

## Middle Years Programme – Action Plan (Lower Richland/Hopkins/Southeast)

**Submission for authorization:** schools are required to use this template in planning their submission for authorization. It is organized according to the headings of the Programme standards and practices. School objectives will be defined in relation to the IB requirements for authorization to offer the MYP, as stated in the document Guide to school authorization: Middle Years Programme.

**Submission for programme evaluation:** schools are required to use this template to submit their plan in order to continue implementing the programme for the next five years. It is organized according to the headings of the *Programme standards and practices*. The school will include objectives drawn from the recommendations and matters to be addressed from the evaluation report.

Add rows as necessary.

**For partnerships only:** The action plan must be completed by all partner schools together. Within the plan, identify the actions that individual partner schools need to do on their own. This chart will be submitted by the contact school.

## A: Philosophy

The school's educational beliefs and values reflect IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
The school's published statements of mission and philosophy align with those of the IB.	Review and revise mission statement as needed.	August 2016	MYP, IBDP and IBCP teachers and coordinators	N/A	
The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.	<p>Attended MYP Heads of School / Coordinator Implementing the MYP Training</p> <p>Purchased MYP Starter Pack</p> <p>Training for staff to ensure understanding of MYP via IB In-School Workshop</p> <p>Collaborated with other MYP partnership schools' coordinators to have teachers understand the IB philosophy, structure, and implementation of MYP</p> <p>Continuing training to ensure staff have understanding of each objective in Action Plan.</p> <p>Planning whole school IB workshop in all 8 groups</p>	<p>2015 - 2016 Ongoing</p> <p>August 2015</p> <p>April 2017</p>	All MYP, IBDP and IBCP teachers, administration and current IBDP and IBCP candidates and coordinators	IB Budget for professional development	Stakeholders support the MYP to increase enrolment in existing IBDP and IBCP programs
The school community demonstrates an understanding of, and commitment to, the	The school ensures that all staff, students and parents understand the central importance of the	2015-2017 ongoing	MYP, IBDP and IBCP teachers and coordinators	IB Budget	May exhibition of personal projects

programme(s).	<p>personal project for students in year 5 of the programme by developing a Personal Project guide and implementing prior to authorization</p> <p>Communicated to parents via letter, newsletter, course requirements and information sessions</p> <p>In school staff training</p>				
<p>The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community</p> <p>Inform students of the advantages of the MYP</p>	<p>IB Training for all staff</p> <p>IB Posters, Learner Profile in each classroom and throughout the hall</p> <p>Flags of the world with QR Codes to share information about the country throughout the buildings</p> <p>IB Learner Profile highlighted each month alongside character traits in student agenda books</p> <p>Ensure that cultural diversity is a positive element that teaches respect and enriches society by promoting caring, knowledgeable and open-mindedness as foci of others.</p> <p>Celebrate a culture each month, beginning with those present on campus and allow the celebration and information to be dictated by the cultures</p>	2015 - 2016 ongoing	<p>MYP, IBDP and IBCP Coordinators and teachers</p> <p>Administrators</p> <p>All department</p> <p>Student Body</p> <p>All Faculty and Staff</p>	IB Budget	<p>Physical environment that reflects international-mindedness</p> <p>The international day celebration has occurred for 4 years. The community celebrates with the students as they display their emergence into various cultures through dance, skits, art, food and poetry. The feeder elementary and middle schools have separate programs. We will have one combined grand event.</p> <p>Themed student lead cultural presentations on a consistent basis that are displayed in their content studies.</p> <p>Each content area (group) will be responsible for contributing to the festival and including instruction all year that will prepare students for the culminating festival.</p>

	<p>represented in the school.</p> <p>Use a standard calendar to recognize important dates to other cultures.</p> <p>2017-2018 student agenda to include international information to develop a consistent awareness of other cultures.</p> <p>Sponsor an annual International day celebration and partner with the elementary and middle feeder schools to expand the event.</p> <p>Participation in the local international and cultural activities on a regular basis.</p>				
<p>The school promotes responsible action within and beyond the school community</p>	<p>Recycling Program</p> <p>Solar Energy Program</p> <p>Vermiculture Program</p> <p>Greenhouse</p> <p>Service Learning</p> <p>Expand on existing community service program to include all students in two school-wide service projects each year.</p> <p>Partner with local charities Rolling Readers, Ronald McDonald House, and Make – A – Wish foundation.</p> <p>Participate in action</p>	<p>Ongoing</p>	<p>Faculty and Staff</p> <p>Student Body</p> <p>STEM Academy</p>	<p>School wide budgets</p>	<p>Sustainable recycling program</p> <p>Effective vermiculture program to support the greenhouse</p> <p>Providing plants to the school and community</p> <p>Established a partnership with Rolling Readers and a feeder elementary and middle schools school for on-going service activity.</p> <p>Consistent contributions in service hours and monetary donations.</p>

	<p>projects, Breast Cancer Awareness, Domestic Violence, Race Against Hunger</p> <p>Classroom instruction with service in mind.</p>				
<p>The school promotes open communication based on understanding and respect.</p>	<p>Regular weekly planning times for cluster coordinator and MYP Coordinators</p> <p>Regular monthly planning time for administration and coordinators</p> <p>Collaborative curriculum planning with all sites once per semester grades 6-10</p> <p>Bi-Monthly Professional Development to teachers from coordinator</p> <p>Bi-weekly and weekly content Meetings (PLC)</p> <p>Quarterly interdisciplinary collaborative planning meetings</p> <p>Strategic Master Schedule</p> <p>Daily 90 minute planning for teachers.</p>	<p>On going</p>	<p>MYP, IBDP and IBCP Coordinators and teachers Administrators</p>		<p>Evidence of</p> <p>Regular weekly planning times for cluster coordinator and MYP Coordinators</p> <p>Regular monthly planning time for administration and coordinators</p> <p>Collaborative curriculum planning with all sites once per semester grades 6-10</p> <p>Bi-Monthly Professional Development to teachers from coordinator</p> <p>PLC Meetings</p> <p>Quarterly interdisciplinary collaborative planning meetings</p> <p>Strategic Master Schedule</p> <p>Daily 90 minute planning for teachers</p>
<p>The school places importance on language learning, including mother tongue, host country language and other languages.</p>	<p>Spanish Pre-K - 12 and French 6-12</p> <p>Chinese Immersion</p> <p>ELL Language Support</p>	<p>Ongoing</p>	<p>Language B teachers</p> <p>Student Support Services (District)</p>	<p>ELL District Budget</p> <p>Language B Teachers</p>	<p>French, Spanish and ELL programs in place. Chinese Immersion start date August 2016.</p>

The school participates in the IB world community.	Member of SC IB World School Organization (SCIBS) OCC Accounts IB Conference of the Americas participation by heads of school and coordinators	ongoing	MYP, IBDP and IBCP Coordinators and teachers Administrators	Annual Fee IB Professional Development Budget	Access to workshops and collaboration with SCIBS and IBA
The school supports access for students to the IB programme(s) and philosophy.	Offer a whole school Program  Promote equity and inclusion of all students to internalize the qualities of an IB student i.e. the learner profile and transfer to academic enrichment	August 2016	MYP, IBDP and IBCP Teachers, Guidance, and Coordinators	N/A	Offer a whole school Program  Promote equity and inclusion of all students to internalize the qualities of an IB student i.e. the learner profile and transfer to academic enrichment

## B: Organization

### B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the Middle Years Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).	Weekly Admin meetings at each site Cluster Coordinator tying in all school activity Monthly Newsletter	2015-2016 ongoing	Cluster Coordinator Administration MYP Coordinators		
The school has developed a governance and leadership structure that supports the implementation of the	Promote the continuum with seamless transition 6-10 Coordinators meet	August 2016	MYP Cluster Coordinator - High School MYP, DP and CP Coordinator is the Cluster Coordinator and spends equal	N/A	Growth of the IB Continuum

programme(s).	<p>quarterly as a cluster with district level Curriculum Leadership.</p> <p>Three sites meet twice year for semester planning by content 6-10</p> <p>Development of cluster coordinator to promote the continuum.</p>		<p>time at each site.</p> <p>MYP Coordinators from each school, District Executive Directors</p>		
The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s)	<p>Heads of school, Coordinators and district personnel collaborate for the action plan and review the feasibility study</p>	Ongoing	MYP Coordinators, Principal and District Representative	N/A	Recommendation to implement MYP 6-10
<p>The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.</p> <p>The MYP coordinator is part of the school pedagogical leadership team.</p>	<p>All three sites have appointed MYP Coordinators, with job descriptions, release time and support to carry out the responsibilities.</p>	In place and ongoing	Executive Director and Administration	School Budgets	MYP Coordinator schedule MYP coordinator job description MYP coordinator selected and announced to all stakeholders
<p>The school develops and implements policies and procedures that support the programme(s).</p> <p>The school has developed and implements a language policy that is consistent with IB</p>	<p>School language, special education needs, assessment and academic honesty policies and procedures currently support IB program</p>	August 2016	MYP Coordinators, Principal and District Representative		Current policies and procedures: Language; Special Education; Assessment Policy; and Academic Honest Policy

<p>expectations.</p> <p>The school has developed and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.</p> <p>The school has developed and implements an assessment policy that is consistent with IB expectations.</p> <p>The school has developed and implements an academic honesty policy that is consistent with IB expectations.</p>					
<p>The school has systems in place for the continuity and ongoing development of the programme(s).</p> <p>The school's organizational structures support the implementation of all subject groups offered by the school, approaches to learning, service and the personal project</p>	<p>Bi-Monthly Professional Development</p> <p>Bi-weekly and weekly Team Meetings</p> <p>Semester planning grades 6-10</p> <p>Strategic Master Schedule</p> <p>Coordinator Positions</p>	<p>Ongoing</p>	<p>MYP, IBDP and IBCP Coordinators, guidance, administrators</p>	<p>N/A</p>	<p>Evidence of Bi-Monthly Professional Development</p> <p>Bi-weekly and weekly Team Meetings</p> <p>Semester planning grades 6-10</p> <p>Strategic Master Schedule</p> <p>Coordinator Positions</p>
<p>The school carries out programme evaluation involving all stakeholders.</p>	<p>The school will review the action plan and data from implementation.</p>	<p>August 2017</p>	<p>MYP, IBDP and IBCP Coordinators, teachers, guidance, administrators</p>		



## B2: Resources and support

The school's resources and support structures ensure the implementation of the Middle Years Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
The governing body allocates funding for the implementation and ongoing development of the programme(s).	Develop MYP Budget to include professional development funding	2015 ongoing	Executive Director School Board	Increased IB Budget	Development of MYP Budget
The school provides qualified staff to implement the programme(s).	IB endorsed MYP training for all staff	2017	MYP Cluster Coordinator MYP Coordinators from each school, District Executive Directors	MYP Budget	All staff will be trained
The school ensures that teachers and administrators receive IB-recognized professional development.  The school complies with the IB professional development requirement for the MYP at authorization and at evaluation	Training for required persons at time of authorization Heads of school PD  Training for all staff	2016  2017	MYP Cluster Coordinator MYP Coordinators from each school, District Executive Directors	MYP Budget	Training for required persons at time of authorization Heads of school PD  Training for all staff
The school provides dedicated time for teachers' collaborative planning and reflection.	Bi-Monthly Professional Development  Bi-weekly and weekly Team Meetings	Ongoing	MYP Coordinators, teachers, guidance, administrators		Bi-Monthly Professional Development  Bi-weekly and weekly Team Meetings

	<p>Semester planning grades 6-10</p> <p>Strategic Master Schedule</p> <p>Daily 90 minute planning for teachers</p>				<p>Semester planning grades 6-10</p> <p>Strategic Master Schedule</p> <p>Daily 90 minute planning for teachers</p>
<p>The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).</p>	<p>Each school is equipped with:</p> <p>An on-site technology specialist and media specialist.</p> <p>One to one environment</p> <p>Theatre rooms and fully equipped auditoriums</p> <p>Band rooms with instruments</p> <p>Computer labs</p> <p>iMac Lab</p>	ongoing	<p>Technology committee</p> <p>Leadership</p> <p>Teachers</p> <p>Student leaders</p>	<p>School Budgets</p> <p>District Technology Budgets</p>	<p>Digital Learning Environment Plans</p>
<p>The library/multimedia/resources play a central role in the implementation of the programme(s).</p>	<p>Media specialist is an ATL Leader</p> <p>Variety of text selection</p> <p>Include second language material</p>	2017	Media Specialist	School Budget	<p>Media specialist is an ATL Leader</p> <p>Vary text selection</p>
<p>The school ensures access to information on global issues and diverse perspectives.</p>	<p>Written curriculum ensures connections to global context</p> <p>Use of technology as a resource to global issues</p>	2017	MYP Coordinators, teachers, and administrators		<p>Written curriculum</p> <p>100 people project</p>

	Participate in 100 people project				
The school provides support for its students with learning and/or special educational needs and support for their teachers.	Students receive support as indicated in our special education policy, IEPs and inclusion model.  All teachers provide differentiation and RTI	ongoing	MYP Coordinators, teachers, guidance and administrators		RTI plans
The school has systems in place to guide and counsel students through the programme(s).	Each student is assigned a counselor  Teachers serve as advocates  Counselors participate in school PD and are ATL Leaders	ongoing	MYP Coordinators, teachers, guidance and administrators		Advocacy blocks  Individual meetings twice each year
The student schedule or timetable allows for the requirements of the programme(s) to be met.  The schedule or timetable provides a broad and balanced choice of subjects from the required MYP subject groups.  The schedule or timetable provides the minimum required teaching hours per year for the required MYP subject groups.  The schedule or timetable promotes concurrency of learning.	All courses are schedules to obtain beyond the 50 required hours of required MYP instruction in all groups  Technology is used to supplement language instruction.  Students remain on the language selection after year one ensuring concurrency of learning.  In grades 9-10 the students have a variety of choices from Design, Arts and PE/Personal Health	ongoing	MYP Coordinators, teachers, guidance and administrators		Master Schedule

<p>The school utilizes the resources and expertise of the community to enhance learning within the programme(s).</p>	<p>Field Study PTO Partnership EdgenuitySC Career Shadowing Entrepreneurship</p>	<p>ongoing</p>	<p>Teachers, EdgenuitySC, PTO</p>		<p>Field Study PTO</p>
<p>The school allocates resources to implement the MYP personal project</p>	<p>IB Budget increased to include MYP  Personal Project Guides and process journals were created for each student as an option for use</p>	<p>ongoing</p>	<p>Executive Director School Board</p>	<p>IB Budget Increase</p>	<p>Personal Project Guides and process journals</p>

**C: Curriculum**

**C1: Collaborative planning**

Collaborative planning and reflection supports the implementation of the Middle Years Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
<p><b>Collaborative planning and reflection addresses the requirements of the programme(s).</b></p> <p><b>The school has an approach to curriculum planning that involves all MYP teachers.</b></p> <p><b>Collaborative planning and reflection facilitates interdisciplinary learning to strengthen cross-curricular skills and the deepening of disciplinary understanding.</b></p>	<p><b>Regular weekly planning times for cluster coordinator and MYP Coordinators</b></p> <p><b>Regular weekly and bi-weekly planning time for administration and coordinators</b></p> <p><b>Collaborative curriculum planning with all sites once per semester grades 6-10</b></p> <p><b>Bi-Monthly Professional Development to teachers from coordinator</b></p> <p><b>PLC Meetings</b></p> <p><b>Quarterly interdisciplinary collaborative planning meetings</b></p> <p><b>Strategic Master Schedule</b></p> <p><b>Daily 90 minute planning for teachers</b></p>	<p><b>2016</b></p>	<p><b>MYP coordinators, teachers and administrators</b></p>		<p><b>Written documentation and evidence of planning and curriculum decisions and implementation.</b></p>
<p><b>Collaborative planning and reflection takes place regularly and systematically.</b></p>	<p><b>Regular weekly planning times for cluster coordinator and MYP Coordinators</b></p>	<p><b>2016</b></p>	<p><b>MYP coordinators, teachers and administrators</b></p>		<p><b>Evidence of:</b></p> <p><b>Regular weekly planning times for cluster coordinator and MYP</b></p>

	<p>Regular weekly and bi-weekly planning time for administration and coordinators</p> <p>Collaborative curriculum planning with all sites once per semester grades 6-10</p> <p>Bi-Monthly Professional Development to teachers from coordinator</p> <p>PLC Meetings</p> <p>Quarterly interdisciplinary collaborative planning meetings</p> <p>Strategic Master Schedule</p> <p>Daily 90 minute planning for teachers</p>				<p>Coordinators</p> <p>Regular weekly and bi-weekly planning time for administration and coordinators</p> <p>Collaborative curriculum planning with all sites once per semester grades 6-10</p> <p>Bi-Monthly Professional Development to teachers from coordinator</p> <p>PLC Meetings</p> <p>Quarterly interdisciplinary collaborative planning meetings</p> <p>Strategic Master Schedule</p> <p>Daily 90 minute planning for teachers</p>
Collaborative planning and reflection addresses the vertical and horizontal articulation.	Address the reflection requirements of the program via unit planning and teacher constant reflection before, during and after the process	2017	MYP coordinators, teachers and administrators		Annual written curriculum review
Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.	<p>Regular weekly planning times for cluster coordinator and MYP Coordinators</p> <p>Regular weekly and bi-weekly planning time for administration and coordinators</p> <p>Collaborative curriculum planning with all sites</p>	2016	MYP coordinators, teachers and administrators		<p>Evidence of</p> <p>Regular weekly planning times for cluster coordinator and MYP Coordinators</p> <p>Regular weekly and bi-weekly planning time for administration and coordinators</p> <p>Collaborative curriculum planning with all sites once per</p>

	<p>once per semester grades 6-10</p> <p>Bi-Monthly Professional Development to teachers from coordinator</p> <p>PLC Meetings</p> <p>Quarterly interdisciplinary collaborative planning meetings</p> <p>Strategic Master Schedule</p> <p>Daily 90 minute planning for teachers</p>				<p>semester grades 6-10</p> <p>Bi-Monthly Professional Development to teachers from coordinator</p> <p>PLC Meetings</p> <p>Quarterly interdisciplinary collaborative planning meetings</p> <p>Strategic Master Schedule</p> <p>Daily 90 minute planning for teachers</p>
Collaborative planning and reflection is based on agreed expectations for student learning.	Collaborative planning includes IB resources to include subject guides, criteria and rubrics	2016 ongoing	MYP coordinators, teachers and administrators		Standardization of assessment
Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.	<p>Conduct in – house professional development from teachers having completed the MED Divergent Learning program</p> <p>Planned differentiation of instruction</p>	2016 ongoing	<p>MYP coordinators, teachers and administrators</p> <p>MED Divergent Learner Degree holders</p>		Presentation materials, agenda, sign in sheet and evidence of implementation of strategies in individual classrooms.
Collaborative planning and reflection is informed by assessment of student work and learning.	<p>District requires all content areas to have common formative and summative assessments</p> <p>Assessments are reviewed during Professional Learning Communities and</p>	2016	MYP coordinators, teachers and administrators		Data reports and findings

	curriculum decisions are made as a result of reviewing assessment data by content area				
Collaborative planning and reflection recognizes that all teachers are responsible for language development of students	Teachers will be governed by the subject guides to participate in the language development of students	2017	MYP coordinators, administrators, MYP teachers	N/A	
Collaborative planning and reflection addresses the IB learner profile attributes	MYP Learner Profile is a core part of all student learning.  Teachers will plan with the Learner Profile in mind, careful to provide instruction that allows students to constantly engage in the use of the Learner Profile.	2016	MYP teachers and coordinators	N/A	Student work displaying attributes of the Learner Profile in process.



**C2: Written curriculum**

The school's written curriculum reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
<p>The written curriculum is comprehensive and aligns with the requirements of the programme(s).</p> <p>The curriculum fulfills the aims and objectives of each subject group offered in each year of the programme and the personal project (or community project for programmes that end in MYP year 3 or 4).</p> <p>The written curriculum includes an approaches to learning planning chart for all years of the programme.</p> <p>The written curriculum includes subject group overviews for each subject group offered for each year of the programme.</p> <p>Unit plans are documented according to the MYP unit planning process.</p> <p>The curriculum fosters disciplinary and</p>	<p>Attend professional development for MYP.</p> <p>Use the subject guides aims and objectives when developing MYP Unit Plans.</p> <p>Integrate the assessment years 1, 3, 5 as appropriate for grades 6-10.</p> <p>Horizontal and vertical articulation are ensured via collaborative planning.</p> <p>Use MYP Planning Process while completing unit plans.</p> <p>Unit plans will be reviewed by teachers monthly during PLC meetings as a part of collaborative planning and reviewed quarterly by coordinators.</p> <p>Shared unit plans will result in interdisciplinary units.</p> <p>Annually the written curriculum will be</p>	<p>2016</p>	<p>MYP teachers and coordinators</p>		<p>Published and practiced curriculum displaying alignment.</p>

<p>interdisciplinary understanding.</p> <p>There is a system for the regular review of individual unit plans and of the planning of approaches to learning skills.</p>	<p>reviewed by coordinators.</p> <p>Publish Written Curriculum</p>				
<p>The written curriculum is available to the school community.</p>	<p>The written curriculum will be posted to our school website</p>	2016	MYP Coordinators, web master		The written curriculum will be posted to our school website
<p>The written curriculum builds on students' previous learning experiences.</p>	<p>The written curriculum is designed to accommodate district pacing, which is developed based on student's previous learning.</p>	2016	MYP teachers and coordinators, district curriculum specialist		Curriculum pacing guides
<p>The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.</p> <p>The written curriculum includes the prescribed key concepts and related concepts in each subject group</p>	<p>The curriculum is based on state and district requirements which are in a progression designed for continuous development over time.</p> <p>The written curriculum is derived from the MYP Unit plans which focus intently on key and related concepts in each subject group.</p>	2016	MYP teachers and coordinators		
<p>The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.</p> <p>The curriculum provides</p>	<p>Implement plans for one school-wide service project per year and one cluster project for year with the idea of "think globally act locally"</p> <p>The ability to meet</p>	2017	MYP coordinators, administrators, MYP teachers, students	IB Budget	Service that impacts the community in a positive way.

sufficient opportunities for students to meet the learning outcomes for service in every year of the programme	learning outcomes is supported by our district redo policy that offers students the opportunity to redo assessments.				
The written curriculum incorporates relevant experiences for students	Assure curriculum is balanced and includes choice.  Investigates real – world experiences for students	ongoing	MYP teachers and coordinators	N/A	Student reflection of the program of study.
The written curriculum promotes students' awareness of individual, local, national and world issues.	Assure curriculum is balanced and includes choice.  Investigates real – world experiences for students to engage in local, national, and world issues.	ongoing	MYP teachers and coordinators	N/A	Student reflection of the program of study.
The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.	Ensure subject areas provide opportunities for reflection on human commonality, diversity, and multiple perspectives	ongoing	MYP teachers and coordinators		
The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).	Current IB subject guides in the most recent year are used to develop and review MYP Units.  Units are reviewed consistently by teachers quarterly and by coordinators at least annually when developing	ongoing	MYP teachers and coordinators		

	the written curriculum for the school year.				
The written curriculum integrates the policies developed by the school to support the programme(s)	Incorporate school policies regarding MYP into the curriculum review and into the written curriculum.	ongoing	MYP teachers and coordinators, district curriculum specialist		Updated curriculum
The written curriculum fosters development of the IB learner profile attributes.	Teachers plan and complete the MYP Unit Plans with the Learner Profile in mind, careful to provide instruction that allows students to constantly engage in the use of the Learner Profile.	ongoing	MYP teachers and coordinators		Student work displaying attributes of the Learner Profile in process.

### C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
<p>Teaching and learning aligns with the requirements of the programme(s).</p> <p>Teaching and learning at the school uses global contexts as contexts for inquiry.</p> <p>Teaching and learning allows students to meet the MYP objectives in each year of the programme for each subject group studied.</p>	<p>Attend professional development for MYP and approaches to learning to ensure teaching and learning aligns with the requirements of the program.</p> <p>Effectively use global context as a natural extension of teaching and learning.</p> <p>Teaching ensures that students can meet all objectives by constantly reflecting on the goals of the unit.</p>	On going	MYP teachers and coordinators and administrators	\$20,000	Student growth
Teaching and learning engages students as inquirers and thinkers.	<p>Promote student development of individual problem based and service learning.</p> <p>Teach discussion and critical thinking strategies, implementation of ATL in all courses.</p> <p>As STEM sites all content areas engage in inquiry based instruction.</p>	ongoing	MYP teachers and coordinators, all faculty	N/A	Formal and informal observation documentation. Evidence of student work.
Teaching and learning builds on what students	All instruction begin with pre-assessment	ongoing	MYP teachers and coordinators		

know and can do.					
Teaching and learning promotes the understanding and practice of academic honesty	Published academic honesty policy.	2016	All faculty and staff		Published academic honesty policy is implemented with fidelity.
Teaching and learning supports students to become actively responsible for their own learning.	Engages students in reflecting on how, what and why they are learning  Provide students with feedback to inform and improve their learning and promote use of ATL (Self-Management) in all courses.	On going	MYP teachers and coordinators	N/A	
Teaching and learning addresses human commonality, diversity and multiple perspectives.	Ensure all teachers create opportunities to address human commonality, diversity and multiple perspectives.	ongoing	MYP teachers and coordinators		Diversity of resources
Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.	Teachers will accommodate ELL students and differentiate instruction.	ongoing	MYP Teachers and coordinators		
Teaching and learning demonstrates that all teachers are responsible for language development of students.	Teachers will be governed by the subject guides to participate in the language development of students	2017	MYP coordinators, administrators, MYP teachers	N/A	
Teaching and learning uses a range and variety of strategies	Teachers use a variety of collaborative/cooperative learning, and	2016	MYP teachers and coordinators	N/A	Formal and informal observation documentation. Evidence of student work.

	interdisciplinary teaching.				
Teaching and learning differentiates instruction to meet students' learning needs and styles.	<p>Conduct in – house professional development from teachers having completed the MED Divergent Learning program</p> <p>Planned differentiation of instruction</p>	2016 ongoing	<p>MYP coordinators, teachers and administrators</p> <p>MED Divergent Learner Degree holders</p>		<p>Presentation materials, agenda, sign in sheet and evidence of implementation of strategies in individual classrooms.</p>
Teaching and learning incorporates a range of resources, including information technologies.	<p>Teachers will use a range of both print and technology resources available through an abundance of district and school level resources.</p> <p>Students are in an one-to-one environment with apps available for instruction and completing assignments with technology</p> <p>The school is equipped with an iMac lab</p> <p>All sites offer Project Lead the Way opportunities to include 3D printers and robotics</p>	ongoing	MYP Teachers and coordinators		<p>Student work in various formats</p> <p>Lesson plans inclusive of technology</p> <p>DLE Professional Plans</p>
Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs	Incorporate opportunities for service as a natural part of instruction.	2017	MYP Teachers and coordinators		

of others.					
Teaching and learning engages students in reflecting on how, what and why they are learning.	Make reflection a consistent part of instruction and student work in all content areas.	ongoing	MYP Teachers and coordinators		
Teaching and learning fosters a stimulating learning environment based on understanding and respect.	With the learner profile an integral part of teaching and learning, students will have consistent exposure to caring, understanding and respect.	ongoing	MYP Teachers and coordinators		
Teaching and learning encourages students to demonstrate their learning in a variety of ways.	Teachers will use differentiation and authentic assessments to give students the opportunity to show they have learned.	ongoing	MYP Teachers and coordinators		Various student assessments
Teaching and learning develops the IB learner profile attributes.	Teachers plan and complete the MYP Unit Plans with the Learner Profile in mind, careful to provide instruction that allows students to constantly engage in the use of the Learner Profile.	ongoing	MYP teachers and coordinators		Student work displaying attributes of the Learner Profile in process.



**C4: Assessment**

Assessment at the school reflects IB assessment philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
<p>Assessment at the school aligns with the requirements of the programme(s).</p> <p>The school uses the prescribed assessment criteria for each subject group in each year of the programme.</p> <p>Teachers standardize their understanding and application of criteria before deciding on achievement levels.</p>	<p>Attend professional development for MYP.</p> <p>Use the subject guides aims and objectives when developing assessments</p> <p>Integrate the assessment years 1, 3, 5 as appropriate for grades 6-10.</p> <p>Horizontal and vertical articulation are ensured via collaborative planning.</p> <p>Use MYP Planning Process while completing unit plans.</p> <p>Publish Assessment</p>	<p>2016</p>	<p>MYP teachers and coordinators</p>	<p>IB Budget</p>	<p>Published Assessment Policy</p>
<p>The school communicates its assessment philosophy, policy and procedures to the school community</p>	<p>The assessment policy will be published to the school website</p>	<p>2016</p>	<p>MYP teachers, coordinators and administrators</p>		<p>Published Assessment Policy</p>
<p>The school uses a range of strategies and tools to assess student learning.</p>	<p>Based on objectives and assessment criteria specific to each subject teachers use a range of strategies and tools to assess student learning</p> <p>Use post-secondary</p>	<p>On going</p>	<p>MYP teachers and coordinators</p>	<p>N/A</p>	<p>Student assessment in various formats</p>

	<p>assessment options to prepare students.</p> <p>Implement inquiry – based learning.</p> <p>Use authentic assessment and share assessment criteria with students at the start of the unit.</p>				
The school provides students with feedback to inform and improve their learning.	Teachers will participate in various forms of communicating with teachers to include, conferencing, goal setting, written and verbal instruction.	ongoing	MYP teachers and coordinators		Student awareness of goals and strategies to improve on learning.
<p>The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).</p> <p>The school has a system for the qualitative monitoring of student involvement in service according to the school's learning expectations for service.</p>	<p>Teachers use the Power Teacher system which provides both parent and student access to progress.</p> <p>IB Progress reports will be submitted to students and parents with assessments, rubrics and feedback.</p> <p>Purchase ManageBac</p> <p>Teachers use the mastery connect system to monitor student growth on common formative and summative assessments.</p>	<p>Ongoing</p> <p>2018</p>	MYP teachers and coordinators		<p>Informed parents and students</p> <p>Progress report template</p>
The school has systems for reporting student progress aligned with the assessment philosophy	Teachers use the Power Teacher system which provides both parent and student access to	ongoing	MYP teachers and coordinators		<p>Informed parents and students</p> <p>Parent and student access to PowerSchool.</p>

of the programme(s).	<p>progress.</p> <p>Students assessment will follow the IB ascribed grading system and be converted to the district scale of 0-100 as follows:</p> <table border="1" data-bbox="483 464 745 1334"> <thead> <tr> <th>IB Score</th> <th>% Grade</th> </tr> </thead> <tbody> <tr><td>8</td><td>96-100</td></tr> <tr><td>7.5</td><td>91-95</td></tr> <tr><td>7</td><td>86-90</td></tr> <tr><td>6.5</td><td>81-85</td></tr> <tr><td>6</td><td>76-80</td></tr> <tr><td>5.5</td><td>71-75</td></tr> <tr><td>5</td><td>66-70</td></tr> <tr><td>4.5</td><td>61-65</td></tr> <tr><td>4</td><td>56-60</td></tr> <tr><td>3.5</td><td>51-55</td></tr> <tr><td>3</td><td>46-50</td></tr> <tr><td>2.5</td><td>41-45</td></tr> <tr><td>2</td><td>36-40</td></tr> <tr><td>1.5</td><td>31-35</td></tr> <tr><td>1</td><td>26-30</td></tr> </tbody> </table>	IB Score	% Grade	8	96-100	7.5	91-95	7	86-90	6.5	81-85	6	76-80	5.5	71-75	5	66-70	4.5	61-65	4	56-60	3.5	51-55	3	46-50	2.5	41-45	2	36-40	1.5	31-35	1	26-30				
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	Teachers use the mastery connect system to monitor student growth on common formative and summative assessments.				
The school analyses assessment data to inform teaching and learning.	Teachers use the mastery connect system to monitor student growth on common formative and summative assessments and support a data driven instructional environment.	ongoing	MYP teachers and coordinators		Informed parents and students
The school provides opportunities for students to participate in, and reflect on, the assessment of their work.	Teachers will participate in various forms of communicating with teachers to include, conferencing, goal setting, written and verbal instruction.  Students also have the opportunity to redo certain assignments as a result of the district redo policy.	ongoing	MYP teachers and coordinators		Student awareness of goals and strategies to improve on learning.
The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the MYP personal project	Personal Projects supervisors have been identified,  All teachers may serve as mentors.  Personal Project Guide and timeline has been developed.  PD for teachers is ongoing.	2016	All Staff		Spring presentation of Personal Projects

