School Improvement Plan

Northeast Middle School

Midland Public Schools

Mr. Dirk DeBoer
1305 EAST SUGNET RD
MIDLAND, MI 48642-3793
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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

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>See goals and plans in ASSIST</td>
<td></td>
</tr>
</tbody>
</table>
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.
The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>85% of Northeast Middle School Students will be proficient in mathematics based on the M-STEP.</td>
<td>Objectives:3 Strategies:2 Activities:2</td>
<td>Academic</td>
<td>$1200</td>
</tr>
<tr>
<td>2</td>
<td>85% of Northeast Middle School Students will be proficient in English/Language Arts based on the M-STEP.</td>
<td>Objectives:3 Strategies:2 Activities:2</td>
<td>Academic</td>
<td>$6500</td>
</tr>
<tr>
<td>3</td>
<td>85% of Northeast Middle School Students will be proficient in science based on the M-STEP.</td>
<td>Objectives:1 Strategies:2 Activities:2</td>
<td>Academic</td>
<td>$8000</td>
</tr>
<tr>
<td>4</td>
<td>85% of Northeast Middle School Students will be proficient in Social Studies based on the M-STEP.</td>
<td>Objectives:1 Strategies:2 Activities:2</td>
<td>Academic</td>
<td>$8000</td>
</tr>
<tr>
<td>5</td>
<td>Northeast Middle School will achieve all five levels of the Marzano High Reliability Schools framework.</td>
<td>Objectives:1 Strategies:1 Activities:4</td>
<td>Organizational</td>
<td>$12500</td>
</tr>
</tbody>
</table>
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
The Highly Engaged Classroom (2011) Marzano and Pickering

Tier: Tier 1

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

(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
Tier: Tier 1

**Activity - Technology to Enhance Mathematical Understanding**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Collaboration, Materials, Technology and Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2016</td>
<td>06/30/2017</td>
<td>$0</td>
<td>General Fund</td>
<td>Dirk DeBoer, Principal; Assistant Principal; 6th, 7th, and 8th grade Math Teachers; 6th, 7th, and 8th grade Special Education Teachers; Jenny Lenon, Learning Coach; Math Teacher Leader; Penny Miller-Nelson</td>
</tr>
</tbody>
</table>

**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
- The Highly Engaged Classroom (2011) Marzano and Pickering

Tier: Tier 1
(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
Tier: Tier 1

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<tr>
<th>Activity - Obtain Questioning Sequences in the Classroom</th>
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<th>End Date</th>
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<th>Source Of Funding</th>
<th>Staff Responsibility</th>
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<tbody>
<tr>
<td>Teachers will use Questioning Sequences in the Classroom to collaborate with peers to develop/improve questioning strategies to enhance learning and quality student talk.</td>
<td>Teacher Collaboration, Materials, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2016</td>
<td>06/30/2017</td>
<td>$1200</td>
<td>General Fund</td>
<td>Dirk DeBoer and Penny Miller-Nelson</td>
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<tr>
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<th>Phase</th>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
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
The Highly Engaged Classroom (2011) Marzano and Pickering

Tier: Tier 1

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<thead>
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<th>Activity - Obtain Questioning Sequences in the Classroom</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
</table>
(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

Tier: Tier 1

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<thead>
<tr>
<th>Activity - Technology to Enhance Mathematical Understanding</th>
<th>Activity Type</th>
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<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Teacher Collaboration, Materials, Technology, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2016</td>
<td>06/30/2017</td>
<td>$0</td>
<td>General Fund</td>
<td>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</td>
</tr>
</tbody>
</table>
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
The Highly Engaged Classroom (2011) Marzano and Pickering
5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Obtain and Utilize Questioning Sequences in the Classroom</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Teacher Collaboration, Materials, Professional Learning</td>
<td>Tier 1</td>
<td>07/01/2016</td>
<td>06/30/2017</td>
<td>$3000</td>
<td>General Fund</td>
<td>Principal, Assistant Principal, ELA teachers, Penny Miller-Nelson</td>
<td></td>
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</tbody>
</table>

(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
**Tier: Tier 1**

<table>
<thead>
<tr>
<th>Activity - Read, Encode, Annotate, Ponder (REAP)</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
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<tbody>
<tr>
<td>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.</td>
<td>Teacher Collaboration, Academic Support Program, Materials, Supplemental Materials, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/22/2016</td>
<td>06/16/2017</td>
<td>$3500</td>
<td>General Fund</td>
<td>Principal, Assistant Principal, ELA teachers</td>
</tr>
</tbody>
</table>

**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.

**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
The Highly Engaged Classroom (2011) Marzano and Pickering
5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

**Tier: Tier 1**

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<tr>
<th>Activity - Obtain and Utilize Questioning Sequences in the Classroom</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td>Teacher Collaboration, Academic Support Program, Materials, Supplemental Materials, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/22/2016</td>
<td>06/16/2017</td>
<td>$3500</td>
<td>General Fund</td>
<td>Principal, Assistant Principal, ELA teachers</td>
</tr>
</tbody>
</table>
Strategies:

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**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>07/01/2016</td>
<td>06/30/2017</td>
<td>$3000</td>
<td>General Fund</td>
<td>Principal, Assistant Principal, ELA teachers, Penny Miller-Nelson</td>
</tr>
</tbody>
</table>

(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


The Highly Engaged Classroom (2011) Marzano and Pickering


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

Tier: Tier 1

**Activity - Read, Encode, Annotate, Ponder (REAP)**

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
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<tbody>
<tr>
<td>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.</td>
<td>Teacher Collaboration, Academic Support Program, Materials, Suppemental Materials, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/22/2016</td>
<td>06/16/2017</td>
<td>$3500</td>
<td>General Fund</td>
</tr>
</tbody>
</table>

**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.
**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
The Highly Engaged Classroom (2011) Marzano and Pickering
5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Obtain and Utilize Questioning Sequences in the Classroom</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
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<tbody>
<tr>
<td>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.</td>
<td>Teacher Collaboration, Materials, Professional Learning</td>
<td>Tier 1</td>
<td></td>
<td>07/01/2016</td>
<td>06/30/2017</td>
<td>$3000</td>
<td>General Fund</td>
<td>Principal, Assistant Principal, ELA teachers, Penny Miller-Nelson</td>
</tr>
</tbody>
</table>

**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
The Highly Engaged Classroom (2011) Marzano and Pickering
5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

Tier: Tier 1
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
The Highly Engaged Classroom (2011) Marzano and Pickering
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Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Read, Encode, Annotate, Ponder (REAP)</th>
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<th>Source Of Funding</th>
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<tr>
<td>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.</td>
<td>Teacher Collaboration, Academic Support Program, Materials, Supplemental Materials, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/22/2016</td>
<td>06/16/2017</td>
<td>$3500</td>
<td>General Fund</td>
<td>Principal, Assistant Principal, ELA teachers</td>
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<tr>
<th>Activity - Obtain and Utilize Questioning Sequences in the Classroom</th>
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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
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5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

<table>
<thead>
<tr>
<th>Activity - Teacher team planning to increase student discussion, collaboration and accountability</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
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<tbody>
<tr>
<td>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.</td>
<td>Teacher Collaboration, Materials, Professional Learning</td>
<td>Tier 1</td>
<td>08/01/2016</td>
<td>06/17/2017</td>
<td>$3000</td>
<td>Title II Part A</td>
<td>Dirk DeBoer, Jennifer Lenon, Penny Miller-Nelson</td>
<td></td>
</tr>
</tbody>
</table>

Goal 4: 85% of Northeast Middle School Students will be proficient in Social Studies based on the M-STEP.
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
The Highly Engaged Classroom (2011) Marzano and Pickering
5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Obtain and utilize Questioning Sequences in the Classroom</th>
<th>Activity Type</th>
<th>Tier</th>
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<th>End Date</th>
<th>Resource Assigned</th>
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<tr>
<td>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.</td>
<td>Teacher Collaboration, Materials, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/01/2016</td>
<td>06/17/2017</td>
<td>$5000</td>
<td>General Fund</td>
<td>Dirk DeBoer and Penny Miller-Nelson</td>
</tr>
</tbody>
</table>

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
The Highly Engaged Classroom (2011) Marzano and Pickering
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
5 Dimensions of Teaching and Learning (2012) University of Washington Center for Teaching and Learning

Tier: Tier 1
### Activity - Data Team

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Support Program, Community Engagement, Academic Support Program, Parent Involvement, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2016</td>
<td>06/30/2017</td>
<td>$3500</td>
<td>General Fund</td>
<td>Principal, Assistant Principal, selected teachers</td>
</tr>
</tbody>
</table>

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.

### Activity - PLC Team

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Development, Teacher Collaboration, Academic Support Program, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2016</td>
<td>06/30/2017</td>
<td>$3500</td>
<td>General Fund</td>
<td>Principal, Asst. Principal, selected teachers, learning coach.</td>
</tr>
</tbody>
</table>

A team will be developed to study and implement best practices in Professional Learning Communities.

### Activity - 5D+ Support Team

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Support Program, Teacher Collaboration, Academic Support Program, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2016</td>
<td>06/30/2017</td>
<td>$3500</td>
<td>General Fund</td>
<td>Learning Coach, Principal, Assistant Principal</td>
</tr>
</tbody>
</table>

A team will be developed to study and implement trainings for teachers and PLCs regarding instructional strategies to improve outcomes on the 5D+.

### Activity - Instructional Rounds
A group of teachers, with administrative support, will study the fundamentals of implementing Instructional Rounds.

<table>
<thead>
<tr>
<th>Teacher Collaboration, Academic Support Program, Professional Learning</th>
<th>Tier 1</th>
<th>Getting Ready</th>
<th>07/01/2016</th>
<th>06/30/2017</th>
<th>$2000</th>
<th>General Fund</th>
<th>Learning Coach, Principal, Assistant Principal</th>
</tr>
</thead>
</table>

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### Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain and Utilize Questioning Sequences in the Classroom</td>
<td>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.</td>
<td>Teacher Collaboration, Materials, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2016</td>
<td>06/30/2017</td>
<td>$3000</td>
<td>Principal, Assistant Principal, ELA teachers, Penny Miller-Nelson</td>
</tr>
<tr>
<td>Data Team</td>
<td>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.</td>
<td>Behavioral Support Program, Community Engagement, Academic Support Program, Parent Involvement, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2016</td>
<td>06/30/2017</td>
<td>$3500</td>
<td>Principal, Assistant Principal, selected teachers</td>
</tr>
<tr>
<td>5D+ Support Team</td>
<td>A team will be developed to study and implement trainings for teachers and PLCs regarding instructional strategies to improve outcomes on the 5D+.</td>
<td>Behavioral Support Program, Teacher Collaboration, Academic Support Program, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2016</td>
<td>06/30/2017</td>
<td>$3500</td>
<td>Learning Coach, Principal, Assistant Principal</td>
</tr>
<tr>
<td>Technology to Enhance Mathematical Understanding</td>
<td>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.</td>
<td>Teacher Collaboration, Materials, Technology, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2016</td>
<td>06/30/2017</td>
<td>$0</td>
<td>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</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>PLC Team</td>
<td>A team will be developed to study and implement best practices in Professional Learning Communities.</td>
<td>Curriculum Development, Teacher Collaboration, Academic Support Program, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>07/01/2016</td>
<td>06/30/2017</td>
<td>$3500</td>
<td>Principal, Asst. Principal, selected teachers, learning coach.</td>
</tr>
<tr>
<td>Read, Encode, Annotate, Ponder (REAP)</td>
<td>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.</td>
<td>Teacher Collaboration, Academic Support Program, Materials, Supplemental Materials, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/22/2016</td>
<td>06/16/2017</td>
<td>$3500</td>
<td>Principal, Assistant Principal, ELA teachers</td>
</tr>
</tbody>
</table>
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.

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<th>Activity Description</th>
<th>Activity Type</th>
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<th>Phase</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Teacher team planning to increase student discussion, collaboration and accountability</td>
<td>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.</td>
<td>Teacher Collaborati on, Materials, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/01/2016</td>
<td>06/17/2017</td>
<td>$3000</td>
<td>Dirk DeBoer, Jennifer Lenon, Penny Miller-Nelson</td>
</tr>
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<td>Tier 1</td>
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<td>06/17/2017</td>
<td>$5000</td>
<td>Dirk DeBoer and Penny Miller-Nelson</td>
</tr>
<tr>
<td>Teacher training and collaborative learning time</td>
<td>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.</td>
<td>Teacher Collaborati on, Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/01/2016</td>
<td>06/17/2017</td>
<td>$3000</td>
<td>Dirk DeBoer, Jennifer Lenon and Penny Miller-Nelson</td>
</tr>
</tbody>
</table>