1	2	3	4	5
Form an Improvement Community	**Identify a Problem**	**Conduct Continuous Plan-Do-Study-Act (PDSA) Cycles**	**Debrief**	**Share Products and Processes**

Act · Plan · Study · Do

Michigan Focus Networked Improvement Community

1 **Form an Improvement Community**—In Michigan, Regional Educational Laboratory (REL) Midwest researchers were strategic about recruiting networked improvement community (NIC) participants and devoted time and resources to the onboarding process. Researchers worked with partners at the Michigan Department of Education to identify potential participants at the intermediate school district (ISD) level, ISD partners identified participants at the district level, and so on. Researchers had in-depth conversations with all potential participants to explain the goals and structure of the NIC to create commonalities in language and expectation.

2 **Identify a Problem**—Members of the Michigan Focus NIC determined that a recurring issue was: *Focus Schools suffer from a lack of data use to implement, monitor, and evaluate continuous improvement on a daily basis because of time, priority, skills, resources, and commitment.* This initial problem statement was refined through a root-cause analysis that included using continuous improvement tools such as fishbone diagrams. NIC participants identified mathematics, specifically students' lack of mathematics fluency skills, as a primary driver of inequality in Focus Schools. Participants identified students' lack of opportunity to practice mathematics fluency skills as a problem that the group would work on together.

3 **Conduct Continuous Plan-Do-Study-Act (PDSA) Cycles**—The Michigan NIC then refined the problem statement using the findings uncovered from the root-cause analysis and problem identification step (Step 2) to the following: *Students lack the opportunity to practice mathematics fluency skills on a daily basis, which results in gaps in mathematics fluency skills and exacerbates achievement gaps in mathematics on standardized assessments.* With this new problem statement, the NIC began working through PDSA cycles, with the defined goal that *all students will master grade-level fluency benchmarks by demonstrating appropriate strategies and recalling facts.*

4 **Debrief**—The improvement community meets on a monthly basis to review implementation and data. After the first PDSA cycle, participants will discuss the strengths and weaknesses of the intervention and outcome measures in PDSA Cycle 1 and amend accordingly for Cycle 2, and so on.

5 **Share Products and Processes**—The next step will be to share the products and processes from the Michigan Focus NIC with colleagues within the state and other states and regions to encourage implementation of a similar process and garner best practices from Michigan's experience.