Evaluation report

IB World Schools Department

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Education for a better world

Report on the school evaluation

Name of head of school	Mrs. Takeisha Harris		
Name of school	Liberty Magnet Elementary School	**IB school code**	002356
Date	24 April 2019	**IB programme**	PYP

Student ages in which all students are engaged in PYP	☐ 3-4	☐ 4-5	☑ 5-6	☑ 6-7	☑ 7-8	☑ 8-9	☑ 9-10	☑ 10-11	☐ 11-12

Dear Head of School Harris,

Thank you for completing the self-study process for programme evaluation.

The aim of programme evaluation is for the IB to ensure on a regular basis 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. However, it is expected that the school makes a commitment towards meeting all the standards, practices and programme requirements.

The present report is based on the analysis of the self-study questionnaire and supporting documents, together with the findings of the school visit. This report reflects on the self-study submitted by the school, including the process and the conclusions that the school reached.

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

The report includes the following:

- **Feedback on the self-study process**: Analysis of the self-study process carried out by the school.

- **Commendations, recommendations, matters to be addressed (MTBA):** A list of those practices and programme requirements that resulted in commendations, recommendations or matters to be addressed, together with:

  - the commendation, recommendation or matter to be addressed
  - related finding(s)
  - indication of recommendations that are repeated from the previous report (whether from authorization or evaluation)
  - indication of whether the school has already included appropriate actions for the identified recommendations or matters to be addressed in their action plan
  - indication of the evidence to be provided by the school in case of matters to be addressed.

- **Conclusions:** A table of conclusions for each standard. If there are matters to be addressed by the school within the standard, it will require significant attention.

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Outcome of the evaluation process of your school

Based on the findings included in the report, the IB has not identified any matters to be addressed. With regard to the recommendations mentioned in the report, the school is expected to incorporate these into their action plan for the new five-year cycle. At your next programme evaluation in 2023, the IB will expect the school to provide evidence that these have been addressed.

We hope the self-study process has been beneficial and will lead to an even stronger programme implementation. We appreciate the contribution your school makes to the IB community and look forward to an even greater engagement in the coming years. We wish you continued success with the implementation of the IB Programme.

Yours sincerely,

Adrian Kearney

Director of IB World Schools

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	12 months
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.	Yes
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.	Yes
The levels of implementation of practices: The school has provided descriptors for assessing the practices.	Yes

Section A: Philosophy

Standard A

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

Practice 3	The school community demonstrates an understanding of, and commitment to, the programme(s).
Findings of the team	• Conversations with parents, students and other members of the school community demonstrate an understanding of the programme. Parents shared many heartfelt stories about the success of students who had been through the programme at this school.
Commendation(s)	Parents and teachers demonstrate an understanding of, and deep commitment to, the programme.
Support in IB Documentation	*Making the PYP happen: Pedagogical leadership in a PYP school, p. 2*

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Practice 3d	The school is committed to the Primary Years Programme as the framework for all planning, teaching and learning across the curriculum.
Findings of the team	• There is some evidence that the PYP is used as the framework for teaching and learning in all subject areas; in particular, inquiry-based learning engagements are introduced across the curriculum. The school is making improvements toward strengthening their use of the framework for planning, teaching and learning in all areas and have plans to continue this work.
Recommendation(s)	• The school should continue to extend its use of the PYP as the framework for all planning, teaching and learning across the curriculum and throughout the entire school.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	Yes
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education*

Practice 3e	The school demonstrates a commitment to transdisciplinary learning.
Findings of the team	• The programme of inquiry and Unit planners show some evidence of a transdisciplinary approach to teaching and learning. The school based on recent learning in a summer PYP workshop is in the process of rewriting units of inquiry. The new units are in the process of being taught and reflected upon. Previously written units in prior years were taught and reflected upon.
Recommendation(s)	• The school should demonstrate a commitment to transdisciplinary learning, ensuring that all units of inquiry have been taught and reflect the transdisciplinary nature of the programme.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	Yes
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp. 5–7* *Making the PYP happen: Pedagogical leadership in a PYP school, p. 3* *Developing a transdisciplinary programme of inquiry*

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Practice 4	The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.
Findings of the team	• The IB learner profile is a natural part of the school discourse. Conversations with teachers show understanding of how they develop and the attributes of the IB learner profile. The connection between the attributes of the IB learner profile and international-mindedness is not clear.
Recommendation(s)	• The school should further implement strategies to develop and promote international-mindedness and all attributes of the IB learner profile across the school community. The school should further develop and promote the connection between the attributes of the IB learner profile and international-mindedness.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp. 25–27* *Making the PYP happen: Pedagogical leadership in a PYP school, p. 8*

Practice 6	The school promotes open communication based on understanding and respect.
Findings of the team	• Teachers express themselves openly during meetings. Parents are comfortable during meetings and voice their questions and concerns. Students express themselves openly and respectfully. Newsletters, publications, website, emails, Focus were all cited by parents and teachers as valuable communications.
Commendation(s)	The school implements strategies to promote open communication based on understanding and respect.
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p. 4* *Making the PYP happen: Pedagogical leadership in a PYP school, p. 5, 17* *IB learner profile booklet*

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Practice 7b	The school supports mother tongue and host country language learning.
Findings of the team	• Teachers are able to share some ways in which mother tongue and host country or regional languages are supported within the curriculum and throughout the school. The percentage of families speaking mother tongue is small.
Recommendation(s)	• The school should further develop support for mother tongue.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*Learning in a language other than mother tongue in IB programmes, pp. 1–5* *Guidelines for developing a school language policy*

Practice 8	The school participates in the IB world community.
Findings of the team	• The school sent a delegation to the IB World Conference in Orlando and to FLIBS (Florida League of IB Schools). The school also has participated in official PYP workshops. School leaders and teachers have developed connections with at least one other IB school in the nearby area. The school has developed a relationship with a local high school offering the IB Diploma Programme. Some teachers participate in the IB Facebook pages. Staff members do not actively access MyIB. Teachers and the leadership team expressed a desire to further develop their connection in the IB world community.
Recommendation(s)	• The school should develop and implement strategies to increase participation in the IB world community.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*Making the PYP happen: Pedagogical leadership in a PYP school, pp. 20–24*

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

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 taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section B: Organization

Standard B1: Leadership and structure

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

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	• The PYP coordinator's time is divided. Fifty per cent of her time is as coordinator and the other fifty per cent of her time is as a media assistant. Conversations with teachers indicate that the PYP coordinator devotes time to support them, particularly through the collaborative planning process.
Recommendation(s)	• The school should review the PYP coordinator's job description to ensure sufficient time and resources are allocated in order to carry out the responsibilities related to the programme coordination, as recommended by the IB.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*Making the PYP happen: Pedagogical leadership in a PYP school, pp. 5–18*

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Practice 5	The school develops and implements policies and procedures that support the programme(s).
Findings of the team	• School policies and practices have been refined or developed to reflect the values of, and support the implementation of, the PYP.
Commendation(s)	The school has posted policies and practices on their website available to all stakeholders. They have devoted a section on their website to offer suggestions to parents as to how to be a PYP parent in support of the development and implementation of the programme.
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp. 54–55* *Making the PYP happen: Pedagogical leadership in a PYP school, p. 8* *Guidelines for developing a school language policy*

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 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

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

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	The governing body allocates funding for the implementation and ongoing development of the programme(s).
Findings of the team	• Conversations with the governing body show understanding and verbal support of the financial requirements of the programme. The budget does not show adequate financial support to maintain professional development requirements of the programme.
Recommendation(s)	• The governing body should review the school budget to ensure that all identified costs related to the implementation of the programme are included.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*Making the PYP happen: Pedagogical leadership in a PYP school, pp. 3, 5–7*

Practice 5	The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).
Findings of the team	• Conversations with teachers indicate that there is an established system for sharing resources in order to facilitate efficient collaboration. A tour of the facilities and conversations with teachers, the PYP coordinator and the pedagogical leadership team confirms the descriptions in the self-study. Classroom layout and space allow for students to be grouped and regrouped. There is space for students to work independently, in small groups or as a whole class.
Commendation(s)	The school has allocated funding to facilities that enhance the implementation of the programme at the school above what is required.

Practice 7	The school ensures access to information on global issues and diverse perspectives.
Findings of the team	• Teachers and students demonstrate the use of some resources on global issues and diverse perspectives. There is a district IT policy but there is not a statement of the school's philosophy for the use and provision of IT.
Recommendation(s)	• The pedagogical leadership team should establish an ongoing process to revise school resources to ensure teachers and students have access to information on global issues from diverse perspectives and create a school IT policy.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp. 11–27 (and throughout)* *IB learner profile booklet*

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 the PYP coordinator show understanding of the process of the PYP exhibition and the resources required. Conversations with teachers show that they: ° are aware of the requirements of the PYP exhibition ° have discussed and understand the process to support the PYP exhibition. Teachers and the coordinator have not attended the exhibition workshop and it would greatly benefit them especially in light of the enhancements.
Recommendation(s)	• The teachers and coordinator would greatly benefit from participating in the PYP exhibition workshop.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

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 taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

Section C: Curriculum

Standard C1: Collaborative planning

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

Practice 1+1b+1c	b. Planning at the school makes use of the Primary Years Programme planner and planning process across the curriculum and by all teachers.
Findings of the team	• Unit planners are used by classroom teachers for unit planning, but not for standalone units of study. Single-subject teachers are planning for connections to the grade level units. The single-subject teachers wrote one planner together and shared that this was a successful unit. Single-subject teachers have not written planners for their specific subject areas.
Recommendation(s)	• The school should further extend the use of the PYP planner for planning in the single-subject areas.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p. 41* *Developing a transdisciplinary programme of inquiry, pp. 6–11*

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Practice 4b	The school ensures that Primary Years Programme planners are coherent records of student learning.
Findings of the team	• Teachers explain how the unit planners are used to ensure that student learning is recorded. Teachers have an agreed process for updating unit planners in order to record ongoing student learning. At the time of the visit, several unit planners were being taught for the first time after being revised or rewritten. Reflection time will be critical to ensure that the planners are accurate coherent records of student learning.
Recommendation(s)	• The school should complete teaching and reflecting upon all unit planners so that the planners are records of student learning.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp. 33–42*

Practice 6	Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.
Findings of the team	• Samples of unit planners provide some evidence of how teaching teams have developed differentiated activities and tasks. Classroom observations show some evidence of differentiation and teachers shared some ways that learning engagements and resources are differentiated for students' learning needs and styles.
Recommendation(s)	• The school should further incorporate differentiation for students' learning needs and styles into collaborative planning and reflection.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*The Primary Years Programme as a model of transdisciplinary learning, pp. 16–19*

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Practice 7	Collaborative planning and reflection is informed by assessment of student work and learning.
Findings of the team	• The school identified this as an area of growth. The self study document stated: Very often, assessment is considered the final product and is not used as a gauge for reevaluating and replanning. The formative assessments and observations made during the unit should be the focus of reflection and should subsequently initiate change to be made in the planner and the teaching strategies." Reflection needs to play a larger role in the process. Teachers are able to explain how assessed student work is beginning to play a larger role in informing the refinement and revision of the programme of inquiry and corresponding unit planners.
Recommendation(s)	• The school should develop further strategies to inform collaborative planning and reflection by assessment of student work.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*The Primary Years Programme as a model of transdisciplinary learning, pp. 9, 13* *Making the PYP happen: A curriculum framework for international primary education, p. 31*

Practice 9	Collaborative planning and reflection addresses the IB learner profile attributes.
Findings of the team	• Teachers can give examples of how the IB learner profile attributes are included in collaborative planning and reflection.
Commendation(s)	The school has ensured that teachers systematically address the development of the IB learner profile attributes in collaborative planning and reflection.
Support in IB Documentation	*IB learner profile booklet*

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.		• The school has taken into consideration the IB recommendations from the previous evaluation process or from authorization.
Conclusion	• Shows satisfactory development	• Shows satisfactory development

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 1	The written curriculum is comprehensive and aligns with the requirements of the programme(s).
Findings of the team	• The school identified this as their biggest challenge. The pedagogical leadership team and the teachers shared this as a challenge in conversations with the visiting team. In the self-study document the school wrote: o "The district curriculum maps require all standards be taught in a particular sequence. When integrating these standards into planners, it is a barrier for teachers to effectively carry out the programme implementation to the fullest extent. The testing schedule impacts teaching time drastically the last nine weeks of school. Teachers struggle to find ample time to complete units of inquiry while adhering to the testing schedule. This is the greatest barrier the school faces and causes the most frustration for teachers." The teachers shared that they were beginning to identify ways to balance the requirements of the district and the requirements of the programme.
Recommendation(s)	• The school should continue to develop its written curriculum through a collaborative approach in order to ensure that it is comprehensive and aligned with the requirements of the programme.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	Yes
Support in IB Documentation	*Developing a transdisciplinary programme of inquiry* *Subject-specific scope and sequence documents*

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Practice 1b	The school ensures that there is a coherent, horizontally and vertically articulated programme of inquiry.
Findings of the team	• Some units contribute to a coherent, school-wide programme of inquiry that is framed in terms of transdisciplinary themes of global significance. Units are in the process of being reviewed, revised or rewritten, taught and reflected upon to achieve this goal. The school is also in the process of reviewing the programme of inquiry as units are changed.
Recommendation(s)	• The school should continue to facilitate a curriculum review process involving all teachers, with the aim of ensuring that the school has a coherent, horizontally and vertically articulated programme of inquiry.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	Yes
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p. 56* *Developing a transdisciplinary programme of inquiry, pp. 6–11*

Practice 1d	There is documented evidence that the curriculum developed addresses the five essential elements of the Primary Years Programme.
Findings of the team	• The programme of inquiry and some unit planners indicate how the planned curriculum aims to address knowledge, concepts, skills, action and the IB learner profile. Teachers and the coordinator shared that they gained greater understanding in a summer training. They have been in the process of reviewing planners and the programme of inquiry to better address the five essential elements of the PYP.
Recommendation(s)	• The school should continue to facilitate a curriculum review process involving all teachers to ensure the curriculum addresses knowledge, concepts, skills, action and the IB learner profile.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	Yes
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p. 56*

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Practice 3	The written curriculum builds on students' previous learning experiences.
Findings of the team	• The district scope and sequence documents describe learning expectations in phases that acknowledge students' varying previous learning experiences. Some unit planners indicate pre-assessments but it is unclear of how these assessments of prior learning are used in the written curriculum.
Recommendation(s)	• The school should further develop ways to ensure the curriculum builds on students' previous learning experiences.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	Yes

Practice 6	The written curriculum incorporates relevant experiences for students.
Findings of the team	• Teachers can explain how unit planners incorporate some relevant experiences for students.
Recommendation(s)	• The school should ensure that developmentally appropriate learning experiences are integrated within the programme of inquiry.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	Yes
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p. 5*

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Practice 6a	The written curriculum provides opportunities for student learning that is significant, relevant, engaging and challenging.
Findings of the team	• Teachers are able to describe how some previous units of inquiry have been significant, relevant, engaging and challenging.
Recommendation(s)	• The school should continue to review its current central ideas to ensure that these provide opportunities for student learning that is significant, relevant, engaging and challenging.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p. 5*

Practice 7	The written curriculum promotes students' awareness of individual, local, national and world issues.
Findings of the team	• Teachers can explain how some unit planners include learning experiences that promote students' awareness of individual, local, national and world issues. The school is in the process of reviewing the planners and the Programme of Inquiry to strengthen students' awareness of individual, local, national and world issues.
Recommendation(s)	• The school should further explore ways to reinforce students' awareness of individual, local, national and world issues into the written curriculum.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p. 5*

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Practice 8	The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.
Findings of the team	• Teachers can explain how some unit planners include learning experiences that provide reflection on human commonality, diversity and multiple perspectives. Most planners to not include this as an in-depth learning goal.
Recommendation(s)	• The school should promote student reflection on human commonality, diversity and multiple perspectives through the transdisciplinary themes.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	No

Practice 11	The written curriculum fosters development of the IB learner profile attributes.
Findings of the team	• Samples of PYP unit planners include learning experiences that foster the development of the IB learner profile attributes. The teachers, students, pedagogical leadership team and the parents shared many examples of the development of the IB learner profile attributes. The displays of student work, as well as, observations in the classrooms offered evidence of the development of the learner profile attributes.
Commendation(s)	The school fosters the development of the IB learner profile through classroom discussions, morning announcements, hall displays and conversations.
Support in IB Documentation	*IB learner profile booklet*

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 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

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 1c	The school ensures that personal and social education is the responsibility of all teachers.
Findings of the team	• The pedagogical leadership team and teachers describe how they, in their various roles in the school, support the students' personal and social education. Personal and social education activities are evidently taking place throughout the school. The pedagogical leadership team and teachers have published essential agreements on behavioral management. The school has adopted PBIS (Positive Behavioral Interventions and Supports) as a behavior management system.
Commendation(s)	The school ensures that all teachers have an understanding of their responsibility in supporting all students' personal and social education.

Practice 2	Teaching and learning engages students as inquirers and thinkers
Findings of the team	• Teachers and students can give some examples of learning experiences that encourage students to be inquirers and thinkers. In conversations with the visitors and in the self-study document, the teachers and the pedagogical leadership team agree that inquiry is an area of growth and have included professional development in inquiry in their action plan.
Recommendation(s)	• The school should further develop transdisciplinary and disciplinary approaches to teaching and learning in order to engage students in meaningful inquiry.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	Yes

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Practice 2a	The school ensures that inquiry is used across the curriculum and by all teachers.

Findings of the team	• Classroom observations show students engaged in some inquiry where students:
	    o explore, wonder and question
	    o make connections between previous learning and current learning
	    o make predictions and act purposefully to see what happens
	    o collect data and report findings
	    o research and seek information

Recommendation(s)	• The school should facilitate ways to enhance teachers' knowledge and skills in approaching teaching and learning through inquiry.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	Yes
Practice 3	Teaching and learning builds on what students know and can do.
Findings of the team	• Teachers can give some examples of how they have adapted teaching to build on what students know and can do. Teachers can give some examples of how formative assessment and ongoing student reflection are used in refining their teaching. Displays of student work show some opportunities for students to build on what they know and can do.
Recommendation(s)	• The school should further explore way for teaching and learning to build on what students know and can do.
School included appropriate action(s) in Action Plan	No

Practice 6	Teaching and learning addresses human commonality, diversity and multiple perspectives.
Findings of the team	• Documentation of learning engagements shows some examples of ways in which students have inquired into topics on human commonality, diversity and multiple perspectives.
Recommendation(s)	• The school should ensure that teachers further adapt learning experiences to address human commonality, diversity and multiple perspectives.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	No

Practice 8	Teaching and learning demonstrates that all teachers are responsible for language development of students.
Findings of the team	• Teachers can give examples of how they have supported the language development of students. Classroom observations show teachers exercising their responsibility for the language development of students.
Commendation(s)	The school ensures that all teachers adapt learning experiences to support the language development of students.

Practice 10	Teaching and learning differentiates instruction to meet students' learning needs and styles.
Findings of the team	• Teachers and students can give some examples of differentiated instruction.
Recommendation(s)	• The school should further explore developmentally appropriate approaches to differentiating instruction to meet students' learning needs and styles.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	No

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	• Some samples of assessed student work demonstrate opportunities for students to develop meaningful action. Conversations with teachers, parents, and students provide some evidence of student action but it is more in the form of service action led by the school rather than individual student action. The school has begun to recognize action by an action board in the main hallway, acknowledgement of action on morning announcements, and other ways to highlight genuine student action.

Practice 14	Teaching and learning fosters a stimulating learning environment based on understanding and respect.
Findings of the team	• Attitudes of understanding and respect are observed in interactions between teachers and teachers, teachers and students and students and students, both inside and outside the classroom. Students and teachers speak respectfully of and with each other.
Commendation(s)	The school has built a stimulating learning environment based on understanding and respect throughout the school community.

Practice 14a	The school provides environments in which students work both independently and collaboratively.
Findings of the team	• Classrooms are arranged in such a way as to allow students to work independently and collaboratively. All learning areas (classrooms, library, etc.) are conducive to working independently and collaboratively. Classroom observations show students working both independently and collaboratively.
Commendation(s)	Classroom observations show students working both independently and collaboratively in every learning space.

Practice 14b	Teaching and learning empowers students to take self-initiated action as a result of the learning.
Findings of the team	• The school has begun to understand individual student action and to recognize and encourage this action. Action as a result of what has been learned is beginning to be acknowledged and celebrated.
Recommendation(s)	• The school should continue to encourage and celebrate individual student action as a result of teaching and learning.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	Yes
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p. 25*

Practice 16	Teaching and learning develops the IB learner profile attributes.
Findings of the team	• Students and teachers can give examples of learning experiences that develop the IB learner profile. Classroom observations and displays of student work show many examples of how the IB learner profile is developed.
Commendation(s)	Students are aware of their development according to the IB learner profile attributes.
Support in IB Documentation	*IB learner profile booklet*

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

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 taken into consideration the 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 1a	Assessment at the school is integral with planning, teaching and learning.
Findings of the team	• Classroom observations show that students are not actively engaged in planning and assessing their own learning. Conversations with students shared that they do not document assessments that provide information on their learning experiences.
Recommendation(s)	• The school should ensure that teachers refer to the PYP assessment philosophy in planning the written curriculum and ensure that this is reflected in teaching and learning practices.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p. 31*

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Practice 1b	Assessment addresses all the essential elements of the programme.
Findings of the team	• Documentation of assessments does not provide examples of how the essential elements of the programme are addressed.
Recommendation(s)	• School should aim to create assessments that address all of the essential elements of the programme.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) in Action Plan	No

Practice 1c	The school provides evidence of student learning over time across the curriculum.
Findings of the team	• The PYP coordinator and teachers have collected samples of student work that provide evidence of student learning across the curriculum. Various forms of documentation, for example, portfolios and report cards provide evidence of student learning over time across the curriculum. However, portfolios were not used on a regular basis and students did not have a clear purpose of ownership of the documents.
Recommendation(s)	• The school should establish methods for documenting and providing evidence of student learning over time across the curriculum. Student portfolios should continue to be created and used to inform parents and students of growth over time.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p. 47*

Practice 2	The school communicates its assessment philosophy, policy and procedures to the school community.
Findings of the team	• The school has a published assessment policy. Teachers demonstrate an understanding of the philosophy of PYP assessment. The school community, including parents, is aware of the school's assessment policy. The assessment policy is posted on the school's website and is available to the entire school community.
Commendation(s)	The school uses a variety of methods to communicate its assessment philosophy, policy, and procedures to the school community.
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p. 54*

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Practice 3	The school uses a range of strategies and tools to assess student learning.
Findings of the team	• Assessment strategies and tools do not allow for individual differences. Displays do not provide evidence of the variety of assessment strategies and tools employed by teachers. Teachers and students cannot give examples of a variety of assessment tasks.
Recommendation(s)	• The school should further develop a range of strategies and tools to assess student learning.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp. 48–51*

Practice 4	The school provides students with feedback to inform and improve their learning.
Findings of the team	• The criteria for success in assessments are not clearly identified for students and teachers. Samples of student work do not show comments from teachers and peers on formative assessments. Samples of student work do not provide evidence of teacher and peer feedback.
Recommendation(s)	• School should seek to use rubrics to inform students of expectations prior to learning and involve students in the development of these rubrics. The school should further develop procedures to provide students with feedback to inform and improve their learning.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education*

International Baccalaureate
Baccalauréat International
Bachillerato Internacional

Practice 5	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	• Teachers follow essential agreements for the systematic process of recording student progress. Observations include use of report cards, the focus online system and IB portfolios. Teachers do not consistently use a variety of strategies and tools for recording student progress.
Recommendation(s)	• The school should further enhance the use of various systems in recording student progress, including but not limited to rubrics, checklists, student-led/three-way conferences and portfolios.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, p. 47*

Practice 6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	• The IB learner profile is not used for self and peer assessment, as the basis for teacher/student/parent conferences, and when reporting to parents.
Recommendation(s)	• The school should consider systems such as written reports, portfolios, parent/teacher conferences, three- way conferences, and student-led conferences for reporting student progress.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) in Action Plan	No
Support in IB Documentation	*Making the PYP happen: A curriculum framework for international primary education, pp. 51–52*

Practice 7a	The school ensures that students' knowledge and understanding are assessed prior to new learning.
Findings of the team	• Limited use of pre-assessments was observed and mentioned in conversations with teachers.
Recommendation(s)	• The school should explore a variety of assessment strategies and tools in order to assess students' knowledge and understanding prior to new learning.
Recommendation(s) repeated from previous report	No
School included appropriate action(s) 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	• Students cannot show examples of self-assessment strategies. Samples of assessed student work do not contain student reflections and peer/self-assessments.
Recommendation(s)	• The school should provide further opportunities for students to participate in, and reflect on, the assessment of their work.
Recommendation(s) repeated from previous report	Yes
School included appropriate action(s) 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.
Findings of the team	• All students in the final year of the PYP participate in the PYP exhibition. There is an Exhibition Night in May where students present their exhibition projects. All students are expected to attend. Planning for the exhibition project with students begins in September. The exhibition is a well-designed, organized process offering students the opportunity to consolidate their learning and demonstrate service action.
Commendation(s)	The school develops the procedures for the PYP exhibition with regard to: ° ensuring the use of the PYP planning process ° providing appropriate support to students in preparing for the exhibition.

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

International Baccalaureate
Baccalauréat International
Bachillerato Internacional