

Executive Summary

Prepared for Board of Trustees Meeting

May 11, 2021

Denton ISD 2021 International Baccalaureate Programmes

Board Goals:

- I. **Vision...**In pursuit of excellence the district will
 - a. Develop a culture where learning is our first priority.
- II. **Teaching & Learning...**In pursuit of excellence the district will
 - f. Advocate and practice true accountability based on measurement of individual student progress over time regardless of external mandates.
- III. **Opportunities for Students...**In pursuit of excellence the district will
 - a. Develop academic skills and interpersonal relationships necessary for student success

Purpose of Report:

The International Baccalaureate Programmes in Denton ISD continues to be a premier destination for outstanding instruction and college prep. This report is provided to the Board of Trustees as an update on the current status of the District's IB programme.

Each individual programme has provided rich information so the Board can see how we have adapted through the global pandemic to continue our rigorous curriculum and guided students to success. In addition, each of our IB campuses are working to fulfill requirements set forth by the IB Organization.

Objectives:

1. To celebrate the successes of our students and teachers.
2. To share the current focus of the Primary Years Programme (PYP), Middle Years Programme (MYP) and the Diploma Programme (DP).
3. To share future growth opportunities within each Programme.

Operational Impact:

1. Due to the global pandemic, the training of teachers was extremely limited. As a result, the number of teachers we typically train will double. Currently, our financial need is being addressed through the budget process. This also includes the additional contract time needed for our IB Coordinators.

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IB Board Report
May 2021

1. Celebrate successes

Borman

- a. BES- We had a great evaluation. It was the students' and staffs' time to shine! We had 0 matters to be addressed, 21 commendations and 19 recommendations. We are growing in our journey daily. We are seeing more and more student agency with all grade levels. The Exhibition for 5th grade this year was almost completely student led. The quality of student work for the exhibition is amazing and shows growth over their time here at Borman.
- b. Borman is really building student agency (student voice). The SEL program and baby doll time have increased student empathy and ways to control themselves. Students are standing up for themselves by asking for help, asking to share, and participating in circle time. Getting students to stand up for themselves, UBD alignment, Saturday work. Teachers are also taking ownership of their own IB planning. This year the exhibition was almost completely student led. The quality of student work for the exhibition is amazing and shows growth over their time here at Borman.

Newton Rayzor

- c. NRE - Teacher agency at its finest- as we began an inquiry Anti-Racism and Equity on our campus. Teachers created a google site of resources, requested to attend Equity workshops, started affinity groups, and led campus professional development. This year we have been looking at being strategic in our read-alouds to include conversations centered around racial equity and healing.
- d. Continuing the work of creating Units of Inquiry to make them more conceptual and transdisciplinary. Deepening our level of understanding of the Units of Study- Language Arts, incorporating student agency/voice, so that they are not solely teacher driven.
- e. Sending 21 teachers to training this summer due to lack of availability because of COVID. Last year we had 10 teachers scheduled to attend, and this year there are

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11 teachers- that includes 8 new teachers last year, and 7 new teachers and staff this year.

Calhoun

- f. CMS MYP- We started [CMS News](#) to keep students at home connected to campus by providing them with the daily announcements and information. Started “[CMS How do I...](#)” to provide students and parents with technology assistance. Started [CMS Help](#) to assist teachers with technology help. We are very proud of our teacher’s efforts to ensure connected learners could participate in hands-on engaging activities by providing kits for students in arts, science and design classes. Worked with the ESL Department to ensure Canvas courses were accessible to all students and with the Math Coordinator to help teachers with a new digital tool classkick to help teachers provide instant feedback remotely to students. All the current situations in our society have integrated well into IB teaching and learning. Counselors and CIS (communities in schools) have been going into classrooms to do social emotional learning lessons. The focus has been on Equity, anti-racism, mental health etc. Students have created artwork displaying these themes. Virtual art exhibit in partnership with GDAC and Embassy Suites in Denton. <https://dentonarts.com/calhoun/> This is normally an exciting evening for our students to unveil their artwork in a public space. This year it will be virtual due to Covid.

DHS

- g. DHS-MYP - IB ambassadors club participating with DFW Jr. WAC for service days. We did a “Chalk the Walk” event where students at DHS and home wrote inspirational messages on sidewalks outside their homes and DHS. Some of our messages were featured on DFW World Affairs council social media.
- h. DHS DP--We are proud of the technology integration to stay connected to students during the pandemic. Diploma students are overwhelmingly connected learners, so checking in with each other has been a priority. We had 29/41 students earn the IB Diploma in 2020--71% passing rate. Our next best year was 2017 with 57% earning the diploma.

Executive Summary

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May 11, 2021

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2. Current focus in each programme.
 - a. BES-
 - i. Professional Development with C&I staff and IB. Working on concept based learning, inquiry, and transdisciplinary teaching
 - ii. Planning days to create road maps and prep for planners
 - iii. Road maps to align the planners with our scope and sequence. Eliminate any redundancies and go deeper with our instruction.
 - iv. Sheltering teacher's time so they can continue PD for IB and plan.
 - b. NRE-
 - i. Continue our work of making our curriculum more transdisciplinary
 - ii. Vertical alignment of concepts
 - iii. Integrate our units of inquiry with issues related to equity and Action
 - iv. Revision of current policies and create a special needs policy.
 - c. CMS - Based on our Matters to be addressed we are working on the following:
 - i. Teachers collaborative planning time is focused on the IB programme more heavily than district initiatives
 1. Ensure common planning time for ALL teachers is built into the master schedule and used for IB planning
 2. Provide additional planning time for teachers to develop interdisciplinary units.
 3. PLC days - common planning time is used to meet the needs of the IB programme not district initiatives
 4. IB grade reporting for students/parents and teachers is more frequent and provides data from IB grades is used to analyze how students are performing on IB criteria.
 - ii. Redefining Service and Action and developing a process for recording and reflecting on service.
 1. Train teachers - Service is not just "community service" it is service learning it is:
 - a. Research - use information to report on a topic to influence others
 - b. Advocacy - speak for a cause or concern in order to promote action

Executive Summary

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May 11, 2021

Denton ISD 2021 International Baccalaureate Programmes

- c. Indirect service - provided without face to face contact with the people or organization
 - d. Direct service - interact with people, the environment or animals .
 - iii. Athletics classes are working to meet the IB criteria for our athletics classes
 - iv. IB Training for teachers. Due to COVID we are off schedule for ensuring teachers are receiving the IB training they need. We had 7 New teachers last year, 8 new teachers this year, 2+ new for next year = 17 new teachers since 2019-2020 school year (COVID) that could not get trained. This is in addition to teachers that were set to go to training in our normal IB training rotation that did not get to attend do to COVID. When the district shut down in 2020 for COVID much of our budget was lost and did not roll over to address these training needs.
 - v.
 - d. DHS-MYP
 - i. Focus on building programme confidence in teachers and staff. DHS CIP includes areas for support of the MYP that directly tie to our evaluation. Coordinator working with TIBS to develop a plan for growth and improvement.
 - e. DHS DP
 - i. Focus is on mental health and educational motivation and stamina for our full DP students. Spring is always tough for DP seniors. Most IB students are CL and many struggle to attend during class time as requested by their teachers. We are checking in on them often and focusing on our first big upload deadline before spring break for ToK, EE, and English. The IB is requiring that all internal assessments be uploaded this year because of the pandemic and the potential of a student missing an exam. This places a huge grading and commenting burden on the teachers but they are responding with grace and determination!
3. Possible future growth-
- Building Teacher Capacity, teacher retention and recruitment

Executive Summary

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May 11, 2021

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1. BES - Increasing staff participation in site visits, ½ days to plan with an IB focus and additional training.
 2. NRE- Document Studies/Vertical Team meetings on the Enhancements, continue to send teachers to attend Concept Based Workshops to increase Transdisciplinary Learning
 3. CMS - MYP
 - a. More Collaborative planning time with IB focus
 - b. IB training vs District focus training finding the balance
 - c. Writing additional interdisciplinary units
 - d. Incorporating more authentic service and action into the IB units
 4. DHS - MYP
 - a. Collaborative planning time with IB focus (*2020 evaluation Matters to be addressed*)
 - b. Official IB training schedule that will allow more staff, whole teams, opportunity for training (*2020 evaluation Matters to be addressed*)
 - c. Balance between IB and district curriculum development and training to ensure IB focus on campus and protection of teacher time (*2020 evaluation Matters to be addressed*)
 5. DHS - DP
 - a. In our evaluation Matters to Be Addressed, we must build more time for DP teacher collaboration. Since each teacher is also a member of their content PLC, it is important to address IB Diploma teachers' time devoted to IB as well.
- Tracking, monitoring, prompting transfers to our IB schools
 - Coordinators need more clarification and information about transfers.
 - 1. BES
 - a. Most of the Borman students that want to transfer to IB at Calhoun are zoned for McMath. Is there a way to look at transportation that already exists to use for these students? For example, the students are dropped off at an existing Calhoun pick up location.

Executive Summary
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2. NRE- Waitlist, Transfer tour practice, encourage district discussion about who gets approval for transfers
3. CMS - MYP
 - a. Provide coordinator list of IB transfer students each year
 - b. Working on the best way to provide IB information to all Denton ISD students.
4. DHS - MYP
 - a. DHS requires transfers to attend an information meeting to ensure they understand the requirements for transfer. We are working on better messaging to ensure parents and students understand this requirement
 - b. Better district and campus messaging about opportunity for transfer to IB schools
 - c. Tracking of students from elementary IB transfers through HS.
5. DHS - DP
 - a. The focus is on DP recruiting and retention as we have 21 current DP seniors and 20 DP juniors. The pandemic has created more stressors for both students and teachers and their immediate needs are our priority. For our evaluation Matters to Be Addressed, we must focus on incorporating Theory of Knowledge (ToK) across all subject areas.