



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 2018-2019 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.

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Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

2019- 2020 School Year

Overview

Plan Name

2019- 2020 School Year

Plan Description

Updated Goals and Plans for the new school year.

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: 2 Activities: 2	Academic	\$0
2	All MYP Students will participate in a interdisciplinary unit.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$5000
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.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$7500
4	All 9th and 10th grade students will be assessed by MYP standards based criteria	Objectives: 2 Strategies: 2 Activities: 2	Academic	\$10000
5	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
6	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
7	The instruction of the International Academy will be engaging, innovative, student-centered, and inquiry based.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$10000
8	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: 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

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.

alt

Figure 1

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 Cited: Research summary—Implementation and impact of the International Baccalaureate (IB) Diploma Programme (DP) in Spanish state schools (2017)

Research summary—Implementation and impact of the dual language International Baccalaureate Diploma Programme (DP) in Japanese secondary schools (2016)

Research report—Implementation and impact of the dual language International Baccalaureate Diploma Programme (DP) in Japanese secondary schools (2016)

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 summary—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 report—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

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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

Activity - Teacher DPPD at IA building level	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 gone to an IB 3 day training. Staff will also take the time to share successful classroom activities and reflect on ATL's in general.	Professional Learning	Tier 1	Implement	08/29/2017	05/24/2018	\$0	No Funding Required	Sarah Fairman, Lynne Gibson, Chris Smith, Ryan Brinks and Ryan Parrott

Goal 2: 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 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:

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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

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

Research Cited: Australian Council for Educational Research (ACER). 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.

Atekan, A, Dulun, Ö and Lane, JF. 2016. Middle Years Programme (MYP) implementation in Turkey.

Bethesda, MD, USA. International Baccalaureate Organization.

Azzam, T, Mason, S, Rykaczewska, A, Swope, M, Mansfield, M and Fayles, C. 2017. A study of the implementation and impact of the Middle Years Programme (MYP): Next chapter. 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.

Skrzypiec, G, Askell-Williams, H, Slee, P and Rudzinski, A. 2014. International Baccalaureate Middle Years Programme: Student social-emotional well-being and school success practices. Bethesda, MD, USA. International Baccalaureate Organization.

Stevenson, H, Shah, S, Bailey, L, Cooker, L, Winchip, E and Karak, M. 2017. The International Baccalaureate Middle Years Programme (MYP) implementation in the United Arab Emirates. Bethesda, MD, USA. International Baccalaureate Organization.

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.

Valle, JM, Menéndez, M, Manso, J, Garrido, R and Thoilliez, B. 2017. Research summary of "Implementation and outcomes of the International Baccalaureate Middle Years Programme (MYP) in Spanish schools". Bethesda, MD, USA. International Baccalaureate Organization.

Wade, JH and Wolanin, NL. 2015. A comparison of MYP and non-MYP students' participation and performance in high school. Bethesda, MD, USA. International Baccalaureate Organization.

Tier: Tier 1

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Activity - Grade Level Planning Time (9 & 10)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade Level Teachers will work together to create 9th and 10th grade interdisciplinary units to fulfill our MYP authorization requirements.	Curriculum Development	Tier 1		08/29/2017	05/25/2018	\$5000	General Fund	Department Heads, Sarah Fairman, Lynne Gibson, school librarians

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:

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
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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)
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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 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:

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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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.	Communication, Community Engagement	Tier 1		08/21/2015	06/15/2016	\$1000	Other	All Passport teachers, administration and counselors.

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.

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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:

Hacking, E, Blackmore, C, Bullock, K, Bunnell, T, Donnelly, M and Martin, S. 2017. The internationalmindedness journey: School practices for developing and assessing international-mindedness across the IB continuum. Bethesda, MD, USA. International Baccalaureate Organization.

Tier: Tier 1

Activity - Creating Communities that promote acceptance and inclusion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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.	Community Engagement	Tier 1	Monitor	08/29/2017	05/24/2018	\$0	No Funding Required	All MYP and DP teachers, Sarah Fairman and Lynne Gibson

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

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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, Curriculum Development, Policy and Process, Academic Support Program	Tier 1	Implement	02/01/2016	06/30/2016	\$10000	General Fund	Head of School MYP Coordinator MYP teachers

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

SY 2019-2020

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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 subjectgroup 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?

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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

Research Cited: Australian Council for Educational Research (ACER). 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.

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

Azzam, T, Mason, S, Rykaczewska, A, Swope, M, Mansfield, M and Fayles, C. 2017. A study of the implementation and impact of the Middle Years Programme (MYP): Next chapter. 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.

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Skrzypiec, G, Askell-Williams, H, Slee, P and Rudzinski, A. 2014. International Baccalaureate Middle Years Programme: Student social-emotional well-being and school success practices. Bethesda, MD, USA. International Baccalaureate Organization.

Stevenson, H, Shah, S, Bailey, L, Cooker, L, Winchip, E and Karak, M. 2017. The International Baccalaureate Middle Years Programme (MYP) implementation in the United Arab Emirates. Bethesda, MD, USA. International Baccalaureate Organization.

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.

Valle, JM, Menéndez, M, Manso, J, Garrido, R and Thoilliez, B. 2017. Research summary of "Implementation and outcomes of the International Baccalaureate Middle Years Programme (MYP) in Spanish schools". Bethesda, MD, USA. International Baccalaureate Organization.

Wade, JH and Wolanin, NL. 2015. A comparison of MYP and non-MYP students' participation and performance in high school. 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

Activity - MYP Teacher Training on MYP assessment criteria	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MYP Report Card implementation	Academic Support Program	Tier 1	Monitor	08/29/2017	05/31/2018	\$0	No Funding Required	Sarah Fairman and MYP teachers

Goal 5: 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.	Professional Learning, Curriculum Development, Teacher Collaboration, Direct Instruction, Implementation, Monitor	Tier 1	Monitor	08/14/2018	06/07/2019	\$0	No Funding Required	EE Coordinator, Service Learning Coordinator, IB Coordinator, Administration, ToK department head

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

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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	Professional Learning, Field Trip, Implementation, Community Engagement	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
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Each department will evaluate and check curriculum alignment with state standards.	Professional Learning, Teacher Collaboration, Policy and Process	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.
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Goal 6: 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

Activity - C day	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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.
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Goal 7: 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.	Professional Learning, Curriculum Development, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	08/14/2018	06/07/2019	\$10000	General Fund	All teachers and administrators.
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Goal 8: 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.

Tier: Tier 1

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Activity - Teacher training on Formative and Summative Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Summative assessments will emphasize mastery of the skills and content knowledge that students have had an opportunity to learn.</p> <p>Define and align the assessment philosophy and policy by department and schoolwide</p>	Curriculum Development, Teacher Collaboration, Policy and Process, Direct Instruction, Academic Support Program	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

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Creating Communities that promote acceptance and inclusion	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.	Community Engagement	Tier 1	Monitor	08/29/2017	05/24/2018	\$0	All MYP and DP teachers, Sarah Fairman and Lynne Gibson
MYP Teacher Training on MYP assessment criteria	MYP Report Card implementation	Academic Support Program	Tier 1	Monitor	08/29/2017	05/31/2018	\$0	Sarah Fairman and MYP teachers
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	Curriculum Development, Teacher Collaboration, Policy and Process, Direct Instruction, Academic Support Program	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.	Professional Learning, Teacher Collaboration, Policy and Process	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.

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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
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)
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.	Professional Learning, Curriculum Development, Teacher Collaboration, Direct Instruction, Implementation, Monitor	Tier 1	Monitor	08/14/2018	06/07/2019	\$0	EE Coordinator, Service Learning Coordinator, IB Coordinator, Administration, ToK department head
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

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Teacher DPPD at IA building level	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 gone to an IB 3 day training. Staff will also take the time to share successful classroom activities and reflect on ATL's in general.	Professional Learning	Tier 1	Implement	08/29/2017	05/24/2018	\$0	Sarah Fairman, Lynne Gibson, Chris Smith, Ryan Brinks and Ryan Parrott
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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.	Communication, Community Engagement	Tier 1		08/21/2015	06/15/2016	\$1000	All Passport teachers, administration and counselors.

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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	Professional Learning, Field Trip, Implementation, Community Engagement	Tier 1	Monitor	08/14/2018	08/14/2018	\$1000	IB Coordinator and IA Administration
Grade Level Planning Time (9 & 10)	Grade Level Teachers will work together to create 9th and 10th grade interdisciplinary units to fulfill our MYP authorization requirements.	Curriculum Development	Tier 1		08/29/2017	05/25/2018	\$5000	Department Heads, Sarah Fairman, Lynne Gibson, school librarians
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.	Professional Learning, Curriculum Development, Teacher Collaboration, Direct Instruction	Tier 1	Monitor	08/14/2018	06/07/2019	\$10000	All teachers and administrators.

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