

**Michigan Department of Education
PLANNING TOOL
Prepared by [Insert team members]**

Description

Title:

Brief description:

Need being addressed:

Reason for selection, including intended results:

Research citation and brief summary:

1. Readiness: How will we ensure readiness for implementing the strategy/program/initiative?

IN AN IDEAL PROGRAM/STRATEGY/INITIATIVE, stakeholders are well-prepared to implement. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program/strategy/initiative. Specific concerns have been identified and solutions have been planned/implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

a) What evidence will we/do we have that stakeholders (staff, parents, students) understand the need and can articulate the research behind the decision to implement?
b) What evidence will we/ do we have that stakeholders have a shared vision and purpose and are strongly committed to it?
c) What evidence will we/do we have that stakeholder (staff, parent, and student) concerns have been identified and addressed?
d) What evidence will we/do we have that staff and administrators are able to integrate this new work with existing work?

Suggested Evidence for Question 1:

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| <ul style="list-style-type: none">• Meeting agendas/minutes• Books/papers about the program• Staff surveys• SI Plan elements• Professional development materials• Conference/workshop attendance | <ul style="list-style-type: none">• Data collection plan; data analysis work• Stakeholder survey results• Suggestion box ideas collected• SI team agendas• Focus group interviews |
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2. Knowledge and Skills: How will we ensure that staff and administrators have the knowledge and skills to implement the strategy/program/initiative?

IN AN IDEAL PROGRAM/STRATEGY/INITIATIVE, personnel are able to clearly articulate what successful implementation looks and sounds like and how specific practices will change as a result of its implementation. Staff and administrators can articulate specific outcomes and specific criteria for evaluation. Personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills.

a) What evidence will we/do we have that staff and administrators have a vision for how practice will change as a result?
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b) What evidence will we/do we have that administrators have the knowledge and ability to monitor and assess the effectiveness?
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c) What evidence will we/do we have that there are sufficient opportunities for staff to learn essential knowledge and skills, including the non-negotiable or acceptable variations of the elements?
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d) What evidence will we/do we have that staff have the ability to apply the acquired knowledge and skills?
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Suggested Evidence for Question 2:

- Minutes of professional conversations
- Self-assessment checklists,
- Staff surveys,
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets
- program simulations, administrator observations

3. Opportunity: How will we ensure that there is opportunity for implementation with fidelity of the strategy/program/initiative?

IN AN IDEAL PROGRAM/STRATEGY/INITIATIVE, building and district administrators provide significant support for implementation. Sufficient funds have been allocated and continue to be managed by building principal and or director. Adequate resources are available for full implementation including time for staff collaboration in various forms. Clearly defined structures/protocols are in place to collect and review formative implementation data.

a) What evidence will we/do we have there is sufficient administrative support to achieve the intended results?
b) What evidence will we/do we have there is sufficient professional learning during implementation, e.g. modeling/coaching?
c) What evidence will we/do we have there are sufficient resources – including financial and time - to achieve the intended results?
d) What evidence will we/do we have that there is opportunity for staff collaboration?
e) What evidence will we/do we have that structures are in place to collect and review implementation data?

Suggested Evidence for Question 3:

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| <ul style="list-style-type: none"> • Agendas/minutes • Action plans • Email correspondence • Focus group and/or anonymous surveys • Budget sheets • Logs, school schedules • Inventories • Curriculum pacing guides | <ul style="list-style-type: none"> • collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams) • Staff meeting results • Protocols for reviewing formative assessments |
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4. Implementation with Fidelity: How will we ensure that the strategy/program/initiative will be implemented as intended?

*IN AN IDEAL PROGRAM/STRATEGY/INITIATIVE, all personnel implement with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined **protocols** to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data **while maintaining the integrity** of results.*

a) What evidence will we/do we have that there will be fidelity of implementation of the non-negotiable or acceptable variations of the elements of the program/strategy/initiative including timelines and responsibilities, and that implementation data will be collected on a regular basis?
b) What evidence will we/do we have that unintended consequences will be monitored and considered?
c) What evidence will we/do we have that interim adjustments will be considered based on implementation and impact data?

Suggested Evidence for Question 4:

- Principal's walkthroughs
- Number of staff implementing with fidelity
- Model lessons
- Surveys
- Coaching schedule
- Agendas and minutes of common planning time/meetings
- Record of funds used

- Lists of acquired resources
- Focus group interviews
- Debriefing following model lessons
- Collegial observations/visits
- Training agendas & material
- Program Time Line

5. Impact: How will we ensure a positive impact on student achievement?

IN AN IDEAL PROGRAM/STRATEGY/INITIATIVE, the school's achievement results on state or district wide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders.

a) What will we do to ensure that we will achieve the measureable objective for all students when compared to baseline state and local data?
b) What will we do to ensure achieving the measureable objective for each of the subgroups and their counterparts when compared to baseline state and local data, including narrowing the achievement gaps between each of the subgroups and their counterparts?
c) What will we do to ensure stakeholder satisfaction with the results?

If you have questions regarding this Tool, contact Shereen Tabrizi, Ph.D. Office of Field Services-MDE at TabriziS@michigan.gov