

Report on the school evaluation



Name of head of school	Linda Smith		
Name of school	Sidney Lanier Middle School	IB school code	2052
Date	23-02-2013	IB programme	MYP

MYP years offered at the school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Y1	Y2	Y3	Y4	Y5

Dear Head of school

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.

Outcome of the evaluation process of your school

You will find the report related to your school in the pages that follow.

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.

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

Yours sincerely



Director, Americas

Process of the school's self-study

	Visiting Team
Timeline: The self-study took place over at least 12 months.	Number of months 20
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.	No information

Section A: Philosophy

Standard A

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

Practice 8	The school participates in the IB world community
Findings of the team	School leadership has developed connections with other IB schools and/or regional associations of IB World Schools.
Commendations	<ul style="list-style-type: none"> The school has taken advantage of the IBEN Academies and has provided opportunities for 5 teachers to become part of the IB educator network and participate in the IB world community.
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp. 5-6

Practice 9+9a	The school supports access for students to the IB programme(s) and philosophy. a. The school strongly encourages participation for all students.
Findings of the team	Conversations with the pedagogical leadership team confirm the school makes the MYP available to all students in the school.
Commendations	• The school has taken detailed measures to ensure that all students participate in the MYP.
Support in IB Documentation	<i>MYP: From principles into practice</i> , p.5 <i>MYP Coordinator's handbook</i> , D1.2

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 2	The school has developed a governance and leadership structure that supports the implementation of the programme(s).
Findings of the team	Conversations with governing body, leadership, coordinator and staff reflect the support given to teachers in implementing the programme.
Commendations	• The governance and leadership structure supports all aspects of the implementation of the programme.

Support in IB Documentation	<i>MYP: From principles into practice</i> , pp. 11, 65, 81
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Practice 4+4a	The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position. a. The Middle Years Programme coordinator is part of the school pedagogical leadership team.
Findings of the team	Conversations with the coordinator indicate sufficient time and resources for the position.
Commendations	The MYP coordinator has done a wonderful job and worked diligently to get the programme on the right track since the last evaluation visit.
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp.81, 83, 86, 105

Practice 5c	The school has developed and implements an assessment policy that is consistent with IB expectations.
Findings of the team	Teachers are aware of the policy and refer to it; however, it could be more specific regarding assessment tasks in each year of the programme.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school further develops the assessment policy to include the bulleted points in <i>Principles into Practice</i>, pages 59 and 100.
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp.59, 100

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.		<ul style="list-style-type: none"> • The school has taken into consideration the 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"> • Shows satisfactory development

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 of and support for the financial requirements of the programme.
Commendations	<ul style="list-style-type: none"> • The PTO is dedicated to working with the principal and MYP coordinator and also allocating funding for the MYP.
Support in IB Documentation	<i>Guide to school authorization: Middle Years Programme, p.3</i> <i>Rules for IB World Schools: Middle Years Programme, article 5.3</i>

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 Middle Years Programme at authorization and at evaluation.
Findings of the team	The school has sent considerably more teachers than are required to IB-recognized professional development
Commendations	<ul style="list-style-type: none"> • The school has planned professional development beyond IB requirements.
Support in IB Documentation	<i>MYP: From principles into practice, pp.9, 12, 86</i> <i>Guide to school authorization: Middle Years Programme, p.10</i>

Practice 6	The library/multimedia/resources play a central role in the implementation of the programme(s).
Findings of the team	The library is available for students to work independently. The librarian's role should include responsibilities with respect to assisting teachers and planning for the programme.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the library/media center further develops its resources on global issues and diverse perspectives and also develops more avenues for students and teachers.

Practice 7	The school ensures access to information on global issues and diverse perspectives.
Findings of the team	Conversations with teachers indicate that they do not use resources on global issues and different perspectives or that there is a plan to increase them.
Recommendations The IB recommends that:	<ul style="list-style-type: none"> the school further develops access to information on global issues and diverse perspectives for use in teaching and learning.
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp.10-11, 15, 16

Practice 9	The school has systems in place to guide and counsel students through the programme(s).
Findings of the team	Teachers show awareness of the systems in place to guide and counsel students through the programme.
Commendations	The GSG program at the school provides an exceptional learning experience for students and teachers.

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 the community partners demonstrate a strong connection between the school and the broader school community. The school community shares its resources and expertise for teaching and learning in the MYP, including community and service.
Commendations	<ul style="list-style-type: none"> The school utilizes resources and the expertise of its community partners.
Support in IB Documentation	<i>MYP: From principles into practice</i> , p.25

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 7	Collaborative planning and reflection is informed by assessment of student work and learning.
Findings of the team	Teachers can give examples of how reflection on assessment influences the development of curriculum.
Commendations	• Teachers systematically inform collaborative planning and reflection by assessment of student work and learning.
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp.16-17

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

Section C: Curriculum

Standard C2: Written curriculum

The school's written curriculum reflects IB philosophy.

Practice 7	The written curriculum promotes students' awareness of individual, local, national and world issues.
Findings of the team	The school implements a United Nations Program which includes learning experiences that promotes students' awareness of local, national and world issues.
Commendations	• The school implements a United Nations Program that often includes learning experiences that promote students' awareness of local, national and world issues.
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp.10, 14, 66

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

Section C: Curriculum

Standard C3: Teaching and learning

Teaching and learning reflects IB philosophy.

Practice 6	Teaching and learning addresses human commonality, diversity and multiple perspectives.
Findings of the team	In conversations with students and the teacher of the United Nations Program as well as classroom observations, students show an awareness of human commonality, diversity and multiple perspectives.
Commendations	• Students are aware of human commonality, diversity and multiple perspectives by their engagement in the United Nations Association Program.
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp.20-21

Practice 9	Teaching and learning uses a range and variety of strategies.
Findings of the team	Classroom observations show a variety of teaching and learning strategies.
Commendations	• Learning experiences in every subject group use a range and variety of strategies.
Support in IB Documentation	<i>MYP: From principles into practice</i> , p.76

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.
Commendations	• The school has built a stimulating learning environment based on understanding and respect throughout the school community.
Support in IB Documentation	<i>MYP: From principles into practice</i> , p.61

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 5	The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	Recording of student progress on MYP achievement levels does not have a system according to the MYP assessment criteria.
Recommendations The IB recommends that:	<ul style="list-style-type: none">• the school further develops its recording of student progress to include achievement levels according to the MYP assessment criteria.
Support in IB Documentation	<i>MYP: From principles into practice</i> , p.49

Practice 6	The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
Findings of the team	Subject grades are based on the levels achieved in all of the MYP assessment criteria in that particular subject; however, the reporting system must be developed.
Recommendations The IB recommends that:	<ul style="list-style-type: none">• the school further develops its reporting system to align with the philosophy and requirements of MYP assessment.
Support in IB Documentation	<i>MYP: From principles into practice</i> , pp.55-57

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.		<ul style="list-style-type: none">• The school has taken into consideration the 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">• Shows satisfactory development