

# International Baccalaureate Program at Woodbury

Connecting the  
PYP and MYP



# • Implementation Timeline

Spring 2012



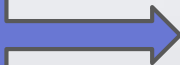
PYP: Boulevard, Lomond, Mercer go through IB Authorization

April 2012



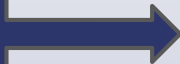
MYP: Woodbury, Middle School, High School file application for Candidate Status

Spring 2013



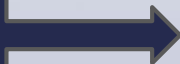
PYP: Fernway, Onaway go through IB Authorization

Fall 2014



MYP: file Application for Authorization

Spring 2015



MYP: go through Authorization Visitation



# • Similarities between PYP and MYP

What's going to look familiar?

## BOTH PROGRAMS

- **Learner Profile** (Knowledgeable, Risk-Takers, Communicators, Inquirers, Thinkers, Caring, Balanced, Principled, Open-Minded, Reflective)
- Promotes International Mindedness and Global Thinking
- 2<sup>nd</sup> Language Acquisition
- Promotes common teacher planning time
- Consistency of units taught by all teachers
- Promotes community service and action
- Inquiry based learning
- Approaching units through a global context
- Assessing students on their achievement along a continuum
- Deemphasizes final grades/letter grades



# • Differences between PYP and MYP

What's going to look different?

## PRIMARY YEARS PROGRAM

- Transdisciplinary Themes
  - Who We Are
  - Where We Are in Place and Time
  - How We Express Ourselves
  - How the World Works
  - How We Organize Ourselves
  - Sharing the Planet
- Transdisciplinary units written across all subjects
- 2<sup>nd</sup> language exposure
- 6 transdisciplinary units per year

## MIDDLE YEARS PROGRAM

- Global Contexts
  - Identities & Relationships
  - Orientation in Space & Time
  - Personal & Cultural Expression
  - Scientific & Technical Innovation
  - Fairness & Development
  - Globalization & Sustainability
- Subject specific units written individually by content area
- 2<sup>nd</sup> language acquisition
  - Chinese
  - French
  - Spanish
  - Latin
  - German
- Units based around content clusters



# • Differences between PYP and MYP Unit Structure

What's going to look different?

## PRIMARY YEARS PROGRAM

- Central Idea
- Lines of Inquiry
- Transdisciplinary Skills
  - Thinking skills
  - Social skills
  - Communication skills
  - Self-management skills
  - Research skills

## MIDDLE YEARS PROGRAM

- Key Concept
- Statement of Inquiry
- Approaches to Learning skills
  - Organization
  - Collaboration
  - Communication
  - Information literacy
  - Reflection
  - Thinking
  - Transfer



# • MYP Curriculum

Content based around 8 subject groups



To learn more:

[www.ibo.org](http://www.ibo.org)





# • 5<sup>TH</sup> GRADE – BRIDGING THE GAP

The MYP “zero year”



PYP structure at  
Shaker’s K-4 buildings

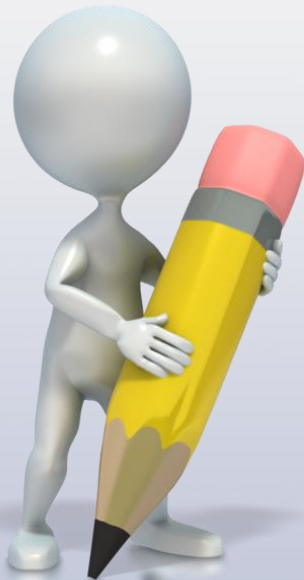
5<sup>th</sup> grade is typically a  
part of PYP (this does  
not work with  
Shaker’s school  
structure)

MYP structure at  
Woodbury, Middle  
School, High School  
(grades 9-10)



# •What will you see next year?

Next year we will hopefully be an authorized school!!



Reinforcement of Learner Profile attributes

Introduction to Global Contexts

Teacher collaboration on unit writing; common learning experiences and assessments

Increased intensity of language instruction in 6<sup>th</sup> grade





**Thank you for supporting  
us on our journey to  
become an IB World  
School!**





# **WOODBURY OVERVIEW**

# Typical Day of a 5<sup>th</sup> Grader



# Arrival



- Approximately 410 5<sup>th</sup> grade students arrive at 8:25
- Students enter the building from the outside door nearest their homeroom

# Morning



- Students start reading or complete bell work in their homeroom from 8:25-8:45. PA announcements are shared at this time.



# Team Structure



- Unlike 4<sup>th</sup> grade with one primary teacher, your child will have two core content (Language & Lit, Individuals & Societies, Science & Math) teachers.
- The classrooms are across the hall from one another which allows smooth transition from each class.



# The New Common Core Standards



- The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students will need to be successful in college and careers.
- Teachers have been working diligently this year on the instructional shifts that are occurring in the curriculum— CPT, TBT, IB.

# Woodbury Bell Schedule

Student Entry Time 8:25 AM

Tardy Bell – 8:35 AM

Period	Time	
1	8:48 – 9:45	Math or Language Arts
2	9:48 – 10:45	Math or Language Arts
3	10:48 – 11:45	Specials, Science or Social Studies
4	11:48 – 12:45	Lunch/Recess (two 27 minute intervals)
5	12:48 – 1:45	Science or Social Studies
6	1:48 – 2:45	Specials, Science or Social Studies

Dismissal – 2:53 PM

# Schedule



- 8:48 Math (**Mrs. Amazing**)
- 9:48 Language Arts (**Mr. Fantastic**)
- 10:48 Specials (Art, Chinese, Computer, Music, PE, Science Lab)
- 11:48 Lunch/Recess
- 12:48 Social Studies (**Mrs. Amazing**)
- 1:48 Science (**Mr. Fantastic**)
- 2:53 Dismissal

# Dismissal



- School Day ends at 2:53
- After school clubs meet Tuesdays, Wednesdays & Thursdays and end at 3:50

# Milk Carton Derby



# Communication Tips



- Planner
- Progress Book
- Friday Folders
- Woodnet



# Language and Literature Courses At Woodbury



**DOUG MYLES**

# Language and Literature Courses At Woodbury



- Enriched Language Arts & Language Arts focus on differentiation to maximize student performance.
- In addition to required reading students will complete independent reading.
- Narrative, Persuasive and Research writing emphasized as required by the learning standards

# Language and Literature Courses At Woodbury



- All students will be administered the MAP assessment this Spring.
- The MAP score on the placement criteria rubric for Woodbury was determined because it correlates with the 95<sup>th</sup>tile. Results are one data point for placement.

# Math Courses At Woodbury



**JEN WEISBARTH**

**MARIE O'LEARY-STARK**

## Placement: Math & Measures of Academic Progress(MAP)



- All Woodbury students will be administered the Measures of Academic Progress (MAP) assessment this Spring.
- Results are one data point for placement.
- The Measures of Academic Progress (MAP) score on the placement criteria rubric for Woodbury was determined because it correlates with the 95%tile.

# Math Courses at Woodbury



- Currently, all math students at Woodbury use the same textbook series
  - (5<sup>th</sup> – enVision; 6<sup>th</sup>- Connect Math Project CMP)
- All courses cover the Common Core State Standards
- Courses will be rigorous (application, conceptual, procedural)
  - Rigor does not just mean more work!
- Teachers will continue to differentiate instruction to meet the needs of students in the classrooms.
- We will continue to challenge all of our students, in all levels, to think critically, to discover math concepts, and to be in charge of their own learning.



# Math Courses at Woodbury continued



- We want to make sure that students have a solid foundation and have mastered all necessary learning objectives in order to be successful math students at Woodbury and beyond.
- The math standards have changed and the level of rigor within the standards will create a challenging classroom environment.

# Placement Guidelines At Woodbury



**MARK LENCZEWSKI**



SHAKER HEIGHTS CITY SCHOOLS DISTRICT  
Enriched Math – Grade 5  
Placement Guidelines

**Enriched Math**

**Entering 5<sup>th</sup> Grade**

**CONSIDERATIONS**

- Grade 4 Math performance
- Grade 4 Teacher input

**CRITERIA**

- MAP math - Target score of 232
- **Standards for Student Mathematical Practices Observation Tool** with target score of 36-40
- MAP reading-Target score of 220

**EXPECTATIONS**

- Willingness to be an independent and self-directed learner
- Demonstrates self motivation for independent projects and study
- Willingness to write in math class by explaining/justifying answers
- Demonstrates fluency with fraction and decimal computation, and conceptual understanding of place value and perseverance with problem solving skills



SHAKER HEIGHTS CITY SCHOOLS DISTRICT  
Enriched Language Arts – Grade 5  
Placement Guidelines

**Enriched Language Arts (ELA)**

**Entering 5<sup>th</sup> Grade**

**CONSIDERATIONS**

- Grade 4 English/Language Arts performance
- Grade 4 Guided Reading Level
- Grade 4 Teacher input

**CRITERIA**

- Using a provided writing prompt, create a well-crafted extended essay within given amount of time provided in class with target score of 22-26
- MAP – Target score of 225

**EXPECTATIONS**

- Willingness to be an independent and self-directed learner
- Demonstrates self motivation for independent projects and study
- Willingness to complete an at or above grade level independent book every 3-4 weeks
- Willingness to read and comprehend reading assignments up to 20 pgs. per night
- Able to write a comprehensive summary of what was read
- Able to craft a response to a prompt and reading assignment following a rubric
- Consistently edits and revises work-individually and with a peer
- Able to participate in a range of conversations within a group, following the basics of oral communication



# Shaker Heights Schools



## **Our Aspirations:**

Excellence • Equity • Exploration

## **Our Mission:**

The District will nurture, educate, and graduate students who are civic-minded and prepared to make ethical decisions; who are confident, competent communicators, skillful in problem solving, capable of creative thinking; who have a career motivation and a knowledge of our global and multicultural society.



# Shaker Heights Schools



## **Our Vision:**

Shaker is the first-choice school district for all students.

## **Our Core Values:**

We believe:

Each student is valued.

Every student must succeed.

Diversity makes us stronger.

Breadth of experience is vital.

Fiscal responsibility is essential.

We are all accountable.