Resources – Define a Measurable Goal

- [MI-CSI Presentation: The MICIP Planning Process: Goals, Strategies, and Activities](#)
- [Setting SMART Goals](#)
- [How to Create SMART Goals in Education](#)
- [SMART Goals: A How to Guide](#)
- [What Are Implementation Stages - NIRN](#)
- [Implementation Stages Overview](#)
- [MICIP Platform Crosswalk for District-wide Integrated MTSS Installation](#)
- [Addressing Systems in MICIP](#)

Process – Define A Measurable Goal

Guiding Questions – Defining A Measurable Goal

- How will the measurable goal address the need or opportunity defined in your challenge statement?
- What end targets are rigorous and attainable?
- What will you use to measure your end target? One or more than one measure?
- What interim targets will you need to know whether you are making the right amount of progress to meet your end target?
- How often will you review progress toward those targets?

Making Connections to the MICIP Platform

Directions – Define A Measurable Goal

1. Define Goal - Identify the components of the Goal, ensuring that it is SMART (Specific, Measurable, Attainable, Relevant, Time-bound). E.g.
   - Across all elementary buildings in the district, increase the district average reading comprehension scores at each Grade 3-5 as measured by M-STEP and NWEA by Spring, 20___.
   - Across the middle schools in the district, decrease student absenteeism at each Grades 6-8 as measured by attendance reports by June 20___.
   - Across the high schools in the district, increase the percentage of students feeling safe at school in Grades 9-12 as measured by the annual student survey.
   - Improve student engagement and social emotional outcomes across all subgroups as measured by the MIPHY and School Climate Survey of June (year) __.
   - **Note: The measurement component of a SMART goal should align with the data considered as part of the Assess Needs process.** The pop-up screens used to set end and interim targets can help with this process and will identify the specific measures. A SMART Goal can have more than one measure.

2. Name Goal - What keyword/phrase would help those with critical perspectives better identify/understand this goal? What language can you use to be as specific as possible regarding the outcome you want to achieve? E.g., Increase Reading Comprehension vs. Reading; Decrease Student Absenteeism; Implement an MTSS approach vs. MTSS.

Define Impact Measures

Resources – Define Impact Measure
- Quantitative and Qualitative Techniques for Assessing Student Learning
- MooMooMath Video – Qualitative and Quantitative Measures
- The Organic Chemistry Tutor Video – Qualitative and Quantitative

Process – Define End Target Measure
Guiding Questions – Define End Target Measure

- What metric (increase/decrease in adult and/or student performance/behaviors/feelings/attitudes) would best indicate overall growth or improvement?
    o quantitative data - information that is expressed using numbers; observations expressed as a number, percentage, ratio; surveys with closed-ended questions, etc.
    o qualitative data - information that is expressed using words; concepts, thoughts, experiences/opinions, descriptions, observations, interviews, or surveys with open-ended questions. For example, if a teacher was collecting data on student reading ability, the teacher would comment on fluency, intonation, missed words, or pronunciation without giving a grade. Note: Even though qualitative data is expressed in ideas and words, the improvement target will be expressed numerically, e.g., increasing or decreasing the number or percentage of people who report certain thoughts or ideas gathered

through open-ended questions. "The percentage of student comments referring to examples of highly engaging lessons will increase from 30% to 50% as reported in student surveys at the end of the 20– school year." "Reduce the % of students across all schools reporting they feel unsafe or very unsafe at school by 6% by June 2024 as measured by MIPHY. Note: Your end target measure should align with the target in your SMART goal.

- How might your goal's current stage of implementation impact the due dates? (e.g., exploration, installation, initial implementation, full implementation)

Making Connections to the MICIP Platform
Directions – Define End Target Measure

1. Click on "End Target Add Measure."
2. Choose Quantitative or Qualitative Data. Notice that the options for data are the data objects from which your data story was originally written.
3. You can choose multiple end targets using multiple data objects - including those representing both quantitative and qualitative data -, but you will need to write a separate target measure for each data object. You are not required to write an end target for every data object. Note: If you wish to add a data object as an end target that was not part of your original data set, you must also go back and add it to your data set before using it as an end target.
4. Choose the desired change aligned to your Goal. The Due Date should be carried forward from your Goal page.
5. Click on "Add Measure."

Examples of Data Points by Area of Inquiry (these are samples, not an exhaustive list)

- Academic Data Examples: State Achievement Test Scores; Other Standardized Test Score; District Achievement Test Scores; Grades
- Non-Academic Data Examples: Attendance (Mi School Data) and SWIS Behavior Referrals (Data Hub); MiPhy Data; HSAT; Perception Surveys and Inventories; Mobility
- System Data Examples: District Systems Review (DSR); COGNIA Systems Quality Factors (SQF); District Capacity Assessment (DCA); Drivers Best Practice Assessment (DBPA); Continuum of Implementation Practices from MISystemsSupport.com

Process – Define Interim Target Measures
Guiding Questions – Define Interim Target Measures

- Which interim target measures align with the end targets? What is reasonable but necessary progress needed to reach the end targets?
- How often will you measure the interim targets as part of the monitoring process?
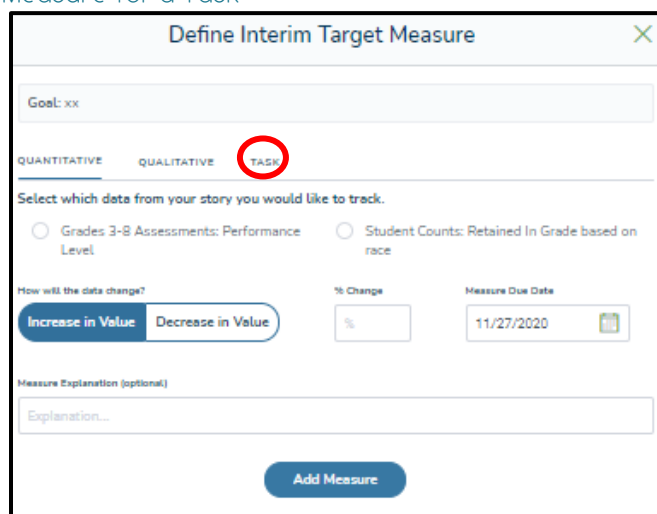
Making Connections to the MICIP Platform
Directions – Define Interim Target Measures

1. Click on "Interim Target Add Measure."
2. Choose Quantitative or Qualitative Data.
3. Choose an Interim Target that indicates progress toward your End Target. Your Interim Target can be data that is identical to your End Target (e.g., NWEA to NWEA), directly aligned to your End Target (e.g., NWEA aligned to MSTEP), or indirectly aligned to your End Target indicating the progress that is necessary for the accomplishment of your Goal (e.g., Social-Emotional learning (SEL) competency measures to literacy).
4. Identify the desired change until the first monitoring due date. Remember that for new strategies, there may be an initial implementation dip that causes student performance to decrease before it increases.
5. Identify the first monitoring due date. You can identify additional monitoring due dates for the same measure by repeating the process above.
6. You can choose multiple interim targets using multiple data objects - including those representing both quantitative and qualitative data - but you will need to write a separate interim target measure for each data

object. You are not required to use all the data objects. Note: If you wish to add a data object that was not part of your original data set, you must also go back and add it to your data set before using it as an interim target.

7. Click on "Add Measure."

In contrast to an activity that supports a strategy, **a task is typically a one-time action** that might be needed to accomplish a goal. Tasks should be thought of as a milestone or benchmark without which the goal cannot be met. For example, implementation of a career program might require building a specialized facility or acquiring specialized equipment. If this is not already in the district budget, it might require passing a bond issue. Passing the bond issue could be considered a task. If a district is implementing new instructional programs that require expert leadership, it might require hiring a curriculum director. Hiring the director could be considered a task. Tasks are frequently part of the district strategic plan. **Identifying a task is optional if nothing in that category is needed.**

Guiding Questions – Define Interim Target Measure for a Task

- Does accomplishing this goal require a task?
- Is there a dependent order if there is more than one task?

Making Connections to the MICIP Platform
Directions – Define Interim Target Measure for a Task

1. If yes, click on "Task"
   a. Identify the task, the due date, and the owner.
   b. Click on "Add Measure."
2. If no, proceed to "Add Strategies."

Create a Strategy Implementation Plan

Rationale – Create a Strategy Implementation Plan
Adding strategies is the roadmap to achieving measurable goals and involves the first stage of implementation, that of exploration. Strategies include the specific actions adults will take, including what they will do, who will take them, by when they will be taken, and what fidelity of implementation looks like as defined by the critical components. Strategies must be selected from Mi Strategy Bank. The Bank contains many pre-populated strategies, and districts may also enter their own. This section also contains a tool to help districts identify whether they have the capacity to implement a strategy with fidelity as well as what their level of readiness for such implementation. Determining this readiness level will help identify potential activities as well as a timeline for implementation. Understanding the stages of implementation is critical to planning the strategy and activity timeline. Understanding the critical components of the identified strategy is also crucial. Successful implementation with fidelity requires addressing these stages of implementation as well as having a clear vision of what the strategy requires. Determining the infrastructure elements needed to support implementation, including leadership, competency of those implementing, and organizational and systems support are critical to successful implementation. Specific activities can be written into the plan to address

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gaps with these elements where they exist for each stage of implementation. For example, professional learning may be required to build leadership knowledge of the strategy and the skills of the staff responsible for implementation in the early phases of implementation. In addition, users will determine how strategies and activities will be monitored and evaluated, how they will be funded, and how they will be communicated during the initial planning process. These help to avoid false starts and remove barriers to implementation.

Key Vocabulary – Create a Strategy Implementation Plan

Term	Definition
Accelerated Learning	Accelerated learning keeps students moving forward on their intended grade-level trajectories by strategically preparing them for success in current grade-level content. Acceleration focuses on teaching only what must be learned, at a given level, instead of trying to teach everything that a student did not learn in a previous grade or grades. Acceleration requires teachers to identify crucial content that they need to teach and that students need to learn so that students can access current grade-level material
ESSA	Every Student Succeeds Act, the current reauthorization of the Elementary and Secondary Education Act (ESEA), the nation's national education law
Fidelity of Implementation Integrity of Implementation	The degree to which a strategy is implemented as intended according to research or evidence, often measured by a fidelity assessment or strategy implementation guide. Measures of fidelity include dosage (frequency and duration), quality of delivery, adherence to the key features, and responsiveness of participants receiving the strategy. Integrity is another term often used within systems change efforts which also refers to the degree to which a strategy is implemented as intended while considering the needs of the implementation setting. This is also sometimes referred to as acceptable variations
Coordinate Funds – Blending	Financial support is combined under a single set of reporting and other requirements, and resources contributed from each individual funding stream lose their original award-specific identity
Coordinate Funds – Braiding	A way for districts to use multiple federal, state, and local funding sources to support various parts of an initiative while maintaining their specific identity and purpose
Hexagon Tool	A planning tool used to guide the selection and implementation of strategies using the elements of need, fit, capacity, evidence, usability, and support. It helps users understand how a new or existing practice fits into existing work and context and helps measure the level of readiness for implementation
Hexagon Tool – Capacity	The strength of the district's qualified workforce, financial supports, technology supports, and administrative supports needed to implement and sustain the strategy with fidelity
Hexagon Tool – Evidence	The strength of the strategy's evidence in achieving intended outcomes when implemented well through research and/or evaluation work
Hexagon Tool – Fit	The extent to which the strategy aligns with the district's current priorities, existing initiatives, and values
Hexagon Tool – Need	The extent to which the strategy has demonstrated meeting the identified need of the target population through research and/or evaluation with a comparable population
Hexagon Tool – Supports	The strength of the supports available from an expert to support implementation, including resources for building the competency of staff (staff selection, training, coaching, fidelity) and organizational practice (data system and use support, policies and procedures, engagement with those with critical perspectives)
Hexagon Tool – Usability	The extent to which the strategy's principles, values, and core components are measurable and observable. It also helps determine if the strategy has a validated fidelity assessment and identified modifiable components to support its use with new settings or populations
Impact	The degree to which a measurable goal is achieved as the result of implementing a plan
Impact Measure	The data describing the degree to which a measurable goal is achieved as the result of implementing a plan
Implementation	To put into practice

Term	Definition
Implementation Measure	The data describing the degree to which a strategy is implemented as intended
Resource/Resource Equity	Can refer to people, time, course offerings, curricula, materials, location, funds, and more. **Resource equity** refers to the allocation and use of resources to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their race or income. Providing all students with the resources required to create the kind of experiences they need to meet rigorous academic expectations and succeed in our fast-changing information and technology-based society, so that race, income, and zip code no longer predict success in school and beyond
Scale	The degree or extent to which a strategy is being used. Scale could include the level of spread such as the number of teachers using the strategy, students accessing the strategy, number of schools, etc. Scale could also include stage of implementation (e.g., Exploration, Installation (Getting Ready), Initial Implementation (Getting Started), Full Implementation (Getting Better)
Stages of Implementation	Implementation Stages outline the sequence of activities needed for sustained use of an evidence-based practice or program. The progression of implementation of a plan, including exploration, installation, initial implementation, and full implementation
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
Stages of Implementation – Installation	To ensure that resources for implementation are in place and to develop practitioner competency
Stages of Implementation - 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
Stages of Implementation - 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
Strategy	An evidence or research-based initiative or practice implemented by adults to address a goal that is teachable, learnable, doable, and assessable in practice
Strategy Implementation Guide	A document that defines critical components necessary to implement a strategy with fidelity/integrity
Tiered Delivery System	A responsive framework that provides research-based instruction, interventions, and supports intended to meet the needs and assets of the whole child. Based on an aligned curriculum, the instructional practices, interventions, and supports are organized along a continuum to meet the needs of every learner. Tiers are intended to be layered with the intensification of supports matched to learner needs

Key Considerations – Create a Strategy Implementation Plan

- To what extent were past strategies successful? What is your evidence? What does it say?
- What could be learned from past experiences with strategies that might help with strategy selection and implementation?
- What process is in place to identify new strategies? Are the right people on the team to help choose the strategy(-ies) based on the data? Once a strategy has been chosen, are the right team members in the room to help define the activities and supports related to that strategy?
- What systems may already be in place to support strategy implementation? To what extent are they effective? What is the evidence? Based on the data, what systems might need to be enhanced or built?
- What monitoring and evaluations systems for implementation and impact are in place? To what extent are they effective? What is the evidence? How might they be made more effective?

Equity Considerations

- What strategies will you put in place to ensure equity and address inequities at the system level?
- What systemic barriers might need to be addressed to achieve equity? What strategies will ensure equity in implementing a culturally responsive, tiered approach to instruction with sufficient and equitable resources

and supports to ensure high-quality learning experiences for all students? How will we ensure that all students get what they need, including remediation in the context of new learning ([accelerated learning](#)) rather than remediation prior to new learning?

- How will we gather input from various populations regarding their perceptions of how best to address their needs? Are members of groups who have been historically or are currently disenfranchised included in planning?
- What does the research/evidence say about the impact on various populations of the strategies we are considering? What does it say about the flexibility to adjust the strategies to address the needs of the target population without negatively impacting outcomes?
- What data will we use to monitor and evaluate implementation and impact of the strategies put in place to ensure equity in systems and in outcomes and to prevent unintended consequences from disproportionately affecting certain student groups?
- How will we ensure sufficient and fair distribution of resources and supports for both students and adults?

Resources – Create a Strategy Implementation Plan

- [Mi Strategy Bank](#)
- [Video – ESSA Tiers of Evidence](#)
- [MDE MTSS Practice Profile 5.0 – Essential Component: Selection and Implementation of Instruction, Interventions and Supports](#)
- [NIRN Implementation Stages Video](#)
- [NIRN Implementation Stages Planning Tool](#)
- [NIRN Implementation Stages Planning Tool Lesson](#)
- [NIRN Hexagon Tool](#)
- [NIRN Resource – Context-Specific Readiness Factors to Consider for Implementation of Curriculum](#)
- [MDE MTSS Practice Profile 5.0 – Essential Component: Tiered Delivery System](#)
- [MiMTSS TA Center Resource – District Initiative and Innovation Review, Selection and Alignment Process,](#)
- [MDE Website – Accelerated Learning](#)

Create Strategy Implementation Plan: Test data set 2 Copy ⌄

Challenge Statement	Edit	Measurable Goal	Edit
xx		xx	
View District Data Story			

Select Strategies

What strategies can be utilized to achieve this goal?

+ Add Strategy

This is the landing page for Creating a Strategy Implementation Plan. Notice that the Challenge Statement and the Measurable Goal have been carried forward. As you work through the strategy selection process, your results will look like the screen shots above.

Process - Create a Strategy Implementation Plan
Guiding Questions - Create a Strategy Implementation Plan

- Is the goal you are considering a new goal or an existing goal? If an existing goal, do the results suggest using the same strategy(-ies) or trying something different? If using the same strategies, might they need to be enhanced? If so, how?

Making Connections to the MICIP Platform
Directions - Create a Strategy Implementation Plan

- If this is a new goal or if you are selecting new strategies for an existing goal, click on "Add Strategy."

Select a Strategy

Process – Add a Strategy from the Strategy Bank for Consideration

Since **Mi Strategy Bank** was designed for a broader application than just MICIP, it is important to note the difference between the MICIP strategy definition (*an evidence or research-based initiative or practice implemented **by adults** to address a goal that is teachable, learnable, doable, and assessable in practice*) and the Mi Strategy Bank definition (*An intentional effort that a student, teacher, school, or district is operationalizing to improve scale, capacity, fidelity, and/or outcomes, by implementing: a practice, a process, a program, a resource, a system, an activity, an initiative, an instructional strategy*). The MICIP strategy definition is intended to apply to the district level plan and is intended to address a variety of challenges, including those in academic, non-academic and systems arenas. The team should focus on selecting a strategy that is tightly aligned to the outcome of the Assess Needs process completed previously. When the team enters the Mi Strategy Bank, the bank will use various filters to narrow the search for properly selecting a desired strategy. **Caution:** Search results may return multiple strategies that may or may not align with your needs; use a critical lens! It is also possible that you will not find a matching strategy in the bank; your ISD or district designee can help add a strategy approved by the district.

Guiding Questions – Add a Strategy from the Strategy Bank for Consideration

1. If your data leads you to select a new strategy, answer these questions:
   a. Given your goal, who needs to be at the table to help select the strategy?
   b. How does your team define "strategy"? Given the challenge and goal you are trying to address, what kind of strategy are looking for?
   c. As you look for an evidence-based strategy, how will you consider your own context? How might it compare to the context of the strategies in the Bank?
   d. How will you consider the ESSA Tiers of Evidence in your decision? If you are unsure about determining evidence, consider reviewing the Evidence for ESSA Website.
      ▪ Tier 1 - Strong Evidence - experimental study, meets What Works Clearinghouse Standards without reservations; statistically positive effect, at least 350 students, at least two educational sites.
      ▪ Tier 2 - Moderate Evidence - quasi-experimental study, meets What Works Clearinghouse Standards with or without reservations, statistically positive effect, at least 350 students, at least two educational sites.
      ▪ Tier 3 - Promising Evidence - correlational study, meets What Works Clearinghouse Standards with or without reservations, statistically positive and favorable effect.
      ▪ Tier 4 - Demonstrates a Rationale - logic model informed by research or evaluation, effort to study the effects producing promising evidence is underway or will happen as part of the intervention, relevant research or evaluation suggests that improvement is likely.

Making Connections to the MICIP Platform
Directions – Add a Strategy from the Strategy Bank for Consideration

1. When you click on "Add Strategy" you will come to the screen above where you will be able to search for specific strategies or to browse strategies in the areas of academic, non-academic, or systems.
   a. The system provides filtering features that allows you to narrow your search based on your criteria, including by gender, ESSA level, curator, content area, grade level, and MDE Education Plan Goal.
   b. If you are unable to find a strategy that meets your needs, your ISD or district designee can help add a strategy approved by the district for district use. The Bank also allows you to compare strategies side-by-side. Viewing a strategy within MICIP does not require a Mi Strategy Bank log-in; using the comparison tool in the Mi Strategy Bank does require a user to log directly into Mi Strategy Bank.
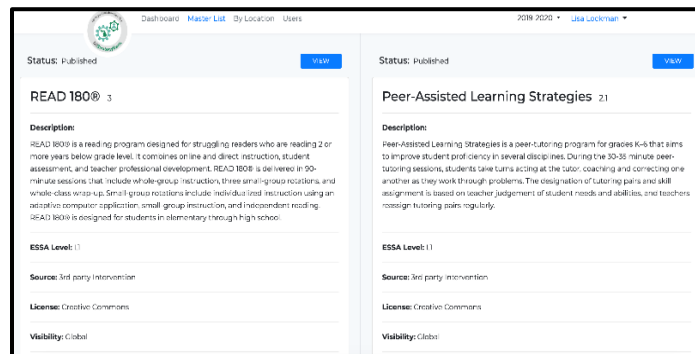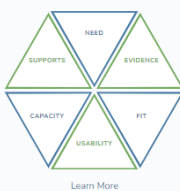
2. Once you have selected a strategy for potential implementation, the MICIP platform will prompt you to analyze the strategy using the Hexagon Tool. The Tool has six implementation indicators that help answer two critical questions about a Strategy: Is it the right thing to do (**need, capacity, fit**)? Can we do it the right way (**evidence, usability, supports**)? The former indicators are also related to characteristics of the organization or site while the latter indicators are characteristics of the practice. Making use of a Strategy Implementation Guide (SIG) helps answer the question "Can we do it the right way?" by identifying the critical components of a given strategy based on research as well as what supports are needed to implement with fidelity. It is critical for the team to understand the critical components of the strategy to work through the hexagon tool to determine fit and feasibility in the next step.

Process – Using the Hexagon Tool
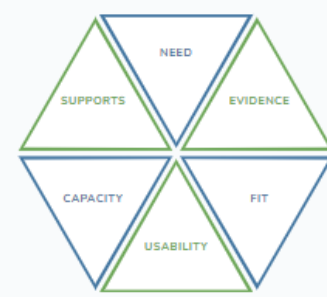
Directions – Using the Hexagon Tool

1. To complete the Hexagon Tool, identify where your district scores in the six categories. To better understand each category, hover over each piece of the hexagon to see questions that help define that category.
2. Determine the district's rating on a scale from 1 (poor) to 5 (great). You can choose your response on the pop-up document or on the main hexagon document. See the NIRN Hexagon Tool for the meaning of each level of the scale (1-5) in each category.

3. Once you have completed your ratings, consider and summarize the questions in the modal. If you decide you can implement the strategy, click on "Include in Strategy Implementation Plan." You can later decide to remove it from your plan if you wish. Should you decide not to use the strategy at the present time but to keep it in the platform for consideration at a later date, simply complete the Hexagon Tool but do not select "Include in Strategy Implementation Plan" and return to the Strategy Bank to consider a different strategy.
4. Your goal may require one strategy or multiple strategies. You may have the same goal for your entire district but different strategies for different buildings, grade levels, or departments. If you need to consider a different strategy or need to add strategies to the same goal, return to the Strategy Bank and repeat the process above. Once you have selected all strategies, click on "Define Strategy Implementation."

Identify Strategy Details

Process – Identify Strategy Details
Guiding Questions – Identify Strategy Details

- How will you first implement the strategy on a manageable level? How will you scale it to a larger audience? How might it change due to expansion?
- When will it start? When will it be completed? How might your due dates be impacted by the stage of implementation the goal is in, e.g., installation, initial implementation, full implementation? What Are Implementation Stages - NIRN?
- Which buildings/grade levels/departments will be implementing the strategy? Strategies can be assigned district-wide or to individual schools or to programs within schools by clicking the appropriate box(es). A strategy assigned district-wide will also be assigned to all schools in that district. The assignment of a strategy to a building will become part of that building's continuous improvement plan and will also be assigned to the district.
- Who is ultimately responsible for ensuring that the strategy is implemented?

Making Connections to the MICIP Platform
Directions – Identify Strategy Details

1. Identify the strategy details by filling in the appropriate information.

If you have chosen other strategies, you will see a summary of the strategies you have already identified. If you want to add another strategy, click on the "Add Strategy" button, and repeat the process above.

Identify Activities

Resources – Identify Activities
- What Are Implementation Stages - NIRN
- Implementation Stages Planning Tool
- MDE MTSS Practice Profile 5.0
- Activity Planning Tool
- Directions for Activity Planning Tool
- Strategy Implementation Guide Template
- Directions for Creating a Strategy Implementation Guide
- Learning Forward Standards for Professional Learning

Process – Identify Activities
Guiding Questions – Identifying Activities

- What did your analysis from the Hexagon Tool tell you regarding activities, or actions to implement the strategy? Based on your ratings, what components might you need to address first?
- What activities do you need to consider to specifically address your root cause(s)?
- What activities do you need to put in place for installation, or getting ready to implement, e.g., creating shared purpose and ownership, identifying and implementing needed structural and functional changes (policies, schedules, space, time), identifying first implementers, initial professional learning for those implementing and for leadership, identifying and obtaining resources, assigning staff, etc.?
- What activities do you need to put in place to implement, including initial implementation and full implementation? e.g., communicating with those with critical perspectives, on-going coaching, improving

technology, parent involvement, community engagement, etc.? If it has been initially implemented, how will you bring new implementers on board? If it is ready to be scaled up, what supports must you put in place?

- If this is an instructional strategy, what will you do for Tier 1 instruction? Tier 2? Tier 3?
  - o Tier 1 instruction is defined as having universal supports, or those instructional practices that help all students in a school. Tier 1 instruction includes both whole group and differentiated small group instruction. Once universal supports are in place, staff can use assessment data to determine which students need additional Tier 2 and Tier 3 supports that vary by intensity and duration.
  - o Tier 2 support is an additional block of time targeted to small group instruction in addition to the Tier 1 block.
  - o Tier 3 support involves even more intensive instruction, including one-on-one. It is critical that all students receiving Tier 2 and Tier 3 support continue to also receive Tier 1 support.
- How will you build the strategy implementation guide to identify critical features necessary for effective implementation? What will you use to measure fidelity of implementation or integrity of implementation of the critical features?
- What activities will you put in place to monitor implementation (process) and impact (progress)? What implementation and impact measures/data will you collect? How often will you monitor? Who will monitor? What tools will you use to monitor? When will meetings take place to discuss implementation and impact data?
- What activities will you put in place to monitor allocation and utilization to ensure equitable and sufficient use of resources?
- What systems do you need to build or strengthen to implement this strategy?

Making Connections to the MICIP Platform
Directions – Identify Activities

1. Click on the "Add Activity" box to add an activity(-ies).
2. Identify the activity. For each activity, identify the individual who is ultimately responsible for ensuring that implementation takes place; also identify the start date/due date. Based on the date identified, this individual will receive an emailed notification when activities are coming due.
3. Save the Activity.

Fund the Strategy

Strategy Funding

Total Funding
$ 0

Federal Funds	State Funds	Other
☐ Title I Part A	☐ At Risk (31-A)	☐ General Fund
☐ Title I Part C, Migration Education	☐ Discretionary Payment	☐ ISD Reimbursement
☐ Title I Part C, Summer Migrant	☐ Great Start Readiness Program	☐ Local Construction Bond
☐ Title I Part D	☐ Michigan College Access Network	☐ Local Donations / Fundraising
☐ Title II Part A	☐ PSA Protected	☐ Local Sinking Fund
☐ Title III Part A, English Learners	☐ Proposal A Obligation	☐ PILT (Payment In Lieu of Taxes)
☐ Title III Part A, Immigrant Students	☐ Special Education Foundation (51A)	☐ Other Local Funds
☐ Title IV Part A, Effective Use of Technology	☐ Special Education Foundation (51A.2)	
☐ Title IV Part A, Student Support & Academic Enrichment	☐ Special Education Headlee Obligation	
☐ Title V Part B	☐ State School Aid Act (Section 32p(4))	
☐ Other Title Funds	☐ State School Aid Act (Section 32p(4), Home Visiting)	
☐ 21st CCLC	☐ State School Aid Act (Section 54d - Early On)	
☐ CDC Block Grant	☐ Other State Funds	
☐ CTE Perkins		
☐ Erate		
☐ Head Start		
☐ Homeless Students' Assistance Grant		
☐ IDEA Part B (Section 611)		
☐ IDEA Part B (Section 619)		
☐ IDEA Part C		
☐ School Breakfast Program		
☐ Sec. 41 Bilingual Education Grant		
☐ Special Milk Program		
☐ Other Federal Funds		
(At least one funding source is required.)		

- [MDE Presentation – MICIP: Funding the Continuous Improvement Plan](#)
- [MDE Office of Educational Supports Web Site](#) – see [Generally Allowable Use of Funds document](#) under Tools and Resources
- [MTSS Fiscal Guidance Document](#)

Process – Fund the Strategy
Guiding Questions – Fund the Strategy

- What are the essential resources for each stage of implementation of the strategy as well as any acceptable alternatives?
- How are the perspectives from the business and other offices that supply necessary resources included in the decision-making process for selecting and supporting a strategy? How does the planning team generate and communicate with the business/human resource personnel a detailed list of resources necessary to implement the strategy?
- What is the total cost of strategy implementation? Think not only in terms of the budget for a single year but also over the life of the implementation of that strategy. Does the cost include on-going expenses as well as one-time expenses? If the initial funding source(s) is/are no longer available, is there an alternative source?
- What funds can be used to support the strategy? How might you [coordinate funds](#)?
- What community resources may be leveraged to increase opportunities for meeting the needs of students and families?
- How have you considered [resource equity](#) in terms of funding?
- Ultimately, will the district be able to fully fund the strategy over time? If not, might the team need to consider a different strategy?

Making Connections to the MICIP Platform
Directions – Fund the Strategy

1. Once all activities have been identified, specify the total cost of implementation **over the life of the strategy** as well as the available funding sources. This identification is for planning purposes only; the amount and sources will not migrate into NexSYS. However, it is in NexSys that the actual amounts for a given year and from each source will be specified.

Communicate the Strategy

Resources – Communicate the Strategy
- [NIRN Module on Communication Protocols](#)
- [MIMTSS TA Center Resource – District Communication Plan](#)   [District Process to Address Implementation Challenges](#)
- [MI Systems Support – Effective Communication Resources](#)

Process – Communicate the Strategy
Guiding Questions – Communicating the Strategy

- How will you communicate your plan, both initially and as you adjust it? How often?
- To whom must your plan be communicated, both initially and as you adjust it? Which parts of the plan? Different audiences may require knowing about different parts.

Directions – Communicate the Strategy

1. Check the boxes to identify the methods and audience.

Add the Plan to the Portfolio
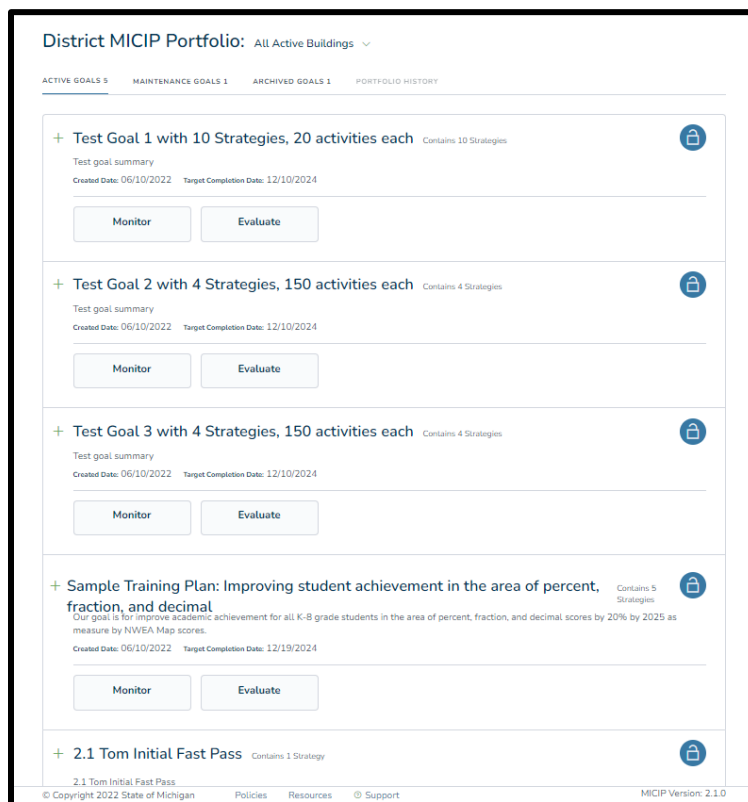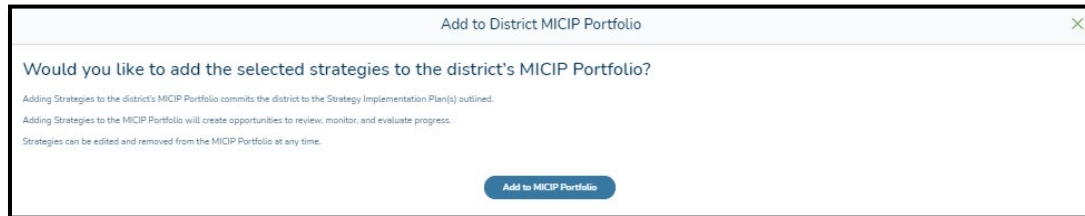
Directions – Add the Plan to the Portfolio

1. Each goal with its related strategy(-ies) and activity(-ies) is called a plan. Once a plan has been completed, it can be added to the MICIP portfolio by clicking "Add to MICIP Portfolio". The Portfolio is the collection of all the district goals/plans. A goal can be active (a primary district focus, being fully funded and regularly and actively monitored), in maintenance (being funded and periodically monitored but not a primary focus) or archived for historical purposes (having been completed or abandoned).
2. To see the completed Strategy Implementation Plan in detail, click the (+) button in front of the name of the plan. The boxes show the status of the activities and target measures in the plan based on due dates, either approaching, on target or overdue. The portfolio history shows who has been working on plans in MICIP.

Implement, Monitor, Evaluate

Rationale – Implement, Monitor, Evaluate

"It's important to have a sound idea, but it's only good if it is soundly implemented." (Author Unknown) "One of the greatest mistakes is to judge by intentions rather than results." (Milton Friedman)

Implementing, monitoring/adjusting, and evaluating is what gives life to a plan and enables a district to achieve its goals as well as to realize its vision and accomplish its mission; therefore, it is critical that there is a high level of collaboration between the district and its schools on the processes of implementing, monitoring, and evaluating. The opening section of this Process Guide stated, "While it is primarily the role of the school to implement continuous learning cycles at the instructional level, it is primarily the role of the district to support that instruction at the systems level, whether that be with systems that have a direct impact on student learning such as curriculum/instruction/ assessment, data systems, student support systems, or technology, or those that provide support to those systems, including leadership, communication, human resources, finance, transportation, or food service."

Key Vocabulary – Implement, Monitor, Evaluate

Term	Definition
Adjust	To make changes based on data
Capacity	Systems, activities, and resources that are necessary to successfully adopt and sustain effective practices, supports, and interventions
Evaluate	To identify the level to which the actual results align with the intended results
Fidelity of Implementation	The degree to which a strategy is implemented as intended according to research or evidence
Goal - Active	A goal currently receiving a primary focus in the continuous improvement plan
Goal - Archived	A goal that has been addressed in the past but is no longer a focus
Goal - Maintenance	An ongoing goal that receives funding and requires monitoring but is not the primary focus of a plan
Impact	The degree to which a measurable goal is achieved as the result of implementing a strategy
Implement	To put a plan into effect
Monitor	To systematically review the implementation and impact of actions
Scale/Reach	The degree or extent to which a strategy is being used. Scale could include 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. Scale could also include the stage of implementation i.e., Exploration, Installation (Getting Ready), Initial Implementation (Getting Started), Full Implementation (Getting Better)

Resources – Implement, Monitor, Evaluate

- NIRN Implementation Drivers Module and Video
- NIRN Active Implementation Frameworks Module
- NIRN Implementation Drivers Tip Sheets
- NIRN Drivers Best Practices Assessment
- Monitoring for Strategy Implementation Form
- Monitor for Activity Implementation
- Article - Measuring Impact of Educational Programs
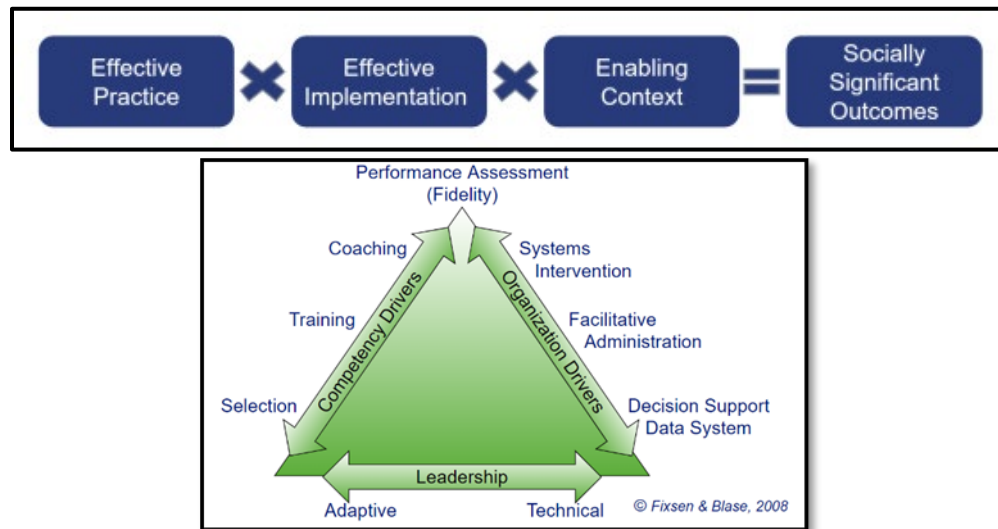
Implement

Key Considerations

There are several factors that must be considered for effective implementation.

- The National Implementation Research Network (NIRN) has identified what it calls the Active Implementation Formula which identifies three factors that must be considered for effective implementation and to achieve equitable outcomes – effective instructional practices, effective implementation, and enabling context or environment.
  - o **Effective practices** are defined as those that are teachable, learnable, doable, and assessable in practice.

- o **Effective implementation** is defined through the stages of implementation – exploration, installation, initial implementation, and full implementation (addressed in the Plan section) – and supported by the implementation drivers of competency, organization, and leadership.
- o **Enabling context** is defined by implementation teams using improvement cycles.
  Reviewing the formula below, it is important to note that it has a multiplying effect. Consequently, if any of the factors are zero, the result is zero, and the outcomes are not achieved.

Graphics courtesy of the National Implementation Research Network (NIRN)

- Taking a closer look at the Effective Implementation factor, one of the keys to successful high-quality implementation with fidelity is whether the key "drivers" are in place and working together. Pictured above, the implementation drivers fall into three categories: Competency, Organization, and Leadership.
  - o **Competency drivers** help to develop, improve, and sustain the ability to implement an "intervention" or strategy with fidelity to benefit students, i.e., that those implementing a strategy are competent. Competency drivers include the **selection** of the appropriate individuals to implement a strategy, the initial **training**, and on-going **coaching**. **Performance assessment**, or monitoring of implementation, helps identify the level of training or coaching needed as well as whether progress in the level of fidelity is being made.
  - o **Organization drivers** create and sustain organizational environments and systems for effective educational services and include a **data system** that helps make work less burdensome and measures fidelity, outcomes, and programmatic data; a **facilitative administration** that addresses how we work internally and supports implementation and its practitioners; and a **systems intervention** process that addresses external influences and supports removal of barriers through a shared solution design process.
  - o Neither of these two drivers could operate successfully without the **Leadership driver**, including both **technical leadership** (leadership for the technical aspects of the implementation) and **adaptive leadership** (leadership for the relational aspects of implementation).
- Implementation is a cyclical process. Even though the MICIP cycle appears to be somewhat linear – moving from assess needs to plan, implement, monitor, and evaluate – a key element of the MICIP mindset is that the overall process is comprised of many smaller versions of this same cycle, including multiple cycles of implement, monitor, and adjust. Attending to the implementation drivers during the planning stage of the process helps to ensure successful implementation by proactively identifying and addressing the systems needed at the district and building level to support successful implementation. Monitoring and adjusting based on success/barriers that surface throughout the cycle in this iterative cycle is what then becomes a powerful continuous improvement process.

Monitor and Adjust Strategies

In continuous improvement there are a couple of sayings that convey important truths about monitoring: "The minute you start implementing, you start monitoring," and "What gets monitored, gets done." Monitoring in MICIP is the responsibility of both the district and school and involves implementation, including fidelity, scale and reach, and capacity; activity completion; and impact. School teams are responsible for collecting monitoring data for those goals and strategies assigned to their buildings/programs and for reporting it to the district continuous improvement team while the district is responsible for collecting the data across the entire district. The district is also responsible for monitoring goals and strategies assigned only to the district. Both the school and district teams should participate in analyzing the data regarding goals and strategies assigned to them.

Monitoring is not just an isolated component of the continuous improvement cycle; it is also connected to the other components. The team cannot think about monitoring for the first time when it's time to monitor; the team must consider the elements of fidelity, scale/reach, capacity, and impact when engaging in the assess needs, plan, and implement processes as well. The team should consider the ratings it gave these elements using the hexagon tool and plan to address any challenges to ensure strong implementation. Measuring the implementation and impact of these elements then becomes part of the monitoring process.

Evidence is critical. Judgments regarding implementation or impact should not be based simply on hunches; they need to be based on evidence, on data. Therefore, knowing what data we are collecting, how we are collecting it, and the frequency with which we are collecting it need to be addressed as part of the planning process.

Also critical to data collection and analysis is having the right tools. For example, having tools such as a strategy implementation guide and an aligned monitoring tool can be critical to monitoring implementation fidelity. Monitoring completion of activities can be done directly in the MICIP platform, but it might also be helpful to use an external tool such as the one in the Resources below.

Similarly, impact data can be collected in a variety of ways. When collecting impact data, it is important to be clear of how impact is defined. In MICIP, impact is a measurable goal defined by growth toward interim and end targets. However, there are other ways to define impact as well. Consider other definitions as presented in the article "Measuring Impact of Educational Programs" in the resources below. There is not necessarily a right or wrong tool; what is critical is that continuous improvement team members base their monitoring decisions on data.

The theory of change and/or logic model used to develop the district's challenge statement(s) should also be part of the monitoring process. The district should be checking whether the results support the theory/model and, if not, what adjustments might need to be made.

Monitoring data should inform questions about movement between implementation stages. Monitoring data may look somewhat different depending on the stage of implementation. For example, what does the data say regarding when to move from installation to initial implementation? From initial implementation to full implementation? Back to a previous stage? Should the entire district move at one time, or do timeframes vary by building?

Even if a district does not have specific systems goals, it is also critical that a district monitor the effectiveness of the systems needed for implementation. Implementation is frequently impacted by the presence or lack of strong systems to support it. This necessitates returning to the district's systems framework and asking questions such as "Are the necessary system's components in place? How might the status of the systems be impacting implementation and impact? What kind of adjustments need to be made to either install or strengthen them?"

District-wide monitoring data is summarized in the district plan, although differences between schools can also be noted. Based on the monitoring data, the continuous improvement team will consider whether adjustments are needed either throughout the entire district or by individual schools/programs.

Equity Considerations

- Are we implementing as planned? Have problematic policies, practices and structures changed to support equitable outcomes? Are all students benefiting from the effects of the implemented strategies/changes?
- Are we collecting perception data from those impacted by our educational practices? Are we hearing the voices of those that are most difficult to hear because of barriers to being engaged or to the message being shared?
- How will we ensure that any adjustments made will not have unintended negative consequences for certain student groups?

Resources – Monitor and Adjust

- Living Into Continuous Improvement: Implement, Monitor, and Adjust Presentation and PowerPoint
- Coaching Guide: Implement, Monitor, and Adjust
- Ten Questions to Consider About A Continuous Improvement Plan

Process – Monitor and Adjust

Guiding Questions – Monitor and Adjust

- What key performance indicators or critical components are being monitored for implementation and impact? Does everyone agree on what they look and sound like in practice?
- To what extent is monitoring embedded into the continuous improvement plan, including what data you are collecting, when you are collecting it, who will collect it, and how you are collecting it? Does everyone have the same understanding of the answers to these questions?
- How will you ensure that the monitoring process is consistent across entities monitoring the same thing?

Making Connections to the MICIP Platform

Directions – Monitor Implementation
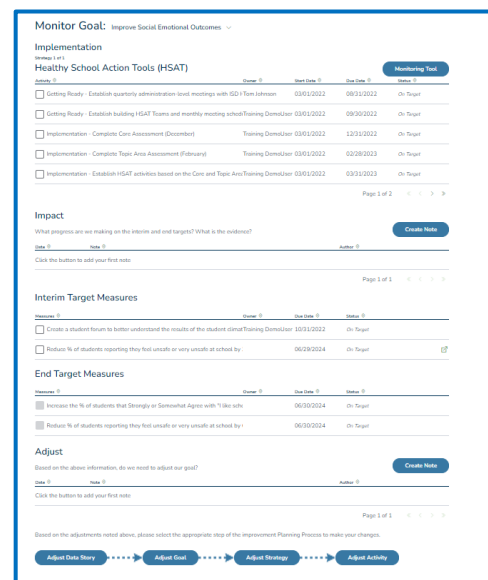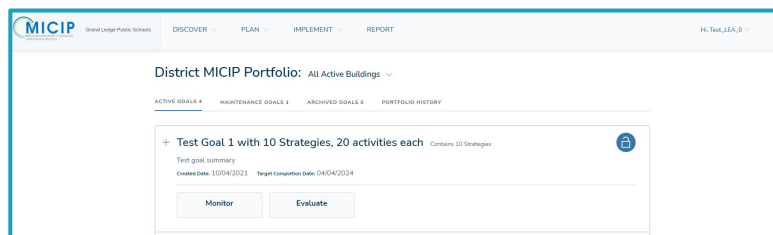
1. On the District MICIP Portfolio page you will see all active goals with a monitor and evaluate button for each. Choose the goal you want to monitor and click on the monitor button.

2. When entering the Monitor section, you will have an opportunity to monitor both implementation and impact. Under Implementation you will see each of the strategies with the associated activities. To engage in the monitoring process for implementation, click on the monitoring tool icon on the right next to the name of the strategy you wish to monitor.
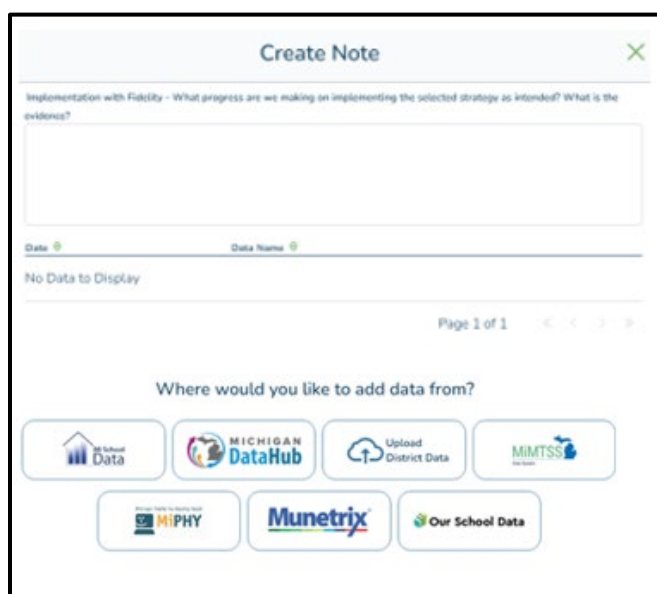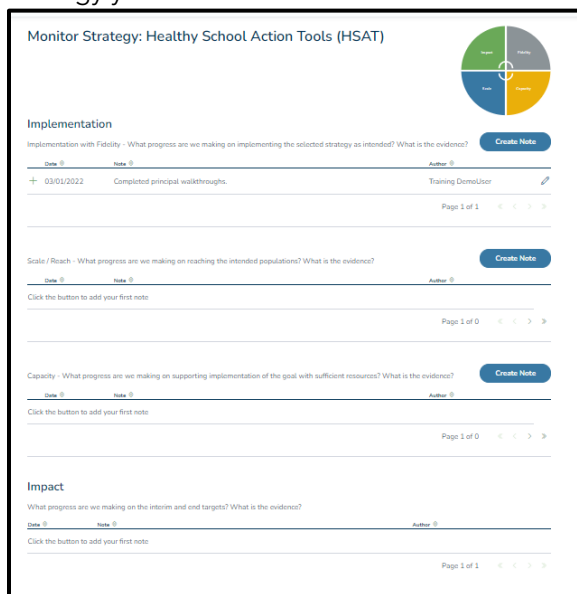
3. For each strategy, you are asked to reflect on the following:
   o Capacity – What progress are we making on supporting completion of the strategies and activities by the due date(s) with sufficient human, financial, technology, material, and time resources? What is the evidence?
   o Implementation 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?
   o 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?

   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.

4. 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…

Directions – Monitor Impact

Progress on impact in MICIP is defined by growth on interim and end targets. To measure impact, you will return to the Monitor page with the Goal name and go to the Impact section. You will see the interim and end targets associated with the goal, and you are asked to answer the question "What progress are we making on the interim and end targets? What is the evidence?" Write your reflection in the box by clicking on "Create Note." 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. Only interim measures can be viewed and checked for completion on this page.

Communicating About Monitoring
Each time you monitor the plan, you should consider communicating the monitoring results, including:

- What needs to be communicated
- To whom it needs to be communicated
- When it needs to be communicated
- How it needs to be communicated

Directions – Adjust

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? Note that if you adjust the data story, you may also need to adjust the rest of the plan.
   - 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?
2. 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.
   Note that it is not necessary to adjust the plan every time you monitor. Adjustments should only be made if the data suggests they are necessary.

Communicating About Adjust
Once you have adjusted the plan, consider communicating about the adjustments made; the answers to these questions may vary with what has been adjusted.

- What needs to be communicated? To whom? When? How?

The team also needs to regularly monitor the monitoring process itself by asking about the fidelity of implementation of monitoring and whether it is having the desired impact. Similarly, it is also important that the team regularly steps back and reflects not only on the success of the plan but also on the entire continuous improvement process by asking, "To what extent are we implementing the entire plan as written? What does the implementation data say?" Are we having the impact we want?"

Evaluate the Goal

Rationale
When you reach the End Target date for your Active Goal(s), it is time to evaluate based on the end target measures and the measures of implementation fidelity. While it is important to monitor the goal on a regular basis, the goal is only evaluated when the End Target date is reached. It asks the question, "Did we accomplish what we intended to do?" The Evaluate questions are identical to the Monitor questions; only the time frame has changed from the present, "Are we…" to the past, "Did we…"

Guiding Questions – Evaluate the Goal

- Click on the green box with the arrow at the end of the end target measure. You will see two displays of the same data object – the beginning data and the end data. These displays help you determine whether you have met your goal. If your original data object was a PDF, you would have to upload the current, comparable data. In this example, because the end goal has not yet been met, the original data appears twice.

- The evaluation tool aligns with four of the categories of the Hexagon Tool. Based on the target measures and the measures of implementation fidelity, consider the following:
  - 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?
- Based on the data, should the goal be revised, e.g., revising the targets, adjusting strategies, and/or activities, etc.?
- Based on the data, should the goal be maintained, with the continued allocation of resources and monitoring?
- Based on the data, should the goal be discontinued and archived?

Making Connections to the MICIP Platform
Directions – Evaluate the Goal

1. Click on the box(es) in front of your Target Measure(s). Then click on "Define Impact Tool" in the blue bar at the bottom.
2. Answer the questions for consideration.
3. Answer the question, "Has the Goal been met?"
4. Answer the question, "How would the district like to proceed with this goal?"
   a. If yes, choose "Move Goal to Maintenance" or "Move Goal to Archive."
   b. If no, choose "Revise Goal" (this means it will be left as an Active Goal) or "Abandon and Archive."
   c. For all choices, a statement of explanation must be provided once you make your selection.
5. If the goal will be revised, return to the appropriate location in the MICIP platform.

Continuous Improvement Summary

Assess Needs

Identify Areas of Inquiry → Discover Whole Child Data / Academic / Non-Academic / Systems → Write a Data StoryA → Analyze Root Cause → Create a Challenge Statement

Plan

Define Measurable Goal → Define End and Interim Target Measures → Select a Strategy → Identify Strategy Details → Identify Activities → Fund the Strategy → Communicate the Strategy

Implement, Monitor, Evaluate

Implement, Monitor, and Adjust → Implement, Monitor, and Adjust → Implement, Monitor, and Adjust → Implement, Monitor, and Adjust → Implement, Monitor, and Adjust → Evaluate the Goal

Appendix

MICIP Sample Plans

You will find sample plans in the **Fiscal Guidance for Implementing a Multi-Tiered System of Supports (MTSS), Version 1.0, May 20, 2021**, pp. 21-39.