

**Pelham Middle School**  
**Community Project Implementation Plan (updated 3/7/17)**

Here at Pelham Middle School, we have recognized that the implementation of the Community Project will be one of the more logistically challenging aspects of our MYP journey. In order to successfully follow the requirements of the International Baccalaureate regarding this project, we will need to educate students, teachers, and parents as to the central importance of the project; prepare teachers to supervise and assess the projects; foster student competence in the Approaches to Learning (ATL) skills necessary for the project's successful completion; build students' foundational understanding in the IB Learner Profile and Global Contexts through MYP units taught in the first two years of our programme; develop student understanding of Service and Action in the MYP through prior opportunities and projects; and overcome the logistical challenge of providing a class of over two hundred students with supervisors. To this end, we have developed a three year plan of gradual implementation that allows for growing confidence and competence for all parties involved with the aim of full implementation by the 2018-19 school year, if not before. It is our conviction that this method will, in the end, prove superior to what could otherwise have been an overly hasty, and therefore less substantive, implementation that – while nominally true to the requirements of the IB – would have fallen short in terms of its spirit and substance. Here, therefore, is our proposal for the next three years, to be adapted and altered as decided by all involved stakeholders.

**2016-17 School Year**

In order to prepare for the appropriate supervision, community outreach, ATL planning, collaboration, and staff development necessary for successful implementation of the MYP Community Project in grade eight (Year 3) of our program, we will follow these steps during the 2016-17 school year:

1. The eighth grade English teachers and school library media specialist will develop a service project MYP unit to be integrated into the curriculum this spring, which will not be called a Community Project to avoid misrepresentation and confusion (see attached "Eighth Grade Citizenship Project"). During the course of this unit, students will work in small groups to define a goal to address a need within a community and develop a proposal for action to serve that need. In short, students would be planning, but not (in most cases) actually implementing the service plan. They will complete a process journal during the course of their project, which will culminate in a class presentation of 5-10 minutes, delivered to their class. Students will work with their classmates in each particular period of English class to complete their projects. Teachers will facilitate the formation of student groups.

Students will complete the lion's share of their work in class, although there may be homework assignments relating to aspects of the project. Eighth grade English teachers will collaborate with our library media specialist in coordinating research aspects of the project. The IB Coordinator will work with teachers in the development, implementation, and assessment of the projects. The IB Coordinator will, in collaboration with the eighth grade English teachers, develop a workbook for the project, including instructions and a template for students' process journal. The purpose of this workbook is to provide appropriate scaffolding for students so that they can all successfully complete the projects during this trial implementation. Outside supervision of each individual project, as dictated in the Community Project guidelines, will not be required for this project. Projects will be assessed by students' English teachers using an adapted version of the MYP Community Project rubric. The IB Coordinator will work with the English teachers to standardize the project assessment process. Students' MYP scores will be converted to grades out of 100% using the charts included in the Pelham Middle School's MYP Assessment Policy. Students' scores will count towards the marking period grade for the time in which the project takes place, with teachers each giving the project the same weight in their respective grade books.

2. The IB Coordinator will complete the Category 3: MYP Projects training during the month of February. He will use the information garnered from this training to begin to prepare a professional development plan – to be implemented during the 2017-18 school year – to prepare teachers for their eventual supervision of the Community Project.
3. Following implementation and reflection this year, a committee will be formed to discuss plans for expansion of the project for the 2017-18 and 2018-19 school years. This committee will meet in June, September, and October of 2017, with the expectation that a set of recommendations and a detailed implementation plan would be provided by November of 2017.
4. Over the summer of 2017, the IB Coordinator will develop a Community Project guide for use by the students during the upcoming year.

### 2017-18 School Year

In order to move closer to full compliance with the dictates of the IB – MYP, we will follow these steps (with possible additions/ modifications made by the Community Project Committee, as indicated above):

1. While the need to further prepare students, staff, and parents will still necessitate implementing the project through one (or possibly two) subject areas as opposed to independent of subject groups, the scope of the project will be increased this year to reflect the following changes:
  - a. Students will begin working on their projects by November, 2017, and work will occur in stages throughout the school year, culminating in student presentations in May of 2018.
  - b. Students will complete the majority of their approximately 15 hours of work outside of class, although some time may be allotted from their English and/or social studies class periods. (Based upon the recommendations of the Community Project Committee, we may involve both subjects in the support and supervision during this year as a stopgap to full staff supervision independent of subject area support next year.)
  - c. Explicit connections to the IB Learner Profile, Approaches to Learning, and Global Contexts will be stressed throughout the process. It is our expectation that this cohort of students, having now encountered initial implementation of the MYP as sixth graders and more substantive exposure as seventh graders, will be prepared for this.
  - d. All strands of all four assessment criteria for the Community Project will be used to assess students' projects.
  - e. Student presentations will be 6-10 minutes (for individuals) and 10-14 minutes (for groups) as indicated in the *Projects Guide*.
  - f. Students will submit up to 10 extracts (individual) or up to 15 extracts (group) from their process journal to represent the development of their project as indicated in the *Projects Guide*.
2. The IB Coordinator will conduct professional development sessions for the entire middle school staff in the Community Project and its supervision.
3. While subject area teachers in English (and possibly social studies) may still play a larger supervisory role, we will make an attempt to solicit (or ask students to solicit) other supervisors on a volunteer basis (or as otherwise recommended by the Community Project Committee). The committee, IB Coordinator, and building leadership will discuss additional options for facilitating supervision of the project without placing undue stress upon teachers' schedules or requiring them to work with students beyond contractual hours, perhaps by utilizing additional meeting time already present in the calendar or other schedule-based options.
4. The IB Coordinator will work with all designated Community Project supervisors to standardize their assessment process. The Community Project Committee will

decide how grades will be used, either within the subject areas involved (local or MYP grade) or as an independent MYP grade.

5. Artifacts from, and recordings of, students' Community Projects will be archived for use the following year as exemplars for students as well as for use in staff development and standardization of assessment.
6. Following implementation and reflection this year, the Community Project Committee will meet in late spring to discuss improvements for the 2018-19 school year.
7. Over the summer of 2018, the IB Coordinator will develop a revised Community Project guide for use by the students during the upcoming year.

### 2018-19 School Year

1. At the start of the school year, the IB Coordinator and building leadership will hold an evening informational session for parents of eighth graders on the Community Project.
2. The IB Coordinator will provide at least one additional professional development session on the Community Project with the entire middle school staff.
3. Students will be introduced to the project in September, and will be provided with a timeline to help plan and scaffold their work between then and the spring.
4. All (or most) teachers will be expected to act as supervisors for students. The IB Coordinator will work with the supervisors to standardize assessment. Student grades on their projects will be independent of their subject group and local grades.
5. All of the dictates and requirements indicated in the *MYP Projects Guide* will be fully followed, with no exceptions or modifications.
6. An evening event will be held in the spring to showcase and celebrate students' projects. Parents, community members, and younger students will be encouraged to attend. Projects will be archived and recorded for future use in professional development and standardization.

## What is the 8<sup>th</sup> Grade Citizenship Project?

An important aspect of middle school is not only learning how the subjects you learn can be applied in the real world, but also how you can use your knowledge and skills to help the community outside your school, either locally – in your school or town – or more globally – in another town, state, or even the other side of the globe!

In order to learn more about how to apply what you've learned in school in the world outside, you will be working in small groups to learn more about a need that exists in your local or global community and then explore a way that this need can be addressed. Your research will end in a brief presentation for the class, in which you share what you have learned about this community need and how you think it can be addressed. Who knows, your research may inspire your group, or your classmates or teachers, to want to go out and make a positive change in the world!

As you work with your classmates on this project, you will progress through four steps: *Investigating*, *Designing*, *Presenting*, and *Reflecting*. Each step will include a number of tasks:

### Investigating

- Research issues that exist in the community and select a need to be addressed
- Explore how this need relates to your interests, talents, and what you have learned in school

### Designing

- Conduct research on ways this issue has been approached in the past
- Develop a plan through which this need could be addressed

### Presenting

- Decide upon the best way to explain your plan to an audience
- Develop a 5-10 minute presentation in which you discuss your process and plan

### Reflecting

- Evaluate how successful your plan would be in addressing the community need
- Reflect upon what you have learned through this project

As part of your project, you will share the following artifacts with your teacher:

- Project proposal form
- Process journal (might include diagrams, lists, notes, plans, annotated research, etc.)
- Presentation materials (can include handouts, electronic slide show, notes, posters)
- Bibliography
- Academic Honesty form
- Reflection form

This packet will serve as a workbook as you make your way through the various steps of the project.

## Investigating

After forming a group of three or four students (with help from your teacher) you should begin by thinking of a problem that exists in your local or global community that you feel passionately about and are interested in researching further. Your goal may be to raise awareness of an issue, to complete research, to change people's behaviors, to create an innovation, or to advocate for a cause.

Some possible issues:

- Bullying
- Hunger
- Domestic Violence
- Pollution
- Climate Change
- Endangered Species
- Obesity
- Human Rights
- Immigration
- Safety
- Illiteracy
- Homelessness
- Disease
- Social Justice
- Malnutrition
- Deforestation
- Homelessness
- Disabilities
- Child Abuse
- The Elderly
- Drug Addiction
- Lack of Clean Water
- Poverty
- Waste of Resources

Research your topic. Think of the ways this issue impacts people in your school, your neighborhood, and on a state, national, or global level.

Think about how this issue relates to your talents and abilities. How can you use your talents to address this issue?

Think about how this issue related to your studies in your classes. How can you use the knowledge and skills you have learned in school to address this issue?

Complete the "Project Proposal Form" (on the following page) and submit it to your teacher. Each member of your group should complete his or her own form.

## Project Proposal Form

Project Title			
Your Name			
Team Members' Names			
Identify a goal to address a need in the community, based on your personal interests.			
Target: Which segment of the community will you focus your inquiry and research on?			
Research: What will you have to research? Be specific, and explain how you will collect the information you need.			
Process Journal: How will you record your findings to show the development of your project from beginning to end?			
What action can you take to make a contribution towards addressing the problem in the community that you stated as your goal?			

## Designing

Following the steps you laid out in your proposal, conduct research on ways this issue has been approached in the past and develop your plan through which this need could be addressed. Be sure to use both text-based and online resources. Record your findings in your process journal according to the method you indicated on your proposal form. Your journal might include diagrams, lists, charts, notes, illustrations, research, screenshots, etc. As you complete your research, be sure to keep track of all of your sources for your bibliography.

## Presenting

Decide upon the best way to explain your plan to an audience and develop a 5-10 minute presentation in which you discuss your process and plan. You should prepare some sort of materials (handouts, electronic slide show, notes, visuals) for your presentation, and these should be submitted to your teacher after you have presented to your class. Be engaging! Each group member should speak during the course of the presentation. You will also need to submit your process journal and a completed Academic Honesty form (included below).

## Reflecting

After presenting your plan to the class, evaluate how successful you think your plan would be in addressing the community need and reflect upon what you have learned by completing this project. Each student should complete a Reflection Form (included on the following page).

## Assessment

Your work will be assessed using four rubrics (in Assessment, Designing, Presenting, and Reflecting). These are included on the pages that follow. You can receive up to 8 points in each of the four areas (for a possible total score of up to 32). Your score will then be converted into a grade out of 100% and entered into the grade book. The grade conversion chart is also included.

### Academic Honesty Form

Student Name		
Project Title		
Student Declaration: <i>I confirm that this work is my own. I have acknowledged, in the body of my work, each use of the words, work, or ideas of another person, whether written, oral, or visual.</i>		
Student's Signature	Date	



**Reflection Form**

Student Name	
Project Title	
Group Members	
How successful would my plan be in addressing the need I identified?	
What challenges might prevent my plan's success?	
What have I learned through this project?	
How does the issue I researched relate to my other classes in school?	
How can I remain involved in addressing this issue in the future?	

### Assessment Rubrics

#### Criterion A: Investigating

Maximum: 8

In this project, students should be able to:

- i. define a goal to address a need within a community, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1-2	Students: <ol style="list-style-type: none"> <li>i. <b>state</b> a goal to address a need within a community, based on personal interests, but this may be <b>limited</b> in depth or accessibility</li> <li>ii. identify prior learning and subject-specific knowledge, but this may be <b>limited</b> in occurrence or relevance</li> <li>iii. demonstrate <b>limited</b> research skills.</li> </ol>
3-4	Students: <ol style="list-style-type: none"> <li>i. <b>outline an adequate</b> goal to address a need within a community, based on personal interests</li> <li>ii. identify <b>basic</b> prior learning and subject-specific knowledge relevant to <b>some areas</b> of the project</li> <li>iii. demonstrate <b>adequate</b> research skills.</li> </ol>
5-6	Students: <ol style="list-style-type: none"> <li>i. <b>define a clear and challenging</b> goal to address a need within a community, based on personal interests</li> <li>ii. identify prior learning and subject-specific knowledge <b>generally relevant</b> to the project</li> <li>iii. demonstrate <b>substantial</b> research skills.</li> </ol>
7-8	Students: <ol style="list-style-type: none"> <li>i. <b>define a clear and highly challenging</b> goal to address a need within a community, based on personal interests</li> <li>ii. identify prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project</li> <li>iii. demonstrate <b>excellent</b> research skills.</li> </ol>

**Criterion B: Designing**

Maximum: 8

In this project, students should be able to:

- i. develop a proposal for action to serve the need in the community
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none"> <li>i. develop a <b>limited</b> proposal for action to serve the need in the community</li> <li>ii. present a <b>limited or partial</b> plan and record of the development process of the project demonstrate <b>limited</b> self-management skills.</li> <li>iii. demonstrate <b>limited</b> self-management skills.</li> </ol>
3–4	Students: <ol style="list-style-type: none"> <li>i. develop an <b>adequate</b> proposal for action to serve the need in the community</li> <li>ii. present an <b>adequate</b> plan and record of the development process of the project</li> <li>iii. demonstrate <b>adequate</b> self-management skills.</li> </ol>
5–6	Students: <ol style="list-style-type: none"> <li>i. develop a <b>suitable</b> proposal for action to serve the need in the community</li> <li>ii. present a <b>substantial</b> plan and record of the development process of the project</li> <li>iii. demonstrate <b>substantial</b> self-management skills.</li> </ol>
7–8	Students: <ol style="list-style-type: none"> <li>i. develop a <b>detailed, appropriate and thoughtful</b> proposal for action to serve the need in the community</li> <li>ii. present a <b>detailed and accurate</b> plan and record of the development process of the project</li> <li>iii. demonstrate <b>excellent</b> self-management skills.</li> </ol>

**Criterion C: Presenting**

Maximum: 8

In this project, students should be able to:

- i. demonstrate thinking skills
- ii. demonstrate communication and social skills.

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1-2	Students: <ol style="list-style-type: none"> <li>i. demonstrate <b>limited</b> thinking skills</li> <li>ii. demonstrate <b>limited</b> communication and social skills.</li> </ol>
3-4	Students: <ol style="list-style-type: none"> <li>i. demonstrate <b>adequate</b> thinking skills</li> <li>ii. demonstrate <b>adequate</b> communication and social skills.</li> </ol>
5-6	Students: <ol style="list-style-type: none"> <li>i. demonstrate <b>substantial</b> thinking skills</li> <li>ii. demonstrate <b>substantial</b> communication and social skills.</li> </ol>
7-8	Students: <ol style="list-style-type: none"> <li>i. demonstrate <b>excellent</b> thinking skills</li> <li>ii. demonstrate <b>excellent</b> communication and social skills.</li> </ol>

**Criterion D: Reflecting**

Maximum: 8

In this project, students should be able to:

- i. evaluate the potential effectiveness of their plan
- ii. reflect on how completing the project has extended their knowledge and understanding

Achievement level	Level descriptor
0	Students <b>do not</b> achieve a standard described by any of the descriptors below.
1–2	Students: <ol style="list-style-type: none"> <li>i. present a <b>limited</b> evaluation of the potential effectiveness of their plan</li> <li>ii. present <b>limited</b> reflections on how completing the project has extended their knowledge and understanding</li> </ol>
3–4	Students: <ol style="list-style-type: none"> <li>i. present an <b>adequate</b> evaluation of the potential effectiveness of their plan</li> <li>ii. present <b>adequate</b> reflections on how completing the project has extended their knowledge and understanding</li> </ol>
5–6	Students: <ol style="list-style-type: none"> <li>i. present a <b>substantial</b> evaluation of the quality of the potential effectiveness of their plan</li> <li>ii. present <b>substantial</b> reflections on how completing the project has extended their knowledge and understanding</li> </ol>
7–8	Students: <ol style="list-style-type: none"> <li>i. present an <b>excellent</b> evaluation of the quality of the potential effectiveness of their plan</li> <li>ii. present <b>excellent</b> reflections on how completing the project has extended their knowledge and understanding</li> </ol>

**Conversion Chart***MYP Achievement Level Conversion to 100% Grade – 4 Assessed Criteria*

32/31=100%	28=94%	25=88%	22=82%	19=76%	16=70%	13=64%	10=58%	7=52%	4=46%	1=40%
30=98%	27=92%	24=86%	21=80%	18=74%	15=68%	12=62%	9=56%	6=50%	3=44%	0=38%
29=96%	26=90%	23=84%	20=78%	17=72%	14=66%	11=60%	8=54%	5=48%	2=42%	No evidence=0%