GUIDE 5 OF 5 · IPG PLANNING TOOLS

Plan Builder

How to turn the interventions you chose into three more scored parts of your application: your MICIP goals and MI School Index targets, your progress reporting, and your Year 1 budget activities.

Reading time: about 20 minutes. The examples use two made-up schools, Pleasantville Middle School and Riverview Alternative High School. Every number about them is invented.

Systems for Innovative Schools, LLC · Rockford, Michigan · October 2026

What this tool does

The Plan Builder writes the parts of your application that say what will change, how you will know, and what Year 1 pays for. It starts from the hand-off your intervention selection saved. On that tool's Summary step, press **Build your plan from these interventions**. A new plan opens, linked to your selection, with your school's facts, domains and chosen interventions already in place.

Three ideas run through every step:

1. **Every target has a baseline and a source.** A target is a number you can check next year: where you are now, the year of that number, where it comes from, and a goal for each grant year.
2. **Report what the template requires.** Each domain has required measures. Report all of them, including the ones your intervention doesn't move.
3. **Budget the work, not the vendor.** Each activity describes what Year 1 pays for. IPG funds add to what your district already pays for and never replace it.

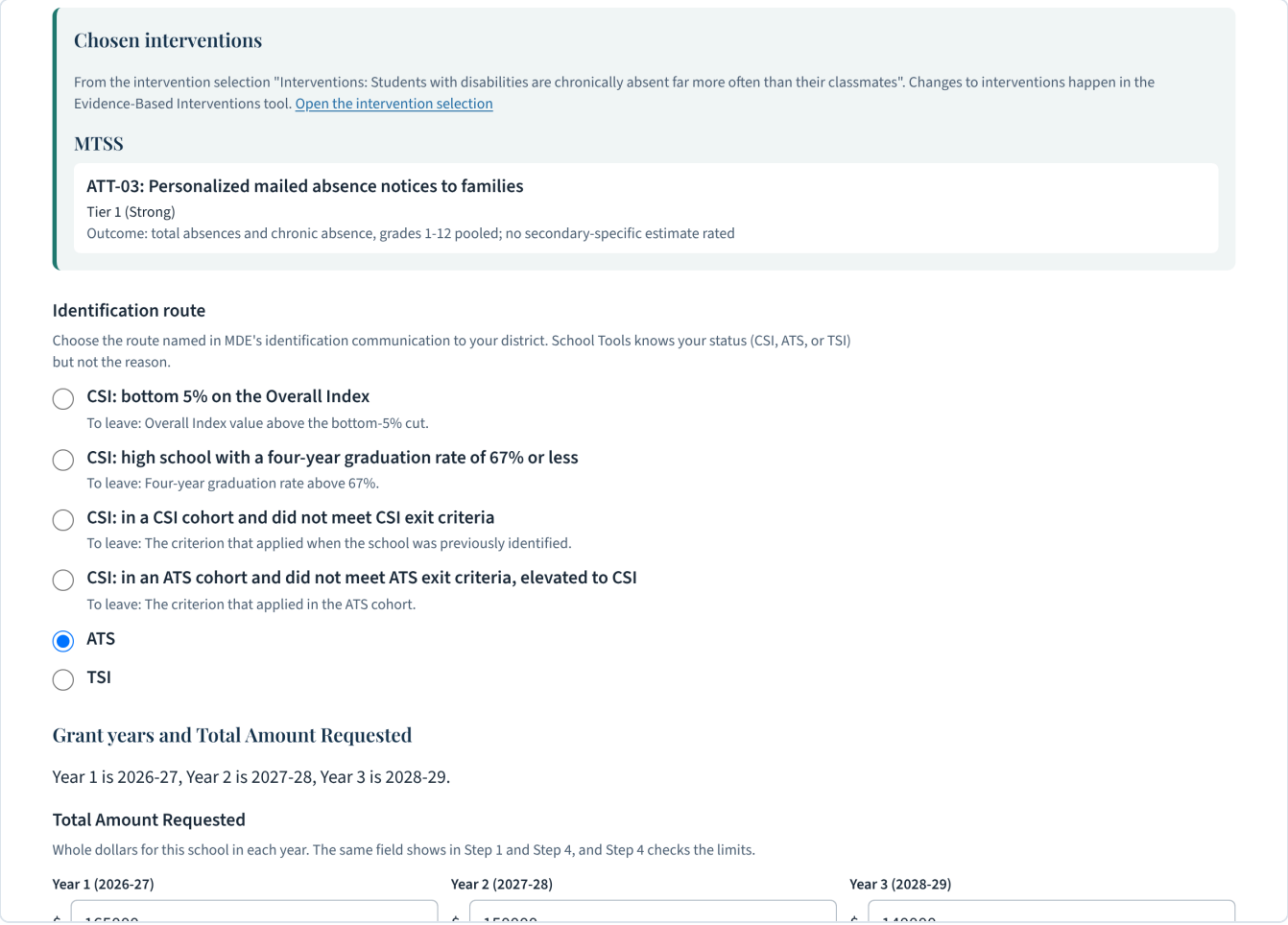
Running the meeting (90 minutes)

- 10 min: check what carried across, choose the identification route, enter the amounts (step 1, done beforehand by the lead)
- 25 min: baselines and yearly targets for each Index target, then the MICIP goal (step 2)
- 30 min: owners and targets for each required measure, then the reporting process (step 3)
- 15 min: Year 1 activities for each intervention (step 4)
- 10 min: read the checks and agree who fixes what (steps 5 and 6)

> **BEFORE THE MEETING**
>
> Bring your school's MI School Index report and the most recent MI School Data values for each required measure. The tool fills in what the School Tools data holds; the rest your team enters with its source.

1 Your school and plan

Your school's facts and domains carry across from the selection; check them the same way you did there. Your chosen interventions are listed by domain, with the tier you claim and the outcome it covers. They are read-only here. To change one, change it in the Evidence-Based Interventions tool, and the plan offers to bring the change in.



Step 1: Pleasantville's chosen intervention, carried in from its selection.

Identification route. The platform knows your school's status but not the reason it was identified. An ATS school is set already. A CSI school chooses the route named in the state's identification letter, because the route decides which exit targets the plan checks.

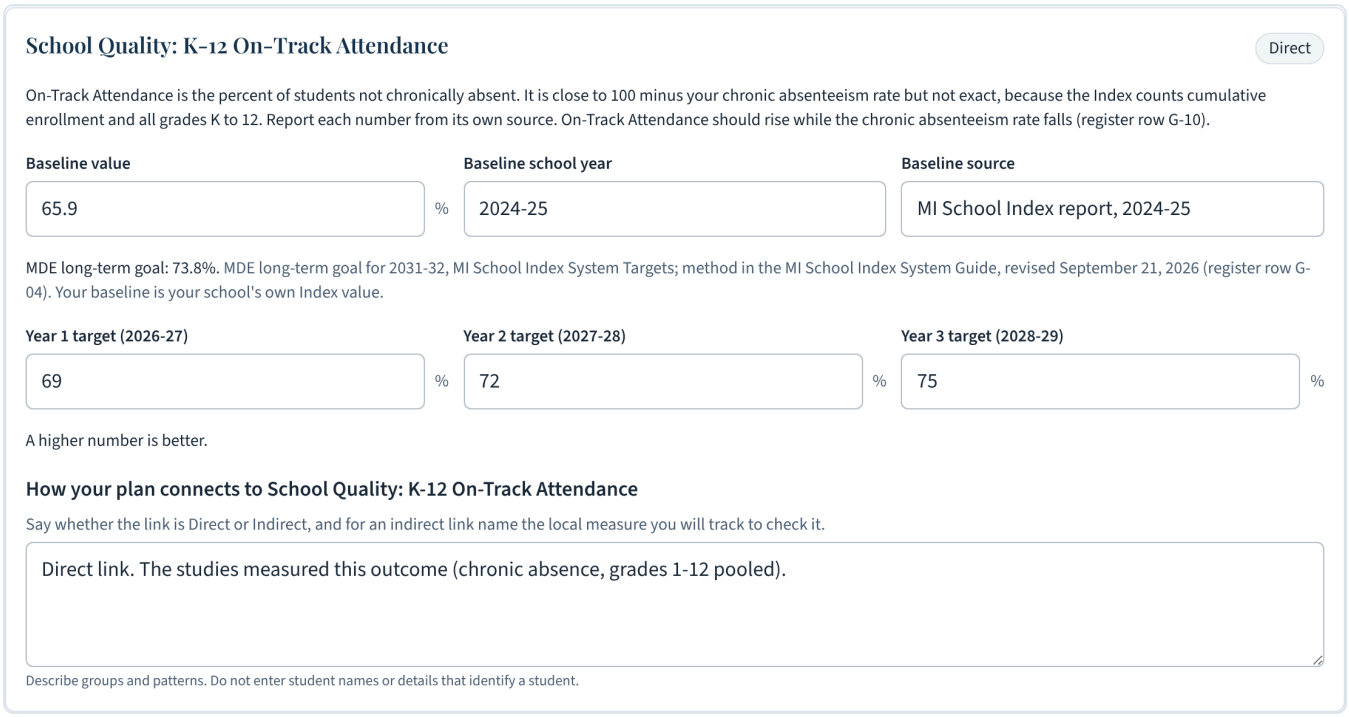
Total Amount Requested for each grant year, in whole dollars. Year 1 is 2026-27. You can change these later in Step 4.

> **PLEASANTVILLE**
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> ATS. Year 1: $165,000; Year 2: $150,000; Year 3: $140,000.

2 MICIP goals and MI School Index targets

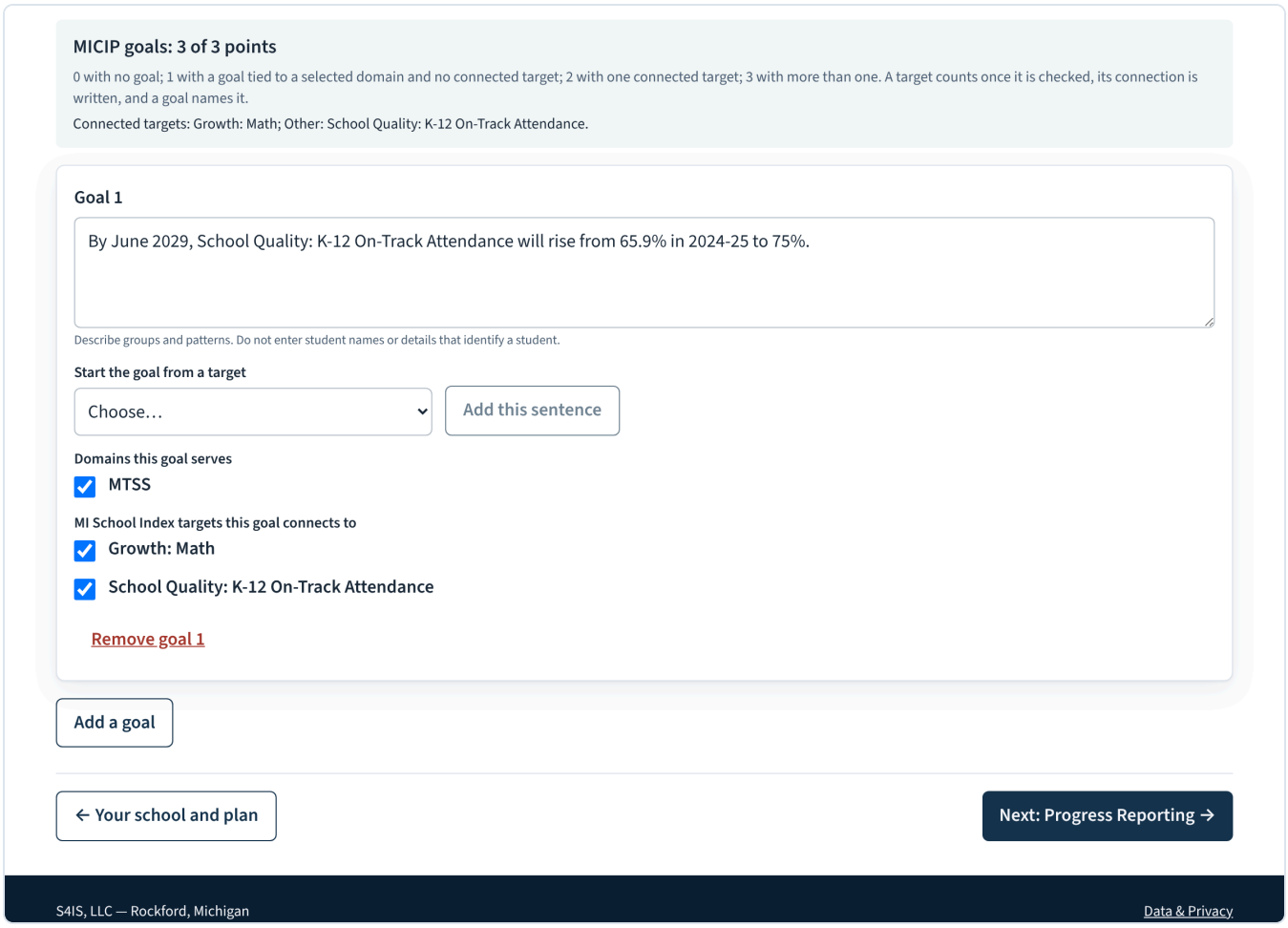
This is the template's School Plan section. The targets your interventions named are already checked, with a tag that shows the strength of the link. For each checked target, enter:

- **The baseline**: value, school year and source. Where the school data holds it, the tool fills it in.
- **A target for each grant year.** Every Index target is higher-is-better. The state's long-term goal is shown for reference; set targets your plan can reach.
- **The connection**, carried across from your selection. Edit it if your plan says more.



Step 2: the On-Track Attendance target with its baseline, three yearly targets and connection.

The MICIP goal. Use the goal as written in your MICIP plan, or one you will add to it. To start one, pick a target and the tool writes a sentence from its baseline and Year 3 target; edit it into your own words. Then check the domain it serves and the targets it connects to.



The goal names its domain and two targets, and the meter reaches 3 of 3 points.

MICIP GOALS ITEM	WHAT EARNS IT
1 point	A goal tied to a selected domain
2 points	The goal connects to one MI School Index target
3 points	The goal connects to more than one target

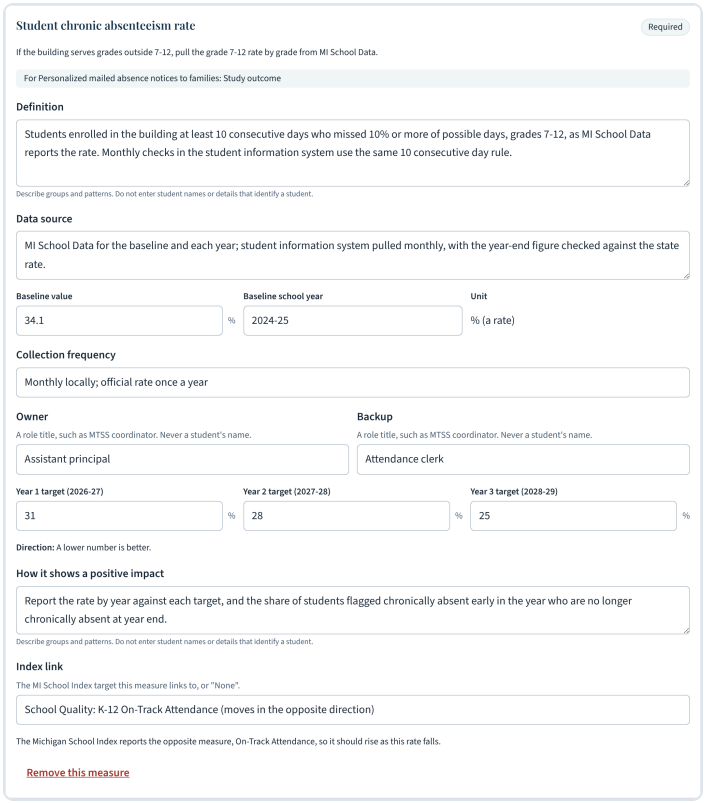
A target counts once it is checked, its connection is written, and a goal names it.

> **PLEASANTVILLE**
>
> School Quality: K-12 On-Track Attendance: baseline 65.9% (2024-25), targets 69, 72, 75. Growth: Math: baseline 31.4 (2024-25), targets 33, 35, 37. Both baselines came from the school's MI School Index report.

3 Progress reporting

There is one block for each domain you selected, in template order. The required measures are already in it. For MTSS, the template requires the dropout rate, the student chronic absenteeism rate, and mental health services provided to students.

Each measure records nine things: its name, definition, data source, baseline, how often you collect it, who owns it, a target for each year, how it shows a positive impact, and its Index link. The bar at the top of the block shows how complete they are.



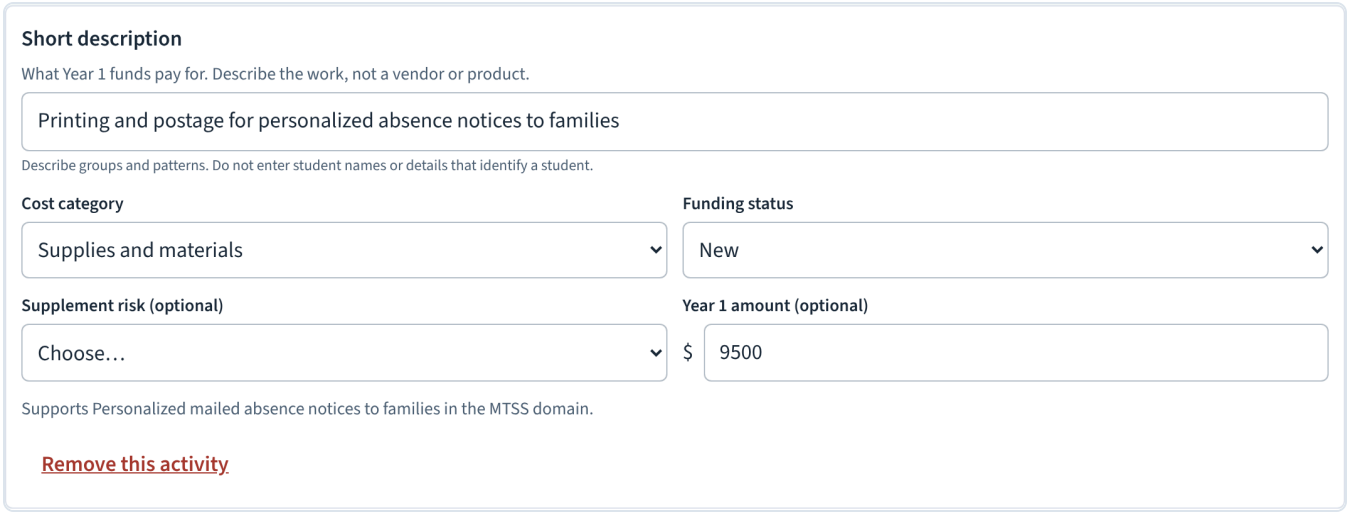
Step 3: the chronic absenteeism rate, with its baseline from the school data, owners and yearly targets.

- **Owners are role titles**, such as assistant principal or attendance clerk. Never enter a student's name.
- **Mental health services** need your definition of a service before you set the baseline. Keep it for all three years, and count Tier 1 reach separately.
- **Suggested measures** for your interventions appear under the block. One click adds one for you to complete.
- **Reporting process.** Name who prepares the annual report and who reviews it before submission. The tool writes the reporting and suppression sentences.

> **PLEASANTVILLE**
>
> The chronic absenteeism baseline, 34.1% in 2024-25, came from the school data. Owner: assistant principal; backup: attendance clerk. Targets 31, 28, 25 percent: lower is better for this measure. A middle school has no published dropout rate, so the team used a local count and said so in the definition.

4 Year 1 budget activities

List the activities your Year 1 budget pays for, at least one for each chosen intervention. Describe the work, not a vendor or product, and pick a cost category and funding status. The amount is optional here.



Step 4: an activity for the mailed absence notices.

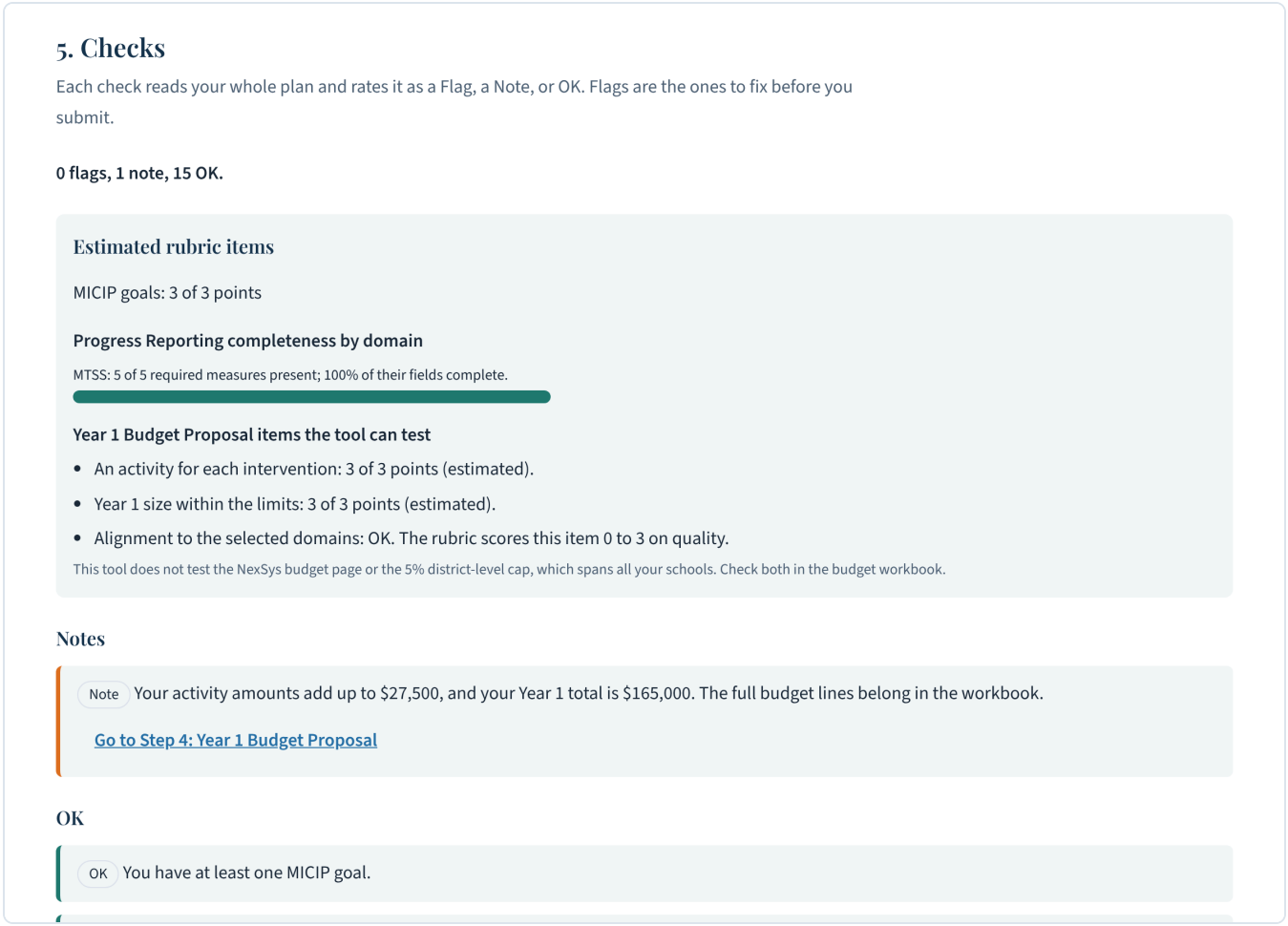
THE CHECKS USE THESE RULES	WHERE IT COMES FROM
Each year at least $50,000 and $249,999 or less	Register rows D-01 and D-06
Years 2 and 3 no higher than Year 1	Register row D-06
IPG funds only new or expanded services. An activity marked Existing level is flagged.	Register row D-07

The full budget lines go in the budget and resource alignment workbook, which you download from this step. Each activity becomes a line on its Budget Lines tab. A note that your activity amounts don't add up to your Year 1 total is expected while the workbook holds the rest.

> **PLEASANTVILLE'S ACTIVITIES**
>
> - Printing and postage for personalized absence notices to families (supplies and materials; new; $9,500)
> - Extra-duty pay for case managers to make same-week follow-up calls (stipends or extra-duty pay; new; $18,000)

5 Checks

The checks read the whole plan and rate each one as a Flag, a Note or OK. Flags are what to fix before you submit. Each Flag and Note links to the step where you fix it.



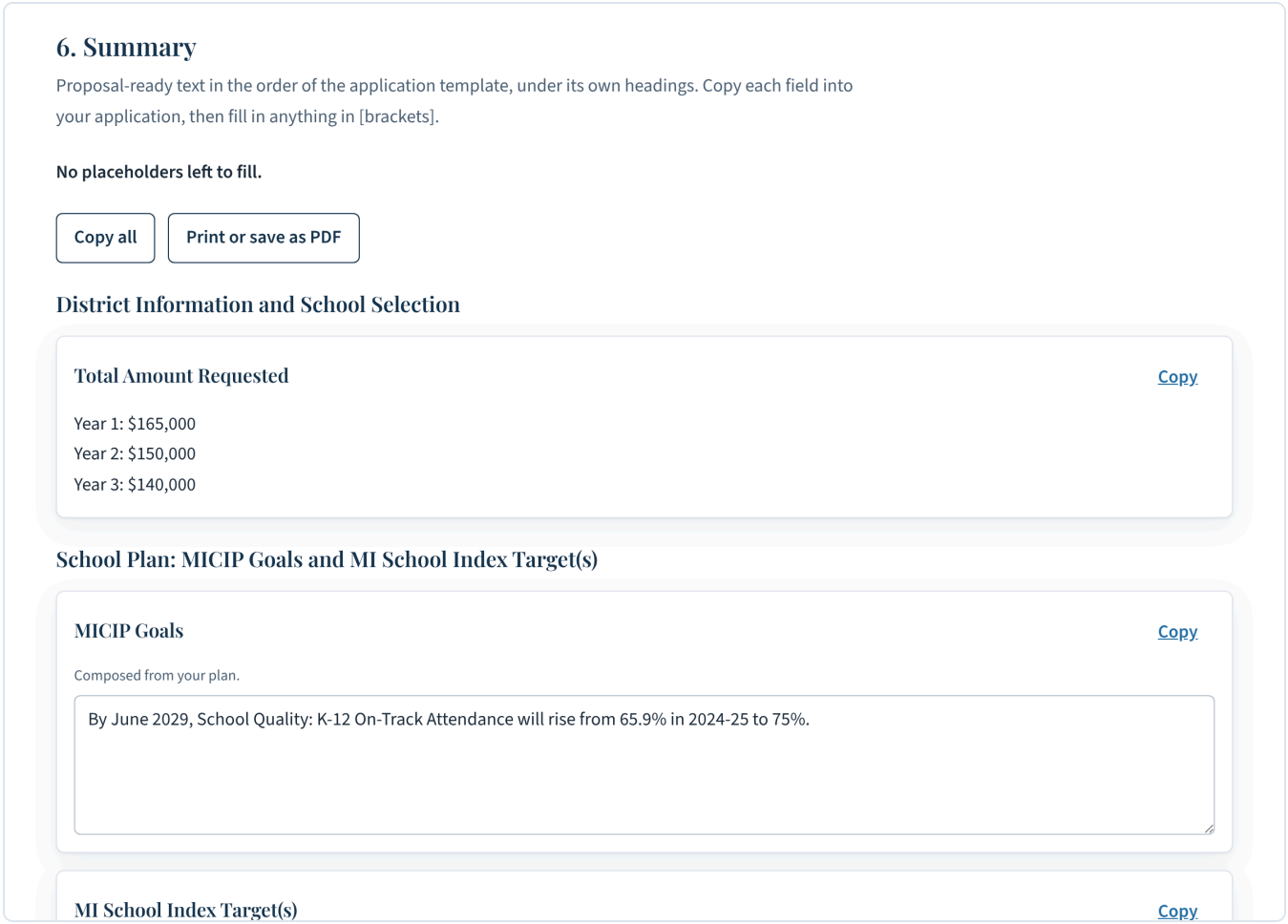
Step 5: the estimated rubric items and the one note on Pleasantville's plan.

At the top are the items the tool can estimate: the MICIP goals meter, how complete each domain's reporting is, and the budget items it can test (an activity for each intervention, and the Year 1 size). The rubric scores the rest of the budget on quality, which the tool can't judge. The tool also does not test the NexSys budget page or the 5% district-level cap; check both in the workbook.

> **CSI SCHOOLS**
>
> For a CSI school, this step also shows the exit targets: math and ELA proficiency targets for 2026-27 and 2027-28, set above your 2024-25 result.

6 Summary

The summary gives proposal-ready text in the order of the application template: the Total Amount Requested, the MICIP goals and Index targets, Progress Reporting for each domain, and the Year 1 budget activities. Domains you didn't select show N/A.



Step 6: the plan's application text, field by field.

- Each field is composed from your plan and can be edited directly. **Rebuild from my plan** discards your edits and composes it again.
- Copy everything, copy one field, or print a clean copy with your school's name and the date. The count at the top is the placeholders still to fill.
- The tool lists evidence and measures, not providers. Your district chooses any partner through its own objective selection process.
- **Save the plan** when every selected domain has a goal, its required measures, and an activity for each intervention. Saving again updates it.

> **VIDEOS FOR THIS GUIDE**
>
> Plan Builder 1 to 6 on the Start Here page show every step with Pleasantville Middle School's plan.

IF YOUR TEAM GETS STUCK

Where to get help

The tools are free for every eligible school, and most teams can work through them on their own with this guide and the short videos. If you'd like another set of eyes, here is what's available.

1. Office hours

Four sessions, all Eastern time: Friday, November 13, noon to 1:30 p.m.; Friday, November 20, noon to 1:30 p.m.; Tuesday, November 24, noon to 1:30 p.m.; and Monday, November 30, 9 to 10 a.m. The first 30 minutes answer questions sent in ahead of time; the rest is open for questions live. Anything that needs more research or analysis is answered in the first half hour of the next session. Sign up on the Start Here page for the sessions you plan to join, or ask for the recordings, and send your questions on the same form.

2. Videos and guides

Every video and guide, step by step, is on the Start Here page. Inside each tool, "Help for this step" shows the video and guide pages for the step you're on.

3. One-on-one conversations

Office hours are the place to bring your questions. Booking links for individual conversations may be set up after the first office hours, depending on availability and need.

The office hours sign-up is on the Start Here page: tools.systemsforinnovativeschools.com/start