

MICIP Portfolio Report

Muskegon Maritime Academy

Goals Included

Active

- Academic Growth and Proficiency
- Social Emotional Learning

Buildings Included

Open-Active

- Muskegon Maritime Academy

Plan Components Included

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Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Muskegon Maritime Academy

Academic Growth and Proficiency

Status: ACTIVE

Statement: The 2025–2026 academic goal for Muskegon Maritime Academy is for 50% of cadets in grades K–5 to demonstrate at least one full year of growth in both math and reading, as measured by the NWEA MAP assessments. Additionally, 40% of cadets currently performing below grade level will move into the 21st–40th percentile range by the Spring 2026 NWEA testing window, reflecting measurable progress toward grade-level proficiency.

Created Date: 08/02/2023

Target Completion Date: 06/30/2026

Strategies:

(1/2): Multi-Tiered System of Supports (MTSS) Framework (General)

Owner: Jessica Owens

Start Date: 08/02/2023

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: \$100,000.00

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

Communication:

Method

- School Board Meeting
- Parent Newsletter
- Social Media

Audience

- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Data Team Formation & Progress Monitoring: Establish a dedicated MTSS Team responsible for regularly reviewing academic and behavioral data to ensure timely interventions and tiered support decisions based on cadet needs; school-based MTSS Team will be developed and convened to meet at least quarterly during the school year. The team will be composed of a cross-section of staff, including administrators, general education teachers, interventionists, special education staff, and other support personnel as needed.	Jessica Owens	08/02/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional Development on MTSS, Targeted Interventions, and Differentiation: To build staff capacity and ensure consistent implementation of MTSS through targeted professional development focused on the foundational principles of MTSS, use of data to guide interventions, and effective differentiation strategies. A professional development series will be designed and delivered throughout the school	Jessica Owens	08/02/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
year to provide teachers, interventionists, and support staff with the knowledge and tools to implement a high-functioning MTSS framework. The PD will cover core components of MTSS, including early identification, tiered supports, data-based decision-making, and instructional differentiation.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Tier III Interventions through AmeriCorps MEC and Read Muskegon: To provide intensive, individualized Tier III interventions for cadets identified as requiring the highest level of academic support through strategic partnerships with AmeriCorps Michigan Education Corps (MEC) and Read Muskegon. The school will implement a structured pull-out intervention model for cadets identified through universal screeners and progress monitoring as needing Tier III academic support. Intervention services will be delivered by trained AmeriCorps MEC reading/math interventionists and literacy specialists from Read Muskegon. These	Jessica Owens	08/02/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
interventions will be delivered in small groups or 1:1 settings and aligned with student data and individual needs.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Schoolwide Literacy Initiative Using Walpole and UFLI: To implement, monitor, and evaluate a schoolwide literacy initiative aligned with the MTSS framework that strengthens Tier 1 instruction and provides targeted Tier 2 and Tier 3 interventions using Walpole and UFLI (University of Florida Literacy Institute). The school will launch a comprehensive literacy initiative that integrates Walpole's Differentiated Reading Instruction model and UFLI Foundations to ensure that all cadets receive high-quality, evidence-based reading instruction. The initiative will be embedded within the MTSS framework to address the diverse needs of learners across all three tiers.	Jessica Owens	08/02/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Comprehensive Assessment System for Progress Monitoring: To implement a	Jessica Owens	08/02/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
comprehensive, multi-tiered assessment system that supports early identification, ongoing progress monitoring, and data-informed decision-making for all cadets; The school will implement a comprehensive assessment system aligned to the MTSS framework to ensure timely and accurate identification of cadet needs and to guide instructional support across all three tiers. This system will include a combination of universal screeners, diagnostic assessments, and progress monitoring tools.				
Activity Buildings: All Buildings in Implementation Plan				
Targeted Math Fact Fluency Interventions: To strengthen foundational math skills by implementing targeted interventions focused on math fact fluency for cadets identified as needing additional support through the MTSS process. As part of the school's MTSS Tier 2 and Tier 3 intervention supports, cadets will engage in systematic, data-driven math fact fluency practice in	Jessica Owens	08/02/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
addition, subtraction, multiplication, and division. Interventions will be designed to improve automaticity, reduce cognitive load during problem-solving, and support long-term math achievement.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Small Group Guided Math for Targeted Intervention: To provide real-time, differentiated math support through Small Group Guided Math during center rotations or intervention blocks, ensuring cadets receive targeted instruction based on skill level and current performance data. This strategy addresses the need for immediate, focused support during instructional time, allowing teachers to reteach, scaffold, or extend learning aligned to core math standards and curriculum pacing (e.g., Open Up Math).	Jessica Owens	08/02/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/2): Guaranteed and Viable Curriculum

Owner: Jessica Owens

Start Date: 08/02/2023

Due Date: 06/30/2026

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: \$100,000.00

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

Communication:

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

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Professional Development on Core Curricular Resources and Project-Based Learning: To strengthen instructional practice and ensure consistent implementation of the school's guaranteed and viable curriculum by providing ongoing professional development for teachers on Open Up Math, Amplify CKLA, and Project-Based Learning (PBL). Teachers will participate in a structured professional development plan that supports effective use of the school's core curricular resources—Open Up Resources for Math and Amplify CKLA for Reading —alongside training in Project-Based Learning to foster student-centered, inquiry-based instruction across content areas. PD sessions will focus on curriculum alignment, instructional strategies, classroom implementation, and collaborative planning.	Jessica Owens	08/02/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Leadership Walkthroughs to Monitor Curriculum Fidelity and Provide Feedback: To ensure high-quality instruction and consistent	Jessica Owens	08/02/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
implementation of the school's guaranteed and viable curriculum by conducting frequent leadership walkthroughs focused on curriculum fidelity, instructional practices, and real-time feedback. School leaders will implement a structured walkthrough system to monitor the use of adopted curricular resources—such as Open Up Math and Amplify CKLA—and to provide timely, actionable feedback to teachers. The walkthroughs will focus on curriculum alignment, pacing, instructional delivery, cadet engagement, and evidence of learning. This process will drive instructional improvements and ensure fidelity to core programs.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Schoolwide Adoption of Open Up Resources for Math Instruction: To implement a guaranteed and viable math curriculum through the schoolwide use of Open Up Resources, ensuring all cadets have access to high-quality, standards-aligned instruction that builds deep conceptual understanding, procedural	Jessica Owens	08/02/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
fluency, and problem-solving skills. The school will fully adopt Open Up Resources as the core mathematics curriculum across all grade levels. Open Up is an evidence-based, coherent, and vertically aligned curriculum that supports the development of mathematical reasoning, student discourse, and equitable access to grade-level content.				
Activity Buildings: All Buildings in Implementation Plan				
Schoolwide Adoption of Amplify CKLA for Reading Instruction: To implement a guaranteed and viable curriculum in reading through the consistent, schoolwide use of Amplify CKLA (Core Knowledge Language Arts), ensuring all cadets have access to high-quality, standards-aligned instruction that builds foundational reading skills and knowledge. The school will fully adopt Amplify CKLA as the core reading curriculum across all grade levels. CKLA provides a comprehensive and coherent sequence that integrates phonics, vocabulary, fluency, and knowledge-building content. This initiative ensures vertical	Jessica Owens	08/02/2023	06/30/2026	COMPLETE

Activity	Owner	Start Date	Due Date	Status
alignment, instructional consistency, and equity in curriculum access for all cadets				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Project-Based Learning to Support Cross-Curricular, Hands-On, and STEM Instruction: To implement Project-Based Learning (PBL) as an instructional strategy that fosters real-world problem solving, cross-curricular integration, and hands-on learning experiences, with a strong emphasis on STEM education. The school will launch a structured initiative to embed Project-Based Learning across all grade levels, empowering teachers to design and facilitate engaging, interdisciplinary units that connect core content with authentic, student-driven inquiry. The initiative will promote collaboration among content areas (e.g., ELA, math, science, and social studies), and incorporate technology, engineering, and hands-on exploration to develop critical thinking, creativity, and collaboration skills.	Jessica Owens	08/02/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Using Curricular Unit	Jessica	08/02/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>Assessments to Monitor Progress and Guide Instructional Adjustments: To support data-driven instruction and ensure effective pacing and curriculum implementation by using unit assessments embedded in core instructional programs (e.g., Amplify CKLA and Open Up Math) to monitor cadet understanding and adjust instruction accordingly. Teachers will administer curriculum-based unit assessments at the conclusion of each instructional unit to evaluate cadet mastery of standards and skills. The results will be used to analyze cadet progress, determine the need for reteaching or extension, and adjust pacing guides and instructional plans to better meet cadet needs.</p>	Owens			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

Social Emotional Learning

Status: ACTIVE

Statement: By the end of the 2025–2026 school year, 75% of cadets in grades K–5 will demonstrate improved emotional regulation and conflict resolution skills, as measured by a 20% decrease in Tier 2 and Tier 3 behavior referrals and an increase in SEL competency scores on the fall-to-spring SAEBRS (Social, Academic, and Emotional Behavior Risk Screener).

Created Date: 08/02/2023

Target Completion Date: 06/30/2026

Strategies:

(1/2): Guaranteed and Viable Curriculum

Owner: Jessica Owens

Start Date: 08/02/2023

Due Date: 06/30/2026

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Buildings: All Active Buildings

Total Budget: \$100,000.00

- Title I Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

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Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Schoolwide PBIS Framework to Support SEL: To promote a positive, inclusive, and supportive school environment by implementing PBIS (Positive Behavioral Interventions and Supports) as a Tier 1 schoolwide SEL framework, while integrating additional supports through Tier 2 and Tier 3 interventions as part of the MTSS model. The school will implement PBIS as the foundation of its social-emotional and behavioral MTSS system. PBIS will establish clear behavioral expectations, reinforce positive cadet behaviors, and create a consistent language and system across classrooms and common areas. SEL instruction will be embedded through proactive teaching of social-emotional skills, supported by targeted and intensive interventions for cadets who require additional behavioral or emotional support.	Jessica Owens	08/02/2023	06/30/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff Training and Development to Support Enrichment, SEL: To	Jessica Owens	08/02/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
ensure the successful schoolwide implementation of enrichment programs (e.g., Sea Cadets, STEM Robotics, World Languages, Martial Arts) and SEL by developing staff capacity through ongoing professional learning, collaboration, and support systems. All teachers and staff will participate in a comprehensive professional development plan that equips them with the knowledge, skills, and tools to effectively implement and support aligned practices, SEL integration, and enrichment programs. The focus will be on creating a shared understanding of the purpose, structure, and expected outcomes of these initiatives while ensuring consistency, equity, and fidelity in execution.				
Activity Buildings: All Buildings in Implementation Plan				
Restorative Practices as a Tiered SEL Support Model: To cultivate a school culture rooted in relationships, accountability, and empathy by implementing Restorative Practices as a proactive approach to	Jessica Owens	08/02/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Social Emotional Learning (SEL) and behavior support within the MTSS framework. Restorative Practices will be used schoolwide to build community, strengthen relationships, and provide a structured, reflective response to behavior that fosters growth rather than punishment. These practices support SEL by teaching cadets to manage emotions, resolve conflict, and take responsibility for their actions. Restorative circles, conferences, and re-entry meetings will be integrated across Tier 1, Tier 2, and Tier 3 systems of support.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Enrichment Programs to Enhance SEL through Cadet Engagement: To promote Social Emotional Learning (SEL) and whole-cadet development through the creation and integration of enrichment programs such as a Sea Cadet program with comprehensive curriculum, STEM Robotics, World Languages, and Martial Arts. These programs will foster discipline, teamwork, confidence, cultural competence, and	Michelle Kyles	08/02/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
problem-solving—all aligned to SEL competencies within an MTSS model. The school will establish structured enrichment pathways that allow cadets to explore personal interests while building social-emotional skills. These programs will be embedded within the school day and/or after-school opportunities and will serve as both Tier 1 universal experiences and Tier 2 supports for cadets who benefit from positive engagement and relationship-based development.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/2): Multi-Tiered System of Supports (MTSS) Framework (General)

Owner: Jessica Owens

Start Date: 08/02/2023

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.

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Communication:

Method

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Audience

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Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
<p>Calming Room Development to Support Behavioral and SEL Interventions: To support cadets' social-emotional and behavioral well-being through the creation and use of a calming room operated by the Dean of Culture, as part of the MTSS Tier 2 and Tier 3 supports. The goal is to provide cadets with a structured, therapeutic space to regulate emotions, reflect, and successfully return to class. The school will establish a dedicated calming room designed to serve as a short-term intervention space for cadets experiencing emotional dysregulation, anxiety, frustration, or behavioral escalation. The room will be supervised by the Dean of Culture, who will provide support using restorative and trauma-informed strategies to help cadets de-escalate, regroup, and re-engage in learning.</p>	Jessica Owens	08/02/2023	06/30/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
<p>Development of a Sensory Room to Support Cadet Self-Regulation and Empowerment: To enhance Tier 1 and Tier 2 supports within the MTSS framework by creating a</p>	Jessica Owens	08/02/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
sensory room that provides cadets with access to sensory tools and calming strategies to promote self-awareness, reflection, and self-regulation. This space will empower cadets to recognize their needs, adjust their emotions, and return to learning focused and ready. The school will design and implement a dedicated sensory room as a proactive and therapeutic space for cadets experiencing sensory overload, emotional dysregulation, or difficulty staying focused. The room will offer cadets the opportunity to engage with various sensory tools and regulation strategies to independently or with support reflect on their emotional state and apply self-regulation techniques.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Staff SEL Observation Logs to Monitor Cadet Social-Emotional Development: To strengthen Tier 1 and Tier 2 social-emotional supports by implementing a schoolwide system for staff to log observations of cadet behavior, emotional responses, and	Jessica Owens	08/02/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
social interactions, providing real-time insight into cadet needs and informing MTSS team decisions. Teachers and support staff will utilize a simple, structured SEL log to record noteworthy social-emotional behaviors, trends, or concerns observed throughout the school day. This log will serve as a proactive tool for early identification, consistent documentation, and effective communication among educators and MTSS team members. Logged data will inform decisions about Tier 2 or Tier 3 interventions and support ongoing progress monitoring.				
Activity Buildings: All Buildings in Implementation Plan				
Using Munetrix and SWIS to Drive Whole-Child Interventions in MTSS: To strengthen the MTSS framework by using Munetrix and SWIS as integrated data tools that support data-informed decision-making and ensure timely, individualized academic, behavioral, and social-emotional interventions for cadets. The school will utilize Munetrix (for academic and early warning indicators) and	Jessica Owens	08/02/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
SWIS (for behavioral data tracking) to identify cadets in need of support and align them with appropriate interventions. These platforms will provide a comprehensive view of cadet needs, allowing the MTSS team to make proactive, data-driven decisions to address the whole child—academically, behaviorally, socially, and emotionally.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Dean of Culture to Support SEL and Schoolwide MTSS Initiatives: To enhance the school's capacity to implement and sustain effective Social Emotional Learning (SEL) supports, behavior systems, and school climate initiatives by appointing a dedicated Dean of Culture who will lead Tier 1–3 efforts within the MTSS framework. A full-time Dean of Culture will be added to the school leadership team to provide vision, structure, and daily oversight for SEL programming, positive behavior systems, cadet interventions, and culture-building practices. The Dean will serve as the	Jessica Owens	08/02/2023	06/30/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
point person for schoolwide SEL, managing behavior supports, restorative practices, staff coaching, and cadet re-engagement efforts across all grade levels.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				