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**
Initial Assessment:	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. 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.	Limited Development 04/27/2017		
How it will look when fully met:	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.		**Dana Gillis**	**06/07/2019**
Actions		**13 of 28 (46%)**		
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	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	Establish service as action expectations for investigate	Complete 09/12/2017	Dana Gillis	09/12/2017
	Notes: 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.			

5/17/17	Implement the investigate stage of service learning.	Complete 09/27/2017	Dana Gillis	09/27/2017
	Notes: This is an early release day. Students will divide into their service learning groups and implement the investigate stage of service learning.			
5/17/17	Establish service as action expectations for plan.	Complete 01/16/2018	Dana Gillis	01/16/2018
	Notes: 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.			
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
	Notes: 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	Establish service as action expectations for taking action. This step includes:	Complete 02/13/2018	Dana Gillis	02/13/2018
	Notes: This is a goal team meeting. Demonstrate service as action/create a product or outcome. Demonstrate thinking skills. Demonstrate communication and social skills.			
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
	Notes: 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			
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
	Notes: 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
	Notes: 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
Notes:				
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
Notes:				
10/4/17	Teachers will check-in with Investigate progress	Complete 12/05/2017	Dana Gillis	10/30/2017
Notes:				
6/11/18	The seven service learning outcomes will be shared with teachers at the beginning of the school year.		Dana Gillis	08/16/2018
Notes:				
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.		Dana Gillis	08/16/2018
Notes:				
6/11/18	Establish service as action expectations for investigate		Dana Gillis	09/11/2018
Notes:	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.			
6/11/18	Implement the investigate stage of service learning.		Dana Gillis	09/26/2018
Notes:	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.		Dana Gillis	10/26/2018
Notes:	Between 10/22-10/26 students will return to Service class for check in.			
6/11/18	Teachers will check-in with Investigate progress for the final time.		Dana Gillis	12/17/2018
Notes:	Teachers will check in during NC Check Ins with modified schedule			
6/11/18	Establish service as action expectations for plan and taking action.		Dana Gillis	01/15/2019

	Notes:	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 implement the planning stage of service as action with all students.		Dana Gillis	02/27/2019
	Notes:	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.		Dana Gillis	03/27/2019
	Notes:	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.		John Hieb	03/28/2019
	Notes:				
	6/11/18	Phoenix Rise Day; all students and staff will be participating in taking action.		Dana Gillis	05/08/2019
	Notes:				
	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.		Dana Gillis	05/14/2019
	Notes:				
	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.		Dana Gillis	06/05/2019

Notes:				
6/11/18	Teachers will email Dana Gillis and Mr. Shinkaruk names of students who did not complete all four steps.		Dana Gillis	06/07/2019
Notes:				
8/22/18	Create a parent information document that explains the service learning expectations for the year.		Dana Gillis	09/11/2018
Notes:				

Core Function:	Dimension A - Instructional Excellence and Alignment			
Effective Practice:	**Curriculum and instructional alignment**			
KEY **A2.04**	**Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	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. The principal 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		
How it will look when fully met:	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. 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.		**John Hieb**	**06/07/2019**
Actions		**14 of 20 (70%)**		
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	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.			
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:			
8/30/17	ATL PD	Complete 12/12/2017	Cindy Farmer	12/12/2017
	Notes:			
8/30/17	Teaching Methods PD	Complete 02/16/2018	Cindy Farmer	01/16/2018
	Notes:			
8/30/17	Formative Assessment PD	Complete 03/13/2018	Cindy Farmer	03/13/2018
	Notes:			
8/30/17	Differentiation PD	Complete 04/24/2018	Cindy Farmer	04/24/2018
	Notes:			
8/30/17	Resources PD	Complete 08/22/2018	Cindy Farmer	05/08/2018
	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:			

Date	Action	Status	Responsible	Target Date
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
Notes:				
6/11/18	Set Expectations For 2018-19 School Year.	Complete 08/23/2018	Mark Shinkaruk	08/16/2018
Notes:	Attach unit planner to NCEES Develop 1 new unit plan per year			
6/11/18	Meet in PLC with IB Coordinator/Amy Bice to complete Unit Planner.		Mark Shinkaruk	05/28/2019
Notes:				
9/20/18	Leadership team will do a fidelity check of IB Unit Planners as submitted in NCEES.		Mark Shinkaruk	12/18/2018
Notes:				
9/20/18	Leadership team will do a fidelity check of IB Unit Planners as submitted in NCEES.		Mark Shinkaruk	05/29/2018
Notes:				
9/20/18	Provide Category 1 training for staff members		Mark Shinkaruk	06/07/2018
Notes:				
9/20/18	Provide specialized IB training with other MYP programs		Mark Shinkaruk	10/29/2018
Notes:				
9/20/18	Provide Head of School Training and a Category 2 training for principal		Mark Shinkaruk	06/07/2018
Notes:	Mark has already completed the Head of School training as of 9/12/18			

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**
Initial Assessment:	During the 2017-2018 school year we used data from i-Ready diagnostic test to prescribe i-Ready instruction to a select group of students. These students received this instruction both at home and during remediation before school. Each student was represented in a global picture document and I-Ready diagnostic instrument. Teachers used the global picture and I-ready, as well as EOG data, EOC data, historical EVAAS data, NC Check-ins, and ISS Check-ins to drive instruction which will be reflected in the IB Unit Planner.	Limited Development 03/13/2017		
How it will look when fully met:	All students will be assessed in reading and math as measured by the i-Ready diagnostic tool. Teachers will use the i-Ready data, EOG data, historical EVAAS data, NC Check-in data, and ISS Check-In data to drive differentiated instruction. Information for 100% of students will be housed in the "MMS global picture" document. Differentiation will be documented and reflected in the IB Unit Planner.	**Objective Met 06/11/18**	**Mark Shinkaruk**	**05/31/2019**
Actions				
8/30/17	Differentiation PD	Complete 05/01/2018	Cindy Farmer	04/10/2018
	Notes:			
9/25/17	Administer I-ready diagnostic in reading and math to all students.	Complete 08/30/2017	Cindy Farmer	08/31/2017
	Notes:			
9/25/17	Grade level teams will analyse data to determine instructional plans for addressing gaps as defined by I-ready diagnostic.	Complete 10/30/2017	grade level teams	10/31/2017
	Notes:			
9/25/17	Administer I-ready diagnostic 2.	Complete 01/15/2018	Cindy Farmer	01/15/2018
	Notes:			
9/25/17	NC Check-in administered	Complete 10/25/2017	Dana Gillis	10/29/2017
	Notes:			
9/25/17	Administer ISS check-in for those subjects that are not included on NC check in.	Complete 11/01/2017	Dana Gillis	11/01/2017
	Notes:			
9/25/17	Administer NC and ISS check-in.	Complete 01/19/2018	Dana Gillis	01/19/2018

Notes:				
9/25/17	Teachers will analyse data from the i-ready diagnostic and NC/ISS check in. Teams to use this data to monitor progress and identify course corrections.	Complete 02/06/2018	Cindy Farmer	01/31/2018
Notes:				
9/25/17	Administer NC and ISS check in.	Complete 03/26/2018	Dana Gillis	03/29/2018
Notes:				
9/25/17	Administer i-ready diagnostic 3 to all students.	Complete 04/24/2018	Cindy Farmer	04/27/2018
Notes:				
9/25/17	Grade level teams will analyse data from i-ready diagnostic and NC/ISS check-ins to monitor progress and set course corrections.	Complete 05/22/2018	grade level teams	05/22/2018
Notes:				
9/25/17	Administer EOG and EOC tests to all students.	Complete 06/09/2018	Dana Gillis	06/09/2018
Notes:				
9/25/17	Analyse EOG and EOC data at ISS end-of-year review.	Complete 06/08/2018	leadership team	06/15/2018
Notes:				
12/5/17	Students who performed two grade levels below proficiency on the first administered i-Ready diagnostic will participate in i-Ready instructional remediation. There are 36 identified students in reading and/or math. i-Ready lab will be on Tuesdays and Thursdays before school.	Complete 10/30/2017	Cindy Farmer	10/30/2017
Notes:				
12/15/17	iReady Instructional component purchased and assigned to a cohort of 36 students. Practice time begins in media center on Tuesday and Thursday mornings to those interested students.	Complete 12/04/2017	Cindy Farmer	12/04/2017
Notes:				

KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Staff have 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		
How it will look when fully met:					
Actions					
	Notes:				

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
Initial Assessment:		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		
How it will look when fully met:					
Actions					
	Notes:				

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**
Initial Assessment:	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		
How it will look when fully met:				
Actions				
Notes:				

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**
Initial Assessment:	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		
How it will look when fully met:				
Actions				
Notes:				

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**
Initial Assessment:	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		
How it will look when fully met:				
Actions				
Notes:				

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**
Initial Assessment:	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		
How it will look when fully met:				
Actions				
Notes:				

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
Initial Assessment:			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		
How it will look when fully met:						
Actions						
		Notes:				