



DP Growth and Support Plan

Assessment Support

Expansion of the Assessment Calendar

Currently, the CISH DP Programme manages an Internal Assessment (IA) calendar to help students better manage their time. The IA calendar will be updated to reflect all the summative IA deadlines and Draft due dates over the entire two-year span of the DP Programme for each cohort. These dates will also be presented to the students, parents, and school community each year, and will be available on Managebac. All other summative assessments will be added to the Managebac calendar for maximum visibility, and to enable minor adjustments in scheduling throughout the year.

This expanded assessment calendar, will enable teachers to offer assessments at more regulated intervals allowing students to demonstrate improvement and inform predicted grades. The assessment and Managebac calendars will allow all DP teachers to see assessments in other courses and space-out due dates for the purpose of reducing simultaneous assignments, giving students appropriate time to plan out their work.

Managebac as a Learning Platform

Visibility for units, tasks, and parent communication will occur on the Managebac platform in order to ensure that all community stakeholders are informed and have an opportunity to communicate with school members. Mandarin is currently available on Managebac, and we are currently investigating support possibilities for our Korean-speaking parents.

Advisory Period/ MYP/DP Hour

We are currently looking at the possibility of adding an MYP/DP hour to our weekly schedule in order to provide students and teachers with an opportunity to focus on non-course-specific workshops and programs such as career counselling, community projects, pre-CAS preparation, librarian support, plagiarism and writing skills, Duke of Edinburgh etc...

ATL Skills Focus in Grade 6-12

ATL skills are explicitly taught throughout all grade 6-12 classes, and students will complete a self-reflection on their ATL skill development via google forms each month. Subject groups are expected to teach the ATL's through the lens of their subject, and full G6-12 ATL mapping is currently being created and will be reviewed for our self-study next year. Teachers are also expected to reflect on ATL skill development in their units on Managebac.

Creation of Standardized Late Assessment Procedure

In order to better support the development of student self-management skills and to formalize and standardize our progressive discipline and student support strategies, CISH has created a late policy for all MYP/DP students that will put into effect Fall 2019.

Direct Support for Increased Scores

Student-Teacher Collaborative Goal-setting

As part of our at-risk student identification practices, students who currently score below minimum expectations on assessments in their DP subjects will participate in a variety of interventions in order to get the support they need to improve. These steps currently include mandatory tutoring and collaborative meetings with their teachers in order to set reasonable improvement goals, create action plans, and assess their own understanding in the course.



DP Grade Boundary Framework

Currently, staff are using a combination of IB-set grade boundaries and internally created grade boundaries for assessment purposes. DHs will review 5 years of grade boundaries for the subjects in their respective departments in order to create course-specific grade boundaries that best reflect student achievement and IB grading standards. For New Brunswick grade conversions, a universal conversion scale has been created to facilitate an accurate representation of New Brunswick levels of achievement in the DP classes. This consistent approach to establishing grade boundaries will give administrators, teachers, students, and parents a clear target for understanding areas for growth, achievement levels, and predicted grades.

DP Support Resources

CISH has purchased/ will purchase subscriptions for relevant courses on Questionbank as well as a yearly purchase of the Examination papers and mark scheme packs. Where appropriate, the school will also purchase EURs in order to identify strengths and areas of growth for our teachers, as well as areas to better support our students learning. CISH currently shared access with ISNS to their subscription of the InThinking DP teacher support sites.

Individualized Action Plan

For students who have been identified as "at risk" of failure, or who are currently not meeting CISH expectations, CISH admin will create Individualized Action Plans. A shared Google Doc has been created to outline individual students' areas for growth and the steps the various CISH stakeholders will take to improve their results (student, teachers, guidance, admin and parents). Meetings will be held each week to update the IAP for these students, to review their detailed action plan for early intervention and to identify new learning needs. Initial intervention steps may include: referral to the Guidance Counsellor, mandatory tutoring, teacher-student conferences, student study support, and parent-teacher meetings.

Increased Academic English Support

When necessary (as decided by the English B teacher in conjunction with DPC and the administration), EAL teachers may be assigned to DP₁ English B classrooms to provide support to struggling students. Furthermore, all students who have not been successful thus far in meeting minimum English standards (ELPA fail) will attend mandatory English preparation classes 1-2 times a week with a MYP or DP English teacher.

Student Support

DP Course (Certificate) Students

Students who have not met the minimum requirements of the promotion policy (see *CISH promotion policy document*) may be diverted to the Diploma Course (Certificate) stream, rather than remain full DP students. Realizing that a number of students may not have the skills/abilities to enter the Diploma Programme in grade 11, CISH will allow students to select the course-only stream from the start of grade 11. CISH is also currently considering the value of diverting Art students to the course-only stream due to the rigors of the Arts portfolio required for university admission.

Tutoring Referrals

Using the Individualized Action Plan, we will advise students to get additional after-hours tutoring. Students who do not meet minimum expectation at CISH are expected to attend tutoring unless other learning needs or motivational/behavioral issues are discovered.

Direct Exam Support

Study Leave, April 27 to April 30 (4 school days)

Beginning in 2020, Grade 12 students be given a study leave in order to prepare for IB May examinations. Grade 12 students will not be expected to be in attendance at CISH during this time. Although DP teachers will be available for study support for students who come into school. Students who live on campus are required to come into the school during this time, however, they may do self-study in the library.



Skills Workshops

Beginning in Semester 2 of DP2, we will offer a variety of workshops for students during their EE block period to focus on study skills and exam stress. The workshops we offer cover topics in the following areas:

- Study techniques
- Wellness
- Exam stress

MYP/DP Integration

Grade 10 Writing Course

This course will be added to the existing English Language and Literature and Language Acquisition classes in the 2020-2021 school year to specifically target and improve the writing skills needed by students to be successful in IB DP courses and in the Core. Although every subject teaches writing, this will allow teachers to explicitly teach the academic writing and give students the time to practice, reflect, and improve on their skills. Through this course, students will also be exposed to elements of the core prior to DP which will help to better prepare them for the core and therefore improve individual and collective results.

Grade 9 Writing Course

This course will be added to the existing English Language and Literature and Language Acquisition classes in the 2020-2021 school year to further scaffold the learning of our MYP students and provide the required time to practice and master the required skills. It will provide broader and deeper academic writing skill development over two years.

EAL Support

At CISH, we currently have one EAL teacher assigned per grade in order to be able to fully support the I&S and Science classes. This additional staff will allow us to support our English Language Learners and specifically target skill development through course content. English language skills are the bedrock for academic success throughout MYP and DP. Providing additional EAL support is paramount to improving student overall success.

Entrance Scholarship

We feel that there is a need to look at entrance scholarships in order to attract more high-achieving students. We need to attract high-achieving students in order to gain better results and higher-level University acceptances.

Annual Revision and Review

All CISH policies and growth plans will be reviewed annually, presented to community stakeholders and published on the school website.

References

G12 Support Plan, Canadian International School of Beijing, 2019

ISNS IB DP Growth Plan & Successful Strategies, International School of Nanshan Shenzhen, 2019