

McGraw IB Primary Years Program Action Plan

Last Updated: November 2017

Introduction:

We have chosen to structure our action plan differently than in the past. Rather than organizing our action plan objectives based on program standards, we have organized objectives based on themes that arose during our Self-Study. Each theme contains an objective, supported by practices from various program standards. There was strong alignment among our staff about the themes we identified through our Self-Study process.

Structuring our action plan in this way allows us to engage in deeper, more-focused collaboration to address a manageable number of broad objectives instead of viewing objectives as a “checklist” of items to complete. It also provides us the flexibility to revise existing objectives and add new objectives with the launch of the enhanced PYP.

In addition, we have altered the IB action plan template to better reflect the PYP approach to assessment as a means to continuously inform learning and teaching, not as the end result of a process. To reflect this approach, we have moved the “evidence of achievement” column from the last column of the table to the 2nd column.

Based on discussions with veteran PYP educators, a similar approach to IB action planning is being applied at other authorized PYP schools. It represents an evolution in thinking that is taking place within the IB organization and the Primary Years Program as a whole.

Objective	Evidence of achievement or of progress towards achievement of the objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications
<p>Promote genuine student action throughout the school and local community</p> <p><u>IB Program Standards addressed:</u></p> <p><i>A5. The school promotes responsible action within and beyond the school community.</i></p> <p><i>C2.5. The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.</i></p> <p>C3.12. Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.</p> <p><i>C3.14.b. Teaching and learning empowers students to take self-initiated action as a result of the learning.</i></p>	<p>Students acknowledge other students for demonstrating genuine student action.</p> <p>Students take action based on internal motivation, not desire to earn a reward or recognition – but to make the world a better place.</p> <p>Parents recognize and describe genuine student actions taken outside of school.</p> <p>Documentation of specific examples of genuine student action are visible within the classroom and hallways.</p> <p>Student action taken through units, projects and the PYP Exhibition.</p>	<ol style="list-style-type: none"> 1. Explore enhanced PYP guidance for encouraging various student demonstrations of action (participation, advocacy, social justice, entrepreneurship, lifestyle choices – “Preparing for the Enhanced PYP” document). 2. Allow students to recognize when their peers take action through Peacekeeper Circles, Golden Tickets and other ways. Teachers will demonstrate to students how to give this recognition to each other. 3. Create classroom or grade level displays (e.g. “Got Caught” boards) highlighting genuine student action in the school. 4. Plan staff in-service training/collaboration meetings focused on promoting genuine student action. 	<p>2018-2019 school year</p> <p>2018-2019 school year</p> <p>2019-2020 school year</p> <p>2018-2019 school year</p>	<p>PYP Leadership Team; School Staff</p> <p>School Staff; Students</p> <p>Classroom Teachers</p> <p>PYP Leadership Team</p>	<p>Site funds to pay for PYP workshop registrations</p> <p>Site funds to pay for guest speakers/presenters (if a fee is charged)</p>

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<p>Enhance collaboration between support staff * and classroom teachers</p> <p><u>IB Program Standards addressed:</u></p> <p>A6. <i>The school promotes open communication based on understanding and respect.</i></p> <p>B1.5. <i>The school develops and implements policies and procedures that support the programme(s).</i></p> <p>B2.8. <i>The school provides support for its students with learning and/or learning support requirements and support for their teachers.</i></p> <p>C1.6. <i>Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.</i></p> <p>C3.1.a. <i>The school ensures that students experience coherence in their learning supported by the five essential elements of the programme regardless of which teacher has responsibility for them at any point in time.</i></p>	<p>* <i>“Support Staff” includes: Special Education Teachers, Literacy Teacher, English Language Development Teacher, Counselor</i></p> <p>Enhanced collaboration between support staff and general classroom teachers takes place to address student learning needs.</p> <p>Support staff can clearly define and communicate their role in supporting student learning through the PYP.</p> <p>Classroom teachers can clearly communicate the role of support staff in supporting student learning through the PYP.</p> <p>SEN Policy is amended, or essential agreement is developed, to detail the collaboration between support staff and classroom teachers in addressing student learning needs.</p>	<ol style="list-style-type: none"> 1. Review the McGraw Special Education Needs Policy. Amend the policy or create an attached essential agreement that details how and when classroom teachers and support specialists collaborate to address student learning needs. 2. According to our updated SEN Policy/essential agreement, interventionists will collaborate with classroom teacher(s) throughout the year to make instructional decisions and plan interventions to differentiate instruction and address students' unique learning needs. 3. Add a staff member in a support role (Interventionist, SPED, etc.) to the McGraw PYP leadership team. 4. Grade level teams will email or give paper copies of unit of inquiry parent letters and related information to support staff that will keep them updated about what students are learning/will be learning during units. 5. Conduct vertical review and articulation, involving classroom teachers and support staff, of the new Colorado English Language Arts (ELA) Standards 	<p>Spring 2018</p> <p>2018-2019 school year</p> <p>Fall 2018</p> <p>Spring 2018</p> <p>2018-2019 school year</p>	<p>PYP Leadership Team; IB + Team; Classroom Teachers and Support Staff</p> <p>Classroom Teachers and Support Staff</p> <p>PYP Leadership Team</p> <p>Grade Level Teams</p> <p>PYP Leadership Team; IB + Team; Classroom Teachers and Support Staff</p>	

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<p>Further define, recognize and address diversity and multiple perspectives within the school</p> <p><u>IB Program Standards addressed:</u></p> <p>B2.7. <i>The school ensures access to information on global issues and diverse perspectives.</i></p> <p>C2.8. <i>The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.</i></p> <p>C3.6. <i>Teaching and learning addresses human commonality, diversity and multiple perspectives.</i></p>	<p>Shared philosophy of addressing diversity and multiple perspectives within the context of our school is articulated and put into practice.</p> <p>Various forms of diversity and multiple perspectives are addressed across PYP units at each grade level.</p>	<ol style="list-style-type: none"> 1. Plan professional development (staff book study, guest speakers) to help us clearly define what the concept of “diversity” means at McGraw. 2. Develop a shared school philosophy of how we celebrate and address diversity and multiple perspectives in learning and teaching practices. 3. Examine units of inquiry during team and staff collaboration meetings to identify how units currently promote exploration of multiple perspectives and forms of diversity. 4. Update units of inquiry to better promote exploration of multiple perspectives and forms of diversity. 5. Explore how we can use current school resources and community partnerships to enhance student learning about and through multiple perspectives and forms of diversity. 	<p>2019-2020 school year</p> <p>2019-2020 school year</p> <p>2019-202 school year</p> <p>2019-2020 school year</p> <p>2019-202 school year</p>	<p>PYP Leadership Team</p> <p>PYP Leadership Team; IB + Team; School Staff; McGraw School Accountability Committee</p> <p>Grade Level Teams; School Staff</p> <p>Grade Level Teams; School Staff</p> <p>PYP Leadership Team; IB + Team; School Staff; McGraw School Accountability Committee</p>	<p>Site funds to pay for book study and/or guest speakers (if a fee is charged); Site funds to pay for PYP workshop registrations</p> <p>Site funds for team collaboration time</p> <p>Site funds for team collaboration time</p>

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<p>Purposefully integrate the Approaches to Learning within the curriculum</p> <p><u>IB Program Standards addressed:</u></p> <p><i>C1.1.c. Planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme.</i></p> <p><i>C2.1.d. There is documented evidence that the curriculum developed addresses the five essential elements of the PYP.</i></p> <p><i>C2.4. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.</i></p> <p><i>C3.1.a. The school ensures that students experience coherence in their learning supported by the five essential elements of the programme regardless of which teacher has responsibility for them at any point in time.</i></p> <p><i>C4.1.b. Assessment addresses all the essential elements of the programme.</i></p>	<p>Students thoughtfully apply Approaches to Learning skills to support their learning across all subject areas.</p> <p>Approaches to Learning skills learning target continuums are developed and implemented across grade levels.</p>	<ol style="list-style-type: none"> 1. Classroom teachers and Specialists will intentionally highlight and model (through “teach tos” and other methods) application of the Approaches to Learning skills for students. 2. Utilize staff and grade level/specialist team meetings to set expectations and share best practices about how the ATL skills are integrated in planning, learning and teaching at McGraw. 3. Teachers will guide students in goal setting and reflecting on their progress in applying ATL skills. 4. During staff meetings, grade level teams will share out and compare how they report to parents on student development of ATL skills. 	<p>2018-2019 school year</p> <p>2018-2019 school year</p> <p>2018-2019 school year</p> <p>2018-2019 school year</p>	<p>Classroom Teachers and Subject Specialist* Teachers</p> <p>Grade Level and Subject Specialists Teams; School Staff</p> <p>Classroom Teachers; Subject Specialist Teachers; Students</p> <p>Grade Level Teams</p> <p>* "Subject Specialist" Teachers include: Art, Music, Physical Education, Spanish</p>	<p>Site funds for team collaboration time</p>

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<p>Purposefully integrate teaching and learning through the key concepts across the curriculum</p> <p><u>IB Program Standards addressed:</u></p> <p>C3.1.a. <i>The school ensures that students experience coherence in their learning supported by the five essential elements of the programme regardless of which teacher has responsibility for them at any point in time.</i></p> <p>C3.2.a. <i>The school ensures that inquiry is used across the curriculum and by all teachers.</i></p> <p>C4.1.b. <i>Assessment addresses all the essential elements of the programme.</i></p>	<p>Students demonstrate a more complete understanding of the key concepts by applying them, intentionally and authentically, to support their thinking and questioning.</p> <p>Students use the key concepts to access different levels and types of questioning and thinking.</p>	<ol style="list-style-type: none"> Teachers will intentionally highlight and model for students (through “teach tos” and other methods) how to use the key concepts to support different levels and types of questioning and thinking. Utilize staff and grade level team meetings to set expectations and share best practices about how the key concepts are authentically integrated in learning and teaching at McGraw. Ensure that visual examples of student use of the key concepts are posted and referenced in classrooms. 	<p>2019-2020 school year</p> <p>2019-2020 school year</p> <p>2019-2020 school year</p>	<p>Classroom Teachers and Subject Specialist* Teachers; Students</p> <p>Grade Level Teams; School Staff</p> <p>Classroom Teachers and Subject Specialist* Teachers; Students</p> <p>* <i>“Subject Specialist” Teachers include: Art, Music, Physical Education, Spanish</i></p>	<p>Site funds to pay for PYP workshop registrations</p> <p>Site funds for team collaboration time</p>