



# **School Improvement Plan**

International Academy

Bloomfield Hills Schools

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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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	We plan on filling out the form as usual.	

# **School Improvement Plan 2018-2019 v.2**

## Overview

### Plan Name

School Improvement Plan 2018-2019 v.2

### Plan Description

2018-19 Goals



## 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	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.	Objectives: 2 Strategies: 3 Activities: 3	Organizational	\$1000
2	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	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$10000
3	The instruction of the International Academy will be engaging, innovative, student-centered, and inquiry based.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$10000
4	Assessments will fairly evaluate the unique and diverse abilities and knowledge base of all students.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: 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.

### Measurable Objective 1:

complete a portfolio or performance Further integrate the DP and MYP Core (Personal Project, Service as Action, Extended Essay, Theory of Knowledge and Creativity, Activity, and Service) into the curriculum by 06/07/2019 as measured by External monitoring by IBO that all requirements are met.

### Strategy 1:

DP Core Training and further integration - The strategy will be led by campus Extended Essay Coordinators, Service Learning Coordinator and ToK department head. Collaboration with the administration will happen in order to plan PD and through the use of ManageBac to make sure all students are meeting their goals. The ManageBac software keeps teachers and students accountable for meeting their DP goals and turning in their internal and external assessments.

Category: Other - IB Diploma Programme core

Research Cited: Creativity, action, service guide. 2008. Cardiff, UK. International Baccalaureate.

Perspectives on a curious subject: What is IB theory of knowledge all about?

Eileen Dombrowski, John Mackenzie and Mike Clarke, 2011

This document aims to review the evolution of the theory of knowledge (TOK) course and its role in the DP and students' learning. It encourages reflective dialogue between school leaders, teachers of TOK and others.

Extended Essay Guide. 2017. Cardiff, UK. International Baccalaureate.

Tier: Tier 1

Activity - Professional Development for IB DP Core Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training for the IB DP Core will happen during staff meetings, Department Development Days and Early Release time. This is an ongoing training as the curriculum changes and new strategies are tried by IA staff. Also, as new teachers are hired, they need training through the new teacher mentor program.	Teacher Collaboration, Monitor, Direct Instruction, Implementation, Curriculum Development, Professional Learning	Tier 1	Monitor	08/14/2018	06/07/2019	\$0	No Funding Required	EE Coordinator, Service Learning Coordinator, IB Coordinator, Administration, ToK department head

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### Strategy 2:

Focus on Understanding the CAS experience and expectations - 7:30 - staff gathers at IA East or West

7:45a - bus departs for Cass Community

8:30a - gather at World Building 11745 Rosa Parks Blvd, Detroit, MI 48206

until 9a - talk about learning outcomes & reflection questions

9-12p - work at Cass Community

12p-1p - lunch (brown bag) & department time in their community space

1p - load back onto buses

Category: Other - Creativity, Activity & Service

Research Cited: Discussion document for the curriculum review of creativity, action, service

Catherine Elliott, Cheryl Keegan and Cathryn Berger Kaye, 2011

The document aims to revisit the theoretical and practical perspectives embedded in the DP creativity, action, service (CAS) framework, and explicate the implications and applications of service learning for the development of the course.

Tier: Tier 1

Activity - Focus on Understanding the CAS experience and expectations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7:30 - staff gathers at IA East or West 7:45a - bus departs for Cass Community 8:30a - gather at World Building 11745 Rosa Parks Blvd, Detroit, MI 48206 until 9a - talk about learning outcomes & reflection questions 9-12p - work at Cass Community 12p-1p - lunch (brown bag) & department time in their community space 1p - load back onto buses	Implementation, Field Trip, Community Engagement, Professional Learning	Tier 1	Monitor	08/14/2018	08/14/2018	\$1000	General Fund	IB Coordinator and IA Administration

### Measurable Objective 2:

collaborate to evaluate and check curriculum alignment with state standards by 06/07/2019 as measured by Internal monitoring by administration and district. Information will be available for MDE to access..

### Strategy 1:

Department Development Days for state standard alignment - All departments will be expected to align current IA curriculum to IB and MI State Standards. Teachers will make sure that students are meeting state standards through our curriculum. If anything is missing, it will be corrected.

Category: Other - All curriculum

Research Cited: Curriculum alignment, articulation and the formative development of the learner: Literature review (2011)

Richard Watermeyer

This literature review examines various theoretical aspects of, practical approaches to and issues with curriculum articulation and alignment. It analyses possible impacts of credentialism, assessment and marketization of education, as well as implications for an IB education.

Tier: Tier 1

Activity - Teacher curriculum alignment department days	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each department will evaluate and check curriculum alignment with state standards.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Implement	08/14/2018	06/07/2019	\$0	No Funding Required	All teachers are responsible for aligning their department curriculum to the IB and MI standards.

## **Goal 2: 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**

### **Measurable Objective 1:**

collaborate to Continue to build our capacity as a community that cultivates a global culture encouraging acceptance and inclusion by 06/07/2019 as measured by Student & teacher surveys.

### **Strategy 1:**

IA Community Days (C Days) - Juniors across campuses participate in a full day of service at local organizations and on-campus students from 9th, 10th, and 12th grades enjoyed icebreakers, Learner Profile activities, and their own service projects. There are 2 C days scheduled for the 18-19 school year.

Category: School Culture

Research Cited: International Baccalaureate learner profile: Literature review (2011)

Kate Bullock

This literature review discusses learning theories that underpin contemporary thinking on the characteristics and processes of young people's learning, and determines how these theories relate to the learner profile attributes.

Tier: Tier 1

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Activity - C day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Juniors across campuses participate in a full day of service at local organizations and on-campus students from 9th, 10th, and 12th grades enjoyed icebreakers, Learner Profile activities, and their own service projects.	Community Engagement	Tier 1	Monitor	08/14/2018	06/07/2019	\$10000	General Fund	Service Learning Coordinator, all teachers, all administrators, IB Coordinator.

### Goal 3: The instruction of the International Academy will be engaging, innovative, student-centered, and inquiry based.

#### Measurable Objective 1:

increase student growth by promoting and supporting effective and innovative pedagogy in the classroom by 06/07/2019 as measured by Student growth data and teacher surveys.

#### Strategy 1:

Promote and support effective and innovative pedagogy in the classroom - Teachers will have time during staff meetings, department development days, early release days, full day PD, IB workshops and other teacher conferences to learn about and consider ways to implement new strategies in their own classrooms. Some teachers have the opportunity to engage in Harvard's Project Zero Visible Thinking courses (anyone who wants to sign up) and others are encouraged to participate in Oakland Schools professional development opportunities. Teachers are viewed as learners in our building and opportunities are given by the administration for teachers to explore their passions.

Category: School Culture

Research Cited: Approaches to learning: Literature review (2012)

Na Li

This literature review examines theories and practices related to learning approaches in the curriculum of various educational systems, how issues of culture and age appropriateness are addressed and unpacked, and draws implications for the implementation and development of IB programmes.

Tier: Tier 1

Activity - Teacher Training on classroom learning strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers are encouraged to explore effective and innovative pedagogy in the classroom. Learning occurs throughout the year through during staff meetings, department development days, full day PD's, early release days and various outside conferences and workshops.	Teacher Collaboration, Direct Instruction, Curriculum Development, Professional Learning	Tier 1	Monitor	08/14/2018	06/07/2019	\$10000	General Fund	All teachers and administrators.
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## Goal 4: Assessments will fairly evaluate the unique and diverse abilities and knowledge base of all students.

### Measurable Objective 1:

demonstrate student proficiency (pass rate) 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 by 06/07/2019 as measured by Student assessment data.

### Strategy 1:

Define and align the assessment philosophy and policy by department and schoolwide - 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.

Define and align the assessment philosophy and policy by department and schoolwide

Teachers will have time to work as departments on their common assessments during department development days and early release days and other PD time as determined by school administration.

Category: Other - Assessment

Research Cited: 21st Century international-mindedness: An exploratory study of its conceptualization and assessment (2013)

Michael Singh & Jing Qi

Centre for Educational Research School of Education University of Western Sydney

This study provides an account of the conceptualization of international-mindedness and existing assessment instruments and further works toward the development of an interpretation of international-mindedness that is relevant to current situations of 21st century education. The study involves research in four areas: 1) an analysis of official IB documents to describe and make inferences about international-mindedness in the IB, 2) a comprehensive literature review on international-mindedness and other related constructs, 3) an examination of models based on contemporary theories, issues and tools in the field, and 4) the identification of instruments for assessing international-mindedness within the context of grade K-12 education worldwide.

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Tier: Tier 1

Activity - Teacher training on Formative and Summative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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. Define and align the assessment philosophy and policy by department and schoolwide	Teacher Collaboration, Direct Instruction, Policy and Process, Academic Support Program, Curriculum Development	Tier 1	Evaluate	08/14/2018	06/07/2019	\$0	No Funding Required	All IA teachers and administrators

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
C day	Juniors across campuses participate in a full day of service at local organizations and on-campus students from 9th, 10th, and 12th grades enjoyed icebreakers, Learner Profile activities, and their own service projects.	Community Engagement	Tier 1	Monitor	08/14/2018	06/07/2019	\$10000	Service Learning Coordinator, all teachers, all administrators, IB Coordinator
Focus on Understanding the CAS experience and expectations	7:30 - staff gathers at IA East or West 7:45a - bus departs for Cass Community 8:30a - gather at World Building 11745 Rosa Parks Blvd, Detroit, MI 48206 until 9a - talk about learning outcomes & reflection questions 9-12p - work at Cass Community 12p-1p - lunch (brown bag) & department time in their community space 1p - load back onto buses	Implementation, Field Trip, Community Engagement, Professional Learning	Tier 1	Monitor	08/14/2018	08/14/2018	\$1000	IB Coordinator and IA Administration
Teacher Training on classroom learning strategies	Teachers are encouraged to explore effective and innovative pedagogy in the classroom. Learning occurs throughout the year through during staff meetings, department development days, full day PD's, early release days and various outside conferences and workshops.	Teacher Collaboration, Direct Instruction, Curriculum Development, Professional Learning	Tier 1	Monitor	08/14/2018	06/07/2019	\$10000	All teachers and administrators.

### No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Teacher training on Formative and Summative Assessment	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. Define and align the assessment philosophy and policy by department and schoolwide	Teacher Collaboration, Direct Instruction, Policy and Process, Academic Support Program, Curriculum Development	Tier 1	Evaluate	08/14/2018	06/07/2019	\$0	All IA teachers and administrators
Teacher curriculum alignment department days	Each department will evaluate and check curriculum alignment with state standards.	Teacher Collaboration, Policy and Process, Professional Learning	Tier 1	Implement	08/14/2018	06/07/2019	\$0	All teachers are responsible for aligning their department curriculum to the IB and MI standards.
Professional Development for IB DP Core Training	Teacher training for the IB DP Core will happen during staff meetings, Department Development Days and Early Release time. This is an ongoing training as the curriculum changes and new strategies are tried by IA staff. Also, as new teachers are hired, they need training through the new teacher mentor program.	Teacher Collaboration, Monitor, Direct Instruction, Implementation, Curriculum Development, Professional Learning	Tier 1	Monitor	08/14/2018	06/07/2019	\$0	EE Coordinator, Service Learning Coordinator, IB Coordinator, Administration, ToK department head