

MICIP Portfolio Report

Marysville Public Schools

Goals Included

Active

- ELA Proficiency by 2025
- Math Proficiency by 2025

Buildings Included

Open-Active

- Marysville High School

Plan Components Included

Goal Summary

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Funding

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Activity Text

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MICIP Portfolio Report

Marysville Public Schools

Math Proficiency by 2025

Status: ACTIVE

Statement: All schools will meet ESSA proficiency targets in math (at or above 47.55%) by June 30, 2025, as measured by the state's math assessments.

Created Date: 06/20/2022

Target Completion Date: 06/30/2025

Strategies:

(1/4): MTSS Framework (General)

Owner: Kimberly Likins

Start Date: 07/01/2022

Due Date: 06/30/2025

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Total Budget: \$30,000.00

- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
K-12 teachers will collaborate on a regular basis as part of a PLC focused on data analysis, research and instructional practices to improve student learning.	Kimberly Likins	09/06/2022	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
District and Building MTSS teams will meet regularly to implement the	Kimberly Likins	07/01/2022	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
MTSS framework with fidelity, monitor student learning and make data based decisions to support academic and behavioral success.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
K-12 teachers and administrators will continually monitor student learning and differentiate instruction based on student needs through the use of high quality instructional materials (i.e. Eureka Math, Illustrative mathematics, Project Lead the Way, Connecting Math Concepts, Essentials for Algebra, DreamBox Learning, Reflex Math (K-5), Delta Math, and Khan Academy/MAP Accelerator, ASSISTments, etc...). Teachers will also participate in professional learning for the use of the materials and programs in order to provide targeted and intensive supports to their students.	Kimberly Likins	09/06/2022	06/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
K-12 teachers will utilize a comprehensive screening & formative assessment system to identify struggling students and	Kimberly Likins	09/06/2022	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
provide students the targeted and intensive supports they need.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Secondary MTSS teams will implement an early warning intervention and monitoring system to identify and monitor students who are at risk.	Kimberly Likins	09/06/2022	06/30/2025	ONTARGET
<i>Activity Buildings:</i> • Marysville High School • Marysville Middle School				

(2/4): Competency: Instruction - High-Quality Classroom Instruction

Owner: Kimberly Likins

Start Date: 09/06/2022

Due Date: 06/30/2025

Summary: Define and adopt a rigorous standard of high quality instruction that is implemented by all teaching staff.

Buildings: All Active Buildings

Total Budget: \$8,000.00

- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
K-12 teachers will provide direct instruction in math utilizing high leverage evidence based instructional strategies to increase student achievement and engagement (i.e. Classroom Instruction that Works, Adaptive Schools, Teach Like a Champion 2.0, Kagan Cooperative Learning, etc...)	Kimberly Likins	09/06/2022	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Administrators will participate in training in how to provide effective instructional leadership including the use of instructional rounds, data	Kimberly Likins	09/06/2022	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
to inform instruction, technology integration and effective instructional and assessment practices.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/4): 23g Expanded Learning Time

Owner: Kimberly Likins

Start Date: 10/27/2023

Due Date: 06/30/2025

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings: All Active Buildings

Total Budget: \$511,983.00

- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
High School Daytime Expanded Learning - 1 highly qualified trained paraprofessional to provide daytime tutoring in the core content areas.	Kimberly Likins	10/14/2024	06/30/2025	UPCOMING
Activity Buildings: • Marysville High School				
The program manager is Kimberly Likins.	Kimberly Likins	10/14/2024	06/30/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(4/4): Early Warning Intervention and Monitoring System (EWIMS)

Owner: Kimberly Likins

Start Date: 10/27/2023

Due Date: 06/30/2025

Summary: EWIMS is a systematic approach to using data to identify students who are at risk of not graduating on time, assign students flagged as at risk to interventions, and monitor at-risk students' response to intervention. The EWIMS model provides schools with guidance to implement a seven-step process, supported by the use of an early warning data tool. The tool uses validated indicators, based on prior research, to flag students who are at risk of not graduating on time (Heppen & Therriault, 2008; Therriault, Heppen, O'Cummings, Fryer, & Johnson, 2010) and allows schools to assign students to interventions and monitor their progress. The indicators used to flag at-risk students in the tool are chronic absence (missed 10 percent of instructional time or more), course performance (failed any course, grade point average [GPA] below 2.0), behavioral problems (suspended once or more), and an off-track indicator (failed two or more semester-long or three or more trimester-long core courses or accumulated fewer credits than required for promotion to the next grade). The EWIMS model is intended to help schools efficiently use data to identify at-risk students and provide targeted supports.

Buildings

- Marysville High School
- Marysville Middle School

Total Budget: \$55,000.00

- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method	Audience
• School Board Meeting	• Educators
• District Website Update	• Staff
• Parent Newsletter	• School Board
	• Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Secondary MTSS teams will implement an early warning intervention and monitoring system to identify and monitor students who are at risk.	Kimberly Likins	10/27/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
The program manager is	Kimberly	10/27/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Kimberly Likins.	Likins			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

ELA Proficiency by 2025

Status: ACTIVE

Statement: All schools will meet ESSA proficiency targets in ELA (at or above 60%) by June 30, 2025, as measured by the state's ELA assessments.

Created Date: 06/14/2021

Target Completion Date: 06/30/2025

Strategies:

(1/3): MTSS Framework (General)

Owner: Kimberly Likins

Start Date: 08/01/2021

Due Date: 06/30/2025

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Total Budget: \$10,000.00

- Title I Part A (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- Other
- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter
- Social Media

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Instructional staff will implement a rigorous curriculum and relevant, personalized instruction tailored to ensure academic success.	Kimberly Likins	09/07/2021	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Each school will provide	Kimberly	08/01/2021	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
training as needed to implement and utilize a comprehensive PBIS plan including bully prevention and Social Emotional Learning activities.	Likins			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
District and Building MTSS teams will monitor student learning and make data based decisions to support academic and behavioral success.	Kimberly Likins	08/01/2021	06/29/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
K-12 teachers will continually monitor student learning and differentiate instruction based on student needs through the use of varied instructional strategies/ programs (i.e., myPerspectives, SRA/ Open Court Reading, Reading Recovery, Corrective Reading, Lexia PowerUp Literacy, Lexia Reading Core5, Orton Gillingham, Literacy Coaches, Reading Coaches, etc.). Teachers will also use computer adaptive programs, such as Lexia Reading Core5 (K-5) and Lexia Strategies (6-8), to supplement classroom instruction and personalize learning.	Kimberly Likins	08/01/2021	06/29/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/3): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

Owner: Kimberly Likins

Start Date: 08/01/2021

Due Date: 06/30/2025

Summary: A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

Buildings

- Marysville High School
- Marysville Middle School

Total Budget: \$2,000.00

- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method

- Other
- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Administration will monitor the implementation of this strategy through lesson plan reviews, classroom walkthroughs/ observations, and conversations with students and staff.	Kimberly Likins	09/07/2021	06/29/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
6-12 teachers and administration will participate in professional learning and implement the Essential Practices for Disciplinary Literacy Instruction in the	Kimberly Likins	08/01/2021	06/29/2025	COMPLETE

Activity	Owner	Start Date	Due Date	Status
Secondary Classroom: Grades 6 to 12.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/3): 23g Expanded Learning Time

Owner: Kimberly Likins

Start Date: 10/26/2023

Due Date: 06/30/2025

Summary: EdTrust defines expanded learning time (ELT) as programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

Buildings: All Active Buildings

Total Budget: \$511,983.00

- General Fund (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- District Website Update
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
High School Daytime Expanded Learning - 1 highly qualified trained paraprofessional to provide daytime tutoring in the core content areas.	Kimberly Likins	10/26/2023	06/30/2025	ONTARGET
Activity Buildings: • Marysville High School				