

Programme Development Template

Developed by Robin Long

Based on the IB Programme Development template; Self Study Questionnaire from IBO.org

and the [MICIP Sample Systems Plan](#), From Michigan Department of Education

School:	IB School Code:
Principal:	IB Coordinator:
Focus of programme development	
<p>What question does the school want to answer? What challenge is the school facing? What goal does the school want to achieve?</p> <p>How might we support the development of student and staff wellbeing to increase agency and engagement that leads to student success?</p>	
Rationale: Briefly summarise the reasons the school selected this focus for programme development.	
<p>Students and staff at Elementary have been impacted by the challenges of the Pandemic and associated economic repercussions. Student behaviors have increased as well as staff turnover. Students and staff have strong relationships, however, there is a lack of continuity and common goals to support the mission of the school. Staff have become overwhelmed and there is evidence of some apathy. We believe that the foundation of a strong learning community is mutual respect, common goals, common language, and meaningful purpose. In order to increase student success, we must first shore up the foundation for our learning community to ensure that all students and staff are immersed in a safe, engaging, and purposeful learning community.</p>	
Data Story: What data supports your rationale?	
<p>What data objects did you analyze, including academic, non-academic, and systems? List the title of each data object and its source.=</p>	
IB Standards and Practices Guiding Questions and Prompts:	
Identify one or two IB practices to answer each question. Select practices from at least two categories of the PSP framework.	
<p>What practice or practices identify the people who are responsible for the work? For example, teachers, leadership, students?</p>	
<p>Purpose 3: The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)</p> <ul style="list-style-type: none"> ● Purpose 3.1: The school ensures that the school community is aware of the IB learner profile and is committed to international-mindedness and its importance in embodying the IB mission. (0101-03-0100) <p>Approaches to teaching 5: Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)</p> <ul style="list-style-type: none"> ● Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100) ● Approaches to teaching 5.2: Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students. (0403-05-0200) ● Approaches to teaching 5.5: Teachers use multiple technologies to aid and extend learning and teaching. (0403-05-0500) 	
<p>What practice or practices indicate why the school is undertaking the work? That is, what is the reason for this focus? <i>What will be the outcome/impact on students?</i></p>	
<p>Lifelong learners 1: Students actively develop thinking, research, communication, social and self-management skills. (0402-01)</p> <ul style="list-style-type: none"> ● Lifelong learners 1.1: The school implements and reviews the development of the IB's approaches to learning. (0402-01-0100) ● Lifelong learners 1.2: The school implements and reviews processes that actively engage students in their own learning. (0402-01-0200) <p>Lifelong learners 6: Students take ownership of their learning by setting challenging goals and pursuing personal inquiries. (0402-06)</p> <ul style="list-style-type: none"> ● Lifelong learners 6.1: Students take opportunities to develop personal learning goals. (0402-06-0100) ● Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200) 	
<p>What practice or practices indicate how the school will undertake the work?</p>	
<p>Student support 3: The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)</p> <ul style="list-style-type: none"> ● Student support 3.1: The school identifies and allocates spaces and resources to support the social, emotional, and physical well-being of its students and teachers. (0202-03-0100) ● Student support 3.2: The school demonstrates in its systems, processes and policies attention to the social, emotional, and physical well-being of its students and teachers. (0202-03-0200) ● Student support 3.3: The pedagogical leadership team and teachers support students' social, emotional and physical well-being. (0202-03-0300) ● Student support 3.4: The school promotes open communication based on understanding and respect. (0202-03-0400) 	

Lifelong learners 2: Students demonstrate and reflect on their continued development of the IB learner profile attributes. (0402-02) <ul style="list-style-type: none"> • Lifelong learners 2.1: Students understand the IB learner profile and can reflect on it effectively. (0402-02-0100) • Lifelong learners 2.2: Teachers provide students with opportunities in the curriculum to reflect on the growth and demonstration of their IB learner profile attributes. (0402-02-0200) • Lifelong learners 2.3: Students understand the connections between the IB learner profile and international-mindedness. (0402-02-0300) 	
Discover Whole Child Data: What data objects did you analyze, including academic, non-academic, and systems? List the title of each data object and its source	Initial Data Analysis Summary: What did the data tell you? What patterns and trends did you see across data objects? Summarize your thinking.
Academic Data <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Math Scores <input checked="" type="checkbox"/> ELA Scores <input type="checkbox"/> NWEA <input type="checkbox"/> District Assessments 	Academic data: achievement scores showed: <ul style="list-style-type: none"> • Overall... • By grade levels... • By student groups...
Non Academic Data <ul style="list-style-type: none"> <input type="checkbox"/> IB Self-Study <input type="checkbox"/> Student engagement surveys <input checked="" type="checkbox"/> Student absenteeism data <input checked="" type="checkbox"/> Student behavior data, e.g., referrals, suspension, and expulsion data <input type="checkbox"/> Student well-being surveys <input checked="" type="checkbox"/> Student interviews <input checked="" type="checkbox"/> Instructional/Curriculum system audit data <input checked="" type="checkbox"/> Student Support system audit data <input type="checkbox"/> MTSS (Multi-tiered System of Support) Data – DCA (District Capacity Assessment), <input type="checkbox"/> PBIS (Positive Behavioral Interventions and Supports) TFI (Tiered Fidelity Inventory) and/or DSFI (District Systems Fidelity Inventory) <input type="checkbox"/> Resource Allocation Review (required for schools identified for CSI or ATS but also beneficial for all schools) 	<ul style="list-style-type: none"> • Student engagement surveys showed... • Student absenteeism data showed... • Student behavior data showed... • Student well-being surveys/interviews showed...
<input type="checkbox"/> Systems data – may be added later as a result of root cause analysis	<ul style="list-style-type: none"> • The PYP Self Study shows... • The results of the DCA show the area of... • The PBIS TFI shows... • The RTFI shows...
What have you already done to address the data? How well did that work? You might begin your statements as follows: <ul style="list-style-type: none"> • Regarding PYP Standards and practices, we have been implementing... Implementation data shows... • Regarding ELA, we have been implementing... Implementation data shows... • Regarding math, we have been implementing... Implementation data shows... • Regarding non-academic areas, we have been implementing... Implementation data shows... • Regarding systems, we have been implementing... Implementation data shows... 	
Create a Gap Statement: How far are you from where you want to be? Identify the gap between your current reality and your desired state and write the gap statement summary. You might begin your statements as follows: <ul style="list-style-type: none"> • PYP Evaluation data currently shows... • Achievement in ELA is currently at... compared to a desired state of... for all students, while for (student group), achievement in ELA is currently at... compared to a desired state of... • Math achievement is currently at... compared to a desired state of... for all students, while for (student group), math achievement is currently at... compared to a desired state of... • Student engagement data is currently at... compared to a desired state of.... • Student absenteeism data is currently at... compared to a desired state of..., while student behavior data is at... compared to a desired state of... 	

<ul style="list-style-type: none"> ● Student well-being survey data is currently at an average of... compared to a desired state of... ● Systems implementation and effectiveness data currently shows... compared to a desired state of... 				
<p>Write a Data Story Summary: What do you know regarding this area of inquiry? Consider these questions and summarize your thinking:</p> <ul style="list-style-type: none"> ● Overall PYP Evaluation shows that... ● Overall, academic data shows that... While we have addressed this through (these strategies), implementation data shows that... ● Overall, non-academic data shows that... While we have addressed this through (these strategies), implementation data shows that... ● Overall, systems implementation and effectiveness data shows that... 				
<p>Analyze Root Cause: Why are things the way they are?</p> <p>Our driving question was...</p> <p>As a result of our root cause analysis using (the fishbone and/or the five whys), we identified the following related root causes:</p> <ul style="list-style-type: none"> ● 				
<p>Create a Challenge Statement: In one sentence, what is the need or opportunity for growth you want to address? Consider writing an "If..., then..., so that..." statement.</p> <ul style="list-style-type: none"> ● EXAMPLE: If the district aligns and implements curriculum, instruction, assessment, and student support practices, then all critical partners will be able to make informed decisions regarding students' academic and non-academic needs so that students feel a sense of belonging, are engaged in their learning, and meet their academic growth targets. 				
<p>Define a Measurable Goal: What will you achieve? What is your SMART (Specific, Measurable, Attainable, Relevant, Time-bound) goal? The goal becomes SMART when the end targets are added.</p> <ul style="list-style-type: none"> ● The school will... 				
<p>Define End and Interim Target Measures: How will you know if you have achieved your goal? What is/are your end target(s) aligned to one of your data objects? When will you accomplish this (see goal statement above)? What interim targets will you measure along the way to ensure that you meet your end target(s)? On which dates?</p> <p>Sample End Targets:</p> <ul style="list-style-type: none"> ● IB PSP ● ELA achievement scores ● Math achievement scores ● Non-academic data scores ● Completion of system enhancement components <p>Sample Interim Targets:</p> <ul style="list-style-type: none"> ● Progress toward IB PSP ● Progress toward ELA achievement scores ● Progress toward math achievement scores ● Progress toward non-academic data scores ● Progress on system enhancements or strategy implementation 				
<p>What research supports the goal and or strategies?</p>				
<p>Planning: . Select a Strategy/Strategies and Identify Strategy Details: What will you do to address the goal?</p>				
Strategy	Identify Activities: What will you do to implement and monitor the strategy(ies)?	Select Strategy Funding Options: How will you pay for the strategy/activities?	Plan for Strategy Communication • To whom will you communicate your plan? • Which parts of it? • How will you communicate it?	Monitor For Implementation and Impact: What progress are we making on the interim and end targets? What is the evidence
The school community will recognize and celebrate the	<ul style="list-style-type: none"> ● Create systems for students to recognize 			

<p>demonstration of the Learner Profile and international mindedness.</p>	<p>each other and their teachers for demonstrating attributes of the Learner Profile</p> <ul style="list-style-type: none"> • Create systems for staff to recognize each other and students for demonstrating the attributes of the Learner Profile. • Establish systems to include families in the recognition of the Learner Profile and International Mindedness. 			
<p>All teachers will implement The Morning Meeting protocol as outlined by Responsive Classrooms on a daily basis.</p>	<ul style="list-style-type: none"> • Train all teachers in the Morning Meeting protocol as outlined by Responsive Classrooms. • Include Morning Meeting as a focus on regular Walk-Throughs of the Pedagogical Leadership Team • Ensure that all teachers have the resources required to successfully implement Morning Meeting. 			
<p>Teachers will imbed the learner profile and approaches to learning (ATL) within lessons through the units of inquiry, language arts, and the Morning Meeting.</p>	<ul style="list-style-type: none"> • Review and revise unit planning templates to ensure that all teachers design learning engagements where students explicitly develop understanding and application of the learner profile attributes and Approaches to Learning (ATL) particularly self-management skills and social skills. • Create a calendar of approaches to learning (ATL) foci to ensure that all teachers are explicitly designing learning engagements for the development of the ATL and students 			

	are reflecting on the ATL.			
School Leadership will identify and allocate spaces and resources to support the social, emotional, and physical well-being of its students and teachers.	<ul style="list-style-type: none"> Establish a Climate Team that meets regularly and may include teachers, counselors, coaches, and parents to plan for and implement the strategy. 			
Reflection: Evaluation Implementation and Impact:				
Fidelity - What progress did we make on implementing the selected strategy as intended?	Scale/Reach - What progress did we make on reaching the intended populations? What Progress did we make on implementing the appropriate stage of implementation?	Capacity: What progress did we make in supporting the implementation of the goal with sufficient resources?	Impact: What progress did we make on the interim and end targets? What is the evidence?	