

# Matoska International



Strategic Planning  
2018-2019

# Planning Team Members

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# Planning Process

## Strengths

- Family Involvement
- Diverse art & extra-curricular learning opportunities
- Open-minded and caring community
- Communication between families and staff
- Child-centered
- Programming that encourages student & staff agency
- Professional, Dedicated and Innovative Staff
- Great relationships with students, staff and families
- Use of technology to further education & inspire more learning
- Push (positive) kids to use their questions to deepen their inquiry

## Strengths

- \* common idea
- committed, willing, and passionate staff
- positive reflection (Feedback)
- \* Family support: PTD, Art, volunteers
- Curriculum, IB & Standards integration
- trust & support throughout community
- \* Students/children 1<sup>st</sup> <sup>grades</sup> <sup>Family</sup>
- \* technology
- \* Community partnerships
- PD opportunities
- Staff collaboration
- Awareness of whole child (needs) → mindfulness, brain breaks
- Cross grade level connections

## Challenges

- Size (classes, growth, resources, physical space)
- District changes (personnel, initiatives)
- Social/Emotional/Mental Health Supports & Programs
- Intergroup Communications
- Funding
- Involvement of all families
- Meeting/Extending needs of "bubble kids"
- Brain/Physical breaks
- Diversity of student body and staff
- Understanding of IB - Families, School Board, District Admin.
- Teachers having to cover academics as well as behaviors/life lessons - where do we draw line?

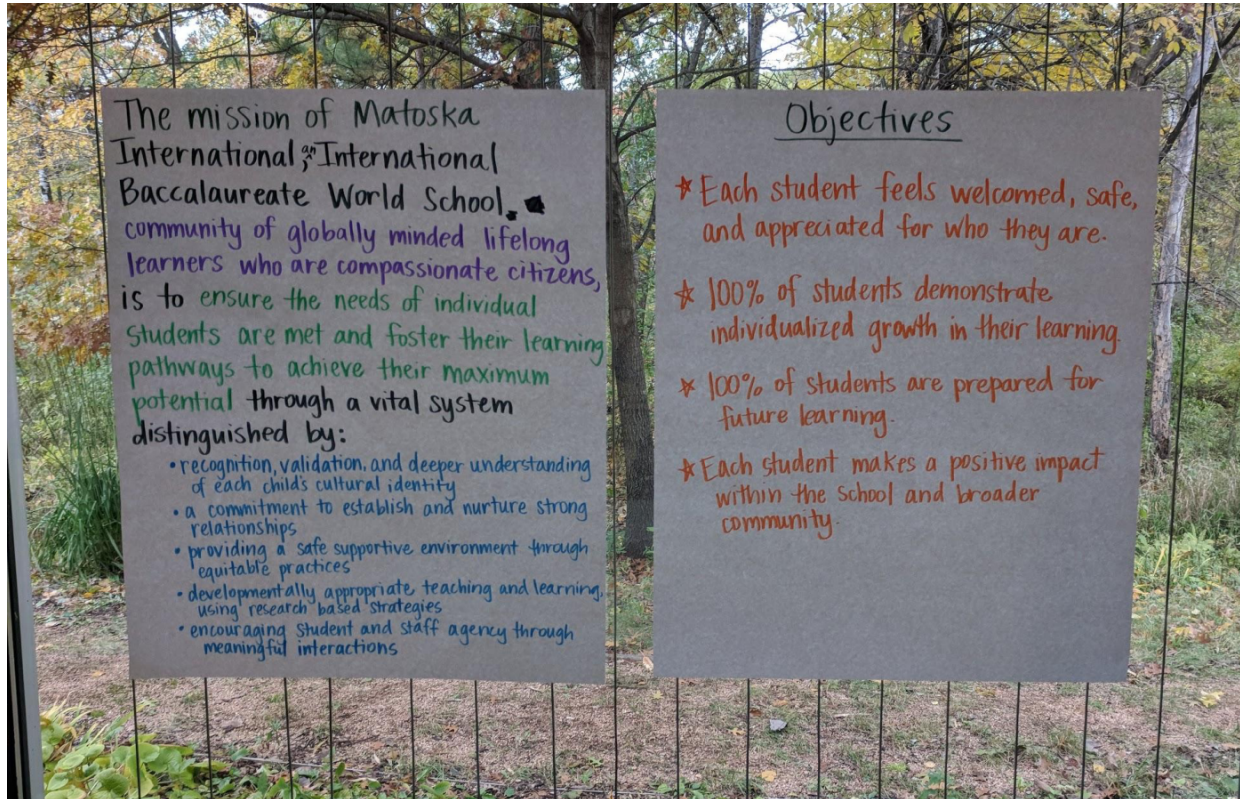
## Challenges

- Consistent organization and documentation
- Systematic behavior process consistency and communication
- New initiatives w/o training and support
- Mental Health improvement and education
- Vertical grade level conversations
- Collaboration of teachers & other staff
- Understanding of other classrooms and practices
- Effective and visible staff - Reach, media, literacy coach, intervention coach, etc.
- Media Center usage
- Efficiency of collaboration, PD, meeting time to know each other as professionals

## Challenges (from IB self study)

- District support/funding for IB/planning time
- Communication/Coordinating w/ district w/ IB PD / 36 PD instead of district
- Multi-classroom grouping/integration
- Reporting on IB → educating families to report cards? → communicating w/ families
- Sharing resources among community
- Ext. Day support/financing of IB
- Connections w/ other schools, students/staff
- Family involvement → ISS
- No full time IB coordinator
- Culturally diverse books & experiences & visitors
- Home home language
- Cross-grade level connections
- Media Center as a high media specialist station

# Planning Process



# Mission Statement

**The mission of Matoska International, an International Baccalaureate World School community of globally minded life long learners who are compassionate citizens, is to ensure the needs of individual students are met and foster their learning pathways to achieve their maximum potential through a vital system distinguished by:**

- recognition, validation and deeper understanding of each child's cultural and personal identities
- a commitment to establish and nurture strong relationships
- providing a safe, supportive environment through equitable practices
- developmentally appropriate teaching and learning, using research based strategies
- encouraging student and staff agency through meaningful interactions

# Objectives

- Each student feels welcome, safe, and appreciated for who they are.
- 100% of students demonstrate individualized growth in their learning.
- 100% of students are prepared for future learning.
- Each student makes a positive impact within the school and broader community.

# Tactics

- We will adapt the learning environment to ensure all students and families are included.
- We will ensure opportunities to enrich and extend student learning.
- We will foster a sense of service to community.

# White Bear Lake Area Schools Strategies

The Matoska International Strategic Plan supports and aligns with all eight of the White Bear Lake Area Schools Strategic Plan.

- We will ensure that each student is the primary agent in their learning.
- We will provide expanding access to a broad range of opportunities for all students.
- We will foster community engagement and partnerships.
- We will build organizational capacity.
- We will embrace all cultures with humility and respect.
- We will ensure learning environments enhance students' educational experience.
- We will engage families as partners in the education of their children.
- We will ensure the social and emotional growth of our students.



**We will adapt the learning environment to ensure all students and families are included.**

**Results statement 1:**

**Celebrations at Matoska will reflect the student population and allow all students to feel included.**

Action steps:

- Focus group will develop guiding questions and facilitate discussion on Celebrations
  - Guidelines or expectations will be created for honoring/recognizing holidays and school calendar events
- Professional Development on history and practices of celebrations that are reflected in our student population.

**We will adapt the learning environment to ensure all students and families are included.**

**Results statement 2:**

**We will consistently communicate in a variety of ways that meet the needs of all families.**

Action steps:

- Teachers will have the opportunity to meet with all families off campus (home visits or community meeting spot)
  - Training provided by District Social Worker
- Communicate role and contact information of cultural liaisons to all families
- Suggest to district administration to create more options for self-definition (race, ethnicity, gender)

We will embrace all cultures with humility and respect.

We will build organizational capacity.

We will engage families as partners in the education of their children.

**We will adapt the learning environment to ensure all students and families are included.**

### Results statement 3:

**We will ensure mandatory PD for all staff, including support and non-licensed staff members, on topics of diversity, social justice, inclusivity and anti-bullying.**

#### Action steps:

- Teaching Tolerance Workshop - August 7-8, 2019
  - Inclusive strategies for interaction
  - Personal reflection
- Create Restorative Justice Team
  - Attend training ([MDE](#) and [Minnesota Peacebuilding Leadership Institute](#))
  - Continued all staff training
  - Provide training for support staff
  - Create K-5 scope and sequence of social justice lessons/discussions
- Continued evaluation of current system and programs

We will ensure learning environments enhance students' educational experience.

We will ensure the social and emotional growth of our students

We will build organizational capacity.

**We will adapt the learning environment to ensure all students and families are included.**

### Results statement 4:

**All units of study will incorporate social justice standards, include curriculum that is representative of all learners, and be evaluated for student representation and missing narratives on an ongoing basis.**

### Action steps:

- Teaching Tolerance Workshop - August 7-8, 2019
  - Inclusive strategies for interaction
  - Personal reflection
- [Social Justice Standards](#) will be paired with existing IB practices in each unit planner
- Yearly evaluation of curriculum
  - PYP Collaboration Times

# Social Justice Standards

## IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

## DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

## JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

## ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

**We will adapt the learning environment to ensure all students and families are included.**

**Results statement 5:**

**\*The teachers will represent the populations of students served at Matoska.**

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### **We will ensure opportunities to enrich and extend student learning.**

#### **Results statement 1:**

**We will give students opportunities to have voice, choice and ownership in their learning.**

#### Action steps:

- Carousel Classes
- Student agency included in each PYP Unit of Inquiry

We will provide expanding access to a broad range of opportunities for all students.

We will foster community engagement and partnerships.

We will ensure that each student is the primary agent in their learning.

**We will ensure opportunities to enrich and extend student learning.**

### Results statement 2:

**We will support the adults in our students lives in order to enrich and extend student learning.**

#### Action steps:

- Differentiated professional development to meet the needs of students, teachers and the goals of Matoska
- Families will have an opportunity to participate in “Family University” to network and learn a variety of additional ways to support their children



**We will ensure opportunities to enrich and extend student learning.**

### Results statement 3:





**All units of Inquiry will include components helping students understand student agency and how it pertains to that specific unit of study.**

### Action steps:

- As teachers update units of inquiry to the new [PYP enhanced planner](#), they will add student agency components.

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# Overview - Enhanced PYP

THE ENHANCED PYP – AN OVERVIEW OF THE FRAMEWORK						
APPROACHES TO TEACHING (ATT)	KNOWLEDGE	CONCEPTS	APPROACHES TO LEARNING (ATL)	AGENCY supports ACTION		
Approaches to teaching focus on the pedagogical principles that underpin the IB Primary Years Programme.	Significant, relevant content we wish the students to explore and know about, taking into consideration their prior experience/understanding 	The 7 Key Concepts have relevance within and across subject areas, but also transcend them.  Students should explore and re-explore the KCs in order to develop a coherent, in-depth understanding.	The ATL develop transferable cognitive and metacognitive skills.  By combining ATL and the learner profile attributes, PYP students become self-regulated learners.  Schools have the flexibility to <b>adopt, adapt and extend sub-skills</b> relevant to their context.		Agency is a <b>mindset</b> not a skill, and as such it cannot be measured.	As the IB Mission in action, the <b>LEARNER PROFILE</b> remains central to all IB programmes. The whole learning community plays an important part in developing, valuing appreciating, monitoring and demonstrating the learner profile in action. Formal reporting on the Learner Profile is not required.  <i>NB The dispositions previously referred to as "Attitudes" are now subsumed within the descriptors of the Learner Profiles and are no longer a separate element (underlined below within each profile)</i> 
The key IB pedagogical principles are:	TRANSDISCIPLINARY THEMES	KEY CONCEPTS	Thinking Skills	DEMONSTRATIONS OF ACTION CAN INCLUDE:	LEARNERS WITH AGENCY:	IB LEARNERS STRIVE TO BE:
<ul style="list-style-type: none"><li>based on inquiry</li><li>focused on conceptual understanding</li><li>developed in local and global contexts</li><li>focused on effective teamwork and collaboration</li><li>differentiated and inclusive to meet the needs of all learners</li><li>informed by formative and summative assessment</li></ul> <b>Planning</b> Schools have the option to design their own planner—or use an IB PYP designed planning template 	<b>Who we are</b> Inquiry into what it means to be human  <b>Where we are in time and place</b> Inquiry into orientation in place and time—local and global perspective  <b>How we express ourselves</b> Inquiry into the ways in which we discover and express ideas  <b>How the world works</b> Inquiry into the natural world and its laws, the interaction between the natural world and human societies  <b>How we organize ourselves</b> Inquiry into the interconnectedness of human-made systems and communities.  <b>Sharing the planet</b> Inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things.	<b>Form</b> What is it like?  <b>Function</b> How does it work?  <b>Causation</b> Why is it like it is?  <b>Change</b> How is it changing?  <b>Connection</b> How is it connected to other things?  <b>Perspective</b> What are the points of view?  <b>Responsibility</b> What is our responsibility?  <b>RELATED CONCEPTS</b> The related concepts explore the KCs in greater detail. In contrast to broad KCs, related concepts are more narrowly focused. All subjects have related concepts that reflect the nature of its specific content.  <b>NB</b> Reflection is embedded throughout the programme in multiple ways and is no longer positioned as a key concept.	<b>Critical thinking skills</b> <ul style="list-style-type: none"><li>Critical thinking skills</li><li>Creative thinking skills</li><li>Transfer skills</li><li>Reflection / Metacognitive skills</li></ul> <b>Research Skills</b> <ul style="list-style-type: none"><li>Information literacy skills</li><li>Media-literacy skills</li><li>Ethical use of media/information</li></ul> <b>Communication Skills</b> <ul style="list-style-type: none"><li>Exchanging information</li><li>Literacy skills</li><li>ICT skills</li></ul> <b>Social Skills</b> <ul style="list-style-type: none"><li>Developing positive interpersonal relationships and collaboration skills</li><li>Developing social emotional intelligence</li></ul> <b>Self-management skills</b> <ul style="list-style-type: none"><li>Organization skills</li><li>States of mind</li></ul> <b>Teachers should embed the ATL implicitly in the classroom culture.</b>	<b>participation</b> – contributing as individual or group  <b>advocacy</b> – action to support social / environmental / political change  <b>social justice</b> – relation to rights, equality and equity, social well-being and justice  <b>social entrepreneurship</b> – innovative, resourceful and sustainable social change  <b>lifestyle choices</b> – eg. consumption, impact of choices. 	<ul style="list-style-type: none"><li>are actively engaged in various stages of learning, including: thinking about, planning, modifying and creating</li><li>are actively involved in discussion, questioning and by being self-directed in their creating (as opposed to passive receiving)</li><li>apply their understanding of concepts through the construction of their projects/play</li><li>make connections to the real world by taking past experiences into their play worlds</li><li>have an active voice and stake in the classroom / community</li><li>face challenges and are given the freedom to independently overcome these or fail through trial and error/experimentation</li><li>are risk-takers</li><li>express their theories of the world and these are honoured in the environment</li><li>reflect on their actions and self-regulate.</li></ul>	<b>INQUIRERS</b> we nurture our <u>curiosity</u> , developing skills for inquiry and research. We know <u>how</u> to learn <u>independently</u> and with others. We learn with <u>enthusiasm</u> and sustain our love of learning throughout life.  <b>KNOWLEDGEABLE</b> we develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.  <b>THINKERS</b> we critical and <u>creative</u> thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.  <b>COMMUNICATORS</b> express ourselves <u>confidently</u> and <u>creatively</u> in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.  <b>PRINCIPLED</b> act with <u>integrity</u> and honesty <u>respect</u> , with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.  <b>OPENMINDED</b> we critically <u>appreciate</u> our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.  <b>CARING</b> we show <u>empathy</u> , compassion and <u>respect</u> . We have a <u>commitment</u> to service, and we act to make a positive difference in the lives of others and in the world around us.  <b>RISKTAKERS</b> we approach uncertainty with forethought and determination; we work <u>independently</u> and <u>cooperatively</u> to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.  <b>BALANCED</b> we understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.  <b>REFLECTIVE</b> we thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

# Enhanced PYP Planner

Designing and Implementing			
<b>Transdisciplinary Theme :</b> Insert Theme and highlight which part of the Transdisciplinary Theme this Unit of inquiry focuses on?			
<b>Central Idea</b>		<b>Lines of Inquiry</b> An inquiry into: <ul style="list-style-type: none"> <li></li> </ul>	
Learning Goals and Success Criteria			
<b>Learner Profile Attributes</b> What opportunities will there be to develop, demonstrate and reinforce the learner profile?			
<b>Key Concepts</b> What is it we want students to know, understand and be able to do? How are learning goals and success criteria co-constructed between teachers and students?		<b>Related Concepts</b>	<b>Approaches to Learning (Skills)</b> List Skills and subskills

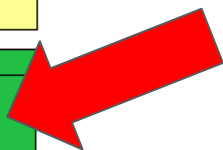
  

Provocations and Student Agency			
<b>Teacher Questions/Provocations</b> What teacher questions/provocations will drive inquiries?	<b>Action</b> How will we support students in planning and carrying out action?	<b>Supporting Student Agency</b> How do we recognize and support student agency in learning and teaching? For all learners this means: <ul style="list-style-type: none"> <li>Involving students as active participants in and as co-constructors of, their learning</li> <li>Developing students' capacity to plan, reflect and assess, in order to self regulate and self adjust learning</li> <li>Supporting student-initiated inquiry and action</li> </ul>	<b>Student Questions</b> What are the student questions that connect to the concepts or lines of inquiry?

# Enhanced PYP Planner

Connections			
<b><u>Connections to past and future learning, inside and outside the POI</u></b> <i>What connections are there to learning within and outside the unit of Inquiry?            What opportunities are there for students to develop conceptual understandings to support the transfer of learning across, between and beyond subjects?</i>	<b><u>Maths Connections (conceptual/curriculum)</u></b>	<b><u>Literacy Connections (conceptual/curriculum)</u></b>	<b><u>Specialist Connections</u></b>
<b><u>Local Connections</u></b> <i>How can we ensure that learning is purposeful and connects to local and global challenges and opportunities?</i>		<b><u>Global Connections</u></b> <i>How can we ensure that learning is purposeful and connects to local and global challenges and opportunities?</i>	

Teaching and Learning			
<b><u>Learning Experiences</u></b> <i>What experiences will facilitate learning?            What experiences will promote engagement and activate thinking?            Do learning experiences align with intended learning goals?            What opportunities are there for flexible and responsive grouping and regrouping of students?</i>	<b><u>Resources</u></b> <i>What resources have been identified and how will they enhance and extend learning? (time, people, places, technologies, learning spaces and physical materials)</i>	<b><u>Assessment</u></b> <i>What evidence will we gather about students' emerging knowledge, conceptual understandings and skills?            How are we monitoring and documenting learning?</i>	<b><u>Standards</u></b>
<b><u>Prior Learning</u></b> <i>How are we assessing students' prior knowledge, conceptual understandings and skills?            How are we using data and evidence of prior learning to inform planning?</i>	<b><u>This is where you insert:</u></b> <ul style="list-style-type: none"> <li>● Links to website or youtubes</li> <li>● Link to Student Inquiry Journal (packet)</li> <li>● List book titles or videos</li> </ul>		



### We will foster a sense of service to community.

#### Results statement 1:

Create service learning opportunities that allow for flexibility, student agency, connections with units of inquiry and family contribution.

#### Action steps:

- Matoska Student Action Team
- Make a Difference - Seasonal Activities
- Student Agency Hub

# Timeline

2019 - 2020	2020-2021	2021-2022
Teaching Tolerance	Celebrations	Celebrations
Restorative Justice Training/Team	Restorative Justice Training/Team	Family University
Carousel Classes	Carousel Classes	Student Agency Hub
Make a Difference - seasonal activities	Service Recognition/Action Team review	
Home Visit Training	Choice Professional Development	Choice Professional Development
Social Justice Standards	Social Justice Standards	Social Justice Standards
Embedding Student Agency	Embedding Student Agency	Embedding Student Agency

# Year One Initiatives

*All units of study will incorporate social justice standards, include curriculum that is representative of all learners by providing mirrors and windows, and be evaluated for student representation and missing narratives on an ongoing basis.*

- Teaching Tolerance Workshop
- Restorative Justice Training - mandatory

*We will give students agency by providing voice, choice and ownership.*

- Pilot - Students will engage in a topic of their choice in Carousel Classes taught by teachers, staff and community members.

*Create service learning opportunities that allow for flexibility, Student Agency, connections with units of inquiry and family contribution.*

- Make a Difference - Seasonal Activities

*Home Visit Training*

## **Ongoing Initiatives**

*All units of inquiry will incorporate social justice standards.*

- These standards will be included in the updating of the PYP program.

*All units of inquiry will include student agency.*

- These opportunities will be included in the updating of the PYP program.

# Year Two Initiatives

*Celebrations at Matoska will reflect the student population and allow all students to feel included.*

- Focus group will develop guidelines honoring and recognizing celebrations at Matoska.
  - Utilize Human Centered Design Process

*Parents will have the opportunity to participate in “Family University” to help support their children.*

- Family University

*Teachers will have access to differentiated professional development.*

- Teachers will have professional development opportunities that meet their specific needs and the goals of the school.

*Students will have opportunity to enrich and extend their learning.*

- Implement - Students will engage in a topic of their choice in Carousel Classes taught by teachers, staff and community members.