

## Colby High School School Improvement Plan

Goal: All students will improve communication skills across the curriculum.						
<b>Support Data (from Profile):</b> 1. Kansas State Assessments 2. Classroom assessments and observations 3. AdvancED SAR's report		<b>Standardized Assessments:</b> 1. Kansas State Assessments 2. ACT 3. PLAN		<b>Local Assessments:</b> 1. Formative assessments – classroom embedded 2. Common assessments 3. Student grades		
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"> <li>• Comparing</li> <li>• Classifying</li> <li>• Creating analogies</li> <li>• Creating metaphors</li> </ul>				Research on Identifying Similarities and Differences: <ul style="list-style-type: none"> <li>• Marzano, R. J., Gaddy, B. B., &amp; Dean, C. (2000). <i>What works in classroom instruction</i>. Aurora, CO: Mid-continent Research for Education and Learning. <a href="http://www.mcrel.org/">http://www.mcrel.org/</a></li> <li>• Focus on Effectiveness <a href="http://www.netc.org/focus/strategies/iden.php">http://www.netc.org/focus/strategies/iden.php</a></li> </ul>		
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 intervention of similarities and differences with all students as appropriate to the communication goal. (Tier 1)	All staff monitor  Co-Chair: Ed Schmitt & Linda Jones	Fall 2011	May 2016	CPS Curriculum Library, Emp Desktop by Kan-ed, PD360, Marzano's Similarities & Differences Common Assessment rubric Inspiration Comparison matrices Graphic Organizers/ ThinkingMaps  <a href="http://www.edhelper.com">www.edhelper.com</a> <a href="http://www.teacherversions.fen.com">www.teacherversions.fen.com</a> <a href="http://www.eduplace.com">www.eduplace.com</a> <a href="http://www.graphic.org">www.graphic.org</a>	<u>Teacher Implementation:</u> Lesson plans, examples from classrooms, sharing at PLC, faculty and staff development meetings, recorded discussions  Structured Walk-Throughs  <u>Student Performance:</u> Common assessments, student self-evaluation of similarities and differences.
Practicing	All students will use comparing, classifying, creating analogies and creating metaphors. Use of similarities and differences will be documented a minimum of once per quarter in all classes. (Tier 1)	All Students All Teachers  Chair: Ed Schmitt & Linda Jones	Spring 2011	May 2016		
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 Teachers monitor  Chair: Ed Schmitt & Linda Jones	Spring 2011	May 2016		
Supporting	Low performing students will be assigned to work with tutors on learning this strategy on Wednesday during seminar. (Tier 2)	Principals and PLC's	Fall 2011	May 2016		

## Colby High School School Improvement Plan

Goal: All students will improve communication skills across the curriculum.						
<b>Support Data (from Profile):</b> 1. Kansas State Assessments 2. Classroom assessments and observations 3. AdvancED SAR's report		<b>Standardized Assessments:</b> 1. Kansas State Assessments 2. ACT 3. PLAN		<b>Local Assessments:</b> 1. Formative assessments – classroom embedded 2. Common assessments 3. Student grades		
Intervention: All students will learn and use Marzano's strategy 'Summarizing and note taking' to increase communication skills focusing on understanding and comprehension across the curriculum.				Research on 'Summarizing and Note Taking': • 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. <a href="http://www.mcrel.org/">http://www.mcrel.org/</a> • Focus on Effectiveness <a href="http://www.netc.org/focus/strategies/summ.php">http://www.netc.org/focus/strategies/summ.php</a>		
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 intervention of summarizing and note taking with all students as appropriate to the communication goal. (Tier 1)	All staff monitor Co-Chairs: Sally Toth & Kim Munk	Spring. 2011	May 2016	CPS Curriculum Library, Emp Desktop by Kan-ed, PD360, Marzano's Summarizing & Note Taking Inspiration, Word processing, United Streaming	<u>Teacher Implementation:</u> Lesson plans, examples from classrooms, sharing at PLC, faculty and staff development meetings
Practicing	All students will use summarizing and note-taking strategies across the curriculum as documented a minimum of once per quarter in all classes. (Tier 1)	All Students All Teachers Co-Chairs: Sally Toth & Kim Munk	Spring 2011	May 2016	Common assessment rubric  Graphic Organizers  Real world examples	Structured Walk- Throughs
Expecting	All students will apply Marzano's 'summarizing and note taking' techniques to improve communication at the target (AYP) level. (Tier 1)	All Students All Teachers monitor Co-Chairs: Sally Toth & Kim Munk	Fall 2011	May 2016	Reciprocal Teaching  <a href="http://www.netc.org/focus/strategies/summ.php">http://www.netc.org/focus/strategies/summ.php</a>  <a href="http://www.tltguide.ccsd.k12.co.us/instructional_tools/Strategies/Summarize_Notes/Summarizes_Notes.html">http://www.tltguide.ccsd.k12.co.us/instructional_tools/Strategies/Summarize_Notes/Summarizes_Notes.html</a>	<u>Student Performance:</u> Common assessment, student self-evaluation of summarizing and note taking
Supporting	Low performing students will be assigned to work with tutors on learning this strategy on Wednesday during seminar. (Tier 2)	Principals and PLC's	Spring 2011	May 2016		

## Colby High School School Improvement Plan

Goal: All students will improve overall mathematic skills across the curriculum.						
<b>Support Data (from Profile):</b> 1. Kansas State Assessments 2. Classroom assessments and observations 3. AdvancED SAR's report		<b>Standardized Assessments:</b> 1. Kansas State Assessments 2. ACT 3. PLAN		<b>Local Assessments:</b> 1. Formative assessments – classroom embedded 2. Common assessments 3. Student grades		
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"> <li>• <i>Comparing</i></li> <li>• <i>Classifying</i></li> <li>• <i>Creating analogies</i></li> <li>• <i>Creating metaphors</i></li> </ul>				Research on Identifying Similarities and Differences: <ul style="list-style-type: none"> <li>• Marzano, R. J., Gaddy, B. B., &amp; Dean, C. (2000). <i>What works in classroom instruction</i>. Aurora, CO: Mid-continent Research for Education and Learning. <a href="http://www.mcrel.org/">http://www.mcrel.org/</a></li> <li>• Focus on Effectiveness <a href="http://www.netc.org/focus/strategies/iden.php">http://www.netc.org/focus/strategies/iden.php</a></li> </ul>		
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 intervention of similarities and differences with all students as appropriate to the mathematic goal. (Tier 1)	All staff monitor Co-Chairs: Ed Schmitt & Jessica McCoy	Spring 2010	May 2016	CPS Curriculum Library Emp Desktop by Kan-ed,  PD360, Marzano's Similarities & Differences  Common Assessment rubric	<u>Teacher Implementation:</u>  Lesson plans, examples from classrooms, sharing at PLC, faculty and staff development meetings  Structured Walk-Through
Practicing	All students will use comparing, classifying, creating analogies and creating metaphors in relation to mathematics. Use of similarities and differences will be documented a minimum of once per quarter in all classes. (Tier 1)	All Students All Teachers Co-Chairs: Ed Schmitt & Jessica McCoy	Spring 2011	May 2016	Inspiration  Comparison matrices  Mathematical problem-solving <a href="http://www.manila.esu6.org/constructionalstrategies/stories/storyReader\$12">www.manila.esu6.org/constructionalstrategies/stories/storyReader\$12</a>	<u>Student Performance:</u> Common assessments, student self-evaluation of similarities and differences.
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 Teachers monitor Co-Chairs: Ed Schmitt & Jessica McCoy			Graphic Organizers/ ThinkingMaps  <a href="http://www.edhelper.com">www.edhelper.com</a>  <a href="http://www.teachervisions.fen.com">www.teachervisions.fen.com</a>	
Supporting	Low performing students will be assigned to work with tutors on learning this strategy on Wednesday during seminar. (Tier 2)	Principals and PLC's	Fall 2011	May 2016	<a href="http://www.eduplace.com">www.eduplace.com</a>  <a href="http://www.graphic.org">www.graphic.org</a>	

## Colby High School School Improvement Plan

<b>Goal:</b> All students will improve overall mathematic skills across the curriculum.		
<b>Support Data (from Profile):</b> 1. Kansas State Assessments 2. Classroom assessments and observations 3. AdvancED SAR's report	<b>Standardized Assessments:</b> 1. Kansas State Assessments 2. ACT 3. PLAN	<b>Local Assessments:</b> 1. Formative assessments – classroom embedded 2. Common assessments 3. Student grades
<b>Intervention:</b> All students will learn and use Marzano's strategy 'generating and testing hypotheses' to increase problem solving skills across the curriculum.		<b>Research on Generating and Testing Hypotheses:</b> • 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. <a href="http://www.mcrel.org/">http://www.mcrel.org/</a> • Focus on Effectiveness <a href="http://www.netc.org/focus/strategies/gene.php">http://www.netc.org/focus/strategies/gene.php</a>

<b>Activities to implement the intervention:</b>		<b>Person(s) Accountable</b>	<b>Timeline</b>		<b>Resources</b>	<b>Classroom Level Monitoring System</b>
			<b>Begin</b>	<b>End</b>		
<b>Teaching Modeling</b>	All teachers will teach, model and implement the intervention of generating and testing hypotheses with all students as appropriate to the communication goal. (Tier 1)	All staff monitor Co-chairs: Roni Dietz & Gordon Rasmussen	Spring 2011	May 2016	CPS Curriculum Library Emp Desktop by Kan-ed, PD360, Marzano's Generating & Testing Hypotheses Prediction Chart Inspiration Common Assessment rubric Systems Analysis <a href="http://edweb.tusd.k12.az.us/templates/hypotheses.htm">http://edweb.tusd.k12.az.us/templates/hypotheses.htm</a>	<u>Teacher Implementation:</u> Lesson plans, examples from classrooms, sharing at PLC, faculty and staff development meetings, Structured Walk-Through  <u>Student Performance:</u> Common assessments, student self-evaluation of generating and testing hypotheses
<b>Practicing</b>	All students will learn to generate and test hypotheses given decision-making and role planning activities. Use of 'generating and testing hypotheses' will be documented a minimum of once per quarter in all classes. (Tier 1)	All Students All Teachers Co-chairs: Roni Dietz & Gordon Rasmussen	Spring 2011	May 2016	Problem Solving <a href="http://edweb.tusd.k12.az.us/templates/hypotheses.htm">http://edweb.tusd.k12.az.us/templates/hypotheses.htm</a> Historical Investigation <a href="http://edweb.tusd.k12.az.us/templates/hypotheses.htm">http://edweb.tusd.k12.az.us/templates/hypotheses.htm</a> Experimental Inquiry <a href="http://edweb.tusd.k12.az.us/templates/hypotheses.htm">http://edweb.tusd.k12.az.us/templates/hypotheses.htm</a>	
<b>Expecting</b>	All students will apply Marzano's strategy "generating and testing hypotheses" to improve mathematic skills to the level of 'meets standards' or above for the target (AYP) level. (Tier 1)	All Students All Teachers monitor Co-chairs: Roni Dietz & Gordon Rasmussen	Fall 2011	May 2016	Decision Making <a href="http://edweb.tusd.k12.az.us/templates/hypotheses.htm">http://edweb.tusd.k12.az.us/templates/hypotheses.htm</a>	
<b>Supporting</b>	Low performing students will be assigned to work with tutors on learning this strategy on Wednesday during seminar. (Tier 2)	Principals and PLC's	Spring 2011	May 2016		