School Improvement Plan

International Academy

Bloomfield Hills Schools

Ms. Lynne Gibson, Principal
1020 E Square Lake Rd
Bloomfield Hills, MI 48304-1957
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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.
Improvement Plan Assurance
Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.
## Improvement Plan Assurance

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>see Goals and Plans in ASSIST</td>
<td></td>
</tr>
</tbody>
</table>
IA School Improvement Plan 2017-2018
Overview

Plan Name

IA School Improvement Plan 2017-2018

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.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All Diploma Students will improve their skills for IB Internal Assessments.</td>
<td>Objectives:1 Strategies:2 Activities:2</td>
<td>Academic</td>
<td>$0</td>
</tr>
<tr>
<td>2</td>
<td>All MYP Students will participate in a interdisciplinary unit.</td>
<td>Objectives:1 Strategies:2 Activities:2</td>
<td>Academic</td>
<td>$5000</td>
</tr>
<tr>
<td>3</td>
<td>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.</td>
<td>Objectives:1 Strategies:3 Activities:4</td>
<td>Academic</td>
<td>$7500</td>
</tr>
<tr>
<td>4</td>
<td>All 9th and 10th grade students will be assessed by MYP standards based criteria</td>
<td>Objectives:2 Strategies:2 Activities:2</td>
<td>Academic</td>
<td>$10000</td>
</tr>
</tbody>
</table>
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:

Tier:

<table>
<thead>
<tr>
<th>Activity - Department Development on the particular soft skills needed to successfully complete the project/exploration</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Professiona Learning</td>
<td>Tier</td>
<td>Phase</td>
<td>10/01/2013</td>
<td>10/01/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All mathematics teachers Sarah Fairman, IB Coordinator</td>
</tr>
</tbody>
</table>

Strategy 2:
Support the further development of curriculum that incorporates the ATLs in instruction and assessment - Approaches to learning
The development of skills such as thinking skills and communication skills is frequently identified as a crucial element in preparing students effectively for life beyond school. A 2007 survey of 400 hiring executives of major US corporations identified their top four requirements of new recruits as being oral and written communication skills, critical-thinking and problem-solving skills, professionalism and work ethic, and teamwork and collaboration skills (Trilling and Fadel 2009). Similar skills lists have been developed by the International Society for Technology in Education (ISTE) and the Organisation for Economic Co-operation and Development (OECD), and are also the subject of numerous books such as The Global Achievement Gap (Wagner 2010). Yet many students struggle with some of the basic skills of effective learning. For example, good note-making has been positively correlated with academic achievement, yet research suggests that many university students have difficulty even with the fundamental skill of making notes from lectures or texts (Kiewra 1985, O’Donnell and Dansereau 1993).

Developing students’ ATL skills is about more than simply developing their cognitive skills. It is also about developing affective and metacognitive skills, and about encouraging students to view learning as something that they “do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching” (Zimmerman 2000: 65). By developing ATL skills and the attributes of the learner profile, DP students can become “self-regulated learners” (Kaplan 1998). Self-regulated learners have learned how to set learning goals, ask good questions, self-interrogate as they learn, generate motivation and perseverance, try out different learning processes, self-monitor the effectiveness of their learning, reflect on achievement, and make changes to their learning processes where necessary (Zimmerman and Schunk 1989, de Bruin et al. 2011, Wolters 2011).

The term “skill” is therefore used in a broad sense in the DP to encompass cognitive, metacognitive and affective skills. Cognitive skills include all the information-processing and thinking skills, often called “study skills” in a school environment. Affective skills are the skills of behaviour and emotional management underpinning attitudinal factors such as resilience, perseverance and self-motivation, which often have a large role to play in educational achievement. Metacognitive skills are the skills that students can use to monitor the effectiveness of their learning skills and processes, to better understand and evaluate their learning. Although these skills may be in use when manifesting a certain natural ability or talent, they are different to both of these because proficiency in any skill can be increased through the deliberate use of techniques and strategies, feedback and challenge. Skills are therefore highly teachable.

In the DP, as well as in the Primary Years Programme (PYP) and Middle Years Programme (MYP), these cognitive, metacognitive and affective skills are grouped into the same five ATL categories.

Although these skills areas are presented as distinct categories, there are obviously close links and areas of overlap between them, and it is intended that these categories should be seen as interrelated. It is also the intention that these ATL skills should be seen as linking closely with the attitudes and dispositions identified in the IB learner profile. The learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. It is an easily communicated set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

The next five sub-sections of this document will explore each of the five ATL skills categories in turn. They will identify some of the specific skills that make up these
categories, discuss what these skills look like in students, and discuss strategies for their development.

Approaches to teaching

This section will firstly explore the main pedagogical principles that influence and underpin IB programmes, along with associated teaching strategies. It will then offer further guidance on five key areas related to approaches to teaching in the DP:

Teaching with ATL in mind
Pedagogy or andragogy?
Utilizing technology effectively
Every DP teacher is a language teacher
Planning

Pedagogical principles underpinning the DP

What is of paramount importance in the pre-university stage is not what is learned but learning how to learn … What matters is not the absorption and regurgitation either of fact or pre-digested interpretations of facts, but the development of powers of the mind or ways of thinking which can be applied to new situations and new presentations of facts as they arise.

(Peterson 1972)

From its beginnings, the DP has adopted a broadly constructivist and student-centred approach, and has emphasized the importance of connectedness and concurrency of learning.

There are six key pedagogical principles that underpin all IB programmes. Teaching in IB programmes is:

- based on inquiry
- focused on conceptual understanding
- developed in local and global contexts
- focused on effective teamwork and collaboration
- differentiated to meet the needs of all learners
- informed by assessment (formative and summative).

This document will examine each of these six principles in turn.

Category: Other - Approaches to Teaching and Learning

Research summary—Alignment between the DP and MoNEP in Turkey and the effects of these programmes on the achievement and development of university
students
Research report—Alignment between the DP and MoNEP in Turkey and the effects of these programmes on the achievement and development of university students
Research report—International Baccalaureate implementation study: Examination of district-wide implementation in the US (2015)
Research report—International Baccalaureate implementation study: Examination of district-wide implementation in the US (2015)
Research summary—The integration of technology in the International Baccalaureate Diploma Programme (2015)
Research summary—The International Baccalaureate bilingual diploma: Global trends, pathways, and predictors of attainment
Research summary—Factors influencing students to earn a bilingual diploma
Research report—Factors influencing students to earn a bilingual diploma
Research summary—A study of the International Baccalaureate Diploma Programme in China: Impact on student preparation for university studies abroad
Research report—A study of the IB Diploma in China: Program's impact on student preparation for university studies abroad
Research summary—Implementation of the DP in Ecuador’s state schools
Research report—Implementation of the DP in Ecuador's State Schools
Research summary—The International Baccalaureate Diploma Programme in Mexico as Preparation for Higher Education
Research report—The International Baccalaureate Diploma Programme in Mexico as Preparation for Higher Education
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Teacher DPPD at IA building level</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher training at each building level during designated PD days. Some teachers have been sent to official IB ATL training and they will continue to mentor other teachers who have not went to an IB 3 day training. Staff will also take the time to share successful classroom activities and reflect on ATL’s in general.</td>
<td>Professiona l Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/29/2017</td>
<td>05/24/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Sarah Fairman, Lynne Gibson, Chris Smith, Ryan Brinks and Ryan Parrott</td>
</tr>
</tbody>
</table>

**Goal 2: All MYP Students will participate in an 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 students will be scored on an MYP rubric that requires the application of knowledge to new situations.

Category:

<table>
<thead>
<tr>
<th>Activity - Department Development on creation of an interdisciplinary unit that includes global competencies</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Professional Learning</td>
<td>Tier</td>
<td>Phase</td>
<td>Begin Date</td>
<td>End Date</td>
<td>Resource Assigned</td>
<td>Source Of Funding</td>
<td>Staff Responsible</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>09/23/2013</td>
<td>10/20/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>All 9 and 10 Humanities teachers Sarah Fairman, IB Coordinator Additional department staff as necessitated by the unit of study</td>
</tr>
</tbody>
</table>

Strategy 2:
Create interdisciplinary units at all levels (goal of two units per year for MYP--one each semester) - Planning for interdisciplinary learning
As teachers plan collaboratively to integrate global contexts and key concepts with their subject content, two or more subjects can work together to inform the inquiry. As teachers identify complementary content, skills and concepts, they can plan MYP units that address common real-world issues.
Interdisciplinary learning can take place between different subject groups, as well as between different disciplines within a subject group. This kind of learning encourages broader perspectives on complex issues, and encourages deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful. All MYP teachers are responsible for fostering interdisciplinary understanding.

In the MYP, interdisciplinary learning is generally defined as the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines or subject groups and integrate them to create a new understanding.

MYP schools are responsible for engaging students in at least one collaboratively planned interdisciplinary unit that includes more than one subject group in each year of the programme.

Interdisciplinary learning seeks to yield interdisciplinary understanding. Students demonstrate interdisciplinary understanding of a particular topic when they can bring together concepts, methods or forms of communication from two or more disciplines or established areas of expertise to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through single disciplinary means.

Three key qualities of interdisciplinary understanding follow from this definition. These qualities guide the design of interdisciplinary teaching and assessment of student work in the MYP. Interdisciplinary learning is purposeful, integrative and grounded in disciplines.

The complexity of real life requires interdisciplinary perspectives that can help students to:

- address biases and consider diverse interpretations and points of view
- engage personal interest and increase their motivation for learning
- broaden their awareness of circumstances that have personal impact
- develop critical- and conceptual-thinking skills by gathering and evaluating relevant data, analysing alternatives, considering potential consequences and drawing conclusions
- take action in ways that are age-appropriate and develop dispositions to take responsible action as citizens of local, national and global communities.

For further guidance on interdisciplinary teaching, schools should consult the IB publication Fostering interdisciplinary teaching and learning in the MYP (July 2014).

Category: Other - Interdisciplinary MYP Unit


Atekan, A, Dulun, Ö and Lane, JF. 2016. Middle Years Programme (MYP) implementation in Turkey. Bethesda, MD, USA. International Baccalaureate Organization.

Goal 3: 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).

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:

Tier:

<table>
<thead>
<tr>
<th>Activity - Department Development on the text types/review of IB requirements</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>08/15/2013</td>
<td>08/15/2014</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Sarah Fairman, IB coordinator World Language Teachers at each campus (12 total)</td>
</tr>
</tbody>
</table>

Strategy 2:
SY 2017-2018
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 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.

Category:
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - C Day</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>On C Day, all students engage in building the school community and culture through interactive seminars and hands-on community service projects.</td>
<td>Parent Involvement, Community Engagement</td>
<td>Tier 1</td>
<td></td>
<td>08/21/2015</td>
<td>06/15/2016</td>
<td>$6500</td>
<td>Other</td>
<td>A designated Community Service Coordinator was established as an additional paid responsibility after teaching duties. The coordinator arranged and coordinated all service learning activities with the assistance of teachers, counselors, parents and admin.</td>
</tr>
</tbody>
</table>
Strategy 3:
Continue to build our capacity as a community that cultivates a global culture encouraging acceptance and inclusion. Departments will use grade level and department time to continue to foster understanding of the IB Learner Profile. This will take the form of professional development for teachers, leading to activities and culture building for students in the classroom. Since all students are IB learners, all students will participate in and outside of the classroom. C Days are being devoted to creating a sense of community, global understanding and service learning. Progress is tracked in ManageBac for things such as CAS, Personal Project and Extended Essay.

International-mindedness is an overarching construct related to intercultural understanding, global engagement and multilingualism. The concept, which is particular to the International Baccalaureate (IB), is at the heart of the IB’s educational policies and programmes.

Category: School Culture

Research Cited: To cite the full report, please use the following:

Tier: Tier 1
Teachers will receive professional development on this topic as presented by the IB. Then strategies will be implemented in the classroom and throughout our C day activities. This will be touched upon in the CAS program and in the Personal Project.

<table>
<thead>
<tr>
<th>Community Engagement</th>
<th>Tier 1</th>
<th>Monitor</th>
<th>08/29/2017</th>
<th>05/24/2018</th>
<th>$0</th>
<th>No Funding Required</th>
<th>All MYP and DP teachers, Sarah Fairman and Lynne Gibson</th>
</tr>
</thead>
</table>

**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


Australian Council for Educational Research. 2015. The International Baccalaureate (IB) Middle Years Programme

SY 2017-2018

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(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

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

**Measurable Objective 2:**
100% of All Students will demonstrate a proficiency using the MYP Report Card based on IB assessment criteria in Art & Humanities by 05/31/2018 as measured by Using the mark bands as defined in the MYP principals to practice handbook (0-7 scale).

**Strategy 1:**
Student will be marked according to the new MYP report card for grades 9 and 10 - WHY IS THE IA ISSUING AN MYP REPORT CARD?
During the 2015-2016 school year the IA is preparing for the IB Evaluation of both the MYP and DP. A report is submitted in spring to the IB and the evaluation team will visit in December 2016. At this time, the IB expects that an authorized MYP school moving towards evaluation have in place for assessment:

- the prescribed assessment criteria are being used for each subject group in each year of the MYP
- the prescribed criteria are being used for the assessment of the community project/personal project as applicable.
- all criteria for each subject group are used to assess student work in each year of the
MYP
- summative assessments use the MYP assessment criteria
- the school’s system for reporting on student progress includes achievement levels for the MYP assessment criteria
- from MYP Evaluation Guide and Self-Study document

The assessment of the MYP philosophy is a holistic model. Specifically, in the MYP:
Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme … the aim of MYP assessment is to support and encourage student learning. The MYP places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and that provide timely feedback to students on their performance. MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning.
– From MYP Principles into Practice

Additionally, “assessment in the MYP aims to:
- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.
- from MYP Principles into Practice

Updated on 12/16/15

WHEN ARE THE MYP REPORT CARDS ISSUED?
MYP Report Cards will be issued at the end of each semester. This provides MYP teachers an opportunity to give students and families feedback in a timely basis while also providing a holistic view of student growth. The MYP Report Card will be issued along with the traditional transcript or report card, but it will not be part of the official high school transcript.

WHAT MYP CRITERION/Criteria SCORES SHOULD GO ON THE MYP REPORT CARD?
For the MYP Report card, the latest or most current MYP Criterion score for each student should be entered into the Mi-Star system. The MYP Report Card score will not be an average of a student’s work in that criterion, but rather the most current snapshot of student progress.

As the MYP Criteria are a continuum, averaging the grades devalues the student progress within the school year. According to the MYP Principles into Practice, scores or “judgments will reflect the teacher’s professional opinion on the achievement level of each student in each of the criteria at the end” of each semester.

WHAT ARE THE EXPECTATIONS FOR EACH DEPARTMENT ON THE MYP REPORT CARD?
The expectation is that each criterion has been addressed twice each year through a summative assessment. It is understood by administration that not every MYP Criterion will have a score on either the first semester or second semester MYP Report Card. For tenth grade science, MYP Physics will specifically address initially Criteria B and C and MYP Chemistry will specifically address initially Criteria A and D.

** Please note that the IA is not giving MYP “grades” which is a 1 to 7 scale at the end of the year. This can be confusing when reading the MYP documentation. The IA is only issuing MYP Criteria scores on the MYP Report Card, not an MYP “grade”.

Category: Other - MYP Assessment
Atekan, A, Dulun, Ö and Lane, JF. 2016. Middle Years Programme (MYP) implementation in Turkey. Bethesda, MD, USA. International Baccalaureate Organization.
Sizmur, J and Cunningham, R. 2013. International Baccalaureate Middle Years Programme (MYP) in the UK. Slough, Berkshire, UK. NFER.


Stevenson, H, Thomson, P and Fox, S. 2014. Implementation practices and student outcomes associated with the learner profile attribute “open-minded”. Bethesda, MD, USA. International Baccalaureate Organization.


Key findings from research on the impact of the International Baccalaureate (IB) Middle Years Programme (MYP)

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - MYP Teacher Training on MYP assessment criteria</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>MYP Report Card implementation</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/29/2017</td>
<td>05/31/2018</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Sarah Fairman and MYP teachers</td>
</tr>
</tbody>
</table>
Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Development on the text types/review of IB requirements</td>
<td>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.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>08/15/2013</td>
<td>08/15/2014</td>
<td>$0</td>
<td>Sarah Fairman, IB coordinator World Language Teachers at each campus (12 total)</td>
</tr>
<tr>
<td>Creating Communities that promote acceptance and inclusion</td>
<td>Teachers will receive professional development on this topic as presented by the IB. Then strategies will be implemented in the classroom and throughout our C day activities. This will be touched upon in the CAS program and in the Personal Project.</td>
<td>Community Engagement</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/29/2017</td>
<td>05/24/2018</td>
<td>$0</td>
<td>All MYP and DP teachers, Sarah Fairman and Lynne Gibson</td>
</tr>
<tr>
<td>Department Development on the particular soft skills needed to successfully complete the project/exploration</td>
<td>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.</td>
<td>Professional Learning</td>
<td></td>
<td></td>
<td>10/01/2013</td>
<td>10/01/2014</td>
<td>$0</td>
<td>All mathematics teachers Sarah Fairman, IB Coordinator</td>
</tr>
<tr>
<td>MYP Teacher Training on MYP assessment criteria</td>
<td>MYP Report Card implementation</td>
<td>Academic Support Program</td>
<td>Tier 1</td>
<td>Monitor</td>
<td>08/29/2017</td>
<td>05/31/2018</td>
<td>$0</td>
<td>Sarah Fairman and MYP teachers</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher DPPD at IA building level</td>
<td>Teacher training at each building level during designated PD days. Some teachers have been sent to official IB ATL training and they will continue to mentor other teachers who have not went to an IB 3 day training. Staff will also take the time to share successful classroom activities and reflect on ATL's in general.</td>
<td>Professional Learning</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/29/2017</td>
<td>05/24/2018</td>
<td>$0</td>
<td>Sarah Fairman, Lynne Gibson, Chris Smith, Ryan Brinks and Ryan Parrott</td>
</tr>
<tr>
<td>Passports</td>
<td>On Passport days, students spend one hour with advisory or Passport groups. The curriculum and activities of these passport sessions are tailored to the specific grade of the students and include both community building, community service and program support.</td>
<td>Communication, Community Engagement</td>
<td>Tier 1</td>
<td></td>
<td>08/21/2015</td>
<td>06/15/2016</td>
<td>$1000</td>
<td>All Passport teachers, administration and counselors.</td>
</tr>
</tbody>
</table>
### General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
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</tr>
</thead>
<tbody>
<tr>
<td>C Day</td>
<td>On C Day, all students engage in building the school community and culture through interactive seminars and hands-on community service projects.</td>
<td>Parent Involvement, Community Engagement</td>
<td>Tier 1</td>
<td></td>
<td>08/21/2015</td>
<td>06/15/2016</td>
<td>$6500</td>
<td>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.</td>
</tr>
</tbody>
</table>

### General Fund

<table>
<thead>
<tr>
<th>Activity Name</th>
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<th>Activity Type</th>
<th>Tier</th>
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<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Level Planning Time (9 &amp; 10)</td>
<td>Grade Level Teachers will work together to create 9th and 10th grade interdisciplinary units to fulfill our MYP authorization requirements.</td>
<td>Curriculum Development</td>
<td>Tier 1</td>
<td></td>
<td>08/29/2017</td>
<td>05/25/2018</td>
<td>$5000</td>
<td>Department Heads, Sarah Fairman, Lynne Gibson, school librarians</td>
</tr>
<tr>
<td>MYP Assessment Criteria Implementation</td>
<td>Implementing the standards based assessment criteria of the IB MYP.</td>
<td>Curriculum Development, Professional Learning, Academic Support Program, Policy and Process</td>
<td>Tier 1</td>
<td>Implement</td>
<td>02/01/2016</td>
<td>06/30/2016</td>
<td>$10000</td>
<td>Head of School MYP Coordinator MYP teachers</td>
</tr>
</tbody>
</table>