

Colby Middle 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. ACT Explore 3. Star Reading		Local Assessments: 1. Formative assessments – classroom embedded 2. Student grades 3. Kan-Ed Formatives 4. Common Assessments		
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"> • 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 staff will teach, model and implement the use of Marzano's strategies of identifying similarities and differences and how it will affect student learning in their content areas.	All staff monitored by Deanna Hanzlick and Alana Tubbs	Fall 2011	Spring 2016	CPS Curriculum Library, PD360. Marzano's Classroom Instruction that works.	Updates from staff, PLC meetings, Structured Walk-Through.
Practicing	All students will learn comparing, classifying, creating analogies and creating metaphors in all content areas. Use of this model will be documented a minimum of twice per quarter.	All Staff All Students	Fall 2011	Spring 2016	PD 360, MTSS, Kan-Ed, Marzano's research.	Evaluations, PLC meetings, staff updates.
Expecting	All students will use Marzano's strategy "identifying similarities and differences" to improve communication skills to the level of Meets Standards or above for the appropriate grade level.	All Staff All Students	Fall 2011	Spring 2016	Staff reporting	Grades, formative testing, PLC meetings.
Supporting	At-risk students will be assigned to Tier two or Tier three interventions based upon assessments, classroom observations and PLC reports.	PLC groups	Fall 2011	Spring 2016	Supervised Study Lab and Reading Academy	Grades, formative testing, PLC student data.

Colby Middle 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. ACT Explore 3. Star Reading	Local Assessments: 1. Formative assessments – classroom embedded 2. Student grades 3. Kan-Ed Formatives 4. Common Assessments
Intervention: All students will learn and use the Anticipation guide to increase communication skills across the curriculum.		Research on Identifying Anticipation Guide: http://www.readingrockets.org/strategies/anticipation_guide

Activities to implement the intervention:		Person(s) Accountable	Timeline		Resources	Classroom Level Monitoring System
			Begin	End		
Teaching Modeling	All staff will learn the anticipation guide in all content areas.	All Staff monitored by Deanna Hanzlick and Alana Tubbs	Fall 2011	Spring 2016	CPS Curriculum Library, PD 360, Reading Rockets website (see research URL)	Updates from staff, PLC meetings, Structured Walk-Throughs.
Practicing	All students will learn Anticipation Guide in all content areas. Use of this model will be documented a minimum of twice per quarter.	All Staff All Students	Fall 2011	Spring 2016	PD 360, MTSS, Kan-Ed	Evaluations, PLC meetings, staff updates.
Expecting	All students will use Anticipation Guides to improve communication skills to the level of Meets Standards or above for the appropriate grade level.	All Staff All Students	Fall 2011	Spring 2016	Staff reporting	Grades, formative testing, PLC meetings.
Supporting	At-risk students will be assigned to Tier two or Tier three interventions based upon assessments, classroom observations and PLC reports.	PLC groups	Fall 2011	Spring 2016	Supervised Study Lab and Reading Academy	Grades, formative testing, PLC student data.

Colby Middle School School Improvement Plan

Goal: All students will improve overall mathematic 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. ACT Explore 3. Star Math		Local Assessments: 1. Formative assessments – classroom embedded 2. Student grades 3. Kan-Ed Formatives 4. Common Assessments		
Intervention: All students will learn and use Marzano's strategy 'identifying similarities and differences' to increase overall mathematic 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 staff will teach, model and implement the use of Marzano's strategies of identifying similarities and differences and how it will affect student learning in their content areas.	All staff monitored by Debra Collins	Fall 2011	Spring 2016	CPS Curriculum Library, PD360. Marzano's Classroom Instruction that works.	Updates from staff, PLC meetings, Structured Walk-Through.
Practicing	All students will learn comparing, classifying, creating analogies and creating metaphors in all content areas. Use of this model will be documented a minimum of twice per quarter.	All Staff All Students	Fall 2011	Spring 2016	PD 360, MTSS, Kan-Ed, Marzano's research.	Evaluations, PLC meetings, staff updates.
Expecting	All students will use Marzano's strategy "identifying similarities and differences" to improve overall mathematic skills to the level of Meets Standards or above for the appropriate grade level.	All Staff All Students	Fall 2011	Spring 2016	Staff reporting	Grades, formative testing, PLC meetings.
Supporting	At-risk students will be assigned to Tier two or Tier three interventions based upon assessments, classroom observations and PLC reports.	PLC groups	Fall 2011	Spring 2016	Supervised Study Lab and Math Academy	Grades, formative testing, PLC student data.

Colby Middle School School Improvement Plan

Goal: All students will improve overall mathematic 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. ACT Explore 3. Star Math	Local Assessments: 1. Formative assessments – classroom embedded 2. Student grades 3. Kan-Ed Formatives 4. Common Assessments
---	---	--

Intervention: All students will learn and use the Concrete-Representational-Abstract model to increase overall mathematical skills across the curriculum.	Research on Concrete-Representational-Abstract: http://www.k8accesscenter.org/training_resources/CRA_Instructional_Approach.asp
--	---

Activities to implement the intervention:		Person(s) Accountable	Timeline		Resources	Classroom Level Monitoring System
			Begin	End		
Teaching Modeling	All staff will learn the concrete-representational-abstract model in all content areas.	All Staff monitored by Sherry Kinderknecht	Fall 2011	Spring 2016	CPS Curriculum Library, PD 360, Access Center website (See research URL)	Updates from staff, PLC meetings, Structured Walk-Through.
Practicing	All students will learn the concrete-representational-abstract model in all content areas. Use of this model will be documented a minimum of twice per quarter.	All Staff All Students	Fall 2011	Spring 2016	PD 360, MTSS, Kan-Ed	Evaluations, PLC meetings, staff updates.
Expecting	All students will use the concrete-representational-abstract model to improve overall mathematic skills to the level of Meets Standards or above for the appropriate grade level.	All Staff All Students	Fall 2011	Spring 2016	Staff reporting	Grades, formative testing, PLC meetings.
Supporting	At-risk students will be assigned to Tier two or Tier three interventions based upon assessments, classroom observations and PLC reports.	PLC groups	Fall 2011	Spring 2016	Supervised Study Lab and Math Academy	Grades, formative testing, PLC student data.