

**Programme evaluation guide and
self-study questionnaire:
Diploma Programme**

Diploma Programme
Programme evaluation guide and self-study questionnaire: Diploma Programme
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of the programme evaluation process

Programme evaluation is both a requirement and a service provided by the IB Organization to IB World Schools. The aim is for the IB to ensure on a regular basis that the standards and practices of the programmes are being maintained.

The *Programme standards and practices* is the foundational document used by schools and the IB to ensure quality and fidelity in the implementation of the programmes in IB World Schools. The IB is aware that for each school the implementation of an IB programme is a journey and that the school will move towards the standards and practices to varying degrees along the way. However, it is expected that the school makes a commitment towards meeting all the standards, and programme requirements.

The process allows the IB to work closely with the schools in their ongoing development of the programmes. It does not seek to appraise or assess the quality of the programmes for students. It is a process of formal reflection involving all stakeholders within the school community.

Schools have found this process to be the source of new dynamism and momentum within the school and have incorporated it as a natural dimension of their development. It is implemented continuously beyond the IB-specific requirement. It provides an opportunity to pause and reflect honestly on achievements and new initiatives to enhance the implementation of the IB programme. It has also proved to be an opportunity for increased communication within the school.

In the process, there are certain expectations for the school and for the IB, which are described below:

It is expected:

the school to determine its own assessment of the implementation of the programme, according to the *Programme standards and practices* and programme requirements.

the school to identify major achievements during the period under review and to identify practices that need further development.

It is expected:

the IB to analyse and evaluate the school's implementation of the programme, according to the *Programme standards and practices* and programme requirements.

the IB to recommend schools on practices that address the *Programme standards and practices* in ways that solve challenges faced by the school and to support ongoing implementation.

the IB to provide guidance on enhancing the implementation of the programme in the school.

Identify areas within a school's practice that, if not addressed immediately, will jeopardize the integrity of the programme and thus the school's entitlement to be considered an IB World School.

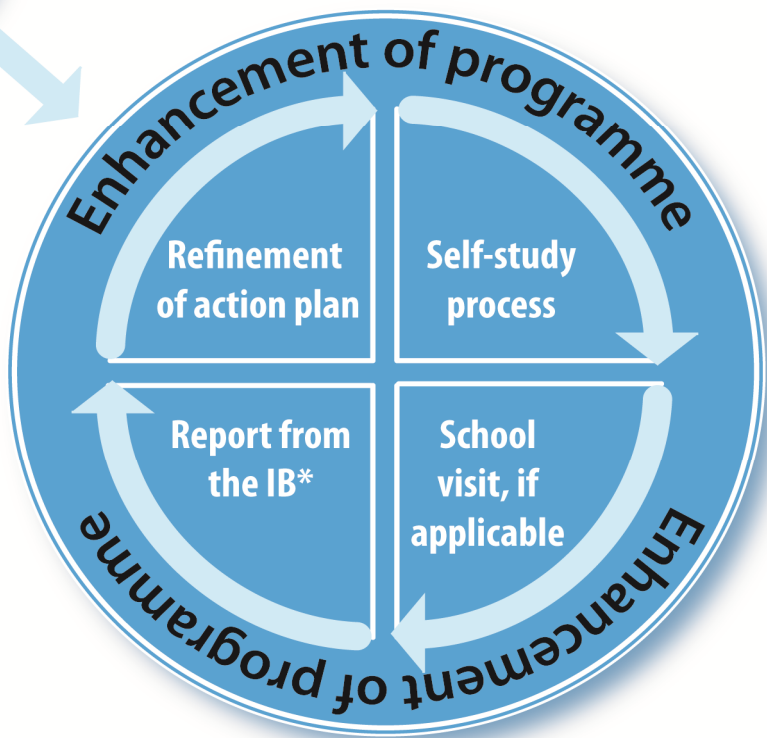
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view of the evaluation process

should consider programme evaluation as an ongoing process of action and reflection that aims to enhance the implementation of the programme supported by the school's ongoing action plan, which is based on the *Programme standards and practices*. The IB evaluation process should be seen as a verification of this ongoing process in the school. This is shown in the diagram below.

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orization



It includes matters to be addressed, the school will be asked to respond to these matters as mentioned below.

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of the school's action plan

Completing the applications for candidacy and authorization, the school was asked to submit an action plan based on objectives drawn from the *Programme standards and practices*. Once the school is authorized, the IB expects the school to continue developing the programme at the school, refining and updating its practices in order to achieve the standards, in accordance with the *Programme standards and practices*. To this end, the school is expected to update the action plan in line with the priorities set out by the school, which should include the IB recommendations from previous evaluation processes.

At the time of evaluation, the school is expected to incorporate the results of its self study into the action plan. This plan is submitted as part of the self-study report.

At the time of the next evaluation, the school is expected to incorporate the IB recommendations from the evaluation report into the action plan for the new five-year cycle. Matters to be addressed will be required within a time frame set by the relevant IB office. This will be separate from the action plan.

The action plan will help the school to define its objectives and to monitor its progress towards achieving these. It will also help to ensure that a culture of continuous learning and improvement permeates the school.

Frequency

The self-study process occurs every five years after authorization.

The relevant IB office provides information about timelines and procedures for submission of the self-study questionnaire and supporting documents, as well as the timing of the evaluation visit, if applicable.

Professional development requirements at evaluation

During the period under review, the school must have a plan that will ensure its compliance with the following requirements related to IB-recognized professional development.

At least one member of school (or designee) if appointed during the period under review must participate in an appropriate IB workshop.

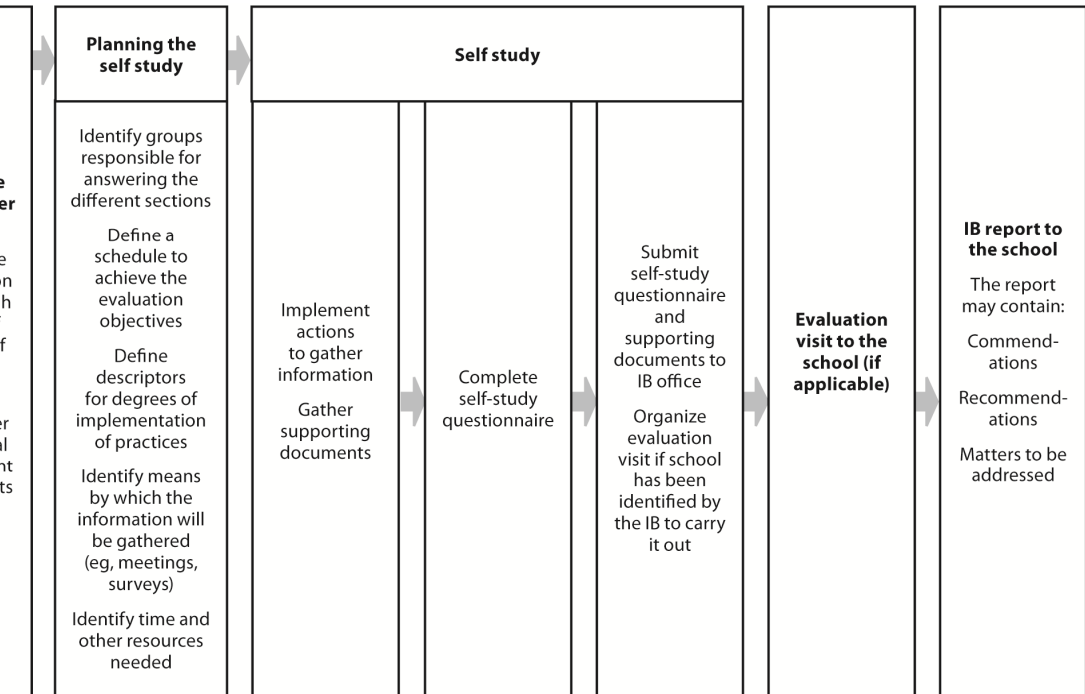
At least one IB Diploma Programme teacher, theory of knowledge (TOK) teachers, creativity, action, service (CAS) coordinator and Diploma Programme coordinator appointed during the period under review must participate in an IB category 1 or 2 workshop related to their subject or role.

At least one Diploma Programme subject teacher per subject/TOK/CAS coordinator must participate in a relevant IB workshop if the subject or course is reviewed during the period under review and a new guide has been published.

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to the above-mentioned requirements, the IB expects the school to provide further opportunities for staff to attend IB recognized professional development as evidence of its ongoing commitment to professional development and in support of the continuing implementation of the programme.

of the programme evaluation process



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ing the self study

Study process is the most important aspect of the entire process of programme evaluation.

When planning the self study, consider what the school should do in order to successfully comply with this requirement. Specifically, the school should outline the steps.

Consider that the self study will take place over at least 12 months because all those involved in the organization and implementation of the programme will contribute to this process: members of the governing body, administrators, teaching and non-teaching staff, students and parents. It involves looking at aspects of school life that are affected by the programme.

Identify who will be responsible for organizing the process. Normally, the IB programme coordinator fulfills this role in close collaboration with the principal and leadership team.

Ensure that the leader in charge of organizing the process has the time and resources necessary to organize and coordinate the activities that the process will involve.

Determine who will be responsible for the completion of each section of the self-study questionnaire and the gathering of required documentation.

Identify the support that the teams will receive in order to carry out the activities (financial resources, clerical/technical support, and so on).

Develop the descriptors for levels of implementation of practices.

Determine the means by which feedback of stakeholders will be gathered (for example, surveys, face-to-face meetings). Define objectives and content for the study.

Allocate sufficient significant formal meeting time to carry out this process. Meetings need to be carefully organized, allowing time for reflection, discussion and decision-making, if applicable.

Communicate and clarify aspects of the process to those who will be contributing to the study, including:

- an overview of the aims of the process

- the importance of understanding the *Programme standards and practices*

- an explanation of the descriptors to be applied when deciding on levels of implementation of practices to ensure consistency

- the importance of identifying and analysing school evidence to justify levels of implementation

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importance of presenting evidence in order to verify conclusions

need for reflection on the gathered evidence in order to decide whether a standard shows satisfactory development or needs significant attention

guidelines and timelines for the completion of the sections of the questionnaire.

from the wider school community about the process in order to gain their support.

Review all the findings and discuss outcomes with those involved in the process, as appropriate.

Finalize the self-study questionnaire and action plan for submission.

Finalize the collection of supporting documents.

Submit the questionnaire and supporting documents electronically to the IB by the specified date, signed and agreed by the head of school.

g evidence

The self-study should be evidence based, drawing on existing school documentation and reflecting actual practice in the school during the period under review (five years).

Materials related to the self-study questionnaire—including surveys and reflections—that are not explicitly required as part of this process by the IB should be kept on file in case they are needed to inform aspects of what was submitted.

As part of the self study, the school is required to include a response to the IB recommendations from the previous evaluation or authorization report.

on the levels of implementation of each practice

When completing the self-study questionnaire, the school should indicate the level of implementation of each practice described in the document.

The self-study questionnaire section of this document contains tables that outline the Diploma Programme standards and practices. Indicate the level of implementation in the four columns to the right of each practice. The school must develop descriptors showing gradation from low level of implementation to high level of implementation. In order to ensure consistency it is essential that all participants in this process have a common understanding of these descriptors.

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he standards

ully analysing the practices currently in place at the school and the evidence that was gathered to show their implementation, the school must ca
process to decide whether it is meeting the standards and how it will plan the next five-year period based on the outcomes of the evaluation pro
place.

on of the self-study questionnaire and supporting documents

ent IB office will provide schools with details on how to submit the self-study questionnaire and supporting documents electronically.

ation visit

erves the right to visit a school, at the school's expense, as part of the evaluation process. The school will be given sufficient time to organize such

se of the visit is to verify the school's assessment of its implementation of the programme in order to ensure that the standards and practices on v
me is founded are maintained and furthered. A description of the visit can be found in the following pages of this document.

gs of the visit will inform the final evaluation report sent to the school.

ation report

ysis of the self-study questionnaire, the supporting documents and the findings of the school visit, if applicable, the IB will send a final report to the
ich will reflect on the self study submitted by the school, including the process and the conclusions that the school reached. It is the head's respon
findings of this report with the school community.

may include:

commendations: These relate to school practices that address the *Programme standards and practices* in ways that solve challenges faced by th
or outstanding implementation.

commendations: These provide guidance for the school on further developing the programme.

ers to be addressed: These are areas within a school's practice that, if not addressed immediately, will jeopardize the integrity of the programme
school's entitlement to be considered an IB World School.

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to matters to be addressed

When a report includes matters to be addressed, the relevant IB office will prescribe a deadline by which the school is required to submit a response to the report. The response will include evidence that the matters have been addressed or that an acceptable plan has been made for their accomplishment, as applicable. Articles from the *Rules for IB World Schools: Diploma Programme* will apply when schools do not fulfill these requirements.

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evaluation visit

After a school has submitted the self-study questionnaire and its supporting documents, an IB visiting team may conduct a visit to the school.

of the visit

The team will verify the school's self assessment as reflected in the self-study questionnaire.

For the purpose, the visiting team will:

• Collect evidence and describe findings with regard to the progress of the implementation of the programme in relation to the *Programme standards* since the last evaluation process or since authorization

• Identify practices that are beyond the requirements and those whose further development will contribute to the effective implementation of the programme

The purpose of the visit is not to appraise or assess individual teachers or school administrators. It is an aspect of the evaluation process that seeks to assess the quality of the programme implemented in the school as described in the school's self study.

Description of the visit

When and how long?

The IB will arrange the visit with the school at an appropriate time. Each visit normally lasts two to three days, but the IB may decide on a greater length depending on the needs of the school.

Who is involved?

Visiting team

The visiting team normally comprises two to three experienced IB educators who have been duly trained according to global IB policies to become site visitors. The IB may decide on a greater number according to the size of the school. The team is selected by the appropriate IB office.

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the school being visited cannot be members of the visiting team. Normally, members of the team may not visit schools where they have recently worked, or they otherwise have, or have had, a close relationship. If it presents a potential conflict of interest, team members should not visit a school where they have a personal or financial interest in their own.

Responsibilities of the visiting team

Members of the visiting team are aware of the aims of the visit and should follow specific procedures for conducting the visit. They have read the documentation and will visit the school they visit.

Engaging the school community

The visiting team will have meetings with different members of the school community (members of the governing body, leadership team, IB coordinator, IB coordinators and parents), will visit the school facilities and will observe classes.

How is the visit organized?

Pre-visit responsibilities

Agreeing an agenda with the IB.

Following the visit, according to IB procedures established for this purpose.

Providing the IB with information about nearby hotels to book for site visitors or making hotel reservations, if applicable.

Providing transportation for site visitors from and to the airport and from and to the school, if applicable.

When available, in the school, a room for the use of the team throughout the visit where all necessary documentation required by the team will be available. Meetings will normally take place in the allocated room, it is the school's responsibility to see that it is quiet and conducive to private conversations.

Providing meals during the school day.

Providing the assistance of an external translator if meetings need to be conducted in a language other than the IB working language identified by the team. The language of communication with the IB (English, French or Spanish).

Post-visit responsibilities

Providing the school with dates for the visit, with enough time for the school to organize it.

Identifying the members of the visiting team and informing the school of their names in a timely manner.

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oving the final agenda, after consultation with the school. This will normally be carried out by the leader of the visiting team.

Agenda for the visit

The visiting team leader decides which visiting team members and representatives of the school should attend which meetings.

The agenda will be drafted to ensure that the different stakeholders will be able to attend at specific times. Decisions about school staff attending meetings outside school hours are left to the school: the IB cannot insist that the staff attend.

Observation classes will be carried out with the consent of the teacher(s) concerned.

Agenda items

The agenda for the visit will normally include the following items:

Formal interviews with the school administration, governors/board members (if applicable), the IB programme coordinator, the school pedagogical leader, teachers, librarians, groups of students, parents and others who are involved in the programme. These interviews will be individual and in general led by the visiting team leader, and will adhere to the local legal framework.

Informal dialogues with teachers, students, administrators and other staff members are to be involved in the programme.

Observation of classes.

Use of school facilities emphasizing the areas that support the implementation of the programme (library, laboratories, and so on).

The agenda items are determined and confirmed before the visit. The precise agenda will depend on factors such as the size of the school and the infrastructure of the school prior to the visit. Sample agendas are available electronically.

The visiting team leader may revise the agenda slightly on site if the need arises and if the school is able to accommodate the request.

Exit interview

At the end of the visit, the visiting team will conduct an exit interview with members of the school administration. Based on the visit and school documentation, for the evaluation process, the team will orally communicate the observations made during the visit. The team will take this opportunity to check to ensure that the subsequent report that they have to write and submit to the IB relevant office accurately depicts the findings.

As the visiting team will not provide the school with a response regarding the evaluation, as the visit is but one part of a larger process, the outcome will be communicated to the school by the IB.

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g team will continue discussions among themselves after the visit, and adjustments to their oral report may be made. The visiting team will then co
ort to be submitted to the relevant IB office.

T TO THE IB THE FOLLOWING SECTIONS ONLY

user

questionnaire and supporting documentation must be submitted in one of the IB working languages: English, French or Spanish. Translations of official documents should
ed.

self-study questionnaire should be completed electronically and submitted along with supporting documentation following the guidelines and deadlines provided by the relevant

your responses in the boxes provided for each question. The boxes will expand as you type your responses. Add rows as necessary.

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School presentation

Provide school information

SCHOOL DETAILS	
School	IB school code
Seaside High School	6013
Entered name of school (if different from above)	
Address (include city, state, country and postal or zip code)	
Seaside, Newport Beach, CA. USA 92663	
Address (if different from above) (include city, state, country and postal or zip code)	

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Country and area	(949) 515-6300			
Country and area	(949) 515-6370			
	Title (Mr, Mrs, Ms)	Name	Position (2)	Email address
School (1)	Mr.	Sean Boulton	Principal	sboulton@nmusd.us
Section where the programme is located (from above)				
Director	Ms.	Alma Di Giorgio	DP Coordinator/IB Spanish teacher	adigiorgio@nmusd.us
Post-secondary counselor	Ms.	Cathie Calderon	DP Counselor	ccalderon@nmusd.us
Public website	nhhs.nmusd.us			

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 board are implemented in practice.

Position: Name of the post of employment at the school

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2. SCHOOL INFORMATION

Date school founded or opened

September	1930
month	year

Legal status of the school

Note:

- 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 (notforprofit or forprofit) 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"/>
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Include school's accreditation status with other organizations, if any (eg CIS, WASC).

WASC

Does the school belong to a group of schools gathered in a foundation, district or common project in relation to the IB? If this is so, identify the group/project.

No

Type of school

Boys

Girls

Coeducational

Additional information (eg coeducational in primary, boys and girls in secondary)

Boarding only

Day only

Boarding and day

Academic year dates (indicate month only)

Starts

September

Ends

June

Age range of students across the whole school

From

14

years
old

To

18

year
s 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
Freshman	9	13-15	599
Sophomores	10	14-16	595
Juniors	11	15-17	592
Seniors	12	16-18	532
Total number of students in the whole school			2318

What other IB programmes does the school currently implement or plan to implement?

PYP	<table><tr><td data-bbox="354 331 521 359">Candidate school</td><td data-bbox="743 312 821 405"><input type="checkbox"/></td><td data-bbox="862 331 1198 384">IB World School authorized to offer the programme</td><td data-bbox="1247 312 1325 405"><input type="checkbox"/></td></tr><tr><td data-bbox="354 420 683 447"><i>(add IB school code if you know it)</i></td><td></td><td data-bbox="862 420 1062 447"><i>(add IB school code)</i></td><td></td></tr><tr><td data-bbox="354 457 745 550"><input type="text"/></td><td></td><td data-bbox="862 457 1253 550"><input type="text"/></td><td></td></tr></table>	Candidate school	<input type="checkbox"/>	IB World School authorized to offer the programme	<input type="checkbox"/>	<i>(add IB school code if you know it)</i>		<i>(add IB school code)</i>		<input type="text"/>		<input type="text"/>	
Candidate school	<input type="checkbox"/>	IB World School authorized to offer the programme	<input type="checkbox"/>										
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<input type="text"/>		<input type="text"/>											
MYP	<table><tr><td data-bbox="354 667 521 695">Candidate school</td><td data-bbox="743 651 821 743"><input type="checkbox"/></td><td data-bbox="862 667 1198 720">IB World School authorized to offer the programme</td><td data-bbox="1247 651 1325 743"><input type="checkbox"/></td></tr><tr><td data-bbox="354 753 683 781"><i>(add IB school code if you know it)</i></td><td></td><td data-bbox="862 753 1062 781"><i>(add IB school code)</i></td><td></td></tr><tr><td data-bbox="354 791 745 884"><input type="text"/></td><td></td><td data-bbox="862 791 1253 884"><input type="text"/></td><td></td></tr></table>	Candidate school	<input type="checkbox"/>	IB World School authorized to offer the programme	<input type="checkbox"/>	<i>(add IB school code if you know it)</i>		<i>(add IB school code)</i>		<input type="text"/>		<input type="text"/>	
Candidate school	<input type="checkbox"/>	IB World School authorized to offer the programme	<input type="checkbox"/>										
<i>(add IB school code if you know it)</i>		<i>(add IB school code)</i>											
<input type="text"/>		<input type="text"/>											

What educational programmes are currently taught in each section of the school? <i>(eg national syllabus, AP)</i>	
Name of the section	Educational programme
Secondary	State of California, Newport-Mesa Unified School District Standards
Secondary	College Board Advanced Placement (AP)
Secondary	Advancement via Individual Determination (AVID)
Name of qualification(s) or credential(s) a student can gain upon graduation from the school	N/A/
Language(s) of instruction at the school <i>(language through which group 3–6 subjects are taught)</i>	
English	

brief paragraphs that describe the following aspects of the school and its community, and highlight any changes that have taken place during the review:

The major characteristics of the school that make it attractive for students and parents

Newport Harbor High School (NHHS), founded in 1930, is proud of its rich tradition as an outstanding school, confirmed by its designation as an International Baccalaureate School since 2010. Many NHHS graduates continue to reside in the area and watch as their children, grandchildren, and even great-grandchildren graduate.

Newport Harbor High School educators and administrators are committed to providing an outstanding instructional program to all students. Through a variety of innovative and specialized programs, faculty and staff ensure that each student is provided opportunities to reach his or her full potential. Through a process of shared decision-making, the faculty and staff at Newport Harbor High work closely to create a dynamic and challenging school environment that engages the entire Newport Harbor school community.

Newport Harbor High School is the largest high school in the Newport-Mesa Unified School District, and as such, the faculty and staff are committed to meeting a wide-range of student needs, and to work more closely with the entire student body. The school has a reputation for academic excellence and offers a wide range of academic and extra-curricular programs, such as IB, AP, AVID, and an emerging IB Business programme. In addition, there is a well-developed ROP / career readiness program, including on campus classes in culinary arts that has won competitions on the state and national stage. The fine arts and performing arts programs are exceptionally strong, with award-winning choral and instrumental groups and a highly acclaimed drama production department. Athletics are also a major part of the school culture; the school is competitive in a wide variety of sports. In short, Newport Harbor High School offers a well-rounded high school experience with excellent academic and extra-curricular activities, affording students the opportunity to explore various interests and passions in a caring and nurturing atmosphere.

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

The school is located within the city of Newport Beach, CA, but serves the city of Costa Mesa as well.

The City of Newport Beach is located in the coastal center of Orange County, with Los Angeles County to the north and San Diego County to the south. It has an estimated permanent population of 86,738 but during the summer months, the population grows to more than 100,000 with 20,000 to 100,000 tourists daily. Newport Beach is known for its fine residential areas, modern shopping facilities, strong business community and quality school system. The bay area and the City's eight miles of ocean beach offer outstanding fishing, swimming, surfing, and aquatic sports activities. Costa Mesa encompasses 16 square miles and has a population of about 110,000. The City of Costa Mesa— just one mile from the Pacific Coast in the heart of Orange County—is one of California's most eclectic and vibrant cities. The city is home to South Coast Plaza, one of the nation's largest shopping centers, and the world-class Segerstrom Center for the Arts and South Coast Repertory theater. Costa Mesa is also the capitol of the action sports industry and the headquarters for companies such as Hurley International, Volcom, RVCA and Paul Frank Industries.

The school is, therefore, a representation of the economically diverse, eclectic, and vibrant, and serves both the school boundaries include a range from the most highly affluent neighbourhood to the more modest middle-income housing to the Federally-assisted housing tracts and apartments occupied by low income families. The racial make-up of the city is about 69% Caucasian, 16% Hispanic, 10% Asian, 1% Black, and 3% other. There are close ties between the community and the school. School events are well attended by parents, as well as school board members and city council members. There is a community liaison on staff who heads the English Language Advisory Committee, as well as a school resource officer from the Newport Beach Police Department. The school hosts informational nights for parents where topics such as college admissions, program information, adolescent counseling ,spotting drug use, teaching responsibility, preventing gang affiliation, etc. are addressed.

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Student body and staff, including their national, cultural and linguistic backgrounds

The student population is predominately Caucasian and Hispanic. Out of 150 staff members most are Caucasian, 15 are Hispanic, 8 are Asian, and one is African-American. The majority of the students are U.S. citizens, as are the teachers. English is the primary language; predominant primary languages other than English are Spanish, Filipino,, Chinese, and Vietnamese. We have 482 students who are identified as bi-lingual and are designated fluent English speakers; there are 284 students designated as having limited English proficiency

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

Identify any changes that have occurred.

Study

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

A: Philosophy

A

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

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

Show as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg leader, contributors)</i>
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n Boulton	Principal	Contributor
nifer Hays	Assistant Principal	Contributor
a Di Giorgio	IB Diploma, Lang B Spanish teacher, and CAS Coordinator	Leader
nie Calderon	IB Diploma Counselor and CAS Advisor	Contributor
ra Barnebey	IB English Lit and Lang teacher and EE Advisor	Contributor
y Robinson	IB History teacher, and EE Advisor	Contributor
Robinson	TOK and IB Latin teacher, and EE Advisor	Contributor
abelle Shedd	TOK and IB HL Lit, and EE Advisor	Contributor
bie Pipes	IB Math SL	Contributor
ilia Silva	IB Lang B Spanish SL	Contributor
e Wodark	IB Lang B French SL	Contributor
k Goodman	IB English Lit HL and EE Advisor	Contributor
sandra Esquivel- Krause	IB Theater HL	Contributor
ndon Clay	IB Mathematics HL	Contributor
ine McKeon	IB Visual Art HL and EE Advisor	Contributor

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Goodman	IB English Lit HL and EE Advisor	Contributor
Armstrong	IB English HL and EE Advisor	Contributor
Ciok	IB Film HL	Contributor
Corbett	IB English Lit HL	Contributor
Albitar-Frzop	IB Lang B Spanish HL	Contributor
Bulone	IB SL/HL Mathematics	Contributor
Dominguez	IB Computer Science HL	Contributor
Smith	IB Biology SL and EE Advisor	Contributor
Shaw	IB Business Management HL	Contributor
Henthorn	IB Music HL	Contributor
Pitones	IB Spanish Ab Initio	Contributor
Risse	IB Physics HL	Contributor
Weitz	Special Ed. Dept. Chair	Contributor

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Describe the school's mission statement.

Mission Statement : We believe all students will become productive and successful members of our global society by challenging each student to his or her academic and personal potential.

WE ARE:
Scholarly
Artistic
Interconnected
Leaders
Outstanding
Responsible

Persistent
Respectful
Innovative
Diligent
Enlightened

Visión (metas a corto plazo, del día a día, de la escuela Newport Harbor):

Queremos que todos los estudiantes llegarán a ser miembros productivos y exitosos de la sociedad global al desafiar a cada estudiante a que alcance todo su potencial académico y personal.

¡SOTROS SOMOS: SAILOR PRIDE (Orgullo de nuestra escuela)

Académicos	P-Persistentes
Artísticos	R-Respetuosos
Interconectados	I-Innovadores
Líderes	D-Diligentes
sobresalientes	E-Informados
Responsables	

Teacher support material: Example interim objectives

the school revised its philosophy/mission statement since authorization/the last evaluation? If yes, describe the process by which this was done involved.

Mission and Vision and Beliefs statements have been developed collaboratively, as have our LRs, (Expected School-wide Learning Results). All reflect the Newport Harbor High School stakeholder's view of our educational priorities and goals. They are posted throughout our school as a reminder to all of our purpose and priorities.

What strategies has the school implemented to encourage a higher degree of student participation in the Diploma Programme?

One of the biggest roadblocks to participation in the IB diploma program is due to the restrictions on time students have outside of school to complete all the requirements. Other roadblocks include the lack of community knowledge about the program, the restrictions with the master schedule, and lack of overall Newport Harbor High School staff buy-in with IB because of the way it was rolled out to the staff in 2010. As a diverse school with many offerings, we also have a rich AP program, AVID program, and as a result, have limited sections available to us.

Within the *Newport Harbor High School Zone* (schools in our Zone include Ensign Intermediate, Woodland Elementary, Kaiser Elementary, Whittier Elementary, Mariners Elementary, Newport Harbor Elementary, and Newport Heights Elementary), the schools have invested three years worth of professional development with site leadership and teachers towards the IB continuum. Each site principal has attended, or will attend this summer, an IB conference, and several teachers have as well--this summer we have several site administrators and teachers attending IB conferences focused with units of study in IB MYP English. The goal is vertical IB articulation, and IB "like" units of study increasing exposure and understanding of curriculum and methodology of IB Diploma Program.

We have also, over the past several years, reduced anxiety with students through personal counseling from our IB Coordinators, an IB specific guidance counselor, and our flexibility to add more sections of IB courses. This has increased over the past three years within the master schedule. We have a new A.P. of Curriculum and Instruction Guidance (this is her first year) who is a staunch advocate of IB; she has worked tirelessly to adjust the master schedule to accommodate IB students. In addition, we have added some on-line classes (Health, economics) to ease roadblocks in the master schedule with our IB students.

Last year we held two IB information session nights for incoming 9th grade and 10th grade students and

Teacher support material: Example interim objectives

for parents, and this year we have given overviews of the IB program to our feeder schools via information sessions at night. The IB Coordinator visits the 10th grade English classes to explain the program in detail; current IB Diploma students also come along and provide the student perspective about the program.

The school web site now has a separate link for information regarding IB, as does the IBC's website. The IB program is promoted at our school-wide open house held for incoming students.

We have also begun to offer IB Diploma presentations in Spanish to communicate to our Spanish speaking parents and students the educational opportunity the IB Diploma program can offer.

Provide a brief summary of the perceptions of the parent community regarding the implementation of the programme at the school and its impact on them.

Parent perception of the IB program has been praised, yet criticized. The IB program is seen by parents as an excellent educational opportunity that gives a student a high school diploma that is recognized internationally which opens the doors to access with international universities. Parents view the IB curriculum as a college-readiness program that truly prepares students with 21st century skills.

Some criticism has been centered around the relatively low amount of Diploma candidates in comparison with the total junior/senior student population. There is also a false perception that the program is an elitist program for only the best students on campus and that not enough minority or low-income students are enrolled.

Overall, our PTA and Foundation which is comprised of parents are true advocates that believe in the program and want to help its expansion to more students.

Provide a brief summary of the perception of the students regarding the implementation of the programme and its impact on them. Include the perceptions if the school has had the opportunity of involving them in the process.

Diploma Class of 2015 Survey Results

The best part about being an IB student is feeling elite to the rest of the school because you

Teacher support material: Example interim objectives


taking the hardest combinations of classes on campus. All of the extra hard work that you do to do proves to you what you are capable of. Also, by the end you feel better prepared for college than the rest of the students because you have been immersed in college course work for two years. The worst parts I guess were the hours of homework and commitment, but I really did not think it was that bad. If you are a good student to begin with, a little extra work needed in IB will not be that big of a problem. “

Best: IB opens you up to a lot of different areas of learning. Despite my interest in business, it still forces you to take classes that may not benefit me in the future. Worst: Despite getting a high GPA, the IB program didn't appeal to colleges as much as I would have hoped. A lot of kids aren't attending exceptional schools. “

The best part about being an IB student is feeling elite to the rest of the school because you are taking the hardest combinations of classes on campus. All of the extra hard work that you do to do proves to you what you are capable of. Also, by the end you feel better prepared for college than the rest of the students because you have been immersed in college course work for two years. The worst parts I guess were the hours of homework and commitment, but I really did not think it was that bad. If you are a good student to begin with, a little extra work needed in IB will not be that big of a problem. “

The best aspect of being an IB student for me was the environment. I liked being in classes with all of the other IB students. I liked some of the course work but would have taken AP classes anyway. Also it teaches good time management skills. Also I thought TOK was very rewarding. The worst aspect in my opinion is that it is much more work than taking all AP classes as there is a lot of extra busy work, and from what I have seen colleges don't look at IB as being harder than AP so it is not necessarily worth the extra work.”

Complete the chart below with the results of the self-study process.

Practice	Level of implementation			
	Low			High
The school's published statements of mission and philosophy align with those of the IB.			X	
The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy.			X	
The school community demonstrates an understanding of, and commitment to, the programmes(s).		X		
The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.			X	
The school promotes responsible action within and beyond the school community.				X
The school promotes open communication based on understanding and respect.				X
The school places importance on language learning, including mother tongue, host country language and other languages.			X	
The school participates in the IB world community.			X	

Teacher support material: Example interim objectives

The school supports access for students to the IB programme(s) and philosophy.				X
a. The school provides for the full Diploma Programme and requires some of its student body to attempt the full diploma and not only individual subject certificates.				X
b. The school promotes access to the diploma and certificates for all students who can benefit from the educational experience they provide.				X
c. The school has strategies in place to encourage students to attempt the full diploma.			X	

Conclusions on the standard

Complete the table. (Indicate with X.)

Standard A	Requires significant attention	Shows satisfactory development
The school's educational beliefs and values reflect IB philosophy.		X

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

<p>Since our inception in 2010, we have added courses designed to increase access to the IB diploma.</p> <p>We have also aligned our LCAP goals (Local Control Accountability Plan) to include IB</p>

Teacher support material: Example interim objectives

educational goals. These goals are also specifically aligned with funding sources as well to support and sustain the long-term growth of the IB Program.

Our school's mission statement is aligned very well with the IB's mission statement in that we are in the business of creating global citizens.

"We believe all students will become productive and successful members of our global society by challenging each student to his or her academic and personal potential."

We have integrated the IB philosophy by instilling the 10 IB Learner Profiles in each classroom. All teachers, IB and non-IB teachers, encourage students to share the 10 Learner Profile attributes. This school year we have integrated a 9th grade IB Academy that offers students classes that are IB infused with approaches to teaching and learning (ATL).

We have brought on ManageBac as an online platform to streamline the registration process and allow students to track, monitor, and build their IB digital portfolios for CAS.

We have opened up new classes such as IB Computer Science, IB Astronomy, and Global Connect (International Relations) for 9th graders--the 9th grade class is globally centered and exposes students to contemporary issues as they relate to culture, economy, and politics.

Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

No recommendations made.

As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

Teacher support material: Example interim objectives

Our commitment is to increase participation of low income and minority students. In both certificate courses and the full DP. In 2015 Newport Harbor High School launched the IB Academy for students in 9th grade, an ambitious pathway to expand the IB Diploma program. The district has established academies at each high school with a designated focus/specialty. The IB Academy's focus is to offer access, participation and guidance for students interested in participating in the Diploma program before grade 11. Although we're not an MYP certified school we have set up vertical lesson planning within the English department where teachers have collaborated together to offer MYP English Units of Study. The IB Academy is a preliminary step to prepare us for authorization and full-scale MYP implementation in the near future.

B: Organization

B1: Leadership and structure

Our school's leadership and administrative structures ensure the implementation of the Diploma Programme.

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

Rows as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg leader, contributors)</i>
Maria Di Giorgio	IB Diploma Coordinator	Leader
John Boulton	Principal	Contributor
Jennifer Hays	Assistant-Principal	Contributor
Thie Calderon	IB Counselor	Contributor

Teacher support material: Example interim objectives

te the following information.

Number of students currently enrolled at school in the two years in which the Diploma Programme is implemented

		Diploma Programme year 1	Diploma Programme year 2
1	Number of Diploma Programme certificate candidates	54	79
2	Number of full Diploma Programme candidates	21	50
3	Number of non-Diploma Programme students	205	283
	TOTAL (1 + 2 + 3) <i>(Total number of students in the year of Diploma Programme implementation)</i>	276	412

Do IB students have to fulfill other mandated requirements (for example, national, local requirements)?

Yes No

If the answer is yes, provide the following information:

i. Specify what type of requirements and in which year(s) of the Diploma programme they need to be fulfilled.

Year 1: Health, American History, Visual & Performing Arts (may be completed earlier)
Year 2: Economics, Civics

teacher support material: Example interim objectives

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

NA

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

Ye
s

No

i. If the answer is yes, describe the policy that the school applies.

ii. 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 this is so the reasons for the change.

N/A

ernance

Briefly describe the governance structure at the school and highlight any changes that have been made to it during the period under review.

The Coordinator works under the direction of the principal and assistant principal of curriculum and guidance. They, in turn, work under the Director of Secondary Education, who works out of the district offices. He reports to the superintendent of the district.

eacher support material: Example interim objectives

Describe how the governing body (or the educational authorities) is kept informed about the implementation of the Diploma Programme.

The primary lines of communication go from the IBC to the principal to the Director of Secondary Ed.

pedagogical leadership

Describe any changes in the structure and responsibilities of the pedagogical leadership team in charge of the implementation of the Diploma Programme that have occurred during the period under review and why they were implemented.

N/A

If the Diploma Programme coordinator has other responsibilities besides the Diploma Programme coordination, indicate:

i. additional responsibilities

Lang B Spanish SL teacher and CAS Coordinator

ii. percentage of his/her weekly schedule that is devoted to complying with his/her IB responsibilities as coordinator. (Indicate the whole schedule of the coordinator at school, for example Mondays to Fridays from 9 am to 3.30 pm.)

40% of schedule is devoted to IB coordination

teacher support material: Example interim objectives

If the school offers online Diploma Programme courses, describe the role of the site-based coordinator. Indicate what other responsibilities he/she has at the school.

To date we haven't had DP students take any online DP courses. When parents/students have asked about online courses we direct them to the only online recognized school by IB, Pamojaeducation.com
IB Coordinator also coordinates and advises CAS. She oversees five CAS Advisors.

ies

Describe the process of revising the language, assessment, academic honesty and special educational needs policies at the school, including when they were last revised.

Language policy

We have developed and implemented a language policy that is consistent with IB expectations. We support for mother tongue continuance and we offer a selection of courses in Group 2 that reflect the needs and abilities of students. The school offers support to all teachers in their contribution to the language development of students. We offer support for students who are not proficient in the language of instruction in our ELD (English Language Development) classes. There is a continued learning of our country's regional language and cultural differences. Our policy is regularly revised and includes different stakeholders. It is widely communicated and developed collaboratively.

Assessment policy

No changes have been made.

Teacher support material: Example interim objectives

Academic honesty policy

No changes have been made.

Special educational needs policy

Newport Harbor High school's Special Education is a program within the framework of the General Education high school curriculum. Our goal is to support our students in order to meet state standards and attain success with their high school experience. In addition, our staff facilitates learning related to transitioning from high school to adulthood. The students spend time in either Basic Skills and/or the Special Day Class. Basic Skills is a support class for those students in General Education classes; Special Day Class is a delivery method whereby students receive core curriculum instruction by a Special Education Teacher.

Course Content


Courses within the Special Education Department are individualized for each student depending upon his/her educational needs as determined by the IEP (Individualized Education Program). In addition to teaching/reinforcing basic academic skills development of pre-vocational and vocational skills are embedded in the program.

Grading System

Students are graded on mastery of standards, work completion, effort, and attendance.

Teacher support material: Example interim objectives

Complete the chart below with the results of the self-study process.

Practice	Level of implementation			
	Low			High
The school has developed systems to keep the governing body informed about the ongoing implementation and development of the programme(s).			X	
The school has developed a governance and leadership structure that supports the implementation of the programme(s).				X
The head of school/school principal and programme coordinator demonstrate pedagogical leadership aligned with the philosophy of the programme(s).				X
The school has appointed a programme coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.				X

Teacher support material: Example interim objectives

The school develops and implements policies and procedures that support the programme(s).				X
a. The school has an admissions policy that clarifies conditions for admission to the school and the Diploma Programme.				X
b. The school develops and implements a language policy that is consistent with IB expectations.				X
c. The school develops and implements a special educational needs policy that is consistent with IB expectations and with the school's admissions policy.				X
d. The school develops and implements an assessment policy that is consistent with IB expectations.				X
e. The school has developed and implements an academic honesty policy that is consistent with IB expectations.				X
f. The school complies with the IB regulations and procedures related to the conduct of all forms of assessment for the Diploma Programme.				X
The school has systems in place for the continuity and ongoing development of the programme(s).			X	
The school carries out programme evaluation involving all stakeholders.				X

Conclusions on the standard

Complete the table. (Indicate with X.)

Standard B1: Leadership and structure	Requires significant attention	Shows satisfactory development
The school's leadership and administrative structures ensure the implementation of the Diploma Programme.		X

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

Our school has gone through many changes in leadership and structure. We have a new Principal who has been at the school for three years. Prior to this school he was at an IB World School in the same county. He comes with experience in IB policies and standards.. He is a huge advocate of the IB program and has been working hard to instill a culture of IB beginning in the elementary school years. His vision is to grow the IB continuum throughout the Primary and Middle years. He has worked closely with the District office and has been vital in the assurance of continued teacher IB trainings. It has been with his support that he has secured over a dozen IB trainings and conferences for teachers, not only at our school site, but also at the primary and middle school sites that are in our IB Zone. We have also hired a new Assistant Principal of Curriculum who oversees IB Diploma and works closely with the Coordinator and IB Counselor. We have a new IB Diploma Coordinator who also oversees CAS Coordination.

The entire Administration and Counseling team supports IB and they are all committed in ensuring the success of the program.

Teacher support material: Example interim objectives

Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

N/A

As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

There needs to be greater communication between Faculty Leadership Team and our IB Coordinator, and IB teachers. The FLT group is responsible to share out the many variables, goals, issues, and successes of the IB program and sometimes the communication is lost. Our IB Coordinator does meet with the counseling team once a week, guidance and curriculum goals are communicated effectively between IB Coordinator and our counseling team, but there is an inconsistent flow of IB focused discussion and action items from department to department on Newport Harbor High School's campus.

Teacher support material: Example interim objectives

B2: Resources and support

How your school's resources and support structures ensure the implementation of the Diploma Programme.

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

Provide details as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg leader, contributors)</i>
Newport Harbor Education Foundation--Diana Long	Executive Director	The Newport Harbor Education Foundation contributes about \$60,000 towards the program.
Newport-Mesa Unified School District--Kirk Bauermeister Susan Astarita	Executive Director Secondary Education and Assistant Superintendent	The Newport-Mesa Unified School District has been instrumental in supporting the IB Program. Annually, we receive \$50,000 for the IB Program, 1 section for IB Coordinator (next year the section support will go up to 4, and money for professional development!)
Faculty Leadership Team	Head of School, Department Heads, Counselors, Athletic Directors, and IB Coordinator	Develop and implement the IB Diploma Program.

Teacher support material: Example interim objectives

Teachers and other staff who are involved in the implementation of the Diploma Programme

Provide the following information:

Number of full-time teachers who are responsible for Diploma Programme courses

25

Number of part-time teachers who are responsible for Diploma Programme courses

2

Maximum Diploma Programme class size

31

students

Describe the turnover of the staff involved in the implementation of the Diploma Programme in the period under review and how the school addresses challenges in this area.

There has not been a significant turnover in staff since the beginning of the programme.

Teacher support material: Example interim objectives

collaborative planning and reflection

Identify the types and objectives of meetings that support the Diploma Programme implementation. Identify participants (for example, Diploma Programme subject teachers per subject group, all Diploma Programme subject and TOK teachers and CAS coordinators, Diploma Programme leadership team). Use the table below.

Name of meeting	Who attends	Frequency of meeting	Objectives
Department Meetings	All subject specific department members.	Monthly	Master Schedule, Curriculum Design, IB Units of Study, articulation with feeder schools.
Faculty Leadership Team (FLT)	Administration, IB Coordinator, lead teachers, counselors, athletic director,	Monthly	Master Schedule, Curriculum Design, IB Units of Study, articulation with feeder schools.
Administration Team	Administration, plant foreman, athletic director, and	Weekly	Master Schedule, Curriculum Design, IB Units of Study, articulation with feeder schools, professional development, and furthering the IB continuum.

Teacher support material: Example interim objectives

Administration of exams

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

secured office near the front office.

Learning time

Number of weeks of instruction in the school year

Number of instructional periods students receive in a week


Length (in minutes) of each instructional period

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

Teacher support material: Example interim objectives

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

Complete the chart below with the results of the self-study process.

Practice	Level of implementation			
	Low			High
The governing body allocates funding for the implementation and ongoing development of the programme(s).			X	
a. The allocation of funds includes adequate resources and supervision for the creativity, action, service (CAS) programme and the appointment of a CAS coordinator.			X	
b. The allocation of funds includes adequate resources to implement the theory of knowledge course over two years.			X	
The school provides qualified staff to implement the programme(s).			X	
The school ensures that teachers and administrators receive IB recognized professional development.				X
a. The school complies with the IB professional development requirement for the Diploma				X

Teacher support material: Example interim objectives

Programme at authorization and at evaluation.				
The school provides dedicated time for teachers' collaborative planning and reflection.			X	
The physical and virtual learning environments, facilities, resources and specialized equipment support the implementation of the programme(s).			X	
a. The laboratories and studios needed for group 4 and group 6 subjects provide safe and effective learning environments.			X	
b. There are appropriate information technology facilities to support the implementation of the programme.			X	
c. The school provides a secure location for the storage of examination papers and examination stationery with controlled access restricted to senior staff.				X
The library/multimedia/resources play a central role in the implementation of the programme(s).			X	
a. The library/media centre has enough appropriate materials to support the implementation of the Diploma Programme.			X	
The school ensures access to information on global issues and diverse perspectives.				X
The school provides support for its students with learning and/or special educational needs and support for their teachers.				X

Teacher support material: Example interim objectives

The school has systems in place to guide and counsel students through the programme(s).				X
a. The school provides guidance to students on post-secondary educational options.			X	
The student schedule or timetable allows for the requirements of the programme(s) to be met.			X	
a. The schedule provides for the recommended hours for each standard and higher level subject.			X	
b. The schedule provides for the development of the theory of knowledge course over two years.				X
c. The schedule respects concurrency of learning in the Diploma Programme.			X	
The school utilizes the resources and expertise of the community to enhance learning within the programme(s).			X	
The school allocates resources to implement the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay for all students, depending on the programme(s) offered.			X	

Teacher support material: Example interim objectives

Conclusions on the standard

Complete the table. (Indicate with X.)

Standard B2: Resources and support	Requires significant attention	Shows satisfactory development
The school's resources and support structures ensure the implementation of the Diploma Programme.		X

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

Newport-Mesa Unified School District grants the IB Program at Newport Harbor High School. We have significantly increased the number of full diploma students and we now have the IB Academy starting in 9th grade. Due to the efforts of our principal, we have been able to keep up with the training of new IB teachers, and we maintain the re-training of experienced teachers.

Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

N/A

Teacher support material: Example interim objectives

As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement

N/A

C: Curriculum

Complete this section:

Teachers of each Diploma Programme subject group must meet and, after reaching a consensus, must complete the whole of Section C: Curriculum, which includes standards C1, C2, C3 and C4 for each subject group. If there is only one teacher from a subject group, he/she will complete the whole of Section C for that subject group.

Teachers responsible for TOK and CAS will follow the same procedure as described in 1 above.

After the first two steps have been completed, a group formed by one representative of each subject group, one representative from TOK and one from CAS must meet with the IB Programme coordinator and complete the whole of Section C, which will be included in the self-study questionnaire to be sent to the IB.

Documents completed by the subject group and TOK teachers and CAS coordinator, as described in 1 and 2 above, must be kept by the school because they may be required for further evidence of the process. The overview of the achievement of the standards, as identified by each of these groups, should be provided in Chart 5.

Identify who was involved in the completion of this part of the questionnaire (C1, C2, C3 and C4).

Provide names as necessary.

Name or group	Position	Role in the completion of this part of the questionnaire <i>(eg leader, contributors)</i>
Ma Di Giorgio	Coordinator/Spanish/CAS	Leader (C3)
Ma Barnebey	English Lang & Lit teacher	Contributor (C4)
Ma Shedd	TOK/English Lit teacher	Contributor (C2)

Teacher support material: Example interim objectives

Robinson	TOK/Latin teacher	Contributor (C1)
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Describe the system that is in place for the induction of students into the Diploma Programme and how each student's programme of study is put together.

From the beginning of the school year, the Coordinator offers presentations about the school's IB program. She presents at PTA meetings (Parent Teacher Association), she presents at ELAC meetings (English Language Advisory Council), sets up an info booth at District educational fairs and offers a presentation in the early Spring during College Knowledge Night to 10th grade parents and students interested in the program. The Coordinator offers many presentations at school and outside of school throughout the year to build interest in the program.

In early Spring, 10th grade students fill out an online application and then meet personally with the Coordinator to build their IB classes for the next two years. During this meeting the Coordinator allows the students to choose their classes and they receive advice on best options for their IB programs. There is an open-door policy for the IB program, the only considerations made against accepting a student in the program is if the student is in a remedial math or first year foreign language class. Once the Coordinator has met with all the applicants, their schedules are built and sent to Counseling. We now have sufficient class offerings that students can choose from ranging from Science, Math, Arts, Foreign Language, etc. Luckily, our students do not have to rely on taking any classes online or off campus to meet their Diploma requirements. Administration has always supported opening small class sections to guarantee students their choice of IB classes, even if this means it would impact the size of other non-IB classes.

In early fall, the Coordinator meets with DP Juniors about CAS requirements in their respective IB classes.


Teacher support material: Example interim objectives

C1: Collaborative planning

Collaborative planning and reflection supports the implementation of the Diploma Programme.

Complete the chart below with the results of the

self-study process.

Practice	Level of implementation			
	Low			High
Collaborative planning and reflection addresses the requirements of the programme(s).		X		
a. Collaborative planning and reflection includes the integration of theory of knowledge in each subject.	X			
b. Collaborative planning and reflection explores connections and relations between subjects and reinforces knowledge, understanding and skills shared by the different disciplines.		X		
Collaborative planning and reflection takes place regularly and systematically.	X			
Collaborative planning and reflection addresses vertical and horizontal articulation.	X			
Collaborative planning and reflection ensures that all teachers have an overview of students' learning experiences.		X		
Collaborative planning and reflection is based on agreed expectations for student learning.		X		

Teacher support material: Example interim objectives

Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.		X		
Collaborative planning and reflection is informed by assessment of student work and learning.	X			
Collaborative planning and reflection recognizes that all teachers are responsible for language development of students.		X		
Collaborative planning and reflection addresses the IB learner profile attributes.		X		

Identify the practice(s) that produced more diverse answers in the group. In one or two paragraphs, identify the differing views and how the consensus was reached.

Answers to most of the questions above were low to medium, but after much discussion it seems to be the consensus that although we do not currently meet very often and therefore don't collaborate as much, we did meet extensively the first few years, and therefore there is a lot of collaboration in place which works well. Teachers who teach the same IB subject collaborate informally on a curriculum which was arrived at collaboratively. Teachers who are the only ones teaching an IB subject frequently reach out to other IB teachers of that subject in different schools. Our IB art teacher is in frequent contact with other IB teachers. The school as a whole a few years ago put strong emphasis on every class being responsible for language development, and the results of this are still apparent in many classrooms.

Conclusions on the standard

Complete the table. (Indicate with X.)

Standard C1: Collaborative planning	Requires significant attention	Shows satisfactory development
Collaborative planning and reflection supports the implementation of the Diploma Programme.		X

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

In our five years there have been many exciting achievements. We have parent night every semester in which parents are invited to an evening dinner with their students during which they are entertained by a student-skit and then participate in a TOK type discussion. Parents seem to enjoy the experience and some have said it is the highlight of their IB experience.

In addition, our Visual Arts teacher had a student last semester who came up with an interesting project in which she selected several people on campus whom she admired but with whom she was not closely acquainted. She wrote them a letter, and asked for their permission to sketch them. In the process of the course she got to know these people better. She then asked each of them to choose people they admired, and the student in turn sketched each of these people. The student ended up using this as her CAS Project. At the end of the project the IB student had numerous sketches of people who had not been acquainted but who had admired someone “from a distance.” Of course many of these people had formed friendships, and as a final to the project everyone involved gathered for a lunch together. The project drew so much attention that our local newspaper (The Daily Pilot) featured the story on their front page.

Further, our school has a racial make-up of about 30% Latino students, with the rest mostly Caucasian. While there have been numerous programs to include Latinos in every aspect of the school and there are a lot of success stories, there still are some obvious areas of weakness, particularly at lunchtime. The campus at that time seems to divide into a split, with Latinos on one side and Caucasians on the other. After some intense discussions in our ToK and other

Teacher support material: Example interim objectives

classes, the IB juniors decided to make a small beginning to some sort of dialogue by simply sitting in the “Latino” section at lunch on a given day. It was an interesting experience as students struggled to overcome awkwardness, some very frank dialogues occurred, and the conversation continued into the classrooms. Most students, Latino and white, reported feeling very good about the experience and felt that the practice should continue.

Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

At the time of our authorization, the visit included our main building, which includes the library and all our science labs, as well as administration and counseling. We had just finished a major construction project. Our library was functioning but had not yet taken all the books which had been stored for a few years out of their boxes and put them back onto the shelves. Since then of course our library is now well-stocked with books, and apparently more importantly, is brimming with computers which give students access to digital research sources. The science labs are now completely stocked and fully functional.

Another of the committee’s recommendations dealt with our foreign language situation. The department felt that ideally students should have five years of a language before taking the IB test. Since we are a four-year high school this obviously required the local junior high school to have a rich foreign language program. This was not the case, but since then marked improvements in collaboration with the local junior high school and subsequent changes in curriculum offerings at that level have strongly ameliorated the situation. The fact that we are moving toward an MYP program which would be a joint effort by the high school and junior high school should make future collaboration even better.

Other recommendations by the committee had been addressed to a satisfactory degree, although, as in everything in life, there is always room for improvement.

As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

It seems to be the consensus that we should probably have a few more meetings in the future which address collaboration issues. It is also felt that the creation of an MYP program on campus

teacher support material: Example interim objectives

would be immensely helpful in helping students (and teachers) in the transition into the DP program.

C2: Written curriculum


How the school's written curriculum reflects IB philosophy.

Describe 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 the group 6: the arts, explain why.

Several new IB courses were integrated into the schedule of classes to offer a variety of options to diploma students as well as students interested in enrolling and becoming acquainted with the IB philosophy/pedagogy model. These additions reflect the diversity of interests students on our campus have and tap into the specific expertise of our faculty for the purpose of enriching the school culture and community and furthering developing our commitment to the IB Programme Model. The new courses: Latin SL, English A HL: Language and Literature, Business HL, IB Computer Science HL, IB Theater SL, IB Film HL. Edits to course offerings were due to a variety of issues most notably scheduling, what seems to work best for our student population, and low enrollment numbers. Biology HL – removed from the curriculum and replaced by Biology SL due to low student enrollment. The science department also felt it inhibited student exposure to other year-long science courses offered at our school site, such as chemistry or physics. Psychology SL will be replaced by Psychology HL as it provides students are not necessarily strong in mathematics or science an HL course in Area 3 of the DP. Astronomy will no longer be offered either due to conflicts with local university requirements in California. Additionally, a second TOK class has been created as enrollment has increased.

Teacher support material: Example interim objectives

Complete the chart below with the results of the self-study process.

Practice	Level of implementation			
	Low			High
The written curriculum is comprehensive and aligns with the requirements of the programme(s).		X		
a. The curriculum fulfills the aims and objectives of each subject group and the core.				X
b. The curriculum facilitates concurrency of learning.		X		
c. The curriculum is balanced so that students are provided with a reasonable choice of subjects.				X
d. The school develops its own courses of study for each subject on offer and for theory of knowledge.		X		
The written curriculum is available to the school community.	X			
The written curriculum builds on students' previous learning experiences.		X		
The written curriculum identifies the knowledge, concepts, skills and attitudes to be developed over time.		X		
The written curriculum allows for meaningful student action in response to student's own needs and the needs of others.		X		
The written curriculum incorporates relevant experiences		X		

Teacher support material: Example interim objectives

for students.				
The written curriculum promotes students' awareness of individual, local, national and world issues.		X		
The written curriculum provides opportunities for reflection on human commonality, diversity and multiple perspectives.		X		
The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).		X		
The written curriculum integrates the policies developed by the school to support the programme(s).				X
The written curriculum fosters development of the IB learner profile attributes.		X		

Identify the practice(s) that produced more diverse answers in the group. In one or two paragraphs, identify the differing views and how the consensus was reached.

Like many other school sites in the states that have had a long history of offering AP courses, the implementation of the IB DP Programme model has had its share of hiccups and small successes. Through community outreach, explanation, rationale about the DP Programme coupled with educating the faculty about the pedagogical philosophy of IB and its mission has been an ongoing process as administration, instructors, and students learn and have learned how to align existing learning experiences, knowledge and curriculum with IB learning outcomes. Initially IB was met with much resistance, but as students have shared their learning experiences and successes at home and with other faculty members, attitudes about AP versus IB are no longer dividing the community and faculty alike. Many staff members have attended the various IB professional development opportunities and implemented those learning experiences into units of study or created additional IB courses open to all

Teacher support material: Example interim objectives

ents on campus as well as DP candidates.

ny of the answers within this section fell into the middle range, as our first five years of IB
ementation was spent in figuring out IB assessments and the best instructional practices that would
in facilitating student success. Many meetings with IB instructors were for the purpose of
eduling assessments on the master calendar so that they did not conflict significantly with each
ipline or overburden the student.

o years ago, our school site had a change in administration with a new admin team very much in
ort of expanding and supporting the IB program. Plans to initiate the PYP/MYP programme into
ocal feeder schools are currently being explored. We also have a new IB Coordinator this year
is fostering vertical teaming opportunities with regard to the written curriculum – the initial focus
be Extended Essay, followed by TOK in-servicing to staff.

written curriculum in each discipline is not available to the community beyond syllabi for each
ect area, but general information about the IB programme is available on our school website.

clusions on the standard

Complete the table. *(Indicate with X.)*

Standard C2: Written curriculum	Requires significant attention	Shows satisfactory development
The school's written curriculum reflects IB philosophy.		X

eacher support material: Example interim objectives

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

In general, the area that reflects IB philosophy well.
The entire English department has made a concerted effort to evaluate all titles at each grade level and has incorporated a diverse range of authors that move students beyond the experience of Southern California, adapting international titles as well as underrepresented authors (such as female or others outside the traditional western canon).
In TOK students lead a Socratic discussion with their parents about concepts of love during TOK parent night.

Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

N/A

As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.


Elements of TOK into the subject areas and extended essay training have been identified as areas of growth for our school site.

Teacher support material: Example interim objectives

C3: Teaching and learning

and learning reflects IB philosophy.

Complete the chart below with the results of the self-study process.

Practice	Level of implementation			
	Low			High
Teaching and learning aligns with the requirements of the programme(s).			X	
a. Teaching and learning at the school addresses all of the aims and objectives of each subject.			X	
Teaching and learning engages students as inquirers and thinkers.				X
Teaching and learning builds on what students know and can do.				X
Teaching and learning promotes the understanding and practice of academic honesty.				X
Teaching and learning supports students to become actively responsible for their own learning.				X
Teaching and learning addresses human commonality, diversity and multiple perspectives.				X
Teaching and learning addresses the diversity of student language needs, including those for students learning in a language(s) other than mother tongue.				X

Teacher support material: Example interim objectives

Teaching and learning demonstrates that all teachers are responsible for language development of students.				X
Teaching and learning uses a range and variety of strategies.				X
Teaching and learning differentiates instruction to meet students' learning needs and styles.				X
Teaching and learning incorporates a range of resources, including information technologies.				X
Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students' own needs and needs of others.				X
Teaching and learning engages students in reflecting on how, what and why they are learning.				X
Teaching and learning fosters a stimulating learning environment based on understanding and respect.				X
Teaching and learning encourages students to demonstrate their learning in a variety of ways.				X
Teaching and learning develops the IB learner profile attributes.				X

Identify the practice(s) that produced more diverse answers in the group. In one or two paragraphs, identify the differing views and how the consensus was reached.

Consensus was easily reached for this section.

clusions on the standard

Complete the table. (Indicate with X.)

Standard C3: Teaching and learning	Requires significant attention	Shows satisfactory development
Teaching and learning reflects IB philosophy.		X

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

We provide teachers with continued professional development and instructional support. As an IB World school we strive to improve teacher practises in designing curriculum and assessment that prepares students for the DP. Most recently, the district office has committed to send 19 teachers and administrators in our zone to PYP and MYP training.

Another major achievement is the change of perception and attitude from teachers and students about the DP program. Given that we have a 9th grade IB Academy with 90 students currently enrolled, we are now actively recruiting previously excluded students, and students who perceived the program to be too difficult are now taking on the challenge starting in 9th grade. They can now be offered adequate encouragement and support from teachers that are equipped to help them with new tools for instruction. New tools, new instruction routines, administrative support, professional development and a school wide culture of IB has changed teachers' beliefs of who can benefit from the program.

Further, the development of IB Videos was planned and supported by the new coordinator. These videos are designed to showcase the IB program and include student interviews and testimony of their personal experiences in the program. One video showcases CAS. These videos are now shared to parents and students and are used as part of our recruitment.

Student and teacher surveys have been used to evaluate the program. For the first time

Teacher support material: Example interim objectives

since the inception of the DP program, and extensive survey was sent to the class of 2015. Student participation analysis, teacher meetings and a teacher questionnaire have all been used to evaluate our program and look where we can improve on any areas.

Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

N/A

As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

Part of our challenge is the lack of common planning time with other MYP/DP teachers. If our commitment is to support the historically underrepresented then there must be development and support activity beginning from the 9th grade. Meeting/planning time must be organized within the Master Schedule before the start of the school year to guarantee the time. Administration will support scheduled planning time with more intentionality around shared planning. We are lucky to have a committed common core of teachers that are prepared to learn together, work together to plan, design and deliver quality instruction to our students.

In addition, there is current restructuring of the DP program with a new DP Coordinator, a new MYP Coordinator, a new second TOK teacher and a new DP Counselor. In the last year, these positions have been filled by people with limited experience in IB Coordination or IB Counseling.

We designated a new MYP Coordinator who will support the development and implementation of MYP Units of Study. So far there has been a focus on English MYP Units of Study, however the decision about what new units to develop going forward should be based on what students need to enter the DP program and what is often difficult for them. The MYP Units of Study could take a new focus on Science or Math where there are more students struggling rather than only English.

The Counseling department needs to offer a stronger support system to the coordinator in

teacher support material: Example interim objectives

identifying students who could benefit from the DP program. Recruitment of students should not rely solely on the coordinator. There must be a universal agreement that virtually every student could benefit from the full DP program or from IB coursework, and that the majority would be successful especially with support.


C4: Assessment

Assessment at the school reflects IB assessment philosophy.

Provide a brief analysis of the examination results within the period under review and any action taken as a consequence (include Diploma Programme results and extended essays).

Language A scores have been very high. As a result, our main aim is to bring more students into the Language A DP classes. In 2013-2014 we added the Language A Literature HL class to offer students a choice in Language A. In 2014-2015 we stopped offering two grade 9 tracks: college prep and honors. All freshmen are now in a MYP-influenced English class, which provides all students with the basic skills and the encouragement needed to move on to the Language A DP classes. Starting in 2016-2017, our college-prep grade 10 class will also include MYP-influenced units.

Complete the chart below with the results of the self-study process.

Practice	Level of implementation			
	Low			High
Assessment at the school aligns with the requirements of the programme(s).				X
a. Assessment of student learning is based on the				X

Teacher support material: Example interim objectives

objectives and assessment criteria specific to each subject.				
The school communicates its assessment philosophy, policy and procedures to the school community.				X
The school uses a range of strategies and tools to assess student learning.				X
The school provides students with feedback to inform and improve their learning.				X
The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).			X	
The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).				X
The school analyses assessment data to inform teaching and learning.			X	
The school provides opportunities for students to participate in, and reflect on, the assessment of their work.				X
The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.				X

teacher support material: Example interim objectives

ate the practice(s) that produced more diverse answers in the group. In one or two paragraphs, identify the differing views and how the consensus was reached.

differing views, all reached a consensus.

clusions on the standard

Complete the table. *(Indicate with X.)*

Standard C4: Assessment	Requires significant attention	Shows satisfactory development
Assessment at the school reflects IB assessment philosophy.		X

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

In the English classes, grades 9 and 10 they have been changing, and that is at least in part due to IB. We've expanded the ways students can show what they know--more writing, more variation in writing, more choice in both reading and writing. We used to basically run mini-AP Lit classes at 9 and 10--lots of passage-based MC quizzes and timed writings. But having IBDP has helped us build a more student-centered English program.

teacher support material: Example interim objectives

Describe the progress made with regard to any IB recommendations for this standard from the previous evaluation process or from authorization.

N/A

As a result of this self study, describe the current school practice(s) that has/have been identified as in need of further development or improvement.

N/A

Conclusions of the self-study process

Based on 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 Appendix 7).

I certify that this electronic questionnaire, whether signed electronically or not, and supporting documents will be understood by the IB Organization to have been endorsed by the head of school, without a signed hard copy being necessary.

Title of head of school

Julton

Date

6/6/2016

Name of head of section where the Diploma Programme is implemented (if different from head of school)

Teacher support material: Example interim objectives

--

Date

--	--

Diploma Programme coordinator

Giorgio

Date

	6/6/2016
--	----------

Supporting documents to attach to this form

X in the box to indicate that you have attached the document to the form.

Self-study process

Description of the self-study process implemented in the school, including

X

Timeline

Methods used to gather feedback from the different stakeholders

Learning schedule for the self study

School-developed descriptors for assessing the practices

Teacher support material: Example interim objectives

ny

structure that includes information about the implementation of the Diploma Programme

tion

organization chart showing the Diploma Programme pedagogical leadership team (including the Diploma Programme coordinator) and reporting lines

policy

nt policy

honesty policy

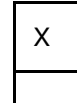
educational needs policy

student's schedule for year 1 and year 2 of the Diploma Programme. If the school offers different combinations of subjects, include more samples of students' schedules and those options. (Identify the Diploma Programme subjects with their IB name and other subjects that the student will take according to other requirements, if applicable.)

of school deadlines for student submission of internal and external assessment tasks: it is expected to reflect different dates from the IB deadlines as they are for the use of teachers and students.

teacher support material: Example interim objectives

n of the process of the supervision of extended essays that includes timelines, how
choose their extended essay supervisors and how many students each supervisor is
responsible for.



te the charts that appear in the following pages.

teacher support material: Example interim objectives

: Update of organization of teaching time

Diploma Programme subjects										Subjects completed in o	
Subject <i>Give the name of the subject under each group. If the subject is offered online, add 'online' to the name of the subject. Add comments 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				Add an X in the appropriate column if any of the situations allow (as described below the table) to apply in the school	
	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(s) completed in year 2
	Year 1	Year 2	Year 1	Year 2		Year 1	Year 2	Year 1	Year 2		
Studies in language and literature <i>(Give the language: eg English A: literature)</i>											
Literature HL	150	150			English	58	77				
Language & Literature HL	150	150			English	52	22				
Language acquisition <i>(Give the language: eg English B)</i>											
Spanish HL/SL/Ab Initio	150	150	150	150	Spanish	17	18				
French HL/SL/Ab Initio	150	150	150	150	French	10	3				
			150	150	Latin/English	6	5				

Teacher support material: Example interim objectives

Individuals and societies

Route 2	150	150			English	36	21				
Management HL	150	150			English	11	5				

Experimental sciences

			150		English	62	11			X	
	150	150			English	16	5				
SL			150		English	0	16			X	

Mathematics and computer

es			150		English	13	9				
			150		English	33	27				
Science HL	150	150			English	8	0				

The arts

	150	150			English	39	13				
	150	150			English	4	4				
HL	150	150			English	11	13				
	150	150			English	0	1				

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 counted towards the Diploma Programme according to conditions established in the *Handbook of procedures for the Diploma Programme*.

Teacher support material: Example interim objectives

	Number of hours instruction in year 1	Number of hours instruction in year 2	Language(s) of instruction	Number of students in year 1	Number of students in year 2
	150	150	English	21	46

Teacher support material: Example interim objectives

2: Update of Diploma Programme teaching staff, qualifications and IB-recognized professional development

IB-recognized professional development is activities as listed on the IB events calendar on the IB public website (<http://www.ibo.org>) or in-school professional development 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>(the name of the subject offered to each group. Rows as necessary.)</i>	Subject level		Teacher's name	Qualifications of each teacher <i>(degrees, diplomas)</i>	Number of years at this school	Full/part-time <i>(use FT/PT)</i>	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 in period under review	
	Higher	Standard						Location	Date

Studies in language and literature

(the language: eg English A: literature)

	X		Quinn Corbett	BA from UC Berkeley - English and Celtic Studies MA from Boston College - Irish Literature	6	FT	Teacher	New Orleans, LA	Dec. 10-14 2015
Language & Lit	X		Laura Barnebey	B.A., Art History; M.A., Media Studies; M.A., Art History	11	FT	Teacher & EE Advisor	New York, NY	July 2015

Teacher support material: Example interim objectives

language acquisition
(the language: eg English B)

HL	X		Planinka Albitar	BS Science MD Degree	1	PT	Teacher	St. Pete's FL	Dec 2-5 2016
		X	Joe Robinson	BA Philosophy, Spanish, MA Spanish Lit	51	FT	Teacher & EE Advisor	Online	2014
SL1		X	Cecilia Silva	BA Liberal Studies MA Spanish	9	FT	Teacher	St. Pete's FL	2014
SL2		X	Alma Di Giorgio	BA Spanish, MA Secondary Education MA Spanish Language & Culture	12	FT	Teacher/Diploma Coordinator/CAS Coordinator	St. Pete's FL	2012

individual and societies

32

	X		Gary Robinson	BA Humanities	11	FT	Teacher & EE Advisor	Lake Tahoe, CA	July 2016
HL	X		Harlow Naasz	BA(Psychology), MA (Psychology) Ed.D.	32	FT	Teacher & EE Advisor	Albuquer que, NM	July 2016
Management	X		Sheridan Hirst	BA Business Administration MA Education	18	FT	Teacher	Online	2014

teacher support material: Example interim objectives

Management	X		Anthony Zeddies	BA English Lit M.S. Educational Administration	17	FT	Teacher	Online	2014
HL		X	Harlow Naasz	BA(Psychology), MA (Psychology) Ed.D.	32	FT	Teacher & EE Advisor	Lake Tahoe, NV	2010
HL		X	Harlow Naasz	BA Psychology MA Psychology Ed.D	32	FT	Teacher & EE Advisor	St. Pete's, FL	2012

Experimental sciences

	X		John Risse	BS Physics, MA Educational Tech	19	FT	Teacher	Los Angeles, CA	2014
		X	Scott Smith	Environmental Biology	18	FT	Teacher & EE Advisor	Vancouv er, Canada	2015

Mathematics and computer sciences

Science HL	X		Andres Dominguez	BS Mechanical Engineering	21	FT	Teacher	Albuquer que, NM	2015
		X	Brandon Clay	B.S. Pure Mathematics M.A. Education - Curriculum and Instruction	16	FT	Teacher	Online	2013
es		X	Debbie Pipes	BA Math, MA Special Ed	17	FT	Teacher	Online	2013

Teacher support material: Example interim objectives

	X		Cori Ciok	Bachelors in English; Masters in Ed	20	FT	Teacher & Examiner	Las Vegas, NV	June 11-14 2016
	X		Alesandra Esquivel-Krause			FT	Teacher	Sacramento, CA	2015
	X		Quinn Corbett	BA from UC Berkeley - English and Celtic Studies MA from Boston College - Irish Literature	6	FT	Teacher	San Francisco, CA	2014
HL	X		Janine McKeon	BA Fine Arts	18	FT	Teacher & EE Advisor	Philadelphia, PA	2014
	X		Quinn Corbett	BA from UC Berkeley - English and Celtic Studies MA from Boston College - Irish Literature	6	FT	Teacher	St. Pete's FL	2014
	X		Cori Ciok	BA English; MA Ed	20	FT	Teacher	Los Angeles, CA.	2014
			Joe Robinson	BA Philosophy, Spanish, MA Spanish Lit	51	FT	IB Latin Teacher	Boulder, CO	2011

inator		Annabelle Shedd	BA English Literature MA English Lit	17	FT	IB English Literature Teacher	Los Angeles, CA.	Jan 14-19 2016
		Alma Di Giorgio	BA Spanish MA Secondary Education MA Spanish Language and Culture	12	FT	IB Spanish Teacher, Diploma Coordinator	New Orleans, LA	Dec 12-14 2015
ator		Alma Di Giorgio	BA Spanish MA Secondary Education MA Spanish Language and Culture	12	FT	IB Spanish Teacher, CAS Coordinator	New York, NY	July 6-9 2015
hool		Sean Boulton	BA History MA English Education MA Education Administration	3	FT	MYP Head of School/IB Coord	Austin, TX	July 24-27 2016

teacher support material: Example interim objectives

3: Update of school facilities that support the implementation of the Diploma Programme

Describe the changes that the school has made, if any, during the period under review, regarding its physical resources (for example, library, science laboratories) to support the implementation of the programme. Indicate the areas that are still in the process of improvement.

as necessary.

	Changes since authorization/last evaluation	Developments under way/future development (if applicable)
Multimedia centre	None	N/A
Laboratories	None	N/A
Information	None	N/A
to support the examination session	Language Lab	N/A
in technology provision	School-wide wifi	N/A
(Identify)	Language Lab	N/A

Teacher support material: Example interim objectives

Update of implementation budget

Indicate the currency the school uses. If possible, use USD, GBP, CHF or CAD.

USD

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
Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	11,090	11,090	11,090	11,090	11,090
Start fees	34,898.66	35,000	36,000	37,000	38,000
	1,000	1,100	1,200	1,300	1,400
	44,000	44,000	44,000	44,000	44,000
Director	\$25,000	25,000	25,000	25,000	25,000
IB Lab	\$1,300	1,300	1,300	1,300	1,300
Coaches	\$3,000	3,000	3,000	3,000	3,000
Increase in agency	\$3,300	3,400	3,500	3,600	3,700

Teacher support material: Example interim objectives

ental n	5,497	5,600	5,700	5,800	5,900
e	2,910	3,000	3,100	3,200	3,300
elior	36,280	36,280	36,280	36,280	36,280
t	7,316	7,316	7,316	7,316	7,316
ip	2,000	2,000	2,000	2,000	2,000
onal ent					
nd ces	\$46,200	46,200	46,200	46,200	46,200
	189,393	224,286	225,686	227,086	228,486

teacher support material: Example interim objectives

ton

Position

Principal

teacher support material: Example interim objectives

5: Overview of levels of achievement of the standards in section C

Mark with X the levels of achievement for the standards as identified by each subject group in the table below.

Indicate the levels of achievement included in the self study.

	C1		C2		C3		C4	
	Requires significant attention	Shows satisfactory development	Requires significant attention	Shows satisfactory development	Requires significant attention	Shows satisfactory development	Requires significant attention	Shows satisfactory development
Identified in the self study submitted to the		X		X		X		
Studies in science and literature		X		X		X		
Language		X		X		X		
Individuals and		X		X		X		
Experimental		X		X		X		
Mathematics and science		X		X		X		
The arts		X		X		X		
		X		X		X		
		X		X		X		

Teacher support material: Example interim objectives

CAS programme outline

outline as a separate document according to the instructions given by the relevant IB office.

Diploma Programme programme outline—CAS			
	Newport Harbor High School	IB school code	6013
Coordinator	Alma Di Giorgio	Date of last IB training	Dec 12-14 2015
		Name of workshop <i>(indicate name of subject and workshop category)</i>	CAS Coordination

Text

Number of Diploma Programme students involved in CAS

Diploma Programme year 1

21

Diploma Programme year 2

46

Teacher support material: Example interim objectives

Environment

Describe the social and physical environment of the community in which the school is located.

The school is a representation of an economically diverse, eclectic, and vibrant community. The school boundaries include a range from the most highly affluent neighbourhood to the more modest middle-income housing to the Federally-assisted housing tracts and apartments occupied by low income families. The racial make-up of the city is about 69% Caucasian, 16% Hispanic, 10% Asian, 1% Black, and 4% other. There are close ties between the community and the school. School events are well attended by parents, as well as school board members and city council members. There is a community liaison on staff who heads the English Language Advisory Committee, as well as a school resource officer from the Newport Beach Police Department. The school hosts informational nights for parents where topics such as college admissions, program information, adolescent counseling, spotting drug use, teaching responsibility, preventing gang affiliation, etc. are addressed.

Organization of CAS

Coordination

Does the CAS coordinator have only this role in the school?

Yes

No

X

If the answer is no, answer the following questions.

i. What additional responsibilities does the CAS coordinator have?

IB Diploma Coordinator

ii. What percentage of the CAS coordinator's scheduled time is devoted to CAS? (Include his/ her whole weekly schedule for reference, for Mondays to Fridays from 9 am to 3 pm).

Monday to Fridays from 12 noon to 3pm.

In larger schools a team approach is recommended. If this is the case in the school, answer the following questions.

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

CAS Advisors are self appointed but with the Coordinator's approval.

ii. For how many students does each CAS adviser have responsibility?

10

iii. How does the CAS coordinator guide and supervise the advisers?

The coordinator communicates by email and in person. The coordinator monitors all CAS activities through ManageBac and provides training to the CAS Advisors.

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

Ongoing training throughout the year and monitoring of communication via ManageBac.

Time allocation

State the weekly time allocation for CAS activities. Identify the time allocated for meetings of students with advisers/CAS coordinator and time allocated for other CAS activities.

	Weekly time allocated for students to meet with CAS coordinator/advisers	Weekly time students devote to CAS activities
Within the school's timetable	Students meet by appointment with CAS Advisors.	N/A
Outside the school's timetable	N/A	N/A

Describe other time arrangements, if applicable.

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Duration of the whole CAS programme (it must expand over 18 months at least)

	Month of year 1 of the Diploma Programme	Month of year 2 of the Diploma Programme
Starts	September	September
Ends	June	June

Teacher support material: Example interim objectives

get

ate how the budget for CAS is produced and revised every year. Identify different types of support that the school provides for CAS (for administrative, transportation).

school provides compensation to the IB Diploma Coordinator to oversee CAS coordination.

Monitoring/advising

often do interviews with each student take place? Indicate length of interview and main objectives.

ce to twice year or more if needed depending how the how much help and guidance the student
ds for CAS.

Supervision

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

Diploma Coordinator-Alma Di Giorgio The coordinator is responsible for setting expectations,
ing deadlines and training the staff/teachers that are CAS Advisors

teacher support material: Example interim objectives

programme

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

The school is in contact with local non-profits and organizations that support the community. Students are continuously informed of the many opportunities available to choose freely for their own activities. The coordinator also communicates via ManageBac ideas and resources available to students.

Kaiser School Tutoring-As a CAS project students tutor kids at a local elementary school. Students help them in areas that they are struggling in school, provide support, and instill a positive attitude in them. They work with students two to three times a week for a month, establishing a reliable schedule that works for both the school and the student.

The Debate Club-IB Diploma student founder and president of the club. Students meet inside of school, but prepare for competitions outside of school. Students meet three to four times a week to collaborate, practice, brainstorm, conduct research, and prepare for High School Public Debate Competitions.

The Atheist Club-IB Diploma student founder and president of the club. Students prepare intellectual discussions for club meetings.

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

There are many school chartered clubs that involve students to undertake activities that offer help to local and international organizations. The school as a whole instills the global mindedness and students can partake in these experiences. The teachers are very involved in organizing science field study trips and international trips.

How are the students advised to plan their CAS programme, taking the learning outcomes into account? How do you ensure that each student shows balance between creativity, action and service?

The CAS Coordinator meets with the students regularly in their TOK classes and explains the learning outcomes in detail. She also offers CAS check ups during lunch and monitors via ManageBac to ensure that there is a balance in all three strands. Attention is given to students on what reflection means.

Give an example of a student's CAS programme that you consider appropriate to address all eight learning outcomes. Do not forget that each student should participate in at least one project involving teamwork that integrates two or more CAS areas and is of significant duration.

Creativity

- Drama club supports the drama department through fundraising, while also discussing and learning different theatre skills.
- Evening of the Arts. Annual event that showcases student made artwork to the entire community.

Activity

- The Newport Harbor Mountain Bike Club introduces students to mountain biking.
- DECA Club prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management.

Service

- Kaiser School Tutoring-As a CAS project students tutor kids at a local elementary school. Students help them in areas that they are struggling in school, provide support, and instill a positive attitude in them. They work with students two to three times a week for a month, establishing a reliable schedule that works for both the school and the student.
- BRIDGES Club is a nationally-recognized program with the mission of improving inter-group relations by partnering with schools and communities to create, advocate for, and sustain a safe, inclusive, and equitable school climate that respects society's diversity.

Teacher support material: Example interim objectives

What strategies do you apply to ensure that students reflect on their CAS experiences?

The CAS coordinator offers in class presentations to students and reviews good and bad examples of reflections. Handouts are given to students and information is posted on ManageBac.

Describe how you establish links between CAS and TOK.

All CAS presentations are done in TOK classes.

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

ManageBac.

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

ManageBac

How does the school report on the student's CAS programme to parents?

ManageBac reports.

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

We have student made videos that document CAS achievements. They are accessible on Youtube. Students also share their personal achievements at parent nights.

How do you encourage the whole school community to get involved in CAS? Describe major achievements during the period under review.

We now have CAS Advisors, in the past CAS was isolated to one person coordinating it and advising all students. As our program has grown, we now have teachers and staff that serve as CAS Advisors. This creates a culture of IB throughout the whole school and allows for sustainability with future growth in the program.

Update of action plan

Plans are required to use this template to submit their plan in order to continue implementing the programme for the next five years. It is organized according to the headings in the *IB programme standards and practices*.

The school will include objectives drawn from the outcomes of the self-study questionnaire.

Use the following rows as necessary.

Philosophy

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

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Newport Harbor High School, consisting of five schools and one middle school, is a comprehensive school reflecting the rigor and critical thinking of the International Baccalaureate Program. We are committed to recruiting and enrolling more underrepresented students, especially our African American and Latino students into the IB program.	There is a percentage of the student population that are not involved in IB, AP, CTE, co-curricular, nor are they fully challenged academically. Further, we are constantly working on our underrepresented student population-not enough Hispanic/Latino students in higher level classes. We are monitoring this student population, trying to determine how many students are academically not reaching their potential, how many are not involved in the co-curricular, and find them the proper programming to be involved within at Newport Harbor High School that includes the IB program as a priority.	2016 to 2018	Alma Di Giorgio, Jennifer Hays, NHHS Counseling Team, Sean Boulton, Angela Newman, Anabelle Shedd, and Newport Harbor High School Faculty Leadership team.	Newport Harbor High School School Resource Allocation (SRA), Newport Harbor High School Education Foundation funding, and Locally Controlled Funding Formula (LCFF).	Establishing the IB/MYP 2 Team has created a group of teachers and administrators within our zone to support schools within our zone to reflect IB elements in their curriculum reflecting IB elements. Recruitment of underprivileged and minority students to the IB program.
to increase					

Teacher support material: Example interim objectives

and					
ation of Academy in the ne." The to school from e strengthened "one" working implement of International eate through all the "Harbor vertical will be rich, and otions for ALL		2016 to 2018	Alma Di Giorgio, Jennifer Hays, Sean Boulton, Angela Newman, Anabelle Shedd, and Newport Harbor High School Faculty Leaderhip team.		Collaboration time with zo elementary and secondar teachers to create IB Eng of Study.
awareness & nding of IB ny among ching staff		2016 to 2018	Alma Di Giorgio, Jennifer Hays, Sean Boulton, Angela Newman, Anabelle Shedd, and Newport Harbor High School Faculty Leaderhip team.		Built in IB teacher meeting throughout the school year We now offer CAS and EL workshops to non-IB teach serve as advisors.

teacher support material: Example interim objectives

ization

ership and structure

ol's leadership and administrative structures ensure the implementation of the Diploma Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress toward achievement of the objective
<p>on and ation among DP Coordinators istrators to t the students in is are</p>	<p>Meeting times and support sessions with Counseling, and IB teachers. Strategic planning for best practices</p>	<p>2016-2018</p>	<p>Sean Boulton-Principal Jen Hays-Assistant Principal Alma Di Giorgio-DP Coordinator Annabelle Shedd-MYP Coordinator Counseling Dept.</p>	<p>Newport Harbor High School School Resource Allocation (SRA), Newport Harbor High School Education Foundation funding, and Locally Controlled Funding Formula (LCFF).</p>	<p>There is continued collaboration between IB DP and MYP Coordinator. Planning is done in SLACK and in person meetings.</p>
<p>ordinator will focus on t the program to e students.</p>	<p>Presentations given by DP and MYP Coordinator to inform the students and parents given in English and Spanish.</p>	<p>2016-2018</p>	<p>DP Coordinator-Alma Di Giorgio</p>	<p>Continued release time.</p>	<p>IB Presentations are now given at PTA meetings, elementary schools, local private schools, and at College informational meetings.</p>

Teacher support material: Example interim objectives

Resources and support

Our resources and support structures ensure the implementation of the Diploma Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
<p>Resources</p> <p>We will offer support to teachers for improved curriculum and assessment practice in English (classes).</p> <p>MYP English Units of study will provide instruction that prepares 9th and 10th grade students for the DP Program. This will provide the disciplinary knowledge, activities and assessment to engage all students</p>	<p>MYP workshop training for English teachers.</p> <p>MYP English teachers planning time.</p>	<p>2016-2018</p>	<p>Annabelle Shedd-MYP Coordinator</p>	<p>Professional Development funds</p>	<p>MYP English Units of study will provide instruction that prepares 9th and 10th grade students for the DP Program. This will provide the disciplinary knowledge, activities and assessment to engage all students</p>
<p>Professional Development</p> <p>We will need expert curriculum content, assessment and scaffolding to professional development both online and</p>	<p>Workshop training/</p>	<p>2016-2018</p>	<p>Alma Di Giorgio-DP Coordinator</p>	<p>Professional Development funds</p>	<p>There are 20 teachers and administrators slated for PD this summer in Austin, TX the biggest group that we ever had trained all at once</p>

Teacher support material: Example interim objectives

e workshops.					
Groups All work with develop ed development d at improving	Formation of collaborative groups with colleagues	2016-2018	Alma Di Giorgio-DP Coordinator Annabelle Shedd-MYP Coordinator All IB teachers.	Release time	Formation of collaborative with colleagues

Curriculum

Cooperative planning

Cooperative planning and reflection support the implementation of the Diploma Programme.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
Planning Time must master tools and mental planning B/MYP teachers disciplinary me. and use of DP Unit Planners	Set meeting times in the school calendar to meet. Administration must support planning time. Lesson can be created to with international-mindedness and IB Learner Profile.	2016-2018	All IB teachers. DP and MYP Coordinator	Release time	Common planning time Creation of Unit Planners Shared rubrics

Teacher support material: Example interim objectives

en curriculum

l's written curriculum reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress toward achievement of the objective
of new IB e new in SL, L: Language re, IB , IB cience HL, IB IB Film HL ogy HL	Write and approve new curriculum for proposed classes.	2016-2018	IB teachers	Continue to staff and support these classes.	Integration of new IB courses The new courses: Latin SL, English A HL: Language and Literature, IB Business HL, Computer Science HL, IB SL, IB Film HL and Psychology HL

ing and learning

and learning reflects IB philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress toward achievement of the objective
of perception de from and students e DP program. g previously students,	Continue to actively recruit students to the IB program in our 9th grade IB Academy. New tools, new instruction routines,	2016-2018	Alma Di Giorgio-DP Coordinator Annabelle Shedd-MYP Coordinator All IB teachers	None	We are offering new tools and strategies of instruction for teachers.

Teacher support material: Example interim objectives

<p>ents who d the program difficult are g on the e starting in e.</p>	<p>administrative support, professional development and a school wide culture of IB has changed teachers' beliefs of who can benefit from the program.</p> <p>Continued development of IB Videos student and teacher surveys have been used to evaluate the program and look where we can improve on any areas.</p>				<p>Evidence of IB student m videos.</p> <p>Evidence of IB student an teacher surveys.</p>

teacher support material: Example interim objectives

ment

ent at the school reflects IB assessment philosophy.

Objective	Actions	Date to be achieved	Person/group responsible for achieving this objective	Budgetary implications	Evidence of achievement or of progress towards achievement of the objective
and execute a more consistent grades of internal and assessments.	Predicted graders are more consistent with IB grading criteria and outcomes.	2016-2018	DP and MYP Coordinators All IB teachers	None	Predicted graders are more consistent with IB grading and outcomes.

teacher support material: Example interim objectives