

The plan below follows the MICIP process and is **one example** of an approach to writing a plan around systems. It suggests a variety but not exhaustive list of sources of data, possible sentence stems for writing the data story, potential results of a root cause analysis starting with the fishbone and moving to the five whys, a sample challenge statement, and measurable goal with end and interim targets, and **options** for strategies with activities. The district will need to select the appropriate components based on its own needs.



1. **Identify the Area of Inquiry:** What area will you explore? You can only choose one.  
Options: Academic: ELA (English Language Arts), Math; Non-Academic: Social and Emotional Health, School Culture and Climate; Systems: Curriculum & Instruction, Student Support.
2. **Discover Whole Child Data:** What data objects did you analyze, including academic, non-academic, and systems? List the title of each data object and its source.

Note that some of these may be initial data objects while others might be added as a result of the root cause analysis. If added later, the rest of the data story will need to be updated.

- Academic Data
  - ELA and math achievement scores – M-STEP (Michigan Student Test of Educational Process), NWEA (Northwest Evaluation Association), classroom formative assessments
  - Strategy implementation monitoring data
- Non-academic Data
  - Student engagement surveys – e.g., MiPHY (Michigan Profile for Healthy Youth) data
  - Student absenteeism data
  - Student behavior data, e.g., referrals, suspension, and expulsion data
  - Student well-being surveys
  - Student interviews
- Systems data – may be added later as a result of root cause analysis
  - Instructional/Curriculum system audit data
  - Student Support system audit data
  - MTSS (Multi-tiered System of Support) Data – DCA (District Capacity Assessment), PBIS (Positive Behavioral Interventions and Supports) TFI (Tiered Fidelity Inventory) and DSFI (District Systems Fidelity Inventory)
  - Resource Allocation Review (required for schools identified for CSI or ATS but also beneficial for all schools)

**3. Initial Data Analysis Summary:** What did the data tell you? What patterns and trends did you see across data objects? Summarize your thinking.

- Academic data: ELA and math achievement scores showed:
  - Overall...
  - By grade levels...
  - By student groups...
- Non-academic data:
  - Student engagement surveys showed...
  - Student absenteeism data showed...
  - Student behavior data showed...
  - Student well-being surveys/interviews showed...
- Systems/Process data (may also be added later as a result of root cause analysis)
  - The results of the DCA show the area of...
  - The PBIS TFI shows...
  - The RTFI shows...

**4. Initial Initiative Inventory Analysis:** What have you already done to address the data? How well did that work? You might begin your statements as follows:

- Regarding ELA, we have been implementing... Implementation data shows...
- Regarding math, we have been implementing... Implementation data shows...
- Regarding non-academic areas, we have been implementing... Implementation data shows...
- Regarding systems, we have been implementing... Implementation data shows...

**5. Create a Gap Statement:** How far are you from where you want to be? Identify the gap between your current reality and your desired state and write the gap statement summary. You might begin your statements as follows:

- Achievement in ELA is currently at... compared to a desired state of... for all students, while for (student group), achievement in ELA is currently at... compared to a desired state of...
- Math achievement is currently at... compared to a desired state of... for all students, while for (student group), math achievement is currently at... compared to a desired state of...
- Student engagement data is currently at... compared to a desired state of...
- Student absenteeism data is currently at... compared to a desired state of..., while student behavior data is at... compared to a desired state of...
- Student well-being survey data is currently at an average of... compared to a desired state of...
- Systems implementation and effectiveness data currently shows... compared to a desired state of...

**6. Write a Data Story Summary:** What do you know regarding this area of inquiry? Consider these questions and summarize your thinking:

- Overall, academic data shows that... While we have addressed this through (these strategies), implementation data shows that...
- Overall, non-academic data shows that... While we have addressed this through (these strategies), implementation data shows that...
- Overall, systems implementation and effectiveness data shows that...

**7. Analyze Root Cause:** Why are things the way they are?

- Our driving question was, "Why are students not meeting academic growth targets in math and ELA?" As a result of our root cause analysis using (the fishbone and/or the five whys), we identified four related root causes:
  - A guaranteed and viable curriculum is not being implemented with consistency at all grade levels.
  - There is not a consistent instructional model being implemented at all grade levels.
  - There is not a consistent and aligned assessment system in place, and students and parents do not understand how to make meaning of the assessments to support student learning.
  - Students do not feel a sense of belonging and are not engaged in their learning, at times resulting in behavior challenges.

**8. Create a Challenge Statement:** In one sentence, what is the need or opportunity for growth you want to address? Consider writing an "If..., then..., so that..." statement.

- **If** the district aligns and implements curriculum, instruction, assessment, and student support practices, **then** all critical partners will be able to make informed decisions regarding students' academic and non-academic needs **so that** students feel a sense of belonging, are engaged in their learning, and meet their academic growth targets.

**9. Define a Measurable Goal:** What will you achieve? What is your SMART (Specific, Measurable, Attainable, Relevant, Time-bound) goal? **The goal becomes SMART when the end targets are added.**

- The district will implement curriculum, instruction, balanced assessment, and student support systems with target outcomes and success criteria, models of tiered instruction, and student support and aligned assessments. (Dates to be identified based on district capacity.)

**10. Define End and Interim Target Measures:** How will you know if you have achieved your goal? What is/are your end target(s) aligned to one of your data objects? When will you accomplish this (see goal statement above)? What interim targets will you measure along the way to ensure that you meet your end target(s)? On which dates?

- Sample End Targets:
  - ELA achievement scores
  - Math achievement scores
  - Non-academic data scores
  - Completion of system enhancement components
- Sample Interim Targets:
  - Progress toward ELA achievement scores
  - Progress toward math achievement scores
  - Progress toward non-academic data scores
  - Progress on system enhancements or strategy implementation

- Examples:
  - ELA/Math Achievement
    - End Target - 80% of students (in grades \_\_\_) will be proficient in ELA/math on the M-Step in Spring 2028.
    - Interim Target – 60% of students (in grades \_\_\_) will be proficient in ELA/math on the M-Step in (Spring 2024).
    - Interim Target – 70% of students (in grades \_\_\_) will be proficient in ELA/math on the M-Step in (Spring 2026).
  - Student Engagement
    - End Target – 80% of students report feeling mostly or highly engaged on the annual climate and culture survey in Spring 2028.
    - Interim Target – 50% of students report feeling mostly or highly engaged on the annual climate and culture survey in Spring 2025.
    - Interim Target – 65% of students report feeling mostly or highly engaged on the annual climate and culture survey in Spring 2026.
    - Task – The annual climate and culture survey will be developed/updated for use by Spring 2025.
    - Task – All staff will implement a minimum of three student engagement strategies from the district-identified list starting in the school year 2024-2025.
  - Systems
    - End Target – 100% of the staff will implement the district instructional model (or a particular strategy) with 80% fidelity as measured by the strategy implementation guide by Spring 2025.
    - Interim Target – 80% of the staff will implement the district instructional model (or a particular strategy) with 80% fidelity as measured by the strategy implementation guide by Spring 2024.

**11. Select a Strategy/Strategies and Identify Strategy Details:** What will you do to address the goal? (This example identifies both sample strategies and activities in this section.)

- Implement a guaranteed and viable curriculum across grade levels in ELA and math to include learning target outcomes/success criteria and an instructional model.
  - Conduct a curriculum audit in ELA and math related to state standards and grade-level learning targets/success criteria.
  - Fill gaps in curriculum related to state standards and grade-level learning targets/success criteria.
  - Conduct a survey regarding staff competency related to learning targets/success criteria.
  - Plan and implement tiered professional learning based on staff competency survey.
  - Identify a district-wide tiered instructional model. Identify staff competency and implement tiered professional learning related to the model.
  - Identify an implementation plan for a guaranteed and viable curriculum and instructional model. Monitor implementation of the curriculum plan and instructional model.

Use the [Hexagon tool](#) to assess each strategy; and summarize the results.

Regarding the strategy components of evidence, usability, and supports... Regarding the site components of need, capacity, and fit...

- Implement a high-quality, balanced assessment system in ELA and math.
  - Conduct a comprehensive and balanced assessment audit in ELA and math.
  - Conduct a survey regarding staff competency related to assessment literacy of a comprehensive and balanced literacy system.
  - Provide tiered professional learning based on the staff competency survey regarding assessment literacy.
  - Fill gaps in the balanced assessment system based on the audit.
  - Provide training to students and parents regarding making meaning of the balanced assessment system to monitor and plan student learning.
  - Identify an implementation plan for a balanced assessment system. Monitor the implementation of the plan.

Use the [Hexagon tool](#) to assess each strategy; and summarize the results.

Regarding the strategy components of evidence, usability, and supports... Regarding the site components of need, capacity, and fit...

- Implement a tiered student support system.
  - Conduct a student support system audit for supports in ELA and math, including data from student belonging and engagement surveys and interviews.
  - Identify practices to fill identified gaps in student supports and provide tiered professional learning based on identified practices.
  - Identify an implementation plan for a tiered student support system. Monitor the implementation of the student support system.

Use the [Hexagon tool](#) to assess each strategy; and summarize the results.

Regarding the strategy components of evidence, usability, and supports...Regarding the site components of need, capacity, and fit...

**12. Identify Activities:** What will you do to implement and monitor the strategy(ies)? (See the MICIP Process Guide for considerations.) **See options for activities under Strategies above.** Answer the following questions for each activity:

- Who will be responsible for it?
- When will it start?
- What is the due date?

**13. Select Strategy Funding Options:** How will you pay for the strategy/activities?

- What is the total cost over the life of the strategy?
- What are the sources of funds, including federal, state, and local?  
**(Exact amounts for each funding source are identified in NexSys. Use this section to estimate funds for braiding and blending over the entire life of the strategy.)**

**14. Plan for Strategy Communication**

- To whom will you communicate your plan?
- Which parts of it?
- How will you communicate it?

**15. Monitor For Implementation and Impact:** Answer the following questions for each strategy by clicking on the note button for each question. In addition, data can be uploaded to support the answer.

- Implementation
  - Fidelity - What progress are we making on implementing the selected strategy as intended?
  - Scale/Reach - What progress are we making on reaching the intended populations? What progress are we making on implementing the appropriate stage of implementation?
  - Capacity - What progress are we making in supporting the implementation of the goal with sufficient resources?
- Impact
  - What progress are we making on the interim and end targets? What is the evidence?

**16. Evaluation Implementation and Impact:** Answer the following questions for each strategy by clicking on the note button for each question. In addition, data can be uploaded to support the answer.

- Implementation
  - Fidelity - What progress did we make on implementing the selected strategy as intended?
  - Scale/Reach - What progress did we make on reaching the intended populations? What progress did we make on implementing the appropriate stage of implementation?
  - Capacity - What progress did we make in supporting the implementation of the goal with sufficient resources?
- Impact
  - What progress did we make on the interim and end targets? What is the evidence?