

Report on the school evaluation

Name of head of school	Emanuel Frazier		
Name of school	Central High School	IB school code	727
Date	30-07-2017	IB programme	DP

Dear head of school,

Thank you for completing the self-study process for programme evaluation. The IB recognizes that this process requires considerable time and effort from the entire school community. We appreciate the effort that you have made and hope that the insights gained along the way will be valuable in further developing your programme.

The aim of this evaluation is for the IB to ensure that the standards and practices of the programme are being maintained. The IB is aware that for each school the implementation of an IB programme is a journey, and that the school will meet these standards and practices to varying degrees along the way.

The present report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of the school visit.

The report is structured according to the document titled *Programme standards and practices*.

The report includes the following:

- feedback on the self-study process
- commendations for school practices that address the Programme standards and practices in ways that solve challenges faced by the school and/or outstanding implementation
- recommendations for the school on further developing the programme
- matters to be addressed (MTBAs) that identify areas within a school's practice which, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School
- findings that describe the practices at the school that led to the commendations, recommendations or MTBAs
- indication of the evidence to be provided by the school in case of MTBAs
- a conclusion for each standard.

Outcome of the evaluation process of your school

Based on the findings included in the report, the IB has identified the following matter(s) that the school must address. The school is required to upload its response and the requested evidence in IB Docs by 1 March 2018.

	Practice	Finding	Matter to be addressed The school must ensure that:	Evidence to be provided by the school	Support in IB documentation
A1.2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.	Conversations with the governing body, administrative and pedagogical leadership and staff do not show their understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile. Only one member of the pedagogical leadership team had more than three years of IB teaching experience, and less than half of the teachers could demonstrate understanding of IB philosophy.	<ul style="list-style-type: none"> • it implements actions to explain and discuss with the governing body, administrative and pedagogical leadership and staff the IB philosophy embedded in the IB mission statement and the development of the IB learner profile. 	<ul style="list-style-type: none"> • A description of actions taken to ensure the IB philosophy is understood by the governing body, the administrative and pedagogical leadership team and the staff. 	What is an IB education? (2015). "Understanding IB philosophy" and "Becoming an IB world school" in The Diploma Programme: From principles into practice (2015) IB videos available at http://blogs.ibo.org/ibtv/
A1.3	The school community demonstrates an understanding of, and commitment to, the programme(s).	Conversations with teachers and the pedagogical leadership team demonstrated a limited understanding of the implications for the implementation of the program. Most teachers have been teaching an IB subject for two years or less. Teachers who attended training during the period under review showed	<ul style="list-style-type: none"> • it applies the IB copyright policy when communicating to its community. 	<ul style="list-style-type: none"> • Copies of updated promotional material, stationery and/or link to the school website. 	What is an IB education? (2015). The Diploma Programme: From principles into practice (2015). IB videos available at

		<p>enthusiasm for the program. Conversations with parents showed a stronger understanding of the program and the implications for its implementation that surpassed the knowledge demonstrated by other stakeholder groups since nearly all parents had older children who attended the program prior to 2010. Parents expressed concerns over the lack of communication, limited parental involvement as stakeholders and the general decline in the quality of the program during the period under review. Parental commitment to the program is waning, as some parents with younger children are considering other school options. Conversations with students showed a commitment to the program and general understanding of the program's philosophy. All stakeholders expressed concerns over persistent challenges with teacher retention, diminished communication involving all stakeholders, and the lack of a dedicated DP coordinator.</p> <p>The school's brochure submitted with the self-study uses language referring to pre-IB courses against IB copyright regulations. Similar comments to pre-IB courses were given by teachers and students. The removal of this language remains a matter to be addressed from the previous self-study.</p>	<ul style="list-style-type: none"> actions are taken to promote the understanding and support of the implementation of the DP by the school community. 	<ul style="list-style-type: none"> An updated action plan with a description of actions taken to promote understanding of and support to the programme with all school stakeholders. 	<p>http://blogs.ibo.org/ibtv/ or http://blogs.ibo.org/</p>
A1.6	The school promotes open communication based on understanding and respect.	<p>Conversations with all stakeholders shows a culture of open communication diminished during the period under review that is just starting to reemerge. The principal and interim DP coordinator allude to past challenges that contributed to the decline in open communication. Some teachers were reluctant to talk to the visiting team, but once comfortable, expressed concerns over the lack of collaboration, the lack of communication about matters related to the program, their limited participation in the self-study, and challenges with district-imposed requirements for testing unrelated to the DP, assessment data gathering and lesson preparation. Most teachers have more than three preparation periods. Parents expressed concerns over the lack of parental involvement and the absence of a parent forum for providing input for program improvement. Direct communication between the school and parents is infrequent. Limited information about the program is available on the school website. Parents demonstrate a strong desire to be more involved with supporting the program. Neither the self-study nor the action plan involved input from all stakeholder groups.</p>	<ul style="list-style-type: none"> actions are taken to build a school culture based on understanding and respect. 	<ul style="list-style-type: none"> A description of actions implemented to develop a school culture based on understanding and respect. Specifically, actions will be aimed at improving open communications with stakeholders through different means (newsletters, website, etc.), planned meetings and procedures to channel communications of stakeholders with the leadership team. 	<p>"IB learners" and "Teaching and learning in the IB" in <i>What is an IB education?</i> (2015)</p>
A1.7	The school places importance on language learning, including mother tongue, host country language and other languages.	<p>The school has not developed a language policy, which remains a matter to be addressed from the period under review. Conversations with the pedagogical leadership team and teachers revealed the school at one point had three language B offerings and, when the program first began, an IB Latin course. There are currently two language B offerings in Spanish and French with no HL options. The French program has experienced significant turnover during the period under review. The pedagogical leadership team mentioned there are few students who speak a mother tongue language other than English enrolled at the school. However, conversations with students demonstrate that a significant number of students in the program speak a mother tongue language other than English.</p>	<ul style="list-style-type: none"> it develops actions to provide support to students' language needs. 	<ul style="list-style-type: none"> A description of actions taken to develop the aspects mentioned and to demonstrate the importance placed on language learning by the school. 	<p>"Global contexts for education" in <i>What is an IB education?</i></p> <p>"Education for intercultural understanding" and "Language learning" in <i>The Diploma Programme: From principles into practice</i>, (2015)</p> <p>Guidelines for developing a school language policy.</p> <p>Learning in a language other than mother tongue in IB programmes</p> <p>Learning stories: Involving parents in the maintenance and development of students' mother tongues and Learning stories: A learning story about how a school's language policy supports multilingualism in a culturally diverse community.</p>
B1.4	The school has appointed a programme coordinator with a job description, release time, support and resources to	<p>Conversations with the interim DP coordinator do not indicate that he is knowledgeable about the responsibilities of coordination. Since the coordinator also serves as the school's assistant</p>	<ul style="list-style-type: none"> a DP coordinator is appointed. 	<ul style="list-style-type: none"> The name of the appointed coordinator with date of commencement of the role. 	<p>"The role of the programme coordinator" in <i>Towards a continuum of international education</i>, (2015)</p>

	carry out the responsibilities of the position.	principal, he and the principal recognize the need exists for a coordinator with appropriate support and resources to carry out the position's responsibilities with fidelity. The appointment of the assistant principal to the position appears to be temporary due to a sudden change in personnel. Conversations with teachers and the CAS coordinator indicate that the school is in the process of securing a coordinator who will have adequate support and resources to carry out required responsibilities.			Current Handbook of procedures for the Diploma Programme.
B1.5b	The school develops and implements a language policy that is consistent with IB expectations.	Conversations with the leadership team and teachers do not reflect the process by which the language policy review and development—which includes different stakeholders—takes place. A language policy has not been developed during the period under review, which remains a previous matter to be addressed. The leadership team attributes the failure to address this matter to the turnover in the DP coordinator position experienced during the current period under review.	<ul style="list-style-type: none"> • the language policy includes (as applicable): <ul style="list-style-type: none"> ◦ support for mother tongues ◦ support for students who are not proficient in the language of instruction ◦ learning of the host country or regional language and culture ◦ a selection of languages in group 1 and group 2 courses which reflects the needs of students. • the language policy is implemented. 	<ul style="list-style-type: none"> • A revised language policy that meets DP expectations, as published in the document, Guidelines for developing a school language policy. • A description of the process used to implement the policy. 	<p>"Multilingualism and intercultural understanding" in What is an IB education? (2015)</p> <p>"Language options and language support" in The Diploma Programme: From principles into practice, (2015)</p> <p>Guidelines for developing a school language policy.</p> <p>Learning in a language other than mother tongue in IB programmes.</p> <p>Guidance for the support of mother tongue in the Diploma Programme.</p> <p>Language and learning in IB programmes.</p> <p>Learning stories: A learning story about how a school's language policy supports multilingualism in a culturally diverse community.</p> <p>Learning stories: A learning story about the role of the mathematics teacher as a language teacher.</p>
B1.5c	The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.	Conversations with the DP coordinator and teachers indicate they are not fully aware of the support IB gives to students with special needs and where to find the information. Conversations with the interim DP coordinator indicates that the school does not have a special educational needs policy consistent with IB expectations that supports student access to the DP.	<ul style="list-style-type: none"> • there is an inclusion/special educational needs policy consistent with IB expectations and aligned with the admissions policy. 	<ul style="list-style-type: none"> • A revised special educational needs policy that meets DP expectations, as published in the supporting documents. A description of actions taken by the school to implement the inclusion/special educational needs policy. A description of actions taken by the school to communicate the inclusion/special educational needs policy to prospective and current parents. 	<p>"Learning diversity and inclusion" in Diploma Programme: From principles into practice (2015)</p> <p>Current Handbook of procedures for the Diploma Programme.</p> <p>Support areas in the OCC.</p> <p>Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes.</p> <p>Candidates with assessment access requirements.</p> <p>Meeting student learning diversity in the classroom.</p> <p>Learning stories: A learning story about inclusive education, global engagement and schools working together to create a better world.</p> <p>Learning stories: Developing policies, procedures and practices to meet</p>

					<p>student learning diversity.</p> <p>Learning stories: "An International Baccalaureate education for all".</p>
B1.5d	<p>The school has developed and implements an assessment policy that is consistent with IB expectations.</p>	<p>Conversations with the pedagogical leadership team, teachers and the interim DP coordinator show an assessment policy has not been developed during the period under review, which remains a matter to be addressed from the previous period. The team attributes the failure to address this matter to the turnover in the DP coordinator position experienced during the current period under review.</p>	<ul style="list-style-type: none"> • the assessment policy includes: <ul style="list-style-type: none"> ◦ a philosophy of assessment that supports student learning ◦ understanding of the use of DP assessment criteria ◦ processes for recording and reporting DP assessment ◦ processes for standardization of assessment of students' work ◦ frequency of formative and summative assessment. ◦ how the school combines DP assessment with national requirements (where applicable). • the assessment policy is implemented. 	<ul style="list-style-type: none"> • A revised assessment policy that meets DP expectations, as published in the document, Guidelines for developing a school assessment policy in the Diploma Programme. • A description of actions taken by the school to communicate the assessment policy to all members of the school community. 	<p>"Assessment for learning" and "Informed by assessment" in The Diploma Programme: From principles into practice (2015).</p> <p>Diploma Programme assessment: Principles and practice.</p> <p>Guidelines for developing a school assessment policy in the Diploma Programme.</p>
B1.5e	<p>The school has developed and implements an academic honesty policy that is consistent with IB expectations.</p>	<p>Conversations with teachers and the pedagogical team do not show that they have developed an academic honesty policy that identifies IB-specific elements. A policy does appear to have once existed, but a current policy was never provided to the visiting team. The school has implemented strategies to address academic honesty during the period under review, including the purchase and use of the plagiarism detection service turnitin.com.</p>	<ul style="list-style-type: none"> • the school has a documented academic honesty policy that is consistent with IB expectations. • the academic honesty policy is implemented. 	<ul style="list-style-type: none"> • A revised academic honesty policy that meets DP expectations, as published in the document, Academic honesty. • A description of actions taken by the school to communicate the academic honesty policy to relevant stakeholders (teachers, coordinators, students, librarians, counselors and parents) 	<p>"Academic honesty" in The Diploma Programme: From principles into practice, (2015)</p> <p>Academic honesty in the Diploma Programme.</p> <p>Academic honesty in the IB educational context.</p> <p>Effective citing and referencing.</p> <p>Are you completing your IB assignments honestly?</p>
B1.6	<p>The school has systems in place for the continuity and ongoing development of the programme(s).</p>	<p>Conversations with teachers, the principal and the interim DP coordinator show the school has inconsistent systems in place for the continuity of the program, and has struggled to address the ongoing development of the program during the period under review. New district leadership has renewed their support for and commitment to the development of the program, which is in the initial stages of implementation. Conversations with parents, students and district leadership show all stakeholders did not contribute to the development of the action plan. The action plan does not contain measurable outcomes, timelines or accountabilities. The draft of the school improvement plan being submitted to the district contains few references and measurable outcomes related to the development of the DP.</p>	<ul style="list-style-type: none"> • the action plan includes clear timelines, accountabilities and outcomes regarding the ongoing development of the DP. 	<ul style="list-style-type: none"> • A revised action plan developed according to the Programme standards and practices that includes clear timelines, accountabilities and outcomes that ensures the continuity and ongoing development of the programme. 	<p>"Staffing", "Professional development", "Resources", and "Programme structures (scheduling)" in The Diploma Programme: From principles into practice (2015)</p>

B2.1+ 1a+ 1b	<p>The governing body allocates funding for the implementation and ongoing development of the programme(s).</p> <p>a. The allocation of funds includes adequate resources and supervision for the creativity, action, service (CAS) programme and the appointment of a CAS coordinator.</p> <p>b. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.</p>	<p>Conversation with the CAS coordinator shows the allocation of funds includes adequate resources and supervision for the CAS program. The CAS coordinator has sufficient release time to fulfill expectations of the program with fidelity. Conversation with the TOK teacher shows that the course is not implemented over two years.</p>	<ul style="list-style-type: none"> the school budget includes allocated funds for the IB fees and the resources necessary for the implementation of the DP. 	<ul style="list-style-type: none"> A revised budget and timeline signed by the appropriate authority showing that allocated funding supports the implementation of theory of knowledge over two years. 	<p>Current Handbook of procedures for the Diploma Programme.</p> <p>DP subject guides</p> <p>Creativity, activity, service guide</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p> <p>IB professional development calendar at www.ibo.org</p>
B2.3+ 3a	<p>The school ensures that teachers and administrators receive IB-recognized professional development.</p> <p>a. The school complies with the IB professional development requirement for the Diploma Years Programme at authorization and at evaluation.</p>	<p>Training during the period under review has been inconsistent. New teachers have attended or will be attending training soon. A significant number of teachers need to attend level 2 training for updated curriculum in the following subject areas: history, biology, math, visual arts, CAS, and extended essay. Teachers who have attended training can express the impact of workshops on their understanding of their subjects.</p>	<ul style="list-style-type: none"> the requirements for staff participation in IB-recognized professional development at evaluation have been met. 	<ul style="list-style-type: none"> Confirmation of registration to participate in IB-recognized professional development within the next 6 months for the teachers mentioned in the findings. 	<p>IB professional development calendar at www.ibo.org</p>
B2.10+ 10a+ 10b+ 10c	<p>The student schedule or timetable allows for the requirements of the programme(s) to be met.</p> <p>a. The schedule provides for the recommended hours for each standard and higher level subject.</p> <p>b. The schedule provides for the development of the theory of knowledge course over two years.</p> <p>c. The schedule respects concurrency of learning in the Diploma Programme.</p>	<p>Conversations with the principal, the interim DP coordinator, and teachers show the schedule provides for concurrency of learning in standard and higher level subjects. However, the school recognizes that the theory of knowledge course is not offered over two years and is in the process of investigating scheduling options to satisfy the two-year course requirement.</p>	<ul style="list-style-type: none"> the schedule includes the TOK teaching hours distributed over the two years of the DP. 	<ul style="list-style-type: none"> Revised student schedules showing the allocation of hours for TOK as per IB expectations related to number of hours and concurrency of learning. 	<p>"Programme structures (scheduling)" in <i>The Diploma Programme: From principles into practice (2015)</i></p> <p>Current Handbook of procedures for the Diploma Programme.</p> <p>Concurrency of learning in the IB Diploma Programme and Middle Years Programme, by Roger Marshman https://blogs.ibo.org/positionpapers/files/2010/09/Concurrency-of-learning_Roger-Marshman2.pdf</p>
C1.1+ 1a+ 1b	<p>Collaborative planning and reflection addresses the requirements of the programme(s).</p> <p>a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject.</p> <p>b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.</p>	<p>Conversations with teachers do not show that:</p> <ul style="list-style-type: none"> they meet with the TOK teacher to discuss their contribution and to look for advice. they meet with the CAS coordinator to discuss their contribution. when they plan, they take into consideration input from other subjects or the core. they have identified the topics from each subject that may support each other's teaching. 	<ul style="list-style-type: none"> all DP teachers are involved in collaborative planning and reflection to meet the requirements of the Diploma Programme (DP)—this involves the TOK teacher(s), the CAS coordinator and the DP coordinator. all DP teachers integrate TOK in their planning. 	<ul style="list-style-type: none"> A schedule of dedicated time for teachers' collaborative planning, with clear indication of frequency, duration, attendees and objectives of the allocated time. A description of the planning process used to integrate TOK into the other DP courses. 	<p>"Collaborative planning" and "Concurrency of Learning" in <i>The Diploma Programme: From principles into practice (2015)</i></p>
C1.2	<p>Collaborative planning and reflection takes place regularly and systematically.</p>	<p>Conversations with teachers show that meetings of DP teachers aimed at collaborative planning and reflection do not take place regularly and systematically. What collaboration does exist for the DP is teacher-driven and inconsistent. The school schedule does allow time for school-wide systematic collaboration.</p>	<ul style="list-style-type: none"> allocated meeting time is used regularly and systematically for collaborative planning and reflection. 	<ul style="list-style-type: none"> A schedule of dedicated time for IB teachers' collaborative planning, that indicates frequency, duration, attendees and objectives of the allocated time. 	

C1.3	Collaborative planning and reflection addresses vertical and horizontal articulation.	Conversations with teachers do not indicate the presence of vertical and horizontal articulation in the planning meetings.	• teachers plan and reflect in horizontal and vertical teams.	• A schedule of dedicated time for teachers to plan in vertical teams, that includes frequency, duration, attendees and objectives of the allocated time.	"Induction of students: Providing students with a smooth transition into the Diploma Programme" in The Diploma Programme: From principles into practice, (2015)
C1.9	Collaborative planning and reflection addresses the IB learner profile attributes. Check coherence with practices A4, C4.11, C3.16	Conversations with teachers show that they do not actively contribute to the development of the IB learner profile attributes when planning and reflecting.	• teachers plan and reflect on their contribution to the development of the IB learner profile.	• A description of the process implemented to address the development of the IB learner profile attributes in the planning process.	The IB learner profile in review: Resources for reflection.
C2.1+1a+1b+1c+1d	The written curriculum is comprehensive and aligns with the requirements of the programme(s). a. The curriculum fulfills the aims and objectives of each subject group and the core. b. The curriculum facilitates concurrency of learning. c. The curriculum is balanced so that students are provided with a reasonable choice of subjects. d. The school develops its own courses of study for each subject on offer and for theory of knowledge.	Conversations with the principal, the interim DP coordinator and teachers show the curriculum fulfills the aims and objectives of each subject group. The school does not currently meet concurrency of learning requirements for theory of knowledge, but is aware of the need to adjust the schedule and plans to do so for the following school year. Students are provided a reasonable choice of subjects. Teachers develop their own courses of study for each subject on offer.	• there will be an analysis to include more subject and/or level options to address students' interests and needs.	• A change to the program schedule that reflects TOK is taught over the two years of the program.	"Programme structures (scheduling)", "Unit planning", and "Planning a Diploma Programme course" in The Diploma Programme: From principles into practice, (2015) DP subject guides Creativity, activity, service guide Theory of knowledge guide Extended essay guide
C2.11	The written curriculum fosters development of the IB learner profile attributes.	Conversations with teachers show that they are not consistently active in the development and promotion of the IB learner profile attributes.	• the written curriculum fosters the development of the IB learner profile.	• Examples from the DP courses of study which show how the learner profile is developed.	Learner profile in action The IB learner profile in review: Resources for reflection.

The recommendations provided here should be incorporated into your action plan. At your next programme evaluation in 2021 the IB will expect the school to provide evidence that these have been addressed.

We trust the information found in this report will support the school in its continued implementation and enhancement of the IB programme.

We wish you continued success with the implementation of the IB Programme. We hope the self-study process has been beneficial and will lead to stronger programme implementation. We look forward to hearing about your school's developments and achievements over the coming years.

Sincerely best,



Adrian Kearney

IB World Schools Director

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	4
Stakeholders involved: Those involved in the organization and implementation of the programme contributed to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents.	No
Gathering evidence: The self-study is evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review.	Yes
Reflection in teams: Meetings were organized, allowing time for reflection, discussion and collation of evidence, if applicable.	No
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	No

Section A: Philosophy

Standard A

The school's educational beliefs and values reflect IB philosophy.

Practice 1	The school's published statements of mission and philosophy align with those of the IB.
Findings of the team	The district encouraged all schools to revise their mission statements, and that revision aligned the published statements with some elements of the IB mission statement. The school brochure submitted with the self-study uses the outdated hexagon model for the diploma. However, the website contains an updated brochure.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	What is an IB education? (2015). The Diploma Programme: From principles into practice (2015).

Practice 2	The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.
Findings of the team	Conversations with the governing body, administrative and pedagogical leadership and staff do not show their understanding of the IB philosophy as expressed in the IB mission statement and IB learner profile. Only one member of the pedagogical leadership team had more than three years of IB teaching experience, and less than half of the teachers could demonstrate understanding of IB philosophy.
Recommendations	The school should develop further strategies to ensure that its governing body, administrative and pedagogical leadership and staff understand the IB philosophy, including but not limited to the development of the learner profile, concurrency of learning, and international mindedness.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> it implements actions to explain and discuss with the governing body, administrative and pedagogical leadership and staff the IB philosophy embedded in the IB mission statement and the development of the IB learner profile.

Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<p>What is an IB education? (2015).</p> <p>"Understanding IB philosophy" and "Becoming an IB world school" in The Diploma Programme: From principles into practice (2015)</p> <p>IB videos available at http://blogs.ibo.org/ibtv/</p>

Practice 3	The school community demonstrates an understanding of, and commitment to, the programme(s).
Findings of the team	<p>Conversations with teachers and the pedagogical leadership team demonstrated a limited understanding of the implications for the implementation of the program. Most teachers have been teaching an IB subject for two years or less. Teachers who attended training during the period under review showed enthusiasm for the program. Conversations with parents showed a stronger understanding of the program and the implications for its implementation that surpassed the knowledge demonstrated by other stakeholder groups since nearly all parents had older children who attended the program prior to 2010. Parents expressed concerns over the lack of communication, limited parental involvement as stakeholders and the general decline in the quality of the program during the period under review. Parental commitment to the program is waning, as some parents with younger children are considering other school options. Conversations with students showed a commitment to the program and general understanding of the program's philosophy. All stakeholders expressed concerns over persistent challenges with teacher retention, diminished communication involving all stakeholders, and the lack of a dedicated DP coordinator.</p> <p>The school's brochure submitted with the self-study uses language referring to pre-IB courses against IB copyright regulations. Similar comments to pre-IB courses were given by teachers and students. The removal of this language remains a matter to be addressed from the previous self-study.</p>
Recommendations	The school should develop an action plan with involvement of all stakeholders that addresses areas of growth, including but not limited to the concerns noted in the findings, with measurable outcomes, actions and accountabilities to promote understanding of and support to the program with all stakeholder groups.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> • it applies the IB copyright policy when communicating to its community. • actions are taken to promote the understanding and support of the implementation of the DP by the school community.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>What is an IB education? (2015).</p> <p>The Diploma Programme: From principles into practice (2015).</p> <p>IB videos available at http://blogs.ibo.org/ibtv/ or http://blogs.ibo.org/</p>

Practice 4	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
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Findings of the team	Conversations with teachers demonstrated some teachers are aware of the learner profile and the need to promote international-mindedness within their subjects, but promotion of the practice is inconsistent across the program.
Recommendations	The school should further implement strategies to develop and promote international-mindedness and all attributes of the IB learner profile across the school community.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>What is an IB education? (2015).</p> <p>"Education for intercultural understanding" and "IB learners and the IB learner Profile" in The Diploma Programme: From principles into practice (2015)</p> <p>IB videos available at http://blogs.ibo.org/ibtv/ or http://blogs.ibo.org/</p> <p>"Towards a profile of a holistically educated student—the student profile" in the position paper Holistic education: An interpretation for teachers in the IB programme by John Hare http://blogs.ibo.org/positionpapers/files/2010/09/Holistic-education_John-Hare.pdf</p> <p>The IB learner profile in review: Resources for reflection for reflection on the OCC.</p>

Practice 5	The school promotes responsible action within and beyond the school community.
Findings of the team	Conversation with the CAS coordinator shows understanding of the promotion of responsible action within and beyond the school community through the learning outcomes and reflection. CAS is promoted and monitored during the weekly student advisory period. The CAS coordinator gives numerous examples of CAS activities and projects, including activities with a global focus.
Commendations	The school offers numerous CAS opportunities and has fostered relationships with community organizations to develop a well-rounded program.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Breadth and balance" and "A holistic educational experience" in The Diploma Programme: From principles into practice, (2015).</p> <p>"Aims", "Learning outcomes" and "Experiential learning sections" in</p> <p>Creativity, action, service guide</p> <p>Learning stories: A global learning story about responsible action.</p>

Practice 6	The school promotes open communication based on understanding and respect.
Findings of the team	Conversations with all stakeholders shows a culture of open communication diminished during the period under review that is just starting to reemerge. The principal and interim DP coordinator allude to past challenges that contributed to the decline in open communication. Some teachers were reluctant to talk to the visiting team, but once comfortable, expressed concerns over the lack of collaboration, the lack of communication about matters related to the program, their limited participation in the self-study, and challenges with district-imposed requirements for testing unrelated to the DP, assessment data gathering and lesson preparation. Most teachers have more than three preparation periods. Parents expressed concerns over the lack

	of parental involvement and the absence of a parent forum for providing input for program improvement. Direct communication between the school and parents is infrequent. Limited information about the program is available on the school website. Parents demonstrate a strong desire to be more involved with supporting the program. Neither the self-study nor the action plan involved input from all stakeholder groups.
Recommendations	Revise the action plan with input from all stakeholder groups to address improving communication at all levels that includes measurable outcomes, goals and accountabilities.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> actions are taken to build a school culture based on understanding and respect.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"IB learners" and "Teaching and learning in the IB" in What is an IB education?" (2015)

Practice 7	The school places importance on language learning, including mother tongue, host country language and other languages.
Findings of the team	The school has not developed a language policy, which remains a matter to be addressed from the period under review. Conversations with the pedagogical leadership team and teachers revealed the school at one point had three language B offerings and, when the program first began, an IB Latin course. There are currently two language B offerings in Spanish and French with no HL options. The French program has experienced significant turnover during the period under review. The pedagogical leadership team mentioned there are few students who speak a mother tongue language other than English enrolled at the school. However, conversations with students demonstrate that a significant number of students in the program speak a mother tongue language other than English.
Recommendations	The school should investigate strategies to further emphasize the importance of language learning including mother tongue, host country language and other languages, as applicable. The school should develop strategies to support students who are not proficient in the language of instruction.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> it develops actions to provide support to students' language needs.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Global contexts for education" in What is an IB education?</p> <p>"Education for intercultural understanding" and "Language learning" in The Diploma Programme: From principles into practice, (2015)</p> <p>Guidelines for developing a school language policy.</p> <p>Learning in a language other than mother tongue in IB programmes</p> <p>Learning stories: Involving parents in the maintenance and development of students' mother tongues and Learning stories: A learning story about how a school's language policy supports multilingualism in a culturally diverse community.</p>

Practice 8	The school participates in the IB world community.
Findings of the team	Conversations with teachers show nearly all of the pedagogical staff have only been teaching IB courses for three years or less. However, once teachers attended training, they made use of the OCC, contacted other IB teachers and schools in their region, and participated in events sponsored by the sub-regional organization. The history teacher will serve as an IB examiner beginning in May 2017.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Professional development opportunities offered by the IB" in The Diploma Programme: From principles into practice, (2015).</p> <p>Learning stories: A learning story about inclusive education, global engagement and schools working together to create a better world.</p> <p>IB World, and virtual resources such as IB Global Engage and the IB blogs available at ibo.org</p>

Practice 9+9a+9b	<p>The school supports access for students to the IB programme(s) and philosophy.</p> <p>a. The school provides for the full Diploma Programme and requires some of its student body to attempt the full diploma and not only individual diploma courses.</p> <p>b. The school promotes access to the diploma and diploma courses for all students who can benefit from the educational experience they provide.</p> <p>c. The school has strategies in place to encourage students to attempt the full diploma.</p>
Findings of the team	<p>Conversations with the pedagogical leadership team which includes the DP coordinator, show that access to the DP is transparent and the school supports students in their decision to complete the full diploma.</p> <p>The school only promotes access to the full diploma and has few course candidates. Conversations with teachers demonstrate a desire to encourage broader participation within the program, including students not attempting the full diploma. The school does not have strategies in place to communicate the value of attempting the full diploma to students, parents and the greater community. There are, however, a substantial number of diploma and anticipated candidates attempting the full diploma.</p>
Recommendations	The school should explore ways to encourage broader participation in IB courses, including potentially offering opportunities for course candidates to enroll in IB classes.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Learning diversity and inclusion" in The Diploma Programme: From principles into practice (2015)</p> <p>Rules for IB World Schools: Diploma Programme.</p> <p>Guide to school authorization: Diploma Programme, http://ibo.org/globalassets/publications/become-an-ib-school/dp-guide-school-authorization-en.pdf</p> <p>Current Handbook of procedures for the Diploma Programme.</p>

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard A		
The school's educational beliefs and values reflect IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has not taken into consideration or not provided information on the majority of IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Requires significant attention

Section B: Organization

Standard B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the IB programme(s).

Practice 1	The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).
Findings of the team	Conversations with the superintendent and the governing body show that the principal is in the process of developing a plan to present to the governing body about the ongoing implementation and future development of the program. Conversations with the pedagogical leadership team show that there is a clear system of communication with the school's governing body.
Recommendations	
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Becoming an IB world school" and "School leadership" in The Diploma Programme: From principles into practice (2015)

Practice 2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
Findings of the team	Conversations with all stakeholders show significant personnel changes with district and school administration occurred during the period under review. Those personnel changes destabilized support for the program. Conversations with the current school administration and superintendent demonstrate strong support for the program and for improving implementation. Conversations with teachers confirm that the administrative changes at the school and district have begun to improve the level of support for the program.

Recommendations	Continue to develop ways to provide support for the implementation of the program at both the district and site level.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"IB learners and the IB learner profile" in The Diploma Programme: From principles into practice (2015)

Practice 3	The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).
Findings of the team	Conversations with the pedagogical leadership team and teachers do not reflect understanding of each one's roles in the pedagogical leadership required for the implementation of the program. The DP coordinator who initiated the self-study left the school at the end of the 2016 school year. Currently, the assistant principal serves as the interim DP coordinator. Conversations with teachers and the administrative leadership team recognized the need for a dedicated DP coordinator. Currently, the school's administrative team lacks the depth of program knowledge to fully align pedagogical leadership with the philosophy of the program.
Recommendations	The school should review the roles and responsibilities of the head of school principal and DP coordinator to ensure that pedagogical leadership further supports the development of the program at the school.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	"The role of the Diploma Programme coordinator" in The Diploma Programme: From principles into practice, (2015)

Practice 4	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.
Findings of the team	Conversations with the interim DP coordinator do not indicate that he is knowledgeable about the responsibilities of coordination. Since the coordinator also serves as the school's assistant principal, he and the principal recognize the need exists for a coordinator with appropriate support and resources to carry out the position's responsibilities with fidelity. The appointment of the assistant principal to the position appears to be temporary due to a sudden change in personnel. Conversations with teachers and the CAS coordinator indicate that the school is in the process of securing a coordinator who will have adequate support and resources to carry out required responsibilities.
Recommendations	The school should review the role of the DP coordinator and its position within the leadership team to ensure this leadership role is recognized and supported. The school should review the DP coordinator's responsibilities to ensure that sufficient time and resources are allocated to carry them out.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> • a DP coordinator is appointed.

Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	"The role of the programme coordinator" in Towards a continuum of international education, (2015) Current Handbook of procedures for the Diploma Programme.

Practice 5a	The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.
Findings of the team	Conversations with the DP coordinator and principal show the school promotes open access to the diploma program for all interested students. An admissions policy for magnet students is in place at the district.
Commendations	The school promotes access to the full diploma program for all students.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Student selection process" in The Diploma Programme: From principles into practice, (2015) "Access" and "Building an accessible programme" in The Diploma Programme: From principles into practice, (2015)

Practice 5b	The school develops and implements a language policy that is consistent with IB expectations.
Findings of the team	Conversations with the leadership team and teachers do not reflect the process by which the language policy review and development—which includes different stakeholders—takes place. A language policy has not been developed during the period under review, which remains a previous matter to be addressed. The leadership team attributes the failure to address this matter to the turnover in the DP coordinator position experienced during the current period under review.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> • the language policy includes (as applicable): <ul style="list-style-type: none"> ◦ support for mother tongues ◦ support for students who are not proficient in the language of instruction ◦ learning of the host country or regional language and culture ◦ a selection of languages in group 1 and group 2 courses which reflects the needs of students. • the language policy is implemented.

Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Multilingualism and intercultural understanding" in What is an IB education? (2015)</p> <p>"Language options and language support" in The Diploma Programme: From principles into practice, (2015)</p> <p>Guidelines for developing a school language policy.</p> <p>Learning in a language other than mother tongue in IB programmes.</p> <p>Guidance for the support of mother tongue in the Diploma Programme.</p> <p>Language and learning in IB programmes.</p> <p>Learning stories: A learning story about how a school's language policy supports multilingualism in a culturally diverse community.</p> <p>Learning stories: A learning story about the role of the mathematics teacher as a language teacher.</p>

Practice 5c	The school develops and implements an inclusion/special educational needs policy that is consistent with IB expectations and with the school's admissions policy.
Findings of the team	Conversations with the DP coordinator and teachers indicate they are not fully aware of the support IB gives to students with special needs and where to find the information. Conversations with the interim DP coordinator indicates that the school does not have a special educational needs policy consistent with IB expectations that supports student access to the DP.
Recommendations	The school should further analyze the IB position regarding students with special needs in respect of the DP to ensure that it can provide parents and students with adequate guidance and support in order to develop a policy consistent with IB expectations.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> • there is an inclusion/special educational needs policy consistent with IB expectations and aligned with the admissions policy.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Learning diversity and inclusion" in Diploma Programme: From principles into practice (2015)</p> <p>Current Handbook of procedures for the Diploma Programme.</p> <p>Support areas in the OCC.</p> <p>Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes.</p> <p>Candidates with assessment access requirements.</p> <p>Meeting student learning diversity in the classroom.</p> <p>Learning stories: A learning story about inclusive education, global engagement and schools working together to create a better world.</p> <p>Learning stories: Developing policies, procedures and practices to meet student learning diversity.</p>

	Learning stories: "An International Baccalaureate education for all".
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Practice 5d	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the team	Conversations with the pedagogical leadership team, teachers and the interim DP coordinator show an assessment policy has not been developed during the period under review, which remains a matter to be addressed from the previous period. The team attributes the failure to address this matter to the turnover in the DP coordinator position experienced during the current period under review.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> • the assessment policy includes: <ul style="list-style-type: none"> ◦ a philosophy of assessment that supports student learning ◦ understanding of the use of DP assessment criteria ◦ processes for recording and reporting DP assessment ◦ processes for standardization of assessment of students' work ◦ frequency of formative and summative assessment. ◦ how the school combines DP assessment with national requirements (where applicable). • the assessment policy is implemented.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Assessment for learning" and "Informed by assessment" in The Diploma Programme: From principles into practice (2015).</p> <p>Diploma Programme assessment: Principles and practice.</p> <p>Guidelines for developing a school assessment policy in the Diploma Programme.</p>

Practice 5e	The school has developed and implements an academic honesty policy that is consistent with IB expectations.
Findings of the team	Conversations with teachers and the pedagogical team do not show that they have developed an academic honesty policy that identifies IB-specific elements. A policy does appear to have once existed, but a current policy was never provided to the visiting team. The school has implemented strategies to address academic honesty during the period under review, including the purchase and use of the plagiarism detection service turnitin.com.
Recommendations	<p>The school should further develop the policy to include a description of monitoring processes and sanctions.</p> <p>The school should further develop strategies to ensure that all teachers understand and apply the academic honesty policy uniformly.</p>

Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> • the school has a documented academic honesty policy that is consistent with IB expectations. • the academic honesty policy is implemented.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Academic honesty" in The Diploma Programme: From principles into practice, (2015)</p> <p>Academic honesty in the Diploma Programme.</p> <p>Academic honesty in the IB educational context.</p> <p>Effective citing and referencing.</p> <p>Are you completing your IB assignments honestly?</p>

Practice 5f	The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the Diploma Programme.
Findings of the team	Conversations with teachers and the interim DP coordinator reveal that they know the IB requirements and expected conduct related to all forms of assessment and apply the rules of conduct to their assessment activities as applicable.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>Current Handbook of procedures for the Diploma Programme.</p> <p>"Academic honesty" in The Diploma Programme: From principles into practice (2015)</p>

Practice 6	The school has systems in place for the continuity and ongoing development of the programme(s).
Findings of the team	<p>Conversations with teachers, the principal and the interim DP coordinator show the school has inconsistent systems in place for the continuity of the program, and has struggled to address the ongoing development of the program during the period under review. New district leadership has renewed their support for and commitment to the development of the program, which is in the initial stages of implementation. Conversations with parents, students and district leadership show all stakeholders did not contribute to the development of the action plan. The action plan does not contain measurable outcomes, timelines or accountabilities. The draft of the school improvement plan being submitted to the district contains few references and measurable outcomes related to the development of the DP.</p>

Recommendations	The school should review and revise the action plan to ensure that it includes clear timelines, accountabilities and outcomes regarding the ongoing development of the DP with input from all stakeholder groups, and explore ways to incorporate that plan into the general school improvement plan.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> the action plan includes clear timelines, accountabilities and outcomes regarding the ongoing development of the DP.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Staffing", "Professional development", "Resources", and "Programme structures (scheduling)" in The Diploma Programme: From principles into practice (2015)

Practice 7	The school carries out programme evaluation involving all stakeholders.
Findings of the team	Conversations with all members of the school community revealed program evaluation was limited to two members of the school leadership team, with minimal input from teachers and no participation from students, parents or district personnel. Conversations with the leadership team reveal the opportunities and challenges the evaluation process generated despite the inadequate process used for the self-study.
Recommendations	The school should plan the next evaluation cycle according to the description included in the Programme evaluation guide and self-study questionnaire: Diploma Programme. Feedback from the current self-study should be shared with all stakeholders.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard B1		
The school's leadership and administrative structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress regarding IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has not taken into consideration or not provided information on the majority of IB recommendations from the previous evaluation process or from authorization.

Conclusion	• Requires significant attention	• Requires significant attention
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Section B: Organization

Standard B2: Resources and support

The school's resources and support structures ensure the implementation of the IB programme(s).

Practice 1+1a+1b	The governing body allocates funding for the implementation and ongoing development of the programme(s). a. The allocation of funds includes adequate resources and supervision for the creativity, action, service (CAS) programme and the appointment of a CAS coordinator. b. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.
Findings of the team	Conversation with the CAS coordinator shows the allocation of funds includes adequate resources and supervision for the CAS program. The CAS coordinator has sufficient release time to fulfill expectations of the program with fidelity. Conversation with the TOK teacher shows that the course is not implemented over two years.
Recommendations	The school continue to explore various scheduling options and that allow for the teaching of theory of knowledge over two years. The budget be revised to ensure and sustain the implementation of theory of knowledge over the two years of the program.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> the school budget includes allocated funds for the IB fees and the resources necessary for the implementation of the DP.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<p>Current Handbook of procedures for the Diploma Programme.</p> <p>DP subject guides</p> <p>Creativity, activity, service guide</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p> <p>IB professional development calendar at www.ibo.org</p>

Practice 2	The school provides qualified staff to implement the programme(s).
Findings of the team	Conversations with the principal, the interim DP coordinator, and teachers show teacher and administrative retention remains a significant challenge. Most of the school's IB teachers have only been teaching their courses for two years or less. Teachers are qualified to teach their subject content and curriculum. Some teachers have recently attended IB training. The French teacher hired at the start of the year 2016-17 school year quit at the end of the first semester. The course is currently

	being taught by a French-speaking substitute teacher. The principal alluded to potentially partnering with a local university to have college instructors teach some of the school's IB courses. This plan did not include strategies for further developing staff currently teaching IB courses.
Recommendations	The school, along with district administration and the governing board, continue to explore options to improve teacher retention, including reviewing local policies and practices within the school's control that might discourage qualified teachers from remaining in the district. The school explore implementing an IB induction program for new hires. The school continue to implement strategies to provide professional development for teachers employed at the school site.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 3+3a	The school ensures that teachers and administrators receive IB-recognized professional development. a. The school complies with the IB professional development requirement for the Diploma Years Programme at authorization and at evaluation.
Findings of the team	Training during the period under review has been inconsistent. New teachers have attended or will be attending training soon. A significant number of teachers need to attend level 2 training for updated curriculum in the following subject areas: history, biology, math, visual arts, CAS, and extended essay. Teachers who have attended training can express the impact of workshops on their understanding of their subjects.
Recommendations	The school should plan its ongoing professional development, taking into consideration the requirements to be met at evaluation and the needs of staff.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> the requirements for staff participation in IB-recognized professional development at evaluation have been met.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	IB professional development calendar at www.ibo.org

Practice 4	The school provides dedicated time for teachers' collaborative planning and reflection.
Findings of the team	Conversations with teachers show that the school allocates time for whole school collaborative planning, but that time is not dedicated for IB planning. IB teachers do not meet consistently in vertical or horizontal teams.
Recommendations	Ensure collaborative meetings include time for IB planning and reflection in vertical and horizontal teams.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes

Practice 5+5a+5b+5c	<p>The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).</p> <p>a. The laboratories and studios needed for group 4 and group 6 subjects provide safe and effective learning environments.</p> <p>b. There are appropriate information technology facilities to support the implementation of the programme.</p> <p>c. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.</p>
Findings of the team	<p>Facilities have been visited.</p> <p>LABORATORIES FOR GROUP 4</p> <p>The laboratories are equipped to ensure that students can work individually and in groups.</p> <ul style="list-style-type: none"> • The laboratories are equipped with basic safety measures that are known by all staff and students. • The group 4 subjects are provided with IT resources to ensure that they can comply with IB expectations. • Teachers consider the laboratories appropriate to offer group 4 subjects. <p>STUDIOS FOR GROUP 6</p> <ul style="list-style-type: none"> • Teachers consider the facilities appropriate to offer the group 6 subjects. <p>IT EQUIPMENT</p> <ul style="list-style-type: none"> • Conversations with teachers whose subjects have IT requirements consider that the resources ensure the implementation of their courses. • Conversation with the interim DP coordinator shows that IT resources are available for his role. <p>SECURE LOCATION OF EXAM PAPERS AND STATIONERY</p> <ul style="list-style-type: none"> • Identification of location indicates that the school provides a safe location for examination papers. <p>OTHER SPECIALIZED EQUIPMENT</p> <ul style="list-style-type: none"> • Group 1 and 2 teachers consider that the school provides resources to comply with their requirements. Mathematics teachers have a policy that aligns with IB regulations related to calculators.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>Relevant DP subject guides and teacher support materials.</p> <p>Current Handbook of procedures for the Diploma Programme.</p>

Practice 6+6a	<p>The library/multimedia/resources play a central role in the implementation of the programme(s).</p> <p>a. The library/media centre has enough appropriate materials to support the implementation of the Diploma Programme.</p>
Findings of the team	The visit to the library and conversation with the librarian shows that:

	<ul style="list-style-type: none"> ° the librarian is available and plays an active role in planning and supporting the DP, including the area of academic honesty ° there are agreements with other nearby libraries, including two university libraries (Mercer and Wesleyan) ° library resources are catalogued to allow easy access for all students and teachers ° there are library resources in different languages that cater for the needs of the DP languages, and plans to purchase more resources as needed. ° the set-up of the library allows students to work independently and for teachers to work with groups of students ° the schedule promotes the ongoing use of the library during school time, and sometimes beyond ° there are students working in the library during the visit.
Commendations	The librarian has been using her annual budget to purchase materials to directly support the DP, including expanding resources on global issues to promote international mindedness.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>Relevant DP subject guides and teacher support materials.</p> <p>Learning stories: An IB educator's story about the role of librarians in multilingual learning communities.</p>

Practice 7	The school ensures access to information on global issues and diverse perspectives.
Findings of the team	<p>Conversations with teachers indicate that there are resources on global issues and different perspectives.</p> <p>Students have internet access in the library and other locations in the school.</p>
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 9+9a	<p>The school has systems in place to guide and counsel students through the programme(s).</p> <p>a. The school provides guidance to students on post-secondary educational options/counsellor.</p>
Findings of the team	Conversations with the school counselor and the interim DP coordinator show that, while the school has experienced cutbacks to the counseling department, the school has systems in place to advise students on post-secondary educational options and DP recognition.

Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Counsellor" in The Diploma Programme: From principles into practice (2015)

Practice 10+10a+10b+10c	The student schedule or timetable allows for the requirements of the programme(s) to be met. a. The schedule provides for the recommended hours for each standard and higher level subject. b. The schedule provides for the development of the theory of knowledge course over two years. c. The schedule respects concurrency of learning in the Diploma Programme.
Findings of the team	Conversations with the principal, the interim DP coordinator, and teachers show the schedule provides for concurrency of learning in standard and higher level subjects. However, the school recognizes that the theory of knowledge course is not offered over two years and is in the process of investigating scheduling options to satisfy the two-year course requirement.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> the schedule includes the TOK teaching hours distributed over the two years of the DP.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<p>"Programme structures (scheduling)" in The Diploma Programme: From principles into practice (2015)</p> <p>Current Handbook of procedures for the Diploma Programme.</p> <p>Concurrency of learning in the IB Diploma Programme and Middle Years Programme, by Roger Marshman https://blogs.ibo.org/positionpapers/files/2010/09/Concurrency-of-learning_Roger-Marshman2.pdf</p>

Practice 11	The school utilizes the resources and expertise of the community to enhance learning within the programme(s).
Findings of the team	Conversations with teachers include references to the resources that can be found in the community, especially in group 4, group 6 and CAS.
Commendations	The school has utilized the expertise of their IB alumni to promote the program and offer support to current candidates. The school also utilizes local universities, guest speakers and a nearby military base to enhance student learning opportunities.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 12	The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.
Findings of the team	Conversations with teachers revealed the school has a volunteer extended essay coordinator, and that a process for the completion of the EE is in place. The EE coordinator has not attended an IB sanctioned extended essay workshop. The submitted budget does not reflect that resources have been allocated to support implementation of the extended essay.
Recommendations	The school should review the resources allocated to the EE to ensure supervision and coordination meet the requirements of the programme.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	DP subject guides Extended essay guide

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard B2		
The school's resources and support structures ensure the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has not taken into consideration or not provided information on the majority of IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Requires significant attention

Section C: Curriculum

Standard C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the IB programme(s).

Practice 1+1a+1b	<p>Collaborative planning and reflection addresses the requirements of the programme(s).</p> <p>a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject.</p> <p>b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.</p>
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Findings of the team	Conversations with teachers do not show that: ° they meet with the TOK teacher to discuss their contribution and to look for advice. ° they meet with the CAS coordinator to discuss their contribution. ° when they plan, they take into consideration input from other subjects or the core. ° they have identified the topics from each subject that may support each other's teaching.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> • all DP teachers are involved in collaborative planning and reflection to meet the requirements of the Diploma Programme (DP)—this involves the TOK teacher(s), the CAS coordinator and the DP coordinator. • all DP teachers integrate TOK in their planning.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	"Collaborative planning" and "Concurrency of Learning" in The Diploma Programme: From principles into practice (2015)

Practice 2	Collaborative planning and reflection takes place regularly and systematically.
Findings of the team	Conversations with teachers show that meetings of DP teachers aimed at collaborative planning and reflection do not take place regularly and systematically. What collaboration does exist for the DP is teacher-driven and inconsistent. The school schedule does allow time for school-wide systematic collaboration.
Recommendations	The school should further develop strategies to ensure all IB teachers collaborate and reflect within departments and as a team.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> • allocated meeting time is used regularly and systematically for collaborative planning and reflection.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes

Practice 3	Collaborative planning and reflection addresses vertical and horizontal articulation.
Findings of the team	Conversations with teachers do not indicate the presence of vertical and horizontal articulation in the planning meetings.
Recommendations	The school explore ways to address vertical and horizontal articulation.

Matters to be addressed The school must ensure that:	• teachers plan and reflect in horizontal and vertical teams.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	"Induction of students: Providing students with a smooth transition into the Diploma Programme" in The Diploma Programme: From principles into practice, (2015)

Practice 4	Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences. Question B2.3
Findings of the team	Conversations with teachers show that the overview of students' learning experiences takes place informally and not during scheduled meetings.
Recommendations	The school consider implementing actions to ensure that DP teachers meet as a group to take each student's needs into consideration when planning and reflecting.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 5	Collaborative planning and reflection is based on agreed expectations for student learning.
Findings of the team	Conversations with the interim DP coordinator and teachers do not demonstrate that they have agreed expectations for student learning due to the infrequency of IB team meetings.
Recommendations	The school continue to develop strategies for reaching consensus on the expectations for student learning.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
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Findings of the team	Conversations with teachers show that they incorporate differentiation in their planning process.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 7	Collaborative planning and reflection is informed by assessment of student work and learning.
Findings of the team	Conversations with teachers show assessment of student work and learning takes place in individual classes, but not within a collaborative setting. Teachers received the summary statistic report from the interim DP coordinator, but did not receive component score reports. Teachers do use the assessment of student work and learning to drive instruction.
Recommendations	The school should develop practices to encourage assessment of student work and learning as a collaborative team.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 8	Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.
Findings of the team	Conversations with teachers show that they take into consideration the language development of students when planning and reflecting.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 9	Collaborative planning and reflection addresses the IB learner profile attributes. Check coherence with practices A4, C4.11, C3.16
Findings of the team	Conversations with teachers show that they do not actively contribute to the development of the IB learner profile attributes when planning and reflecting.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> • teachers plan and reflect on their contribution to the development of the IB learner profile.
Recommendation repeated from previous report	No

School included appropriate action in Action Plan	Yes
Support in IB Documentation	The IB learner profile in review: Resources for reflection.

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C1		
Collaborative planning and reflection supports the implementation of the IB programme(s).		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Requires significant attention

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1+1a+1b+1c+1d	<p>The written curriculum is comprehensive and aligns with the requirements of the programme(s).</p> <ol style="list-style-type: none"> The curriculum fulfills the aims and objectives of each subject group and the core. The curriculum facilitates concurrency of learning. The curriculum is balanced so that students are provided with a reasonable choice of subjects. The school develops its own courses of study for each subject on offer and for theory of knowledge.
Findings of the team	<p>Conversations with the principal, the interim DP coordinator and teachers show the curriculum fulfills the aims and objectives of each subject group. The school does not currently meet concurrency of learning requirements for theory of knowledge, but is aware of the need to adjust the schedule and plans to do so for the following school year. Students are provided a reasonable choice of subjects. Teachers develop their own courses of study for each subject on offer.</p>
Recommendations	<p>The school implement a schedule that fulfills the concurrency of learning requirement for the diploma core, particularly theory of knowledge.</p>
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> there will be an analysis to include more subject and/or level options to address students' interests and needs.

Recommendation repeated from previous report	No
School included appropriate action in Action Plan	Yes
Support in IB Documentation	<p>"Programme structures (scheduling)", "Unit planning", and "Planning a Diploma Programme course" in The Diploma Programme: From principles into practice, (2015)</p> <p>DP subject guides</p> <p>Creativity, activity, service guide</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p>

Practice 2	The written curriculum is available to the school community.
Findings of the team	Conversations with the interim DP coordinator and teachers refer to the procedures by which the written curriculum is made available to the school community.
Commendations	The school provides detailed curriculum information to parents and students, including curriculum binders available for review within classes.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>DP subject guides</p> <p>Creativity, activity, service guide</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p>

Practice 3	The written curriculum builds on students' previous learning experiences.
Findings of the team	Conversations with teachers refer to their reviews of their courses according to students' prior learning experiences. Teachers noted this practice remains an area of growth. The action plan does not reflect measurable goals, outcomes or accountabilities to further develop this practice.
Recommendations	Explore ways to continue building on students' previous learning experiences.
Recommendation repeated from previous report	No

School included appropriate action in Action Plan	No
Support in IB Documentation	DP subject guides Creativity, activity, service guide Theory of knowledge guide Extended essay guide

Practice 4	The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.
Findings of the team	Conversations with the interim DP coordinator and teachers explain the way the written curriculum identifies the knowledge, concepts, skills and attitudes that students need to develop over time.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	DP subject guides Creativity, activity, service guide Theory of knowledge guide Extended essay guide

Practice 5	The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.
Findings of the team	Conversation with the CAS coordinator includes discussion of opportunities for students to act in response to their own needs and the needs of others.
Commendations	Students developed their own mentoring program for IB students in lower grade levels in response to the needs of other students.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Creativity, activity, service guide

Practice 6	The written curriculum incorporates relevant experiences for students.
Findings of the team	Conversations with teachers show that they are aware of students' interests and relevant learning experiences to include in their courses.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>DP subject guides</p> <p>Creativity, activity, service guide</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p>

Practice 7	The written curriculum promotes students' awareness of individual, local, national and world issues.
Findings of the team	Conversations with teachers reveal they have included in their courses topics to promote awareness of individual, local, national and world issues, but expressed a desire to further develop this practice.
Recommendations	The school should further develop the written curriculum to promote individual, national and world issues.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>DP subject guides</p> <p>Creativity, activity, service guide</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p>

Practice 8	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
Findings of the team	Conversations with teachers show the written curriculum provide opportunities for students to reflect on human commonality, diversity and multiple perspectives.

Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>DP subject guides</p> <p>Creativity, activity, service guide</p> <p>Theory of knowledge guide</p> <p>Extended essay guide</p>

Practice 9	The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).
Findings of the team	Conversation with the interim DP coordinator reveals that he does not monitor the use of current documentation among teachers. Conversations with teachers who have recently attended training show they use current subject guides to develop their curriculum. Teachers who have not attended training within the curriculum development and review cycle timeline are not consistently using current documents, but are aware of curriculum changes. Teachers routinely access the OCC.
Recommendations	Continue to ensure teachers use current subject guides and documents.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Current Coordinator's notes to be aware of DP courses' review cycle.

Practice 10	The written curriculum integrates the policies developed by the school to support the programme(s).
Findings of the team	Conversations with teachers show that they have not been involved in the production or revision of the school's policies nor know how to apply them in their courses.
Recommendations	The school must undertake a process to develop the IB policies listed in section B1 of the self-study involving all stakeholders and guide teachers in the implementation of these policies into their written curriculum.
Recommendation repeated from previous report	Yes
School included appropriate action in Action Plan	No

Practice 11	The written curriculum fosters development of the IB learner profile attributes.
Findings of the team	Conversations with teachers show that they are not consistently active in the development and promotion of the IB learner profile attributes.
Recommendations	The school should explore ways to develop and promote the IB learner profile attributes.
Matters to be addressed The school must ensure that:	<ul style="list-style-type: none"> the written curriculum fosters the development of the IB learner profile.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>Learner profile in action</p> <p>The IB learner profile in review: Resources for reflection.</p>

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C2		
The school's written curriculum reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress regarding IB recommendations for this standard from the previous evaluation process or from authorization.		<ul style="list-style-type: none"> The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
Conclusion	<ul style="list-style-type: none"> Shows satisfactory development 	<ul style="list-style-type: none"> Requires significant attention

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 1+1a	Teaching and learning aligns with the requirements of the programme(s). a. Teaching and learning at the school addresses all of the aims and objectives of each subject.
Findings of the team	Conversations with teachers show they employ a variety of teaching strategies to address the aims and objectives of their respective subjects.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p>

Practice 2	Teaching and learning engages students as inquirers and thinkers.
Findings of the team	Classroom observations demonstrate teaching and learning engages students as inquirers and thinkers. Strategies observed include group problem solving, socratic seminar, and teacher questioning techniques.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p>

Practice 3	Teaching and learning builds on what students know and can do.
Findings of the team	Conversations with teachers showed that teaching and learning builds on students' prior knowledge and learning experiences.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p>

Practice 4	Teaching and learning promotes the understanding and practice of academic honesty.
Findings of the team	Conversations with teachers and the librarian show that, while the school does not have a formal academic honesty policy, teachers actively promote the understanding and practice of academic honesty in all subjects.
Recommendations	The school develop an academic honesty policy in accordance with IB expectations and with the involvement of all stakeholder groups.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p>

Practice 5	Teaching and learning supports students to become actively responsible for their own learning.
Findings of the team	Conversations with students and teachers demonstrate a variety of ways students become actively responsible for their own learning.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p>

Practice 6	Teaching and learning addresses human commonality, diversity and multiple perspectives.
Findings of the team	Conversations with teachers show teaching and learning addresses human commonality, diversity and multiple perspectives.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p>

Practice 7	Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
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Findings of the team	Conversations with the pedagogical leadership team show the school's mother-tongue language predominately serves an English-speaking population. However, conversations with students demonstrate some diploma students speak a mother-tongue other than English. Conversations with stakeholders reflect a concern about the school's French B program and the lack of a qualified instructor. They also note that there has been a significant decrease in the number of language offerings since the program first began.
Recommendations	Teachers should further explore learning experiences to address the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p>

Practice 8	Teaching and learning demonstrates that all teachers are responsible for language development of students.
Findings of the team	Conversations with teachers show teaching and learning emphasizes the language development of all students.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p>

Practice 9	Teaching and learning uses a range and variety of strategies.
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Findings of the team	Conversations with teachers and classroom visitations show teaching and learning uses a range and variety of strategies.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p>

Practice 10	Teaching and learning differentiates instruction to meet students' learning needs and styles.
Findings of the team	Conversations with teachers demonstrate teaching and learning differentiates instruction to meet students' learning needs and styles.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p>

Practice 11	Teaching and learning incorporates a range of resources, including information technologies.
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Findings of the team	Conversations with teachers and classroom observations show teaching and learning incorporates a range of resources and information technologies.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p>

Practice 12	Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and the needs of others.
Findings of the team	Conversation with the CAS coordinator shows teaching and learning develops student attitudes and skills that allow for meaningful student action in response to their own needs and the needs of others.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p>

Practice 13	Teaching and learning engages students in reflecting on how, what and why they are learning.
Findings of the team	Conversations with teachers show teaching and learning engages students in reflecting on how, what and why they are learning.

Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p>

Practice 14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Findings of the team	Conversations with teachers and classroom observations show teaching and learning fosters a stimulating learning environment based on understanding and respect.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p>

Practice 15	Teaching and learning encourages students to demonstrate their learning in a variety of ways.
Findings of the team	Conversations with teachers and classroom observations show students demonstrate their learning in a variety of ways.
Recommendation repeated from previous report	No

School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p>

Practice 16	<p>Teaching and learning develops the IB learner profile attributes.</p> <p>Check coherence with practice C2.11</p>
Findings of the team	Conversations with teachers and students demonstrate stakeholders have a limited understanding of the IB learner profile, although there is evidence to suggest that the attributes are being developed in classroom instruction.
Recommendations	Teachers should further develop learning experiences to enhance the development of the IB learner profile attributes.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	<p>"Teaching and learning in the IB" in What is an IB education? (2015)</p> <p>"Approaches to teaching and learning in the Diploma Programme" in The Diploma Programme: From principles to practice (2015)</p> <p>"Inquiry-based learning" in The Diploma Programme: From principles to practice (2015)</p> <p>"Conceptual understanding" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching and learning in context" in The Diploma Programme: From principles to practice (2015)</p> <p>"Teaching focused on effective teamwork and collaboration" in The Diploma Programme: From principles to practice (2015)</p> <p>"Differentiated learning" in The Diploma Programme: From principles to practice (2015)</p>

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C3		
Teaching and learning reflects IB philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has not taken into consideration or not provided information on some IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Practice 1+1a	Assessment at the school aligns with the requirements of the programme(s). a. Assessment of student learning is based on the objectives and assessment criteria specific to each subject.
Findings of the team	Conversations with teachers show that they know the assessment requirements related to their subjects or core responsibilities.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	"Assessment for learning" in The Diploma Programme: From principles to practice (2015) "Informed by assessment" in "The Diploma Programme: From principles to practice (2015) Guidelines for developing a school assessment policy in the Diploma Programme. DP subject guides Theory of knowledge guide Extended essay guide

Practice 2	The school communicates its assessment philosophy, policy and procedures to the school community.
Findings of the team	Conversations with teachers and the interim DP coordinator show the school has systems in place to communicate the assessment philosophy and procedures to the school community. The school has not developed an assessment policy.
Recommendations	The school develop an assessment policy consistent with IB expectations that is communicated to all stakeholders.

Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 3	The school uses a range of strategies and tools to assess student learning.
Findings of the team	Conversations with teachers provided examples of the range of assessment tools they use.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 4	The school provides students with feedback to inform and improve their learning.
Findings of the team	Conversations with teachers show that they use formative assessment in their classes. Conversations with students show that they receive feedback on their work.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 5	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	The interim DP coordinator explained the school and district systems to record student progress.
Recommendations	Include information on how student progress is recorded in the assessment policy, including a method of translating DP grades to the school's grading system when applicable.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	Conversations with teachers show they have systems allowing them to report on student progress.
Recommendations	Include information in the assessment policy on how student progress is reported.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 7	The school analyses assessment data to inform teaching and learning.
Findings of the team	Teachers have individually identified and acted on areas of strength and areas in need of further improvement in their subject or core responsibilities following the analysis of the assessment of their students, but this practice does not happen in horizontal teams within the IB program. District policy requires individual teachers to use district benchmark assessments and lesson plans to inform teaching and learning. Teachers expressed that this process is cumbersome and does not address the assessment data needed to inform teaching and learning within the DP.
Recommendations	The school should carry out a thorough analysis of the examination results—final grades, internal and external components, variation of predicted grades and actual grades—to inform teaching and learning. The school should review the effectiveness of current assessment practices unrelated to teaching and learning within the DP.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 8	The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
Findings of the team	Conversations with teachers and classroom observations showed students participate in and reflect upon the assessment of their work.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No

Practice 9	The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.
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Findings of the team	Conversations with teachers and students show their understanding of the process to comply with the extended essay requirement.
Recommendation repeated from previous report	No
School included appropriate action in Action Plan	No
Support in IB Documentation	Extended essay guide

Conclusion of the IB

Based on the analysis of the self-study questionnaire, the supporting documents and the findings of the school visit:

Standard C4		
Assessment at the school reflects IB assessment philosophy.		
	School's conclusion	IB conclusion
School's progress with regard to IB recommendations for this standard from the previous evaluation process or from authorization.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development