

MICIP Process Collaboration Template for School Buildings



Mohawk Elementary School 2023-24

Save this document in your school's folder at: [SIP-MICIP Process Collaboration Reports](#)

MICIP is a collaborative process template that has been adapted to align and fit School buildings. When using this document, you will engage in the MICIP district process sequence – including considerations and guiding questions.



"The work accomplished outside the MICIP platform is equal to if not more important than the work inside the MICIP platform."

- [District-Led Continuous Improvement \(Informational\)](#)
- [Forming a Team](#)
- [Leading and Managing Change](#)

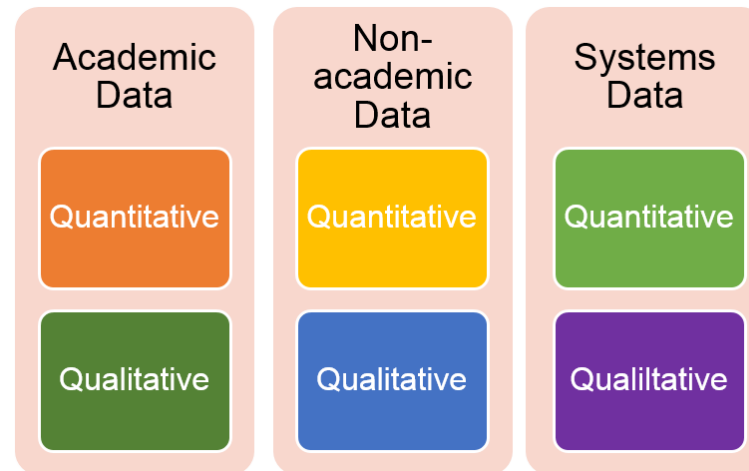
PHASE ONE: ASSESS NEEDS

1. **Identify the Area of Inquiry** - MICIP will require you to create a Data Story with Strategies/Activities for each area of exploration (or inquiry). For example, a school might want to explore health/wellness for both staff and students. This will need to be two separate inquiries. Therefore, identifying an area of inquiry is like naming your data story in MICIP. What is the most appropriate name for this inquiry (i.e. Student Health & Wellness)?

Reading

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 using a bulleted list:**

- [Considerations to Building a Dataset](#)
- [Dataset Template Naming Convention](#)



- Local and state assessments: NWEA, M-Step, FastBridge
- Number of students needing IRIPS
- Number of students identified for RBG3
- FastBridge Early Reading
- FastBridge A Reading
- FastBridge CBM Data
- SWIS Behavior Data
- Collaborative Teams Data

- FastBridge Progress Monitoring for MTSS

3. **Initial Initiative Inventory Analysis** – helps teams get a clear picture of existing initiatives, programs, and strategy 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/strategies that are currently in place and summarize your findings.

What have you already done to address the data? How well did that work? Consider the following questions and summarize your thinking.

- *What is the connection to the district mission?*
- *What personnel are involved in the implementation?*
- *What is the expected outcome?*
- *What evidence for outcomes are there thus far?*
- *What is the financial commitment and source of funding?*
- *What fidelity measures exist?*
- *What professional development exists, including coaches and performance feedback?*

Initiative Inventory Template:

- **NIRN Initiative Inventory Process Tool:** <https://nirn.fpg.unc.edu/resources/initiative-inventory>
- **Initiative Inventory Template:** <https://nirn.fpg.unc.edu/resources/initiative-inventory>
- **Lesson 10: Initiative Inventory:** <https://nirn.fpg.unc.edu/resources/lesson-10-initiative-inventory>

Reading is the foundation of all learning and empowers students to reach their maximum potential. To support our district mission, “Inspiring and empowering learners to achieve a lifetime of success”, resources are allocated in a way to ensure students show growth in reading.

The development and implementation of a guaranteed and viable curriculum to support reading has been possible due to the hiring of literacy coaches, para educators, curricular leaders, and teachers. District administrators have allocated funds from the general fund, 31a funds, Early Literacy Grant, ESSER II/III, and Title 1-4 grants to provide training for staff in the Science or Reading. These grants have also provided the district with the FastBridge Assessment System, Heggerty, Teachers Top 10 Tools, SIPPS, Sound Partners, Lexia, Sound Walls K-1. Additionally, school administrators create 90 minutes blocks in the building schedule for ELA instructions, 30 minutes for small group instruction and 30-45 minutes for MTSS.

4. **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.**

We have identified our goal of reaching 95% proficiency for all students in reading, through Tier 1 and Tier 2 instruction.

- In the fall of 2022, 46% of our 4th grade students scored at or above the 55th percentile as determined by NWEA.
- In the spring of 2023, 43% of 4th grade students were at the 55th percentile.
- 5th Grade fall 2022 scores indicated 58% of students were at or above the 55th percentile.
- 5th Grade spring 2023 scores indicated that 49% of students were at or above the 55th percentile.
- In fall 2022, 39% of K-3rd grade students scored at or above the 55th percentile as determined by FastBridge.
- 39% of K-3rd grade students continued to score at the 55th percentile or above.

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

- 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 target 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 duplicate services, programs, and supports attempting to address the same challenge? If so, which are more effective and which are less so?
- Is there a braiding of funding across various programs and efforts?

Summarize the story the data identified above in Discover Data is telling.

The data from fall 2022 and spring 2023 indicate a need for a focus in phonological awareness and phonics at all grade levels. We are using a variety of strategies to continue supporting our students in those areas.

Our teachers have engaged in professional development in the Science of Reading as well as Sound Walls K-1 training, SIPPS training and Top Ten Tools in order to support students in the 5 pillars of literacy.

Our focus on improving Tier 1 instruction and properly aligning our supports will address students' needs and address our district goal of reaching 90% proficiency in reading. Building schedules and common lesson routines will ensure that all students receive instruction in the 5 pillars of literacy. The building schedule will include 90 minutes of foundational skills of the 5 pillars, 30 minutes of small group instruction and an additional 30-45 minutes of MTSS (Multi-Tiered Support Services) for ALL.

We are using a combination of general funds and grant monies to support our programs, personnel, and services. Title I and Sec 31a grant funding help support our reading paraeducators and after school reading programs. Title II and Title IV help support our

professional development efforts for teachers, paraeducators, and administrators to learn about the science of reading, foundational reading skills, and intervention programs. Grants will support our summer school program. Our Early Literacy grant funding will support summer school, SIPPS, Lexia, and Sound Partners to support reading skills that individualizes student support.

There is a lack of Phonics with Journeys. It doesn't follow the order of the Science of Reading. We have included Heggerty and Equipped for Reading Success to fill the gap between resources and curriculum. The current curriculum structure does not provide adequate opportunities for students to practice or acquire writing skills.

We lack a structured alignment with all our resources (TTT, Science of Reading, Journeys, Heggerty, etc.). Our goal is to create a plan that provides the necessary cohesiveness of the resources provided for all stakeholders.

6. Analyze Root Cause - Why are things the way they are?

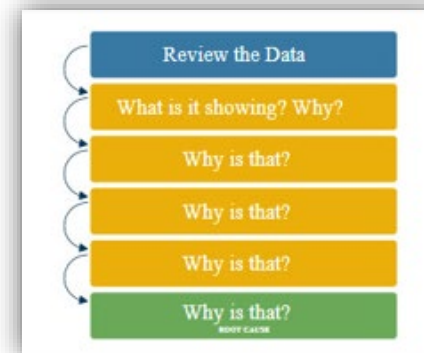
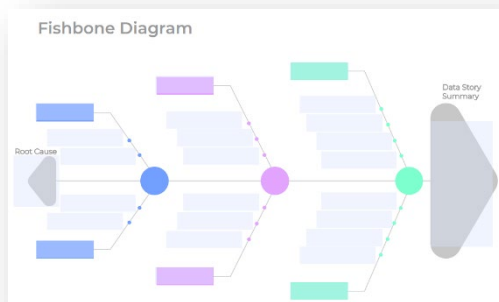
Consider these questions:

- What tool(s) did you use to analyze the root cause?
- What root cause did you discover that is within your control and that you will address in your challenge statement?
- What supporting documentation do you have?

[Fishbone Template](https://www.michigan.gov/documents/mde/MICIP_Exploring_Causal_Theories_CT_Defined_709202_7.pdf) Great for Causal Theory which happens before conducting Root Cause Analysis
https://www.michigan.gov/documents/mde/MICIP_Exploring_Causal_Theories_CT_Defined_709202_7.pdf

[Five Whys Resource - NIRN](#)

[Five Whys Template:](#) Use this template to record your findings



Tools used to analyze the root cause:

- FastBridge data
- Journeys Assessments
- MSTEP data

Research (Gough & Tunmer 1986) and our own data analysis helped us determine that we have not been teaching reading through the lens of the Science of Reading. We have not been teaching decoding in a systematic nor explicit way, which has resulted in too many students needing MTSS intervention. As a result, more time was spent attempting to remediate students, which was inefficient. By focusing on ineffective reading instruction, at the expense of other subject areas, we have inadvertently neglected the language comprehension component of the reading equation as well (Wexler, 2019)

7. **Create a Challenge Statement** – In one sentence, what is the need or opportunity for growth you want to address? Consider writing an “**If..., then...**” statement.

If more students become proficient readers, then they will increase their capacity as learners and improve their academic achievement in all subject areas.

