

Self-study questionnaire: Diploma Programme

For use from January 2016



Diploma Programme
Self-study questionnaire: Diploma
Programme

Published December
2015

Updated August
2016

Published by
International Baccalaureate
Organization
15 Route des
Morillons
1218 Le Grand-
Saconnex
Geneva,
Switzerland

Represented by
IB Publishing Ltd, Churchillplein 6, The Hague, 2517JW The
Netherlands

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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

Self-study questionnaire

School presentation

1. Update of school information

1. CONTACT DETAILS				
Name of school			IB school code	
Sumter High School			001331	
Legal registered name of school (if different from above)				
Postal address (include city, state, country and postal or zip code)				
2580 McCray's Mill Rd. Sumter, SC 29154 USA				
Street address (if different from above) (include city, state, country and postal or zip code)				
Telephone (include country and area codes)		1-803-481-4480		
	Title (Mr, Mrs, Ms)	Name	Position ¹	Email address
Head of school ²	Mr.	Nicholas Pearson	Principal	Nicholas.pearson@sumterschools.net
Head(s) of section where the Diploma Programme is implemented (if different from above)				
DP coordinator	Ms.	Marie Mulholland	Coordinator	Marie.mulholland@sumterschools.net
Adviser on post-secondary educational options/counsellor	Mrs.	Tiffany Lemon	Counsellor	Tiffany.lemon@sumterschools.net
School public website	shs.sumterschools.net (Sumter High School) and shsib.weebly.com (DP at Sumter High)			

¹ **Position:** Name of the post of employment at the school

² **Head of school (director/principal in some systems)** is the person who leads and supervises the daily operations of the school, ensuring that the policies of the governing body are put into practice.

2. SCHOOL INFORMATION			
Date school founded or opened (IB DP)		August	2002
		month	year
Legal status of the school Note: <ul style="list-style-type: none"> A government/state/publicly funded school is a government or national school where the employees are paid by the state either at a local or national level; usually there are no tuition fees (as distinct from examination or other fees). A private school is an independent (not-for-profit or for-profit) institution whose main revenue comes from tuition fees; they may or may not have government subsidies but these are only part of their income. 			
Government/state/ publicly funded	<input checked="" type="checkbox"/>	Private	<input type="checkbox"/>
		Other (specify)	<input type="text"/>
Indicate whether the school is recognized as such by the local educational system.		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Include school's accreditation status with other organizations, if any (eg, CIS, NEASC, WASC).			
SACS-CASI (Southern Association of Colleges and Schools – Council on Accreditation and School Improvement); AdvancED; and SREB-HSTW (Southern Regional Education Board – High Schools That Work); and AVID (Advancement Via Individual Determination)			
Does the school belong to a group of schools gathered in a foundation, district or common project in relation to the IB? If so, identify the group/project.			
No			
Type of school			
Boys	<input type="checkbox"/>	Girls	<input type="checkbox"/>
		Coeducational	<input checked="" type="checkbox"/>
Additional information (eg, coeducational in primary, boys and girls in secondary)			
Coeducational grades 9—12 (secondary)			
Boarding only	<input type="checkbox"/>	Day only	<input checked="" type="checkbox"/>
		Boarding and day	<input type="checkbox"/>
Academic year dates (indicate month only)			
Starts	August	Ends	June

2. SCHOOL INFORMATION			
Age range of students across the whole school			
From	<input type="text" value="13"/>	years old	To <input type="text" value="21"/> years old
Name the grades or years that comprise the different sections of the school and indicate the total number of students in each.			
Name of the section in the school (eg, kindergarten, primary)	Grades/years as identified in the school	Age range of students	Total number of students in each section
Ninth	9	13-15	706
Tenth	10	14-16	636
Eleventh	11	15-17	465
Twelfth	12	16-18	487
Total number of students in the whole school			2294
What other IB programmes does the school currently implement or plan to implement? NONE			
PYP	Candidate school <input type="text"/> <i>(add IB school code if you know it)</i> <input type="text"/>	IB World School authorized to offer the programme <input type="text"/> <i>(add IB school code)</i> <input type="text"/>	
MYP	Candidate school <input type="text"/> <i>(add IB school code if you know it)</i> <input type="text"/>	IB World School authorized to offer the programme <input type="text"/> <i>(add IB school code)</i> <input type="text"/>	
CP	Candidate school <input type="text"/> <i>(add IB school code if you know it)</i> <input type="text"/>	IB World School authorized to offer the programme <input type="text"/> <i>(add IB school code)</i> <input type="text"/>	

2. SCHOOL INFORMATION	
What educational programmes are currently taught in each section of the school? (eg, national syllabus, AP)	
Name of the section	Educational programme
Ninth—Twelfth	AP (English, Calculus AB, European History, US History, Music Theory, and Studio Art)
Eleventh—Twelfth	Dual Enrollment
Ninth—Twelfth	Project Lead the Way (Engineering)
Ninth—Twelfth	AVID
Tenth—Twelfth	Career Center (off campus)
Name of qualification(s) or credential(s) a student can gain upon graduation from the school	South Carolina High School diploma; certification for various career fields; college credit or advanced standing at university
Language(s) of instruction at the school (language through which groups 3–6 subjects are taught)	
English	

3. PROGRAMME INFORMATION			
		Number of students	
		Year 1 (11th)	Year 2 (12th)
Current year	Diploma Programme candidates	13	19
	Diploma course candidates	31	27
	Students in the grade taking no Diploma courses	421	441
Next year	Diploma Programme candidates (estimated)	20	13
	Diploma course candidates (estimated)	35	31
	Students in the grade taking no Diploma courses (estimated)	545	421

2. Write brief paragraphs that describe the following aspects of the school and its community, and highlight any changes that have taken place during the period under review.
 - a. The major characteristics of the school that make it attractive for students and parents.

The Sumter High School Diploma Program is one aspect of the larger whole school, Sumter High School. In this sense, the IB Diploma Program is considered to be a “school within a school.” Students in the Diploma Program are able to participate in a wide variety of activities beyond those associated specifically with IB. This is appealing for both students and parents. Our school offers many opportunities to participate in sports activities. Our school offers football, volleyball, soccer, tennis, swimming, baseball, basketball, softball, track, cheerleading, golf, and wrestling teams, and our DP students are involved in these competitive sports. Our school also has a dynamic arts program, offering opportunities with music such as marching band, strings, percussion, orchestra, and chorus; offering opportunities with visual arts such as ceramics, sculpture, multimedia, and photography; and offering opportunities in theatre both performance and technical coursework. Our DP students take advantage of these offerings to broaden their education and further hone their talents in these areas. Our school has a wide range of clubs and extra-curricular organizations. We have a National Honor Society, Student Government Association, Black Heritage Club, Future Business Leaders of America, PEEPS, Federation of Christian Athletes, and many others. One of the most attractive aspects of our school for students and their parents is that there is something for everyone. Our students have always been highly involved with clubs and other extra-curricular organizations. One change that has come about is that we now have a higher number of students who are in the IBDP and also involved in sports and the arts.

- b. The context in which the school is located: socio-economic and cultural aspects of the surrounding community, interactions of the school with it.

The county in which the school is located has an approximate population of 106,800 with a median annual income of \$40,700. The population has shrunk somewhat since our last evaluation in 2013. The population is 45.1% White/Caucasian, 47.9% Black/African-American, and 4.1% Hispanic/Latino. The remaining 2.9% of the population is Asian, American Indian, or Pacific Islander. Of the population, 24.1% are under the age of 18 and 16% are over the age of 65. There are fewer school age people in our county with an increasing population over the age of 65. The poverty rate for the county is around 20%. English is the standard language, but small portions of the population speak Spanish or Asian dialects only. There is a large military base for United States Air Force and Army personnel. This leads to a significant portion of the population being transient to varying degrees and also contributes to the diversity of the population and the various cultures represented. There are three public high schools in the county for students in ninth through twelfth grades. There are multiple private schools competing with those public schools for enrollment. Sumter High School is the largest public high school with an enrollment that fluctuates between 2350 and 2250 students. The Diploma Program serves

approximately 9% of the students of the age group eligible for the program, being a “school within a school.” The various CAS projects develop from a sense of trying to appeal to the community in a manner that focuses on the community’s commonalities [for example, supply and fund drives for the Humane Society’s local SPCA (animals), the Toys for Tots drive (children in poverty), and our Walk Against Domestic Violence, as well as, a military family support system (Student 2 Student)].

- c. Student body and staff, including their national, cultural and linguistic backgrounds.

The current enrollment of students participating in the IB Diploma program, both courses and diploma candidates of their junior and senior years, is 63% Female and 37% Male with 41% being White/Caucasian, 51% Black/African-American, 4% Asian, and 0% Hispanic/Latino, 3% American Indian, and 1% two or more races. At this time our entire student population receives Free Lunch. The current faculty is comprised of 93% White/Caucasian instructors and 7% Hispanic/Latino. Of our faculty, one is a native of Venezuela, and her mother tongue is Spanish. She is bilingual (English and Spanish).

3. Identify any changes to the school legal entity that occurred in the period under review.

No changes occurred from 2013—2018.

Self-study questionnaire

This questionnaire follows the structure of the *Programme standards and practices*, with programme requirements for the Diploma Programme.

Standard A. Philosophy: The school's educational beliefs and values reflect the IB philosophy.

Practice A1. The school's published statements of mission and philosophy align with those of the IB.

1. Please provide the school's current mission statement.

"The mission of Sumter High School, the hallmark of academics, arts, and athletics, is to provide exemplary learning experiences in order to ensure that each student has the skills to compete in our global society."

2. In the period since the submission of the application for authorization or the last programme evaluation, has the school made any change to its mission statement?

☐ Yes ☒ No

- a. If yes, how did the process of refinement take place and who was involved?

N/A

3. To what extent does your school's educational philosophy align with that of the IB?

☒ Completely ☐ Partially ☐ Needs revision

4. In the period since the school received authorization or since the school's last evaluation, has the school made any changes to its educational philosophy to align it with that of the IB?

☐ Yes ☒ No

- a. If yes, how did the process take place and who was involved?

N/A

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice A2. The governing body, administrative and pedagogical leadership and staff demonstrate understanding of the IB philosophy.

1. How does the school support the holistic development of approaches to learning (thinking, communication, social, self-management and research) skill categories in students?

Our school believes that students must develop the ATL skill categories in preparation for college and career readiness. In this vein, the school supports the holistic development of approaches to learning skills in students first by recognizing that the skills should not exist independently of each other but rather in support of each other. Teachers focus on providing opportunities for students to grow in their proficiency in the ATL skills and offer feedback to help students improve. The school supports teachers in developing plans that show intentionality with regard to the ATL skill-development in our students. Periodically, teachers will lead students in debriefing lessons looking through the lens of ATL skills. This metacognitive exercise helps to keep the skills in the front of the minds of teachers and students alike.

As part of a professional development activity on ATL, teachers collaborated in small groups to develop a questionnaire for students on the student skills of ATL. We administered this survey to our DP Candidates to see their views on how we support the holistic development of the skill categories in students. Students could respond “always,” “most of the time,” “more than half the time,” “less than half the time,” or “rarely or never” to the survey prompts. We felt that responses that rated “more than half the time” or better represented a “positive” response. The Year 1 students reported a rate of 86% for instruction supporting the development of social skills. Interestingly, they reported that most of the time to always, share their ideas/understanding with peers of a text. However, they reported that assessing the work of their peers was a practice less commonly experienced. The Year 1 students reported a rate of 69% for instruction supporting the development of self-management skills. At a rate of 92%, they reported that turning in their own work late due to their own time-management skills happened less than half the time or rarely or never. The Year 1 students reported a rate of 79% for instruction supporting the development of research skills. At a rate of 100%, they reported that they follow MLA or APA when writing in-text citations or works cited pages. The Year 1 students reported a rate of 89% for instruction supporting the development of communication skills. At a rate of 42%, they reported that they read various texts outside any school-assigned work. The Year 1 students reported a rate 91% for instruction supporting the development of thinking skills. At a rate of 50%, they reported that they use models to explore complex issues.

On the same survey, the Year 2 students reported a rate of 82% for instruction supporting the development of social skills. At a rate of 100%, they reported that they consider opposite points of view. The Year 2 students reported a rate of 67% for instruction supporting the development of self-management skills. At a rate of 94%, they reported that turning in their own work late due to their own time-management skills happened less than half the time or rarely or never. The Year 2 students reported a rate of 75% for instruction supporting the development of research skills. At a rate of 75%, they indicated that they reported to the library or computer lab with your classes to facilitate their research less than half the time, rarely or never. At a rate 63%, they indicated they go to the library or computer as an individual in order to facilitate their research less than half the time, rarely or never. (Likely due to ChromeBooks being issued to students individually and as classroom sets) The Year

2 students reported a rate of 82% for instruction supporting the development of communication skills. At a rate of 56%, they indicated that they engage in peer review of written work less than half the time, rarely or never. At a rate of 44%, they indicated that they read various texts outside of school-assigned work less than half the time, rarely or never. The Year 2 students reported a rate of 90% for instruction supporting the development of thinking skills. While there were some variations in students' ratings, the difference between Year 1 students' rankings and Year 2 students' responses was the equivalent of one or two students. Overall, the commonalities indicate a holistic development of Approaches to Learning across the program.

2. How does the school's philosophy foster approaches to teaching (best teaching practices based on inquiry, conceptual understanding, local and global contexts, collaboration, differentiated teaching and continuous assessment) in the classroom?

We believe that teachers are learners, too. Therefore, our school's philosophy fosters approaches to teaching in the classroom by supporting teachers in coming to a greater understanding of the approaches to teaching and by supporting teachers in improving their craft. The school provides teachers with tools and professional development opportunities to improve their practice. The school fosters approaches to teaching by offering opportunities for teachers to collaborate and for coaching in the ATL best teaching practices. The DP Coordinator conducts informal and formal observations of IB classes to see that best practices are in use and to offer assistance when needed.

Additionally, teachers were asked to assess themselves on the best practices of the ATL, using a modified version of the ATL self-assessment available on the ATL website provided by the IBO. With regard to the ATL student skill categories, the findings of those surveys show that teachers are fostering an environment where their students will develop thinking skills with 91% reporting this is true in all, a majority, or at least occasional lessons. Teachers are fostering an environment where their students will develop research skills with 76% reporting this is true in all, a majority or at least occasional lessons. Teachers are fostering an environment where their students will develop communication skills with 85% reporting this is true in all, a majority, or at least occasional lessons. Teachers are fostering an environment where their students will develop social skills with 83% reporting this is true in all, a majority, or at least occasional lessons. Teachers are fostering an environment where their students will develop self-management skills with 90% reporting this is true in all, a majority, or at least occasional lessons.

On this same survey, teachers were asked to rank themselves on the implementation of the ATL teacher best practices. The findings of those surveys show that teachers are using best practices supporting inquiry at a rate of 93% in all, the majority, or at least occasional lessons. Teachers are using best practices supporting teaching focused on conceptual understanding at a rate of 95% in all, the majority, or at least occasional lessons. Teachers are using best practices supporting teaching developed in local and global contexts at a rate of 92% in all, a majority, or at least occasional lessons. Teachers are using best practices focused on effective teamwork and collaboration at a rate of 94% in all, the majority, or at least occasional lessons. Teachers are using best practices to differentiate to meet the needs of all learners at a rate of 97% in all, the majority, or at least occasional lessons. Teachers are using best practices informed by formative and summative assessment at a rate of 96% in all, the majority, or at least occasional lessons.

These results help to show that the school's philosophy fosters approaches to teaching in the

classroom.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice A3. The school community demonstrates an understanding of, and commitment to, the programmes(s).

1. Include a brief summary of the perceptions of the parent community regarding the implementation of the programme at the school and its impact on their children.

For our parent survey we had a 56% response rate. Of those responding, four have older children who have been through our DP. The survey questions were open-ended. When asked about the greatest benefits of the program, parents responded that students in the program are serious about their studies, which helps to create an environment free of distractions. Many parents believe the program prepares their students for college, especially as they become acclimated to college-style learning. They appreciate the collaborative approach to learning, challenging classes, and infusion of cultural understanding. They see their students developing a stronger work ethic, time management skills, and ties with their community. One parent wrote, "My child's confidence level has increased from being in this program." When asked what we as a program could do better, parents responded that there are times when students are overwhelmed by their coursework. They recognize that challenging is good but overwhelming is not. Parents suggested increasing the number of science classes to include physics and offering more challenging math courses. Parents also suggested that coursework may need to be reviewed more often to ensure students are keeping up. When asked what we do well, parents answered that we encourage deeper thinking, help students understand their work, and offer diversity in our coursework. According to parents, we offer a broad world view and help to instill dependability, integrity, decisiveness, and responsibility in our DP students. Parents commend our program for its community involvement and classroom instruction, and for keeping parents informed.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice A4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.

1. What steps has the school taken to develop and promote international-mindedness and other attributes of the IB learner profile among the DP community at the school (including Diploma Programme teachers, staff, students and parents)?

Our school promotes international-mindedness and other attributes of the IB Learner Profile by helping our students to become aware of global issues that they can address on a local level. Each IB classroom has the learner profile prominently displayed to help teachers and students in referring to it as they see opportunities to discuss how their experiences and learning are helping them to develop further the learner profile attributes and increase in their awareness of the world around them. Making the "goal" or attributes visible has increased

understanding of the attributes and international-mindedness among our students and faculty. The Learner Profile is highly visible to parents on our website and in our handbook for students and parents. Based on feedback from parents, it is obvious to us that they recognize the development of international-mindedness and the learner profile attributes in their children. They mention the engagement, changes and growth they have witnessed. Our teachers give students the opportunity to explore the perspectives of other cultures in course tasks. This is particularly true of our Theory of Knowledge, Music, Visual Arts, and Psychology courses but is also a common practice in the other DP courses we offer. Moreover, we incorporate field trips that will help with this. For example, the IB DP students have the opportunity to visit Biltmore Estate in Asheville, North Carolina where they can see French and English architecture and art. As students learn, they consider multiple points of view, causal relationships, and consider the potential for bias. We have found that as students work to improve their ATL skills, they also further develop the attributes of the learner profile. In turn, the skilled young people they become are sensitive to the needs of others around them to include persons of other cultures and nations.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice A5. The school promotes responsible action within and beyond the school community.

1. Indicate interactions the school and its students currently have with the surrounding community (choose all that apply).

☒ School facilities/resources available for community use

☒ Direct community financial support for school (eg, school fundraising, grants, donation, not including taxes or standard fees)

☒ Community facilities support school activities

☒ School has cooperative relationships with community businesses, clubs or other educational institutions

☒ The school community participates in service efforts

☒ The school community participates in local community events

☒ The school invites community members to volunteer at the school

☐ The school and community have no interaction

☐ Other

Provide examples of ways in which the whole school community gets involved in CAS.

We work hard to publicize CAS events to increase community involvement. We make use of our school announcements, the schools' website, local radio stations, and social media to get the word out. As a result, our annual Walk against Domestic Violence brings in community support from within the school and from the surrounding community, as well. Students, faculty, administration, alumni, and community members participate in the walk, the goal of

which is to raise awareness about the global problem of domestic violence while making a local impact. In conjunction with the walk, students collect donations of needed items such as clothing and toiletries and money to help our local women's shelter (YWCA). Our International Cuisine Extravaganza is a school event that brings in students outside our DP. Both IB and non-IB faculty participate, and community members attend. It is an opportunity to showcase various nations in our world and give those who go a taste of the culture and foods of various countries. During Go Green Week, the emphasis is on the environment and ways that we can help. Non-IB teachers and IB faculty alike participate in the activities such as turning off one set of lights in the classroom, sharing the ride (carpooling), and recycling efforts. Students within the DP and outside the DP participate, in the Go Green Week events, as well.

The IB will evaluate this practice by reviewing the CAS documentation.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice A6. The school promotes open communication based on understanding and respect.

The IB will evaluate this practice by reviewing information gathered under Practices A.3 and B2.4, the school brochure, the school website and during the evaluation visit.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice A7. The school places importance on language learning, including mother tongue, host country language and other languages.

The IB will evaluate this practice by reviewing information gathered under Practice B1.5b and the school's language policy.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice A8. The school participates in the IB world community.

The IB will evaluate this practice by reviewing information gathered under Practice B2.2, opportunities provided for students, school participation in regional IB World School associations/networks and in the IB Educator Network (IBEN).

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice A9. The school supports access for students to the IB programme(s) and philosophy.

The IB will evaluate this practice by reviewing information gathered under Practices A.9a, A.9b and C2.1.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement A9.a. The school provides for the full DP and requires some of its student body to attempt the full diploma and not only individual diploma courses.

1. Do students have to meet admissions or selection criteria to be enrolled in the programme?

☒ Yes

☐ No

2. Provide or describe the admissions/selection policy that determines enrollment in the programme.

SHS IB Admission/Retention Policy

The purpose of this policy is to describe the principles and practices for admission for the Sumter High School International Baccalaureate Diploma Program to help students make informed decisions about enrolling in our IB DP.

1. Philosophy

Sumter High School's International Baccalaureate Diploma Program (IB DP) is available to all students in Sumter School District who have taken the pre-requisite coursework in preparation for the rigor of the program. We agree with the IBO position that there should be "multiple points of entry to, and different pathways through, the years leading up to the DP, with access in mind" (Diploma Programme: From Principles to Practice, 2015). No student will be excluded based on race, nationality/national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, or disability. We believe that "success is best measured by the value added in individual student development and not by the diploma score. Students achieving any total points score represent great success" (Diploma Programme: From Principles to Practice, 2015). We believe that it is the responsibility of all stakeholders in our school district to promote and support our IB DP, especially in communicating the IB philosophy, as well as the benefits and demands of the program.

2. Practices

Promoting and Supporting the IB DP

The IB Coordinator and IB students participating in the International Baccalaureate Diploma Program (IB DP) visit ninth and tenth grade classrooms of feeder courses in the fall and spring semesters to explain the program, to promote the program, to share experiences, and to answer questions. Sumter High School guidance counselors are knowledgeable about our IB DP and promote it as an option for students who have taken appropriate pre-requisite coursework when scheduling future classes. The IB Coordinator visits the middle schools that feed into our high school to promote the IB DP with rising 9th grade students and their parents. This helps to ensure that underclassmen take the courses that will lay the foundational groundwork for future IB classes.

Criteria for Admission

For Admission into the IB Program,
Students must have no grade lower than "70" for any prerequisite course.

Students will need to submit an application to include extra-curricular/community service activities. Students will need to provide Letters of Recommendation from two “core” teachers. At registration, students will participate in an Orientation Interview. Students will need to register for at least two compatible IB courses.

To stay in the IB Program,

Students will need to maintain a “C” or higher average. Students will have the first ten full school days of the year to “drop” IB courses. Students’ grades will be reviewed at the first interim, and students with grades lower than “70” will be placed on Academic Probation. Grades will be reviewed at the end of the semester. Students with grades lower than “70” will be removed from the program and will be scheduled into Honors and/or CP courses as appropriate and/or available. Grades will be reviewed at the end of the junior year.

Students who do not maintain an overall “C” average (70) or higher will be removed from the program for the senior year.

Students must adhere to the regulation spelled out in the Academic Honesty Policy as violations may result in a student being removed from the program.

3. Are the current criteria for enrollment of students in the IB programme a result of a change of policy in the period under review? If yes, explain the reasons for the change.

The policy change of greatest impact for the criteria for enrollment of students in the IB programme was the state’s changes to our grading scale. The new scale is a ten-point scale which makes the cut off for a grade “C” now at 70%. In essence the prerequisite course score changed from 77% to 70%, and the required average changed from 77% to 70%.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☒ Developing ☐ Demonstrating ☒ Excelling

Requirement A9.b. The school promotes access to the diploma and diploma courses for all students who can benefit from the educational experience they provide.

1. How does the school encourage students to take the Diploma Programme?

Besides explaining the benefits of the full diploma experience, the coordinator and administration work to offer IB courses that suit particular student interests: music, theatre, and visual arts being among the most popular as our high school has a large fine arts program. We work to make scheduling as flexible as possible for our IB DP students, considering “early bird” classes if needed. Our high school Air Force ROTC instructor works with our IB DP coordinator to promote the IB DP and offer flexible options for students desiring to participate in both programs. Annually, during scheduling conferences with their guidance counselors, students who show interest in the IB DP at our school meet with the IB Counselor and IB Coordinator to design a schedule that best meets their needs and attempts to accommodate their wishes. The individual student’s skills, interests, and knowledge are taken into consideration in these decisions. The benefits of the full Diploma route over the Course route are fully explained, and students are encouraged to take on the challenge.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Requirement A9.c. The school has strategies to encourage students to attempt the full diploma.

The IB will evaluate this requirement by reviewing information gathered for questions under Practices A.9a and A.9b.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Conclusion of Standard A

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (eg, leader, contributors)
Marie Mulholland	IB DP Coordinator	Leader, contributor
SHS IB Parent Organization	IB PTA-type organization	Contributors
SHS Leadership Team	SHS Department Chairs	Contributors
SHS IB Faculty	Teachers	Contributors
Nicholas Pearson	Principal	Contributor
Lynn Smutz	ESOL Services	Contributor
Tiffany Lemon	IB DP Counsellor	Contributor

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- ☒ Parents
- ☒ Students
- ☒ Governing body
- ☐ Community members
- ☐ Local education authority
- ☐ Ministry of education

☐ Other

Per Standard A, the school's educational beliefs and values reflect the IB philosophy.

- ☐ Requires significant attention
- ☐ Requires further development
- ☒ Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

The ATL focus for the past several years in our DP has helped us to come to a greater understanding of what the DP is and what we are trying to achieve. We have made strides towards communicating this philosophy, particularly through our classroom instruction. The professional development workshops that helped us to explore ATL more deeply led to an instrument that helps us to measure ourselves against the outcomes of the DP on a scale much broader and deeper than mere content understanding. With regard to the social skills we hope to further develop in our DP students, our candidates ranked us at 92% or higher in both years for providing opportunities for them to share their ideas/understanding with their peers of a text, considering opposite points of view, and for teachers encouraging them to collaborate with one another. In the research skills category, our candidates ranked us at 92% or higher in both years for teachers encouraging students to collaborate on research and for students' following MLA or APA when writing in-text citations or works cited pages. With regard to communication skills, our students ranked us at 92% or higher in both years for providing opportunities for reflection on or self-assessing their written work, for active engagement while listening in class, for receiving written feedback on formal and summative assessments, for reading various texts in class, and for the use of visual aids to augment their expression of ideas. The skill category for which our school's DP received the highest and most consistent rankings for Years 1 and 2 was thinking. For three areas under this skillset, both years ranked us at 100% for opportunities for interpreting data, drawing conclusions, and revising their understanding based on new information. At a rate of 92% for both years, candidates reported that they consider ideas from more than one perspective, propose solutions, evaluate the solution to a problem, consider multiple alternatives, and combine knowledge and skills to create solutions.

Based on your assessment of this standard you may wish to add an action to your action plan.

Standard B. Organization

Standard B1. Leadership and structure: The school's leadership and administrative structures ensure the implementation of the IB programme(s).

Practice B1.1. The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).

1. Describe how the governing body (or educational authority) is kept informed about the implementation of the programme.

Periodically the IB Coordinator gives presentations at meetings of the Board of Trustees. The school relies on the SHS IB website to provide a wealth of information to the governing body and the community. The established reporting and communication lines, as outlined in the organization chart, are a big part of how information is communicated to the governing body. The annual IB Graduation Ceremony shows the governing body much about the implementation of the program. At this ceremony, the university admissions, career goals, and personal testimonies about the DP Candidates are shared, and many members of the governing body at various levels in the administration are present.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice B1.2. The school has developed a governance and leadership structure that supports the implementation of the programme(s).

1. What type of governance body or educational authority has oversight for the school?

- ☐ Governmental/state/ministry of education
- ☐ Board of directors/trustees/governors

☒ School board/board of education/local education agency

- ☐ Diocese/parish/other faith-based governance body
- ☐ Owner-defined governance body
- ☐ Company/corporation
- ☐ School council/advisory committee
- ☐ None
- ☐ Other (please describe)

N/A

2. Briefly describe the school's governance body or educational authority.

Governing Body: School Board: Ten member board elected by community

Sumter School District is governed by seven elected members of the Board of Trustees, representing single member districts throughout Sumter. In August 2017, the Sumter County Legislative Delegation appointed two at-large members.

- a. Briefly explain the areas over which the governing body or educational authority has direct authority at the school.

The Board is responsible for determining the operating policies and the annual budget for the school district. It is then up to the administration to draw up procedures for implementation of the policies and to see that the policies are carried out. Copies of the policy manual are available for public inspection at the district's administration office and all schools. The Board appoints the superintendent, and upon the recommendation of the superintendent, elects administrative, supervisory, teaching, and support personnel.

3. Describe how the governance and leadership structure supports the implementation of the programme.

The Board has the responsibility of approving any new courses that will be offered to students. The board approves the annual budget which allocates funding and other resources for the implementation of our DP. The Board also approves textbook adoption for classroom use.

4. During the period under review, have there been changes in the membership, nature, or responsibilities of the school's governing body?

☒ Yes

☐ No

- a. Describe any changes made in the period under review.

Since our last evaluation, we have had three different Superintendents. Our school (Sumter High School) has had three different Principals. In August 2017, the Sumter County Legislative Delegation appointed two at-large members. The School Board is comprised of elected members from the Sumter community.

5. Have there been any changes in the structure and responsibilities of the pedagogical leadership team in charge of the implementation of the programme that have occurred during the period under review?

☐ Yes

☒ No

- a. Explain why the changes were made.

N/A

6. Describe how the pedagogical leadership team works together to lead the implementation of the programme.

The pedagogical leadership team for our DP is comprised of all IB teachers, the IB counselor and, the coordinator. Of our IB teachers, three are subject department heads for our high school. Teachers of the second year of a course are considered “senior” teachers, and are thought of as the leaders for their subject areas. The coordinator has been tasked with observations of the IB faculty in an effort to determine any professional development needs in the area of instruction. Feedback from these observations is shared with the teachers and recommendations from the coordinator for strategies to assist teachers are also shared. At faculty collaboration meetings, teachers from the various subject areas formally share information about their subjects, course design, and instructional approaches with the members of the leadership team. This element was added to assist teachers outside particular subject areas to gain a better understanding of the subjects they are not teaching for the purpose of generating more cooperation and more collaboration. This process has also helped teachers new to IB to gain a greater understanding of the diploma program overall.

7. Briefly describe any challenges the school faces in recruiting and/or retaining staff, including the plans in place to address these challenges.

English A: Literature HL – From the fall of 2013 through the spring of 2016, we were able to keep the same two teachers, one for Year one and the other for Year two. In 2016, the Year one teacher was named the South Carolina State Teacher of the Year, and came out of the classroom to perform her state duties. Prior to her departure from our school, she worked with her replacement, who is the English department chair, to familiarize her with the IB curriculum for Year one of the course. The following year, the Year 2 teacher left our school; however prior to his departure, we had selected his replacement, and he worked with her to prepare her for Year two. The current Year 1 teacher was our school Teacher of the Year in 2011 and our Year 2 teacher is our current school Teacher of the Year.

French ab initio SL – This is a subject area for which we have enjoyed stability for many years.

Spanish ab initio SL – We were fortunate to have on our IB faculty an IB Examiner for Spanish. In spring 2015, she left our school, but her replacement was the Modern Language department chair. Prior to her departure she worked with her replacement to ensure her familiarity with the coursework and the demands of IB. In the spring 2017, this teacher left our staff but not before we were able to find her replacement in our school and she had the opportunity to work with this new teacher to prepare her for teaching IB Spanish ab initio.

History of the Americas HL – Our school has enjoyed stability for Years one and two for this course since the fall of 2013. Our Year 1 teacher has served as our school's Teacher of the Year.

Psychology SL – In 2016, our IB Psychology SL instructor (who was also an examiner) left our school. Prior to his departure his replacement was named, and he worked with the new teacher to familiarize him with the curriculum and assessments.

Biology HL -- Our school has enjoyed stability for Years one and two for this course since the fall of 2013.

Chemistry HL – In the spring 2015, our Chemistry HL instructor left our school but assisted us in finding her replacement. Before she left, she worked with him to prepare him for the IB Chemistry HL course.

Math Studies SL – This is the subject area that has seen the greatest amount of turnover since the spring of 2013. This is largely due to having many teachers in our math department who are not US citizens and are in our school on three-year contracts. We have had six teachers move through Year One and Year Two of the course over the past five years. It has been a struggle for us. However beginning last year, we have two teachers who are on state continuing contracts, and we expect that we will experience stability for mathematics for several years to come.

Music SL and Visual Arts SL – The same teachers for each of these courses have been in place since the fall of 2013. Both of these teachers have served as our school's Teacher of the Year.

The other area where we have seen significant turnover is Theory of Knowledge. In spring 2016, when our TOK teacher became the state's Teacher of the Year, she was teaching both year of TOK. We made the decision to divide the course between two teachers, each taking a year of the course. In spring of 2017, the teacher for Year 2 decided to leave our school. We then moved the Year 1 teacher into the Year 2 course and brought in a teacher to replace him and teach Year 1. The current Year 1 teacher and the current Year 2 teacher have been in place for more than two years now. Theory of Knowledge has stabilized.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice B1.3. The head of school or school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).

The IB will evaluate this practice by reviewing information gathered under Practice A2, B1.2, the job description of the programme coordinator, the organization chart, and during the evaluation visit.

1. If there is not a common language among staff, how does the pedagogical leadership team ensure consistent implementation and development of the programme?

There is a common language among staff: English.

- a. Is the programme coordinator proficient in one of the IB working languages?

☒ Yes

☐ No

2. If the language of instruction in the school is different from the IB working languages, how does the pedagogical leadership team ensure consistent implementation and development of the programme?

The language of instruction is English, one of the IB working languages.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging

☐ Developing

☐ Demonstrating

☒ Excelling

Practice B1.4. The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.

1. What percentage of the programme coordinator's weekly schedule is devoted to IB coordinator responsibilities?

Programme coordinator time allocation

Duty	% of weekly time *
Diploma Programme Coordination	42%*
AVID Site and District Director	36%*
State Testing (PSAT, ACT, SAT)	17%*

AP, Honors Academy, Academic Awards	5%*
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*Time allocation is dependent upon time sensitive responsibilities.

IB will also evaluate this practice by reviewing the job description of the programme coordinator, the organization chart and during the evaluation visit.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice B1.5. The school develops and implements policies and procedures that support the programme(s).

The IB will evaluate this practice by reviewing information gathered under Practices B1.5a–B1.5f and the policies submitted by the school.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement B1.5.a. The school has an admissions policy that clarifies conditions for admission to the school and the DP.

1. Describe the process for implementing, revising and communicating the school's admissions policy.

The IB Coordinator, any course veteran(s), and new teacher(s) will meet within the first few weeks of the start of the school year in a small group or one-on-one training session following the sharing of the policy by email.

Annually, the IB Faculty and administration will receive the latest draft from the IB Coordinator for their review. They may email their questions and concerns to the coordinator for discussion at one of the first IB Faculty meetings of the school year. Changes will be made by consensus of those present at that meeting.

Annually, IB Students and their parents will receive written copies of the policy within the IB student handbook within the first month of the school year. Students and their parents will be solicited for their input for any revision(s) that may be needed.

Other IB stakeholders may view the policy any time online on the school's IB website. Questions, comments, or concerns may be emailed to the IB coordinator.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement B1.5.b. The school develops and implements a language policy that is consistent with IB expectations.

1. Describe the process for implementing, revising and communicating the school's language policy.

The IB Coordinator, any course veteran(s), and new teacher(s) will meet within the first few weeks of the start of the school year in a small group or one-on-one training session following the sharing of the policy with IB faculty.

Annually, the IB Faculty and administration will receive the latest draft from the IB Coordinator within the first few weeks of school for their review. They may email their questions and concerns to the coordinator for discussion at the first IB Faculty meeting of the school year.

Annually, IB Students and their parents will receive written copies of the policy within the IB student handbook within the first month of the school year. Students and their parents will be solicited for their input for any revision(s) that may be needed.

Other IB stakeholders may view the policy any time online on the school's IB website. Questions, comments, or concerns may be emailed to the IB coordinator who will forward them to the Language Policy Committee, comprised of 2 Teachers, 1 Parent, 1 Student, Librarian, and the ESOL Teacher.

2. Indicate the provisions the school has or will have to support students' best language, if different from the language(s) of instruction of the school. Indicate whether this support will take place during school time.

The provisions the Sumter High School has in place to support students' best language will be the provisions available to our Diploma Program when needed. We have a dedicated teacher for our ESOL students who works with them to develop their English proficiency, the language of instruction at our school. She would be our point of contact to work with students whose first language is not English.

As the ESOL program is currently designed, the intent is not the further development of mother tongues but the development of the language of instruction. For students whose English proficiency level is lower than 2, they are pulled out of their classes more than once per week to work with the ESOL teacher. She tries not to pull students from their core classes. The ESOL support takes place during school time.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Requirement B1.5.c. The school develops and implements an inclusion/learning support requirements policy that is consistent with IB expectations and with the school's admissions policy.

1. Describe the process for implementing, revising and communicating the school's inclusion/learning support requirements policy.

The IB Coordinator, any course veteran(s), and new teacher(s) will meet within the first few weeks of the start of the school year in a small group or one-on-one training session following the sharing of the policy with IB faculty. Additionally, teachers new to teaching in our IB program will receive training on the IBO document, *Meeting Student Learning Diversity in the Classroom*, 2013, as part of their orientation to the IB DP.

Annually, the IB Faculty and administration will receive the latest draft from the IB Coordinator within the first few weeks of school for their review. They may email their questions and concerns to the coordinator for discussion at the first IB Faculty meeting of the school year. Changes will be made by consensus of those present at that meeting. The document "Self Review Framework" for Inclusive Education available on the website *The IB guide to inclusive education: a resource for whole school development* is a tool that may be used in the review process.

Annually, IB Students and their parents will receive written copies of the policy within the IB student handbook within the first month of the school year. Students and their parents will be solicited for their input for any revision(s) that may be needed.

Other IB stakeholders may view the policy any time online on the school's IB website. Questions, comments, or concerns may be emailed to the IB coordinator.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement B1.5.d. The school develops and implements an assessment policy that is consistent with IB expectations.

1. Describe the process for implementing, revising and communicating the school's assessment policy.

The IB Coordinator, any course veteran(s), and new teacher(s) will meet within the first few weeks of the start of the school year in a small group or one-on-one training session following the sharing of the policy with IB faculty.

Annually, the IB Faculty and administration will receive the latest draft from the IB Coordinator within the first few weeks of school for their review. They may email their questions and concerns to the coordinator for discussion at the first IB Faculty meeting of the school year. Changes will be made by consensus of those present at that meeting.

Annually, IB Students and their parents will receive written copies of the policy within the IB student handbook within the first month of the school year. Students and their parents will be solicited for their input for any revision(s) that may be needed.

Other IB stakeholders may view the policy any time online on the school's IB website. Questions, comments, or concerns may be emailed to the IB coordinator.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement B1.5.e. The school has developed and implements an academic honesty policy that is consistent with IB expectations.

1. Describe the process for implementing, revising and communicating the school's academic honesty policy.

The IB Coordinator, any course veteran(s), and new teacher(s) will meet within the first few weeks of the start of the school year in a small group or one-on-one training session following the sharing of the policy with IB faculty.

Annually, the IB Faculty and administration will receive the latest draft from the IB Coordinator within the first few weeks of school for their review. They may email their questions and concerns to the coordinator for discussion at the first IB Faculty meeting of the school year. Changes will be made by consensus of those present at that meeting.

Annually, IB Students and their parents will receive written copies of the policy within the IB student handbook within the first month of the school year. Students and their parents will be solicited for their input for any revision(s) that may be needed.

Other IB stakeholders may view the policy any time online on the school's IB website. Questions, comments, or concerns may be emailed to the IB coordinator.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement B1.5.f. The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the administration of examinations for the DP.

The IB will evaluate this requirement by reviewing information gathered under Practice B2.5c.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice B1.6. The school has systems for the continuity and ongoing development of the programme(s).

1. Describe and/or provide examples of the structures (such as professional development opportunities, policies or procedures) to support the implementation of approaches to teaching (best teaching practices based on inquiry, conceptual understanding, local and global contexts, collaboration, differentiated teaching and continuous assessment).

The following timeline assists in showing our implementation and integration of Approaches to Teaching (ATL) into our program.

- September 2013 -- Coordinator gathers ATL information and reports latest developments to IB Faculty
- January 2014 and ongoing -- Newly trained IB Teachers exposed to ATL through official IB Professional Development workshops
- September 2014 -- Information Session for IB Faculty on ATL
- July 2015 -- Coordinator attends IB ARC for updates on ATL and ATT
- August 2015 -- Coordinator re-introduces ATL and ATT to IB Faculty

- October 2015 -- State IB Association workshop on ATL (History teachers and coordinator attended) Coordinator shares information with IB Faculty
- November 2015 -- Coordinator Training in ATL, Category 3 in Chicago
- December 2015 -- Coordinator leads IB Faculty Workshop on ATL with OCC sources
- December--January 2016 -- Unit Planner review and selection process
- January--March 2016 -- Sample Unit Planners submitted to coordinator for feedback (voluntary)
- April 2016 -- State IB Association workshop on ATT (Inquiry)
- August 2016 -- ATL FAQ's
- August 2016—April 2017 --Unit Planners required for each subject area
- October 2016 -- ATL Professional Development (Coordinator models some practices)
- August 2017 and ongoing -- review Approaches to Teaching as part of Collaborative planning focus

The policy is that each subject area will have submitted at least one unit plan for each “topic” covered in the course guides. The procedure is for teachers to submit their unit plans to the DP Coordinator for review as changes are made to curriculum and teaching practices.

The IB will also evaluate this practice by reviewing the school's action plan and information gathered under Practice B1.1 and B1.2.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☒ Developing ☐ Demonstrating ☐ Excelling

Practice B1.7. The school carries out programme evaluation involving all stakeholders.

The IB will evaluate this practice by reviewing the information about the participants in the self-study process.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Conclusion of Standard B1

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (eg, leader, contributors)
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Name or group	Position	Role in the completion of this part of the questionnaire (eg, leader, contributors)
Marie Mulholland	IB DP Coordinator	Leader, Contributor
SHS IB Parent Organization	IB PTA-type Organization	Contributors
SHS Leadership Team	SHS Department Chairs	Contributors
SHS IB Faculty	Principal	Contributors

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- X Parents
- X Students
- X Governing body
- ☐ Community members
- ☐ Local education authority
- ☐ Ministry of education
- ☐ Other

Per Standard B1, the school's leadership and administrative structures ensure the implementation of the IB programme.

- ☐ Requires significant attention
- ☐ Requires further development
- X Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

First of all, it is a major achievement that we still have a strong DP in place considering the vast amount of leadership changes our district and school have seen in the past five years. This shows a high level of commitment to our DP from the school community. We have a strong, talented, and dedicated pedagogical leadership team who work well together to understand the demands of the program and to implement it with fidelity. While we are reluctant to rate ourselves higher than "demonstrating" for structures to support the implementation of approaches to teaching, we see that we have come a long way from our level of understanding of ATL since 2013 and see improvements across the board with its implementation in our DP.

Based on your assessment of this standard you may wish to add an action to your action plan.

Standard B2. Resources and support: The school's resources and support structures ensure the implementation of the IB programme(s).

Practice B2.1. The governing body allocates funding for the implementation and ongoing development of the programme(s).

The IB will evaluate this practice by reviewing the budget chart and information gathered under Practices B2.2, B2.10.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement B2.1.a. The allocation of funds includes adequate resources and supervision for the creativity, activity, service (CAS) course and the appointment of a CAS coordinator.

1. What percentage of the CAS coordinator's weekly schedule is devoted to CAS responsibilities?
2. CAS coordinator time allocation

Duty	% of weekly time
Non-IB classroom instruction	50
IB English classroom instruction	25
CAS Responsibilities	25

The IB will evaluate this requirement by reviewing the budget chart and information gathered under Practices B2.2, B2.10.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement B2.1.b. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.

The IB will evaluate this requirement by reviewing the budget chart and information gathered under Practices B2.2, B2.10.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice B2.2. The school provides qualified staff to implement the programme(s).

1. Provide a summary of the teaching and administrative staff information in chart 2 of this document.
2. Do all teachers who will be involved in the programme meet the applicable local, regional or national standards for instructional staff?

☒ Yes

☐ No

3. Number of full time teachers

16

4. Number of part time teachers

0

Does the school use CAS advisers?

☒ Yes

☐ No

How does the school identify CAS advisers to ensure that the students are helped to make the most out of their CAS experience?

The CAS supervisor identifies teachers who may be a good resource for a student's CAS project. A large part of that identification process is based on adviser interest. For example, students interested in a project relating to different cultures might be sent to conference with an IB modern language teacher. Additionally, students interested in environmental issues might be referred to a faculty member whose passion for the environment is well-known.

For how many students does each CAS adviser have responsibility?

4--6

How does the CAS coordinator guide and supervise the advisers?

In a conference with each adviser, the CAS coordinator shares information about the learning outcomes, demands of CAS, and expectations for projects, especially about the reflective nature of the process. The CAS supervisor is available for additional conferences and/or can be reached by email. When needed, advisers will attend IB CAS meetings to expedite planning and collaboration efforts. IB teachers also meet often in faculty meetings. This can be an opportunity for advisers to meet with the CAS supervisor as needed.

What procedures are in place to ensure consistency of advisers' responses to questions related to proposed activities?

Advisers are familiar with the CAS manual and often refer to it for clarification as needed. The CAS supervisor provides annual training to the IB Faculty to familiarize them with CAS and the nature of the learning outcomes. The adviser's role at our school is more of a mentorship or facilitation. They are a sounding board for student ideas and a voice of maturity as students learn how to navigate planning and implementing projects where things like acquiring a city permit for a walk or demonstration may be needed, for example. The CAS supervisor is primarily concerned with the accountability aspects of the CAS program and with instructing students and facilitating opportunities for growing in the learning outcomes. CAS advisers also know how to reach out to the CAS supervisor if they are not sure about how to best advise their students. The CAS manual is also available on our school's website.

Who is involved in the supervision of students (teachers, other school staff, parents, members of the community)? How does the school brief them about its expectations?

The CAS supervisor, IB teachers, and administrators are typically involved in the supervision of students. This is to avoid any liability that may result from non-school personnel in the supervision of our students. This does not prevent parents or members of the community from being actively engaged in the various CAS projects of our school or from offering advice to students about their projects. The CAS supervisor communicates the expectations to teachers and administrators supervising events. Using our school's personnel helps in maintaining consistency of expectations from student to student and project to project.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice B2.3. The school ensures that teachers and administrators receive IB-recognized professional development.

The IB will evaluate this practice by reviewing information gathered under Practices B2.2, B2.3a, the action plan and budget chart.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement B2.3.a. The school complies with the IB professional development requirement for the DP at authorization and at evaluation.

1. Please provide information on IB-recognized professional development in chart 2 below.
2. Briefly describe the school's induction and training for new programme staff.

When it is known in advance that one of our IB teachers is leaving the school, we begin working on finding a suitable replacement for him/her. The IB DP Coordinator, the Head of School and the department chair discuss possible replacements, and the IB Coordinator meets with the replacement teacher to provide a brief overview of the IB DP and the responsibilities of the IB position being filled. We find it helpful to recruit teachers who are already on the Sumter High School faculty as we would have documentation from classroom observations and evaluations readily available. We would also be aware of many of the recruit's interpersonal traits from his/her time in the school. If the recruited teacher is in agreement with the teaching assignment, then the teacher who is leaving works with him/her to help them become familiar with the curriculum, instructional practices, and school procedures that he/she will need to know. Whenever possible, the recruit will shadow and observe the teacher who is being replaced. The IB DP Coordinator assists the recruit with gaining access to My IB and tutors him/her in navigating the database. The IB DP Coordinator assigns the recruit the courseguide as required reading before the recruit can be officially assigned any IB courses.

When the recruit becomes the new instructor of the IB course, the IB DP Coordinator introduces the new instructor to a mentor teacher in the same Subject Group area. The Mentor teacher and the new instructor work closely together to help to ensure a smooth transition into the demands of the IB DP classroom. The mentor teacher shares best practices and practical advice with the new instructor.

As soon as possible, the IB DP Coordinator arranges for the recruit/new instructor to receive official IB training in the subject of the IB course. We rely heavily on the online platform for this training as it is cost effective. The IB DP Coordinator provides support for the recruit/new instructor throughout the provided training as needed. The new instructor is allowed access to old IB exams and Markschemes and any relevant question banks as resources for the IB course. The IB DP Coordinator also provides a handbook to new staff that contains relevant information and has a glossary of IB terms as a reference.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice B2.4. The school provides dedicated time for teachers' collaborative planning and reflection.

1. Please describe the school's current collaborative planning practice.

Each Friday from 9:00—9:30 AM IB teachers have dedicated time during which they can collaborate with one another. After school on the fourth Thursday of each month is also a dedicated time for teachers in the IB program to collaborate within and between subjects and to reflect on their teaching practices.

Vertical and Horizontal Alignment: For English A: Literature HL, History of the Americas HL, and Theory of Knowledge, there is one teacher for Year 1 and one for Year 2. For Psychology SL, Music SL, and Visual Arts SL, there is only one teacher, and the courses are taught in one year. For Chemistry HL, Biology HL, French ab initio SL, and Spanish ab initio SL, there is one teacher for each course and each teaches both years. For Math Studies SL there are two teachers, each teaching both years of the course

To aid in collaboration efforts, teachers submit their syllabuses electronically to the coordinator, and she in turn, makes the syllabuses available to all IB faculty in her school on the school's website. This gives teachers a place to start in finding overlapping topics and junctures for collaboration. Teachers are encouraged to make their Google Classrooms (Web-based software for communicating with students and parents) available to the coordinator and the IB faculty where they can find daily and long-term assignments, teacher-selected resources, and discussion boards that the teachers have created. They can take a look at each other's lesson plans and other postings to find opportunities for collaboration.

Teachers continuously "touch base" with one another informally about content, pacing, etc. This "as opportunities arise" approach is a natural way for collaboration to occur. While teachers consistently reflect on their teaching practices, they may also ask students to reflect on those methods and provide the teachers with feedback.

In an effort to make our collaboration more meaningful, from August 2014—April 2016 and we decided to make each subject area teacher an active instructor in Theory of Knowledge classes during the unit "Areas of Knowledge." Each subject area teacher was encouraged to present a mini lesson with all students present, not just the diploma candidates. This practice continues on as needed basis.

Some highlights of our collaborative efforts include group two teachers working with one another with curriculum development. They also work with the history and science departments where content overlaps. The science department collaborates to teach topics

where there is a crossover and to design field trips relevant to as many of their disciplines as possible, for example a trip to a DNA Learning Center at a major university. The two levels of Math Studies are taught by two different teachers. They collaborate heavily in the planning and assessment aspects of the course. The visual arts teacher collaborates with an artist in residence on an annual basis. The visiting artist is often international.

2. In the table below, describe the meetings that support programme implementation, including participants, meeting types, objectives, and frequency (daily, weekly, bi-weekly, monthly, semi-quarterly, quarterly, bi-annually, annually)

Name of meeting	Who attends	Frequency of meeting	Objectives
IB Faculty Meeting	All IB Faculty and Staff	Monthly, every 4 th Thursday throughout the school year (at minimum 8 meetings in an academic year)	<ul style="list-style-type: none"> ○ Assessment procedures ○ Curriculum review and alignment ○ Program highlights ○ CAS opportunities ○ Student concerns ○ ATL ○ IB Scores ○ IA and EA deadline calendar ○ Program recruitment ○ IB resources ○ Policy review ○ Helping to ensure that we are teaching with international-mindedness ○ Encouraging conscious teaching to help prevent “tunnel vision”
Score and Feedback Analysis and Instructional Alignment	All IB Faculty; Non-IB teachers of preparatory courses	Annually, in the fall of each academic year	<ul style="list-style-type: none"> ○ Analyse the scores earned in the previous exam session ○ Analyse the feedback give for internal assessment to inform changes to practices ○ Determine instructional practices that will improve future student performance within IB coursework ○ Determine instructional practices that that will provide scaffolding of skills for future IB candidates
Collaborative Planning Fridays	Various IB subject group teachers work together to collaborate on planning and practices	Weekly, beginning the first Friday in September of the school year (a minimum of 25 half hour sessions)	<p>(For the most part, subject Area Teachers have ownership of the agendas of this meetings.)</p> <p>Typically goals include:</p> <ul style="list-style-type: none"> ○ Best practices -what works and what doesn't ○ Clarification of concepts in the curriculum ○ Review past IB exam papers to help build

Name of meeting	Who attends	Frequency of meeting	Objectives
			unit tests for the course. ○ Student issues ○ Resource sharing ○ Encouragement and accountability

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice B2.5. The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).

Has your school made any changes to school facilities/resources that support the implementation of the programme?

☒ Yes ☐ No

1. Please provide information on the school facilities and resources that support the implementation of the programme.

Facility/resource	Description of facility/resource	How this facility/resource supports programme implementation	Plans for further development, if any
Physical education/athletics facilities	N/A		
Science laboratories	Classroom laboratory space with appropriate equipment and supplies	Used in our Biology HL and Chemistry HL courses for laboratory work	
Visual arts studios	New Art Studio remodel	Used for our IB Visual Arts SL course – very large space to accommodate various art forms	
Specialized facilities	N/A		
Music facilities	Orchestra Room, Library, and Office area	Used for IB Music SL for research and performance rehearsals	
Arts performance/exhibition spaces	Auditorium, Local Sumter Gallery of Art	Used for performances and exhibitions for Music SL and Visual Arts SL	
Performing arts facilities	Auditorium	Used for performances for Music SL	
Other facilities/resources	N/A		

2. What community resources and expertise has the school identified to support the implementation of the programme? (Please include any local non-governmental organizations, charities, employers or further/higher education institutions that you may have agreements with.)

The Sumter Gallery of Art works with our IB Visual Arts SL teacher and students for the exhibition portions of their coursework.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement B2.5.a. The laboratories and studios needed for groups 4 and 6 subjects provide safe and effective learning environments.

The IB will evaluate this requirement by reviewing the information gathered under Practice B2.5.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement B2.5.b. There are appropriate information technology facilities to support the implementation of the programme.

Please describe the IT facilities the students and teachers have access to and indicate where they are located.

1. Which of the following characteristics describe your school's current approach to the use of technology for learning?

- ☒ One-to-one laptop/device for students
- ☒ Shared computers in classrooms throughout the school # of computers
- ☒ Centralized computer facility(ies) # of computers
- ☒ Shared computers in the library for student use # of computers
- ☒ One-to-one laptop/device for teachers
- ☒ Shared computers for teachers
- ☒ Interactive white boards in classrooms throughout the school
- ☒ Other (please describe)

1950
75
25

Our school has the following items available for student and teacher use: two mobile interactive whiteboards, three 3-D printers, 7 document cameras, 1 GoPro, plus numerous cameras and camcorders.

2. Does the school have consistent access to the internet?

☒ Yes

☐ No

3. Does the school have Wi-Fi?

☒ Yes

☐ No

4. Please describe any restrictions the school places on student or staff access to Wi-Fi or the internet.

Our students and staff have access to Wi-Fi and the Internet and the only restrictions are the filters the school district has for safety reasons that follow state and federal regulations and are in compliance with the Children's Internet Protection Act (CIPA). As part of CIPA, all students, faculty, and staff must sign an *Acceptable Use Policy* to have access to the Internet. Faculty, staff, and students must complete training regarding cyber-safety protocols or their internet accounts are disabled.

IB will also evaluate this requirement by reviewing the information gathered under Practice B2.5.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging

☐ Developing

☐ Demonstrating

☒ Excelling

Requirement B2.5.c. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.

Describe where the school stores examination papers and examination stationery in each examination session and who has access to these.

The coordinator's office is uniquely keyed. The coordinator, the Head of School, and the Director of Guidance are the only staff with a key to the office. Inside the office are locking cabinets. The exams are stored inside these locking cabinets. The coordinator is the only person with keys to these cabinets.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging

☐ Developing

☐ Demonstrating

☒ Excelling

Practice B2.6. The library/multimedia/resources play a central role in the implementation of the programme(s).

Please describe or update the information on the physical and/or virtual library and the print, electronic and multimedia resources available at the school.

1. Can students access the library independently?

☒ Yes

☐ No

2. Can students freely browse and borrow library resources?

☒ Yes

☐ No

3. During what hours can students access the library?

Regular Sumter High School students have access to the library from 8:00 a.m. - 4:30 p.m. Monday through Friday and can come in as early as 7:30 a.m. with a pass. IB students have unrestricted access to the library during its hours of operation (7:30 – 4:30). Students have 24/7 access to Destiny (the library catalog), ebooks, DISCUS (South Carolina's Virtual Library), Questia (online research library designed for the IB student that provides students with access to thousands of digital books, professional journals, and academic articles), and Knowitall.org Media Infobase. Students have access to these resources through their Chromebooks. These resources are provided by the school and the state.

4. Does the library have spaces for students to study independently?

☒ Yes

☐ No

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging

☐ Developing

☐ Demonstrating

☒ Excelling

Requirement B2.6.a. The library/media centre has enough appropriate materials to support the implementation of the DP.

1. Indicate whether the library, multimedia and/or resources are sufficient to support the implementation of the Diploma Programme and what plans the school has to address any needs. Describe how the resources are kept updated.

The Sumter High Library has an IB trained Media Specialist. The library currently has over 26,000 items in the collection available for student and teacher use. This is an average of over 11 items per student. The library offers a wide variety of resources, such as books, ebooks, audiobooks, newspapers, magazines, online databases, and a poster machine. It provides the IB teachers with the updated resources they need to support the curriculum including content-enhancing visuals and each year's IB exams with markschemes. For the IB program, the library subscribes to the *IB Review* magazine and Questia. Each year weeding is completed in the library to keep the collection current and the media specialist is always looking for resources to enhance the IB Diploma program. The biggest need in our library is for the collection to be updated to reflect a more recent copyright age. This is an ongoing process that requires frequent weeding and purchasing of newly published material. Since 2014, the copyright average age has changed from 1994 to 2002, a significant improvement.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging

☐ Developing

☒ Demonstrating

☐ Excelling

Practice B2.7. The school ensures access to information on global issues and diverse perspectives.

The IB will evaluate this practice by reviewing information gathered under Practices B2.5, B2.6, the action plan and during the evaluation visit.

Practice B2.8. The school provides support for its students with learning and/or learning support requirements and support for their teachers.

The IB will evaluate this practice by reviewing the information gathered under Practice B1.5c, and the inclusion or learning support requirements needs policy.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice B2.9. The school has systems to guide and counsel students through the programme(s).

1. Describe the systems the school has for the induction of students into the Diploma Programme and how each student's programme of study is put together.

Beginning with the 8th grade year, students interested in participating in our IB DP begin learning about the nature of and courses within the program. Those who are interested, continue into the 9th grade Honors Academy, the feeder program for our DP. In this academy, they continue to receive information about the nature, purpose, philosophy, and courses of the program. In the late winter or early spring of their 10th grade year, students and parents attend special informational meetings and the coordinator, counselor and current students in the DP visit the students' classrooms to share information. Once a student decides to participate, he or she has a basic knowledge of the program. When a student who is interested in participating in the IB DP meets with the counselor for his or her registration appointment, the student's parent(s) is usually present. The counselor, student, and parent work together to devise a schedule that best meets the needs and interests of the individual student. The parents and students are provided a handbook that gives information on IB in general and on our school's specific program. The coordinator discusses the contents of the handbook at length with students and answers their questions or addresses their concerns. The coordinator begins to stress the importance of time management and academic honesty.

2. Describe the systems the school has to guide and counsel students through the DP.

IB DP students have a designated counselor who works with them one-on-one on an as needed basis to assist them with the transition into IB. With CAS, senior IB Diploma Candidates work with junior candidates to guide them in building their own CAS portfolios. At the transition into TOK, the juniors and seniors participate in a joint scavenger hunt using concepts the seniors learned in TOK and the juniors will learn to progress through the hunt. IB Students are separated into designated IB Advisories where there is a specific advisor/mentor who can further assist students. The coordinator checks in with students within classrooms and during advisory sessions to answer questions, give advice, and assist in other ways. Students are encouraged to join the IB Student Organization at our school (IBSO) where there are mentoring opportunities.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging
 ☐ Developing
 ☐ Demonstrating
 ☒ Excelling

Requirement B2.9.a. The school provides guidance to students on post-secondary educational options.

How does the school provide guidance for students on post-secondary educational and career options?

Sumter High School has six counselors and four career specialists whose goal is to assist students with post-secondary planning and career goals. One of the six counselors has all of the IB DP Candidates as her primary caseload. The activities include but not limited to:

- College App Day
- FAFSA Pin Day
- Individual Graduation Plan meeting
- Educational Opportunity Day
- Career Fair
- Senior Conference
- Career and Business Tours
- College Tours
- ASVAB/College Placement Test (SAT, ACT, Accu-placer)
- Classroom career guidance
- Offering HS Majors that allows students to be CATE completes
- train them on the use of and provide them with the technological tools for career and education exploration (SCOIS and Test Prep)

Additionally, at least three times per year, the IB Coordinator plans field trips to universities within the state to provide students with the opportunity to tour campuses and speak with admissions officers.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging
 ☐ Developing
 ☐ Demonstrating
 ☒ Excelling

Practice B2.10. The student schedule or timetable allows for the requirements of the programme(s) to be met.

1. Complete the Diploma Programme subjects and sequencing chart (chart 1) at the end of this document.
2. How often do CAS interviews with each student take place? Indicate length of interview and main objectives.

At three different points in the student's CAS journey, the CAS supervisor conducts an interview with the student. CAS interviews average between 20-30 minutes. The objective of the first CAS interview is to determine a student's knowledge and understanding of CAS while also helping them identify how they can utilize their talents and interests to develop in the CAS learning outcomes. For candidates new to the DP, their first interview usually happens in May prior to Year 1 of the DP. The mid interview happens in spring during their first year in the DP, nearly a year after their initial interview. The final interview happens in May of Year 2. Both the mid and final interviews serve as an opportunity for the CAS student to identify and

reflect on their strengths and areas for growth as they move forward in their CAS journey. The final interview especially focuses on the student's growth overall and how they will use CAS in their future endeavors. This is the most impactful and illuminating component of the CAS journey. The CAS supervisor offers each student the opportunity to video-record the interview for the student to see and hear their reflections and can be used as models of what reflection looks like in the learning outcomes for new CAS students.

The IB will also review information gathered in DP schedules.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement B2.10.a. The schedule provides for the recommended hours for each standard and higher level subject.

The IB will evaluate this requirement by reviewing the Diploma Programme subjects and sequencing chart (chart 1) at the end of this document.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement B2.10.b. The schedule provides for the development of the theory of knowledge course over two years.

The IB will evaluate this requirement by reviewing information under B2.10 and B2.10c.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement B2.10.c. The schedule respects concurrency of learning in the DP.

Teaching time

Number of weeks of instruction in the school year

36

Number of instructional periods students receive in a week

See below

Length (in minutes) of each instructional period

See below

During the period under review, did the school make any adjustments in the student's weekly schedule to ensure that the recommended teaching hours for standard and higher level subjects and TOK are included and allow for concurrency of learning?

☒ Yes

☐ No

If the answer is yes, explain the changes that were implemented.

The number of weeks of instruction in the school year is 36. The Teaching Time breaks down by course as follows:

English A: Literature HL in Year 1 (2 60-minute periods, 1 90-minute period, and 1 71-minute period each week) and in Year 2 (2 60-minute periods, 1 90-minute period, and 1 47-minute period).

French or Spanish ab initio SL in Year 1 (2 90-minute periods, 1 60-minute period, alternating weeks) in Year 2 (2 90-minute periods).

History HL in Year 1 (2 60-minute periods, 1 90-minute period, and 1 71-minute period each week) and in Year 2 (2 60-minute periods, 1 90-minute period, and 1 47-minute period).

Psychology SL, Music SL, Theatre SL (1 year only – 3 90-minute periods).

Visual Arts SL in Years 1 and 2 (3 90-minute periods).

Biology HL and Chemistry HL in Year 1 (2 60-minute periods and 1 180-minute period) and in Year 2 (2 60-minute periods, 1 180-minute period, and 1 47-minute period). This schedule represents an emphasis on the science courses in an effort to help improve candidate performance on IB assessments for these HL courses.

Math Studies SL in Year 1 (2 90-minute periods, 1 60-minute period, alternating weeks) in Year 2 (2 90-minute periods).

Theory of Knowledge in Year 1 (2 90-minute periods) in Year 2 (2 90-minute periods).

1. Indicate the weekly time allocation for CAS activities.

CAS meets for no less than one half hour once per week. In addition, students know that they can always request a conference or meeting with their CAS supervisor as needed throughout the week. IB teachers are flexible in allowing students to see the CAS supervisor on an as needed basis at other times during school hours. Additionally, the CAS supervisor and advisers are available from 8:00—8:30 AM and from 3:45—4:15 PM Monday through Thursday.

2. Weekly time allocated for students to meet with CAS coordinator/advisers

minutes of specifically allocated time with the CAS coordinator and 2.5 hours of *available* time to meet with the CAS coordinator or adviser.

Weekly time students devote to CAS activities

3. Describe other time arrangements, if applicable

Length of CAS experiences (must extend over at least 18 months)	
Year 1 start	June 1
Year 1 end	May 31
Year 2 start	June 1
Year 2 end	April 30

The IB will also evaluate this requirement by reviewing the Diploma Programme subjects and sequencing chart (chart 1) at the end of this document.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice B2.11. The school utilizes the resources and expertise of the community to enhance learning within the programme(s).

The IB will evaluate this practice by reviewing the information gathered under Practice A.5, B2.2 and B2.5.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice B2.12. The school allocates resources to implement the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project for all students, depending on the programme(s) offered.

The IB will evaluate this practice by reviewing the description of the extended essay process.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Conclusion of Standard B2

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (eg, leader, contributors)
David Trombly	District Office, Gifted Coordinator	Budget approval
Ann-Frances Brown	CAS Coordinator	Contributor
Nicholas Pearson	Head of School	Contributor
Ronda Speed	Head Librarian, Media Specialist	Contributor
Anamaria Sandor	Special Education Administrator	Contributor
Tiffany Lemon	IB DP Counsellor	Contributor

Name or group	Position	Role in the completion of this part of the questionnaire (eg, leader, contributors)
IB Faculty and Staff	Teachers and staff	Contributors
Marie Mulholland	IB DP Coordinator	Contributor, Facilitator

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire. **NONE**

Select all that apply.

- ☐ Parents
- ☐ Students
- ☐ Governing body
- ☐ Community members
- ☐ Local education authority
- ☐ Ministry of education
- ☐ Other

Per Standard B2, the school's resources and support structures ensure the implementation of the Diploma Programme.

- ☐ Requires significant attention
- ☐ Requires further development
- ☒ Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

At a time when many schools in our state and nation are experiencing teacher shortages and budget shortfalls, our district and high school have continued to allow flexibility in the master schedule and to provide the needed funding for the various budgetary needs of our Diploma Program. Sumter High School provided the DP Coordinator with the necessary training in PowerSchools, the master schedule database to allow her to set the meeting times and teacher assignments needed to meet the needs of our DP, especially with meeting the required hours and concurrency of learning valued in the DP. Our CAS program continues to be a highlight, and part of that is the resources dedicated to helping it to be successful. We continue to enjoy updated facilities and resources that help with implementing the program especially with regard to the arts and sciences in our DP. Our library has worked diligently with the IB faculty and coordinator to update resources specifically geared toward DP implementation. Our school's provision of a dedicated school counselor and the variety in college information guidance are strong aspects of our DP. A major achievement is the

organic collaboration that has emerged among our teachers who seek each other out and work hard to deliver the DP coursework with fidelity.

Based on your assessment of this standard you may wish to add an action to your action plan.

Standard C. Curriculum

Standard C1. Collaborative planning: Collaborative planning and reflection supports the implementation of the IB programme(s).

Practice C1.1. Collaborative planning and reflection addresses the requirements of the programme(s).

1. Describe how the school uses collaborative planning to establish links between CAS, TOK, the extended essay and other subjects.

Working together, the IB DP Coordinator, and the IB Faculty developed a one-pager, “cross-walk” listing the learning outcomes of CAS, the Ways of Knowing and Areas of Knowing for TOK, and the skills and practices of ATL to help us to see areas of overlap and concept/skill commonalities. In collaborative planning meetings, we use the one-pager to help guide us in our discussions and planning to keep us more mindful of the links. Those of our IB Faculty who serve as Extended Essay Supervisors are perhaps best able to see the links of the required elements of the Diploma Program as they witness the skills and attributes coming together through this culminating process for our Diploma Candidates.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Requirement C1.1.a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject.

The IB will evaluate this requirement by reviewing the information gathered under Practices B2.4 and C1.1.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Requirement C1.1.b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.

The IB will evaluate this requirement by reviewing the information gathered under Practices B2.4 and C1.1.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice C1.2. Collaborative planning and reflection takes place regularly and systematically.

The IB will evaluate this practice by reviewing the information gathered under Practices B2.4, C1.1, C1.4, C1.5, C1.7 and C1.9.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice C1.3. Collaborative planning and reflection addresses vertical and horizontal articulation.

The IB will evaluate this practice by reviewing the information gathered under Practices B2.4.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C1.4. Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.

1. Describe how collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.

After our last evaluation, we decided it would be a good idea to have each teacher share an overview of the IB course(s) he/she teaches at monthly IB Faculty meetings. Each teacher presented the curriculum topics and assessment requirements for their IB course(s). This practice led to increased opportunities for cross-curricular as well as vertical collaboration. In 2016 we stopped this practice because each teacher had shared at that point. In 2014, we decided to start a PLC as part of our efforts at collaboration. We read ***Taking the DP Forward*** and engaged in discussions about the various practices we read about in the book. Those discussions helped us to gain new perspectives on our own program and increased our understanding of students' learning experiences internationally. All IB teachers are aware of the internal deadlines for IB assessments through collaboratively planning our calendar. They also work with one another to decrease times of too much internal coursework being due at the same time.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice C1.5. Collaborative planning and reflection is based on agreed expectations for student learning.

1. Describe how the collaborative planning process intentionally integrates approaches to teaching (best teaching practices based on inquiry, conceptual understanding, local and global contexts, collaboration, differentiated teaching and continuous assessment).

When more than one teacher instructs an IB course (1 teacher for Year 1 and 1 teacher for Year 2 or 2 teachers for both years), those teachers work collaboratively to develop unit plans and lesson plans that focus on the best practices outlined in Approaches to Teaching. They use the IB unit plan templates and the questionnaires and observation tools provided by the DP Coordinator to assist them with their planning as well. The IB teachers also work with the teachers of feeder courses for our program to help them understand the coursework and to help them to plan experiences for our 9th and 10th grade students that will help to prepare them for the IB DP. This planning is done as part of the IB Exam Results Analysis process.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice C1.6. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

The IB will evaluate this practice by reviewing the information gathered under Practice C1.5.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice C1.7. Collaborative planning and reflection is informed by assessment of student work and learning.

IB will evaluate this practice by reviewing the information gathered under Practice C1.5.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C1.8. Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.

The IB will evaluate this practice by reviewing the information gathered under Practices B1.5, C1.5 and C3.2 and the school's language policy.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice C1.9. Collaborative planning and reflection addresses the IB learner profile attributes.

The IB will evaluate this practice by reviewing information gathered under Practice B2.4.

1. Describe how the programme staff collaborate to incorporate the following elements in the DP courses:

- a. international-mindedness

As part of collaborative planning, teachers work together to develop unit plans that reflect international-mindedness. On our student surveys, their responses indicated that their coursework helped them to think beyond the borders of the US. For example, they see the differences in math processes among different countries. They reported being able to see other people's perspectives and how culture influences them. They reported feeling prepared for our multi-cultural world, part of that due to reading a variety of literature through their coursework. They see that their teachers' collaborative planning has helped them to develop a stronger appreciation and respect for other cultures.

- b. the IB learner profile

As part of collaborative planning, teachers work together to develop unit plans reflecting a focus on the IB Learner Profile. On our student surveys, students reported their teachers developed coursework that helps them to use knowledge and to think about what they are doing and to take risks. They indicated that their courses help them to be more open-minded and caring. They believe they are becoming well-rounded students because they are encouraged to use inquiry while also being caring and open-minded. Coursework gives them opportunities for teamwork, projects, classwork, and opportunities to write and speak. They also indicated that they are aware of the IB Learner Profile posters that are in their classrooms and that teachers use them to reinforce the attributes of the profile.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Indicate the practice(s) that produced more diverse answers across subject groups. In one or two paragraphs, identify the differing views and how the consensus was reached.

One of our science teachers felt he needs to work on collaboration more and that he, personally, was not where the other teachers were with this practice. Our CAS Supervisor does not have a counterpart with whom to specifically collaborate and this contributed to her marking herself as needing to work on this practice. However, she feels strongly that there is a high degree of collaboration with the community and with CAS advisors and the candidates in our CAS program.

The practice that produced more diverse answers among the IB faculty was Practice C1.1. The differing views were due in large part to the perceived difficulty of holding in mind what seems to be so many concepts with different names (Learner Outcomes, Ways of Knowing, Areas of Knowing – all under the skills/practices umbrella of Approaches to Learning). Some teachers expressed that it seemed like a lot to think about “on top of” whatever content they were teaching. From that discussion, the idea of creating a “one-pager” emerged. The thought was that laying all of the languages out beside each other might make the ideas more manageable.

Once the one-pager was developed, the “differences” became fewer and the number of concepts more meaningful and do-able. Using the tool we had developed, we launched into various discussions about the links and how they fit with the curriculum of our program. We further discussed how the Extended Essay is a culminating project for the program in the sense that it is through this process that CAS, TOK, ATL, and the course content all comes together for our DP Candidates.

The other factor that led to more diverse responses is that fact that teachers feel their physical documentation is somewhat lacking. Since there a significant portion of their collaboration that takes place in unplanned moments of need in the hallway or while chatting at lunch. Our teachers reported that some of their best planning and practices have emerged from times where they sought out their course counterpart at an opportune moment to discuss what they had tried or ask for suggestions to improve an approach. These moments did not have a physical agenda but were face-to-face conversations that resulted in better instruction. These “snapshots” of collaboration which so enrich their practice were hard to document but were very valuable nonetheless.

We will continue to work towards a system for tracking those organic moments in the future.

Conclusion of Standard C1

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (eg, leader, contributors)
IB Faculty and Staff	Teachers and staff	Contributors
Marie Mulholland	IB DP Coordinator	Facilitator, Contributor
Ruth Creech	TOK Year 1 Teacher	Facilitator, Contributor
Ann-Frances Brown	CAS Coordinator	Facilitator, Contributor
Luther Barnett	EE Coordinator	Contributor
EE Supervisors	Teachers	Contributors
Nicholas Pearson	IB Head of School	Contributor
Teachers of Feeder Courses	Teachers	Contributors

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- ☐ Parents
- ☒ Students
- ☐ Governing body
- ☐ Community members
- ☐ Local education authority
- ☐ Ministry of education
- ☐ Other

Per Standard C1, planning and reflection supports the implementation of the Diploma Programme.

- ☐ Requires significant attention
- ☐ Requires further development
- ☒ Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

The additional dedicated time on Friday mornings for collaborative planning opportunities is a major achievement. And, we are grateful to our IB Head of School, Mr. Pearson for instituting and continuing this practice.

The other achievement of note would be the amount of “organic” (in the moment) planning that takes place, especially with our English A: Literature HL teachers, our Spanish ab initio and French ab initio SL teachers, and our Math Studies SL teachers who are checking in with one another on a almost daily basis to discuss planning needs, best practices, and assessment tools.

Based on your assessment of this standard you may wish to add an action to your action plan.

Standard C2. Written curriculum: The school's written curriculum reflects the IB philosophy.

Practice C2.1. The written curriculum is comprehensive and aligns with the requirements of the programme(s).

1. Do students enrolled in the programme have to fulfill other mandated requirements?

☒ Yes

☐ No

- a. If yes, indicate which requirements must be fulfilled in each year of the programme.

	Exam	Curriculum	Teaching structure	Timetable	Other
Year 1	South Carolina End-of Course Exam for United States history	IB History of Americas HL, US History standards	Within the IB History of Americas HL	Exam is in mid-May of Year 1	
Year 2	None				

Additional comment

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- b. Please identify programme implementation challenges resulting from these requirements and explain how the school addresses those challenges.

<p>The biggest challenge created by the History EOC is that it turns IB History of America HL from a thematic course where we could focus on 4 to 5 periods to a survey course that requires us to cover all of the IB periods even though IB does not require it. For this reason, we do not have as much time to get into great detail on the specific periods chosen to be covered. To address this we have identified the three periods we want to take an extended look at which is all IB requires, and we cut depth from the other areas. The advantage we have seen with the use of outside reading to gain additional depth in other areas is that it expands the student options on paper three. At the end of their junior year, they feel comfortable with 15 to 20 of the question options for paper three. The challenge, because of not being able to teach extended depth, is the retention for the next calendar year.</p>

- c. If the requirements were introduced or changed in the period under review, how did the school address them in order to comply with them and with the IB requirements?

The requirements are not new.

IB will also evaluate this practice by reviewing the information gathered under Practices B2.10 and B2.10c.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement C2.1.a. The curriculum fulfills the aims and objectives of each subject group and the core.

The IB will evaluate this requirement by reviewing information gathered under B2.10, course outlines, and resources dedicated to the extended essay.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement C2.1.b. The curriculum facilitates concurrency of learning.

The IB will evaluate this requirement by reviewing information gathered under Practice B2.10c.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement C2.1.c. The curriculum is balanced so that students are provided with a reasonable choice of subjects.

Indicate what subjects or levels were added to or removed from the offer to students and indicate the reasons for these decisions. If the school does not offer a subject from group 6: the arts, explain why.

This year, we replaced French B SL and Spanish B SL with French ab initio SL and Spanish ab initio SL to lighten the course burden for fine arts students in the years preceding the IB DP. We found that fine arts courses that were year-long were making it difficult for students to take the pre-requisite coursework to prepare them for the languages B SL. The hope is that the number of students who will attempt the full diploma will increase as students sometimes reported that they were intimidated by the level of proficiency they needed for the languages B SL. Students who transferred into our school from other schools also found that they were behind those who had been through our “feeder” courses, and this put them at a

disadvantage when attempting the Diploma. To increase enrollment from those students interested in our school's drama program, we added IB Theatre SL to meet the needs of our drama fine arts students and increase access to the program.

IB will also evaluate this requirement by reviewing information gathered under Practice B2.10.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement C2.1.d. The school develops its own courses of study for each subject on offer and for theory of knowledge.

The IB will evaluate this requirement by reviewing course outlines.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C2.2. The written curriculum is available to the school community.

1. How is the written curriculum made available to the school community?

All teachers' syllabuses are available on the school's IB website. Additionally, parents and students receive "invitations" to join teachers' Google Classrooms where the written curriculum is readily available.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C2.3. The written curriculum builds on students' previous learning experiences.

The IB will evaluate this practice by reviewing information gathered under Practice C1.4 and course outlines.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C2.4. The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.

Describe how the written curriculum creates opportunities across all subject groups for the introduction and reinforcement of ATL skills (thinking, social, communication, self-management, research) that will develop the whole student.

Our IB faculty uses the IB Unit Planner Templates available on the ATL website. Using these templates helps them to keep focused on the ATL. Their unit plans create opportunities to introduce and reinforce ATL skills for our students. This is further evidenced by our students' responses on their surveys. They told us that our teachers aid their growth and provide opportunities for growth. Our program teaches leadership skills and comprehension skills. They become better at taking notes. And, they learn about the dangers of procrastination.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice C2.5. The written curriculum allows for meaningful student action in response to students' own needs and the needs of others.

1. How does the school ensure that the students are given opportunities to choose their own CAS experiences? Give three examples of student's initiatives.

Students are given the opportunity to explore their interests and organize projects of their choosing. Students are not required to participate in particular CAS experiences as long as they are demonstrating growth in the learning outcomes and making their own CAS-qualified experiences. Ownership of a student's CAS experience is first mentioned in orientation and later in the first CAS interview. The supervisor meets with new students to determine their understanding of CAS and their passions. This then serves as a springboard for discussion around the kinds of projects they might like to lead or help implement. One example of a student taking initiative is Dunks for Diabetes. This project was started by an IB senior who felt that our community suffered too much from diabetes to not have a fundraiser for diabetes research. The student combined his interest of basketball with his passion for those afflicted with diabetes. A second example would be Children's Hope. This project was started by a student who was passionate about showing compassion and care to sick children. The stuffed animal drive for children in the hospital was not implemented one year after students decided they would rather do something for our local SPCA. Another example of the autonomy and choice students have in implementing CAS projects and experiences, is currently we have a senior working on creating a book club for our school. She is passionate about reading and feels that not enough students are given the opportunity to read literature of their choice and discuss the books with peers. As a result, she is planning and organizing a book club. All in all, our students know that they are to take ownership of any project they decide to lead. This project may be one that students started years ago, but it is ultimately their choice. Many students take it is an opportunity to explore other paths for meeting the CAS requirements, and this then leads to a lot of unique creativity, activity, and service opportunities for the students to choose from and draw inspiration from for their own projects.

2. How does the school promote students undertaking activities in a local and/or international context? Indicate any challenges that the school may face in trying to achieve this objective.

Our program promotes and facilitates the undertaking of CAS activities. CAS students meet in the Spring of their sophomore year to discuss their goals and questions about CAS for the upcoming year. During this interview, the student is provided with an opportunity to express any interests they may have with undertaking a particular project. They are also given examples of projects implemented over the years. Juniors are encouraged to co-chair a project that a senior may already be planning. This gives them the opportunity to learn all of the CAS stages and how to handle organizing and planning CAS projects in a local context. For example, students may ask to be a part of a project involving domestic violence, like our Walk Against Domestic Violence. The senior in charge of the project would use the juniors interested in helping as co-chairs that they can mentor through the process. This gives the juniors the foundation to learn how to navigate contacting city officials, or other invested parties to organize the event.

Our students tell us time and time again that learning how to implement and undertake major CAS projects from their slightly senior peers, is extremely effective as it allows for them to learn alongside someone more accomplished. Further, we find that it allows for them to be more reflective as they learn from the mistakes of their peers. Students are assigned an adult advisor for projects as well. This supervisor helps student co-chairs navigate the process and points them in the right direction if they don't know how to proceed with a vision. The CAS Supervisor also works closely with students to make certain that they feel they are able to take on CAS activities that involve the local community. Some of the challenges that we face are that students do struggle to work on a more global context. While students take on issues that have a global impact, students aren't traveling the world to implement these projects. Finances and our physical distance from international places sometimes limit our ability to work in any other context than a local one.

3. How are the students advised to plan their CAS course, taking the learning outcomes into account? How do you ensure that each student's plan shows balance between creativity, activity and service?

Students are required to submit journals each month once they go through the initial interview and CAS orientation with the CAS supervisor. In orientation, students are given a manual that details how to plan and organize their CAS experiences to reflect growth in the learning outcomes. They keep a running chart of their growth in the learning outcomes that indicates the projects and experiences they did to grow in particular learning outcomes. The school as a whole offers a lot of opportunities for creativity, activity, and service. However, one way that we ensure students actually demonstrate a balance is we make sure that the projects they select to lead or participate in actually incorporate two or more of the CAS strands.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C2.6. The written curriculum incorporates relevant experiences for students.

The IB will evaluate this practice by reviewing information gathered under Practice C2.5.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C2.7. The written curriculum promotes students' awareness of individual, local, national and world issues.

The IB will evaluate this practice by reviewing information gathered through the self-study.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C2.8. The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.

The IB will evaluate this practice by reviewing information gathered through the self-study.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C2.9. The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).

Describe the process by which the written curriculum is reviewed regularly to incorporate developments in the programme.

The IB DP Coordinator combs through *Coordinator's Notes* as they are published and shares printed copies of the information with the appropriate teachers. The IB DP Coordinator shares any IB communication regarding curriculum updates that she receives with the appropriate teachers. The IB DP Coordinator shares in print the relevant portions of the publication *Assessment Procedures*. The IB Faculty are responsible for accessing MyIB to look for any updated information. When a course undergoes a review and a new syllabus is developed, the teacher of the course is responsible for writing the new syllabus and submitting it to the IB DP Coordinator and appropriate department chair for review.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C2.10. The written curriculum integrates the policies developed by the school to support the programme(s).

Provide examples of the ways in which the written curriculum integrates each of the policies developed by the school to support the programme.

Every student in the DP receives a printed copy of our program handbook which contains copies of our policies. All of the faculty are aware of the policies and their written curriculum aligns with the policies and procedures described within them.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice C2.11. The written curriculum fosters development of the IB learner profile attributes.

The IB will evaluate this practice by reviewing information gathered under Practice C1.9.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Indicate the practice(s) that produced more diverse answers across subject groups. In one or two paragraphs, identify the differing views and how the consensus was reached.

The practices under Standard C2 showed greater alignment across subject groups for our faculty. Three of our teachers (1 science, 1 math, and the theatre) feel they in particular need to improve with regards to their courses' written curriculum. Two of these teachers have less experience with their courses than the other faculty.

As a whole, we struggled with showing how policy integration could be evident in course guides or syllabi. The decision was made that the policies did not need to be repeated in every course guide but that there should be nothing present that contradicted the written policies and that the actual practices supported the procedures outlined in the school's policies.

Conclusion of Standard C2

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (eg, leader, contributors)
Chad Hoshour	Teacher Year 1 History of Americas HL	Contributor
Vira James	Former IB DP Counsellor	Contributor
Ann-Frances Brown	CAS Coordinator	Contributor
Subject Department Chairs	Teachers	Contributors
IB Faculty and staff	Teachers and Staff	Contributors
Nicholas Pearson	Head of School	Contributor
Marie Mulholland	DP Coordinator	Facilitator, Contributor

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- ☐ Parents
- ☒ Students
- ☐ Governing body
- ☐ Community member
- ☐ Local education authority
- ☐ Ministry of education
- ☐ Other

Per Standard C2, the school's written curriculum reflects the IB philosophy.

- ☐ Requires significant attention
- ☐ Requires further development
- ☒ Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

From its emergence into the DP as a pedagogical framework, the ATL skills and best practices has been a focus for our program. The use of unit plans has helped us to develop further our written curriculum which our teachers believe is an area of strength for them. We are also proud of our written policies for our DP.

Based on your assessment of this standard you may wish to add an action to your action plan.

Standard C3. Teaching and Learning: Teaching and learning reflects the IB philosophy.

Practice C3.1. Teaching and learning aligns with the requirements of the programme(s).

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Requirement C3.1.a. Teaching and learning at the school addresses all of the aims and objectives of each subject.

The IB will evaluate this requirement by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C3.2. Teaching and learning engages students as inquirers and thinkers.

1. Describe the efforts made by teachers to engage all students as inquirers and thinkers.

Our teachers make an effort to engage students as inquirers and thinkers by relating the content of their courses to the bigger questions of their subjects. For example, our students in History of the Americas would not focus just on events and dates but also on big picture questions around change and continuity as well as themes of different periods of history. For all subjects, one of the overarching questions revolves around why we know what we know. Using history as an example again, to answer this question, students would understand that using primary source documents that corroborate each other helps us to find truth (and bias) in history. In mathematics the inquiry may revolve around questions like “who came up with this idea or formula?” And, the discussion leads to ideas around the extraordinary achievement of determining pi when there were no calculators. Focusing on higher level, conceptual questions helps students to develop their own questions for the courses they study and supports them in pursuing answers. Thus, they engage with and think about the content in new ways and make connections with other content areas and especially with Theory of Knowledge. Classroom observations support these findings.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C3.3. Teaching and learning builds on what students know and can do.

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C3.4. Teaching and learning promotes the understanding and practice of academic honesty.

The IB will evaluate this practice by reviewing information gathered under Practice B1.5 and the school's academic honesty policy.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C3.5. Teaching and learning supports students to become actively responsible for their own learning.

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C3.6. Teaching and learning addresses human commonality, diversity and multiple perspectives.

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice C3.7. Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.

1. Describe the efforts made by teachers to address the diverse learning, cultural and linguistic needs of students.

Our teachers address the linguistic needs of our students by teaching them the languages of the disciplines (subjects) that they teach, helping our students to become fluent in the academic languages of their courses. One way this is done is through teaching the specific command terms for their courses. Where visual representations would prove helpful in comprehending coursework, teachers provide those opportunities. From providing accommodations for students with medically-recognized learning needs (scribes, large print, etc.) through meeting the specialized needs that may be present with gifted learners (perfectionism, time management, etc.), our teachers strive to provide instruction that addresses the diverse learning needs of our student population. Our teachers are accepting of and nurture the cultural needs of our students, recognizing that they come from many backgrounds. They avoid a one-size-fits-all approach in the classroom and model tolerance. This particular trait in our faculty was noted on our students' surveys where they reported that in IB, "being different is okay."

IB will also evaluate this practice by reviewing information gathered under Practice B1.5b and the language policy.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice C3.8. Teaching and learning demonstrates that all teachers are responsible for language development of students.

The IB will evaluate this practice by reviewing information gathered under Practices C3.7, B1.5b and the school's language policy.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C3.9. Teaching and learning uses a range and variety of strategies.

The IB will evaluate this practice by reviewing information gathered under Practice C3.7.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice C3.10. Teaching and learning differentiates instruction to meet students' learning needs and styles.

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice C3.11. Teaching and learning incorporates a range of resources, including information technologies.

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C3.12. 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.

The IB will evaluate this practice by reviewing information gathered under Practice C2.5.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C3.13. Teaching and learning engages students in reflecting on how, what and why they are learning.

1. Describe the efforts made by teachers to develop students' metacognitive and transfer capabilities enabling them to reflect on how, what and why they are learning, and become actively responsible for their own learning.

Our teachers' work to support inquiry and thinking helps our students with developing their metacognitive and transfer capabilities. Through their coursework and experiences in Theory of Knowledge and CAS, they learn to reflect on how, what, and why they are learning and become actively responsible for their own learning. Specifically, our teachers have been instructing and reinforcing interactive note-taking strategies with our students, encouraging them to revisit their notes individually and collaboratively and encouraging them to reflect on how their focused notes and study habits impact their performance on various assessments. The classroom observations conducted formally and informally show that our students receive instruction that supports their development of the five ATL skills. This support helps to enhance their ability to reflect on their own learning. Our parents' surveys indicate they believe our DP "prepares their children well for college" which is evidence of the high level of responsibility our students reach as a result of the efforts of our teachers to enable their growth as lifelong learners.

The IB will also evaluate this practice by reviewing information gathered under Practice C4.8a.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice C3.14. Teaching and learning fosters a stimulating learning environment based on understanding and respect.

The IB will evaluate this practice by reviewing information in the self-study documents.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C3.15. Teaching and learning encourages students to demonstrate their learning in a variety of ways.

The IB will evaluate this practice by reviewing information gathered under Practices A.2, C4.3.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C3.16. Teaching and learning develops the IB learner profile attributes.

The IB will evaluate this practice by reviewing information gathered under Practice C1.9.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Conclusion of Standard C3

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (eg, leader, contributors)
Lynn Smutz	ESOL Teacher	Consultant
Anamaria Sandor	Special Education Administrator	Consultant
IB Faculty	Teachers	Contributors
Marie Mulholland	IB Coordinator	Facilitator, Contributor

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- ☒ Parents
- ☒ Students
- ☐ Governing body
- ☐ Community members
- ☐ Local education authority
- ☐ Ministry of education
- ☐ Other

Indicate the practice(s) that produced more diverse answers across subject groups. In one or two paragraphs, identify the differing views and how the consensus was reached.

Practice C3.1 led to some diversity in responses from one of our science teachers and our newer math teacher. Both feel they could use some improvement with the practices of Teaching and Learning as a whole, and the science teacher reported that he often “runs out of time” and has to rush to teach everything for the course. Our assessment data for the science course supports this finding for the science teacher. In the case of the math teacher, there is not enough data to support the need for improvement.

Our faculty recognizes that teaching is a practice and as such lends itself towards constant reflection and improvement. We discussed that teachers are often biased against themselves when it comes to judging the quality of their own teaching. Teachers tend to be more generous when judging the quality of teaching of other teachers. Achieving the proper perspective on our faculty’s craft as a whole helped us to reach consensus.

Describe any major achievement(s) related to this standard during the period under review.

From its emergence into the DP as a pedagogical framework, the ATL skills and best practices have been a focus for our program. We have moved slowly in the process of integrating the concepts and practices over the past five years in an effort to saturate our language of IB instruction and ensure “buy in” from our stakeholders. It has taken some time and effort to recognize that ATL is not an add-on for teachers, but rather a paradigm that works. The comments made by our students on their surveys about what we do well show that we have made significant progress with this shift. Reflecting on our current practices, we are also aware that we have room to grow in this area, and we are looking forward to learning and reaching so that we are moving forward to improvement.

Based on your assessment of this standard you may wish to add an action to your action plan.

Per Standard C3, teaching and learning reflects the IB philosophy.

- ☐ Requires significant attention
- ☐ Requires further development
- ☒ Shows satisfactory development

Standard C4. Assessment: Assessment at the school reflects the IB assessment philosophy.

Practice C4.1. Assessment at the school aligns with the requirements of the programme(s).

The IB will evaluate this practice by reviewing information gathered under Practices C4.3, C4.4, C4.8, the assessment policy, examination results and the calendar of school deadlines for student submissions of internal and external assessment components.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Requirement C4.1.a. Assessment of student learning is based on the objectives and assessment criteria specific to each subject.

The IB will evaluate this requirement by reviewing examination results and the calendar of school deadlines for student submissions of internal and external assessment components.

Please indicate your assessment of the current level of implementation of this requirement.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C4.2. The school communicates its assessment philosophy, policy and procedures to the school community.

The IB will evaluate this practice by reviewing the information gathered under Practice B1.5d.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C4.3. The school uses a range of strategies and tools to assess student learning.

Describe how the school uses a range of assessment strategies and tools to inform teaching practices.

Our teachers use a range of assessment strategies to help them know what to teach and how to teach it. Assessment offers teachers the opportunity to reflect on what worked (or didn't work) in their instruction.

In September 2017, the IB Coordinator developed and administered a survey about our assessment practices to the faculty. Our survey of teachers regarding Assessment showed that 50% of our teachers use some type of formative assessments at least once per week and 30% do so every day. We found that 33% of our teachers use summative assessments only once per week, and 67%, once per month. They reported using the following examples of formative assessments: observations, questioning, discussion, exit slips, graphic organizers, peer/self-assessment, practice presentations, visual representations, individual whiteboards, four corners/human graphs, and/or think-pair-share. They reported using the following examples of summative assessments: end of unit or chapter tests, written

products/essays, oral exams, performances, projects, presentations, and/or portfolios. We found that 42% of teachers provide at least monthly opportunities for teacher-supported student self-assessment, and 84% provide opportunities for students to peer assess. This survey shows that our teachers use a range of assessment strategies and tools to inform their teaching practices.

Describe how the school uses a range of assessment strategies and tools to evaluate students' development of approaches to learning skills.

The variety of assessment strategies and tools that our teachers use helps us to evaluate our students' development of communication, thinking, social, self-management, and research skills. We use assessments such as group projects, presentations, student-led discussions, discussion boards, and traditional essays to help students to build communication skills. Socratic seminars and higher level questioning (Bloom's) in class discussions are some of the formative assessments that we use to help students develop thinking skills. We also use tools such as Data-based Questions and Text-based Questions both as formative and summative assessments to help students further develop thinking skills. Social skills are often taught as part of group work. This is true in our science courses, for example, where students have to be taught to stay with their lab partners in their lab areas. They have to be taught things like not to pour their materials back into stock solutions, which are all social skills specifically for a science setting. Our use of long and short-range assessments helps students to develop self-management skills and self-advocacy. They know to speak up when teachers have multiple assignments due on the same day, and they do speak up. There are a number of assessments that help our students to develop research skills. In English classes, students must research cultural aspects of the texts they are studying. In biology classes, students research the use of genetically-engineered products. In history classes, students research the political positions of historical figures and present debates from the figure's point of view. As part of the emphasis on research our teachers underscore the importance of acknowledging the work of others and producing authentic assessments.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C4.4. The school provides students with feedback to inform and improve their learning.

Describe how the school uses a range of assessment strategies and tools to provide students with feedback to inform and improve their learning.

Our range of assessment strategies and tools provides students with feedback to inform and improve their learning. Our teachers give assessments that reflect the style and rigor of the papers they will have to write for exams. It is a common practice among our teachers to give a first assessment of this type to students and analyze the assessment. They point out command terms, analyze the questions, discuss the format of the answer, draw parallels to the prior instruction and always link to prior knowledge (feeder courses). The teachers emphasize and the students come to understand that IB does not look for rote memorization but rather for analysis and application. Assessments such as DBQ's, lab reports, data analysis, etc. are analyzed the first time in much the same way. When assessments are returned to students, they are given the opportunity to ask questions and gain greater understanding to improve their learning. Student writing is a common assessment tool for our teachers. We use rubrics to help student's analyze their own writing against a set of criteria. For example, a teacher may ask a student to underline with a particular color pen or pencil in

his/her essay the parts that address a portion of the rubric or answer a portion of the question/prompt. The teacher then checks behind the students and provides feedback on their analyses. This practice helps students to see how their writing meets the expectations or how it can be improved.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C4.5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

How does the school record the progress of the student's CAS course?

The school records the progress of the CAS students through the three interviews, group meetings, and monthly journal submissions. Students record their growth through their CAS journals. In addition, students keep a chart that indicates which learning outcomes they've grown in from month to month. CAS interviews provide the students with an opportunity to voice their understanding of CAS and to demonstrate their growth. In addition, students submit a CAS portfolio at the end of their CAS journey.

How does the student record his or her CAS experiences and reflections?

The students record their growth through their CAS journals. These journals require that students reflect on their CAS experiences and how they are helping them develop in the learning outcomes. In addition, students keep a chart that indicates which learning outcomes they've grown in from month to month. Students also participate in the three interviews. These interviews provide the students with an opportunity to voice their understanding of CAS and to demonstrate their growth. In addition, students submit a CAS portfolio at the end of their CAS journey that focuses on reflecting in the learning outcomes and demonstrating a balanced approach to CAS.

IB will also evaluate this practice by reviewing school's assessment policy and information gathered under Practice B1.5d.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C4.6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

1. What process does the school use to report on the assessment of the DP to parents?

Teachers communicate by email and through postings within their Google Classrooms information about the internally assessed and externally assessed components of the course. They also provide information through course guides, outlines, and syllabuses. The DP Coordinator sends home information letters to parents outlining the exam schedule, procedures, and expectations. Students and parents return an acknowledgment of receipt of this information prior to the start of exams.

Our teachers do not share their marks for internally assessed components with parents or students.

In July when scores are released, the DP Coordinator calls each student to share scores and offer any counseling needed. Parents have the opportunity to speak with the coordinator if needed.

2. How does the school report on the student's CAS experiences to parents?

The CAS supervisor sends emails and letters home to parents to inform them of CAS experiences. Further, parents are required to read the CAS manual that students receive at orientation.

3. How does the school promote the student's achievements in CAS within the school community?

Student achievements are shared with the district office, local newspaper, and through school announcements and communication. All events are publicized as being led by the students. In addition, the CAS supervisor shares information about CAS projects and celebrates the students' success with implementing a particular project in class, during project meetings, and during faculty meetings.

The IB will also evaluate this practice by reviewing the assessment policy and information gathered under Practice B1.5d.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C4.7. The school analyses assessment data to inform teaching and learning.

1. Describe how the school analyses assessment data.

In July, the DP Coordinator contacts each teacher and shares his/her scores. When IA Feedback and Component Marks are available, the DP Coordinator prints that information and shares it with the teachers in August. In early fall, all of the IB Faculty and the teachers of feeder courses meet together to analyze the scores for areas of strength and areas of weakness. They look for trends and make comparisons with the previous year and observations about the nature of the class of candidates. Most importantly they work collaboratively to develop strategies for instruction that will improve student performance in IB courses and strategies that will help students in feeder courses prepare for IB in the future.

2. Include analysis of the examination results within the period under review and how those results inform teaching and learning (include Diploma Programme subjects, TOK and extended essays). Describe actions taken as a consequence.

IB Exam Results Analysis for May 2014

English A: Literature HL

The 2013-2014 class, which was comprised of 36 students, did well as a class. On Paper 1 and Paper 2, there were students who scored as high as a 7 and as low as a 2, but the majority of students scored in the 5 and 4 range with Paper 1 and in the 6, 5, and 4 range with Paper 2. These results suggest that the students have been aptly trained to analyze a text on the spot and to discuss the craft of drama.

The students performed even better on the Oral Component. The majority of students scored a 5 or a 6. The moderator approved of Mr. Barnett's questioning and assessment of the IOC. The IOP functioned as a good preparatory activity for the IOC as well, giving the students an opportunity to practice their speaking skills before the class.

The weakest area again proved to be the Written Assignment. The students wrote an initial draft for the Year 1 teacher, and then the Year 2 teacher met with them during the spring of their junior year. Most of the students did little over the summer months to work on their essays and struggled to improve them once their school year started.

Suggested Course of Action:

1. The IB teachers need to continue to encourage the pre-IB teachers to provide their students with opportunities to perform cold reads. They can choose to assess these assignments in a formative manner for the most part, but they should include one summative assessment per semester. This activity will help students perform in IB and AP classes and will certainly prepare them for college.
2. Pre-IB teachers also need to incorporate an oral component in their classes. Providing the students with the opportunity to stand before the class and speak in some fashion will help those students be better prepared for the stresses of the IOP and IOC.
3. Pre-IB teachers need to focus on the research paper assignment. They need to encourage their students to think more deeply about their thesis statements, to structure their sentences and essays in a more sophisticated manner, to weave textual evidence more fluidly into their arguments, and to follow MLA rules. The research paper component is the best way to prepare budding IB students for both the Written Assignment and the Extended Essay, which have traditionally been the assignments on which students have under-performed.
4. The Year 1 teacher has restructured some components of the English A: Literature HL course, and we hope that this restructuring will have a positive impact on the students' performances both on the Written Assignment as well as on the IOP. Both she and the Year 2 teacher will continue to collaborate and monitor how the students respond to the new regime.
5. In the previous analysis from 2013, we discussed improving the collaboration between the IB and the English teachers of feeder courses.

French B SL

Overall, the teacher was pleased with the scores for the Oral IA. We will continue to practice to improve. The scores for Paper One and Paper Two were what she expected them to be. We will continue to work to improve these scores. We will continue to do practice activities and take practice exams by using IB tests from past years. We are also doing more writing this year to improve the Paper Two scores.

We will continue to work on the Written Assessment skills. The teacher hopes to improve the Written Assessment scores by doing more writing assignments (using multiple texts) to practice the necessary skills. Hopefully, we will be able to improve writing proficiency.

Spanish B SL

The best area was the Written Assignment. Second best was the internal oral assessment. Paper Two and Paper One were close behind, in that order. The results say that our program worked well in written and oral assignments.

The worse areas were Paper One and Paper Two, instruction in those areas must improve even if results were satisfactory. The time used to train students to work on the written assessment takes away from the instruction used to prepare for Paper One and the Paper Two. The results show that, once again, we need to balance better the amount of time allocated to each task. As for the group of students it is interesting to note that all were girls. The first time such circumstance takes place. It is also the first time that the Interactive Oral Assessment has better scores than Paper Two. Another interesting factor is that students that do well in the Written Assessment should do very well in Paper Two, however that was not the case.

The “status quo” seems to be working. However, there is some room for improvement. It could be done by giving more time to the preparation of Paper One and Paper Two without decreasing the quality of the Written Assessment and the Oral Assessment. On another level, we should continue to involve feeder teachers, implementing formats and more real cultural materials.

History of the Americas HL

When taken as a whole, our students performed the best on both Papers 1 and 2. Because both of these papers are covered during the senior year, we figured they would perform better than on Paper 3 simply because of the proximity to the exam date. Looking at the breakdown, we had a large number of students in comparison to other years, so there was a large range with groupings at the top and bottom scores.

In all, it looks like we’re headed in the right direction but still need to find out how to both a) bolster Paper 3 marks and b) have better preparation/research methodology of the IA.

Paper 3 and the IA marks came up lacking, as has been the case the past few years. We need to expand our review process (take-home reviews? videos over notes?) so that what they’re learning their junior year doesn’t go out of the window and lost in the shuffle. As for the IA process, the teacher thinks it would behoove us to start the process earlier (November) and have students turn in sectional drafts so that they are working over a number of months to create a final product.

Like we stated above, the wide range of students resulted in varied (albeit predictable) marks, and we had a few lower end students that we knew would not test very well. The lack of

success on the IA, though, falls more on the instructor, so steps will be taken to remedy that situation.

Unless there is a 100% pass rate and everyone is making 6's and 7's, change should be constant. We need to constantly tweak our pacing guides and make sure to hit on areas this year that we may have lacked yesterday. Specifically, we'll expose them to the IA much sooner and use a different review method.

Psychology SL

The students did very well on their IA's, using their critical thinking skills. The feedback gave a good review of their Psychology Experiment Research. For paper 1 and paper 2, there was a range of marks, but most were very high marks. The students must have been very well prepared for the final exam.

One student did very poorly on paper one, and three others did average. The other assessments weren't poor but this is an area that it seems some students struggled. Paper one does not give choices in the first section and covers broad themes of Psychology, so these bigger themes need to be reviewed to better prepare the students.

The psychology class of 2014 did well in many areas, but a few students struggled with their IA's and with Paper 1, so these are areas to improve. So for the future the students will get the best guidance they can for completing their IAs. Emphases will be stressed on justifying their experimental design and the area of discussion. For the exam they will receive a balance of instruction and review for topics covered in both papers 1 and 2.

Biology HL

The students did well overall on all three papers. The material was covered well and the students worked hard to prepare for the exams.

The scores once again were lower than I would have expected on the IA for some students. The moderator gave comments that I felt I had followed in grading and definitely presenting to the students. Many of the students had been graded fairly low by me. While they are good with facts and concepts, they were weak at designing experiments. They also did not take advice from one IA to the next.

Instruction on the assessment statements seems to need to remain at status quo. The comments from the moderator will be shared with the students and I will focus more on these comments as I mark their IAs.

Chemistry HL

The students performed the Practical Work the best. Most of the students got 4 marks or greater. In fact it was 16 of 19 with a 4 or higher on the IA. The instruction seems to be lab work oriented. The performance of the students on the practical work is outstanding and impressive considering the Paper 2 and Paper 3 scores.

The lowest category of performance was Paper 3. Only 1 student of 18 scored 4 marks or better. Only 2 students of 18 scored 3 marks or higher. The Options were not well understood. These are areas of individual reading. This suggests some issues with motivation in the student body.

A potential adjustment that could yield some significant improvement would be more review in

the Options section of the curriculum. Implementing a type of pre-exam review process could be helpful to the students with information acquired in the junior year.

Math Studies SL

Students performed better on Paper 1 and Paper 2, although overall scores were average with much room for improvement. Either the group of students had weak prior knowledge or the instruction was incomplete. The teacher has since retired and is not available to offer comments.

Students had lower scores on the IA. Either the group of students had weak prior knowledge or the instruction was incomplete. The teacher has since retired and is not available to offer comments.

The IB teachers should communicate the prior knowledge topics with the feeder teachers to see if they can incorporate any of them into their curriculum.

Music SL

The students grasp of knowledge and eagerness to learn new things was very much a key to our success this year. The students being self-motivated enabled more success in and out of the classroom. Speaking for the students in the program, it was very enjoyable and relatively easy to instruct them and even go further in-depth than the curriculum demands. This was evident in the outcome of the exam.

The students only floundered in the area of collaboration because of the low number of students enrolled in the class. This had no effect on the outcome of the exam as the students present were very focused on the objectives.

The student's success this year was based upon the student's motivation to want to learn and be successful in the classroom and content area. This was evident in the end result.

Visual Arts SL

They did well with their investigative work and with experimentation with techniques and media. They were enthusiastic and flexible, and were willing to experiment. We encouraged them to think independently and to reach outside of their comfort zone.

They tended to do simpler technique that just scratched the surface of the different techniques and concepts. Many students had limited exposure to studio art prior to this class, so most of the techniques were new to them. Our students need more time to accomplish the course work or they need more art experience coming into the program.

Students need 2 years of the art program in order to achieve more depth and to help them focus more on ideas and concepts rather than a sampling of techniques.

Theory of Knowledge

For the essay this year, there was 1 A, 3 Bs, 7 Cs, and 4 Ds. For the presentation, there were 6 As, 5 Bs, and 4 Cs. The students did adequately on describing a real-life situation. They were not trivial or hypothetical. There is a good connection between the knowledge questions and the real-life situations. This says that they were well prepared in their junior year of TOK.

They were weak in their exploration of different perspectives and the significance of the conclusions demonstrated in the presentations. This shows that next year, there needs to be

more focus on that, especially in their junior year. They should do more practice of presentations in their junior year.

Extended Essay

The subject areas with the highest grades were English A and Philosophy. In English one grade of A and two grades of B were given for the three extended essays written in this subject area, with the highest mark being 29. In Philosophy, the grade of A was given for the one essay submitted in this category. This essay also received the highest mark which was 33. Students have the most experience in school writing for language arts classes, so it stands to reason that this would be an area of strength for the students. The happy surprise was the A in Philosophy. This was the first time we have had an essay submitted for that subject area.

Of the extended essays submitted this year, four received the grade of D, three in History, one in Politics. While History is a subject area for which we have had extended essays submitted in the past, the submission in Politics was rare. For the psychology essay, the student was cautioned strongly about using a topic that has been written about often, yet the student insisted in pursuing the topic. The lowest mark was 12 and was awarded to an essay in History. The weakness here was lack of an overall persuasive argument. The student struggled to move past a narrative of historical events.

Based on the results from May 2014, we strive to push students from mere summary and narrative towards a more argumentative piece with strong voice and compelling evidence.

IB Exam Results Analysis for May 2015

English A: Literature HL

With only 28 members, the class of 2014-2015 was smaller than its predecessor, and overall it did a slightly better job in all of the assessments. The range for Paper 1 was 7 to 3, but the majority of students scored a 5 or a 4. With Paper 2, six of the students scored a 7, which was outstanding, while the majority scored a 6 or a 5. While no one scored a 7 for the Oral component and only one student scored a 6, no student scored below a 4. Fourteen students scored a 4, while thirteen students scored a 5. Again, the moderator seemed pleased with the assessment of the IOC.

While the Written Assignment was still a challenge, no one scored below a 3, and the range of students who scored a 6, a 5, and a 4, were evenly matched. This class performed somewhat better with the Written Assignment. The Year 2 teacher did not conference with them when they were juniors. Instead, he chose to conference with them about their essays during the fall months of Year 2.

The English HL teachers need to continue to encourage the teachers of feeder courses to provide their students with opportunities to perform cold reads. They can choose to assess these assignments in a formative manner for the most part, but they should include one summative assessment per semester. Teachers of feeder courses need to continue to incorporate an oral component in their classes. Providing the students with the opportunity to stand before the class and speak in some fashion will help those students be better prepared for the stresses of the IOP and IOC. Teachers of feeder courses need to focus on the research paper assignment. They need to encourage their students to think more deeply about their thesis statements, to structure their sentences and essays in a more sophisticated manner, to weave textual evidence more fluidly into their arguments, and to follow MLA rules.

The research paper component is the best way to prepare budding IB students for both the Written Assignment and the Extended Essay, which have traditionally been the assignments on which students have under-performed. The teacher for Year 1 restructured some components of the course with a positive impact on the students' performances both on the Written Assignment as well as on the IOP. Both the Year 1 and Year 2 teachers will continue to collaborate and monitor how the students respond to the new regime. We will continue to work on improving the collaboration between the IB and the Pre-IB English teachers. While we do communicate with one another, we could do more.

French B SL

The students' highest scores were on the Internal Assessment (Oral). For the most part, the teacher was pleased with the scores. This year, students are doing more photo analysis to improve proficiency in this area. They are also using a more detailed rubric to help them improve their descriptive analysis of the photos.

The scores for Paper One and Paper Two were what we expected them to be. We will continue to work to improve these scores. We will continue to take practice exams by using IB tests from past years. We are also doing more writing this year to improve the Paper Two scores.

The Written Assessment scores were not as good as the teacher had hoped, but were what she expected them to be. This year there were many changes to the Written Assessment, so she will consider these scores to be baseline scores. We hope to improve these scores by requiring more writing assignments (using multiple texts) to practice the necessary skills. Also, the students have already begun choosing topics, researching articles, etc. with firm deadlines for turning in articles for approval, rough drafts, etc. The teacher hopes to have everything done much earlier to alleviate some of the anxiety and pressure that the students felt last year. She hopes that now that we have a clearer vision of the IB expectations for this assessment, we will be able to improve writing proficiency.

Spanish B SL

Just as last year, the best area was the Written Assignment. Although it was not the first year such an assignment was submitted for evaluation and it can't truly be compared to last year's because it had substantial modifications. Second best was Paper Two. In general it was worse than the previous year. Unlike in May 2014, the group of students was not composed of good creative writers. However, even with worse results we can say that our program worked well.

The worse areas were Paper One and the Individual Oral Assessment. As with the Written Assessment and Paper Two, our scores were lower than in previous years. Instruction in these areas must be improved.

The main recommendation would be to give more time to the preparation of Paper One and Individual Oral without decreasing the quality of the Written Assessment and Paper Two.

On another level, we should involve feeding teachers by:

- Insisting on working with authentic cultural videos, articles so that students become aware of the use of the language and the connection with the cultural background that imposes a specific use of the language. It will later help with their expressivity and capacity to relate events and topics to the correct understanding of it.
- Adjusting the curriculum for Spanish 1, Spanish 2, and Spanish 3, accelerated in a way to prepare them better for Year 1 and 2 of Spanish B SL. This can be done with

specific selected topics from both levels incorporated differently and focusing more on the areas required to them when going to the upper levels. Instead of working by chapters in the book, they could work by teams, which changes the perspective of the language approach and its cultural reflection as well.

History of the Americas HL

Paper's 1 and 3 were the most successful this year, and we greatly improved our pass rate when it comes to the IA (decreased from 12 to 3 from 2014). By now, it seems as if we've got Paper 1 down to a science. Adjustments were made to help prepare for Paper 3 (guest lecturers, review assignments, earlier preparation), and those seem to have made an impact. Overall, our pass rate was slightly higher than the year before, so we seem to be headed in the right direction. Taken as a whole, we believe that we had a greater depth of quality students this year. While there weren't as many 'top-end' performers in that group, we had a solid nucleus of strong students. There were still a few (four or five) students who we predicted would come up lacking, and that held true.

Paper 2 was the Achilles heel this year. The Year 2 teacher adjusted the time he spent when going over the material from this paper in an attempt to be able to review more for Paper 3, and it came back to bite us. Instead of teaching four single party leaders in depth, the teacher was only able to cover three; likewise with 20th century wars. The students did presentations of their own selected leader and war, but clearly it wasn't enough to make up the difference. Also, the pace this year was a bit more rapid, so that might have played into some as well.

Honestly, while we have made a few minor adjustments to this year's pacing guide, with the new syllabus starting this year for the juniors and next year for the seniors, we'll need to reevaluate how the whole structure of the course is set up with those changes.

Psychology SL

The students did very well on their IA's, but little feedback was given for the moderator to find areas of improvement. For Paper One the students did overall well, with the exception for one student. And Paper Two was even better with students either scoring average or above average. The students were apparently prepared for the exam, but could have been better prepared.

Paper Two which includes the topics the students can pick from needed some improvement. Overall the students did well, but there was not an above average mark. More focus on the Opinion section might be needed for the future.

To build up from the past more focus needs to take place on topics for Paper 2, and maybe even more guidance for Paper 1, which is the broad themes for Psychology. The students received very high marks on their IA's, and there was no clear feedback for them to improve in any specific area, so the goal will be to keep those high marks for the future.

Biology HL

The top students did well, with one exception due to illness, on all parts.

The majority of the students floundered on all parts. This was likely the weakest group I have had. They were definitely the least motivated and their lack of motivation drug others down. I changed my way of teaching to try to match what they were saying they needed. Obviously that was a mistake. Last year was an anomaly in my opinion. Also this is the first year of a new syllabus so some things are changing any way. More focus on student designed labs has been going on due to the single IA. I will also return to reviewing the way I did prior to

last year.

While the fruits will not appear for several years, the honors academy teachers are working to better prepare students for IB Biology. They are going to incorporate previous material into future test. This will hopefully foster learning and retention instead of memorize and dump. They are focusing more on note taking and study skills. They are going to emphasize graph reading skills and work on some Data Base Questions. I am going to report areas that students are coming in weak so they can adjust instruction.

Chemistry HL

The students had their best performance on Paper 1. Two students of the eight scored 4 marks. Three more scored 3 marks. The instruction would seem to favor memorization rather than problem solving and written answers. This suggests that the multiple choice format of questions suited the students' knowledge base better than the other assessment formats. The program seemed to be hindered by some of the schedule oriented interruptions that hurt the flow of instruction.

The students had the most difficulty in the IA section of the course. The methods used and some of the activities were not the most appropriate for the system used to assess IA's. The students had difficulty with error estimation, units, uncertainty, and significant digits. The outgoing method of IA evaluation was misinterpreted by the instructor and not clearly conveyed to the students. The Practical Work needs the most overall improvement.

All areas need improvement, but the Practical Work needs the most work. Implementation of the new IA process is a high priority for improvement. Greater feedback on how the preparation of each student's IA is performed and documented is necessary in order to see better results. More practice with problem solving and essay questions might be helpful with Paper 2 performance. Greater discussion of the Options should help us see benefits on Paper 3 scores.

Math Studies SL

Students performed very well on Paper 1 and Paper 2. Instruction was adequate. There were a few students with lower scores, but overall was an academically strong group of students. However, the instructor is no longer here.

Students had lower scores on the IA. The guidance given for the IA may have needed improvement, but the instructor is no longer employed here and is not available for comment.

The IB teachers should communicate the prior knowledge topics with the feeder teachers to see if they can incorporate any of them into their curriculum. Stability in the teaching staff of both the feeder courses and the IB courses may help students as a whole have higher performance.

Music SL

The student's knowledge prior to entering the course was a major key in the success of the program during the year. All students had previous knowledge of music theory, instrumental music, and some music history. They also had knowledge in notation software, solo performance literature, and advanced musical skills. This group of students was able to establish previous knowledge based upon their desire to be musicians. This aided them in the end with the exam results.

The students only floundered in the area of punctuality and motivation to complete assignments early or on time. The instruction was presented in a timely manner. This ended up having no effect on the final exam, but a strong effect on the MLI and IA scores.

Students who have previous knowledge in music are more likely to succeed if they are punctual and able to complete assignments on time. Stronger efforts to increase pressure on late assignments and more demands on deadlines need to be enforced. However, district policy states late assignments must still be accepted.

Visual Arts SL

Students did well with researching cultures and artist. They used effective skills in the use of the various mediums. Students did a good job of connecting the investigation book work to studio art work.

Students needed more primary and secondary sources. Need to spend more time and sustained time investigating ideas and techniques. Students also needed to demonstrate a more diverse range of strategies, such as theory and practice, and examine visual qualities, ideas and contexts, and acknowledging sources.

We need more balance between research and visual examples students need to make better connections. In the future we need to show more examples of real in-depth investigation of ideas and technical processes and to show evidence of this in their journals.

Theory of Knowledge

For the essay, there was only 1 B, 6 Cs, 6 Ds, and 2 Es. This group was, in general, weaker than last year. For the presentation, everyone got a C. Students performed adequately on describing the real-life situation. They were not trivial or hypothetical. They also did well in having quality explanations of the connections between the main Real-life situations and the central knowledge questions.

They were weak in their explorations of different perspectives and the conclusions they came to from their analysis. This was a weakness last year, and more focus needs to be paid to this in their junior year to prepare them for their senior year exams.

Extended Essay

This session showed greater diversity of subject areas for Extended Essay submission. There were no grades of A given this year. There were only two grades of B given this year, both in English A. The highest mark was 26.

Of the extended essays submitted this year, four received the grade of D, two in History, one in Psychology, and one in Film. While History and Psychology are subject areas for which we have had extended essays submitted in the past, this was our school's first submission for Film. For the psychology essay, the student was cautioned strongly about using a topic that has been written about often, yet the student insisted in pursuing the topic. For the film essay, the student was very much fond of the film about which he wrote but struggled to analyze it with much depth, resorting to an essay of a somewhat narrative nature, summarizing plot. It is difficult to sway students who have their hearts set on a topic to change course. The lowest mark was 8 and was awarded to the essay in Film.

Based on the results from May 2015, we will endeavor to provide a greater number of marked essays for students to see as models or exemplars to help them to see the level of analysis

required for the extended essay. We will strive to encourage our students to pursue their passions while tempering them with prudence in regard to the nature of the task that is Extended Essay.

IB Exam Results Analysis for May 2016

English A: Literature HL

Several students earned a 7 on their Paper 2. This suggests that instruction last year really focused on preparing students to discuss the works and genre studied in the spring. Our program last year did an excellent job providing students with the knowledge and skills needed to write about literature analytically in a short amount of time.

Our students didn't do as well on the Written Assignment. There were several students that earned a 2 and only one student earned a 7. This suggests that the students from last year might have been weaker in this area of English. In addition, it suggests that the program should have provided more direct instruction in how to read analytically, develop a thesis, and revise and edit longer analytical essays. I think assigning this assignment earlier in the program would also be helpful in order to make certain students are giving it the time and attention it deserves.

Over all, I feel that we should continue to maintain a rigorous curriculum that lends itself to providing students with ample opportunities to analyze literature in conversation and writing. Therefore, I recommend that teachers provide more direct instruction in analytical writing and more opportunities to discuss and interpret literature orally. Teachers should also provide students with the tools for revision and editing while providing a structure for timed writing assignments and cold readings.

French B SL

The students' highest scores were on the Internal Assessment (Oral). For the most part, I was pleased with the scores. This year's scores were comparable to last year's scores on the IA, with the highest score of 6 and the lowest score of 4. This year, students will continue to do more photo analysis to improve proficiency in this area. They are also using a more detailed rubric to help them improve their descriptive analysis of the photos, along with more interactive practice activities.

The scores for Paper One and Paper Two were what I expected them to be. This year's Paper One scores were better overall, with the highest grade of 7 and the lowest grade of 3. We will continue to work to improve these scores. We will continue to take practice exams by using IB tests from past years. Although the 2016 Paper Two scores (high-6, low-4) were better than the 2015 scores, we will continue to do more writing using Paper Two exams from previous years to increase writing proficiency and to improve the Paper Two scores.

The Written Assessment scores were not as good as I had hoped and were a bit disappointing. I hope to improve these scores by requiring more writing assignments using multiple texts to practice the necessary skills. Also, the students have already begun choosing topics, researching articles, etc. with firm deadlines for turning in articles for approval, rough drafts, etc. I hope to have everything done much earlier to alleviate some of the anxiety, pressure, and procrastination concerning this assessment. I hope to see improvement in next year's scores.

Spanish B SL

The student's performed better than last year on Paper 1 and paper 2. The scores were higher. We will continue to practice and encourage students to keep up the scores.

The Written Assignment scores were not as good as last year. We will work on more writing assignments using multiple texts to improve. Students need firm deadlines to prepare for the Written Assignment and relieve stress and procrastination.

The Internal Assessment (Oral) was better last year than this one. We will continue to work with photos to improve their descriptive analysis and interactive skills.

History of the Americas HL

Paper's 1 and 3 were the most successful this year, and we greatly improved our pass rate when it comes to the IA, as 24 out of 28 received a passing score. By now, it seems as if we've got Paper 1 down to a science. Adjustments were made to help prepare for Paper 3 (guest lecturers, review assignments, earlier preparation), and those seem to have made an impact. Overall, our pass rate was slightly higher than the year before, so we seem to be headed in the right direction.

Taken as a whole, we believe that we had a greater depth of quality students this year. In total, twenty-three of the twenty-eight students scored a passing grade, the highest percentage of passing students we've had in quite a while. We had five (!) students score a six, and another eight score a five. Overall, this was the best group of students we have had since Chad and I started teaching this course.

Paper 2 was again the Achilles heel this year. There were sixteen fours and three fives scored, which isn't bad, but I would like to have more of those fours bumped up into the five and six range. I adjusted the time I spent when going over the material from this paper in an attempt to be able to review more for Paper 3, and it came back to bite us. Instead of teaching four single party leaders in depth, I was only able to cover three; likewise with 20th century wars. The students did presentations of their own selected leader and war, but clearly it wasn't enough to make up the difference. Also, the pace this year was a bit more rapid, so that might have played into some as well.

Adjustments this year have to be made, as the testing for the new syllabus starts this spring. Paper One is totally new material, but what we cover for Paper's Two and Three are largely unchanged. That said, I hope to be able to streamline info from Paper One and Two, hit an additional world leader and war and still have time for ample review. While the IA has changed, the format is basically the same, so pacing, drafts and peer review times will be kept.

Psychology SL

In 2015-16 the Psychology SL students were divided up between two teachers and two different classes. Overall the two groups did best on Paper Two. The students here were given choices for which topic to write on, and in class we covered two of the areas that would be on Paper Two to give them more to choose from. With the time available in class we studied both Developmental Psychology and Abnormal Psychology so the students could pick which they felt they would be stronger at. This will be repeated again this school year as time allows.

The area of weakness for the students was the paper one exam. Both groups of Psychology students showed that they struggled in this area. Paper One covers Biological, Cognitive and

Social-cultural aspects of Psychology. This paper also limits choices for the students. In an effort to improve this area, this current school year more time will be spent to address these focuses of Psychology.

For the future more focus will be spent on topics for Paper One, and more guidance given for student IA's. The students were given examples to help them understand what was expected from them for both Paper One and for their IA, but there is still room for them to improve.

Biology HL

The students performed extremely well on the Internal Assessment. The new format seemed to help. The students were able to devote all of their effort on one IA instead of four. They probably spent more time on this one than on the multiple one in the past. Most students exerted great effort in planning, carrying out, and writing the final report. The new scoring rubric gave more room for partial credit.

The students floundered on all 3 papers. There were some details that I didn't emphasize that showed up on exams. It is clear from the subject report that more time should have been spent on students learning the command terms. This group did have several extremely weak students and one who was excessively absent.

The way that IAs are being handled seems to be working. Emphasis will be placed on command terms and structuring answers. Areas that I see weakness from the exam session will be reinforced. Getting the mark scheme to last year's exams is a priority in order to have a second mock exam to use. Last year we only had the sample exam to use to prep. I will continue the weekly DBQs with the seniors as they still struggle mightily with them. I am hoping the honors teachers will also incorporate DBQs. One of the biggest issues I see coming from students when they enter the program is their lack of retention skills. I would like for the honors teachers to work on this as well.

Chemistry HL

The students had the best performance on the IA work. All of the students got 4 marks or greater. Three of the students received 6 marks on the IA. The new format for the IA suits the instruction in the laboratory. The performance of the students on the practical work is outstanding and remarkable considering the Paper scores. Of the paper scores the students had their best performance on Paper 1. The multiple choice format seems to be better suited to the students' knowledge base better than the other assessment formats.

The lowest performance category was Paper 2. Only 1 student of 7 scored 3 marks. Only 3 students of 7 scored 2 marks or higher. The Options (Paper 3) were not much better. The short answer and problem solving parts of the assessment are giving the students difficulty. The open-ended nature of these questions can be extremely challenging. More focus on open-ended and problem solving could be helpful in improving results.

A potential method of improvement could be a different approach to the assessment review. More emphasis on problem solving and extended response questions could yield some significant improvement. Also doing more review in the Options portion of the curriculum could be helpful to the students' performance. Spending more time on a pre-exam review might be helpful to the students.

Math Studies SL

Students commented that they performed well on derivatives, truth tables, conditional statements, sequences and series, formulas, and trigonometric ratios. Instruction was adequate in those areas. I feel that they were an average group of students; some performed

above average, some below, and some in the middle.

Students commented that solving equations with logarithms and working with chi-square were difficult. They also wished they had had more practicing with timing on Paper 1 and Paper 2. I will make adjustments in my lessons for 2016-2017 to better prepare the current group of students.

The IB teachers should communicate the prior knowledge topics with the feeding teachers to see if they can incorporate any of them into their curriculum. Stability in the teaching staff of both the feeder courses and the IB courses may help students as a whole have higher performance.

Music SL

Most of the students did very well in meeting deadlines, learning new knowledge, and enhancing what they already knew as young musicians. The students were very diverse in motivation and drive to achieve. However, all were very open to learning and staying on task. This was very obvious in their exam results.

Consistent attendance was the biggest problem where students floundered. It is very difficult to learn or sustain knowledge if one is rarely present during class time. Attendance issues played a major part in the outcome of our exam results.

Students who have previous knowledge in music are more likely to succeed if they are punctual and able to complete assignments on time. Stronger efforts to increase pressure on attendance need to be enforced. Because of this, we were forced to go to a strong online format in order to keep students up to date with information. Students also cannot be monitored when they are not present.

Theory of Knowledge

In 2016, the comments from the moderators were that “some” of the students fulfilled the requirements of the presentation for TOK. Eleven students took the test, and 10 of them did better on the essay than the presentation, so the essay is a strength the last two years.

In 2016, the moderators commented that the instructor was too generous with his grading on the presentations, and that many of the Knowledge questions for the presentation were not viable. In speaking with that instructor, he said that the group of students really struggled with the presentation that year.

Extended Essay

The students performed well in all three subject areas where extended essays were submitted. For English A, there were two grades of B of the four grades. For World Studies, there was one grade A of the two submitted for this subject area. A 33 was the highest mark given of these essays in the top range. A 23 was the lowest mark given of these essays in the top range. The grades for English are somewhat typical for the students in our program of the past several years. However, this was the first year any of our students submitted and EE in World Studies, and it is remarkable that the student scored so well.

The essays submitted in the subject area History received the lowest grades, two grades D of the four submitted. The lowest mark being a 14. Based on the comments of the supervisors, these grades are somewhat surprising as the predicted grade for each was B.

Based on the results from May 2016, we will encourage students to explore World Studies as a subject area for future extended essays. We also need to review the rubric more closely as supervisors. Perhaps additional practice reviewing previously marked essays will help us with improved accuracy in predicting grades.

IB Exam Results Analysis for May 2017

English A: Literature HL

Students performed well overall on the IOC with most students earning a five or six. Students also performed well on Paper Two with three students earning a seven on the assessment. This suggests that instruction for Parts Two and Three of the curriculum is effective. As a whole, this group of students was more comfortable discussing literature than writing about literature. Our program last year did an excellent job providing students with the knowledge and skills needed to talk about literature analytically in a short amount of time.

The students floundered in Paper One and the Written Assignment. There were more threes and fours than fives and sixes for Paper One. This information suggests that instruction for Paper One needs to be taught throughout the course, and not just sprinkled in at the end of the course. The Written Assignment, unfortunately, even had a two for this assignment; however, there was one seven. This suggests that for most students the timeline of instruction and writing is too disconnected. Students would benefit from reading and discussing the texts closer to the time in which they start writing their Written Assignment. As a whole, this suggests that the program last year did not always provide the time and structure students needed to write effectively about literature.

My first recommendation would be to provide students with more cold reads throughout the course of the program to ensure that students are comfortable with the expectations of Paper One. The results suggest that the instruction of Paper Two and the IOC should remain mostly the same. However, a text change might be considered for Paper Two if more students don't earn a 4 this year. The results show that we should make adjustments to the timeline of Parts One and Four. Focusing on Part Four in the fall and Part One in the spring would help students with their Written Assignment. It is possible that a text change might be needed too for Part One as not many students seem to perform well on *The Odyssey* for those that select this text for their Written Assignment. Overall, instruction should continue to focus on a rigorous curriculum that provides students with opportunities to analyze literature in oral and written forms.

French B SL

The students' highest scores were on Paper 1. This was their strongest area and the grades were what I expected them to be. The students had taken several Paper 1 practice tests during the year and were familiar with the question and answer formats used in that exam. We will continue to do practice tests and activities that are similar to the Paper 1 test requirements. We will continue to try to improve the scores for the Internal Assessment (Oral). This year, students will do more photo analysis to improve proficiency in this area. They will also use a more detailed rubric to help them improve their descriptive analysis of the photos.

The scores for Paper One and Paper Two were what I expected them to be. We will continue to work to improve these scores. We will continue to take practice exams by using IB tests from past years. We are also doing more writing this year to improve the Paper Two scores.

The Written Assessment scores were the weakest area and the most disappointing. Even though we examined, discussed, and reviewed the objectives and requirements for the WA, we apparently need to spend more time and put forth more effort to improve those scores. I hope to do this by requiring more writing assignments (using multiple texts), more precise correcting of errors, and more practicing and reviewing the use of advanced vocabulary and grammar to improve writing proficiency.

Spanish ab initio SL

Students performed well in oral assessment, paper 1 and 2. The instructions were untargeted. The program was untargeted last year. Students needed written assignment and oral presentation. My recommendation is to focus on research on writing assignments. Students needed more work on reading and analyzing articles.

Spanish B SL

They performed well in the oral assessment, and paper 2. They needed to read and write more. They needed to improve in paper 1 and in the reading comprehension of articles. The program last year was strong in the oral portions. The students did very well in comparison with the world average. Students needed to improve research and written work. Also, Students need more exposure to the target language and find relevance in the work they do. My recommendation based on the results would be to expose students to varied articles in the target language.

History of the Americas HL

Keeping the trend from the previous years that we have been with the HOA curriculum, our brightest spots were the IA's, with numerous sevens and sixes, and Paper 3. We have gotten the 'attack' of the IA down to a fine science, and if the student puts in the work and time necessary, he or she should undoubtedly come out with high marks. Paper 3 focuses on US History, and they get that material extensively coming up through school as well as through the Year 1 course, where US history is the whole topic covered.

To our surprise, students struggled a bit on Paper 1, which is the document-based portion of the exam. Last year was the first testing with the new syllabus, so it was the first time that I had covered material, in depth, that showed up on Paper 1. Logically, it is to be expected that those grades would have dipped a bit compared to previous years. I didn't expect, though, for some of our 'upper tier' students to struggle as some of them did. Performance on Paper 2 is still hit and miss, depending on student, but again, with this being the first examination of the new syllabus, and question choices being whittled from ten total to four, it was expected that they would struggle to attain the level of marks that previous classes have achieved.

Our plans are to

- Change nothing about how the IA is introduced, assigned and broken up into component parts
- Change nothing about the junior year portion of the course; an in-depth look at American history has set them up nicely for Paper 3
- Spend more time specifically going over the component parts of Paper 1 so that students know exactly what is expected of them and what moderators are looking for
- Sacrifice depth for breadth on Paper 2 topics; in short, attempt to cover more single-party leaders and 20th century wars rather than going so in-depth on a smaller number

Psychology SL

A few of the students did well on Paper 2 making 4's and 5's on the assessment. This part of the exam covers the optional topics, which we cover Developmental and Abnormal Psychology. These two areas we spent a little more time on than the year prior. However not all of the students did well on this section. The students with the lower scores on Paper 2 also did poorly on Paper 1, so maybe the students needed better studying habits to prepare and help with their writing skills, which is very important for their final assessment since it is all in essay form.

The lowest scores were for Paper 1, which assesses students' knowledge on the Biological, Social and Cognitive Perspectives of Psychology. Not all of the students received a low score, but 3 out of 8 students received a 2 or 1 as their score. These areas cover several theories and studies, which can be overwhelming for some students. In that school year the students took two forms of assessment for each of those perspectives, one form was multiple choice testing and the other form were open essays to replicate how Papers 1 and 2 would be. However, this appears to not have been enough preparation for all of the students. To address this for the future short essays are not incorporated into each lesson as exit slips, recapping the information that was covered in that day's lesson. Hopefully this will help build the students' writing skills and help them retain the lessons, better preparing them for Paper 1 and 2.

Recommendations to help build up the students' scores include incorporating Exit Slips into each daily lesson to help their writing and learning. Adding a midterm exam to check their progress halfway through the course. Incorporating more content related writing assignments for each unit (this has already started with a formal paper for the Biological Perspective Unit). More guidance has been given for the students' IA to help them with their independent research, with the aim to help boost their scores in that area. Overall, there are many areas for improvement to help the students' receive high marks.

Biology HL

Students performed better on Papers 2 and 3 than students in 2016. Paper 2 was only slightly higher but paper 3 was significantly better. This group was not stronger or more motivated. Use of more Data Based Questions in class may have helped. Paper 3 was easier in my opinion this year.

Students did not perform as well on Paper 1 or the IA as in the past. I believe the issue with paper 1 was that it was much more difficult than any in recent years, especially 2016. Looking at the examiner's report, it appears that students were expected to delve much deeper for understanding of questions. Comparing IA scores between groups seems to be an issue of moderation. I thought the moderator was overly generous in 2016 and overly harsh in 2017. This gives rise to the vast difference in scores between the years.

Overall the scores have not changed over the past few years. A much harder paper 1 and harsh moderation of IAs lowered scores.

The examiner's report suggests that students don't understand the command terms and often confuse scientific terms or use non-scientific terms.

- I plan to stress the command terms more and also to remind the students to study them as part of their preparation for the exam
- I am compiling a list of often confused science words to review with students leading into exam season.
- I will be stressing to students to use scientific terminology at all times.

I plan to incorporate more tier 3 multiple choice questions into test to help prepare students for the more rigorous Paper 1. I need Honors Biology teachers to stress science terminology and continue having short answer, discussion, and data based questions on their assessments.

It would be highly helpful for chemistry honors students to have more lab experience to allow them to gain experience following procedures and making precise, accurate measurements. Chemistry students need to have a good background in solutions and acid/bases.

Chemistry HL

The students had their best performance on the Practical Work. Four students of the eight scored 5 marks. One scored 4 marks. The rest scored 3 marks. The instruction would seem to favor practical work rather than problem solving and test taking. This suggests that the test taking skills and core material needs to be emphasized and practiced more. The program had many natural interruptions that stalled some of the schedule and made the completion and review of the content difficult.

The students had the most difficulty on Paper 3. The students had difficulty on Paper 1 and Paper 2, but our review time was severely limited. Paper 3 became secondary and the students' self-motivation became the primary resource that they could use. The IA's used up most of the very limited time that we had. The program was hampered by several natural interruptions that hurt the flow of instruction.

All areas need improvement, but the preparation, review, and practice for the three Papers needs the most work. Implementation of an earlier completion of the IA's process is important. If the Practical Work can be completed before the Christmas break, the ability to review is improved. More practice with problem solving and essay questions might be helpful with Paper 1 and Paper 2 performance. The introduction of more practice with IB Chemistry style questions could also be useful for practice. Greater discussion time with the Options should help us see benefits on Paper 3 scores.

Math Studies SL

Students performed better on Paper 1 than Paper 2, but overall had a strong average performance. The instructions were complete and thorough, with numerous examples used, to the best of the teacher's ability.

Overall the student's IA's were weaker; they struggled to understand the criteria. At times the teacher struggles with fully understanding the expectations as well. Overall this group of students was weaker in mathematics than in other areas. The teacher for the 1st year of the program was new to the IB curriculum; I believe this was a factor in the overall lower performance compared to the previous year. However the previous year class had several very strong math students, so it may be unfair to compare.

The IB teachers should communicate the prior knowledge topics with feeder teachers to see if they can incorporate any of them into their curriculum. Stability in the teaching staff of feeder courses and the IB courses may help students as a whole have higher performance.

Theatre SL

The strongest aspect of students' performance overall was in the collaborative project, which is to be expected. They spent nearly two months from start to finish on this assignment, and were thus the most invested in it compared to the other two assessments. This group worked

really well together, and they were extremely focused on creating a really good final product. Their research presentations were, overall, pretty good as well. Overall, I think it speaks to the type of student that was enrolled in the class this year—mostly self-starters with a good background of theatre who were able to get things done.

Unsurprisingly, the area in which students floundered was their Director's Notebook. This was the last assessment of the three that they completed, and simply put, we feel like most of them were close to checked out by that point in the Spring semester. They were all capable of creating really imaginative and interesting work, but the drive to put forth their best effort in such a compressed time span (three weeks) was absent.

Based on the results, we don't intend to change anything in regards to the research project (Quarter 2) or the collaborative project (Quarter 3). We will, though, change how we both introduce and spot-check their Director's notebook. We will go over the rubric and look at examples of works from IB during early third quarter, and we will make sure they have a checklist of dates so that they can gradually complete the component requirements rather than pushing everything off until after the collaboration project.

Visual Arts SL

The students did well in the exhibition portion of this class. They both have had studio art classes in the past and have some background in the art-making process.

The comparative study was difficult for one of my students. I would attribute her low score to the fact that she came into this program with relatively little art history background. Students are asked to write about something in which they have very little understanding.

Theory of Knowledge

In 2017, "Most" of the students met the requirements for the presentation. Eight out of 14 students did better on the essay than the presentation, so that was obviously a strength of this group.

In 2017, the comments from the moderators to the instructor suggest that the instruction needs to be more focused on genuine inquiry into knowledge as opposed to just using the terminology about AOKs and WOKs.

In 2017, the students were trying to fill the requirements of the rubric for the presentation, but some maybe were not taking an authentic look at the real-life situation and applying knowledge questions. This should be addressed with the juniors and seniors this year.

Moving forward, I think that the presentation needs more attention at the junior level, so that students are prepared for their senior year, when the presentation is graded by the IB.

Extended Essay

This was a disappointing year for Extended Essay. The subject areas with the highest grades were History. However, the highest grade awarded was C. Five out of the thirteen essays submitted for this subject area received a grade of C. Of the extended essays submitted this year, nine received the grade of D. Of those, eight were History essays, and one was an English A essay, an area where we have typically had students perform well. While overall this was a particularly weak class in general, we are not sure that accounts for the poorer performance.

Based on the results from May 2017, we will work even harder to help students to understand the nature of the process and help them to be more transparent with their thought processes

as they progress, encouraging them to be more reflective overall. We hope the changes to the EE will prove helpful to future DP Candidates.

IB Exam Results Analysis for May 2018

English A: Literature HL

Students performed well overall on the IOC with all students earning a 4 or higher. Most students also performed well on the Written Assignment with two students even scoring as high as a 7 on the assessment. This suggests that instruction for Part Two of the curriculum is mostly effective, and that students are being taught how to select a topic and execute the development of that topic pretty effectively. As a whole, this group of students was more comfortable discussing literature than writing about literature. Our program last year did an excellent job providing students with the knowledge and skills needed to talk about literature analytically in a short amount of time.

More students did poorly in Paper One and Paper Two. There were more threes and fours than fives and sixes for Paper One. This information suggests that instruction for Paper One needs to be taught throughout the course, and not just sprinkled in at the end of the course. Each of these assignments, unfortunately, even had students score as low as a two; however, most students earned a 4 or higher on all of them. These students struggled to stick to a strict deadline for timed assignments. They often ran out of time before fully developing their argument or providing a thoughtful thesis. While there was plenty of prep given to students to practice writing timed essays, I feel that this group in particular would have benefited from even more instruction in how to prepare for an in-class essay when you don't have the prompt in advance. As a whole, this suggests that the program last year did not always provide the structure students needed to write effectively about literature in a compressed amount of time.

My first recommendation would be to provide students with more cold read opportunities throughout the course. Devotion to prepping students for the IOC in the Fall has taken away from some of the time students have to practice for Paper 1. It is my hope to structure the Fall plans in a way that allow for more time to write about poetry as well as talk about poetry. I hope that this will help students develop in Paper 1 and still allow for them to maintain solid results in the IOC. The results suggest that our adjustment to the Written Assignment timeline (focusing on Part 4 in the fall and Part 1 in the spring) provided most students with the time and structure they needed to effectively master the assignment. This is something that I will recommend we continue to do next year. Further, I recommend that students be given more opportunities to write comparatively about the novels studied in a timed setting. The results for Paper 2 even suggest that it might be time to make some selection changes in Part 3. It is my concern that many students were not engaged with the texts studied in Part 3. All in all, the results of our English exams suggest that most students are mastering the key concepts and skills required of the course. Moving forward we will work harder to try to close the gap and help students develop their timed writing skills and comparative analysis skills.

French ab initio SL

The students' highest scores were on Paper 1. This was their strongest area and the grades were what I expected them to be. The students had taken several Paper 1 practice tests during the year and were familiar with the question and answer formats used in that exam. We will continue to do practice tests and activities that are similar to the Paper 1 test requirements.

We will continue to try to improve the scores for the Internal Assessment (Oral). This was the weakest and most disappointing area. This year, students will do more photo analysis to improve proficiency in this area. They will also use a more detailed rubric to help them improve their descriptive analysis of the photos. The scores for Paper One and Paper Two were what I expected them to be. We will continue to work to improve these scores. We will continue to take practice exams by using IB tests from past years. We are also doing more writing this year to improve the Paper Two scores.

The Written Assessment scores were an improvement over last year's scores and I was pleased with these scores overall. We examined, discussed, and reviewed the objectives and requirements for the WA extensively and saw improvement. This year, we will continue to spend more time and put forth more effort to improve those scores even more. I hope to do this by requiring more writing assignments (using multiple texts), more precise correcting of errors, and more practicing and reviewing the use of advanced vocabulary and grammar to improve writing proficiency.

Spanish B SL

Generally, the scores received in 2017 and 2018 are very similar. However, the Written Assessment scores were an improvement over last year's scores and we were pleased with these scores overall. This year, we will continue to spend more time and put forth more effort to improve those scores even more. We hope to do this by requiring more writing assignments (using multiple texts), more precise correcting of errors, and more practicing and reviewing the use of advanced vocabulary and grammar to improve writing proficiency.

In comparison with the scores received in the Internal Assessment (Oral), the results were better last year. So, we need to practice more photo analysis and to improve proficiency in this area and develop students' speaking skills. Also, we need to practice more for Paper One (1) to improve these scores. We will continue to take practice exams by using IB tests from past years. We are also doing more reading for comprehension this year to improve students' reading skills.

Finally, the students' highest scores were on Paper Two (2). This was their strongest area and the grades were what we expected them to be. The students had practiced writing a lot and had taken several Paper Two (2) practice tests during the year and were familiar with the topics and formats used in that exam. We will continue to do practice tests and activities that are similar to the Paper Two (2) test requirements.

History of the Americas HL

Paper's 1 was the most successful this year, and our pass rate IA slipped some this year. By now, it seems as if we've got Paper 1 continues to be the easiest with 19 of 23 passing. Taken as a whole, we believe the of quality students this year was down based on class averages and other standardized test this group took. We have continued to modify instructional practices trying to help with learning and retention of information but it did not provide the desired results.

We continued the adjustments for Paper 3 (guest lecturers, review assignments, earlier preparation), and those seem to not have as big of impact as previous years. Paper 2 was a struggle with only 4 of 23 passing. Overall, our pass rate was down this year. I adjusted the time I spent when going over the material from this paper in an attempt to be able to review more for Paper 3, and it came back to bite us. We also lost a number of days due to natural disasters which impacted the instructional time. The students did presentations of their own

selected leader and war, but clearly it wasn't enough to make up the difference. Also, the pace this year was a bit more rapid, so that might have played into some as well.

Adjustments will continue to be made best on result from the test on the new Syllabus. That said, I hope to be able to streamline info from Paper One and adjust Paper Two content to give more option for students to better perform on this paper. Paper Three reviews will continue with the hope of overlapping some information to help with the result of this paper. While the IA has changed, the format is basically the same, so pacing, drafts and peer review times will be kept. We will focus during the junior on research skills to help reduce the load during the senior year. During the Freshman and Sophomore years student will start working on historical writing and analysis to try and strengthen their writing and communication ability.

Psychology SL

The highest area was the IA likely because more time was given for this assignment and better resources for the students helped. For the program, I hope this will help the students with their IA's for senior year, since Psychology was their IA and now with one conquered, they are more familiar with the process. Paper 1, like in 2017, is the weakest overall average. Some students did well, but overall several students still made a 2 or 3 in this area. Topics for Paper 1 still are a challenge for the students.

More focus needs to continue to be on Paper 1's topics, which covers more topics (3) than on Paper (1). More time to review would also be helpful. ATL methods are being used, with approaches like Exit Slips for thinking, and group work for collaboration. Hopefully scores will continue to rise in all areas for IB Psychology.

Biology HL

Students performed slightly better on paper one than the previous year. This may be due to an easier P1 or the instructor being more familiar with expectations. Students performed very well on their IAs. The students were very motivated during 1st semester when the biology IA was performed. These students were good at following directions and thus the check list were effective. The students performed roughly the same as the past group on papers 2 and 3. While I feel the students, especially this year, are burnt out by the time of the biology exams, I feel that maybe I'm not preparing them to answer questions at the higher levels of command terms. Based on last year no adjustments need to be made to the IA prep. More effort needs to be placed on skills beyond recall. More time reviewing the required labs will also occur this year.

Chemistry HL

The students performed best on the internal assessment. This suggests that the students work better in a more structured and guided environment. The internal assessment process offers the students the opportunity to make mistakes and correct them before the work is graded. The papers do not allow for that. The students floundered the most on papers 2 and 3. Paper 2 requires a great amount of preparation and study. Paper 3 requires individual time and effort. The students' performances on these assessments were slightly off from the previous year. I observed a loss of student motivation as the year progressed and I believe this was to blame for the poor performance.

The primary recommendations for improvement relate to the students' preparation for the papers. More open ended questions should be practiced in order to prepare the students for paper 2. Using a weekly pair/share question and answer session could help the students

formulate and reason through the paper 2 style open ended questions. Paper 3 could be helped by each student working on their option at home and discussing it during a weekly allotted time in class. It could also be helpful for each student to set a goal on the papers and prepare for it with practice papers.

Math Studies SL

Overall, Paper One had higher scores than Paper Two. We believe instruction was adequate. It was known from the beginning that some students were weak in prior skills. Students floundered more on Paper Two. It is difficult to help them to connect concepts when their math skills are a struggle. We need to do more practice exams as these seem to be helpful. We will work to include more exam type questions during regular instruction, not just on formal assessments.

Music SL

The student's knowledge prior to entering the course was a major key in the success of the program during the year. All students had previous knowledge of music theory, instrumental music, and some music history. They also had knowledge in notation software and advanced musical skills. This group was also more in-depth with online resources and technology aids. These factors assisted them in the end with the exam results.

The students only floundered in the area of attendance and consistency of their body of work. This did not directly affect them during the exam, but it definitely played a part in their preparation with the instructor. Missing class time and not communicating with the instructor and not completing online work made a difference.

Students who have previous knowledge in music are more likely to succeed if they are present in class most of the time. The online information played a part in the overall success of the course, but only for students who were consistently present in the class. The online resources that were utilized as supplemental materials were very successful in the preparation, which lead to the outcome of the exam.

Theatre SL

Overall, scores were down this year in comparison to last; we only managed three 4s and three 3s, in comparison to two 5s, three 4s and a three the previous year. The best scores were gained on the individual research project, with mixed results for the director's notebook ranging from 5—2. This year's group was incredibly different from the previous year's students. Half of the students had little to zero experience with theatre, and the other three were knowledgeable and involved in theatre but not nearly as involved as the students from the previous year. Their research projects were solidly adequate—nobody completely bombed and nobody blew it out of the water. All in all, this group was a much more analytical bunch that tried to play toward the rubric—both to their benefit and detriment.

To our surprise, the area in which the class as a whole floundered was their collaborative project. Because all six students were first year IB students, and because this was one of the first major IB assessments that they had to prepare on their own, we got a sense that they spent too much time trying to be perfect and not enough time simply creating. Their final product, in our opinion, was not nearly as involved as the previous year and the write up they submitted describing their process and outcome was lacking. The instructor is not allowed in the room at all when the creation process takes place, so my instruction there is null. What we can change and address is how they can most effectively write about their process and show.

Because the strengths and weaknesses changed this year in comparison to last year, we don't think much change in terms of curriculum is warranted. Instead, we'll have to make adjustments based on the feel of the class as a whole—as that will determine how well they collaborate and remain productive.

Theory of Knowledge

They performed well in clearly describing real life situations. They have obviously been taught how to come up with appropriate situations for their presentations that are not trivial. They floundered in the exploration of different perspectives. This group was, in general, not strong in this area. I would recommend that they focus more in their junior year on perspectives and formulating knowledge questions.

Extended Essay

This was a somewhat better year for Extended Essay as compared to last year. The subject area with the highest grade was History. The highest grade awarded was B. Four out of the eight essays submitted for this subject area received a grade of C. Students branched out into other subject areas this year with our first student ever to submit an extended essay in Chemistry. The highest mark awarded was 26. Of the extended essays submitted this year, four received the grade of D. Of those three were History essays, and one was a Chemistry essay, are area where we have never before had a student submit.

Based on the results from May 2018, we have seen overall improvement in EE marks. We hope this trend will continue with the candidates for the May 2019 session. This was a stronger group of students as a whole, but we feel the addition of the reflection aspect to the EE process was helpful to our DP students.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Practice C4.8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Describe how the school uses a range of assessment strategies and tools to promote meaningful student reflection on their development as learners.

CAS and Extended Essay offer the most opportunities and the most obvious opportunities for students to reflect on their development as learners. Our students who complete CAS constantly reflect on their growth against the learning outcomes. Our students who complete the Extended Essay reflect on the process of research throughout their journey, informally in their researcher's reflection space and formally after each of the three meetings with their supervisors. Students also reflect on their development as learners in Theory of Knowledge through the deeper understanding of the subject areas they explore and the connections they make between subjects. As their understanding of how knowing comes to be increases, their understanding of what they truly know also increases. This reflection is often evident in class discussions and written assessments. In our IB Math Studies classrooms, after an

assessment is completed, the teacher will lead the students through a reflective exercise in which they answer questions such as, “what is it asking for?” or “what did you do?” The aim being that next time, the students will establish positive math performance behaviors and/or won’t make the same mistakes again. In our IB English classrooms, teachers offer to conference with students after each essay to help them see their errors and make adjustments and/or rewrites as needed. And, When students begin to work on the Written Assignment, they review all of their Year 1 essays before beginning to write. They create a “cheat sheet” of writing suggestions for themselves based on their past essays. They also create a list of strengths and weaknesses that they still see in their writing. Their teachers use those to help them participate in targeted editing and revising. They also send students home over the summer with suggestions of websites or strategies to consider working on over the summer based on their weaknesses. Much of this reflective work takes place in class.

We also developed and use a survey tool for students to help them to see their overall development as learners. It is a self-assessment of the ATL skills.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☒ Demonstrating ☐ Excelling

Practice C4.9. The school has systems to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP years 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

The IB will evaluate this practice by reviewing the description of extended essay process.

Please indicate your assessment of the current level of implementation of this practice.

☐ Emerging ☐ Developing ☐ Demonstrating ☒ Excelling

Indicate the practice(s) that produced more diverse answers across subject groups. In one or two paragraphs, identify the differing views and how the consensus was reached.

The area of assessment provided the highest degree of consensus of the four practices in Standard C. There was no real diversity in answers across the subject groups. We discussed a desire to increase opportunities for student self-assessment and reflection within the courses of our program.

Conclusion of Standard C4

Identify who was involved in the completion of this part of the questionnaire.

Add rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire (eg, leader, contributors)
IB Faculty	Teachers	Contributors
Ann-Frances Brown	CAS Coordinator	Contributor
Teachers of Feeder Courses	Teachers of 9 th and 10 th grades	Contributors
Marie Mulholland	IB DP Coordinator	Contributor, Facilitator

Indicate what additional stakeholder groups were involved in the completion of this part of the questionnaire.

Select all that apply.

- ☐ Parents
- ☒ Students
- ☐ Governing body
- ☐ Community members,
- ☐ Local education authority
- ☐ Ministry of education
- ☐ Other

Per Standard C4, assessment at the school reflects IB assessment philosophy.

- ☐ Requires significant attention
- ☐ Requires further development
- ☒ Shows satisfactory development

Describe any major achievement(s) related to this standard during the period under review.

The teacher assessment survey and the student ATL survey that we developed are two particular achievements for assessment for our program. Also of note is the high level of consensus among our teachers regarding the practice of assessment. Our teachers' participation in the exam results analysis procedures gives them insights into their practices and they value the process.

Based on your assessment of this standard you may wish to add an action to your action plan.

Conclusions of the self-study process

After analysing the outcomes of the self-study process, the school has established the priorities used to create the school action plan included with this questionnaire (see chart 7).

We agree that this questionnaire, whether signed electronically or not, and supporting documents will be understood by the IB Organization to have been read and endorsed by the head of school, without a signed hard copy being necessary.

Name and title of head of school

Nicholas W. Pearson

Signature

Date

Name of Diploma Programme coordinator

Marie B. Mulholland

Signature

Date

Complete the charts that appear on the following pages.

Chart 1: Update of organization of teaching time

Diploma Programme subjects										Subjects completed in one year	
Subject <i>Indicate the name of the subject under each group. If it is offered online, add “online” next to the name of the subject. Add rows as necessary.</i>	Subject level and hours of instruction <i>Indicate the hours of instruction (1 hour = 60 minutes) allocated to the levels of the subjects the school offers.</i>				Language(s) of instruction	Current number of students				<i>Add an X in the appropriate column if any of the situations allowed by the IB (as described below the chart) apply in the school. *</i>	
	Hours of instruction at Higher level		Hours of instruction at Standard level			Higher		Standard		Standard level subject(s) completed in year 1	Standard level subject completed in year 2
	Year 1	Year 2	Year 1	Year 2		Year 1	Year 2	Year 1	Year 2		
Group 1: Studies in language and literature <i>(indicate the language: eg, English A: literature)</i>											
English A: Literature HL	169.8	151.2			English	17	23				
Group 2: Language acquisition <i>(indicate the language: eg, English B)</i>											
French ab initio SL			135.6	96	French			6	4		
Spanish ab initio SL			135.6	96	Spanish			12	17		
Group 3: Individuals and societies											
History of Americas HL	169.8	151.2			English	17	23				
Psychology SL			162		English			10		X	
Group 4: Experimental sciences											
Biology HL	181.2	151.2			English	10	14				
Chemistry HL	181.2	151.2			English	5	8				

Diploma Programme subjects										Subjects completed in one year	
Subject <i>Indicate the name of the subject under each group. If it is offered online, add “online” next to the name of the subject. Add rows as necessary.</i>	Subject level and hours of instruction <i>Indicate the hours of instruction (1 hour = 60 minutes) allocated to the levels of the subjects the school offers.</i>				Language(s) of instruction	Current number of students				<i>Add an X in the appropriate column if any of the situations allowed by the IB (as described below the chart) apply in the school. *</i>	
	Hours of instruction at Higher level		Hours of instruction at Standard level			Higher		Standard		Standard level subject(s) completed in year 1	Standard level subject completed in year 2
	Year 1	Year 2	Year 1	Year 2		Year 1	Year 2	Year 1	Year 2		
Group 5: Mathematics and computer sciences											
Math Studies SL			135.6	96	English			40	42		
Group 6: The arts											
Music SL			162		English			3		X	
Theatre SL			162					1	1	X	
Visual Arts SL			162	162	English			0	1		

* All Diploma Programme courses are designed as two-year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

	Number of hours instruction/activity in year 1	Number of hours instruction/activity in year 2	Language(s) of instruction	Number of students in year 1	Number of students in year 2
TOK	108	108	English	13	19
CAS	18--90	18--80	n/a	13	19

Chart 2: Update of Diploma Programme teaching staff, qualifications and IB-recognized professional development

- **IB-recognized professional development** consists of activities as listed on the IB events calendar on the IB public website (<http://www.ibo.org>) or in-school professional development activities organized by the relevant IB office.
- **Location:** In the chart below, indicate where the training took place.
 - For IB regional workshops attended name the city.
 - For IB workshops organized in the school use “IS”.
 - For IB online workshops use “Online”.

Subject/role <i>Indicate the name of the subject offered under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Teacher qualifications <i>(degrees, diplomas)</i>	Number of years at this school	Full/ part-time (use FT/PT)	IB activities in which teacher is or has been involved in period under review <i>(eg, examiner, moderator, workshop leaders, site visitors)</i>	IB-recognized professional development attended during period under review Or if outside the period under review, please indicate the most recent IB-recognized professional development attended. Please indicate the most recent category 1 or 2 workshop for all teachers in addition to the most recent training		
	Higher	Standard						Location	Date	Workshop name/ category
Group 1: Studies in language and literature <i>(indicate the language: eg, English A: literature)</i>										
English A: literature	X		Anderson, K.	Masters in Ed.	22	FT		Savannah, GA Online Online	12/2007 7/2013 5/2014	Eng. A1/1; Eng. A1/2; EE Hist./1
English A: literature	X		Barnett, L.	Masters in Eng.	21	FT		Detroit, MI	11/2011	Eng. A1/1
English A: literature	X		Brown, A.	Masters in Ed.	8	FT		Online	10/2016	Engl. A1/2

Subject/role <i>Indicate the name of the subject offered under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Teacher qualifications <i>(degrees, diplomas)</i>	Number of years at this school	Full/ part-time (use FT/PT)	IB activities in which teacher is or has been involved in period under review <i>(eg, examiner, moderator, workshop leaders, site visitors)</i>	IB-recognized professional development attended during period under review Or if outside the period under review, please indicate the most recent IB-recognized professional development attended. Please indicate the most recent category 1 or 2 workshop for all teachers in addition to the most recent training		
	Higher	Standard						Location	Date	Workshop name/ category
Group 2: Language acquisition <i>(indicate the language: eg, English B)</i>										
French ab initio		X	Felder, T.	Bach. + 18	17	FT		CASIE	7/2006	Fr. B SL
Spanish ab initio		X	Hernandez, F.	Masters in lang. ins.	3	FT		Online	3/2018	Sp. Ab/2
Group 3: Individual and societies										
History of Americas	X		Hoshour, C.	Masters in Ed.	15	FT	SCIBS History update panel	Online	10/2015	History/2
History of Americas	X		Wilt, M.	Masters in Ed.	10	FT	SCIBS History update panel	Online	3/2016	History/2
Psychology		X	Austin, K.	Masters in Ed.	8	FT		Online	5/2018	Psy/2
Group 4: Experimental sciences										
Biology	X		Smith, C.	Masters Life Sci.	15	FT		Online	5/2015	Bio./2
Chemistry	X		Privett, J.	B.S. Science	15	FT		Houston, TX	10/2014	Chem./2
Group 5: Mathematics and computer sciences										
Math Studies		X	Arnemann, C.	Masters in Ed.	5	FT		Online	10/2017	Math/2
Math Studies		X	Burns, R.	Masters Math Ed.	27	FT		Online	10/2015	Math/1

Subject/role <i>Indicate the name of the subject offered under each group. Add rows as necessary.</i>	Subject level		Teacher's name	Teacher qualifications (degrees, diplomas)	Number of years at this school	Full/ part-time (use FT/PT)	IB activities in which teacher is or has been involved in period under review (eg, examiner, moderator, workshop leaders, site visitors)	IB-recognized professional development attended during period under review Or if outside the period under review, please indicate the most recent IB-recognized professional development attended. Please indicate the most recent category 1 or 2 workshop for all teachers in addition to the most recent training		
	Higher	Standard						Location	Date	Workshop name/ category
Group 6: The arts										
Music		X	Hines, E.	Bachelors Music Ed.	13	FT		Online	10/2010	Mus./1
Theatre		X	Wilt, M.	Masters Ed.	10	FT		New York, NY	10/2016	Thea./2
Visual Arts		X	Adler, H.	Masters Ed.	21	FT	SCIBS Visual Arts update panel, Collaboration with Hartsville High School	Online	6/2017	Vis. A/2
TOK			Barnett, L.	Masters in Eng.	21	FT		CASIE	10/2005	TOK/2
TOK			Creech, L.	Bachelors in Eng.	13	FT		Online	10/2016	TOK/2
TOK			Wilt, M.	Masters Ed.	10	FT		Online	10/2015	TOK/1
Librarian			Speed, R.	Masters in Library and Inform. Sci.	4	FT		Houston, TX	2/2017	Librarians/ 2
CAS coordinator			Brown, A.	Masters Ed.	8	FT		Online	10/2015	CAS/1
DP coordinator			Mulholland, M.	Masters Ed.	20	FT	SCIBS President, SCIBS Board	Online; Chicago	11/2015; 10/2016	ATL/3; Eval./3
Head of school			Pearson, N.	Masters Admin. +18	5	FT		FLIBS	12/2016	Admin/2

Chart 3: Update of school facilities that support the implementation of the DP

The information formerly included in chart 3 is now incorporated into the self-study questionnaire under practice B.2.5. Completion of chart 3 is no longer required.

Chart 4: Update of implementation budget

Indicate the currency the school uses. If possible, use USD, GBP, CHF or CAD.

USD

USD = US dollars GBP = Great British pounds CHF = Swiss francs CAD = Canadian dollars

	IB World School current year	Year 2 after evaluation	Year 3 after evaluation	Year 4 after evaluation	Year 5 after evaluation
Academic year	2018-19	2019-20	2020-21	2021-22	2022-23
Annual fee	11,650	11,950	12,250	12,550	12,850
Candidate assessment fees	28,010	28,500	29,000	29,500	30,000
Resources (specify)	7150	8350	5100	8550	2950
Evaluation Site Visit	3500				
Stationery/Printing	500	550	600	650	700
Assessment/Exam Mailings	1250	1300	1350	1400	1450
CAS Materials	500	500	500	500	500
Music Scores	200		250		300
Psychology Textbooks	1200				
Math Studies Textbooks		6,000			
Theory of Knowledge Textbooks			2,400		
Biology Textbooks				3,000	
Chemistry Textbooks				3,000	
IB professional development (specify)	2400	1200	1800	1800	600
Barnett, EE	600				
Lemon, Counseling	600				
Burns and Arneemann, Math	600	600			
Anderson and Brown, English lit	600	600			
Hines, Music			600		
Creech and Wilt, TOK			1200		

Smith, Biology and Privett, Chemistry				1200	
Wilt, Theatre				600	
Adler, Visual Arts					600
Other	3500	3800	4100	4400	4700
Graduation Ceremony	3, 500	3, 800	4,100	4,400	4,700
TOTAL	52,710	53,800	52,250	56,800	51,100

Approved by

Position

Chart 5: Overview of levels of achievement of the standards in section C

- In the table below, indicate with X the levels of achievement for the standards as identified by each subject group.

	C1 Collaborative Planning			C2 Written Curriculum			C3 Teaching and Learning ATL			C4 Assessment		
	Requires significant attention	Requires further developmen t	Shows satisfactory developmen t	Requires significant attention	Requires further developmen t	Shows satisfactory developmen t	Requires significant attention	Requires further developmen t	Shows satisfactory developmen t	Requires significant attention	Requires further developmen t	Shows satisfactory developmen t
General (as declared in the self- study to be submitted to the IB)			X			X			X			X
Group 1: Studies in language and literature			X			X			X			X
Group 2: Language acquisition			X			X			X			X
Group 3: Individuals and societies			X			X			X			X
Group 4: Experimenta l sciences		X			X			X				X

	C1 Collaborative Planning			C2 Written Curriculum			C3 Teaching and Learning ATL			C4 Assessment		
	Requires significant attention	Requires further developmen t	Shows satisfactory developmen t	Requires significant attention	Requires further developmen t	Shows satisfactory developmen t	Requires significant attention	Requires further developmen t	Shows satisfactory developmen t	Requires significant attention	Requires further developmen t	Shows satisfactory developmen t
Group 5: Mathematics and computer science			X		X			X				X
Group 6: The arts			X		X				X			X
TOK			X			X			X			X
CAS		X				X			X			X