

Description of the Model

Carl Hankey Middle School's model program builds upon the school's status as an International Baccalaureate (IB) World School and is unique to any other program in Capistrano Unified, in fact, in all of South Orange County. The K-8 model program incorporates both the K-5 Primary Years and the 6th-8th grade Middle Years IB programs, embraces the entire student population, and provides an IB pathway to the neighboring high school offering the acclaimed IB Diploma Program.

Hankey's community was initially drawn to the rigor of IB's program which aims to nurture intellectual growth, push the boundaries of thinking, and prepare every student to be global citizens of the future. School leaders believed that IB's broad and balanced curriculum featuring eight required subjects, including fine arts and second language instruction, would appeal to families seeking an option to the traditional middle school environment. All students benefit from the program's collaborative approach to education, requiring learners to work collectively on clearly articulated learning goals, and its best practice teaching strategies incorporating digital literacy, inventive thinking, embedded instruction in effective research, study and communication skills, and the fostering of personal, social, and civic responsibility demonstrated through problem-based action-taking. In addition, this model program pushes classroom walls outward, promoting international mindedness and global awareness as the primary learning lens. The program requires that teachers utilize inquiry-based instruction, which transforms students into active participants in the learning process and encourages the staff to grow professionally. While the concept driven curriculum is certainly challenging, struggling learners, students with disabilities and English Language learners are supported with instructional strategies such as sentence frames, Thinking Maps, leveled text and differentiated activities, enabling them to think critically as they navigate the IB units comprising at least fifty hours of each subject's annual syllabus. Student achievement has increased dramatically since implementation, demonstrated in the school's SBA scores and various other indicators.

To initiate Hankey's model program, extensive planning time was dedicated to writing IB units, mapping out explicit instruction and assessment of the key learning skills, creating the online IB Student Portfolios, educating the school community in the program's essential standards and practices, and developing a cohesive behavior system promoting the IB culture. Financial obligations (annual IB dues, mandated IB professional development, additional sections to ensure coverage of the eight subjects, and collaborative planning time for all teachers), continue to be co-supported by the site based foundation and the Capistrano Unified School District.

The model program's insistence on reflection, balance, perseverance in thinking and the utilization of the action cycle dramatically decreases student anxiety and helps to promote a healthy social and emotional climate. Students know that it is ok to try, fail, reassess and go on. By taking action, students see that they CAN make a difference.

The school's model program is aligned to Goal 1 of the District's Local Control Accountability Plan: "Engage students in innovative educational experiences to increase post-secondary options for all students". One action under this goal is to provide low-income students with increased access to the International Baccalaureate's Diploma Program classes and tests. This support is

important as Hankey's middle schoolers (37% identified as being low-income) matriculate to the high school IB program. By engaging our students in inquiry, teaching them to take risks and learn from their mistakes, collaboratively and authentically embedding study skills instruction, and encouraging creative thinking, Hankey's staff believes that our model program is certainly preparing students to be future IB Diploma candidates.

Implementation & Monitoring of the Model

Hankey's model program is not a static entity with a one size fits all dogma. Through data analysis and constant reflection, Hankey's staff continuously adjusts and monitors the effectiveness of the program. All taught IB units are re-evaluated by teachers after they have been completed and adjustments based on observations and student work samples are made to instructional practices and activities. Every subject area is required to submit two units to IB World's Building Quality Curriculum team for evaluation, and that input has been instrumental in revising instructional planning. Trends and patterns in feedback gleaned through this process are applied to all units through collaborative sharing. Professional development time is allocated monthly for monitoring of student progress towards the staff's annual shared academic goal, developed from careful analysis of SBA data. This year the staff collectively agreed to focus on improving students' abilities to use the claim, evidence and reasoning writing model across disciplines. Rubrics were developed specific to each department's content and calibrated to ensure reliability. Formative assessments are written and routinely administered, and data is analyzed bimonthly to drive instructional practices.

Consistent communication and education keeps Hankey's stakeholders engaged in the model program. Parents are invited to informational meetings focusing on targeted aspects of the IB, teachers provide subject specific information at Back to School Night, and student progress on IB units is housed and updated in their electronic IB portfolios which are shared with families at Open House. ELAC and PTSA meetings are also venues for showcasing the model's components and feedback from these meetings provides valuable input to the staff regarding parental perception of student success.

The components of the model program are constantly communicated to students via the shared language that **all** teachers integrate into instruction. The Global Contexts, Learner Profile, key concepts, Approaches to Learning study skills and the action cycle are universal verbiage at Hankey, from PE to Advanced Band, Algebra to Humanities, establishing a firm foundation encompassing every learning situation.

Results of the Model

Reflection forms the bedrock of the model program, thus monitoring and assessment of student achievement is a consistent component of the school's culture. Hankey recently completed the year-long Program Self-Assessment, a requirement for their April, 2019 IB Site Evaluation visit. The assessment provided a rich source of qualitative data related to the school's written, taught and assessed curriculum, including staff surveys, feedback from Building Quality Curriculum rubrics, observations of student familiarity with program components and parent feedback from meeting exit tickets. Reflective walks conducted with district staff members and site

administration also furnished valuable insight into the high levels of student engagement and critical thinking taking place in classrooms. Results from the self- assessment were used to create the site's annual action plan aligned to IB Standards and Practices.

Hankey's examines the annual SBA quantitative data to ascertain positive outcomes related to student achievement in English Language Arts and math. Analysis of 2017 and 2018 data demonstrates that the model program's rigorous curriculum is helping to improve the percentage of students meeting or exceeding the standards in three subgroups: English Language Learners (ELLs), Long Term English Language Learners (LTELS), and Socio-Economically Disadvantaged (SED), in both English Language Arts and Math. Specifically in English Language Arts, Hankey's ELLs have moved from 4% to 5.26%; LTELS from 43% to 47%; and SED from 49% to 52%. In math, data shows the LTEL group moved from 25% to 28%, and the SED group grew from 32% to 38%.

Hankey is also working to close the achievement gap between groups. Analysis of the last two years of data shows that the gap between English-Only (EO) and LTELS in English Language Arts closed by 5%, while the gap between All Students and SED closed by 2%. In math, the gap between EO students and LTELS closed by 12%, while the gap between All Students and SED remained the same.

Hankey's model program's ultimate goal; to increase the access of all students, particularly those who are socially-economically disadvantaged, to the rigorous high school IB Diploma classes and summative tests, is certainly a lofty, long-term objective. Tracking three-year data shows that in 2017-18, one-fifth of those graduating with an IB diploma (21 total students) were from Hankey, double the number from both 2016 (37 total) and 2017 (27 total) school terms. Analysis of the number of disadvantaged students enrolled in IB level high school courses indicates that indeed, as Hankey students matriculate to the ninth grade better equipped to think critically, communicate effectively, and persevere, more students from this sub-group are electing to pursue the IB pathway (2017-13 students out of twenty-seven total; 2018-6 students out of fifteen total). *Note- the decline in numbers reflects the graduation of the seniors in 2018.*

Research demonstrates that students graduating with an IB diploma are more likely to enroll in prestigious universities and perform better than their non-IB peers. Providing Hankey students with access to these opportunities opens the door to endless possibilities and advantages.