

MICIP Portfolio Report

Mason County Eastern Schools

Goals Included

Active

- Attendance Goal
- Improve ELA scores on NWEA
- Improve SEL services
- Math Goal

Buildings Included

Open-Active

- Mason County Eastern Elementary
- Mason County Eastern JH/HS

Plan Components Included

Goal Summary

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Mason County Eastern Schools

Math Goal

Status: ACTIVE

Statement: BY June of 2028, 50% of students will be at the national RIT norm in each grade level in math as measured by NWEA assessment each spring.

Created Date: 06/24/2021

Target Completion Date: 06/30/2028

Strategies:

(1/3): Data-Based Decision-Making

Owner: Paul Shoup

Start Date: 06/24/2021

Due Date: 06/26/2025

Summary: Performance management is the process used to guide all levels of teams (district, building, and teacher teams) within the district in data collection to monitor, make decisions, communicate, and, if needed, problem-solve (using district-identified problem-solving protocol) to increase student academic and non-academic performance.

Buildings: All Active Buildings

Total Budget: \$1,000.00

- Title II Part A (Federal Funds)

Communication:

Method

- Email Campaign

Audience

- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Data review sessions by grade level quarterly.	Paul Shoup	08/24/2021	06/26/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(2/3): Instructional Coaching/Consulting for Mathematics

Owner: Paul Shoup

Start Date: 06/24/2021

Due Date: 06/30/2028

Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students' mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

Buildings: All Active Buildings

Total Budget: \$1.00

- Title II Part A (Federal Funds)

Communication:

Method

- Email Campaign

Audience

- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
EL -Implement instructional coaching model for teacher training	Paul Shoup	08/18/2025	06/12/2026	UPCOMING
Activity Buildings: <ul style="list-style-type: none"> • Mason County Eastern Elementary 				

(3/3): Math Essentials - Essential Instructional Practices for Early Mathematics PreK - Grade 5

Owner: Cherie Coleman

Start Date: 04/23/2024

Due Date: 06/27/2025

Summary: The Essential Instructional Practices for Early Mathematics, PreK - Grade 5 will help improve instructional practices: Educators engaging in ongoing professional learning to develop a deep understanding of these values and practices in a collaborative and supportive collegial environment will be able to, over time, fundamentally and positively change their students' learning of mathematics, their relationship with mathematics, and their identity as young mathematicians. The Essential Instructional Practices for Early Mathematics, PreK - Grade 5 will be the tool used in the ongoing professional development over a three-year period.

Buildings

- Mason County Eastern Elementary

Total Budget: \$1.00

- General Fund (Other)

Communication:

Method

- Email Campaign

Audience

- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional development focused on the strategies throughout the year	Cherie Coleman	04/23/2024	06/27/2025	COMPLETE

Activity Buildings: All Buildings in Implementation Plan

Improve SEL services

Status: ACTIVE

Statement: Our goal is to provide SEL support for students in the district to reduce social work referrals, decrease behavioral referrals that are SEL related and to improve student emotional health by 10%.

Created Date: 06/17/2022

Target Completion Date: 06/25/2025

Strategies:

(1/1): Social Emotional Learning (SEL) CASEL

Owner: Cherie Coleman

Start Date: 06/17/2022

Due Date: 06/25/2025

Summary: School-based social and emotional instruction focuses on five core competency areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. At the Collaborative for Academic, Social, and Emotional Learning, we envision all children and adults as self-aware, caring, responsible, engaged, and lifelong learners who work together to achieve their goals and create a more inclusive, just world. How- through a commitment to SEL.

Buildings: All Active Buildings

Total Budget: \$2,000.00

- Other Federal Funds (Federal Funds)

Communication:

Method

- School Board Meeting
- Email Campaign
- Parent Newsletter

Audience

- Educators
- Staff
- School Board
- Parents

Improve ELA scores on NWEA

Status: ACTIVE

Statement: By June of 2028, 60% of students will be at the national RIT norm in reading as measured by spring NWEA.

Created Date: 06/19/2023

Target Completion Date: 06/30/2028

Strategies:

(1/5): Multi-Tiered System of Supports (MTSS) Framework (General)

Owner: Cherie Coleman

Start Date: 10/26/2024

Due Date: 06/30/2026

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

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- 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
District will provide a fully functioning MTSS system in place to help student be successful	Paul Shoup	10/26/2024	06/21/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Monthly Student Support Team meetings	Cherie Coleman	09/11/2025	06/05/2026	COMPLETE
Activity Buildings:				
<ul style="list-style-type: none"> • Mason County Eastern Elementary 				

(2/5): 23g Expanded Learning Time

Owner: Paul Shoup

Start Date: 01/06/2024

Due Date: 06/21/2025

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: \$40,000.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- 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
Summer School, credit recovery, remedial software.	Paul Shoup	01/06/2024	06/21/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(3/5): 23g Intensive, Individualized Support

Owner: Paul Shoup

Start Date: 10/26/2023

Due Date: 06/21/2025

Summary: A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student's "go-to person" for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

Buildings: All Active Buildings

Total Budget: \$40,000.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- 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
District provided Student Success Coordinator	Paul Shoup	01/06/2024	06/21/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(4/5): 23g Tutoring

Owner: Paul Shoup

Start Date: 01/06/2024

Due Date: 06/21/2025

Summary: Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student's immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

Buildings: All Active Buildings

Total Budget: \$40,000.00

- Other State Funds (State Funds)

Communication:

Method

- School Board Meeting
- 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
Small group instruction, individualized tutoring and remedial software.	Paul Shoup	01/06/2024	06/21/2025	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Provide supplemental curriculum, (online and paper) and materials to remediate students.	Paul Shoup	01/06/2024	06/21/2025	COMPLETE
Activity Buildings:				
<ul style="list-style-type: none"> • Mason County Eastern JH/HS 				

(5/5): Guaranteed and Viable Curriculum

Owner: Cherie Coleman

Start Date: 05/09/2025

Due Date: 06/30/2027

Summary: A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

Buildings: All Active Buildings

Total Budget: \$1.00

- General Fund (Other)
- PSA Protected (State Funds)

Communication:

Method

- Email Campaign

Audience

- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Form an ELA curriculum committee	Cherie Coleman	09/30/2025	10/31/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Various grade level teachers implement curriculum pilots	Cherie Coleman	09/01/2026	06/30/2027	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

Attendance Goal

Status: ACTIVE

Statement: By June of 2028, the number of chronically absent students will decrease by 36 as measured by district attendance data.

Created Date: 02/28/2025

Target Completion Date: 06/30/2028

Strategies:

(1/4): Family Engagement Tied to Learning

Owner: Cherie Coleman

Start Date: 05/01/2025

Due Date: 06/30/2028

Summary: "School improvement research demonstrates the importance of focusing family engagement around specific outcomes (Bryk et. al, 2010). Authentic family engagement activities are designed so families support and monitor their children's education and behavioral goals through a partnership with schools and community-based agencies. High-quality family engagement is linked to learning outcomes (Mapp, & Kuttner, 2013). Family engagement is strongly linked to higher levels of academic achievement, increased attendance, more positive attitudes toward school, and higher graduation rates (Henderson, & Mapp, 2002). A meta-analysis of over 28 studies investigating the impact of family engagement has found a significant and large association between family engagement and the academic achievement of students from early childhood through secondary school (Jeynes, 2016). Family engagement activities that support high expectations for learners and helping learners make real-world connections are the strongest predictors of achievement (Jeynes, 2005). "

Buildings: All Active Buildings

Total Budget: \$1.00

- General Fund (Other)

Communication:

Method

- Other
- Brochure
- Social Media

Audience

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Back to School Night parent information session on importance of school attendance	Cherie Coleman	09/01/2025	09/30/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				
Form a Parent Advisory Committee to gain input on attendance issues and other school improvement initiatives.	Cherie Coleman	09/01/2025	10/31/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(2/4): MTSS - PBIS (Behavior)

Owner: Cherie Coleman

Start Date: 05/01/2025

Due Date: 06/30/2028

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings: All Active Buildings

Total Budget: \$1.00

- General Fund (Other)

Communication:

Method

- Other

Audience

- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Staff will review absenteeism data for progress monitoring on a monthly basis to provide incentives to students who meet the attendance expectations	Cherie Coleman	09/01/2025	06/01/2026	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(3/4): Whole School, Whole Community, Whole Child Framework (WSCC)

Owner: Cherie Coleman

Start Date: 05/01/2025

Due Date: 06/30/2028

Summary: "All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success. The Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children."

Buildings: All Active Buildings

Total Budget: \$1.00

- General Fund (Other)

Communication:

Method

- Presentations

Audience

- Educators

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
MS/HS Career day with employers stressing the importance of attendance on the job and attending school regularly	Cherie Coleman	09/01/2025	06/01/2026	UPCOMING
Activity Buildings: <ul style="list-style-type: none"> • Mason County Eastern JH/HS 				
All teachers will review the attendance slogan a minimum of 3 times per year with all students - beginning of the year, after winter break and after spring break	Cherie Coleman	09/01/2025	04/15/2026	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				

(4/4): Collective Responsibility/Shared Accountability

Owner: Cherie Coleman

Start Date: 05/01/2025

Due Date: 06/30/2028

Summary: Collective responsibility in schools refers to the shared accountability of all staff, students, and stakeholders in ensuring the success and well-being of the school community. It emphasizes that every individual, from teachers and administrators to students and parents, plays a crucial role in creating a positive learning environment. This concept promotes collaboration, mutual support, and a commitment to common goals, such as academic excellence, student safety, and inclusivity. District structures and practices support healthy, collegial communication that ensures a collective focus on overall improvement efforts to increase student achievement. Collective responsibility encourages teamwork and ensures that the responsibility for student achievement and school improvement is not placed solely on any one group but is a unified effort.

Buildings: All Active Buildings

Total Budget: \$1.00

- General Fund (Other)

Communication:

Method

- Presentations

Audience

- Educators
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
At PD prior to the school year, all staff will review attendance data, expectations, and ways to improve chronic absenteeism.	Cherie Coleman	08/18/2025	08/29/2025	UPCOMING
Activity Buildings: All Buildings in Implementation Plan				