



School Improvement Plan

Northeast Middle School

Midland Public Schools

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

TABLE OF CONTENTS

Introduction	1
Executive Summary	
Introduction	3
Description of the School	4
School's Purpose	5
Notable Achievements and Areas of Improvement	6
Additional Information	7
Improvement Plan Stakeholder Involvement	
Introduction	9
Improvement Planning Process	10
School Data Analysis	
Introduction	12
Demographic Data	13
Process Data	16
Achievement/Outcome Data	18
Perception Data	23
Summary	27

School Additional Requirements Diagnostic

Introduction..... 30

School Additional Requirements Diagnostic..... 31

Northeast School Improvement Plan for 2016-2017 Implementation

Overview..... 34

Goals Summary..... 35

- Goal 1: 85% of Northeast Middle School Students will be proficient in mathematics based on the M-STEP..... 36
- Goal 2: 85% of Northeast Middle School Students will be proficient in English/Language Arts based on the M-STEP..... 41
- Goal 3: 85% of Northeast Middle School Students will be proficient in science based on the M-STEP..... 45
- Goal 4: 85% of Northeast Middle School Students will be proficient in Social Studies based on the M-STEP..... 46
- Goal 5: Northeast Middle School will achieve all five levels of the Marzano High Reliability Schools framework..... 48

Activity Summary by Funding Source..... 51

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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Northeast Middle School is a medium to large middle school located in Midland, Michigan (population ~44,000). Midland is unique in the number of community resources, the level of business/commerce, and opportunities for families. It is regularly listed as one of the "Top 100 Communities for Families" in the nation. Current student enrollment is about 970 students for the 2015-2016 school year. A middle school consolidation in our district (2013/2014) resulted in an increase in our ethnic sub-groups, number of special education students, and those who are economically disadvantaged. The building that we received students from was the only middle school in our district that was receiving Title I support. In addition to gaining students, we had a 20% increase in staff. Although declines in enrollment were forecasted, we have more students at Northeast than last year. We have approximately 50 more students than expected.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision, Mission and Beliefs

Vision Statement

Midland Public Schools provides a dynamic world class education that develops the unique talents of all students in a safe, secure, and healthy environment.

- We commit ourselves to world class standards for student performance.
- We are agile and flexible so that we are able to adapt to new challenges and opportunities in this rapidly changing world.
- We are strong and financially stable. To sustain the organization, we effectively and efficiently use new and existing resources.
- We are effective partners with families, businesses, and higher education, collaborating with diverse organizations

Mission Statement

The mission of Midland Public Schools, in partnership with our community, is to create a school system that best enables all students to become knowledgeable, self reliant, cooperative and ethical learners who are contributing citizens.

Beliefs Statement

Every individual is unique and has worth and value.

- Self esteem is essential for the development of the total person.
- The student, family, school, and community are partners sharing the responsibility for learning.
- Continuous improvement requires risk-taking and change.
- The most effective decision-making is the result of cooperative efforts.
- A climate of trust and cooperation lead to effective communication.
- An organization can be structured so that all individuals can exceed expectations.
- The survival of a democratic society depends on an educated citizenry.
- Each individual has the ability and capability to continually learn and improve.

Northeast Middle School Mission Statement

The mission of the Northeast Middle School community is to enable all students to develop the skills necessary for continual academic and personal growth. Simply put, we want each individual to be better for having been at Northeast.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The new M-STEP test revealed achievement testing results at or above the state average in all areas. Northeast is striving to improve achievement outcomes, as the school was recognizing a steady decline in scores over the past three years.

Areas for improvement will include the reduction of achievement gaps between our top 30% and our bottom 30%, and targeted efforts to improve proficiency rates in math, English Language Arts (ELA), science and social studies. We implemented Professional Learning Communities (PLCs) this year. These PLCs focused on instructional methodology to improve classroom environment and culture and student engagement. The PLC process will work to involve strategic data analysis in years to come. Outcomes will be measured with M-STEP data.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Northeast Middle School was identified as a FOCUS School at the start of the 2012-2013 school year. Northeast is no longer a focus school, as the state revised their criteria. We will continue to work toward better achievement outcomes for all students.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Northeast parents, and community members (most often from organizations partnering with the school), are included in building decisions throughout the school year. It is common for these stakeholders to take active roles planning/participating in Parent Education Nights, Open Houses, School Orientation Meetings, Booster organizations (music, sports, etc.), School Improvement Committees (building/district), Investigative Committees, and in monthly parent information groups (NE Brown Bag Lunch meetings). Parents are selected for involvement when they have expressed interest in a specific organization, or by soliciting our broader community of stakeholders as opportunities arise. This is most often done through monthly newsletter articles, email, and also by direct contact when there obvious connections to any of the groups mentioned above. In addition, our parents, students and teachers were surveyed twice using the collection methods developed by the Marzano Research Laboratories pertaining to High Reliability Schools. The information collected was analyzed and used to write portions of the school improvement plan.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Parent input/review is included in our School Process Rubric document, and our School Improvement Plan process every school year. The development of the School Process Rubrics document includes parents who meet with the principal during a "Brown Bag Lunch Meeting". The goal is to discuss (and include) their opinions about the schools current performance in each of the rubric categoris. In addition, parents are asked to review staff responses to the School Process Rubrics. Lastly, prior to district review, and final submission, there are two different parent groups involved in the development/review of the building School Improvement Plan. The first stage of the process occurs at a building-level "Brown Bag Lunch" session, and finally a second parent group provides input (on each goal area and action plan listed) at a district-level review of building SI Plans.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final School Improvement Plan is shared on district/building websites, or printed upon request, for all stakeholders to access as needed. This document is generally referenced anytime that there is an opportunity to host parent meetings in the building, and also parents are informed as to how they can find/review the information on their own. In an average school year there is opportunity to discuss/reference this document at least quarterly, but more often monthly, as meetings occur throughout the school year.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

The past three years have seen fluctuation in student enrollment largely driven by a recent middle school consolidation in our district. We are currently in the third year of this consolidation and numbers are down slightly from the first year. This did increase the at-risk student population in our building. Historical enrollment numbers beginning with the 2012/2013 school year are as follows:

2012/2013 - ~890 students

2013/2014 - ~1000 students

2014/2015 - ~ 960 students

2015/2016- ~ 970 students

It appears, based upon incoming sixth grade numbers from district elementary schools, we may experience a decline in enrollment in the upcoming year. However, school of choice and students from parochial schools, will influence the numbers. As of now we are staffing for approximately 270 incoming sixth graders, compared to over 320 in the building this year.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Community demographics are changing and there are fewer school age children district-wide. This has impacted Northeast Middle School enrollment as well.

At-risk populations have risen slightly (as a percentage of total student enrollment) - resulting in more frequent truancy related incidents.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

The three year trend showed an increasing trend in disciplinary incidents for the building (the peak was the 2013/2014 school year). The building had an administrative change this year. It was clear changes needed to be made in procedure and follow through regarding student behavior. Discipline incidents were high in the first three months of school, this year. Consequences were in line with district policy and more comprehensive than in the past, as well. Interestingly, incidents have declined sharply in the last three months. Declines in aggressive behavior, cheating, and inappropriate technology use have declined significantly.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

At-risk supports have been added to building policy/procedure. Examples are as follows:

- * Professional Learning Communities
- * Great Expectations (building-wide climate centered initiatives).
- * Community agency partners (SRO's, Community Mental Health, The ROCK Youth Center, Mentoring (peer to peer), the probate court system, Michigan Area Youth Action Council, and The Legacy Center for Youth Success).
- *Increased parent access to the building, and volunteer opportunities.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Northeast currently has 2.4 FTE of administrative support. Each administrator has different teaching and administrative experience that provides a relevant background related to job duties. This also allows for additional support for teachers in the building based on unique needs. The principal of the building has allocated more time to classroom observation and teacher development than past administrators. Student achievement goals will be driven by data, and appropriate supports will be implemented by administrator(s) area of responsibility.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Northeast Middle School has an experienced staff who is dedicated to increased student growth. The staff is involved in differentiated instruction to capture the interest of individual students at all achievement levels. Despite staff having much experience, they are trying new teaching methods to release more control of the learning process to the students, this year. They are striving to increase student achievement through extended collaborative learning opportunities. Further, the teachers are participating in Professional Learning Communities to grow as a staff through work with their peers. The teaching staff is also involved in professional development opportunities (both voluntary and mandatory) to increase student achievement.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Administrators generally have good attendance records - more absences from the building are attributed to professional learning than either personal time or illness. Administrator learning is shared with staff and is intended to support student growth in the building. However, due to administrative changes from year to year, the full time assistant principal has had to participate in all transition IEP meetings. This has removed her from the building a significant amount of time compared to prior years.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

Good attendance is associated with positive learning outcomes for students. Absences for professional learning have opportunity cost. The building is careful to engage in opportunities to increase performance pertaining to The High Reliability Schools Framework and the 5D plus evaluation tool. Areas which do not relate to fundamental improvement in the aforementioned areas are not viable learning opportunities which justify teachers missing class time with students.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

Professional Learning Communities are designed to orientate new teachers and improve practices for all staff. We anticipate several new staff to the building in 16-17. We will proactively plan to inform them of building expectations and culture. Mentoring from administration and fellow teachers will be a priority for all.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Student learning environment

Staff collaboration

Multiple data sources

Instructional leadership

Shared vision

Culture of success

Supporting teaching/learning

Professional learning

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Aligned curriculum

Financial challenges

Assessments

Time for cross-curricular collaboration/supports

12. How might these challenges impact student achievement?

Student achievement is effected by teacher training and effectiveness, therefore any limitations/constraints/challenges may negatively affect student outcomes.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

Intentional scheduling to place teachers in areas of strength, and to support Professional Learning Communities (PLCs). Financial resources will also be allocated based on enrollment in school programs and student achievement needs.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Students with disabilities have annual IEP's to determine educational needs/supports, and then this information is shared with all teachers.

Case load teachers ensure that the IEP goals and accommodations are being met throughout the school year.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Extended learning is available in the area of mathematics. Extended learning options in mathematics are available to students in grades 6-8.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

This process is largely based on teacher recommendation, but parent communication and consent for involvement in extended programs is part of the enrollment process..

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Curriculum guides

Pacing guides

Scope and Sequence

Common Core Standards (implementation is in progress)

PD sign-in, agendas, and minutes

Classroom observations and evidence of student work

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

MiPhy data is used to determine programming for students based on results, and it may drive curricular changes in related health/science courses as appropriate.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Reading in general is an area of strength for Northeast. This has always been an area of high proficiency and we have far outpaced local and state proficiency-levels on previous MEAP assessments. However, our student growth percentiles in sixth and seventh grade raised concern based upon recent M-STEP data. Students did not improve in ELA to the extent of their same skill set peers.

19b. Reading- Challenges

Remediation programs are used in special education, but have not currently been used in general education settings. Student growth percentiles in sixth and seventh grade raised concern. These scores indicated Northeast had not grown to the degree other students did, with similar skills sets, in other districts/buildings.

19c. Reading- Trends

Reading trends through the fall of 2013 had been stable or increasing in all grade-levels tested. Last year's data was based on a new state test (M-STEP). Trends are difficult to establish at this time.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Challenges will be addressed with ongoing training for staff in all content-areas using differentiated instruction as a primary instructional strategy (for dealing with students of all ability levels). Learning coaches are also used to support teachers throughout the building. Special education staff will continue to use established remediation programs, in addition to access to DI and the Learning Coach.

20a. Writing- Strengths

Increased writing expectations in all content areas. There is also consistency with the way writing has been taught by ELA staff for the last several school years. District common assessments are also used to monitor student growth and progress several times each year.

20b. Writing- Challenges

Special education and at-risk subgroups (while showing some gains in performance) have continued to fall below other student groups in the building. Student Growth Percentiles in ELA were not strong in the sixth and seventh grade based on last year's M-STEP.

20c. Writing- Trends

Prior to the M-STEP, trends were generally positive in writing for the building. With the change in the state test, trends are difficult to establish at this time.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

School Improvement Plan

Northeast Middle School

These challenges will be addressed by the following supports: writing instruction will be supported by all certified staff, intentional scheduling in appropriate courses, Differentiated Instruction (DI) by staff, collaborative time for staff planning, access to learning coach/supports, and ongoing use of common assessment tools. Professional Learning Communities will focus on the aforementioned areas as well as development of teachers' pedagogical skills.

21a. Math- Strengths

Our math scores are above the state average in all three grades. Student growth percentiles were relatively strong in eighth grade, as well.

21b. Math- Challenges

Requirements for a diploma have changed (All students need to pass Algebra II to earn a High School Diploma). Future success in High School needs to be a focus for all Middle level teachers.

prior years showed a lack of positive trend in math scores. The building was not meeting its objectives for eventual attainment of 85% proficiency by 2024. The building must improve achievement outcomes going forward to meet these goals.

21c. Math- Trends

Prior MEAP data in the area of Mathematics proficiency shows that generally the scores have been flat (or showing slight increases). The change in state test has interrupted our ability to establish accurate trends at this time with current data.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

These challenges will be addressed by the following supports: intentional scheduling in appropriate courses, DI instruction by staff, collaborative time for staff planning, access to learning coach/supports, and ongoing use of common assessment tools. Tiered instruction, or

School Improvement Plan

Northeast Middle School

deliberate course enrollment based on student need will be provided again next year. Professional Learning Communities will focus on the aforementioned areas as well as development of teachers' pedagogical skills.

22a. Science- Strengths

Science MEAP scores are our lowest area in terms of overall student proficiency.

The positive in this area is that we have outperformed state averages by about 10% based on the last year of test data available.

Access to grade-level (dedicated) science labs is also a positive part of our science instruction. There are also numerous partnerships with ACS, Dow Chemical Company, Cranbrook Institute, MidMichigan Health, Delta College STEM initiatives, Mi-Star, etc.

22b. Science- Challenges

Challenges are perpetually low proficiency scores. Resources focused on curriculum development, and continued work with state and local partners will occur.

22c. Science- Trends

Trends in science proficiency scores were flat, or slightly decreasing, in all sub-groups. With the introduction of the M-STEP, trend analysis in temporarily interrupted.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

These challenges will be addressed by the following supports: intentional scheduling in appropriate courses, DI instruction by staff, collaborative time for staff planning, access to learning coach/supports, and ongoing use of common assessment tools. Professional Learning Communities will focus on the aforementioned areas as well as development of teachers' pedagogical skills.

23a. Social Studies- Strengths

Bottom 30%, special education, and at-risk subgroups have shown improvements in proficiency levels in the last two years.

Northeast Middle School also scores about 10-15% above state proficiency levels when looking at the past 5 years of data.

Student growth percentiles were strong, compared to the state, in social studies, as well.

23b. Social Studies- Challenges

Overall proficiency levels were trending downward, based on past MEAP data. In some cases this was mimicked by state trends, but it is still a concern for S.S. staff, and curriculum development leaders in this content area. .

23c. Social Studies- Trends

With the introduction of the M-STEP, trend analysis is temporarily interrupted.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

These challenges will be addressed by the following supports: intentional scheduling in appropriate courses, DI instruction by staff, collaborative time for staff planning, access to learning coach/supports, and ongoing use of common assessment tools. Professional Learning Communities will focus on the aforementioned areas as well as development of teachers' pedagogical skills.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

The following areas were listed as positives (or strengths) from our HRS surveys this year paper/pencil student survey.

- Good relationship with teachers
- Safe environment
- Use of technology
- Success/achievement adequately recognized
- Staff collaborate to increase achievement of students

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

- Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

- Advisory morning meeting began 2014-2015 with an emphasis on community building and life principles that will continue in future years
- Continued involvement with community groups who assist with social and civic education
- Groups will be developed to solicit more information/input from students and parents regarding the optimal functioning of the school

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

School Improvement Plan

Northeast Middle School

The parents and students perceive the school environment as safe and orderly.

-Students, parents, and the community perceive the school environment as safe and orderly.

Parents and students believe:

-Teachers have formal roles in the decision-making process regarding school initiatives.

-Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

-Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

- The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

-The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

-Continue partnerships with outside community groups

-Groups will be developed to solicit more information/input from students and parents regarding the optimal functioning of the school

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

-The faculty and staff perceive the school environment as safe and orderly.

-Students, parents, and the community perceive the school environment as safe and orderly.

-Teachers have formal roles in the decision-making process regarding school initiatives.

- Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

-Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

-The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

-The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

- Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Groups will be developed to solicit more information/input from students and parents regarding the optimal functioning of the school

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

- The faculty and staff perceive the school environment as safe and orderly.
- Students, parents, and the community perceive the school environment as safe and orderly.
- Teachers have formal roles in the decision-making process regarding school initiatives.
- Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
- The success of the whole school, as well as individuals within the school, is appropriately acknowledged.
- The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

- Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

- Groups will be developed to solicit more information/input from students and parents regarding the optimal functioning of the school

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Data-demographic summary.

We will continue to support our at-risk population with a variety of social and civic education activities and programs within the school and as a partnership with community groups.

Process data

Intentional scheduling to place teachers in areas of strength, and to support collaboration and common planning time. Financial resources will also be allocated based on enrollment in school programs. Administration is working to "flatten" out the leadership structure to increase teacher involvement in decision making and planning.

Student achievement

The building will continue to develop our processes in Professional Learning Communities. PLCs will utilize teacher collaboration and accountability to develop essential learning targets, proficiency standards and instructional methodologies to increase outcomes for all students.

Challenges will be addressed with ongoing training for staff in all content-areas utilizing the 5D plus evaluation tool as a guide. Teachers will focus development of skills in facilitating collaborative opportunities for students to increase information retention. Learning coaches are also used to support teachers throughout the building. Special education staff will continue to use established remediation programs, in addition to access to DI and the Learning Coach. Professional Learning Communities will focus on the aforementioned areas as well as development of teachers' pedagogical skills.

Perception

Students and parents report that the school is a friendly and welcoming environment. There are a variety of extra-curricular activities for students and parents. Teachers report that they monitor data to continuously assess student goals and make changes that lead to improvement. We will continue to progress toward Level 1 of the High Reliability Schools framework. We need to increase meaningful and recognized opportunities for parents to provide input regarding the workings of the school.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The more accomplished the instructional practices, the higher the achievement levels for all students. Our efforts will be focused upon teachers instructing at a distinguished level in all indicators of the 5D. Research indicates this will increase student achievement. Further, more buy in/shared leadership amongst stakeholders will guide progress holistically.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Academic supports in all core content areas will include involvement of district learning coach, intentional scheduling in appropriate courses, DI instruction by staff, collaborative time for staff planning, and ongoing use of common assessment tools. Tiered instruction, or deliberate course enrollment based on student need will be provided again next year. Professional Learning Communities will focus on the aforementioned areas as well as development of teachers' pedagogical skills.

Our Strategies and Activities within the plan will be specific to improvement in areas of the 5D evaluation tool. The 5D contains a research base and framework for instructional development. Our staff has had the opportunity to provide input and choose their areas of focus for professional development next year.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	https://www.midlandps.org/SiteAssets/Annual%20Education%20Reports/2014/AER-NMS_2013-14.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

School Improvement Plan

Northeast Middle School

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Brian Brutyn - Assistant Superintendent Cynthia Marchese - Human Resources Director Midland Public Schools 600 E. Carpenter St. Midland, MI 48640 (989) 923-5001	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Northeast School Improvement Plan for 2016- 2017 Implementation

Overview

Plan Name

Northeast School Improvement Plan for 2016-2017 Implementation

Plan Description

2016 plan to improve professional practice to increase student achievement for 2016-2017.

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:

44% of Sixth grade students will demonstrate a proficiency with a score of 3 or 4 in Mathematics by 06/17/2017 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.	Materials, Professional Learning, Teacher Collaboration	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

School Improvement Plan

Northeast Middle School

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.	Materials, Professional Learning, Teacher Collaboration, Technology	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:

41% of Seventh grade students will demonstrate a proficiency with a score of 3 or 4 in Mathematics by 06/17/2017 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

School Improvement Plan

Northeast Middle School

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.	Materials, Professional Learning, Teacher Collaboration	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
---	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Northeast Middle School

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.	Materials, Professional Learning, Teacher Collaboration, Technology	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 3:

51% of Eighth grade students will demonstrate a proficiency with a score of 3 or 4 in Mathematics by 06/17/2017 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
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Northeast Middle School

Teachers will use Questioning Sequences in the Classroom to collaborate with peers to develop/improve questioning strategies to enhance learning and quality student talk.	Materials, Professional Learning, Teacher Collaboration	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
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.	Materials, Professional Learning, Teacher Collaboration, Technology	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:

56% of Sixth grade students will demonstrate a proficiency with a score of 3 or 4 in English Language Arts by 06/17/2017 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.	Materials, Professional Learning, Teacher Collaboration	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

School Improvement Plan

Northeast Middle School

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.	Supplemental Materials, Academic Support Program, Materials, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/22/2016	06/16/2017	\$3500	General Fund	Principal, Assistant Principal, ELA teachers

Measurable Objective 2:

55% of Seventh grade students will demonstrate a proficiency with a score of 3 or 4 in English Language Arts by 06/17/2017 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
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Northeast Middle School

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.	Materials, Professional Learning, Teacher Collaboration	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

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.	Supplemental Materials, Academic Support Program, Materials, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/22/2016	06/16/2017	\$3500	General Fund	Principal, Assistant Principal, ELA teachers

Measurable Objective 3:

66% of Eighth grade students will demonstrate a proficiency with a score of 3 or 4 in English Language Arts by 06/17/2017 as measured by the M-STEP.

School Improvement Plan

Northeast Middle School

(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.	Materials, Professional Learning, Teacher Collaboration	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

School Improvement Plan

Northeast Middle School

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.	Supplemental Materials, Academic Support Program, Materials, Professional Learning, Teacher Collaboration	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:

41% of Seventh grade students will demonstrate a proficiency with a score of 3 or 4 in Science by 06/17/2017 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
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

School Improvement Plan

Northeast Middle School

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.	Materials, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/17/2017	\$5000	Title II Part A	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 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.	Materials, Professional Learning, Teacher Collaboration	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.

School Improvement Plan

Northeast Middle School

Measurable Objective 1:

58% of Eighth grade students will demonstrate a proficiency with a score of 3 or 4 in Social Studies by 06/17/2017 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.	Materials, Professional Learning, Teacher Collaboration	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 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

School Improvement Plan

Northeast Middle School

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.	Professional Learning, Teacher Collaboration	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 one 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

School Improvement Plan

Northeast Middle School

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.	Academic Support Program, Community Engagement, Parent Involvement, Professional Learning, Behavioral Support Program	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, Academic Support Program, Professional Learning, Teacher Collaboration	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+.	Academic Support Program, Professional Learning, Teacher Collaboration, Behavioral Support Program	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

School Improvement Plan

Northeast Middle School

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

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

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.	Materials, Professional Learning, Teacher Collaboration	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.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/17/2017	\$3000	Dirk DeBoer, Jennifer Lenon and Penny Miller-Nelson
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.	Materials, Professional Learning, Teacher Collaboration	Tier 1		08/01/2016	06/17/2017	\$3000	Dirk DeBoer, Jennifer Lenon, Penny Miller-Nelson

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.	Materials, Professional Learning, Teacher Collaboration	Tier 1		07/01/2016	06/30/2017	\$3000	Principal, Assistant Principal, ELA teachers, Penny Miller-Nelson

School Improvement Plan

Northeast Middle School

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.	Supplemental Materials, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/22/2016	06/16/2017	\$3500	Principal, Assistant Principal, ELA teachers
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.	Materials, Professional Learning, Teacher Collaboration	Tier 1	Implement	07/01/2016	06/30/2017	\$1200	Dirk DeBoer and Penny Miller-Nelson
PLC Team	A team will be developed to study and implement best practices in Professional Learning Communities.	Curriculum Development, Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1		07/01/2016	06/30/2017	\$3500	Principal, Asst. Principal, selected teachers, learning coach.

School Improvement Plan

Northeast Middle School

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.	Materials, Professional Learning, Teacher Collaboration, Technology	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
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.	Materials, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/01/2016	06/17/2017	\$5000	Dirk DeBoer and Penny Miller-Nelson
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+.	Academic Support Program, Professional Learning, Teacher Collaboration, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$3500	Learning Coach, Principal, Assistant Principal

School Improvement Plan

Northeast Middle School

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.	Academic Support Program, Community Engagement, Parent Involvement, Professional Learning, Behavioral Support Program	Tier 1	Implement	07/01/2016	06/30/2017	\$3500	Principal, Assistant Principal, selected teachers
Instructional Rounds	A group of teachers, with administrative support, will study the fundamentals of implementing Instructional Rounds.	Academic Support Program, Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	07/01/2016	06/30/2017	\$2000	Learning Coach, Principal, Assistant Principal