



MYP & DP GROWTH DEVELOPMENT PLAN

GRADE 9/10 WRITING ENHANCEMENT PROGRAM

This program is integrated into existing English Language and Literature and Language Acquisition courses to specifically hone the writing skills necessary for success in IB DP and Core subjects. While writing is a component of all courses, this program provides a structured avenue for students to focus on academic writing, with opportunities to practice, reflect, and refine their skills. The course also introduces students to Core elements prior to their DP years, laying a strong foundation for improved individual and collective outcomes.

EAL SUPPORT

To strengthen our support for English Language Learners, we have allocated one EAL teacher per grade level, focusing particularly on Individuals & Societies (I&S) and Science subjects. This specialized staff enables targeted skill development, contributing to academic success in both MYP and DP programs. Enhanced EAL support is crucial for fostering overall student achievement.

PYP TO MYP TRANSITION STRATEGY

We have implemented a comprehensive support plan aimed at ensuring PYP students possess the necessary language competencies for a smooth transition into the MYP. This includes a pre-MYP parent consultation to tailor support plans for students who may need additional support.

SCHOLARSHIP INITIATIVES

To attract a higher caliber of students and consequently achieve better academic results and elevated university acceptances, we are considering offering both full and partial entrance scholarships.

GRADE 12 PREDICTED GRADE POLICY

DEFINITION OF PREDICTED GRADE

According to the International Baccalaureate Organization (IBO), a predicted grade is a teacher's forecast of a student's likely achievement in a given subject, taking into account a comprehensive evaluation of the student's work and an understanding of IB standards.

RELEASE TIMELINES FOR PREDICTED GRADES

Predicted grades are initially released at the end of June alongside the final Grade 11 report card. These grades encapsulate the student's academic performance up to that point, while also accounting for the escalated difficulty in the Diploma Programme's second year. Additionally, this timing aligns with the completion of teacher contracts to ensure that student grades reflect a complete academic year. Subsequent revisions to the predicted grades are scheduled for November and March, the latter of which will not be disclosed to students.



THE APPEAL PROCESS

Students who believe their predicted grade may be incorrect can initiate an appeal within the prescribed timeframe. Appeals are to be submitted to the DP Coordinator via email.

Direct appeals to teachers are not permitted.

During the final reporting period of Grade 11, teachers will record their predicted grades on Managebac, accessible to both students and parents.

Within one week of the release of these grades, appeals must be submitted in writing to the DP Coordinator. Appeals should include:

- The subject and grade being contested.
- The student's perception of what the predicted grade should be.
- Reasoning and evidence supporting the appeal, such as graded work or course deliverables.

Appeals received within the set one-week period and accompanied by required documentation will be evaluated within three weeks of submission. If appeals lack either timely submission or requisite documentation, they will be dismissed and the initial predicted grade will stand.

A final verdict on the appeal will be rendered by the administration, in collaboration with the respective teacher and the DP Coordinator. This decision is irrevocable. Predicted grades recorded in the Grade 12, Quarter 1 report cards are not subject to further appeal.

ASSESSMENT SUPPORT

EXPANSION OF THE ASSESSMENT CALENDAR

The Internal Assessment (IA) calendar of the CISH DP Programme will undergo expansion to encompass all summative IA deadlines and draft submission dates across the two-year Diploma Programme for each cohort. This comprehensive calendar will be disseminated to students, parents, and the school community annually. It will also be accessible via Managebac. All other summative assessments will likewise be integrated into the Managebac calendar, thus allowing for real-time adjustments to be made to assessment scheduling throughout the academic year.

This broadened assessment calendar serves a dual purpose:

- To enable teachers to stagger assessments and provide regular opportunities for students to demonstrate academic progress and improve predicted grades.
- To allow DP teachers to coordinate assessments, thereby preventing the clustering of due dates and affording students ample time to manage their workload.

MANAGEBAC AS A COMPREHENSIVE LEARNING PLATFORM

Managebac will act as a centralized hub for unit outlines, tasks, and parent-teacher communication, ensuring transparency and engagement among all stakeholders. Currently available in Mandarin, Spanish, French, and English, we are exploring additional support for our Korean-speaking parents.

ADVISORY PERIOD/MYP/DP HOUR

A weekly MYP/DP hour is under consideration for incorporation into the school timetable. This period would offer students and teachers a dedicated time to focus on enrichment activities, including career counseling, community projects, pre-CAS preparations, and academic workshops on topics like plagiarism and writing skills.



ATL SKILLS FOCUS IN GRADES 6-12

Approaches to Learning (ATL) skills will be explicitly integrated into the curriculum from Grade 6 through Grade 12. Students will participate in monthly self-reflection exercises via surveys. Subject groups will interpret and teach ATL skills through the lens of their disciplines, and ATL mapping will undergo annual reviews.

DIRECT SUPPORT FOR INCREASED SCORES STUDENT-TEACHER COLLABORATIVE GOAL-SETTING

In line with our practices for identifying at-risk students, individuals who score below the set benchmarks in their MYP/DP subjects will engage in structured interventions. These initiatives comprise of mandatory tutoring sessions, along with collaborative meetings with their respective teachers to establish achievable performance goals, design action plans, and self-assess their comprehension in the course.

DP GRADE BOUNDARY FRAMEWORK

Our teaching staff currently employ a blend of IB-determined and internally-developed grade boundaries for assessments. Department Heads and DP subject teachers will scrutinize grade boundaries from the past five years in their subjects to formulate course-specific grade boundaries that align closely with both student performance and IB grading norms. To enable precise conversions for New Brunswick grade scales, a universal conversion metric will be instituted. This standardized approach facilitates a comprehensive understanding of growth areas, achievement levels, and predicted grades among all stakeholders.

OFFICIAL DP SUPPORT RESOURCES

CISH is committed to investing in premium support resources such as Questionbank subscriptions and annual examination paper and mark scheme packs. Moreover, the school is exploring Extended Essay Reports (EURs) to better gauge teaching efficacy and inform student instruction. A shared InThinking DP teacher support site subscription with ISNS is currently active, and CISH will continually assess new resources as recommended by the school community.

INDIVIDUALIZED ACTION PLANS

For students identified as "at-risk" or underperforming, Individualized Action Plans (IAPs) will be devised by the CISH administrative team. These shared documents with relevant team members will outline each student's improvement targets and delineate the roles and responsibilities of all stakeholders (students, teachers, guidance counselors, administrators, and parents) in the intervention process. Weekly meetings will be scheduled to review and update these IAPs, thus enabling timely interventions and adjustments to meet evolving learning needs.

ENHANCED ACADEMIC ENGLISH SUPPORT



As per the joint assessment of the English B teacher, DP Coordinator, and school administration, EAL teachers may be assigned to DP1 English B classes to offer tailored support to students facing difficulties. In addition, for students failing to meet the minimum English Language Proficiency Assessment (ELPA) standards, further measures will be employed.

STUDENT SUPPORT

DP COURSE STUDENTS

Students failing to meet the minimum requirements outlined in the CISH promotion policy may be redirected to the Diploma Course stream, alternatively known as the Certificate stream. Recognizing that not all students possess the skills or aptitude to undertake the full Diploma Programme in Grade 11, CISH provides an option for these students to choose the course-only stream from the beginning of Grade 11. Additionally, due to the demanding nature of the Arts portfolio for university admission, CISH is exploring the prospect of guiding Arts students toward the course-only stream.

TUTORING REFERRALS

Utilizing the Individualized Action Plan (IAP) framework, we recommend supplemental after-hours tutoring for students who fail to meet the CISH's academic standards. The necessity for tutoring may be waived if the student exhibits other distinct learning needs or if motivational or behavioral issues are identified and addressed.

DIRECT EXAM SUPPORT

STUDY LEAVE IN FINAL WEEK OF APRIL

Starting from 2020, Grade 12 students will receive a study leave during the final week of April to prepare for their IB May examinations. Attendance will not be mandatory during this period, although teachers will be accessible for students requiring additional academic support. On-campus residents are expected to attend school but may engage in independent study sessions within the library premises.

SKILLS WORKSHOPS

Beginning in the second semester of DP2, students will have access to a myriad of workshops during their Extended Essay (EE) block period. These workshops will focus on:

- Scaffolded practice modeled after official IB internal and external assessments
- Effective study techniques
- Personal wellness and mental health
- Coping strategies for exam stress
- Transitioning to university life

POLICY REVIEW PROCESS

This policy undergoes a biennial review by the school's pedagogical leadership team. Any suggested amendments grounded in new research, source documents, or efficacy improvements will be disseminated among the school community (teachers, parents, students where applicable, and the director/board) for consultation prior to implementation.

Note: The latest review of this policy was carried out in September 2023.



Work Cited

Canadian International School of Beijing. G12 DP Predicted Grades. 2019, Beijing

Canadian International School of Beijing . G12 Support Plan. 2019, Beijing

IBO. Diploma Programme: From Principles into Practice. 2015.

IBO. Diploma Programme: General Regulations. 2016.

IBO. What are Predicted Grades? – FAQs. 2019.

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