

Evaluation report

IB World Schools Department

Programme Evaluation Report

Head of School: Ahmed Amin

School Name: Maria Sanford Middle School

School Code: 007046

School Address: 3524 42nd Ave. S Minneapolis, MN 55406

IB Programme(s): Middle Years Programme

Programme Coordinator: Elizabeth O'Connell

Date: Monday 15 April 2024

MYP years offered at the school: Y1, Y2, Y3

Evaluation Team

Middle Years Programme

Evaluation Leader: Linda Smith

Programme Leader: Todd Newell

School and Programme Leadership

Dear Ahmed Amin,

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

Please review the feedback in this report carefully as it provides important guidance for the development of the programme(s) that will help your school achieve the optimum outcomes for students.

IB programme evaluation is built on the premise that IB programmes, when implemented with fidelity, ultimately lead to the achievement of the IB mission. The primary aim is to support schools in continuously developing their capacity to implement IB programmes in order to have a greater impact on student outcomes through the development of teacher and leader practice.

We hope that through this process school leadership will gain a deeper understanding of both the aspects of the programme that are being implemented effectively and the aspects that need further development. The process supports the school—as a learning community—to develop the capacity to work intentionally and strategically to develop its IB programme(s) and enable school leaders and teachers to better direct their efforts and resources.

A. School Context

School & Community Description

Maria Sanford Middle School is located in the diverse Longfellow neighborhood of Minneapolis. The school is proud of and celebrates over 90 years of history as a part of an ever-changing, lively river community with a magnificent immigrant and multicultural heritage. Sanford's student body is made up of 61% white, 34% of color, and 14% Hispanic or Latino students. The school has many community partners that assist the school to develop goals, identify and build confidence in the students while at Sanford.

Sanford follows the middle school model serving 6th-8th graders with a well-rounded program that includes advisory and teams. The school organizes students into smaller learning communities called teams that help foster a sense of belonging and connection to Sanford. The school provides opportunities for student voice and leadership through their Native Group, Youth Voice (YPE), Hawk Team and a robust after school program. Sanford has a strong CARE team to support students by providing student access to social workers, counselors and restorative advocates.

Maria Sanford Middle School is a member of the Minnesota Association of IB World Schools.

B. Programme strengths

Purpose: Sharing an important mission

- Purpose (0101)
 - **Purpose 1:** The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)
 - The action and support of the leadership team and staff support the IB philosophy which is reflected clearly in the school's mission to create a community of curious, collaborative, open-minded global citizens.

Environments: Providing essential structures, systems and resources

- Leadership and governance (0201)
 - **Leadership 2:** The school includes on its pedagogical leadership team an IB-trained programme coordinator who is empowered to facilitate successful programme implementation. (0201-02)
 - The school benefits from a strong programme coordinator and teacher leaders that empower and facilitate successful programme implementation.
 - **Leadership 5:** The school funds and allocates resources that sustain and further develop its IB programme(s). (0201-05)
 - The school prioritizes and allocates resources that support student and teacher well-being such as social workers, restorative advocates and counselors.
- Student support (0202)
 - **Student support 1:** The school provides relevant human, natural, built and virtual resources to implement its IB programme(s). (0202-01)
 - The school provides resources and supports such as check and connect, mentors, affinity groups, social groups for students, advisory, after-school experiences and clubs.
 - **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)
 - Literacy support personnel and co-teachers support learning and provide an addition level of support for students. Multi-Tiered Students Support, MTSS, team

meet with grade levels to discuss student's academic needs.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)
 - **Culture 1:** The school secures access to an IB education for the broadest possible range of students. (0301-01)
 - The school's commitment to educational equity and access for students of all backgrounds and abilities is highly evident. The school has an environment where many teachers co-teach and the structure supports a push in model for inclusion.

Learning: Ensuring effective education

- Students as lifelong learners (0402)
 - **Lifelong learners 7:** Students pursue opportunities to explore and develop their personal and cultural identities. (0402-07)
 - The school provides various opportunities for students to explore personal interests through clubs, such as HAWK club, Native Group and other after school organizations.
- Approaches to teaching (0403)
 - **Approaches to teaching 2:** Teachers focus on conceptual understanding to support students in developing their ideas. (0403-02)
 - Students take opportunities to explore and develop their own conceptual understandings across the curriculum, such as topics discussed in science were then transferred to math and world language.
 - **Approaches to teaching 5:** Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. (0403-05)
 - The classroom environment and teaching strategies consider learner variability when planning students' personal learning goals.
- Approaches to assessment (0404)
 - **Approaches to assessment 1:** Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

- Students and teachers demonstrate the use of feedback to improve student learning.
- **Approaches to assessment 4:** Students take opportunities to consolidate their learning through assessment. (0404-04)
 - All students in MYP year 3 participate in the community project. Students in MYP grades 1 and 2 also engage in activities in preparation for the community project.

C. Requirements

Based on the review of the programme documentation, observations of the team during the visit and in conversations with members of the school community, the following requirements were found to not be in place.

Middle Years Programme

Target	Findings	Evidence to be provided by the School
Learning Designing a coherent curriculum (0401) Coherent curriculum 1 Coherent curriculum 1.5 MYP 1	<ul style="list-style-type: none"> Conversations with members of the school community do not confirm that the school has developed subject-group overviews in accordance with programme documentation. 	<ul style="list-style-type: none"> students are offered the opportunity to meet all MYP subject group objectives in Language Acquisition, Design and the Arts.
Learning Students as lifelong learners (0402) Lifelong learners 5 Lifelong learners 5.2 MYP 1	<ul style="list-style-type: none"> Conversations with members of the school community do not confirm that students take opportunities to develop, act and reflect on MYP learning outcomes for service in each year of the programme. 	<ul style="list-style-type: none"> student reflections on service as action showing that all learning objectives are met.
Learning Approaches to assessment (0404) Approaches to assessment 2 Approaches to assessment 2.1 MYP 1	<ul style="list-style-type: none"> Conversations with members of the school community do not confirm that teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. 	<ul style="list-style-type: none"> practices consistent with MYP criterion grading are used when determining student achievement in Design and Interdisciplinary units.

The IB provides a wide array of resources on the programme resource centre to support schools in meeting requirements. The school's IBWS Manager can assist the school in identifying resources, understanding the expectations and actions needed to meet requirements.

D. Development of IB Standards

Purpose: Sharing an important mission	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Purpose (0101) Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.	MYP: Offers opportunity for further development	MYP: Offers opportunity for further development	

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	MYP: Shows notable development	MYP: Shows development beyond requirements	MYP: Cross walking district curriculum and initiatives with MYP standards is still under development.
Student support (0202) Learning environments in IB World Schools support student success.	MYP: Offers opportunity for further development	MYP: Offers opportunity for further development	
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	MYP: Shows development beyond requirements	MYP: Offers opportunity for further development	MYP: The school would benefit from collaboration time beyond department planning..

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Culture through policy	MYP: Shows development	MYP: Offers opportunity for	MYP: The school would benefit from

<p>implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.</p>	beyond requirements	further development	involving all stakeholders in policy revision and review.
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Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
<p>Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.</p>	<p>MYP: Offers opportunity for further development</p>	<p>MYP: Requires development</p>	<p>MYP: The school must ensure all subject group overviews meet programme requirements.</p>
<p>Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.</p>	<p>MYP: Shows development beyond requirements</p>	<p>MYP: Requires development</p>	<p>MYP: Student reflections on service as action must ensure all learning outcomes are met.</p>
<p>Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.</p>	<p>MYP: Offers opportunity for further development</p>	<p>MYP: Offers opportunity for further development</p>	
<p>Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.</p>	<p>MYP: Shows development beyond requirements</p>	<p>MYP: Requires development</p>	<p>MYP: The school must ensure all MYP criterion are assessed and recorded according to programme requirements in Design, Language and Literature and in Interdisciplinary</p>

			Units.
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E. Feedback on the planning and analysis and reflection of programme development

Programme development strengths

Planning

- The area of focus is aligned with the school's improvement plan.
- The programme development plan has a clear focus on positively affecting the student experience by focusing on standardization of assessment.
- The school established an effective structure for programme development planning, including PLCs and ILT guidance for success criteria.
- The school identified IB practices that supported the achievement of their goal.

Evidencing and analysing

- The school showed a high level of commitment in implementing their programme development plan.
- The school identified student groups and outlined in detail the intended impact on their learning.

Reflection

- The process was insightful, giving the school a number of next steps in strengthening their assessment practices.
- The school gained useful insight and perspective from the data and evidence collected.

Areas for consideration

As the school engages in further efforts to develop the programme, it may wish to consider:

Planning

- more clearly articulating the rationale to stakeholders such as site council and parent teacher association.
- including a wider range of stakeholders in the planning process.

Evidencing and analysing

- leveraging existing school structures and processes such as ILT and PLCs.
- using student information to guide the inquiry and determine a starting point into the process.
- ensuring that evidence is tied to student experience.

Reflection

- ensuring that time is set aside to engage in meaningful reflection.

- ensuring that all relevant stakeholders have the opportunity to share input into the reflection process.
- including in the plan a review cycle for ongoing monitoring and adjustment; and consider progress reports to the wider community at key points.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- Removing barriers for our newcomers, students with IEPs and Native students.
- Standardization of grading across all disciplines and grade levels.
- Increase teacher collaboration and deepen student learning through standardization of assessments.

The Evaluation team has identified the following areas of the programme(s) for the school to consider for future or further development

Future or further development:

Purpose / Purpose (0101) / Purpose 3:

- The school may consider actions that ensure the IB learner profile and international-mindedness are embedded in day-to-day life so that the impact is clearly visible in the behaviors, actions and outcomes within and beyond the school community.

Environments / Leadership and governance (0201) / Leadership 4:

- District leadership may consider ways to crosswalk district curriculum and initiatives with MYP standards and practices to ensure alignment.

Environments / Teacher support (0203) / Teacher support 2:

- School leadership may consider ways to provide support and resources such as professional development to support the changing student population.

Environments / Teacher support (0203) / Teacher support 3:

- The school may wish to develop a collaboration and reflection protocol to promote horizontal and cross-curricular alignment.

Culture / Culture through policy implementation (0301) / Culture 6:

- The school may wish to explore ways to engage all stakeholder groups when regularly reviewing and revising policies to ensure they remain consistent with the school's vision and mission.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum 2:

- The school may explore ways to use established structures, such as PLCs, to review the development and reflective practice of unit planning.

Learning / Students as lifelong learners (0402) / Lifelong learners 1:

- The school may wish to consider ways to explicitly teach the approaching to learning skills. Some examples of this may include goal setting, advisory lessons and expanding the ATL student celebrations.

G. Conclusions of the Evaluation team

The Maria Sanford Middle School staff are highly passionate and thoughtful educators that strive to create a community of curious, collaborative, open-minded global citizens.

The school has had to navigate new district initiatives while also welcoming a large number of new staff. As their first programme development plan, PDP, the school chose find ways to use the standardization process to increase teacher collaboration and deepen student learning. The school has made tremendous strides in this endeavor and has shifted grading practices and is committed to continuing this work.

As the school moves into its next evaluation cycle, it is supported by a focused leadership and a thoughtful and energized faculty. Sanford Middle School is committed to celebrating and building on its strengths, achievements and resilience while recognizing opportunities for growth that will support learning and teaching.

H. Conclusion of the IB on the school status as an IB World School

Middle Years Programme

The school's implementation of the programme shows general alignment with the IB Programme standards and practices. However, further evidence is required to demonstrate that all requirements are in place and that the school's implementation of the programme is fully aligned with the IB Programme standards and practices.

Evidence to be provided by the School

Deadline for Submission: Tuesday 1 October 2024

Middle Years Programme

- Learning / Designing a coherent curriculum (0401) / Coherent curriculum 1 / Coherent curriculum 1.5 / MYP 1:
 - students are offered the opportunity to meet all MYP subject group objectives in Language Acquisition, Design and the Arts.

Learning / Students as lifelong learners (0402) / Lifelong learners 5 / Lifelong learners 5.2 / MYP 1:

- student reflections on service as action showing that all learning objectives are met.

Learning / Approaches to assessment (0404) / Approaches to assessment 2 / Approaches to assessment 2.1 / MYP 1:

- practices consistent with MYP criterion grading are used when determining student achievement in Design and Interdisciplinary units.

We trust that the information found in this report will support the school's continued development of its IB programme(s). Your IB World School manager, Michael Clifton (michael.clifton@ibo.org), will be in touch with you to follow up on this report and to support your school's ongoing efforts.

Yours Sincerely,



Adrian Kearney
Director, IB World Schools