

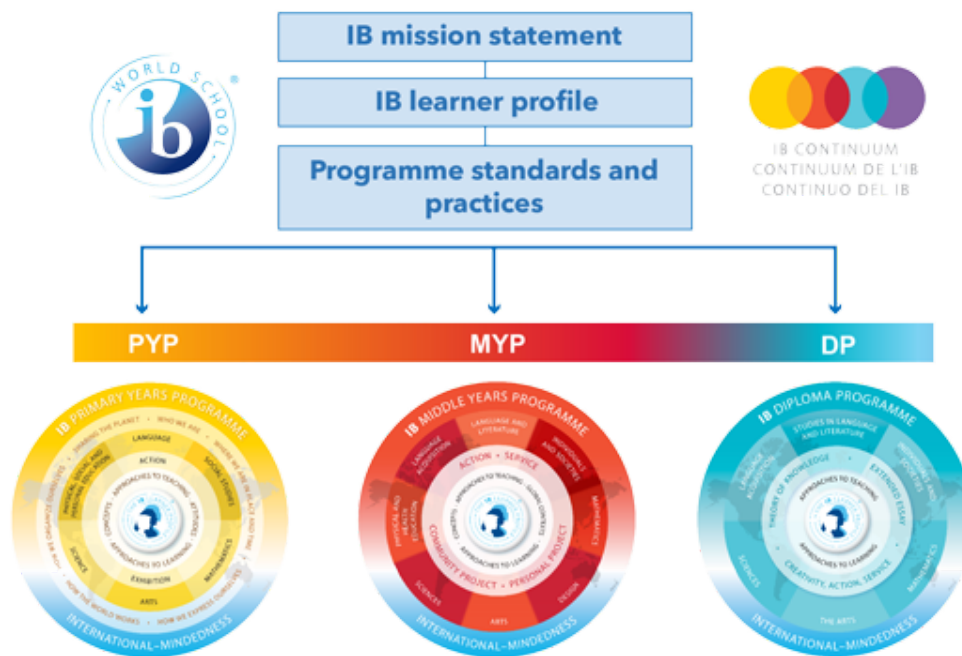
The International Baccalaureate Mission Statement

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The Skyline School Mission Statement

The Skyline community strives to develop inquiring, knowledgeable and open-minded global citizens. All Skyline students will be empowered in their own learning, able to ask questions and navigate their own path to make a better and more peaceful world. Our focus is the learning process and building active lifelong learners, who respect and value the differences of others, their cultures, and their beliefs.

The IB continuum of international education



At Skyline in our PYP and MYP programs, we have a commitment to a transdisciplinary model of student learning; global themes frame student learning throughout the year. These themes promote an awareness of the human condition and an understanding that there is a commonality of human experience. Our students explore this common ground collaboratively and from multiple perspectives. This sharing of experience increases the students' awareness of, and sensitivity to, the experiences of others beyond our local or national community. It is central to the IB program, directly supports the equity work of Portland Public Schools, and is a critical element in helping students develop into global citizens and critical thinkers. Our neighborhood students leave here and attend Lincoln High School, which has DP program.

The IB Learner Profile Traits

The IB learner profile represents 10 attributes valued by IB World Schools. As an IB school, we believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

In order to develop international mindedness, IB learners at Skyline strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have both local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, 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.
Open-minded	We critically appreciate 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.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-taker/Courageous	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	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.
Reflective	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.

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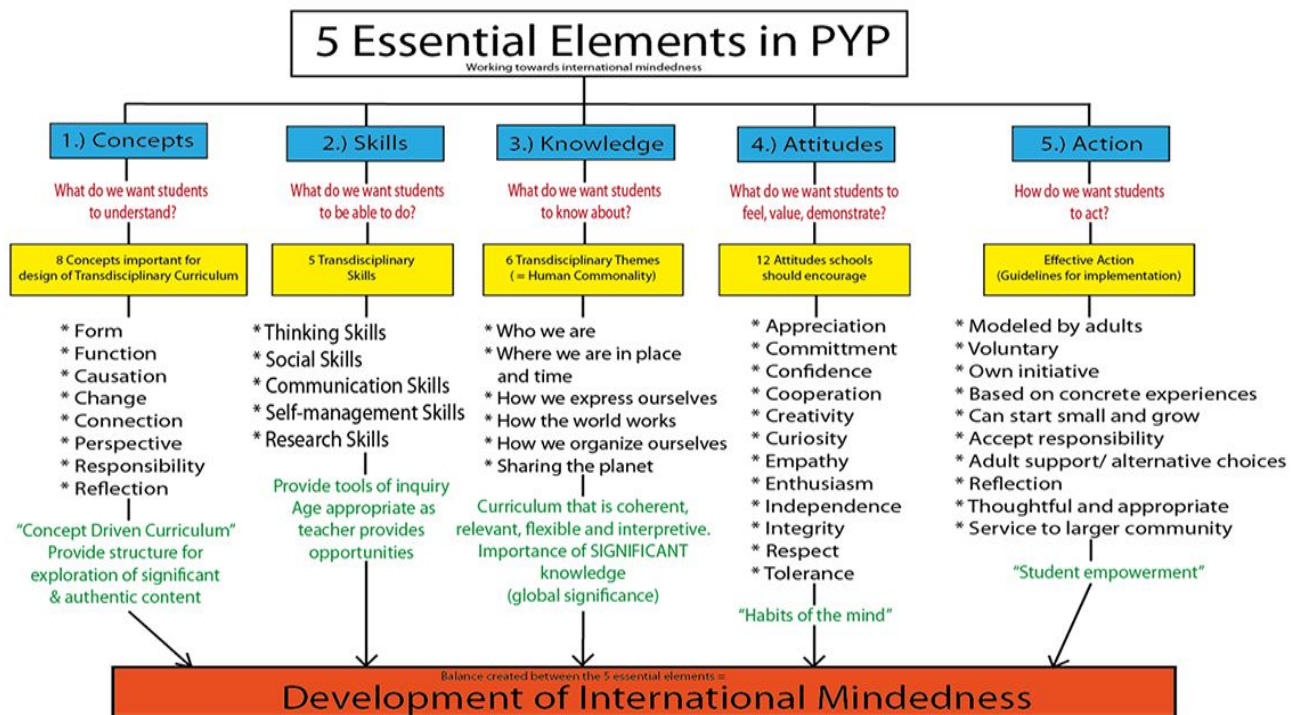


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Skyline's PYP Units of Inquiry & the 5 essential elements of the PYP.

Our K-5 Students inquire into and learn about globally significant issues in the context of six **units of inquiry**. Each unit addresses a central idea relevant to a particular **transdisciplinary theme (3)**. Lines of inquiry, or the entry points for student thinking, are written by teachers and students in order to investigate the central idea. All 6 themes are explored each year in all 6 years of our program with deeper complexity as the students move through our K-5 program.

Within our units, **key concepts (1)** are selected to both help students understand the content, and to make connections to other content areas. Teaching of **transdisciplinary skills (2)** is embedded in our units in order to support students' development as learners. The **attitudes (4)** of successful learners are supported daily by our entire staff through social emotional learning opportunities. And finally, student **action (5)** is encouraged by providing opportunities for students to make decisions and draw their own conclusions based on their new learning.

Our IB units collectively constitute the school's **programme of inquiry**. Skyline's programme of inquiry (POI) can be found in our hallway near the office, on our website, by asking your student's teacher, or by contacting the IB coordinator at Skyline.

Skyline's Language Philosophy

Skyline School recognizes that language is fundamental to all learning. It is "integral to exploring and sustaining personal development, cultural identity, and intercultural understanding". (IBO) At Skyline School all teachers are language teachers. Language is infused throughout all activities, curricular and otherwise. Through language, our students acquire the ability to think and learn, to develop social skills and values, and to develop international perspective in all aspects of their education. We teach Spanish as a second language K-8.

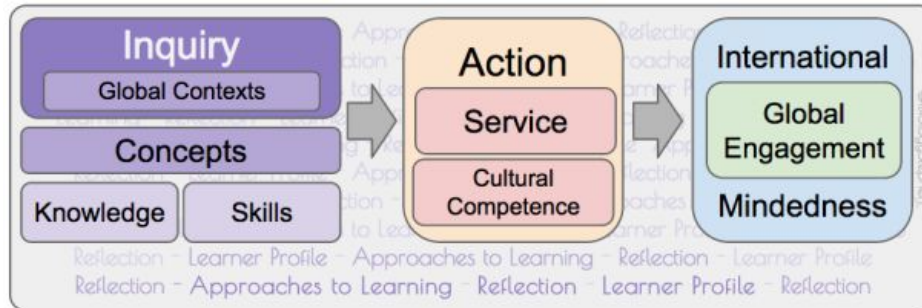


image courtesy of <https://ibiologystephen.wordpress.com/>

Skyline's MYP Program

Our 6–8 students engage in inquiry units in all eight of the subject areas: Language & Literature, Math, Science, Spanish, Individuals & Societies, Technology/Design, Physical & Health Education, and the Arts. Teachers use the unit planner to extend and coordinate their lessons to develop students' skills and understanding using the **inquiry cycle**.

All MYP unit planners have **statements of inquiry**. This statement synthesizes the **global context**, **key concepts**, and **related concepts**, by making sure that unit learning is directly tied to the final (summative) assessment, provides some universal understandings, transfers through time and across cultures, and is explored through a series of related inquiry questions written by both the teacher and the students.

All MYP students are required to participate in **community service** both inside and outside the school day. Student **action** based on new learning is an important part of helping adolescents develop their identity. The explicit instruction of the six skill categories of **approaches to learning** and exposure to real life global situations and problems helps students to develop **international mindedness**. Our goal is to encourage Skyline MYP students to be productive, thoughtful, global citizens, prepared to take on the challenges of high school.

Assessment at Skyline

Assessment is integral to all teaching and learning. It is central to the International Baccalaureate Primary Years and Middle Years Programmes' goal of thoughtfully and effectively guiding children through the five essential elements of learning: understanding concepts, acquiring knowledge, mastering skills, developing attitudes, and deciding to take responsible action. Students, families and teachers collaborate in assessing learning progress as part of a student's development of critical, creative, and self-reflective thinking skills.

(based on the IB Assessment Guides for PYP & MYP)

Learning Support at Skyline

The aim of Learning Support at Skyline is to support students with both learning difficulties and learning strengths. Staff accesses the curriculum and the students often to ensure that students are able to participate fully and successfully and to their fullest potential daily. Support may take different forms depending on the particular needs of the student. All support is designed to address needs in the areas of: academics, emotional needs, motor skills, speech, as well as language development. When students are identified as needing additional learning support, the classroom teachers along with specialized staff and the student's guardians will review and modify needs for all individual student learning goals.