

## Comprehensive Progress Report

**Mission:** Mount Mourne School exists to inspire its students to become compassionate, lifelong learners who are responsible, global citizens. Our students will use various modes of communication in order to promote peace by learning to accept cultural differences and to respect our world.

**Vision:** Mount Mourne School exists to inspire its students to become compassionate, lifelong learners who are responsible, global citizens. Our students will use various modes of communication in order to promote peace by learning to accept cultural differences and to respect our world.

**Goals:**

Goal 1: Indicator 2.04 Overall goal: By the end of the 2018-19 school year, all students will receive instruction through fully developed MYP Unit Planners as measured by IBO guidelines and direction. Target goal: All students will receive 50% of their instruction through an IB MYP unit planner which incorporates all components of the Inquiry and Action phases of the unit planner as measured by documentation of IB Unit planning and instruction included in all NCEES observations.

Goal 2: Indicator A1.09 Overall goal: By the end of the 2018-19 school year, every student will implement the steps of the community service project as outlined by the International Baccalaureate Organization. Students will show service as action as a byproduct of classroom learning. Target Goal: Throughout the 2017-18 school year, 100% of students will learn and incorporate the steps of the community service project as outlined by the International Baccalaureate Organization by participating in a teacher guided service learning activity.



! = Past Due Objectives

KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.09	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).(5090)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Service and Learning is an IB requirement. At this time, the process needs to be updated to meet current IB standards. Our efforts have heretofore been mostly quantitative with students acquiring a required amount of hours which doesn't always connect with that they are learning or with their own inquiry. We have struggled to make service a more qualitative effort that involves students in a process of investigation, planning, action and reflection. We realize that true service learning as defined by IB includes a defined systematic process towards implementation. When service learning is a fully functioning part of an IB Unit Plan, students investigate, plan, act, and reflect on a service learning project. When the objective is being fully met, students will have a digital representation of service learning that contains all four components of the service learning model.</p> <p>In the 2017-2018 school year we had a 97% completion rate. Because, this is an IB requirement, 100% of students should complete all four components of the Service Learning Project in the 2018-19 school year.</p>	Limited Development 04/27/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>		Throughout the 2018-19 school year, 100% of students will learn and incorporate the steps of the community service project as outlined by the International Baccalaureate Organization by participating in a teacher guided service learning activity. This will be measured by student completion of four Canvas modules, student reflections at the end of the year, and teacher participation in professional development.	<b>Objective Met 08/13/19</b>	<b>Dana Gillis</b>	<b>06/07/2019</b>
<i>Actions</i>					
	5/17/17	The seven service learning outcomes will be shared with teachers at the beginning of the school year.	Complete 08/21/2017	Dana Gillis	08/22/2017

*Notes:* Seven Learning Outcomes

Identify own strengths and develop areas for growth - Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

Demonstrate that challenges have been undertaken, developing new skills in the process - A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

Demonstrate how to initiate and plan a Service Project experience - Students can articulate the five stages from investigating and conceiving an idea to executing a plan for a CAS activity, service learning experience, or series of service learning experiences. Students may show their knowledge and awareness by building on a previous CAS or service learning experience, or by launching a new idea or process, or by advancing the work of others. This may be accomplished in collaboration with other participants.

Show commitment to and perseverance in IB experiences - Students demonstrate regular involvement and active engagement in CAS and/or service learning experiences.

Demonstrate the skills and recognize the benefits of working collaboratively - Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS or service learning experiences.

Demonstrate engagement with issues of global significance - Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

Recognize and consider the ethics of choices and actions - Students show awareness of the consequences of choices and actions in planning and carrying out CAS or service learning experiences

5/17/17

Each classroom teacher will chose an area they are passionate about (veterans, the homeless, quality water) and submit that topic to Dana Gillis by August 22.

Complete 08/21/2017

Dana Gillis

08/22/2017

*Notes:* Dana Gillis will collect the topics from each teacher by August 22. She will then create a way for every child to sign up for an area of interest.

5/17/17

Establish service as action expectations for investigate

Complete 09/12/2017

Dana Gillis

09/12/2017

	<p><i>Notes:</i> Team will explore the three objectives of investigate during a goal team meeting.</p> <p>Define a goal based on personal interest. Identify prior learning and subject specific knowledge. Demonstrate research skills.</p>			
5/17/17	Implement the investigate stage of service learning.	Complete 09/27/2017	Dana Gillis	09/27/2017
	<p><i>Notes:</i> This is an early release day. Students will divide into their service learning groups and implement the investigate stage of service learning.</p>			
10/4/17	Teachers will check-in with Investigate progress	Complete 12/05/2017	Dana Gillis	10/30/2017
	<i>Notes:</i>			
5/17/17	Establish service as action expectations for plan.	Complete 01/16/2018	Dana Gillis	01/16/2018
	<p><i>Notes:</i> Dana Gillis will cover the following at a goal team meeting on January 16, 2018:</p> <p>Develop a proposal of action/criteria. Plan and record the development process. Demonstrate self management skills.</p>			
5/17/17	Establish service as action expectations for taking action. This step includes:	Complete 02/13/2018	Dana Gillis	02/13/2018
	<p><i>Notes:</i> This is a goal team meeting. Demonstrate service as action/create a product or outcome. Demonstrate thinking skills. Demonstrate communication and social skills.</p>			
5/17/17	Teachers will implement the planning stage of service as action with all students.	Complete 03/28/2018	Dana Gillis	02/28/2018
	<i>Notes:</i> This is an early release day. Teachers will work with students in their specified service area of interest to complete the planning stage.			
5/17/17	Teachers will attend conduct a fidelity check and will review the action stage of service is action.	Complete 03/06/2018	Dana Gillis	03/13/2018
	<p><i>Notes:</i> This is a goal team meeting. As a faculty, determine what service as action opportunities will be taking place on campus, which ones will take place off campus, and if there will be guest speakers/community involvement. Each teacher will have an opportunity to share what his/her group will be doing on 4/25/18</p>			

9/28/17	School Improvement Team will review teacher fidelity check mid-year to make sure that service learning is progressing as outlined.	Complete 03/29/2018	John Hieb	03/29/2018
<i>Notes:</i>				
5/17/17	Phoenix Rising Day; all students and staff will be participating in taking action.	Complete 03/29/2018	John Hieb	04/25/2018
<i>Notes:</i> This is an early release day. This is the big day.				
5/17/17	Establish service as action expectations for reflection with teachers:  Reflect on their development of ATL/as an IB Learner Reflect on knowledge and understanding Evaluate the quality of the service as action or product/outcome.	Complete 05/22/2018	Dana Gillis	05/22/2018
<i>Notes:</i> This is a goal team meeting.				
5/17/17	Teachers will meet with their service as action teams one last time. Students will complete a reflection of their service from the year and store it in Canvas. Service groups will create a slide capturing their work.	Complete 06/06/2018	Dana Gillis	06/06/2018
<i>Notes:</i>				
6/11/18	Each classroom teacher will chose an area they are passionate about (veterans, the homeless, quality water) and submit that topic to Dana Gillis by August 22.	Complete 09/24/2018	Dana Gillis	08/16/2018
<i>Notes:</i>				
6/11/18	Establish service as action expectations for investigate	Complete 09/25/2018	Dana Gillis	09/11/2018
<i>Notes:</i> Team will explore the three objectives of investigate during a goal team meeting.  Define a goal based on personal interest. Identify prior learning and subject specific knowledge. Demonstrate research skills.				
8/22/18	Create a parent information document that explains the service learning expectations for the year.	Complete 09/26/2018	Dana Gillis	09/11/2018
<i>Notes:</i>				
6/11/18	Shared the service learning outcomes with teachers at the beginning of the school year.	Complete 09/24/2018	Dana Gillis	09/18/2018
<i>Notes:</i>				
6/11/18	Implement the investigate stage of service learning.	Complete 09/26/2018	Dana Gillis	09/26/2018

	<i>Notes:</i> This is an early release day. Students will divide into their service learning groups and implement the investigate stage of service learning.			
6/11/18	Teachers will check-in with Investigate progress for the first time.	Complete 12/17/2018	Dana Gillis	12/17/2018
	<i>Notes:</i> Teachers will check student progress on Canvas and Gillis will send a reminder to students and parents about Service Learning Investigate			
6/11/18	Establish service as action expectations for plan and taking action.	Complete 02/22/2019	Dana Gillis	02/19/2019
	<i>Notes:</i> Dana Gillis will cover the following at a goal team meeting on January 16, 2018:  Develop a proposal of action/criteria. Plan and record the development process. Demonstrate self management skills.  Demonstrate service as action/create a product or outcome. Demonstrate thinking skills. Demonstrate communication and social skills.			
6/11/18	Teachers will check-in with Investigate progress for the final time.	Complete 02/26/2019	Dana Gillis	02/26/2019
	<i>Notes:</i>			
6/11/18	Teachers will implement the planning stage of service as action with all students.	Complete 02/27/2019	Dana Gillis	02/27/2019
	<i>Notes:</i> This is an early release day. Teachers will work with students in their specified service area of interest to complete the planning stage.			
6/11/18	Teachers will conduct a fidelity check and will review the action stage of service is action.	Complete 03/27/2019	Dana Gillis	03/27/2019
	<i>Notes:</i> This is a goal team meeting. As a faculty, determine what service as action opportunities will be taking place on campus, which ones will take place off campus, and if there will be guest speakers/community involvement. Each teacher will have an opportunity to share what his/her group will be doing on the next Early Release Day.  Dates 3/21-3/27			
6/11/18	School Improvement Team will review teacher fidelity check mid-year to make sure that service learning is progressing as outlined.	Complete 03/28/2019	John Hieb	03/28/2019
	<i>Notes:</i>			
6/11/18	Phoenix Rise Day; all students and staff will be participating in taking action.	Complete 05/08/2019	Dana Gillis	05/08/2019
	<i>Notes:</i>			

6/11/18	Establish service as action expectations for reflection with teachers: Reflect on their development of ATL/as an IB Learner Reflect on knowledge and understanding Evaluate the quality of the service as action or product/outcome.	Complete 05/14/2019	Dana Gillis	05/14/2019
<i>Notes:</i>				
6/11/18	Teachers will meet with their service as action teams one last time. Students will complete a reflection of their service from the year and store it in Canvas. Service groups will create a slide capturing their work.	Complete 06/05/2019	Dana Gillis	06/05/2019
<i>Notes:</i>				
6/11/18	Teachers will email Dana Gillis and Mr. Shinkaruk names of students who did not complete all four steps.	Complete 06/07/2019	Dana Gillis	06/07/2019
<i>Notes:</i>				
<b>Implementation:</b>		08/13/2019		
<b>Evidence</b>	8/13/2019			
<b>Experience</b>	8/13/2019			
<b>Sustainability</b>	8/13/2019			

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>			
<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	Our teachers use the IB Middle Year Programme unit planner template. Staff have received training on the development of the unit plan. Many but not all staff have created at least one plan. Currently most teachers are not operating under an IB Unit Plan for most lessons. Unit Plan Goal Team has made teachers ritually compliant, but IB Unit Plans are not being authentically used across the continuum. All teachers will be teaching all instruction through the IB Unit planner. We will monitor unit planners through the NCEES evaluation system. Administration will document use of IB Unit Planner within each observation. A school specific question regarding IB unit planners will be included on the CWT for Mt. Mourne School.	Limited Development 03/13/2017		
<b>How it will look when fully met:</b>	<p>All students will receive 50% of their instruction through an IB MYP unit planner which incorporates all components of the Inquiry and Action phases of the unit planner as measured by documentation of IB Unit planning and instruction included in all NCEES observations during the 2017-2018 school year.</p> <p>During the 2018-2019 school year all students will receive 75% of their instruction through an IB MYP unit planner which incorporates all components of the Inquiry and Action phases of the unit planner as measured by documentation of IB Unit planning and instruction included in all NCEES observations.</p> <p>UPDATE:</p> <p>During the 2019-2020 school year, students in returning teacher's classes will receive 75% (students in new teachers receive at least 25%) of their instruction through an IB MYP unit planner which incorporates all components of the Inquiry and Action phases of the unit planner as measured by documentation of IB Unit planning and instruction included in all NCEES observations.</p>		Elisabeth White	05/29/2020
<b>Actions</b>		<b>19 of 33 (58%)</b>		
5/23/17	Assessment: Uniform creation for grade sharing	Complete 08/21/2017	John Hieb	08/22/2017



Notes: Canvas setup to convert grades into PowerSchool.  
 Setup PowerSchool for Criterion Based Scoring.  
 IB scoring expectations every strand 2x's.  
 What is a summative 0-8 task?  
 What should not be converted to 0-8 score?  
 Uniformed Canvas setup.  
 Will be monitored though subject level meeting minutes.

5/23/17	Unit Planner Expectations Meeting	Complete 08/21/2017	John Hieb	08/22/2017
	Notes: Expectations: Everything taught expressed in unit planner Every box of unit plan has worked  Next step- by first day of school: Plan out Content: link state objectives to assessed strands			
5/23/17	Unit Planner Statement of Inquiry PD	Complete 09/12/2017	John Hieb	09/12/2017
	Notes: Expectations: Teachers will Identify Global Content with exploration, Key Concept, Related Concept Teacher will focus on developing Statement of Inquiry Differentiated based on creation and selection.			
8/30/17	Inquiry Questions PD	Complete 10/10/2017	Cindy Farmer	10/10/2017
	Notes:			
8/30/17	Summative Assessment PD	Complete 11/28/2017	Cindy Farmer	11/14/2017
	Notes:			
5/23/17	Planned Content Due (vertical alignment document updated)	Complete 11/28/2017	Cindy Farmer	12/01/2017
	Notes: Plan out Content: link state objectives to assessed strands Teacher responsible for having content shared with Star Team on Google Drive.			
8/30/17	ATL PD	Complete 12/12/2017	Cindy Farmer	12/12/2017
	Notes:			
9/28/17	Leadership team will do a fidelity check of IB Unit Planners as submitted in NCEES.	Complete 12/15/2017	Boen Nutting	12/15/2017
	Notes:			
8/30/17	Teaching Methods PD	Complete 02/16/2018	Cindy Farmer	01/16/2018

<i>Notes:</i>				
8/30/17	Formative Assessment PD	Complete 03/13/2018	Cindy Farmer	03/13/2018
<i>Notes:</i>				
9/28/17	Leadership team will do a fidelity check of IB Unit Planners as submitted in NCEES.	Complete 04/15/2018	Boen Nutting	04/15/2018
<i>Notes:</i>				
8/30/17	Differentiation PD	Complete 04/24/2018	Cindy Farmer	04/24/2018
<i>Notes:</i>				
8/30/17	Resources PD	Complete 08/22/2018	Cindy Farmer	05/08/2018
<i>Notes:</i>				
6/11/18	Set Expectations For 2018-19 School Year.	Complete 08/23/2018	Mark Shinkaruk	08/16/2018
<i>Notes:</i> Attach unit planner to NCEES Develop 1 new unit plan per year				
9/20/18	Provide specialized IB training with other MYP programs	Complete 10/29/2018	Mark Shinkaruk	10/29/2018
<i>Notes:</i>				
6/11/18	Meet in PLC with IB Coordinator/Amy Bice to complete Unit Planner.	Complete 05/28/2019	Mark Shinkaruk	05/28/2019
<i>Notes:</i>				
9/20/18	Provide Category 1 training for staff members as needed.	Complete 06/07/2019	Mark Shinkaruk	06/07/2019
<i>Notes:</i>				
9/20/18	Provide Head of School Training and a Category 2 training for principal	Complete 06/07/2019	Mark Shinkaruk	06/07/2019
<i>Notes:</i> Mark has already completed the Head of School training as of 9/12/18				
9/20/18	Leadership team will do a fidelity check of IB Unit Planners as submitted through Drive.	Complete 06/12/2019	John Hieb	06/12/2019
<i>Notes:</i>				
9/3/19	Sept. Unit Planning PD (Goal Team Meeting) -AND- New Teacher Parts & Planner PD		Elisabeth White	09/10/2019
<i>Notes:</i>				
9/3/19	Oct. Unit Planning PD (Goal Team Meeting) -AND- New Teacher Parts & Planner PD		Elisabeth White	10/08/2019
<i>Notes:</i>				
9/3/19	Administration-1st observation cycle: Leadership team will review and give feedback for teacher will submitted units.		Mark Shinkaruk	10/11/2019
<i>Notes:</i>				

9/3/19	Fidelity and Feedback Check Q1: Teacher submitted IB units		Elisabeth White	10/18/2019
	<i>Notes:</i>			
9/3/19	Nov. Unit Planning PD (Goal Team Meeting) -AND- New Teacher Parts & Planner PD		Elisabeth White	11/12/2019
	<i>Notes:</i>			
9/3/19	Dec. Unit Planning PD (Goal Team Meeting) -AND- New Teacher Parts & Planner PD		Elisabeth White	12/10/2019
	<i>Notes:</i>			
9/3/19	Fidelity and Feedback Check Q2: Teacher submitted IB units		Elisabeth White	01/06/2020
	<i>Notes:</i>			
9/3/19	Jan. Unit Planning PD (Goal Team Meeting) -AND- New Teacher Parts & Planner PD		Elisabeth White	01/14/2020
	<i>Notes:</i>			
9/3/19	Feb. Unit Planning PD (Goal Team Meeting) -AND- New Teacher Parts & Planner PD		Elisabeth White	02/11/2020
	<i>Notes:</i>			
9/3/19	Mar. Unit Planning PD (Goal Team Meeting) -AND- New Teacher Parts & Planner PD		Elisabeth White	03/10/2020
	<i>Notes:</i>			
9/3/19	Fidelity and Feedback Check Q3: Teacher submitted IB units		Elisabeth White	03/27/2020
	<i>Notes:</i>			
9/3/19	Apr. Unit Planning PD (Goal Team Meeting) -AND- New Teacher Parts & Planner PD		Elisabeth White	04/14/2020
	<i>Notes:</i>			
9/3/19	May Unit Planning PD (Goal Team Meeting) -AND- New Teacher Parts & Planner PD		Elisabeth White	05/12/2020
	<i>Notes:</i>			
9/3/19	Fidelity and Feedback Check Q4: Teacher submitted IB units		Elisabeth White	05/20/2020
	<i>Notes:</i>			

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Student support services			
KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		2019-2020: BOY iReady Diagnostic is given as a universal screener to all students to determine individual achievement related to individual state standards for math and ELA. Staff has been given historical student data to identify students with gap areas.	Limited Development 03/13/2017		
<i>How it will look when fully met:</i>		Over the course of the next two years, identified students will receive appropriate tiered support, based on the results of the administered assessments. Staff will be trained on MTSS and will begin implementation of the tiered MTSS model. Staff will know how to access RTI Stored and will identify gaps and provide interventions for identified needs.  The success of this process will be measured with the NC FAM-S.		Mark Shinkaruk	05/22/2020
<b>Actions</b>			<b>0 of 14 (0%)</b>		
	8/13/19	Preassess process with a BOY NC FAM-S assessment.		Mark Shinkaruk	08/15/2019
	<i>Notes:</i>				
	9/25/17	Administer I-ready diagnostic in reading and math to all students.		Paul Roncone	08/28/2019
	<i>Notes:</i>				
	8/30/17	MTSS PD		Misty Basham	09/03/2019
	<i>Notes:</i>				
	9/25/17	Grade level teams will analyze data to determine instructional plans for addressing gaps as defined by I-ready diagnostic.		Misty Basham	09/30/2019
	<i>Notes:</i>				
	12/5/17	Identify students who performed two grade levels below proficiency on the first administered i-Ready diagnostic.		Misty Basham	09/30/2019
	<i>Notes:</i>				
	8/13/19	MTSS PD		Misty Basham	10/01/2019
	<i>Notes:</i>				
	9/25/17	NC Check-in administered		Dana Gillis	10/30/2019
	<i>Notes:</i>				

8/13/19	MTSS PD		Misty Basham	11/05/2019	
<i>Notes:</i>					
9/25/17	Administer I-ready diagnostic 2 for identified students.		Dana Gillis	01/15/2020	
<i>Notes:</i>					
9/25/17	Teachers will analyze data from the i-ready diagnostic and NC/ISS check in. Teams to use this data to monitor progress and identify course corrections.		Dana Gillis	01/16/2020	
<i>Notes:</i>					
9/25/17	Administer i-ready diagnostic 3 to identified students.		Dana Gillis	04/27/2020	
<i>Notes:</i>					
9/25/17	Administer EOG and EOC tests to all students.		Dana Gillis	05/15/2020	
<i>Notes:</i>					
8/13/19	Perform NC FAM-S assessment process.		Mark Shinkaruk	05/22/2020	
<i>Notes:</i>					
9/25/17	Analyze EOG data at ISS end-of-year review.		Dana Gillis	06/22/2020	
<i>Notes:</i>					
<b>KEY</b>	<b>A4.06</b>	<b>ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		Staff has received Bully prevention training, Teachers regularly promote the 10 IB Learner Traits. The school has an active School Counselor who is available to students. Recent school climate data indicates that students feel emotionally safe at school. Classroom norms are established. Schoolwide norms are established. Mission statement indicates that "other people with their differences can also be right."	Limited Development 03/13/2017		
<b>How it will look when fully met:</b>					
<b>Actions</b>					
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The MMS Leadership Team consists of the principal and the Instructional Facilitator. They meet every week at 10 am. Agenda and minutes from those meetings are shared with all staff. The School Improvement Team consists of vertical and horizontal members of the school community. Within the SIT, there are Goal teams that meet monthly. There are grade level teams and subject level teams that meet monthly. There is a standing meeting schedule provided to all staff at the beginning of the year.	Limited Development 04/06/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Instructional and Instructional Methods - Unit Planner Goal Team, Instructional Facilitator PD and ERPD School and community connections - PTSO, Athletic Boosters, parent representatives on SIT Whole School Improvement - SIT, Leadership Team	Limited Development 04/06/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Principal observes classrooms systematically in order to be compliant with state requirements. Principal works to give timely feedback based on a observation schedule that is planed for the entire school year. Principal completes all observations, conferences, Professional Development Plan (PDP) discussions and summary evaluations by June 2018.	Limited Development 04/06/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We have a global picture of students at each grade level. We know the data regarding students who are considered at risk. However, we do not have systematic processes to address those students with fidelity. Professional development is not necessarily tied to classroom observations or to individual professional development plans. Professional development needs to be crafted specifically for a high performing IB MYP program. School climate survey indicates that teachers would like PD to be more directly tied to the needs of the school.	Limited Development 04/06/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Principal works with HR department to vet current applications through HRMS and various job fairs around the region. Principal has a system of evaluations, is knowledgeable about goal setting and action plan/mandatory improvement plan development . Principal gathers data in the spring of each school year to determine staffing needs. Begins recruitment around March each year. Uses VIF to recruit world language teachers.	Limited Development 04/06/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Based on school climate survey, parents and students feel that there is solid communication between home and school. However, the team agrees that we need to hold more nights where parents will learn about Canvas, Criteria, and other various instructional sessions. Team agrees that we need to establish a common Canvas language for ALL teachers.	Limited Development 04/06/2017		
<i>How it will look when fully met:</i>					
<i>Actions</i>					
<i>Notes:</i>					