

Marshall Greene Middle School

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Designated in 2017

School: Marshall Greene Middle School
District: Birch Run Area Schools
County: Saginaw
State: Michigan
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School Characteristics and Replicable Practices

Academic Excellence:

- In the co-teaching work with Title I teacher, the kids are split by an exit ticket and grouped accordingly the next day.
- The co-teaching is comfortable; teachers work with kids. The teachers are working with all the students and don't have them separated out by at-risk and not at-risk.
- Team noted learning objectives or essential questions in the classrooms. Often written as I can statements in every room. The 'I can' statements are well written and connected with the lesson.
- Anchor charts are frequently posted in rooms to cue students on current skills.
- Materials available for teachers in the workroom include a peer observation paper, giving the ability to go to see colleagues. In addition, there are a lot of strategies available with copies for teachers.
- Interactive notebooks or binders used with students. These have a clear skill focused theme in their use.
- Teachers are making connections to previous content taught within their lessons.
- Effective and interesting formats are used with students; i.e. group work on Twitter for Oregon Trail, 8th grader typing notes for the class
- Rubrics available and used to hold students to the standards within the lesson
- Regularly see partner work or small groups within the classrooms. These groups are talking on task, using content focused language. It is easy to tell that students are used to talking and listening to each other for classroom work. This leads to student voice in the classrooms with working together emphasized.
- Exit tickets folders are common throughout the building. The team saw formative assessments done frequently.
- Title I teachers have collaboration systems worked out with the teachers and are flexible in addressing student needs. Title I teachers invite kids to after school Title I programs, about 1/3 of the invited participate. In addition, Exploratory time has intervention time.
- Curriculum alignment was evident as teachers in same grade level are working on same/similar lessons/standards.
Focused, data based work done intentionally to pull 5th grade students up to grade level reading. This work is then continued in following grades.
- Project based work is seen throughout the building. Projects are also rubric based.
- The teacher guides students through learning by coaching and uncovering their thinking.
- Students self-assess and peer assess to revise their work. One classroom had students using a 5-point rubric to rate research project examples of past student work to identify strengths and weaknesses.

Developmental Responsiveness:

- The classrooms have a comfortable atmosphere. The teachers have a nice rapport with the students.
- Frequently saw student choice as kids were able to sit on floor around room for partner work time or reading.
- Processes and procedures are well set. The rooms had quick transitions between lesson parts from

direct instruction to partner/group work.

- Advisory curriculum is set for the staff. It occurs one time per week. Character and team building is the focus of the lessons/activities. Students can talk about Advisory, the activities and its purpose.
- Students were comfortable in class talking; sharing with adults; answering in class.
- Students have enrichment classes with some choice and variety. Teachers list what willing to teach and then student choice plays a part in what is actually scheduled.
- Options for students include band, art, choir, Exploratories, PE, sports teams.
- All certified staff lead an advisory, which reduces the class size. Each year it mixes up, kids with different grade level teachers.
- Exploratory classes change frequently to allow for intervention and additional topic work.
- Counselor teaches career lessons to students. Other lessons are based on social needs she observes.
- Art students involved in painting and decorating the building for all.
- Activities for students include a Title I book club after school, walking club in the morning as part of Project Healthy Schools and some dances and Lock Ins.
- NJHS/Student Council run hot chocolate sale at lunch and use funds for activities at the school, run a walk for charity, do donations, and buy books for library. These students also mentor the 4th graders and volunteer at conferences.
- Parents are invited to help in the library and be involved in the PTO, which runs book fair and does a book distribution.
- Students were surveyed about connections to the school and adults.
- Teachers work in teams with rooms nearby for collaboration.
- Age appropriate instructional strategies and class activities are used in multiple settings.
- Classrooms are well organized and it is easy for students to access needed materials or resources.
- The physical structures of the building are appropriate and friendly for young adolescents.

Social Equity:

- Title I collaboration to meet all students' needs. Frequent grouping to target students needs quickly. Students flow into and out of skills specific groups, math centers and English Language Arts support.
- Data analysis has focus on struggling students and those who excel.
- Flexible master schedule to address needs. The building has 4 different schedules worked out to meet the needs of each grade level.
- Teachers have control on the time and organizing it for kids needs.
- Technology seen frequently throughout the building; Interactive white boards, computers in classrooms and a Chromebook cart. Computer labs are also available. One class was seen using technology for research.
- Halls have student art work, Advisory door decorating and a "WE R BR" sign which was built as a school community about things they are proud of in Birch Run.
- Students have access to Project Healthy Schools activities.
- Game room at lunch time has Ping pong, Skee ball, basketball hoops. This is watched by para-professionals.
- A student with leukemia has been a focus of the community. Students and staff have pulled together

to assist and care for him.

- Flexible with enrichments and class schedule for all students.
- One grade level has a religion enrichment, another classroom was reading a Buddhist piece.
- The school has 4 family nights a year to bring parents into the building.
- There is Inclusion with students receiving special education services and push in focus with Title I Services.
- Team saw some students with choices within their work or projects.

Organizational Structure:

- The 5th and 6th grades have their own schedules, the 7th & 8th grade is together.
- The Middle School has a connection the elementary. Bring them to have a day at the middle school. There are 3 events total for 4th transition to 5th grade.
- Individual lunch for each grade level scheduled.
- School has own mission statement.
- Bulletin board of formative assessments; available in copier room.
- Shout-out board in the teacher's lounge- gives positive comments to each other.
- Skyward and Planbook used across the building and available for parents. Many teachers also use Facebook, Remind 101 or have a weekly newsletter.
- There is a shared focus with regard to reading, advisory, building community, use of common classroom strategies, and teacher collaboration. Structures are in place to support these throughout the building.
- PLCs are a district structure that includes data analysis & a focus on deficit areas. This information drives the district focus. Board member feels that PLCs build community with the teachers. Building wide Googledoc with NWEA scores historically creates clearer picture of kids. This is shared among all staff.
- The building is arranged by grade-level hallways.
- The schedule provides for electives and enrichment classes providing students with a variety of learning experiences.