

Colby Grade School School Improvement Plan

Goal: All students will improve communication skills across the curriculum.						
Support Data (from Profile): 1. Kansas State Assessments 2. Classroom assessments and observations 3. AdvancED SAR's report		Standardized Assessments: 1. Kansas State Assessments 2. Star Tests		Local Assessments: 1. Formative assessments – classroom embedded 2. Student grades and Performance Checklist 3. Unit and Chapter tests		
Intervention: All students will learn and use Marzano's strategy 'identifying similarities and differences' to increase communication skills across the curriculum. <ul style="list-style-type: none"> • <i>Comparing</i> • <i>Classifying</i> • <i>Creating analogies</i> • <i>Creating metaphors</i> 				Research on Identifying Similarities and Differences: <ul style="list-style-type: none"> • Marzano, R. J., Gaddy, B. B., & Dean, C. (2000). <i>What works in classroom instruction</i>. Aurora, CO: Mid-continent Research for Education and Learning. http://www.mcrel.org/ • Focus on Effectiveness http://www.netc.org/focus/strategies/iden.php 		
Activities to implement the intervention:		Person(s) Accountable	Timeline		Resources	Classroom Level Monitoring System
			Begin	End		
Teaching Modeling	All teachers will teach, model, and implement the four processes associated with "Identifying Similarities and Differences"	Robin Schwanke	Spring '11	Spring '16	Kagan Multiple Intelligence Structures CGS MTSS system PD 360	<u>Teacher Implementation:</u> Lesson Plans Structured Walk-Through Examples of Foldables
Practicing	All students will use comparing, classifying, creating analogies and creating metaphors in relation to communication through the use of various content-based activities as reported quarterly.	All Students All Staff members, Trish Starbuck	Spring '11	Spring '16	Title programs Kan-ED Foldables	
Expecting	All students will apply Marzano's strategy 'identifying similarities and differences' to improve communication skills to the level of 'meets standards' or above for the target (AYP) level. (Tier 1)	All Students All Staff members, Trish Starbuck	Spring '11	Spring '16		<u>Student Performance:</u> <u>Indicators:</u> KS Assessments Classroom Assessments
Supporting	Low Achieving or At-Risk students will have additional opportunities to implement the skills associated with Identifying Similarities and Differences through Title Services and the MTSS system(Tier I and Tier II).	All staff members, Lance Krannawitter, Principal.	Spring '11	Spring '16		

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Support Data (from Profile): 1. Kansas Reading Assessments 2. Classroom assessments and observations 3. AdvancED SAR's report		Standardized Assessments: 1. Kansas Reading Assessments 2. Star Tests		Local Assessments: 1. Formative assessments – classroom embedded 2. Student grades and Performance Checklist 3. Unit and Chapter tests		
Intervention: All students will use the skills associated with Multiple Intelligences to improve Problem Solving Skills.				Research on Multiple Intelligences: Howard Gardner http://www.infed.org/thinkers/gardner.htm MI Research Study http://gse.gmu.edu/research/mirs/ MI and CL http://kaganonline.org		
Activities to implement the intervention:		Person(s) Accountable	Timeline		Resources	Classroom Level Monitoring System
			Begin	End		
Teaching Modeling	All teachers will teach, model, and implement the skills associated with the 9 disciplines of Multiple Intelligences. The disciplines include: Spatial, Linguistic, Logical-mathematical, Bodily kinesthetic, Musical, Interpersonal, Intrapersonal, Naturalistic, Existential	Kathy Vaughn, Chair	Spring 2010	Spring 2016	Inservice Faculty meetings Kagan Multiple Intelligence Structures	<u>Teacher Implementation:</u> Lesson Plans PLC meetings Structured Walk-Throughs Examples of Foldables <u>Student Performance:</u> <u>Indicators:</u> KS Assessments Classroom Assessments
Practicing	All students will learn and implement the Multiple Intelligences Model through various content-based activities as reported quarterly.	All teachers, Lance Krannawitter, Principal.	Fall 2010	Spring 2016	CGS MTSS system PD 360 Title programs Kan-ED	
Expecting	All students will apply Multiple Intelligences strategies to improve communication skills to the level of 'meets standards' or above for the target (AYP) level. (Tier 1)	All teachers, Lance Krannawitter, Principal.	Fall 2011	Spring 2016	Foldables	
Supporting	Low Achieving or At-Risk students will have additional opportunities to implement the skills associated with Multiple Intelligences through Title Services and the MTSS system (Tier I and Tier II).	All staff members, Lance Krannawitter, Principal.	Fall 2011	Spring 2016	Classroom models PD 360 and webinars. Title 1 Program CGS MTSS system Kagan Multiple Intelligence Model	

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Goal: All students will improve overall mathematic skills across the curriculum.						
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Intervention: All students will learn and use Marzano's strategy 'identifying similarities and differences' to increase overall mathematic skills focusing on problem solving skills across the curriculum. <ul style="list-style-type: none"> • Comparing • Classifying • Creating analogies • Creating metaphors 				Research on Identifying Similarities and Differences: <ul style="list-style-type: none"> • Marzano, R. J., Gaddy, B. B., & Dean, C. (2000). <i>What works in classroom instruction</i>. Aurora, CO: Mid-continent Research for Education and Learning. http://www.mcrel.org/ • Focus on Effectiveness http://www.netc.org/focus/strategies/iden.php 		
Activities to implement the intervention:		Person(s) Accountable	Timeline		Resources	Classroom Level Monitoring System
			Begin	End		
Teaching Modeling	All teachers will teach, model, and implement the four processes associated with "Identifying Similarities and Differences"	Robin Schwanke	Spring '11	Spring '16	Kagan Multiple Intelligence Structures CGS MTSS system PD 360	<u>Teacher Implementation:</u> Lesson Plans Structured Walk-Through Examples of Foldables
Practicing	All students will use comparing, classifying, creating analogies and creating metaphors in relation to mathematics through the use of various content-based activities as reported quarterly.	All Students All Staff members, Trish Starbuck	Spring '11	Spring '16	Title programs Kan-ED Foldables	
Expecting	All students will apply Marzano's strategy 'identifying similarities and differences' to improve mathematic skills to the level of 'meets standards' or above for the target (AYP) level. (Tier 1)	All Students All Staff members, Trish Starbuck	Spring '11	Spring '16		<u>Student Performance:</u> <u>Indicators:</u> KS Assessments Classroom Assessments
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