



School Improvement Plan

International Academy

Bloomfield Hills School District

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TABLE OF CONTENTS

Introduction.....	1
Executive Summary	
Introduction.....	3
Description of the School.....	4
School's Purpose.....	6
Notable Achievements and Areas of Improvement.....	7
Additional Information.....	9
Improvement Plan Stakeholder Involvement	
Introduction.....	13
Improvement Planning Process.....	14
School Data Analysis	
Introduction.....	17
Demographic Data.....	18
Process Data.....	21
Achievement/Outcome Data.....	24
Perception Data.....	30
Summary.....	35

School Additional Requirements Diagnostic

Introduction.....	39
School Additional Requirements Diagnostic.....	40

2016 September Goals and Plans

Overview.....	43
Goals Summary.....	44
Goal 1: All Diploma Students will improve their skills for IB Internal Assessments.....	45
Goal 2: All students will have the opportunity to engage in the classroom in a variety of teaching styles that address the diversity of learning styles in the classroom.....	45
Goal 3: All MYP Students will participate in a interdisciplinary unit.....	47
Goal 4: All 9th and 10th grade students will be assessed by MYP standards based criteria.....	48
Activity Summary by Funding Source.....	50

Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The International Academy is a public, tuition-free high school of choice for students of 14 Oakland County school districts collaborating in consortium with university and business partners. Commencing with 9th grade, it provides a unique blend of rigorous academic standards, practical and career-related learning as well as personal development opportunities. There are currently about 1500 students across the three campuses. The school prides itself on the diversity of our staff and students who bring together a rich background of interests, perspectives, traditions and languages.

The International Academy is a Shared Educational Entity with 14 different districts in Oakland County, Michigan. The three campus of the International Academy are the IA East in the Troy School District, IA West in the Huron Valley School District and the IA Okma in the Bloomfield Schools District. These three districts serve as the fiscal agents for each of the campuses housed within their school district boundaries and/or property. As a Shared Education Entity all districts participate in the Sending Scores Back policy.

As an International Baccalaureate certified high school, the IA offers the full International Baccalaureate diploma program to all of its students and functions as the first all IB diploma public high school in North America. The IA opened its doors in August, 1996, and graduated its first diploma candidates in May, 2000. In 2012, the IA received its Middle Years Programme (MYP) authorization for grades 9-10. The MYP is designed for students aged 11 to 16.

It provides a framework of learning which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century.

The MYP is flexible enough to accommodate the demands of most national or local curriculums. It builds upon the knowledge, skills and attitudes developed in the IB Primary Years Programme (PYP) and prepares students to meet the academic challenges of the IB Diploma Programme.

The IB Middle Years Programme:

- addresses students' intellectual, social, emotional and physical well-being
- enables students to understand and manage the complexities of our world, and provides them with the skills and attitudes they need in order to take responsible action for the future
- ensures breadth and depth of knowledge and understanding through the study of eight subject areas
- requires the study of at least two languages to support students in understanding their own culture and that of others
- provides the opportunity for students to undertake an independent project into an area of interest.

MYP assessment standards are consistent around the world. In order to maintain the rigour for which the IB is renowned, the MYP assessment model is criterion-related. Teachers structure varied and valid assessment tasks so that students can demonstrate achievement according to objectives defined by the IB. Tasks are assessed against established criteria, not against the work of other students.

The IB Diploma Programme (DP) is an academically challenging and balanced programme of education with final examinations that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme, has gained recognition and respect from the world's leading universities.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

School Improvement Plan

International Academy

- develop physically, intellectually, emotionally and ethically
- acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups
- develop the skills and a positive attitude toward learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique -theory of knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the extended essay
- enhance their personal and interpersonal development through creativity, action and service

Some of the unique challenges are that these students are coming from 50+ different public/private middle schools. Standards and expectations vary from community to community. For example, the IB program puts inquiry, critical thinking and research skills at the center of the program model. The Personal Project (10th grade) and the Extended Essay (12th grade) have high research and information literacy expectations. Many communities have eliminated the media specialist position and closed school libraries, leaving the students with a very basic level of research skills. The media specialists have to teach a sequence of lessons to put every student on equal footing to prepare them for IB research requirements.

Educational technology is integrated into every course in some way. Every teacher has an online Moodle course designed to supplement and enrich their in-person class. Email and social media are used to communicate with students to send out reminders, review material and assignments. We are able to offer our students over 800 reference eBooks, 50+ research databases and thousands of print books at each campus. The Virtual Library is available to students 24/7 year round. The library is at the core of the curriculum, providing research and supplemental materials to our students.

The IB Learner Profile is the focus for the school. The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century.

The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. As IB learners we (students and staff) strive to be:

inquirers

knowledgeable

thinkers

communicators

principled

open-minded

caring

risk-takers

balanced

reflective.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of the International Academy: The International Academy community, through the International Baccalaureate program, instills cultural appreciation and global citizenship while promoting personal development and a passion for learning.

The vision of the International Academy:

Instruction

The instruction of the International Academy will be engaging, innovative, student-centered, and inquiry based.

IA staff will demonstrate their enthusiasm for and knowledge of the subject matter, fostering creativity and confidence in a supportive and challenging environment so that each student can make meaningful connections across the curriculum.

Curriculum

The curriculum of the International Academy will be in full alignment with the standards of the International Baccalaureate Middle Years and Diploma Programs, in addition to state standards.

IA staff will embrace a rigorous curriculum with a central philosophy of making interdisciplinary and global connections while encouraging individual initiatives and multiple perspectives.

Culture

The culture of the International Academy will balance the social, emotional, and physical health of our community. We will embrace and value commonalities and individuality.

Through creativity and intellectualism, we will encourage holistic growth within a comfortable, safe learning environment.

Assessment

Assessments will fairly evaluate the unique and diverse abilities and knowledge base of all students. Formative assessments will be used to strengthen skills, provide practice and feedback to students during the learning process. Summative assessments will emphasize mastery of the skills and content knowledge that students have had an opportunity to learn.

Teachers will validly, reliably and consistently assess student work in accordance with the IB grading criteria and practices. Evaluation criteria will be reflective of curricular goals, supported by professional, scientific and ethical standards and developmentally appropriate.

Students will also be engaged in the assessment process through reflection and self-evaluation that leads to goals for learning.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

For the past three years, the IA's testing results remain above state and world averages. Below are the results for 2015, which does not vary significantly each year.

SAT I Scores:

-Cr Reading - 647

-Math - 684

-Writing - 653

IB Diploma Success Rate:

-2015 World Average (May & Nov) - 79%

-2013, 2014, and 2015 IA Average(May) - 96%

2015 ACT Mean Scores:

-Composite - 29.5

-English - 30.2

-Math - 29.6

-Reading - 28.8

-Science - 29.0

Average points (45 possible) obtained by IA students who earned the IB diploma:

-32 (2015 world average - 29.9)

Average score (7-point scale) obtained by IA students who earned the IB diploma:

-5.11 (2015 world average - 4.8)

National Merit Recognition for Class of 2015:

-Fifty-six (56) students in our class of 341 students have been identified as National Merit Scholars.

Further, the accreditation team highlighted some areas of strengths for the IA. They are listed below:

1. Leaders and staff are engaged to work effectively and collaboratively with all stakeholders on school improvement efforts to achieve the school's purpose and direction.
2. Purposeful and collaborative practices among stakeholders demonstrate the shared vision, values, and beliefs about teaching and learning.
3. Staff participates in ongoing and intentional collaborative communities to improve student achievement.
4. Students and staff have access to and use a wide range of media and information resources to support the educational programs of the schools.

After the recent Accreditation process, the following are identified as areas of improvement:

1. Develop and implement a formal plan where each student has an adult advocate besides the counselor at the school.
2. Formulate and implement a plan for using existing technology to increase purposeful student collaboration across the campuses.
3. Develop and implement a systematic process at the campuses to collect, monitor, and analyze data to improve student achievement.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

The IB Learner Profile guides classroom and instruction and helps to create the collaborative environment each day. The IB Learner Profile is the IB mission statement translated into a set of learning outcomes for the 21st century. It provides a long-term vision of education and is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose. As IB learners we (students and staff) strive to be:

inquirers
knowledgeable
thinkers
communicators
principled
open-minded
caring
risk-takers
balanced
reflective

The clubs and extra curricular activities students have access to include:

Anime Club
Arab-American Association
Art Club
Asian Student Association
Basketball
Biology/Chemistry Olympiad
Black Student Association
buildOn
Card Club
Chemistry Club
Christian Student Association
Creative Writing Club
Culture Club
Dance Club
DECA
Ecology Club
Economics Challenge
Forensics
French Honor Society
Full Orchestra
Gay-Straight Alliance
German Honor Society

School Improvement Plan

International Academy

Harry Potter Club
Health Occupations Students of America
Horses Heal Hearts
Indian American Student Association
Jazz Band
Jewish Student Association
Key Club
Literary Magazine
M.A.P.S
Math Club
Mock Trial
Model United Nations
Muslim Student Association
National Honor Society
Phoenix Theater Company
Ping Pong Club
Quiz Bowl
Robotics
Science Olympiad
Ski and Snowboard Club
Spanish Honor Society
Yearbook

The International Academy also has an enrichment program. The Enrichment Program gives IA students the chance to explore areas of interest outside the normal school curriculum. International travel opportunities and culture studies form a core component of the broad international exposure.

- A graduation requirement of the IA, the enrichment program gives students exposure to new cultures, skills, and career paths.
- Approximately 125 Enrichments are offered each year including approximately 8 international and domestic trips.

The districts that are part of the consortium for the IA are listed below:

International Academy Okma (Central)

Avondale

Berkley

Birmingham

Bloomfield Hills

Clawson

Lake Orion

Oxford

Rochester

Royal Oak

Waterford

West Bloomfield

International Academy West

Huron Valley

South Lyon

School Improvement Plan

International Academy

Out of County Choice

International Academy East

Troy

Out of County Choice

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The IB Evaluation Team (the new name for the School Improvement team for the 2015/16 and 2016/17 school years) is open to all staff at all three campuses. The IB Evaluation team meets one or two times for each month that is part of the school calendar. Meetings are after school. Each campus has two team members that are responsible for running teacher PD, campus meetings and leading the school evaluation process.

For the 2015-16 School Year, the IB Evaluation Team worked collaboratively to create professional development opportunities around the IB self-study process. The two IB programmes offered at the International Academy are under-going an 18-month evaluation process. The IB Evaluation team met either at scheduled meetings after school and in full- and half-day meetings to plan and coordinate activities.

For the IB evaluation, the school community (parents, students, teachers, administrators, alumni, and community members) was surveyed to evaluate how the IA was meeting the IB Standards and Practices.

Additionally, the associate principals at each campus engaged in quarterly meetings with identified student leaders on each campus to understand and gauge student involvement, workload and engagement with the curriculum and school improvement goals.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Based on one of the goal to utilize data in making decisions to improve student learning, each department must come up with a list of their own goals. The departments are required to create a goal at the MYP level (grades 9-10) and at the DP level (grades 11-12). Part of the data used in creating these goals involves analyzing 5 years of IB results as it relates to each department. Other data used includes summative assessments results from the prior year. A Backwards by Design approach is used in creating the goals, utilizing the DP data to inform the MYP goals.

The goals are submitted to the administrative team and then shared them with the Cabinet team, which is comprised of department chairs and administration. These goals relate to the suggestions provided by the AdvancEd External Review Committee.

Every department is working towards creating interdisciplinary goals for the 9-10 level, working on internal assessment strategies at the 11-12 level.

Methods designed to enhance student engagement is part of the the process for the 2015-16 school year. Teams of teachers and administrators attended IB Workshops and Cultures of Thinking training to understand and improve instructional strategies in the classroom. All teachers recognized their department goals also fall within the school improvement goals and will measure them based on data collection throughout the school year.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan is communicated to all teachers during staff meetings, department meetings and teacher professional development.

Students are made aware of the SI plan in the classroom by teachers discussing the school goals when appropriate and the cycle of improvement fits in to the MYP Design Cycle. When the students are expected to use the Design Cycle (investigate, plan, create, evaluate) in their learning, teachers give them the real world example of the school improvement process (gather, study, plan, do).

Students are also given brief updates via Moodle about the SI process in an effort to make them aware.

The SI plan as well as the IB Evaluation information is communicated to parents during the Principals Dialogue (a quarterly parent face-to-face meeting with the principal), Coffee with the Counselors (a monthly parent face-to-face meeting with the counselors) and via the parent list-serv that contains all the school news every Friday (Weekly Message). There is a new parent orientation and an IB program orientation (for 10th grade parents) where the school goals are discussed.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

There is an average of 20% attrition from grades 9-12 across campuses. The challenges in maintaining enrollment include lack of mass transportation; students must rely on carpooling to arrive at the IA. In addition, since the students are taking all honors courses, sometimes the workload can be overwhelming and students return to their home high school. The strength of the economy also impacts enrollment as many international families return to their home country due to lack of demand in their U.S. based company.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Students reporting to school each day remains consistently high. Informal talks with students indicate sometimes they stay up too late completing homework, which wears down their immune system.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Over the last three years there has been limited data to observe any trends in student behavior. Analyzing the types of incidents that did occur, shows the highest frequency of academic dishonesty and digital citizenship. First offenses have remained consistent, especially in the ninth grade. Anecdotal information shows that repeat offenders reduced during the 15-16 school year.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Providing different support systems for students to complete their homework after school and providing balance with homework load are possible actions. In addition, school personnel have been trained in Restorative Practices which will hopefully help students reflect on how their actions impact the school community.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

Now that the school is no longer expanding, there is a more experienced group of leaders who can focus leading in different ways within their department, including differentiated student-centered lessons that engage students and address any gaps that exist in student performance. The administrative team is also more experienced, understanding the needs of the school, and helps design professional development that meet the needs of the teachers.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

During the years from 2006-2012, there were many new teachers who were mentored by veteran teachers. Now that the school is no longer expanding, there is a more experienced group of leaders who collaborate with each other on designing new lessons, tweaking existing lessons, and focusing less on learning the curriculum and more on the classroom environment, including the IB's focus on Approaches to Teaching and Learning and Cultures of Thinking. All of these components will help to increase student achievement as the school is able to now focus on professional development that focuses more on student-centered lessons that engage students as well as addressing any gaps that exist in student performance

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

The number of absences due to illness is low. Absences due to professional learning are related to the IA's mission and help to further strengthen supporting teachers in the classroom. The IA hires graduate assistants for each subject area who work with the students and teachers on a daily basis. When there is an absence due to professional development or illness, these graduate students typically know what content is being taught in the classroom and know the students, thereby minimizing the impact of the teacher being absent for the day.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

When teachers are absent for professional learning, they are typically attending Departmental Development Days or IB conferences. In both situations, multiple teachers are attending the same professional learning. As a result, the teacher collaboration with lesson design and sharing of ideas is higher, which will likely positively impact student achievement. Additionally, the use of graduate assistants who worked with teachers and students regularly before and after the absences provides the school with the ability to limit the impact of teacher absence.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

A continued focus on remaining Balanced (Learner Profile Characteristic) will be important in helping students and teachers manage the workload and remain healthy. In addition, allocating a portion of staff meeting time for learning can also help alleviate some pressures.

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

In reviewing the responses from Parents, Staff and Student surveys, the two Standards that stood as strengths of the school were Standard 1: Purpose and Direction and Standard 2: Governance and Leadership. These strands earned scores of 4.17 and 4.07 respectively.

The specific indicators within these strands that were rated the highest were:

Indicator 1.2: The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills

Indicator 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Indicator 2.4: Leadership and staff foster a culture consistent with the school's purpose and direction.

Indicator 2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

In reviewing the responses from Parents, Staff and Student surveys, the Indicators that stood out as challenges as of the school were:

Indicator 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Indicator 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Indicator 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

12. How might these challenges impact student achievement?

Indicator 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

The school will continue to streamline the information flow to provide one place for parents and students to obtain information about student progress and development through the listserv and Mi-Star System. The school will continue to improve the communication around the MYP report card and how it captures student growth in the MYP.

|

Indicator 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Every student needs an adult advocate at school to help each student feel safe and welcome at the school. A mentor/mentee relationship built over many years helps to foster the sense of community and belonging. Students that lack this sense of community struggle with making
SY 2016-2017

lasting connections that foster learning and skill development.

Indicator 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Leadership will continue to work on communication of key aspects of the school and specifically student learning and growth to further deepen the community understanding and involvement that is crucial to student success.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The school has instituted a passport and C day system to help foster relationships with faculty and students. C Days are days of service that provide students with the opportunity to engage in helping the larger community with a cohort of faculty and students. These days with strengthen ties within the school and help to build a collaborative culture. Additionally, the Passport system has been revised to include monthly meetings with smaller mentor groups with specific agenda/curriculum to enhance student relationships within the Passport class and with the Passport teacher.

In addition to including parents in the C Day activities, the school will be implementing a new MYP report card that will provide additional information about student growth. Coupled with weekly emails about significant events at the school, the larger community will understand how the mission and vision of the school is implemented on a daily basis.

Leadership will continue to work on communication of key aspects of the school and specifically student learning and growth to further deepen the community understanding and involvement that is crucial to student success.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Students with disabilities are identified prior to the start of the school year by contacting each consortium district 504 contact and special education department. This is particularly important with incoming 9th graders so they understand what is available to them and school personnel can support their needs immediately. Students not only receive intervention support from their home school district, but from the IA as well. After school, teachers are available to meet with students for an hour after the end of each school day. During that time, teachers also hold group tutor sessions, review sessions and provide individual help.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Extended Learning Opportunities include:

1. By contract, teachers are at work one hour after the end of each school day. During this time, teachers meet individually with students, lead group tutor session, and provide review opportunities.
2. Rather than missing class to make up an exam, students can do this after school.
3. In 10th grade, all students take physics, which uses standards-based grading. During lunch or after school, students may reassess their exam.
4. National Honor Society, Spanish Honor Society, French Honor Society, and German Honor Society all provide tutoring opportunities after

school.

5. IB Scholars is offered to 11-12th grade students after school. These are students who may be struggling in their DP courses.

6. Summer enrichment courses are offered to 9/10 graders in the subjects of second language and English.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Identification is mainly through teacher referrals and the at-risk report. The at-risk report is generated 8 times annually and reviewed by the BIT. The Math Lab is used to support struggling math students 5 days a week. Similar to the math lab, graduate assistants often provide tutoring as well during the school day. Parents and students are aware teachers are available after school. This is identified in our enrollment sessions, curriculum night, communication via List Serve, and on the website. Students are also identified in the bi-monthly BIT meetings. Teachers and counselors may identify students who are struggling in their courses. A plan of action is created for each student and one or several members of the team communicates that with parents and teachers (where necessary).

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Departments review state standards annually to ensure vertical and horizontal alignment. The breadth and depth of the IB curriculum ensures the IA covers all state standards. In addition, MDE also has a link to IB programs on its website.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

The IA does not use the MIPHY health survey/screener

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Students at the International Academy:

1. Read at level, but in most cases above grade level. In the rigorous curriculum of the IB, students are expected to read and comprehend college level novels such as Song of Solomon and The Handmaid's Tale.
2. Students also engage with challenging works in translation such as Chronicle of a Death Foretold and Midaq Alley. Student comprehension of these challenging texts is very good.
3. Students use language choices, context, and figurative language to understand the authors' intent. Students sometimes are challenged by these texts as well. Reading these texts requires more effort, more annotation and more time in many cases. Encouraging students to take that time can be a challenge, but the time spent often equates to understanding of nuances of the texts. In order to assist students with these concerns, teachers read with students and offer in class reading time. Additionally teachers model annotation and reading strategies.

19b. Reading- Challenges

Students use language choices, context, and figurative language to understand the authors' intent. Students sometimes are challenged by these texts as well. Reading these texts requires more effort, more annotation and more time in many cases.

19c. Reading- Trends

these concerns are addressed through teachers reading with students and offering in class reading time, student comprehension improves. Additionally teachers model annotation and reading strategies, which is also helpful.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

As a school, there is a focus on providing balance and looking at the types of homework that are given. Continuing to provide teachers with classroom strategies that are student-centered, including time to work on areas students have difficulty with, will provide encouragement for teachers to utilize class time for target interventions.

20a. Writing- Strengths

Students at the International Academy:

1. write in a highly organized fashion.
2. Students make solid use of paragraph structure, transitions, and methods of integrating textual support that serve the context and intention.
3. Ideas & opinions are organized in a clear and coherent manner with ideas building on each other. This includes fluid transitions between ideas inside paragraphs and between body paragraphs.
4. Quotations are integrated into students' own sentences.
5. Students have thoughtful thesis statements that provide a focus for their responses.

20b. Writing- Challenges

While students typically are well organized, some of our students still seem to struggle with:

1. sophisticated transitions
2. Building on ideas throughout their essays.

20c. Writing- Trends

Students respond well to strategies used by teachers such as color coding and mentor texts. Students have analysis and appreciation of the ways in which language, structure, techniques and style shape meaning. Students use examples of various choices made by the author and their effect on meaning.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Through the MYP and DP Approaches to Teaching and Learning, teachers across disciplines address writing skills and communication in their class as the IB has a heavy emphasis on reading and writing. This will remain a continued emphasis in all disciplines.

21a. Math- Strengths

1. With the newer Internal Assessment Model, students are more excited about getting to choose an area of interest to explore mathematically and they are more engaged with the process.
2. On their Internal Assessments, students do well with communicating effectively and representing their mathematical processes thoroughly.
3. For External Assessments, students are prepared for the format and types of questions that are assessed. Students are especially adept at completing the questions at the beginning of the exams as they are more straight forward.

21b. Math- Challenges

1. With the newer Internal Assessment Model, students have difficulty with picking a topic. They must choose a topic to explore mathematically, and this is challenging for them to do.
2. Students also have difficulty with the Reflection portion of the Internal Assessment Criteria. Incorporating substantial evidence of critical reflection is difficult for them.
3. With the External Assessments, the students have difficulty with the more challenging questions at the end of the test. These questions are the distinguishing questions for students who earn the highest scores.

21c. Math- Trends

1. As a result of focusing greatly in the MYP on Communication Skills, the DP students are well prepared to communicate effectively on their Math Internal Assessments.
2. The grading of the Internal Assessments has been much more consistent as we have adapted to the newer model. Our scores in the past year have been within 1 point of the moderated scores.
3. Students continue to score above the world average on their math requirements for the IB.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Each department has MYP and DP goals. Mathematics includes utilizing the internal assessment scores to improve student performance. Improvement on internal assessments is also one of the goals the entire school is working towards.

22a. Science- Strengths

Strengths in Science include:

1. Greater articulation between the skills and concepts introduced in the MYP courses with the DP courses. Students are better able to think independently.
2. Strong collaboration across three campuses to provide students with similar core classroom experiences.
3. Through direct teaching experiences, students are gaining confidence with the expectations of the Internal Assessment model.
4. Students are well prepared for the expectations of the exit exams both in terms of the style of questions and strategies for answering the questions.

22b. Science- Challenges

1. Students tend to be challenged the most when applying what they learn in unfamiliar situations
2. Students still experience challenges when designing and executing a laboratory investigation. They need additional exposure to diverse methods of research and data analysis tools to better meet these challenges.

22c. Science- Trends

1. As the year progresses, there is an increase in students' ability to apply their knowledge in unfamiliar situations
2. Through the introduction of lab experiences in the MYP courses, the students are able to readily meet the expectations of the required laboratory practicals of the DP courses.
3. Through the implementation of the new biology curriculum there is greater inter-disciplinary connection between the nature of science and TOK courses.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

By utilizing the IB's Approaches to Learning and Teaching as part of our School Improvement Goal, the application skills necessary for improvement will be addressed.

23a. Social Studies- Strengths

Throughout the four year program, students learn to be critical thinkers that solve complex real world problems.

1. They do a very good job of connecting current issues around the world to appropriate solutions. For instance, in our 9th grade classes students must solve a multitude of problems such as controversial water rights in the Middle East by creating a solution that will be sold to the United Nations.
2. They analyze a great deal of primary and secondary sources to draw their own conclusions about various historical phenomena. The construction of historical arguments that is backed by evidence is a major strength of our students.
3. Students do an exceptional job of sharing their viewpoints through drawings, discussions, writing, websites, presentations, videos and more.

23b. Social Studies- Challenges

Each year of the program students develop source analysis skills using an OPVL format. Students have struggled to connect the origin and purpose of documents to the values and limitations.

23c. Social Studies- Trends

Students have struggled to connect the origin and purpose of documents to the values and limitations. This has been a trend over the last three to four years.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

With the implementation of a new Diploma Program curriculum there is a more explicit connection between the two components. As a staff we are working to better this skill through our departmental goal. We explicitly show students how these ideas connect and the ways in which using this information will help inform better historical arguments. This is reflected in the internal assessment School Improvement goal.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

3.2: Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

1.2: The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills

2.4: Leadership and staff foster a culture consistent with the school's purpose and direction.

3.1: The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations

3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

The school has instituted a passport and C day system to help foster relationships with faculty and students. C Days are days of service that provide students with the opportunity to engage in helping the larger community with a cohort of faculty and students. These days with strengthen ties within the school and help to build a collaborative culture. Additionally, the Passport system has been revised to include monthly meetings with smaller mentor groups with specific agenda/curriculum to enhance student relationships within the Passport class and with the Passport teacher.

In addition to including parents in the C Day activities, the school will continue implementing the MYP report card providing valuable
SY 2016-2017

additional information about student growth. Coupled with weekly emails about significant events at the school, the larger community will understand how the mission and vision of the school is implemented on a daily basis.

Leadership will continue to work on communication of key aspects of the school and specifically student learning and growth to further deepen the community understanding and involvement that is crucial to student success.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

2.4: Leadership and staff foster a culture consistent with the school's purpose and direction.

1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

3.12: The school provides and coordinates learning support services to meet the unique learning needs of students.

2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

3.10: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

The school has instituted a passport and C day system to help foster relationships with faculty and students. C Days are days of service that provide students with the opportunity to engage in helping the larger community with a cohort of faculty and students. These days with strengthen ties within the school and help to build a collaborative culture. Additionally, the Passport system has been revised to include monthly meetings with smaller mentor groups with specific agenda/curriculum to enhance student relationships within the Passport class and with the Passport teacher.

In addition to including parents in the C Day activities, the school will be implementing a new MYP report card that will provide additional information about student growth. Coupled with weekly emails about significant events at the school, the larger community will understand how the mission and vision of the school is implemented on a daily basis.

Leadership will continue to work on communication of key aspects of the school and specifically student learning and growth to further

deepen the community understanding and involvement that is crucial to student success.

For students that need additional support the school will work to make all parents aware that teachers are available after school. This is identified in our enrollment sessions, curriculum night, communication via List Serve, and on the website. Students are also identified in the bi-monthly BIT meetings to receive additional support as necessary. Teachers and counselors may identify students who are struggling in their courses. A plan of action is created for each student and one or several members of the team communicates that with parents and teachers (where necessary).

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

3.1: The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

3.7: Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

3.6: Teachers implement the school's instructional process in support of student learning.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

5.2: Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

4.5: The technology infrastructure supports the school's teaching, learning, and operational needs.

2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Teachers have received training in Data-Wise and it is used to create department and individual student growth goals for each school year. Professional development will continue to focus on how data can be used to identify areas of strength and needed growth for students and how instructional strategies utilized in the classroom can further student growth.

As is possible, building issues and facilities maintenance issues are addressed in a timely and proactive manner. As the school leases classroom space, some issues are outside of the administrations control. In these situations, alternative arrangements are made as soon as possible for the best possible working and learning environment.

The administrative team will work on how to best communicate the autonomy given to the school to create a environment that reflects the

school's mission and vision.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

- 3.4: School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
- 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.
- 3.7: Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
- 3.1: The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

- 2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
- 2.2: The governing body operates responsibly and functions effectively.
- 4.7: The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.
- 2.4: Leadership and staff foster a culture consistent with the school's purpose and direction.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

The school has instituted a passport and C day system to help foster relationships with faculty and students. C Days are days of service that provide students with the opportunity to engage in helping the larger community with a cohort of faculty and students. These days with strengthen ties within the school and help to build a collaborative culture. Additionally, the Passport system has been revised to include monthly meetings with smaller mentor groups with specific agenda/curriculum to enhance student relationships within the Passport class and with the Passport teacher.

In addition to including parents in the C Day activities, the school will be implementing a new MYP report card that will provide additional information about student growth. Coupled with weekly emails about significant events at the school, the larger community will understand how the mission and vision of the school is implemented on a daily basis.

Leadership will continue to work on communication of key aspects of the school and specifically student learning and growth to further deepen the community understanding and involvement that is crucial to student success.

To address the diversity needs of current students and the larger community, teachers and administrators have attended diversity awareness workshops and training. Information and implementation of these initiatives have developed additional pathways to inclusion and acceptance.

The sessions attended included a six session Global Champions workshop with Bloomfield Hills Schools and Designing for Deep Thinking: An Educators' Collaborative with Ron Ritchhardt for Harvard University's Project Zero. Additionally, staff will be trained in both

School Improvement Plan

International Academy

Diversity, Academic Equity, Race Relations (DAERR) and Restorative Practices.

For students that need additional support the school will work to make all parents aware that teachers are available after school. This is identified in our enrollment sessions, curriculum night, communication via List Serve, and on the website. Students are also identified in the bi-monthly BIT meetings to receive additional support as necessary. Teachers and counselors may identify students who are struggling in their courses. A plan of action is created for each student and one or several members of the team communicates that with parents and teachers (where necessary).

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Demographic Strengths:

Students reporting to school each day remains consistently high.

There is a more experienced group of leaders who can focus leading in different ways within their department, including differentiated student-centered lessons that engage students and address any gaps that exist in student performance. The administrative team is also more experienced, understanding the needs of the school, and helps design professional development that meet the needs of the teachers.

Demographic Challenges:

There is an average of 20% attrition from grades 9-12 across campuses. The challenges in maintaining enrollment include lack of mass transportation; students must rely on carpooling to arrive at the IA. In addition, since the students are taking all honors courses, sometimes the workload can be overwhelming and students return to their home high school. The strength of the economy also impacts enrollment as many international families return to their home country due to lack of demand in their U.S. based company.

A continued focus on remaining Balanced (Learner Profile Characteristic) will be important in helping students and teachers manage the workload and remain healthy.

Process Strengths:

Indicator 1.2: The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills

Indicator 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Indicator 2.4: Leadership and staff foster a culture consistent with the school's purpose and direction.

Indicator 2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction.

Process Challenges:

Indicator 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Indicator 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Indicator 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Achievement/Outcome Strengths:

Students continue to develop their skills and content knowledge through rigorous and engaging classroom activities and assessments.

Achievement/Outcomes Challenges:

Teachers will to identify and specifically teach the skills needed in each content area to allow students to be successful on comprehensive assessments. These assessments challenge students to apply their knowledge and utilize the skills taught through the MYP and DP.

Perception Strengths:

- 1.2: The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills
- 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.
- 2.4: Leadership and staff foster a culture consistent with the school's purpose and direction.
- 3.1: The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
- 3.2: Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.
- 3.6: Teachers implement the school's instructional process in support of student learning.
- 3.7: Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.
- 4.1: Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.
- 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.
- 5.4: The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Perception Challenges:

- 2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
- 3.3: Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations
- 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.
- 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.
- 3.10: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.
- 3.12: The school provides and coordinates learning support services to meet the unique learning needs of students.
- 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.
- 4.5: The technology infrastructure supports the school's teaching, learning, and operational needs.
- 5.2: Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.
- 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Academic Dishonesty: Providing different support systems for students to complete their homework after school and providing balance with homework load are possible actions to help students. First offenses have remained consistent. Anecdotal information shows that repeat offenders reduced during the 15-16 school year.

Indicator 3.8: The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

The school needs to streamline the information flow to provide one place for parents and students to obtain information about the school and student progress and development. The school will work on an MYP report card that also captures student growth in the MYP.

Indicator 3.9: The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Every student needs an adult advocate at school to help each student feel safe and welcome at the school. A mentor/mentee relationship built over many years helps to foster the sense of community and belonging. Students that lack this sense of community struggle with making lasting connections that foster learning and skill development.

Indicator 5.5: Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Leadership will continue to work on communication of key aspects of the school and specifically student learning and growth to further deepen the community understanding and involvement that is crucial to student success.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The largest concern is providing a mentor or adult advocate as students move through the school. To that end, the C Day and Passport program will provide year-long opportunities to connect with a small advisory group (passport) and also engage in community service that builds connections for students with the school, classmates, teachers and the larger community. The design and implementation of C Day and the passport program remains a priority.

This is the C Day and Passport Strategy listed in the Goals section of the School Improvement Plan.

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	Not an elementary school.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		IA Annual Report.pdf

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	In the student's CA60 file.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Lynne Gibson, Principal 1020 E. Square Lake Road Bloomfield Hills, MI 48304 248 341 5900	

School Improvement Plan

International Academy

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

2016 September Goals and Plans

Overview

Plan Name

2016 September Goals and Plans

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Diploma Students will improve their skills for IB Internal Assessments.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students will have the opportunity to engage in the classroom in a variety of teaching styles that address the diversity of learning styles in the classroom.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$7500
3	All MYP Students will participate in a interdisciplinary unit.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
4	All 9th and 10th grade students will be assessed by MYP standards based criteria	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$10000

Goal 1: All Diploma Students will improve their skills for IB Internal Assessments.

Measurable Objective 1:

100% of Eleventh and Twelfth grade students will complete a portfolio or performance successfully with a score of at least 3 of 7 for their IB Internal Assessment in Mathematics by 05/30/2014 as measured by Specific subject area IB Internal Assessment rubric/criterion..

Strategy 1:

Explorations/Project and Approaches to Learning - Students in each of the Diploma Programme mathematics courses will complete either a project or portfolio as determined by the particular course of study. Students will be supported throughout this process through classroom discussions, rubrics and mentoring by the classroom teacher. Students will be assessed using the DP rubric.

Teachers will actively address and specifically teach the skills or Approaches to Learning that will be assessed on the portfolios or projects. The approaches to learning are directly related to the MYP and DP curriculum and tied to the command terms.

Category:

Research Cited: Conley, D. (2009) Summary Brief: International Baccalaureate Standards Development and Alignment Project and International Baccalaureate (2012) Diploma Programme Mathematics HL, SL and Studies guides

Tier:

Activity - Department Development on the particular soft skills needed to successfully complete the project/exploration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During a department development day, the teachers will breakdown the scoring rubric to better identify the mathematical skills and organization skills needed to successfully complete the project/exploration. A curriculum map will be developed to scaffold student understanding of concepts and application of skills leading up to the deadline for the project/exploration based upon the IB rubric.	Professional Learning			10/01/2013	10/01/2014	\$0	No Funding Required	All mathematics teachers Sarah Fairman, IB Coordinator

Goal 2: All students will have the opportunity to engage in the classroom in a variety of teaching styles that address the diversity of learning styles in the classroom.

Measurable Objective 1:

100% of Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in understanding the different IB text types. in World Languages by 06/04/2014 as measured by IB Criterion C as modified to reflect the current grade (i.e. freshman, sophomore, junior or senior).

School Improvement Plan

International Academy

Strategy 1:

Visible Thinking and Approaches to Learning - Students will investigate the different text types and create a visual presentation of the different elements needed for each text type. These presentations will be shared with the class and displayed in the room or on the Moodle class page. They will be updated and referred to as understanding of each of the text types deepens.

Teachers will identify and specifically address the skills or approaches to learning that are necessary to be successful on the summative assessments for units. This is directly tied to the MYP and DP curriculum model.

Category:

Research Cited: Richhart, R., Church, M., and Morrison, K. (2011) Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners

Tier:

Activity - Department Development on the text types/review of IB requirements	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of world languages will review the scores from the previous year and feedback from IB moderators. Teachers will identify areas of strength in improvement from last year and modify instruction to improve student understanding.	Professional Learning			08/15/2013	08/15/2014	\$0	No Funding Required	Sarah Fairman, IB coordinator World Language Teachers at each campus (12 total)

Strategy 2:

C Day and Passports - The school has instituted a passport and C day system to help foster relationships with faculty and students. C Days are days of service that provide students with the opportunity to engage in helping the larger community with a cohort of faculty and students. These days with strengthen ties within the school and help to build a collaborative culture. Additionally, the Passport system has be revised to include monthly meetings with smaller mentor groups with specific agenda/curriculum to enhance student relationships within the Passport class and with the Passport teacher.

Category:

Research Cited: Jackson, A. W., & Davis, G. A. (2000). Turning points 2000: Educating adolescents in the 21st century. New York & Westerville, OH: Teachers College Press & National Middle School Association.

Tier: Tier 1

Activity - C Day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

International Academy

On C Day, all students engage in building the school community and culture through interactive seminars and hands-on community service projects.	Community Engagement, Parent Involvement	Tier 1		08/21/2015	06/15/2016	\$6500	Other	A designated Community Service Coordinator was established as an additional paid responsibility after teaching duties. The coordinator arranged and coordinate all service learning activities with the assistance of teachers, counselors, parents and admin.
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Activity - Passports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On Passport days, students spend one hour with advisory or Passport groups. The curriculum and activities of these passport sessions are a tailored to the specific grade of the students and include both community building, community service and program support.	Community Engagement, Communication	Tier 1		08/21/2015	06/15/2016	\$1000	Other	All Passport teachers, administration and counselors.

Goal 3: All MYP Students will participate in a interdisciplinary unit.

Measurable Objective 1:

100% of Ninth and Tenth grade students will demonstrate a proficiency within one of the MYP assessment criteria in Art & Humanities by 05/30/2014 as measured by either MYP Criterion A, B, C, D across the subject areas.

Strategy 1:

Global Competence - Through a interdisciplinary work with humanities at the core, students will investigate an issue that has global significance and consequence. The

School Improvement Plan

International Academy

students will be scored on an MYP rubric that requires the application of knowledge to new situations.

Category:

Research Cited: Mansilla, V. and Jackson, A. (2011) Educating for Global Competence:

Preparing Our Youth to Engage the World

Tier:

Activity - Department Development on creation of an interdisciplinary unit that includes global competencies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of humanities will begin to create a unit that meets the needs of one of the MYP criterion. After the initial creation of the unit, teachers will work with colleagues in at least one other department to create an interdisciplinary unit that challenges students to incorporate their growing global competencies.	Professional Learning			09/23/2013	10/20/2014	\$0	No Funding Required	All 9 and 10 Humanities teachers Sarah Fairman, IB Coordinator Additional department staff as necessitated by the unit of study

Goal 4: All 9th and 10th grade students will be assessed by MYP standards based criteria

Measurable Objective 1:

100% of Ninth and Tenth grade students will demonstrate student proficiency (pass rate) in MYP assessment criteria in Art & Humanities by 03/31/2016 as measured by MYP assessment criteria and new MYP report card.

Strategy 1:

MYP Teacher Training - All MYP classes will use MYP assessment criteria to measure student growth. Teachers will be trained by MYP Coordinator and by IB training. Resources are available on the IB on-line curriculum centre. Teachers will direct instruct students at the beginning of a unit if MYP criteria will be used. It is a standards based, best-fit approach.

An MYP report card module will be added to MiStar so that records will be official. Students will receive a MYP report card, along with a regular report card for college transcripts.

All departments will set departmental goals for using MYP criteria.

Category: Other - MYP Teachers

Research Cited: Wade, JH and Wolanin NL. 2015. A comparison of MYP

School Improvement Plan

International Academy

and non-MYP students' participation and performance in high school. Bethesda, MD, USA. International Baccalaureate Organization.

Australian Council for Educational Research. 2015. The International Baccalaureate (IB) Middle Years Programme (MYP): Comparing IB Diploma Programme outcomes of students who complete the MYP and other middle years courses of study. Bethesda, MD, USA. International Baccalaureate Organization.

Tier: Tier 1

Activity - MYP Assessment Criteria Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementing the standards based assessment criteria of the IB MYP.	Professional Learning, Policy and Process, Academic Support Program, Curriculum Development	Tier 1	Implement	02/01/2016	06/30/2016	\$10000	General Fund	Head of School MYP Coordinator MYP teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Department Development on creation of an interdisciplinary unit that includes global competencies	Teachers of humanities will begin to create a unit that meets the needs of one of the MYP criterion. After the initial creation of the unit, teachers will work with colleagues in at least one other department to create an interdisciplinary unit that challenges students to incorporate their growing global competencies.	Professional Learning			09/23/2013	10/20/2014	\$0	All 9 and 10 Humanities teachers Sarah Fairman, IB Coordinator Additional department staff as necessitated by the unit of study
Department Development on the text types/review of IB requirements	Teachers of world languages will review the scores from the previous year and feedback from IB moderators. Teachers will identify areas of strength in improvement from last year and modify instruction to improve student understanding.	Professional Learning			08/15/2013	08/15/2014	\$0	Sarah Fairman, IB coordinator World Language Teachers at each campus (12 total)
Department Development on the particular soft skills needed to successfully complete the project/exploration	During a department development day, the teachers will breakdown the scoring rubric to better identify the mathematical skills and organization skills needed to successfully complete the project/exploration. A curriculum map will be developed to scaffold student understanding of concepts and application of skills leading up to the deadline for the project/exploration based upon the IB rubric.	Professional Learning			10/01/2013	10/01/2014	\$0	All mathematics teachers Sarah Fairman, IB Coordinator

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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School Improvement Plan

International Academy

MYP Assessment Criteria Implementation	Implementing the standards based assessment criteria of the IB MYP.	Professional Learning, Policy and Process, Academic Support Program, Curriculum Development	Tier 1	Implement	02/01/2016	06/30/2016	\$10000	Head of School MYP Coordinator MYP teachers
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Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
C Day	On C Day, all students engage in building the school community and culture through interactive seminars and hands-on community service projects.	Community Engagement, Parent Involvement	Tier 1		08/21/2015	06/15/2016	\$6500	A designated Community Service Coordinator was established as an additional paid responsibility after teaching duties. The coordinator arranged and coordinate all service learning activities with the assistance of teachers, counselors, parents and admin.
Passports	On Passport days, students spend one hour with advisory or Passport groups. The curriculum and activities of these passport sessions are a tailored to the specific grade of the students and include both community building, community service and program support.	Community Engagement, Communication	Tier 1		08/21/2015	06/15/2016	\$1000	All Passport teachers, administration and counselors.