

Name of School: MORTON HIGH SCHOOL

Year: 2015-16

Members of SIT:

Rachel Adams
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General areas of focus:

GOAL #1: By the end of the 2015-16 school year, all Morton High School Teachers will have participated in 6 Teacher Classroom Walkthroughs and the discussions associated with them, in order to gather information from their teaching peers that they can then use in their own classroom to improve teaching and learning.

Why chosen: As a high-achieving school, MHS has a faculty that can learn positive teaching and learning strategies from each other. Formalization of the peer observation process will result in teachers getting to see 6 of their peers providing a learning environment. Confidential post-observation discussions will allow teachers to reflect on what they've seen and identify the "take-aways" that they may be able to use in their own classroom to improve teaching and learning.

Data to support this: The data to support this method of school improvement is mostly qualitative and is primarily found in research. Attached to this document is a pilot study that was conducted with the Internal Review Team Spring, 2015 that includes the qualitative research and the references to the original studies.

Link to District/BOE goals: This goal addresses two board goals: achievement and climate.

“Achievement: In order to ensure all students have opportunities to achieve their potential, our academic programs will maintain the highest standards and expectations for learning.” As teachers have the opportunity to watch others practice their craft, there will more of an awareness of the high expectations throughout the building.

“Climate: Maintain a cohesive organizational system which facilitates and fosters a productive and trusting climate with a highly qualified staff.

- The district will recruit, hire, train and retain high quality staff.
- The district will continue to foster a climate of teamwork, collaboration and trust with all employees.
- The district will continue to foster a climate that supports student learning/achievement and high expectations for all students.”

By participating in classroom walkthroughs, the faculty will continue to foster teamwork, collaboration and trust amongst themselves and students will see that teachers are interested in what they do no matter what course they are taking. This is an opportunity for teachers to learn what is happening in other areas and support student learning. The culture will continue to support student learning and high expectations for all students.

Strategy or Actionable Item:	Timeline to implement:	Who is responsible:	Completion date:	How will we know it's completed:	Measurement:	Resources needed:	Identified roadblocks:
Pilot of walkthroughs	Completed Spring 2015	Internal Review Team—observed teachers include Rachel, Jake and Joel.	Spring, 2015	Surveys completed and analyzed	Likert surveys	None	None at this time.
Introduction of Walkthroughs	August Faculty Meeting	Marjorie—with input from those who	August 26-27, 2015	Faculty meeting completed	None	Handouts with information	None at this time.

		participated in the process earlier.					
Solicitation of teacher volunteers	Teachers respond to GoogleForm survey by Sept 4	Marjorie	September 4, 2015	When all teachers have responded...must sign in to Google account to respond.	Three questions—willing to volunteer? What hours first semester? What hours second semester?	Google Account	<ul style="list-style-type: none"> • Getting all teachers to sign in to their school Google account. • Getting enough teachers who are willing to be observed by their peers.
Scheduling of walkthroughs each session	One week before session, confirm with teachers being observed on date and hour.	Marjorie	One week before each of the walkthrough dates: September 9, October 14, November 18, January 20, February 24 and April 20	Schedules shared with faculty	All teachers assigned to observation subgroups and provided a schedule of who they are to observe.	Excel, Email	<ul style="list-style-type: none"> • Making sure teachers who are being observed are not testing on the date/time they are scheduled.
Provide discussion questions to subgroups to discuss after the observation	Day before each walkthrough	IRT team will discuss questions and Marjorie will provide to teachers.	At least one day before the walkthroughs are scheduled.	Email shared with all faculty	None	Email	<ul style="list-style-type: none"> • Formulate discussion questions to keep the conversation meaningful, helpful and productive.

							<ul style="list-style-type: none"> • Concern of confidentiality of responses
Walkthroughs completed	Three times per semester throughout the year	All teachers	April 20, 2016	Six observation walkthroughs completed	Return of attendance and discussion forms by each subgroup	None	<ul style="list-style-type: none"> • Absences, teachers forgetting

GOAL #2: In the next three years, Morton High School will be focusing on writing improvement. The year 1 plan will involve each department agreeing to the attributes of good writing for the students in their classes. Year 2's plan will include a focus on intentional commonalities between teachers within a department. In Year 3, the number of students who are not meeting writing standards by 10th grade will decrease by 5 percent, to a maximum of 34%.

Why chosen: Writing has not been a systemic focus for Morton High School in the past 15 years. The data would indicate that our students are not performing at the level in which they should, based on other standardized test scores. Writing has the highest percent of students not meeting benchmarks at the 8th grade level, and while the percentage decreases in older grades, it does not decrease to the extent that it should. A focus of this magnitude requires that teachers within the same department be on the same page with expectations in relationship to writing and therefore, will require time to facilitate. This is the reasoning behind a three year plan for improving students' writings.

Data to support this: Aspire data from the 2014-15 school year indicates that 70% of students in 8th grade, 59.4% of students in 9th grade, and 39% of students in 10th grade do not meet the standards in writing. Writing is a skill that transfers to almost all post-secondary plans and one that all students need. When over one third of our students are not meeting standards in this area, it indicates a need to improve, which only happens with intentionality and focus.

Link to District/BOE goals:

This goal links to the district goal of achievement: “Achievement: In order to ensure all students have opportunities to achieve their potential, our academic programs will maintain the highest standards and expectations for learning.”

Strategy or Actionable Item:	Timeline to implement:	Who is responsible:	Completion date:	How will we know it's completed:	Measurement/metric:	Resources needed:	Identified roadblocks:
Department meetings include emphasis on question of the month revolving around writing.	Throughout the 2015-16 school year.	Marjorie and department chairs	May, 2016	Each department will have a rubric or written agreement of what quality writing looks like in their department.	Does the rubric or agreement exist?	Time for departments to meet and discuss.	One of the roadblocks to accomplishing this goal will be the resistance in some departments towards writing when their focus is on content.
Teachers will teach and assess writing according to the agreed upon rubric for their department	Throughout the 2016-17 school year.	All teachers	Commencing August, 2016 and continuing.	All teachers will be able to produce a writing artifact from their class and discuss how well the piece does or does not meet	Each teacher will produce a student writing sample during the evaluation process that demonstrates student understanding of writing in their	Time for teaching and assessing.	For some teachers, this will be a new concept that they will have to commit time to doing, which may take away some

				the parameters within the rubric.	area of focus. The rubric will include content, structure, and usage/clarity expectations.		instructional time in the content area.
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Respectfully submitted: September 30, 2015