MICIP Facilitator Guide

This guide is intended for use by MICIP Facilitators. It includes steps and resources to efficiently and effectively implement the MICIP process.

Training Resource Links:

Unpacking MICIP Overview - Facilitator Training PPT

Unpacking MICIP Setting the Stage - Facilitator Training PPT

Step 1: Assess Needs

Resources needed for this step: **Unpacking MICIP Assess Needs Facilitator Training PPT**

Identifying Areas of Inquiry

Understanding what is working well and what needs to be changed is crucial to effectively identifying goals and strategies that, if implemented with fidelity, can help the district reach its goals and achieve success.

Look for:	Watch out for:
➔ a logical process or protocol for reviewing district needs across all schools ➔ connect to district vision/mission/beliefs ➔ identify district points of pride, points of pain ➔ discuss district purpose ➔ complete an inventory of current plan ➔ determine if prior focus remains relevant ➔ identify the most critical areas of inquiry connect focus to Whole Child Model ➔ decide what questions the data will need to answer ➔ identify current strengths that contribute to focus area	➔ team does not review district vision/mission/beliefs/purpose ➔ team decides to continue prior focus which may no longer be relevant ➔ few stakeholders are involved in posing questions ➔ areas of focus not district-wide ➔ data/evidence does not support identified strength

Whole Child Data Discovery	
Looking at data from a number of sources – including academic, non-academic and systems – as well as a variety of kinds of data - achievement, demographic, perception, and process – to identify the **"what,"** or the gap between the current state and the desired future state.	
Look for: ➔ develop a shared understanding of the selected data review protocol ➔ access and examine multiple sources and types of data ➔ understand what data is missing and how it can be collected and organized for later review ➔ plan to collect additional data and return to review process ➔ use all data to begin to create a data story	**Watch out for:** ➔ lack of a well defined protocol for reviewing data ➔ incomplete data sets or data sets that are not appropriate to the inquiry ➔ attempts to explain why data looks as it does ➔ disregarding data sets

Creating a Custom Data Set	
Data sets include measures of multiple types of data (Achievement, Demographic, Perception and Process) within the three focus areas (Academic, Non-academic, and Systems)	
Look for: ➔ title uploaded data sets using easily recognizable naming convention ➔ include local data (assessments, surveys) ➔ include documents such as: program/initiative inventory, curriculum maps, policy documents, relevant meeting minutes ➔ utilize data warehouse to assist in gathering data sets	**Watch out for:** ➔ lack of understanding of data sets from various categories ➔ lack of understanding how to review multiple data sets ➔ difficulty in finding/accessing data ➔ data included that reveals names or other protected information

Creating a Custom Data Set	
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 for growth?	
Look for: ➔ consider strengths as well as challenges ➔ reflect on when the district performed the best in the past ➔ discuss why performance was good and how that practice might be scaled up ➔ identify gaps between current reality and desired state ➔ encourage equity of voice from all stakeholders in writing the story ➔ summarize the district's story based on data and input from team	**Watch out for:** ➔ inclusion of opinion or statements not supported by the data ➔ incomplete or vague gap statements ➔ leader "compiles" the data story in isolation ➔ stronger voices monopolizing the conversation

Root Cause Analysis	
Engaging in root cause analysis asks participants to look at a variety of possible issues to get to the primary contributing factor(s); it helps determine **“why”** the district is where it is.	
Look for: ➔ explore causal theories using a data protocol to ground the analysis ➔ use a proven Root Cause Analysis tool ➔ understand how the tool is designed to work ➔ maintain focus on factors (causes) within district control or influence ➔ address both strengths and challenges ➔ determine if any ad-hoc members should be in attendance for this process ➔ use a meeting protocol to ensure all voices are heard ➔ maintain a safe environment for all members to speak	**Watch out for:** ➔ lack of understanding how to facilitate use of the selected tool ➔ causes that are out of the district’s control ➔ causes that are assumption and not supported in data ➔ causes not identified by data review process

Create a Challenge Statement	
This challenge statement describes the need or opportunity that the continuous improvement plan will address. and is the result of your Root Cause Analysis. 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.	
Look for: ➔ summarize root cause analysis in a single sentence ➔ describe the need or opportunity as an “if/then” statement ➔ write only one goal for a challenge statement ➔ multiple challenges (representing multiple levels) can be written in a complex sentence but only for one goal	Watch out for: ➔ more than one goal written for a challenge statement ➔ complex challenge statements need to be addressed for each challenge

Example: The area of inquiry is literacy.

The root cause analysis may point to different root causes at different levels of the district. The Challenge statement may be written as something like: If curriculum alignment at the high school level is an issue, then high school curriculum teams should engage in curriculum activities; if instructional practice is an issue for teachers at the MS level, then appropriate professional learning needs to be offered to them.

Step 2: Plan - SMART GOAL	
Resources needed for this step:	**Unpacking MICIP Plan Facilitator Training PPT**

SMART GOAL - Define a Measurable (SMART) 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. 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.	
Look for: ➔ align goals to challenge statement ➔ create end targets that are rigorous but reasonable ➔ select measure(s) of end target ➔ apply interim target(s) to measure progress ➔ review and monitor progress toward target(s)	**Watch out for:** ➔ unaligned goals ➔ end targets that are not rigorous enough or are too rigorous ➔ lack of metrics monitoring progress towards end target ➔ insufficient interim targets to meet goal ➔ incomplete schedule to monitor progress

SMART GOAL - Name a Measurable (SMART) Goal	
Look for: ➔ select naming conventions that will allow stakeholders to easily access goal	**Watch out for:** ➔ name convention not articulated ➔ goal language includes specific programs or people

SMART GOAL - Define End Target Measures for (SMART) Goal	
Look for: ➔ select the metric(s) that best measures growth/improvement as defined by end target ➔ consider all data types when selecting metric ➔ determine how the stage of implementation affects due dates	**Watch out for:** ➔ metrics that don't align to the process that is being measured ➔ qualitative data not expressed numerically ➔ lack of understanding of the purpose for different assessments ➔ insufficient plan for reaching due dates

Step 2: Plan - ADD STRATEGIES

Resources needed for this step:	Hexagon Tool Facilitator Training PPT Stages of Implementation Facilitator Training PPT

ADD STRATEGIES - Selecting a Strategy from the Strategy Bank

Assuming that the strategy selection tightly aligns with the written SMARTER goal, there are a number of considerations that must be taken into account when selecting a strategy.

Look for:
- ensure that the right people are at the table to select strategy. (All stakeholders and ad hoc members as needed)
- validate agreement by all team members on the definition of "strategy."
- consider ESSA levels in strategy selection decision-making.
- use guiding questions for narrowing of strategies
- reach consensus on chosen strategy(ies).
- select strategy(ies) from MiStrategy Bank or create if needed (refer to Strategy Selection/Creation Criteria document)

Watch out for:
- no consideration given to team member selection
- disagreement on what a strategy entails
- inadequate knowledge of ESSA levels
- importance of using a critical lens when searching the MiStrategy Bank (search results might produce multiple strategies)
- possibility exists that no matching strategy is found; option exists to enter your own strategy.
- strategy is not intended for targeted population

ADD STRATEGIES - Creating a Strategy Implementation Plan

Using the NIRN Hexagon Tool to evaluate strategies will help to ensure that the implementation plan goes well.

Look for:
- apply the NIRN Hexagon Tool to the strategy to ensure planned success.
- reflect on the following two questions:

  What is the right thing to do?
  (addresses the need, evidence-based, and fits your context)

  Can it be done the right way?
  (capacity, usability, and supports)

- assign (tag) strategy to district, school, grade-levels, and/or departments)

Watch out for:
- lack of understanding of the NIRN Hexagon Tool.
- a mindset that not all six components of the NIRN Hexagon Tool need to be analyzed and factored into the strategy selection.
- not using research- or evidence-based information to help respond to Look for questions

ADD STRATEGIES - Identifying Strategy Details	
Strategy details involve identifying the following: start and end dates, person(s) responsible for strategy implementation, scope and size of the strategy implementation (district-wide/specific buildings/grade levels/departments), etc.	
Look for: ➔ determine the implementation stage for the strategy ➔ create a feasible timeline with activities that will address implementation needs. ➔ identify who will be responsible for ensuring that the strategy is implemented, monitored, adjusted and evaluated ➔ determine if and when strategy needs to be scaled up.	**Watch out for:** ➔ lack of clear understanding of the implementation stage of the district/school. ➔ Not addressing who is assigned to what strategies ➔ no defined characteristics or skills required for an effective implementer of the strategies. ➔ lack of awareness that the strategy might need to be scaled up/ expanded.

ADD STRATEGIES - Identifying Activities	
Consider what activities need to be put in place based on your findings	
Look for: ➔ evaluate a thorough, systematic approach to unpack activities needed based on evidence ◆ What did your analysis from the Hexagon Tool tell you regarding activities needed? ◆ How will the Implementation Stages inform your decisions? ◆ If it is an instructional strategy, what will you do for Tier 1? Tier 2? Tier 3? ➔ build the implementation guide to Identify critical features and measure what fidelity of implementation looks like and feels like ➔ identify a mechanism to monitor implementation and impact (interim/end targets) ◆ What tools will you use? ◆ What systems do you need to build or strengthen to implement? ➔ identify owner for each activity to implement as well as finalize timeline based on current implementation stage	**Watch out for:** ➔ not using the proper instruments (e.g. HexagonTool, Implementation Stages, and Tier levels) to apply needed activities based on evidence ➔ lack of use of current research in decision making (eg. What Works Clearinghouse) ➔ not clear identification of who is responsible for activity(ies) ➔ lack of implementation guide to access fidelity and impact ➔ not identifying responsibilities of various activities selected ➔ no tools selected to monitor implementation ➔ timelines not revisited

ADD STRATEGIES - Funding the Strategy	
The Michigan Integrated Continuous Improvement Process (MICIP) is a pathway for districts to improve student outcomes by assessing ***whole child* needs** to develop **plans** and coordinate **funds**.	
Look for: ➔ calculate total cost of strategy implementation (may be over multiple years for effective implementation) ➔ consider braiding or blending funds ➔ identify specific amounts from various available funding sources ➔ leverage or increase community partnerships/resources	**Watch out for:** ➔ funding considerations are not at the forefront of the process (Funds, plans, needs) ➔ Title I and/or Financial director not involved

ADD STRATEGIES - Communicating the Strategy	
Communication is the key!	
Look for: ➔ identify how to share the plan; what will your communication protocol look like ➔ identify stakeholders that need to receive your plan ➔ identify various media that will support your plan (newsletters, website, etc.) ➔ specifically address which parts of plans need to go out to various stakeholder groups ➔ set timelines for continuous communication	**Watch out for:** ➔ specific communication method not identified ➔ communication is not delivered/received in a timely fashion ➔ lack of plan; input and feedback loops for ongoing communication

Adding Your Plan to the Portfolio	
The **Platform** is simply a vehicle for identifying the *conversation* around continuous improvement as well as a place to *record* the thinking that results from that conversation.	
Look for: ➔ give platform access to all appropriate stakeholders ➔ ensure critical conversations are captured in the platform; ➔ document your district's journey in continuous improvement efforts ➔ ensure evidence embedded in plan produces meaningful, measureable, and manageable information	**Watch out for:** ➔ conversations have not been captured accurately ➔ the platform becoming a checklist not related to the process and reflecting more of a compliance action ➔ building principals without platform access

Step 3 - Implement

Resources needed for this step:	Unpacking MICIP Implement, Monitor, and Evaluate Facilitator Training PPT Implementation Drivers Facilitator Training PPT

High Quality Implementation

Assuming the plan has been created with the stages of implementation in mind, there are a number of considerations that must be taken into account when implementing, monitoring, and adjusting.

Look for:	Watch out for:
➔ develop a plan for short cycles of implement, monitor, adjust throughout the year ➔ provide evidence that key driver components are in place ➔ assess implementation fidelity and impact using implementation guide look fors ➔ collect and warehouse identified data sources ➔ provide evidence of systems data collection (refers to the interim metrics identified in in define goal section)	➔ no timelines/schedules to review progress ➔ team lacks understanding of drivers ➔ no PL plan for staff ➔ lack of understanding of strategy and acceptable variation (no strategy implementation guide in place) ➔ lack of communication of data ➔ lack of alignment between building(s) and district ➔ data collection does not align with metric or practice identified in the define goal section

Step 4: Monitor

Resources needed for this step:	Systems Monitoring Checklist Hexagon Tool for Diagnostic Implementation

Monitoring & Adjusting Strategies

The district team has adhered to a written process that is consistently used over time, for monitoring the fidelity and impact.

Look for:	Watch out for:
➔ monitor all implementation driver components regularly ➔ provide evidence of systems monitoring ➔ diagnostically assess the six aspects of the hexagon tool ➔ monitor fidelity (use SIG and SIG Look Fors) and impact of strategies using multiple data sources ➔ adjust data collection and supports to strategies when needed ➔ adjust strategies ONLY with implementer	➔ team relies on limited sources of data for decision making ➔ data is not consistent with the whole child model (equity issues have not been addressed) ➔ insufficient data have been collected to support adjusting or researching a new strategy ➔ lack of data review protocol ➔ identified data does not support review of selected strategies

input ➔ communicate clearly to all stakeholders regarding strategy adjustment that may be impacted by the adjustment ➔ continue to monitor adjustments regularly	➔ strategy adjustments are suggested by parties other than those who are implementing the strategy ➔ lack of dialogue opportunities by implementers about how implementation impacted results

Step 5: Evaluate

Resources needed for this step:	**Goal Evaluation Flowchart** **Guiding Questions for Capacity, Fidelity, Scale/Reach, and Impact**

Evaluate	
The district uses all available data to review implementation and effectiveness of the plan.	
Look for: ➔ unpack guiding questions in the following link ➔ review monitoring data to determine if interim and/or end targets have been met ➔ assess the plan to ensure it met the identified needs (Capacity, Fidelity, Scale/Reach, and Impact) ➔ discuss (Guiding Questions for Capacity, Fidelity, Scale/Reach, and Impact)	**Watch out for:** ➔ summative data not reviewed ➔ misalignment between monitoring and summative metric (data) for determining interim progress yielding end target results ➔ lack of compelling evidence to follow the current continuous improvement plan (MICIP) ➔ return to the appropriate step of the MICIP improvement process when restarting