



School Improvement Plan

Northeast Middle School

Midland Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See goals and plans in ASSIST	

Northeast School Improvement Plan for 2017- 2018 Implementation

Overview

Plan Name

Northeast School Improvement Plan for 2017-2018 Implementation

Plan Description

Plan to run through 17/18 school year.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	85% of Northeast Middle School Students will be proficient in mathematics based on the M-STEP.	Objectives: 3 Strategies: 2 Activities: 2	Academic	\$1200
2	85% of Northeast Middle School Students will be proficient in English/Language Arts based on the M-STEP.	Objectives: 3 Strategies: 2 Activities: 2	Academic	\$6500
3	85% of Northeast Middle School Students will be proficient in science based on the M-STEP.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$8000
4	85% of Northeast Middle School Students will be proficient in Social Studies based on the M-STEP.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$8000
5	Northeast Middle School will achieve all five levels of the Marzano High Reliability Schools framework.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$12500

Goal 1: 85% of Northeast Middle School Students will be proficient in mathematics based on the M-STEP.

Measurable Objective 1:

50% of Sixth grade students will demonstrate a proficiency with a score of 3 or 4 in Mathematics by 06/18/2018 as measured by the M-STEP..

(shared) Strategy 1:

Student to student talk reflects knowledge and ways of thinking associated with the content. Students provide evidence to support their arguments and new ideas. - Strategy will be implemented in all classrooms to facilitate collaborative learning opportunities for all students.

Category: Mathematics

Research Cited: 5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning Questioning Sequences in the Classroom (2014) Marzano and Simms

A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms

The Highly Engaged Classroom (2011) Marzano and Pickering

Learning by Doing (2006) DuFour, DuFour, Eaker and Many

Tier: Tier 1

Activity - Obtain Questioning Sequences in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Questioning Sequences in the Classroom to collaborate with peers to develop/improve questioning strategies to enhance learning and quality student talk.	Teacher Collaboration, Materials, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1200	General Fund	Dirk DeBoer and Penny Miller-Nelson

(shared) Strategy 2:

Use strategies to capitalize and build upon learning needs of students academic background, life experiences, culture and language of students for the whole group small groups of students and individual students. - Teachers will collaborate to research and implement technology in mathematics classes to allow students to make greater connections to the content.

Category: Mathematics

Research Cited: 5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

The Highly Engaged Classroom (2011) Marzano and Pickering

A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms

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Tier: Tier 1

Activity - Technology to Enhance Mathematical Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in conferences/webinars/trainings aimed at teaching teachers how to use technology to enhance mathematical understanding, and to provide problem based learning experiences in the classroom.	Teacher Collaboration, Materials, Technology, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Dirk DeBoer, Principal; Assistant Principal; 6th, 7th, and 8th grade Math Teachers; 6th, 7th, 8th grade Special Education Teachers; Jenny Lenon, Learning Coach; Math Teacher Leader; Penny Miller-Nelson

Measurable Objective 2:

49% of Seventh grade students will demonstrate a proficiency with a score of 3 or 4 in Mathematics by 06/18/2018 as measured by the M-STEP.

(shared) Strategy 1:

Student to student talk reflects knowledge and ways of thinking associated with the content. Students provide evidence to support their arguments and new ideas. - Strategy will be implemented in all classrooms to facilitate collaborative learning opportunities for all students.

Category: Mathematics

Research Cited: 5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning Questioning Sequences in the Classroom (2014) Marzano and Simms

A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms

The Highly Engaged Classroom (2011) Marzano and Pickering

Learning by Doing (2006) DuFour, DuFour, Eaker and Many

Tier: Tier 1

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Activity - Obtain Questioning Sequences in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Questioning Sequences in the Classroom to collaborate with peers to develop/improve questioning strategies to enhance learning and quality student talk.	Teacher Collaboration, Materials, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1200	General Fund	Dirk DeBoer and Penny Miller-Nelson

(shared) Strategy 2:

Use strategies to capitalize and build upon learning needs of students academic background, life experiences, culture and language of students for the whole group small groups of students and individual students. - Teachers will collaborate to research and implement technology in mathematics classes to allow students to make greater connections to the content.

Category: Mathematics

Research Cited: 5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

The Highly Engaged Classroom (2011) Marzano and Pickering

A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms

Tier: Tier 1

Activity - Technology to Enhance Mathematical Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Participate in conferences/webinars/trainings aimed at teaching teachers how to use technology to enhance mathematical understanding, and to provide problem based learning experiences in the classroom.	Teacher Collaboration, Materials, Technology, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Dirk DeBoer, Principal; Assistant Principal; 6th, 7th, and 8th grade Math Teachers; 6th, 7th, 8th grade Special Education Teachers; Jenny Lenon, Learning Coach; Math Teacher Leader; Penny Miller-Nelson
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Measurable Objective 3:

56% of Eighth grade students will demonstrate a proficiency with a score of 3 or 4 in Mathematics by 06/18/2018 as measured by the M-STEP .

(shared) Strategy 1:

Student to student talk reflects knowledge and ways of thinking associated with the content. Students provide evidence to support their arguments and new ideas. - Strategy will be implemented in all classrooms to facilitate collaborative learning opportunities for all students.

Category: Mathematics

Research Cited: 5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning Questioning Sequences in the Classroom (2014) Marzano and Simms

A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms

The Highly Engaged Classroom (2011) Marzano and Pickering

Learning by Doing (2006) DuFour, DuFour, Eaker and Many

Tier: Tier 1

Activity - Obtain Questioning Sequences in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use Questioning Sequences in the Classroom to collaborate with peers to develop/improve questioning strategies to enhance learning and quality student talk.	Teacher Collaboration, Materials, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1200	General Fund	Dirk DeBoer and Penny Miller-Nelson
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(shared) Strategy 2:

Use strategies to capitalize and build upon learning needs of students academic background, life experiences, culture and language of students for the whole group small groups of students and individual students. - Teachers will collaborate to research and implement technology in mathematics classes to allow students to make greater connections to the content.

Category: Mathematics

Research Cited: 5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

The Highly Engaged Classroom (2011) Marzano and Pickering

A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms

Tier: Tier 1

Activity - Technology to Enhance Mathematical Understanding	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in conferences/webinars/trainings aimed at teaching teachers how to use technology to enhance mathematical understanding, and to provide problem based learning experiences in the classroom.	Teacher Collaboration, Materials, Technology, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	General Fund	Dirk DeBoer, Principal; Assistant Principal; 6th, 7th, and 8th grade Math Teachers; 6th, 7th, 8th grade Special Education Teachers; Jenny Lenon, Learning Coach; Math Teacher Leader; Penny Miller-Nelson

Goal 2: 85% of Northeast Middle School Students will be proficient in English/Language Arts based on the M-STEP.

Measurable Objective 1:

60% of Sixth grade students will demonstrate a proficiency with a score of 3 or 4 in English Language Arts by 06/18/2018 as measured by the M-STEP..

(shared) Strategy 1:

Student to student talk reflects knowledge and ways of thinking associated with content. Students provide evidence to support their arguments and new ideas. - Student talk will be improved in all classes to facilitate collaborative learning with increased opportunities for students to learn from each other.

Category: English/Language Arts

Research Cited: Questioning Sequences in the Classroom (2014) Marzano and Simms

A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms

The Highly Engaged Classroom (2011) Marzano and Pickering

Learning by Doing (2006) DuFour, DuFour, Eaker and Many

5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

Tier: Tier 1

Activity - Obtain and Utilize Questioning Sequences in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing Questioning Sequences in the Classroom, teachers will collaborate in the summer and through their PLC groups to plan and implement higher level questioning and collaborative activities in their classes.	Teacher Collaboration, Materials, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$3000	General Fund	Principal, Assistant Principal, ELA teachers, Penny Miller-Nelson

(shared) Strategy 2:

Routines for discussion and collaborative work have been taught, are evident, and result in effective discourse related to the lesson purpose. Students independently use routines, are held accountable for learning and support the learning of others. - Teachers will have release time to work in groups with and without our learning coach. The purpose would be to develop building wide structures and language geared toward accountable discussion and collaboration within each classroom.

Category: English/Language Arts

Research Cited: Collaborative Teams that Transform Schools (2016) Marzano, Heflebower, Hoegh, Warrick and Grift

Leadership and Teams (2014) Kirtman, Lyle

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Questioning Sequences in the Classroom (2014) Marzano and Simms
A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms
The Highly Engaged Classroom (2011) Marzano and Pickering
Learning by Doing (2006) DuFour, DuFour, Eaker and Many
5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

Tier: Tier 1

Activity - Read, Encode, Annotate, Ponder (REAP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA staff will collaborate to enhance instructional practices, so students will improve their ability to summarize central ideas, key events, procedures, or topics and subtopics in informational and narrative texts.	Teacher Collaboration, Academic Support Program, Materials, Supplemental Materials, Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$3500	General Fund	Principal, Assistant Principal, ELA teachers

Measurable Objective 2:

66% of Seventh grade students will demonstrate a proficiency with a score of 3 or 4 in English Language Arts by 06/18/2018 as measured by the M-STEP.

(shared) Strategy 1:

Student to student talk reflects knowledge and ways of thinking associated with content. Students provide evidence to support their arguments and new ideas. - Student talk will be improved in all classes to facilitate collaborative learning with increased opportunities for students to learn from each other.

Category: English/Language Arts

Research Cited: Questioning Sequences in the Classroom (2014) Marzano and Simms

A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms

The Highly Engaged Classroom (2011) Marzano and Pickering

Learning by Doing (2006) DuFour, DuFour, Eaker and Many

5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

Tier: Tier 1

Activity - Obtain and Utilize Questioning Sequences in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Utilizing Questioning Sequences in the Classroom, teachers will collaborate in the summer and through their PLC groups to plan and implement higher level questioning and collaborative activities in their classes.	Teacher Collaboration, Materials, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$3000	General Fund	Principal, Assistant Principal, ELA teachers, Penny Miller-Nelson
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(shared) Strategy 2:

Routines for discussion and collaborative work have been taught, are evident, and result in effective discourse related to the lesson purpose. Students independently use routines, are held accountable for learning and support the learning of others. - Teachers will have release time to work in groups with and without our learning coach. The purpose would be to develop building wide structures and language geared toward accountable discussion and collaboration within each classroom.

Category: English/Language Arts

Research Cited: Collaborative Teams that Transform Schools (2016) Marzano, Heflebower, Hoegh, Warrick and Grift

Leadership and Teams (2014) Kirtman, Lyle

Questioning Sequences in the Classroom (2014) Marzano and Simms

A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms

The Highly Engaged Classroom (2011) Marzano and Pickering

Learning by Doing (2006) DuFour, DuFour, Eaker and Many

5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

Tier: Tier 1

Activity - Read, Encode, Annotate, Ponder (REAP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA staff will collaborate to enhance instructional practices, so students will improve their ability to summarize central ideas, key events, procedures, or topics and subtopics in informational and narrative texts.	Teacher Collaboration, Academic Support Program, Materials, Supplemental Materials, Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$3500	General Fund	Principal, Assistant Principal, ELA teachers

Measurable Objective 3:

69% of Eighth grade students will demonstrate a proficiency with a score of 3 or 4 in English Language Arts by 06/18/2018 as measured by the M-STEP.

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(shared) Strategy 1:

Student to student talk reflects knowledge and ways of thinking associated with content. Students provide evidence to support their arguments and new ideas. - Student talk will be improved in all classes to facilitate collaborative learning with increased opportunities for students to learn from each other.

Category: English/Language Arts

Research Cited: Questioning Sequences in the Classroom (2014) Marzano and Simms

A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms

The Highly Engaged Classroom (2011) Marzano and Pickering

Learning by Doing (2006) DuFour, DuFour, Eaker and Many

5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

Tier: Tier 1

Activity - Obtain and Utilize Questioning Sequences in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing Questioning Sequences in the Classroom, teachers will collaborate in the summer and through their PLC groups to plan and implement higher level questioning and collaborative activities in their classes.	Teacher Collaboration, Materials, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$3000	General Fund	Principal, Assistant Principal, ELA teachers, Penny Miller-Nelson

(shared) Strategy 2:

Routines for discussion and collaborative work have been taught, are evident, and result in effective discourse related to the lesson purpose. Students independently use routines, are held accountable for learning and support the learning of others. - Teachers will have release time to work in groups with and without our learning coach. The purpose would be to develop building wide structures and language geared toward accountable discussion and collaboration within each classroom.

Category: English/Language Arts

Research Cited: Collaborative Teams that Transform Schools (2016) Marzano, Heflebower, Hoegh, Warrick and Grift

Leadership and Teams (2014) Kirtman, Lyle

Questioning Sequences in the Classroom (2014) Marzano and Simms

A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms

The Highly Engaged Classroom (2011) Marzano and Pickering

Learning by Doing (2006) DuFour, DuFour, Eaker and Many

5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

Tier: Tier 1

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Activity - Read, Encode, Annotate, Ponder (REAP)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA staff will collaborate to enhance instructional practices, so students will improve their ability to summarize central ideas, key events, procedures, or topics and subtopics in informational and narrative texts.	Teacher Collaboration, Academic Support Program, Materials, Supplemental Materials, Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$3500	General Fund	Principal, Assistant Principal, ELA teachers

Goal 3: 85% of Northeast Middle School Students will be proficient in science based on the M-STEP.

Measurable Objective 1:

48% of Seventh grade students will demonstrate a proficiency with a score of 3 or 4 in Science by 06/18/2018 as measured by the M-STEP.

Strategy 1:

Student to student talk reflects knowledge and ways of thinking associated with content. Students provide evidence to support their arguments and new ideas. - Strategy will be implemented in all classrooms to facilitate collaborative learning opportunities for all students.

Category: Science

Research Cited: Collaborative Teams that Transform Schools (2016) Marzano, Heflebower, Hoegh, Warrick and Grift

Leadership and Teams (2014) Kirtman, Lyle

Questioning Sequences in the Classroom (2014) Marzano and Simms

A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms

The Highly Engaged Classroom (2011) Marzano and Pickering

Learning by Doing (2006) DuFour, DuFour, Eaker and Many

5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

Tier: Tier 1

Activity - Obtain and Utilize Questioning Sequences in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Utilizing Questioning Sequences in the Classroom, teachers will collaborate in the summer and through their PLC groups to plan and implement higher level questioning and collaborative activities in their classes.	Teacher Collaboration, Materials, Professional Learning	Tier 1	Implement	08/01/2016	06/17/2017	\$5000	Title II Part A	Dirk DeBoer and Penny Miller-Nelson
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Strategy 2:

Routines for discussion and collaborative work have been taught, are evident, and result in effective discourse related to the lesson purpose. Students independently use routines, are held accountable for learning and support the learning of others. - Teachers will have release time to work in groups with and without our learning coach. The purpose would be to develop building wide structures and language geared toward accountable discussion and collaboration within each classroom.

Category: Science

Research Cited: Collaborative Teams that Transform Schools (2016) Marzano, Heflebower, Hoegh, Warrick and Grift

Leadership and Teams (2014) Kirtman, Lyle

Questioning Sequences in the Classroom (2014) Marzano and Simms

A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms

The Highly Engaged Classroom (2011) Marzano and Pickering

Learning by Doing (2006) DuFour, DuFour, Eaker and Many

5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

Tier: Tier 1

Activity - Teacher team planning to increase student discussion, collaboration and accountability	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have release time and summer work time to work in groups with and without our learning coach. The purpose would be to develop building wide structures and language geared toward accountable discussion and collaboration within each classroom.	Teacher Collaboration, Materials, Professional Learning	Tier 1		08/01/2016	06/17/2017	\$3000	Title II Part A	Dirk DeBoer, Jennifer Lenon, Penny Miller-Nelson

Goal 4: 85% of Northeast Middle School Students will be proficient in Social Studies based on the M-STEP.

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Measurable Objective 1:

62% of Eighth grade students will demonstrate a proficiency with a score of 3 or 4 in Social Studies by 06/18/2018 as measured by the M-STEP.

Strategy 1:

Student to student talk reflects knowledge and ways of thinking associated with content. Students provide evidence to support their arguments and new ideas. -

Strategy will be implemented in all classrooms to facilitate collaborative learning opportunities for all students.

Category: Social Studies

Research Cited: Collaborative Teams that Transform Schools (2016) Marzano, Heflebower, Hoegh, Warrick and Grift

Leadership and Teams (2014) Kirtman, Lyle

Questioning Sequences in the Classroom (2014) Marzano and Simms

A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms

The Highly Engaged Classroom (2011) Marzano and Pickering

Learning by Doing (2006) DuFour, DuFour, Eaker and Many

5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

Tier: Tier 1

Activity - Obtain and utilize Questioning Sequences in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing Questioning Sequences the Classroom, teachers will collaborate in the summer and through their PLC groups to plan and implement higher level questioning and collaborative activities in their classes.	Teacher Collaboration, Materials, Professional Learning	Tier 1	Implement	08/01/2016	06/17/2017	\$5000	General Fund	Dirk DeBoer and Penny Miller-Nelson

Strategy 2:

Routines for discussion and collaborative work have been taught, are evident, and result in effective discourse related to the lesson purpose. Students independently

use routines, are held accountable for work, own their learning support others. - Teachers will have release time to work in groups with and without our learning coach.

The purpose would be to develop building wide structures and language geared toward accountable discussion and collaboration within each classroom.

Category: Social Studies

Research Cited: Collaborative Teams that Transform Schools (2016) Marzano, Heflebower, Hoegh, Warrick and Grift

Leadership and Teams (2014) Kirtman, Lyle

Questioning Sequences in the Classroom (2014) Marzano and Simms

A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms

The Highly Engaged Classroom (2011) Marzano and Pickering

SY 2017-2018

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School Improvement Plan

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Learning by Doing (2006) DuFour, DuFour, Eaker and Many

5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

Tier: Tier 1

Activity - Teacher training and collaborative learning time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have release time to work in groups with and without our learning coach. The purpose would be to develop building wide structures and language geared toward accountable discussion and collaboration within each classroom.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/01/2016	06/17/2017	\$3000	Title II Part A	Dirk DeBoer, Jennifer Lenon and Penny Miller-Nelson

Goal 5: Northeast Middle School will achieve all five levels of the Marzano High Reliability Schools framework.

Measurable Objective 1:

collaborate to attain level two of the High Reliability Schools Framework by 06/17/2017 as measured by stakeholder surveys.

Strategy 1:

Professional Learning Communities - Teachers will continue to develop their skills in implementing Professional Learning Communities. We will utilize the 5D+ evaluation tool as guidance for instructional improvement. Further, groups of teachers will work together to improve methods within PLCs, data teaming and instructional practices/techniques.

Category: School Culture

Research Cited: Collaborative Teams that Transform Schools (2016) Marzano, Heflebower, Hoegh, Warrick and Grift

Leadership and Teams (2014) Kirtman, Lyle

A Handbook for High Reliability Schools (2014) Marzano, Warrick and Simms

Learning by Doing (2006) DuFour, DuFour, Eaker and Many

5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

Tier: Tier 1

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Activity - Data Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A teacher administrator team will be developed to study and implement best practices in data teaming and data utilization to improve student and school outcomes.	Behavioral Support Program, Community Engagement, Academic Support Program, Parent Involvement, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$3500	General Fund	Principal, Assistant Principal, selected teachers
Activity - PLC Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team will be developed to study and implement best practices in Professional Learning Communities.	Curriculum Development, Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$3500	General Fund	Principal, Asst. Principal, selected teachers, learning coach.
Activity - 5D+ Support Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team will be developed to study and implement trainings for teachers and PLCs regarding instructional strategies to improve outcomes on the 5D+.	Behavioral Support Program, Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$3500	General Fund	Learning Coach, Principal, Assistant Principal
Activity - Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A group of teachers, with administrative support, will study the fundamentals of implementing Instructional Rounds.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$2000	General Fund	Learning Coach, Principal, Assistant Principal
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Obtain and Utilize Questioning Sequences in the Classroom	Utilizing Questioning Sequences in the Classroom, teachers will collaborate in the summer and through their PLC groups to plan and implement higher level questioning and collaborative activities in their classes.	Teacher Collaboration, Materials, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$3000	Principal, Assistant Principal, ELA teachers, Penny Miller-Nelson
Data Team	A teacher administrator team will be developed to study and implement best practices in data teaming and data utilization to improve student and school outcomes.	Behavioral Support Program, Community Engagement, Academic Support Program, Parent Involvement, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$3500	Principal, Assistant Principal, selected teachers
5D+ Support Team	A team will be developed to study and implement trainings for teachers and PLCs regarding instructional strategies to improve outcomes on the 5D+.	Behavioral Support Program, Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$3500	Learning Coach, Principal, Assistant Principal

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Technology to Enhance Mathematical Understanding	Participate in conferences/webinars/trainings aimed at teaching teachers how to use technology to enhance mathematical understanding, and to provide problem based learning experiences in the classroom.	Teacher Collaboration, Materials, Technology, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$0	Dirk DeBoer, Principal; Assistant Principal; 6th, 7th, and 8th grade Math Teachers; 6th, 7th, 8th grade Special Education Teachers; Jenny Lenon, Learning Coach; Math Teacher Leader; Penny Miller-Nelson
PLC Team	A team will be developed to study and implement best practices in Professional Learning Communities.	Curriculum Development, Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1		07/01/2016	06/30/2017	\$3500	Principal, Asst. Principal, selected teachers, learning coach.
Read, Encode, Annotate, Ponder (REAP)	ELA staff will collaborate to enhance instructional practices, so students will improve their ability to summarize central ideas, key events, procedures, or topics and subtopics in informational and narrative texts.	Teacher Collaboration, Academic Support Program, Materials, Supplemental Materials, Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$3500	Principal, Assistant Principal, ELA teachers

School Improvement Plan

Northeast Middle School

Obtain Questioning Sequences in the Classroom	Teachers will use Questioning Sequences in the Classroom to collaborate with peers to develop/improve questioning strategies to enhance learning and quality student talk.	Teacher Collaboration, Materials, Professional Learning	Tier 1	Implement	07/01/2016	06/30/2017	\$1200	Dirk DeBoer and Penny Miller-Nelson
Instructional Rounds	A group of teachers, with administrative support, will study the fundamentals of implementing Instructional Rounds.	Teacher Collaboration, Academic Support Program, Professional Learning	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$2000	Learning Coach, Principal, Assistant Principal
Obtain and utilize Questioning Sequences in the Classroom	Utilizing Questioning Sequences the Classroom, teachers will collaborate in the summer and through their PLC groups to plan and implement higher level questioning and collaborative activities in their classes.	Teacher Collaboration, Materials, Professional Learning	Tier 1	Implement	08/01/2016	06/17/2017	\$5000	Dirk DeBoer and Penny Miller-Nelson

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher team planning to increase student discussion, collaboration and accountability	Teachers will have release time and summer work time to work in groups with and without our learning coach. The purpose would be to develop building wide structures and language geared toward accountable discussion and collaboration within each classroom.	Teacher Collaboration, Materials, Professional Learning	Tier 1		08/01/2016	06/17/2017	\$3000	Dirk DeBoer, Jennifer Lenon, Penny Miller-Nelson
Obtain and Utilize Questioning Sequences in the Classroom	Utilizing Questioning Sequences in the Classroom, teachers will collaborate in the summer and through their PLC groups to plan and implement higher level questioning and collaborative activities in their classes.	Teacher Collaboration, Materials, Professional Learning	Tier 1	Implement	08/01/2016	06/17/2017	\$5000	Dirk DeBoer and Penny Miller-Nelson
Teacher training and collaborative learning time	Teachers will have release time to work in groups with and without our learning coach. The purpose would be to develop building wide structures and language geared toward accountable discussion and collaboration within each classroom.	Teacher Collaboration, Professional Learning	Tier 1	Implement	08/01/2016	06/17/2017	\$3000	Dirk DeBoer, Jennifer Lenon and Penny Miller-Nelson