

VISION

Morton High School students are independent, critically-thinking citizens of strong character who are prepared to succeed in society through rigorous curriculum and extra-curricular opportunities.



Morton High School
2016-17
LEAP

MISSION

The mission of Morton High School is to prepare all students for life as productive citizens. This necessitates the MHS Community to be dedicated to:

- Maintaining High Standards
- Offering relevant courses
- Providing a Rigorous and Responsive Curriculum
- Being Technologically Progressive
- Providing Opportunities for extracurricular activities
- Meeting the Needs of Students

Members of LEAP Team:

Rachel Adams, Kayla Anderson, Dawn Block, Stacey Buescher, Clark Ingwersen, Marjorie Johnson, Holly Riggins, Jake Tierney, Joel Zehr, and Ben Zoss

General areas of focus: **Literacy (Writing), and 709 Above the Line**

GOAL #1: Starting in the 2015-16 school year, Morton High School will be focusing on writing improvement with a 3 year plan. The year 1 plan involved 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 and the creation of common rubrics. 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: Until last year, 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. The same data points for 2015-16 are 91%, 43%, and 34% of students do not meet standards in writing. As can be seen from this data, after one year of writing as a focus, we are already starting to see improvements in overall student writing at the high school level and have reached our year 3 goal of a 5% reduction in the percentage of students not meeting writing goals. Writing is a skill that transfers to almost all post-secondary plans and one that all students need. While we've made gains from year one of our three year goal, there is still room for additional growth.

Link to District/BOE goals: Achievement

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:
A common writing rubric will be completed within each department	2015-16 school year -December 2016	All Teachers	December 2016	Submit rubric to department head.	The submitted rubrics for the types of writing within the department have been discussed and agreed upon.	Time for teaching and assessing. Time for discussion within each department	For some teachers, this will be a new concept that they will have to commit time to doing, which may take away some planning time.
Common Rubrics will be used to assess student writing	January 2016	All Teachers	Ongoing	All teachers will be able to produce a writing artifact from their class and discuss with their department how well the piece does or	Each teacher will produce a student writing sample during the department meeting that demonstrates student understanding of writing in their area of focus. The rubric will include content, structure, and	Allotted time for student to create writing samples to be assessed by agreed upon rubric	Allowing time for students to complete the writing task and for teachers to assess writing samples.

				does not meet the parameters within the rubric.	usage/clarity expectations.		Inter-rater reliability.
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GOAL #2: Throughout the 2016-17 school year, 100% of MHS teachers will focus on two 709 Above the Line components. One of the components chosen by each teacher will reflect on an enhancement in current practices within his/her classroom and the second will be chosen as a new practice within the classroom that reflects good teaching.

Why chosen: 709 Above the Line components have been defined as those practices/principles that reflect good teaching. Good teaching is one of three main components under the umbrella of “what’s best for students/learning?” as defined in Mike Schmoker’s book, *Focus for Leadership*.

Data to support this: Dr. Reuben Puentedura’s work with the SAMR model defines the use of technology to do more than substitute and augment, but also to modify and redefine what happens within the classroom. The 709 Above the Line model and its related principles of collaboration, innovation, problem-solving, meaningful outcomes, quality of creation, student engagement and higher-order questioning, have been determined to provide students with the 21st Century Learning Skills they need to continue with life after high school and are reflections of good teaching.

Link to District/BOE goals: Achievement and Climate

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:
Create Google Form	End October to be rolled out October Faculty Meeting	LEAP Team	Thursday, October 6, 2016	Form is done	Complete ready to roll out	Google Form	Time Schedule/ Scheduled Meetings

Introduce LEAP to faculty	October Faculty Meeting	LEAP Team	October 26, 2016	All teachers have access to Form	All Teachers have been invited to access	Google Form/iPads /Laptop	Faculty that are not present at meetings
Provide examples of each of the 709 Above the Line components	Faculty Meetings throughout the School Year	All Faculty with Marjorie's Leadership and LEAP Team support	4th Wednesday of every Month	709 Above the Line Shared Resource Document	Completed and Shared Document	Google	Faculty not present/ unexpected cancellation
Discussions between individual teachers, department chairs, and admin regarding their focus and assistance they may need	Throughout the 2016-17 school year	All Faculty Dept. Chairs Admin.	April 30, 2016	Meeting Minutes	Department Meeting Minutes School Council Meeting Minutes Evaluation Conferences	Google Form/Dept. Meeting Time	Teacher buy in, Time for discussion
Completed 709 Above the Line Component Forms	Between October 26, 2016 and April 30, 2017	All MHS Teachers	April 30, 2016	Completed Google Form	100% MHS Teachers have provided thorough responses within the Google Form Submission of Evidence/Sharing at Faculty Meeting	Technology and access to Google Form	Teacher buy in, Teacher anxiety/ workload concerns