

IB Forms Americas***Middle Years Programme - Application for candidacy*****School: Northview Middle School****Note to the user**

- an individual school intending to offer the MYP
- a school that is part of a partnership of schools intending to offer the MYP across two or more schools

1. A school must have conducted a feasibility study before submitting this *Application for candidacy: Middle Years Programme*.
2. This application form and supporting documentation must be submitted in one of the IB working languages: English, French or Spanish. Translations of official documents should be duly certified.
3. This *Application for candidacy: Middle Years Programme* should be completed electronically and submitted with the supporting documentation following the guidelines and deadlines provided by the relevant IB office.
4. Insert your responses in the boxes provided for each question. The boxes will expand as you type your responses.

Additional notes for partnerships

- a. Complete the chart at the bottom the front page in order to identify the partnership. Indicate the name of the contact school (school where the MYP coordinator for the partnership is located) and of each partner school. Indicate the Middle Years Programme (MYP) years that each will implement by ticking the appropriate checkboxes.
- b. Partner schools need to work collaboratively in the planning of the authorization process and in the implementation of the programme.
- c. In order to ensure that the IB has the necessary information, each school that is involved in a partnership should complete an individual *Application for candidacy: Middle Years Programme*. When necessary, clarifications for partnerships have been included in the questions, charts and requested supporting documentation. If no clarification is given, it is sufficient to provide the information for the individual school.
- d. Each partner school will submit the supporting documents and charts requested at the end of this application individually unless otherwise stated in the list of supporting documents or charts.
- e. Where documents must be submitted for the partnership as a whole, they must be submitted by the contact school.

MYP structure

The following table should be completed following the guidelines provided in the Guide to school authorization: Middle Years Programme and the MYP Coordinator's handbook.

Structure of MYP years that a school may implement in accordance with local educational structures					Select the appropriate radio button
Y1	Y2	Y3	Y4	Y5	<input type="radio"/>
	Y2	Y3	Y4	Y5	Possible provided MYP 1 does not exist at the school <input type="radio"/>
		Y3	Y4	Y5	Possible provided MYP 1 and MYP 2 do not exist at the school <input type="radio"/>
			Y4	Y5	Only if the school offers the Diploma Programme <input type="radio"/>

Y1	Y2	Y3	Y4		Possible if the school ends at MYP 4	<input type="radio"/>
Y1	Y2	Y3			Possible if the school ends at MYP 3	<input checked="" type="radio"/>
Y1	Y2				Only if the school offers the PYP	<input type="radio"/>
	Y2	Y3	Y4		Possible provided MYP 1 and MYP 5 do not exist at the school	<input type="radio"/>

* For partnership schools only: Please complete the following table (see note a on tab "Note to the user")

Names of the schools in the partnership	Contact school (<i>school where the MYP coordinator is located</i>) Check the appropriate radio button	MYP years to be implemented in each partner school Check the appropriate radio button				
		MYP 1	MYP 2	MYP 3	MYP 4	MYP 5
Northview Middle School	<input checked="" type="radio"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
North Central High School	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Eastwood Middle School	<input type="radio"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Westlane Middle School	<input type="radio"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Request to the IB Organization for acceptance as candidate school to prepare for authorization to offer the Middle Years Programme

Name of the school:

On behalf of the above-named school, we request permission from the IB Organization to start trial implementation of the Middle Years Programme of the IB Organization as a candidate school preparing for authorization.

The above-named school is submitting this application as:

- an individual school intending to offer the MYP
- a school that is part of a partnership of schools intending to offer the MYP across two or more schools

Information about the school is supplied on the accompanying application form and documents.

We understand that after submission of *Application for candidacy: Middle Years Programme*, if the required conditions are fulfilled, the school will be recognized as a candidate school. Furthermore, we understand that the *Application for authorization: Middle Years Programme* must be submitted to the relevant IB office according to IB timelines and regulations.

We confirm that:

- a. We have read the following documents published on the IB website or purchased from the IB store, made them available to the relevant constituencies of the school and agree to abide by the regulations stated therein:
 - *Programme standards and practices*
 - *MYP: From principles into practice*
 - *Rules for candidate schools*
 - *Rules for IB World Schools: Middle Years Programme*
 - *General regulations: Middle Years Programme*
 - *Guide to school authorization: Middle Years Programme*
 - *Rules and policy for use of IB intellectual property*
- b. The school has purchased relevant IB publications from the IB store and will prepare itself to meet the authorization requirements following the current IB documents published for the purpose of implementing the programme.
- c. The appropriate financial authorities of the school/public school district know of the schedule of IB Middle Years Programme fees and currency as assigned by the IB and have agreed to their timely payment.
- d. The school will not advertise or otherwise imply that it is authorized to offer the IB Middle Years Programme. The final decision on the application for authorization is reached by the director general of the IB Organization after acceptance of the *Application for authorization: Middle Years Programme* and after a verification visit to the school by an IB team has taken place.
- e. The school will only use the IB World School logo if and when the school is authorized to offer the IB Middle Years Programme. No IB logo is available for candidate schools.
- f. The acceptance as a candidate school by the IB Organization does not guarantee future authorization to offer the Middle Years Programme. If the school is recognized as a candidate school by the IB Organization, the school will present itself as a candidate school preparing for authorization.
- g. If this application is accepted, the IB Organization will provide a text that the school will be able to use in school publications, newsletters, brochures, staff recruitment advertisements and websites in this regard.
- h. We enclose the supporting documents as requested in this application.
- i. We agree that this electronic application form, whether signed electronically or not, will be understood by the IB Organization to have been read and endorsed by the head of school, the superintendent (if applicable) and the chair of the governing body (if applicable) without a signed hard copy being necessary.
- j. We understand and accept that any dispute arising from, or in connection with, the *Application for candidacy: Middle Years Programme*, the *Application for authorization: Middle Years Programme*, or any other document relating to the authorization process, shall be finally settled by arbitration, taking place in and in accordance with the rules applicable in Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

We further declare that, to the best of our knowledge, the information given on this form is correct.

Name and title of head of school (1)

Mrs. Tina Merriweather

Signature

Checking this box indicates you have signed this document.

Date **18/01/2013**

Name and title of superintendent of school *(if applicable)*

Dr. James Mervilde

Signature

Checking this box indicates you have signed this document.

Date **18/01/2013**

Name and title of chair of the governing body (2)

Tony Dzwonar, MSDWT School Board President

Signature

Checking this box indicates you have signed this document.

Date **18/01/2013**

1. **Head of school (director/principal in some systems)** is the person who leads and supervises the daily operations of the school, ensuring that the policies of the governing body are put into practice.
2. **Governing body** is the duly constituted individual or group that has the ultimate legal authority to make decisions on behalf of the school.

Update of school information

In order to keep the school file updated, complete the following chart. Note that it keeps almost the same structure as the School information form so that unchanged information may be copied directly.

Contact Details

Postal address:

Address: *

8401 Westfield Boulevard

City: *

Indianapolis

Country:

UNITED STATES *

State/Province:

Indiana *

	Zip/postal code: *	46240
Street address: <i>(if different from above)</i>	Address:	<input type="text"/>
	City:	<input type="text"/>
	Country:	Select... *
	State/Province:	<input type="text"/> *
	Zip/postal code:	<input type="text"/>

Telephone: <i>(include country and area codes)</i>	317-259-5421	*
Fax: <i>(include country and area codes)</i>	317-259-5431	*

	Title <i>(Mr. Ms. Mrs.)</i>	Name	Position (3)	E-mail address
Head of school:	Mrs. *	Tina Merriweather *	Principal *	tmerriweather@msdwt.k12.in.us *
Head(s) of section where the MYP will be implemented: <i>(if different from above)</i>				<input type="text"/>
MYP coordinator:	Mr. *	Mike Miedema *	Assistant Principal/MYP Coor *	mmiedema@msdwt.k12.in.us *
School public website:	http://www.nv.msdwt.k12.in.us *			

3. **Position:** Name of the post of employment at the school.

Billing details

Name of organization for billing purposes: *	MSD Washington Township
Address:	<input type="radio"/> Use postal address above <input type="radio"/> Use street address above <input checked="" type="radio"/> Use another address
Indicate an alternative address	Address: * <input type="text" value="8550 Woodfield Crossing Boulevard"/>

City: * Indianapolis

State/Province: * IN

Zip/postal code: * 46240

Country: * UNITED STATES

Code to be included in invoice for tax purposes*(if applicable)*

*

Name and job title of contact for billing purposes:

Allyson Smith District MYP Coordinator

E-mail address:

alsmith@msdwt.k12.in.us

*

School Information

Date school founded or opened:

August 1956

*

Legal status of school:

Government/state

Note:

- A **government/state/publicly funded school** is a government or national school where the employees are paid by the state either at a local or national level; usually there are no tuition fees (as distinct from examination or other fees).- A **private school** is an independent (not-for-profit or for-profit) institution whose main revenue comes from tuition fees; they may or may not have government subsidies but these are only part of their income.

Indicate whether the school is recognized as such by the local educational system. *

 Yes No

Include school's accreditation status with other organizations, if any (e.g. CIS, WASC)

AdvancedED Accreditation Commission

Does the school belong to a group of schools gathered in a foundation, district, common project or school partnership in relation to the IB? If this is so, identify the group, project.

Metropolitan School District of Washington Township

Type of school:

Co-educational *

Day only *

Additional information (eg coeducational in primary, boys and girls in secondary)

Academic year dates: *(indicate month only)*

Starts: August

Ends: May

Age range of students across the whole school:

From: years oldTo: years old

Name the grades or years that comprise the different sections of the school and indicate the total number of students in each.

Name of the section in your school (e.g. kindergarten, primary, etc.)	Grades/years as identified in your school	Age range of students	Total number of students in each section
Middle School *	6 *	11-12 *	300 *
Middle School	7	12-13	275
Middle School	8	13-14	285
Total number of students in the whole school:			

What other IB programmes does the school currently implement or plan to implement?

PYP Candidate school
(add IB school code if you know it)

IB World School authorized to offer the programme (add IB school code)

DP Candidate school
(add IB school code if you know it)

IB World School authorized to offer the programme (add IB school code)

Language(s) of instruction in the school (Languages through which the disciplines are taught at the school)

Description of the school and its community

In order for the IB to know the school better, write brief paragraphs that address the following aspects of the school and its community:

1. A summary of the history and major characteristics of the school that make it attractive for students and parents

Northview Middle School boasts an impressive 224,610 square foot building with 90 classrooms. The school was built in 1956 as the original North Central High School. In 1963, a new high school was built and the former building became Northview Junior High School, housing grades 7, 8, and 9. In 1982, all Washington Township junior highs became middle schools, housing grades 6, 7, and 8. Northview Middle School has a rich tradition of academic excellence, enhanced by state-of-the-art facilities and technology, including Promethean Board technology, a fully equipped music

technology lab, and television equipment with video editing which is used to produce announcements via the televisions which are in each classroom. The facility is also the only middle school in the Township to house an auditorium used by Washington Township students and community groups alike.

2. A description of the context in which it is located: socio-economic and cultural aspects of the surrounding community, interactions of the school with it

Northview Middle School is located within the Metropolitan School District of Washington Township in Indianapolis, Indiana. The District has grown from a fairly middle-class homogeneous community to one with a mosaic of diversity: 39% African American; 38% Caucasian; 13% Hispanic; 7% Multi-Racial; and 3% Asian. In addition, 52% of our district's students receive meal assistance. Northview currently has approximately 64% of its students receiving meal assistance. Throughout this transformation of demographics, the District has maintained a rigorous academic environment where all students achieve at high levels. Washington Township's excellence goes well beyond its boundaries. It is unique within the city – really a community of neighborhoods – friendly, established, eclectic, and engaged. Only 25 minutes from downtown Indianapolis, Washington Township is home to many cultural riches such as the Indianapolis Museum of Art, the Indianapolis Art Center, Clowes Hall, The Eiteljorg Museum, and the Indiana Historical Society. International festivals and art fairs thrive in our community. Our school maintains close partnerships with many organizations, including Exodus which is an organization that helps relocate and place Burmese, Karenni and Karen families, all of which currently move through Northview.

3. A description of the student body and staff, including their national, cultural and linguistic backgrounds

The District and surrounding community embrace the diverse student body and the rich tapestry of culture that is Northview. It is increasingly important that students understand diversity here in Indiana and across the globe. The unique cultures and backgrounds of Northview students make the school an exciting place to learn and develop an understanding of the world around us. Northview is proud to have an extraordinary talented and dedicated faculty and staff, including 45 classroom teachers (4 special education teachers), 8 instructional assistants, 2 counselors, a media specialist, and 3 building level administrators. Our teachers model the importance of education as they prepare our students to be productive members of society. More than half of our faculty holds a master's degree or beyond, and many of them have been recognized at the state and national levels. Staff - 75% White, 22% Black, 3% Hispanic Students – 44% Black, 29% White, 18% Hispanic, 5% multi-racial, 4% Asian 64% of the students receive meal assistance

Consideration Phase

Before submitting this application, the school must have carried out a feasibility study to compare its current practices with those that the IB requires for the successful implementation of the MYP. As a result, the school must have developed an action plan that outlines the work needed to successfully complete the authorization process.

1. Indicate who led the feasibility study, who was involved and add their positions in the school.

The International Baccalaureate Diploma Program was established at Washington Township's premier high school, North Central High School, over twenty years ago. It is the most well-established and prestigious Diploma Program in the state of Indiana. As a result, District administrators began to investigate implementing the IB continuum in all of our elementary and secondary schools. In May of 2009, the District hosted a mass on-site training for administrators and teachers to begin the feasibility study. It was then that Northview Middle School sent administration and key teachers to this training as the District began to learn and investigate the MYP. In May of 2010, additional teachers received level 1 training, and many already trained staff took the opportunity to take another level 1 training at the teaching or leadership level. Teachers, department chairs, the campus MYP Coordinator, the campus administrative team, and the District MYP Coordinator formed an expanded campus leadership team and worked collaboratively to discuss the feasibility of implementing MYP at Northview Middle School.

2. Briefly describe the process of the feasibility study.

Northview's expanded leadership team led the feasibility study. The leadership team worked collaboratively with the MYP partner schools to study MYP feasibility. They created a monthly IB calendar with goals and followed up with teachers to discuss implementation challenges and successes. Additionally, the building level steering committee works with the IB coordinator to become trained and able to lead and facilitate the IB process. The building principal participates at the district level via principals meetings, and the Northview IB coordinator is a member of the District IB Head Council ensuring implementation of the MYP at Northview Middle School is successful.

3. In order to successfully implement the MYP, the school must have the support of its community. Complete the chart below with a description of what the school has done so far to gain the support of the following groups within its community.

	Actions taken by the school	Major outcomes	Additional comments
Governing body	The MSDWT school board and cabinet members met with IB program specialists and have attended level one training.	They voted to approve pursuing IB MYP Authorization	
Local educational authorities <i>(if applicable)</i>			
Pedagogical leadership team	The Northview pedagogical leadership team provides professional development at staff meetings, grade level meetings, PLC's, and department meetings.	Staff continues to become better prepared and willing to fully implement the Middle Years Program. A clearly defined time line for implementation, teacher expectations, and professional development has been created by this team in collaboration with the MYP partner schools.	
Teachers and other members of staff who will be involved in the implementation of the programme.	All teachers will be involved in the implementation process. Almost half of the staff has already been trained in level 1 and are already implementing aspects of the program throughout the school and in their classrooms.	There is increased teacher leadership and collaboration as a result of MYP implementation. Teachers have taken ownership of their work and feel vested in the program.	
Parents	Parents attended the on-site trainings and have been a part of the decision making process. IB learner profile attributes are highlighted in the monthly newsletter, where parents are encouraged to apply and support the IB way.	Parent support base has been established.	
Others <i>(please identify)</i>			
Students	Utilize and model the learner profile vocabulary.	Familiarity of the common language.	

Preparation for the implementation of the MYP

Whilst studying the possibility of implementing the MYP, the school has read the relevant IB documents. The following questions are organized according to the headings of the *Programme standards and practices*.

1. Transcribe the mission statement of the school

Our mission is to develop life-long learners and globally-minded citizens by fostering the academic, creative, and social skills needed to achieve excellence in a multi-cultural environment.

2. To what extent does it align with the IB mission statement? Where necessary, what procedure has the school established to revise it in order to further align it with that of the IB?

The mission statement is closely aligned with the IB mission to develop the whole child, academically, socially, and emotionally through all domains of knowledge.

3. Describe the contribution that the implementation of the MYP will make to the school.

The implementation of International Baccalaureate in all Washington Township Schools comes at an important time for students and for the state of Indiana. As the District faces an ever more competitive environment and students face the reality of global competition, extending the IB to all students will provide an avenue for moving them to the next level of excellence. Washington Township students live in a diverse world. It is important that all students understand the richness of diversity both here in Indiana and across the globe. The International Baccalaureate will deepen the grasp of different cultures while maintaining a rigorous academic environment advancing well beyond the minimum Indiana standards. Today's children are growing up in a very different world from the one their parents were educated to navigate. Students who graduate from Indiana high schools need skills that go far beyond basic literacy, the ability to solve mathematical and scientific problems, and technological know-how. Future high school graduates may end up working at a locally owned business on the north side of Indianapolis, starting their own enterprise that trades globally, or pursuing any of the myriad choices facing current and future high school graduates. Whatever their path, they will all need to understand world cultures and politics, be fluent in at least one other world language, and have a 'sense of the world' that cannot be gleaned from a book or a computer screen. The Indianapolis community and the state of Indiana are committed to obtaining a competitive edge in the international business community. The education of today's students is an important part of the success of those ventures. In addition, implementation will align assessment throughout the district, as well as weaving best practices into a world based curriculum and approach to education. The expectation of all students taking Language B ensures that students will be better equipped, and have a better understanding and appreciation of other cultures.

Please click on the links to display a popup window with more information.

B1: Leadership and structure

MYP structure

a. Indicate the age range and number of students to whom the MYP will be offered.

MYP years	Name of grades/years as identified in the school	Age range	Name of school section which each grade/year belongs	Number of classes	Total number of students in each MYP year	If there is a partnership of schools give the name of that school that implements each MYP year
Year 1	6	11-12	Middle School	8	290	Northview Middle School
Year 2	7	12-13	Middle School	8	220	Northview Middle School
Year 3	8	13-14	Middle School	8	285	Northview Middle School

Year 4	9	14-15	High School	7	906	North Central High School
Year 5	10	15-16	High School	7	871	North Central High School
Total number of MYP students						

b.If local educational structures do not allow the school to implement the full five-year MYP, provide a detailed explanation and evidence of the reasons for not implementing the five-year MYP model and the reasons for having chosen the model indicated at the start of this form.

Does not apply.

c.Indicate the start date for teaching in each year of the MYP.

	Month (mm)	Year (yyyy)
MYP year 1	8	2011
MYP year 2	8	2011
MYP year 3	8	2011
MYP year 4	8	2011
MYP year 5	8	2011

d.The MYP is intended to be an inclusive programme for all students. Will the school involve the full cohort of students in every year that the MYP will be offered?

Yes

e.Will students have to meet admissions or selection criteria to be enrolled in the MYP?

No

f. Will MYP students have to fulfill other mandated requirements (for example, national, local requirements)?

No

g.If the school has to comply with other requirements, as stated below, identify and explain what challenges the school envisages regarding the implementation of the MYP (for example,

curriculum content, pedagogy, mandatory division of school time, mandatory text books or other resources)

Northview Middle School students are required to take ISTEP+, the state standardized test, once a year. Teachers are also required to teach Indiana state standards. The implementation of MYP will enhance the learning and understanding of the state standards and allow teachers to teach those at a deeper level.

h. Does the school plan to register candidates for moderation?

No

Explain why.

While teachers and administrators would like to register students for moderation, the fiscal impact is too great to do so at this time.

Governance

a. Briefly explain how the school is governed. Who is eligible to become a member of the governing body? If the school does not have a governing body, indicate what educational authority governs it.

The school is governed by one head of school and two assistant principals who oversee the overall operation of the school including curriculum, assessments, and the daily operations. Additionally, there is an expanded leadership team that consists of department chairs and counselors that serve as an advisory team to the head of school.

b. What are the reporting relationships between the governing body (or educational authority) and the senior leaders at the school?

There is an open and honest relationship between senior leadership and Northview and the governing body. They meet regularly to discuss curriculum and instructional practices. All stakeholders opinions are greatly valued and taken into consideration when making decisions about the school. Assistant principals report to the head of school and the head of school reports directly to the assistant superintendent.

Pedagogical leadership

a. Describe the pedagogical leadership structure that will lead the implementation of the MYP.

The administrative leadership team in collaboration with the expanded leadership team and IB coordinator will lead the implementation of the MYP. Additionally, the campus IB steering committee which consists of teacher representatives from a variety of departments will take a strong lead in MYP implementation at Northview.

b. Describe the structures that the school has, or plans to have, to support the implementation of all subject groups, the areas of interaction and the personal project (if the latter is applicable).

Common planning time for team and grade level department PLC's will support the implementation of all subject groups and the areas of interaction.

c. Who will be responsible of hiring and appointing the MYP staff at the school?

The head of school along with the human resources director with input from the IB coordinator will be responsible for the hiring and appointing of MYP staff.

d. Does the school have challenges in hiring and retaining staff? If so, what are they and how are they addressed? Describe the turnover of staff in the last three years.

Retention of staff is not an issue. Turnover is primarily due to relocation, retirement, and starting a family.

e. If the school staff does not have a common language, or if the languages of instruction are different from the IB working languages (English, French, Spanish), how will the pedagogical leadership team ensure the consistent implementation and development of the programme?

English is the common language of instruction.

f. If the MYP coordinator will have other responsibilities beside the MYP coordination, indicate:

1. additional responsibilities

Mike Miedema - Discipline and attendance for select grades - Master scheduler - Evaluation and supervision of select staff and departments - District committee member to select committees

2. percentage of his/her weekly schedule that will be devoted to comply with his/her IB responsibilities as coordinator

The specific percentage of his/her weekly schedule will be determined when candidacy has been established. However, MYP Coordination is very pedagogical in nature and will be directly linked to any other responsibilities.

Please click on the links to display a popup window with more information.

B2: Resources and support

Teachers and other staff who will be involved in the implementation of the MYP

a. Please indicate the number of staff who will be involved in the implementation of the MYP.

Number of full-time teachers 45

Number of part time teachers 0

b. Maximum MYP class size

35 students

c. How will the school ensure that all staff new to the MYP are

1. inducted
2. trained to implement the programme?

The District will have District level training during their new staff orientation. Within the building, new teachers work under the direction of the MYP Coordinator and in concert with their department chairperson and team PLCs.

Collaborative planning and reflection

Identify the types and objectives of staff and pedagogical leadership team meetings, giving details of participants and frequency. Indicate the time scheduled for teachers to meet for collaborative curricular planning purposes. Use the table below.

Name of meeting	Who attends	Frequency of meeting	Objectives
Expanded Leadership	Department chairs group plus representative from each grade level team, exploratory arts and counseling	Once per month before school.	Dissemination of data and information from the head of school, and to discuss initiatives that affect the entire school such as MYP
Department Chairs	Head of school, assistant principals, MYP Coordinator, and 4 department chairs	Three times per month before school	To discuss pertinent school issues and share information from District level meetings, formulate and evaluate school school

			policies and procedures, and to share department information with regard to testing, data, etc.
Team Meetings (PLC's)	Team members	Twice per week during common planning time	To discuss specific student progress, to plan MYP units, and to analyze student data.
Collaborative PLC's	Department members who share common students	Twice per week during common planning time	To plan and analyze instruction and assessments, share results, discuss relevant data.
Department PLC's	Department members	Twice per month during common planning time	To discuss department and Township initiatives and to analyze pre and post test data.
Faculty Meeting	All staff	Once per month before school.	Dissemination of data and information, professional development, and to discuss initiatives that affect the entire school such as MYP

Information technology (IT) facilities that will support the MYP

Describe what IT facilities the students and teachers will have access to in order to support the MYP and indicate where they are located.

a. IT in classrooms

Yes

Describe them: The teachers and students have a host of readily available technologies for visual, audio, and

b. IT laboratories

Yes

Describe them: The students and teachers have access to three general usage computer laboratories, and two (include number of computers/laptops, internet connection, student access to the laboratory, and so on).

c. Other comments on IT provision (*Note: A description of the IT provision in the library/multimedia centre will be included in Library/multimedia centre section*)

In addition to our technology facilities, there is also a dedicated technology support department and a collection of supporting software and tools available for the technology department level access, teacher level access, and student level access. These software tools even the playing field with regard to providing alternatives in learning and real-time user support.

Other school facilities that will support the implementation of the MYP

Describe the other facilities (for example, sports fields, science laboratories) that the school currently has to support the implementation of the MYP. (Do not include the library/multimedia centre in this chart.) Indicate the areas that are in the process of improvement and/or that the school needs to add. Add rows as necessary.

Facility <i>(eg art room, gymnasium, sports field, science laboratories)</i>	Description of current situation	Developments under way/future development <i>(if applicable)</i>
Outdoor athletic fields	The soccer, track, football, baseball and softball fields and tennis courts are used by the physical education classes as well as the community. Being on the central campus, our facilities are regularly used by outside groups.	No plans for development.
Clay room	A class sized facility that has a functioning kiln and is used for instruction in pottery and related areas.	No plans for development.
Art room	A studio-type art room that can accommodate 35 students. The room is used for art class instruction and art enrichment both before and after school.	No plans for development.
Gymnasiums (2)	Two fully functional gymnasiums that are used for athletic events, student programs, musical events, concerts, and physical education classes.	No plans for development.
Auditorium	Northview is the only middle school in the district with an auditorium. It seats just over 900 people, has a full stage with complete lighting, and is regularly used by both school, district, and outside organizations.	No plans for development.
Large Group Instruction (LGI) Room	The LGI can house a grade level team of students for meetings, fairs, plays, projects, and so on. It is also used by outside groups for meetings and activities.	No plans for development.

Library/multimedia centre

Describe the library/multimedia centre at the school. In your description include the following aspects:

- a. Physical environment (indicate whether students can access books/resources directly, for what purposes the library space is used, whether it has room for students to work on their own, and so on)

The media center is open from 8:45AM to 4:00PM every school day for students with passes from classrooms to work on computers, check out books and other resources, and for information for assignments and projects. The Media Specialist and teachers plan schedule and co-teach units throughout the year. There are 5 distinct areas for classes and individuals to work: a reference area which seats 35; a reading and writing area which seats 35; a computer work station area with 25

stations; "Club 8" is a casual reading nook for 8th graders; and a casual reading area at the front of the media center for magazine and light reading which seats 7-10 students. A listening station at the back of the room shelves and provides recorders for audio books.

- b. Groups it caters for (for example secondary only, all school)

The media center serves all students, and serves all staff for library resources and most instructional equipment. The audiovisual and preview Room houses overhead projectors, VHS, DVD, CD equipment, cameras, as well as a large collection of video and audio material. A laminator is available for staff use. The Media Specialist maintains bulbs, acetate, printing supplies, and batteries. Parents and volunteers are also welcome to check out resources.

- c. How it is managed (include the professional qualification of the person who is in charge of the library/media centre and his/her responsibilities, whether it is a full-time or part-time position, library hours, and so on)

Ms. Camille Trolson has been the full-time library media specialist at Northview Middle School since 1994. She has a bachelors in secondary education and teaching license for social studies for grades 7-12. She also has an MLS (Masters of Library and Information Science) and licensing for school librarianship for grades K-12 and a Masters in social studies with a concentration in American History. She is also a member of the Northview MYP Steering Committee. Prior experiences since 1968 include being the librarian at Concord High School in West Hartford Connecticut; library and media specialist teacher at Shawnee Middle School in Fort Wayne, Indiana; Tri-Area Library Service Association Children's and Adolescent's consultant to Public Libraries and Schools; manager of Treehouse Tales Bookstore in Indianapolis, Indiana; and a consultant for reading programs and school libraries for the Indiana Department of Education. Ms. Trolson's responsibilities include: management of facilities and its use; collection, development, organization and circulation of all media center books, computers, technology, and so on; an annual budget, including bond monies for books, of approximately \$11,000 plus the 2010-2011 MYP budget of \$13,000. She reviews, evaluates, selects and purchases all print and non-print resources, and manages AV equipment with appropriated funding, including meeting budget deadlines each October 1st. Ms. Trolson collaborates and co-teaches unit media research and projects with teachers across all grade levels and curriculums. She teaches in context, literacy and library skills at all grade levels, and supervises and assists individuals throughout the school with reading guidance, information search, computer use, and media assignments.

- d. Approximate number of resources that MYP students will be able to access. Include total number of book titles (not books) in the library, online resources ad others. Specify the languages.

	Language	Language	Language	Language
<i>Use this row to indicate language</i>	English	Spanish	Chinese	French
General reference	789	31	5	2
Non-fiction	5000	50	6	20
Fiction	3100	50	2	20
Periodicals	24	2		
Electronic journals	550			
Others (specify)				
VHS/DVD	350			
CD Audio Tapes	40			

-
- e. IT provision available in the library/multimedia centre (for example, computers, laptops, internet access).

The library media center maintains 35 computers with internet access for student and staff use. We also have a few resources in Burmese, German, Italian, Portuguese, Japanese, Hebrew, Arabic, Hawaiian, Russian, Korean, Vietnamese, and Czech.

Teaching time

Will the school need to make adjustments in the student's weekly schedule to ensure that:

- the minimum teaching requirement of 50 teaching hours per subject group per year is complied with?

Yes

Please explain...

We will meet or exceed the minimum teaching requirement of 50 teaching hours.

- the teaching hours will be sustained over the course of each year to ensure concurrency of learning?

Yes

Please explain...

The hours will be sustained over the course of the school year in accordance with curricular pacing guides and district directives.

Funding

- a. Will IB students pay tuition fees?

No

- b. Will IB students receive any government subsidy?

No

1. What changes to planning for teaching and learning in the school would the implementation of the MYP entail?

Representatives from the three middle schools and the high school will continue to meet together to plan and write the first MYP units using the unit planner. Teachers are already meeting across the District to write, teach, and reflect on MYP units. This will enable those involved to better align instruction across the curriculum at the schools in the partnership, and instruction will be more uniform. Students will see more connection within their subject areas and academic and exploratory areas. The inquiry method will allow for more student participation in learning and the Areas of Interaction will provide connections with the real world. In addition, the implementation of the MYP will entail adding additional courses in Language B. This requires much discussion about scheduling, courses, and staffing. We have undergone major planning sessions with all community stakeholders to ensure we have the best possible plan for these additional courses. We will be adding an additional full time Spanish teacher and Chinese teacher to meet the 50 hour requirement.

2. Describe the support the school will provide to students whose most proficient language is not the school's language(s) of instruction.

Students not proficient in our primary language receive instructional support from the ENL teachers and the instructional assistants. Sheltered classes offer SIOP strategies to assist these students in the learning process. Currently Northview has two sheltered English and humanities classes in each grade level to assist students whose most proficient language is not the school's language. Before school and after school tutoring programs provide additional help for these students.

3. Indicate the provisions the school has or will have to support students' mother tongues, if different from the language(s) of instruction of the school. Indicate whether this support will take place during school time.

A class will be offered in Spanish for native speakers during the 2011-2012 school year. This class will take place during the school day. In addition, we have 2 instructional assistants who work with our Burmese, Karin and Karine speaking students.

4. Describe the school's current assessment system/policy and indicate any differences you have found when comparing with the MYP perspective on assessment.

Northview Middle School's philosophy on assessment is very similar to that outlined in the MYP. Assessment should be used both formatively and summatively to drive instruction and provide students with feedback on their learning. Students should be actively involved in the assessing of their learning. Professional Learning Communities meet regularly during the school day to design assessments and discuss results. While the Northview philosophy of assessment is in alignment with that of MYP, there is still a lot to learn about the actual objective and subject specific criteria that will be used to assess student work upon MYP implementation.

Additional Documents

List of supporting documents that must be uploaded in IBDOCS

Tick the box to indicate that you have uploaded the document to the IBDOCS platform

- Documentary confirmation of the legal status of the school and confirmation from the local/provincial/state authorities that the school is recognized as an educational institution, with a certified translation into English, French or Spanish if written in any other language. Translations of official documents should be duly certified.
- Written confirmation of support from the authorities that will finance the implementation of the MYP in the school.
- School organization chart showing the pedagogical leadership team (including the MYP coordinator) and reporting lines
For partnerships only: The organization chart should be related to the individual school and will include an overview of the leadership across the programme.
- Documentary evidence of payment of non-refundable fee to the IB Organization
- For partnerships only:** Description of the structures and meetings that have been planned across the partner schools and across all years of the programme to ensure the continuity of the curriculum and the consolidation of the MYP as one programme across schools. This document relates to the partnership as a whole and should be submitted by the contact school.

- Action plan.

For partnerships only: The action plan must be completed by all partner schools together. Within the plan, identify the actions that individual partner schools need to do on their own. This chart will be submitted by the contact school.

Complete the charts that appear below

For partnerships only: the following charts must be submitted by each partner school individually.

Chart 1 - MYP subject proposal and sequencing chart

MYP subjects proposal			Hours of instruction per year (1 hour=60 minutes)				
Subject group	Name of Subject - Include all subjects per subject group that will be taught in the MYP - In the case of Language A and B, please identify the language (e.g. Spanish) - Add as many rows as needed - At the end, include any subject that may not be part of the MYP	Language(s) of instruction (use different rows for the same subject if taught in more than one language)	M	M	M	M	M
			Y	Y	Y	Y	Y
			P	P	P	P	P
			1	2	3	4	5
Language A	English and Sheltered English	English	x	x	x		
	Reading	English	x	x	x		
	English Honors	English	x	x	x		
Language B	French	French	x	x	x		
	Spanish	Spanish	x	x	x		
	Chinese	Chinese	x	x	x		
Humanities	Humanities and Sheltered Humanities	English	x	x	x		
	Humanities Honors	English	x	x	x		
Sciences	Science	English	x	x	x		
	Science Honors	English	x	x	x		

Mathematics	Mathematics	English	x	x			
	Pre-Algebra	English			x		
	Honors (pre-algebra, algebra, and geometry)	English	x	x	x		
Arts	Performing Arts (band, orchestra, and choir)	English	x	x	x		
	Visual Arts	English	x	x	x		
Physical Education	Physical Education/Health	English	x	x	x		
Technology	Computer Technology	English	x	x	x		
	Music Technology	English	x	x	x		

Add row

Subjects not part of the MYP

Language A	Read 180	English	x	x	x		
------------	----------	---------	---	---	---	--	--

Add row

MYP teaching staff, qualifications and IB recognized professional development

IB recognized professional development is activities as listed on the IB events calendar on the IB public website (<http://www.ibo.org/events/workshops.cfm>) or in-school professional development activities organized by the relevant IB office.

Location: in the chart below, indicate where the training took place or will take place.

- For IB regional workshops attended or to be attended name the city.
- For IB workshops organized in the school use "IS".
- For IB online workshops use "Online".

Subject group/role	Name of subject	Teacher's name	Qualifications of each teacher (degrees, diplomas)	Number of year at this school	Full/Part time (use FT/PT)	IB recognized professional development already attended			Future IB recognized professional development to be attended		
						Location	Date (YYYY-MM-DD)	Workshop name and category	Location	Date (YYYY-MM-DD)	Workshop name and category
Language A											

Language B

MYP coordinator		Mike Miedema	Masters	22	FT	IS	2010-05-	Coordinators	IS	2011-05-	Assessment
Head of school		Tina Merriweather	Masters	4	FT	IS	2010-05-	Coordinators	IS	2011-05-	Areas of Interaction
Other staff (identify role)											
Special Ed	Resource 7	Kari Young	Masters	7	FT		0000-00-			0000-00-	
Reading	Read 180	Deb Darring	Masters	7	FT	IS	2009-05-	Level 1	IS	2011-05-	Level 2
Reading	Reading 6	Jerry Little	Masters	19	FT		0000-00-		IS	2011-05-	Level 2
Reading	Reading 7	Cheryl Anderson	Masters	9	FT	IS	2009-05-	Level 1	IS	2011-05-	Level 3 Areas of Interaction

Special Ed	Resource 6	Candae Connor	Bachelors	7	FT	IS	2009-05-	Level 1		0000-00-	
Special Ed	Resource 8	Beth Yakey	Bachelors	12	FT	IS	2010-05-	Level 1		0000-00-	
Special Ed	ED 6, 7, 8	Randi Levine	Masters	2	FT		0000-00-		IS	2011-05-	Level 3 Assessment
Assistant Principal/Athletic Director	AP/AD	Jeremy Gondol	Masters	2	FT		0000-00-			0000-00-	
Counselor	Counselor 7, 8	Sue Spomer	Masters	10	FT		0000-00-			0000-00-	
Special Ed	Life Skills 6, 7, 8	Susie Powlan	Masters	11	FT		0000-00-			0000-00-	
ENL	ENL 6, 7, 8	Angel Pickett-Chilton	Masters	7	FT	IS	2009-05-	Level 1	IS	2011-05-	Level 3 Areas of Interaction
Reading	Reading 8	Leah Floyd	Masters	10	FT		0000-00-		IS	2011-05-	Level 2
ENL	ENL 6, 7, 8	Meghan O'Shea	Masters	3	FT		0000-00-		IS	2011-05-	Level 3 Areas of Interaction
Counselor	Counselor 6, 7	Sharon Hopkins	Masters	8	FT		0000-00-			0000-00-	

Add row

Action plan

The action plan is not completed online. Please download the template from the documents section, complete it and upload it.

Implementation budget

Indicate the currency the school uses. If possible, use USD, GBP, CHF or CAD.

USD = US dollars GBP = Great British pounds CHF = Swiss francs CAD = Canadian dollars

Candidate year 1

Candidate year 2

IB World School year

IB World School year

Academic year	2011	2012	2013	2	3
	2011	2012	2013	2014	2015
Candidate school fee	4000	9500			
Annual school fee			8400	8400	8400
Resources (specify)					
Teacher Materials and S	13000	1000	1000	1000	1000
IB professional development (specify)					
Teacher Planning	7000	3200	3200	3200	3200
Teacher Training	25000	9000	9000	4500	4500
Authorized School Visits	2000				
Other					
Atlas Curriculum Mappir	3200	3200	3200	3200	3200
TOTAL					

Approved by _____

Position _____