

Evaluation report

IB World Schools Department

Programme Evaluation Report

Head of School: Donielle Machi

School Name: Joe Michell School

School Code: 050465

School Address: 1001 Elaine Ave. Livermore, CA 94550 USA

IB Programme(s): Middle Years Programme, Primary Years Programme

Programme Coordinator: Sherry McGowan

Date: Monday 28 April 2025

Student ages in which all students are engaged in PYP: 4-5, 5-6, 6-7, 7-8, 8-9, 9-10, 10-11

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

Evaluation Team

Middle Years Programme

Evaluation Leader: Mark Wahlstrom

Programme Leader: Heather Lajoie

Primary Years Programme

Evaluation Leader: Elena Keen

Programme Leader: Anne-Winston Pierce

School and Programme Leadership

Dear Donielle Machi,

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

Joe Michell School is the only TK-8 public IB school in the Tri-Valley area. Its curriculum and instructional design facilitate intellectual and creative growth, as well as social awareness in a global context. Students learn to think critically, take risks, and embrace inquiry while gaining knowledge and understanding of the California State Standards and Next Generation Science Standards. Students receive Spanish instruction in grades TK-8.

In a mostly affluent community, 15% of the school's students are socioeconomically disadvantaged. The school transitioned from being a relatively small school to becoming a school of choice with a campus of 794 students. This K-8 school feeds into the nearby IB Diploma Program at Granada High School.

48% of the school's students are Caucasian, 29% Hispanic, 19.4% Asian, 3% Filipino, .5% Native Hawaiian, Pacific Islander or Native American, 2.3% African American, and 10% report two or more races. The diversity of languages spoken by the school community is wide-ranging, including the languages of Albanian, Arabic, Cantonese, Farsi, Punjabi, Tagalog, French, Hindi, Italian, Japanese, Korean, Mandarin, Pashto, Romanian, Russian, Spanish, Tamil, Turkish, Vietnamese, and Urdu. Spanish is the second most common language spoken by the students and their families, and the number of students who speak Farsi as their mother tongue is steadily increasing. The school's staff is 76% Caucasian, 12% Hispanic, 8% Asian, and 4% Filipino.

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 concepts of community, diversity, inclusion and compassion (essential to nurturing inquiring, knowledgeable and caring young people) permeate and frame the work of all members in the school community. Conversations with members of the community and school staff highlight the school's ability to support diverse learners as valued and successful members of the school family. It was notable that many families seek to choose the school for students with diverse needs.
 - The school has made intentional efforts to promote the IB philosophy across the community by fostering family engagement and organizing events such as Back to School Night, Multicultural Day, Information Night, Spring Open House and informative sessions about the IB programmes. Additionally, the school distributes weekly and monthly newsletters to keep parents informed about the development of the programmes and the progress of units of inquiry (PYP). These initiatives aim to deepen the community's understanding of the IB philosophy while highlighting the benefits it provides to students and their families.
 - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)
 - There is a genuine commitment to embodying the attributes of the IB learner profile, not only as qualities for students to develop but as guiding principles for the entire school community. Joe Michell School has integrated these attributes into its culture through school-wide initiatives, such as monthly assemblies and student-led daily news announcements that highlight IB learner profile traits. These traits are also featured in school newsletters, ensuring consistent communication with families. Around the school and in classrooms, the traits are prominently displayed, and both teachers and students naturally incorporate them into conversations and reflections on teaching and learning. Additionally,

the school has intentionally integrated these traits into its Positive Behavior Intervention and Support (PBIS) behavior management system.

Environments: Providing essential structures, systems and resources

- Student support (0202)
 - **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)
 - Decisions about resource allocation are informed by students' needs and learning outcomes. The school has established systems, such as MTSS (Multi-Tiered Systems of Support) for the review and analysis of data to ensure that planning, instruction, and learning align with student needs. In addition to these systems, the school has specialized staff to provide specific learning support. Pull-out interventions are provided along small group instruction, especially during Universal Access Time in the PYP to provide differentiated instruction.
 - **Student support 3:** The school fosters the social, emotional, and physical well-being of its students and teachers. (0202-03)
 - The school prioritizes and allocates resources that support student and teacher well-being. In addition to implementing the PBIS positive behavior management system, the school employs specialized staff dedicated to supporting the emotional health and development of students. A Wellness Center has been established to provide a safe space and one-on-one support for students and teachers. For students with more significant needs, the school has established the Coordination of Services Team (COST) which handles referrals, provides teachers with relevant information and strategies, and monitors student progress to ensure appropriate follow-up support.
 - **Student support 5:** The school builds relationships with the wider community that are a source of wisdom and expertise to strengthen the implementation of its IB programme(s). (0202-05)
 - The school receives substantial support from parents to enhance the students' experience and richness of the programmes. The Friends of Joe Michell School (FJMS) parent group was spoken of as a strong support for the school. FJMS carries out activities to help provide financial assistance, resources, staff hospitality and

extracurricular activities for the students. FJMS has also worked closely with the school to include all families in school events and to keep the parents informed regarding the development of the IB programmes.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)
 - **Culture 2:** The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)
 - The school's commitment to educational equity and access for students of all learning abilities is highly evident from the inclusion policy and the resources, services and learning systems that support their growth and development. In both the PYP and MYP, the school has made intentional efforts to ensure that the Special Day Classes are included in school experiences such as the Exhibition and Community Project.
 - **Culture 6:** The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)
 - School policies and procedures are published and communicated to all members of the school community through the school website, through one page summaries of the policies to better support understanding of these and through informal "principal chats" with members of the school community.

Learning: Ensuring effective education

- Approaches to teaching (0403)
 - **Approaches to teaching 4:** Teachers promote effective relationships and purposeful collaboration to create a positive and dynamic learning community. (0403-04)
 - Teachers show commitment and dedication to creating positive learning spaces that support students from an academic, social, and emotional perspective. The teachers, students, and parents have identified as a strength the positive relationships between teachers and their students.

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.

All Programmes

Target	Findings	Evidence to be provided by the School
Environments Leadership and governance (0201) Leadership 1 Leadership 1.1	<ul style="list-style-type: none"> Conversations with members of the school community do not confirm that the school clearly establishes head of school responsibilities and mandates for ensuring programme implementation and development. 	<ul style="list-style-type: none"> Head of school job description which reflects IB leadership responsibilities
Environments Leadership and governance (0201) Leadership 5 Leadership 5.1	<ul style="list-style-type: none"> Conversations with members of the governing body indicate district funding challenges that may impact the ability to sustain the required positions, professional development and resources for sustainability of the programmes in the next and possibly subsequent school years. 	<ul style="list-style-type: none"> A five-year projected budget allocation document that includes adequate time for the school-based coordinator for PYP and MYP along with budget allocations to sustain the programmes.
Environments Teacher support (0203) Teacher support 2 Teacher support 2.1	<ul style="list-style-type: none"> Conversations with members of the school community do not confirm that the school complies with IB-mandated PD requirements, as outlined in IB documentation for the school's programmes. 	<ul style="list-style-type: none"> Update of IB-recognized professional development chart to include completion of IB-mandated PD for all members of the school community.

Middle Years Programme

Target	Findings	Evidence to be provided by
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		the School
Learning Students as lifelong learners (0402) Lifelong learners 1 Lifelong learners 1.1	<ul style="list-style-type: none"> Conversations with members of the school community do not confirm that the school implements and reviews the development of the IB's approaches to learning. 	<ul style="list-style-type: none"> Updated ATL chart indicating articulation of skills across the MYP.

Primary Years Programme

Target	Findings	Evidence to be provided by the School
Environments Leadership and governance (0201) Leadership 2 Leadership 2.2	<ul style="list-style-type: none"> Conversations with members of the school community do not confirm that the PYP programme coordinator has completed required professional development that is up to date with the most current version of the programme under their responsibility. 	<ul style="list-style-type: none"> Update of IB-recognized professional development chart indicating PYP training for the programme coordinator.

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: Shows notable development PYP: Shows notable development	MYP: Shows notable development PYP: Shows notable 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 development beyond requirements PYP: Shows development beyond requirements	MYP: Shows development beyond requirements PYP: Requires development	MYP: While the preliminary review reflected concerns about the budget, the school is now in compliance with IB expectations. PYP: The school's coordinator for PYP and MYP has not had IB- authorized PYP training. The school's budget does not include the necessary resources to sustain and further develop the programme.
Student support (0202) Learning environments in IB World Schools support student success.	MYP: Shows notable development PYP: Shows notable development	MYP: Shows notable development PYP: Shows notable development	
Teacher support (0203) Learning environments in IB World Schools support and	MYP: Shows notable development PYP: Shows	MYP: Requires development PYP: Requires development	MYP: The IB professional development chart does not indicate that the school

empower teachers.	development beyond requirements		<p>complies with the IB- mandated PD requirements.</p> <p>PYP: Update of IB-recognized professional development chart indicating PYP training for the programme coordinator.</p>
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Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
<p>Culture through policy implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.</p>	<p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p>	<p>MYP: Shows development beyond requirements</p> <p>PYP: Shows development beyond requirements</p>	

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>PYP: Shows notable development</p>	<p>MYP: Offers opportunity for further development</p> <p>PYP: Offers opportunity for further development</p>	<p>MYP: While the preliminary review noted requirements not met with regards to unit planning, the school has now met IB requirements with unit planners.</p> <p>PYP: The PYP POI does not reflect curriculum updates and articulation vertically of transdisciplinary themes.</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 notable development</p> <p>PYP: Shows notable development</p>	<p>MYP: Requires development</p> <p>PYP: Offers opportunity for further development</p>	<p>MYP: The school has not adequately documented development of Approaches to Learning.</p> <p>PYP: The school has not adequately documented development of Approaches to Learning. Students do not demonstrate initiation of action related to learning outcomes.</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: Shows notable development</p> <p>PYP: Shows development beyond requirements</p>	<p>MYP: Offers opportunity for further development</p> <p>PYP: Offers opportunity for further development</p>	<p>MYP: The school's approaches to teaching lack a focus on inquiry and are limited in the use of appropriate tools to eliminate barriers to learning.</p> <p>PYP: The school's approaches to teaching do not demonstrate consistent implementation of inquiry, student agency and conceptual understanding.</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>PYP: Shows development beyond requirements</p>	<p>MYP: Shows development beyond requirements</p> <p>PYP: Offers opportunity for further development</p>	<p>MYP: While there were requirements not met in the preliminary review, the school has now satisfied all of the requirements.</p> <p>PYP: The school does not demonstrate consistent use of the enhanced PYP assessment strategies.</p>

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

Programme development strengths

Planning

- The area of focus for the PYP, improving overall ELA fluency, reading comprehension, and subject-specific vocabulary, is aligned with the District Guidelines and a part of the School's Plan for Student Achievement (SPSA).
- The programme development plan has a clear focus on positively affecting the student experience by improving overall English fluency, reading comprehension, and subject-specific vocabulary in the PYP. In the MYP, the focus on student behaviors was appropriate in the return from Covid quarantines.
- The school identified IB practices that supported the achievement of their goal.

Evidencing and analysing

- The school undertook a range of activities, notably in PYP to establish Universal Access Time in the schedules to ensure supportive interventions and small group instruction are regularly delivered and to establish times for student directed play.

Reflection

- The process was insightful, leading the school to implement several key changes in future program development. These include ensuring the inclusion of all relevant school community members and establishing formative metrics and milestones to assess progress as the plan evolves.

Areas for consideration

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

Planning

- including a wider range of relevant school community members in the planning process

Evidencing and analysing

- establishing processes for collecting evidence and data at different points throughout the year.
- multiple ways to gather data and evidence including surveys, achievement data and observation of students engaged in learning as well as samples of student work.
- including a wider range of relevant school community member in the analysis of the data and evidence

Reflection

- strategies to encourage and increase the involvement and collaboration of all relevant members of the school community.

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- The school is interested in establishing schedules that allow for regular review and consideration of the vertical alignment of the programme components from TK to 8th grade.
- The school would like to highlight and celebrate student-initiated action throughout the school community.
- The school would like to further explore how to strengthen and align its assessment strategies and tools in the PYP, including enhanced PYP practices for assessment and consideration of a consistent student portfolio structures.
- The school would like to consider additional opportunities to engage families and the community in learning about the IB programmes and the benefits it provides to learners when they are enrolled and as they move on to the IB high school.

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:

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

- While there is at least one identified monthly time for collaboration in the programmes, teachers share that more structure and time are needed. The school might consider the additional allocation of time for collaboration of teams, time for collaboration with learning specialists and more regular collaboration with the programme coordinator in order to support more effective implementation of the IB programmes. A consistent protocol for organizing collaborative time would also be beneficial.

Culture / Culture through policy implementation (0301) / Culture 4:

- The school would benefit from formalizing their support of and communication of language support for multi-lingual learners in the MYP.

Learning / Designing a coherent curriculum (0401) / Coherent curriculum 1:

- The school might consider how to establish a regular systematic review of the POI and MYP units to consider the vertical progression

of the units of inquiry in order to implement an organized coherent curriculum in PYP and MYP.

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

- The school could benefit from developing systems in the PYP to support students in their understanding and reflection of their growth as to the approaches to learning skills and sub-skills.

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

- While the school actively supports both local and global communities through numerous campaigns, it could further enhance its efforts by exploring ways to encourage, document, and recognize student-initiated action.

Learning / Approaches to teaching (0403) / Approaches to teaching 1:

- Teachers would benefit from professional development on the IB approaches to teaching, including inquiry techniques and student agency, to further engage students as learners.

Learning / Approaches to teaching (0403) / Approaches to teaching 2:

- The school would benefit from further developing teaching strategies and learning engagements in the PYP and MYP that are conceptually based to encourage a greater transdisciplinary/interdisciplinary focus on instruction and learning.

Learning / Approaches to teaching (0403) / Approaches to teaching 5:

- The school's MYP would benefit by implementing multiple technologies to aid and extend learning and teaching, including the use of artificial intelligence and collaborative planning to increase student support.

Learning / Approaches to assessment (0404) / Approaches to assessment 2:

- The school could further deepen its understanding of the enhanced PYP's stance on assessment, specifically exploring assessment capability, the role of feedback and feedforward, and the four dimensions of assessment to reflect on their current assessment practices.

G. Conclusions of the Evaluation team

Joe Michell School maintains its commitment to the IB philosophy, and this is reflected in its mission and vision. The entire school community actively demonstrates the IB learner profile attributes and reflects a shared passion for innovative and holistic education for all students. The school maintains well-being and care as a priority for all community members.

Joe Michell recognizes the challenges faced during this review period, particularly in aligning its program of inquiry with new district mandates and initiatives. Additionally, high staff turnover, particularly in leadership positions, and the need to support an increasingly diverse student population have been challenges as well.

During the period under review, the school began two program development plans that focused on improving overall ELA fluency, reading comprehension, and subject-specific vocabulary in the PYP and on strengthening its SEL program in the MYP.

The evaluation visit featured numerous classroom observations, as well as meetings marked by open and dynamic conversations with all community members.

The school upholds the values of an IB education, demonstrating a continuous commitment to growth and reflection within its programmes. Its dedication to providing a holistic education in a safe and supportive learning environment is evident in the welcoming and caring spirit of its community.

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.

Primary 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: Monday 1 December 2025

All Programmes

- Environments / Leadership and governance (0201) / Leadership 1 / Leadership 1.1:
 - Head of school job description which reflects IB leadership responsibilities

Environments / Leadership and governance (0201) / Leadership 5 / Leadership 5.1:

- A five-year projected budget allocation document that includes adequate time for the school-based coordinator for PYP and MYP along with budget allocations to sustain the programmes.

Environments / Teacher support (0203) / Teacher support 2 / Teacher support 2.1:

- Update of IB-recognized professional development chart to include completion of IB-mandated PD for all members of the school community.

Middle Years Programme

- Learning / Students as lifelong learners (0402) / Lifelong learners 1 / Lifelong learners 1.1:
 - Updated ATL chart indicating articulation of skills across the MYP.

Primary Years Programme

- Environments / Leadership and governance (0201) / Leadership 2 / Leadership 2.2:
 - Update of IB-recognized professional development chart indicating PYP training for the programme coordinator.

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, Kelsey Day (kelsey.day@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