



Self-study questionnaire:

Diploma Programme

For use from January 2016



**Diploma Programme**

**Self-study questionnaire: Diploma Programme**

Published December 2015

Updated August 2016

Published by

International Baccalaureate Organization

15 Route des Morillons

1218 Le Grand-Saconnex

Geneva, Switzerland

Represented by

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

© International Baccalaureate Organization 2015

The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

The IB may use a variety of sources in its work and checks information to verify accuracy and authenticity, particularly when using community-based knowledge sources such as Wikipedia. The IB respects the principles of intellectual property and makes strenuous efforts to identify and obtain permission before publication from rights holders of all copyright material used. The IB is grateful for permissions received for material used in this publication and will be pleased to correct any errors or omissions at the earliest opportunity.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior written permission of the IB, or as expressly permit ted by law or by the IB’s own rules and policy. See [www.ibo.org/copyright.](http://www.ibo.org/copyright)

IB merchandise and publications can be purchased through the IB store at store.ibo.org.

Email[: sales@ibo.org](mailto:sales@ibo.org)

**International Baccalaureate**, **Baccalauréat International** and **Bachillerato Internacional**

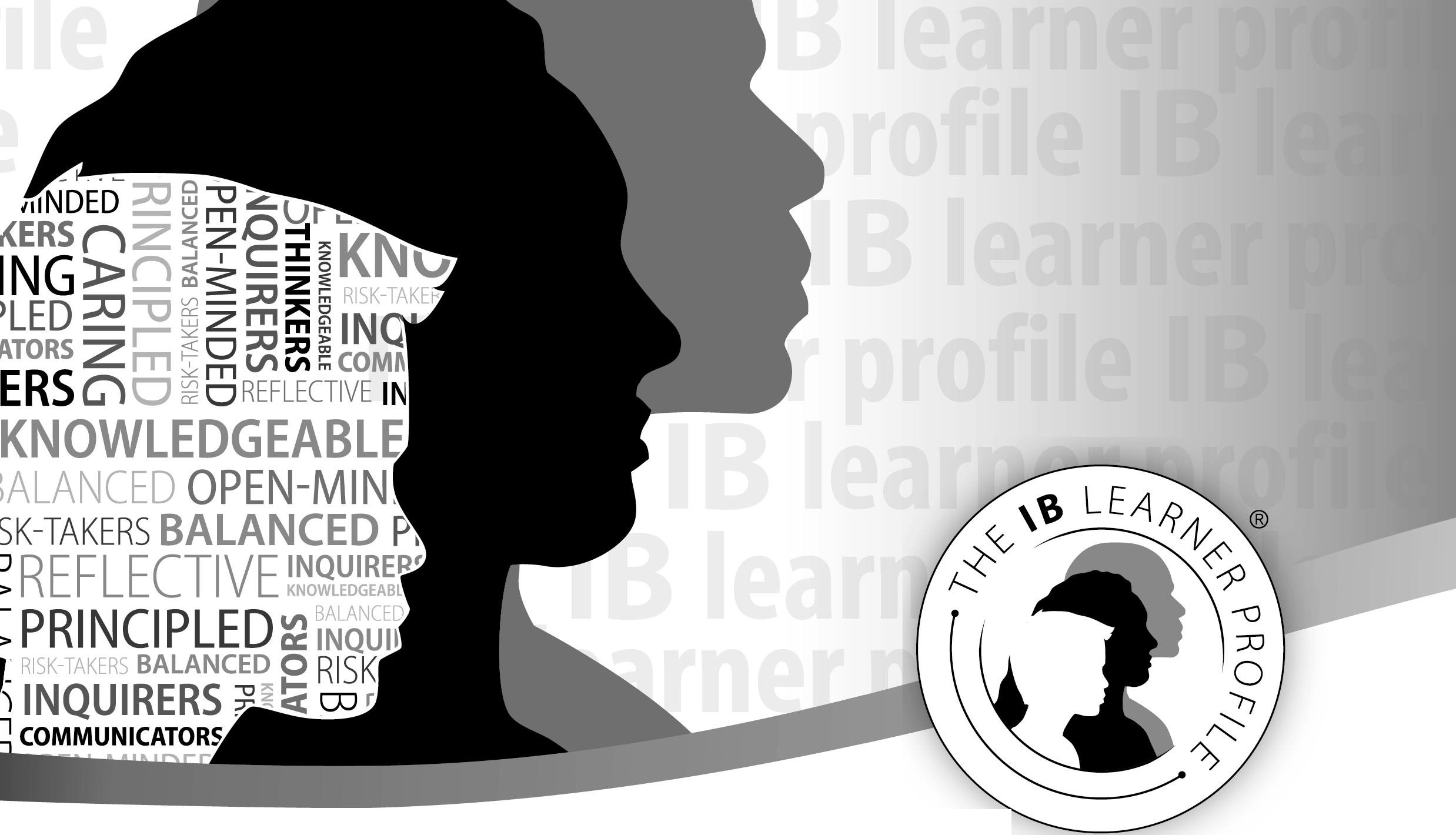
are registered trademarks of the International Baccalaureate Organization.

IB mission statement

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

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

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



**IB learner profile**

**The aim of all IB programmes is to develop internationally minded people who, recognizing their**

**common humanity and shared guardianship of the planet, help to create a better and more peaceful world.**

**As IB learners we strive to be:**

**INQUIRERS**

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

**KNOWLEDGEABLE**

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

**THINKERS**

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

**COMMUNICATORS**

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

**PRINCIPLED**

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

**OPEN-MINDED**

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

**CARING**

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

**RISK-TAKERS**

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

**BALANCED**

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve

well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**

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

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like**

**them, can help individuals and groups become responsible members of local, national and global communities.**

© International Baccalaureate Organization 2013

International Baccalaureate• I Baccalaureat International" I Bachillerato lnternacional"

## Self-study questionnaire

### School presentation

1. Update of school information

| 1. CONTACT DETAILS | | | | | |
| --- | --- | --- | --- | --- | --- |
| Name of school | | | | IB school code | |
| San Diego High School of International Studies | | | | 000352 | |
| Legal registered name of school (if different from above) | | | | | |
|  | | | | | |
| Postal address *(include city, state, country and postal or zip code)* | | | | | |
| 1405 Park Blvd., San Diego, CA 92101 | | | | | |
| Street address (if different from above) *(include city, state, country and postal or zip code)* | | | | | |
|  | | | | | |
| Telephone *(include country and area codes)* | +1 619-525-7464 | | | | |
|  | Title  (Mr, Mrs, Ms) | Name | Position[[1]](#footnote-1) | | Email address |
| Head of school[[2]](#footnote-2) | Dr. | Carmen Garcia | Principal | | carmengarcia@sandi.net |
| Head(s) of section where the Diploma Programme is implemented  (if different from above) |  |  |  | |  |
| DP coordinator | Mrs.  Ms. | Nirit Cohen Vardi  Christine Summers | Pupil Advocate: IB Diploma Coordinator 2009-2017  Projects Resource Teacher:  Collaboration Facilitator – IB 5 Year Review and Trainings  2016-2017 | | [ncohen-vardi@sandi.net](mailto:ncohen-vardi@sandi.net)  [csummers@sandi.net](mailto:csummers@sandi.net) |
| Adviser on post-secondary educational options/counsellor | Mrs.  Mr.  Mr.  Ms. | Nirit Cohen Vardi  Patrick Chen  Beatriz Montes  Maria Serritella | Pupil Advocate: College Advisor  Counsellor: Grade 9  Counsellor: A-K  Counsellor: L –Z | | [ncohen-vardi@sandi.net](mailto:ncohen-vardi@sandi.net)  [pchen@sandi.net](mailto:pchen@sandi.net)  [bmontes@sandi.net](mailto:bmontes@sandi.net)  [mserritellastreib1@sandi.net](mailto:mserritellastreib1@sandi.net) |
| School public website | [https://www.sandiegounified.org/schools/san-diego-high-school-international-studies](https://ex2010.sandi.net/owa/redir.aspx?C=KMndN7f4OaPOoDzbD76lDZOTVmgEdGIqVMbAS_5uG0qi3DfjqaLUCA..&URL=https%3a%2f%2fwww.sandiegounified.org%2fschools%2fsan-diego-high-school-international-studies) | | | | |

| 2. SCHOOL INFORMATION | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Date school founded or opened | | | | | | | |  | | |  | |  | |
| June | | | 2004 | |  | |
| 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 (not‑for‑profit or for‑profit) institution whose main revenue comes from tuition fees; they may or may not have government subsidies but these are only part of their income. | | | | | | | | | | | | | | |
|  | | |  |  | | | |  | |  | |  |  | |
| Government/state/ publicly funded | | | X | Private | | | |  | | Other *(specify)* |  | |  | |
|  | | |  |  | | | |  | |  | |  |  | |
| Indicate whether the school is recognized as such by the local educational system. | | | |  | | | |  | | | |  | | |
| Yes | | | | X | | No | |  |  | |
|  | | | |  | | | |  | | |
| Include school’s accreditation status with other organizations, if any *(eg, CIS, NEASC, WASC)*. | | | | | | | | | | | | | | |
| WASC Accreditation | | | | | | | | | | | | | | |
| Does the school belong to a group of schools gathered in a foundation, district or common project in relation to the IB? If so, identify the group/project. | | | | | | | | | | | | | | |
| San Diego Unified School District (SDUSD) International Baccalaureate Programmes  (Eight Schools – Three Programs – One Mission)  <http://www.sandi.net/ib>  Attachment: IB Brochure produced by the IB Sustainability Task Force (2012) | | | | | | | | | | | | | | |
| Type of school | | | | | | | | | | | | | | |
|  | | |  |  | | | |  | |  | |  |  | |
| Boys | | |  | Girls | | | |  | | Coeducational | | X |  | |
|  | | |  |  | | | |  | |  | |  |  | |
| Additional information *(eg, coeducational in primary, boys and girls in secondary)* | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | |  |  | | | |  | |  | |  |  | |
| Boarding only | | |  | Day only | | | | X | | Boarding and day | |  |  | |
|  | | |  |  | | | |  | |  | |  |  | |
| Academic year dates *(indicate month only)* | | | | | | | | | | | | | | |
|  | | |  | |  | | |  | | |  | |  | |
| Starts | | | August | |  | | | Ends | | | June | |  | |
|  | | |  | |  | | |  | | |  | |  | |
| Age range of students across the whole school | | | | | | | | | | | | | | |
|  | | |  | |  | | |  | | |  | |  | |
| From | | | 14 | | years old | | | To | | | 18 | | years old | |
|  | | |  | |  | | |  | | |  | |  | |
| Name the grades or years that comprise the different sections of the school and indicate the total number of students in each. | | | | | | | | | | | | | | |
| Name of the section in the school  *(eg, kindergarten, primary)* | | | Grades/years as identified in the school | | Age range of students | | | | | | | Total number of students in each section | | |
| High School | | | 9 | | 14-15 | | | | | | | 292 | | |
| High School | | | 10 | | 15-16 | | | | | | | 303 | | |
| High School | | | 11 | | 16-17 | | | | | | | 202 | | |
| High School | | | 12 | | 17-18 | | | | | | | 188 | | |
|  | | |  | |  | | | | | | |  | | |
| Total number of students in the whole school | | | | | | | | | | | | 985 | | |
|  | | | | | | | | | | | | | | |
| What other IB programmes does the school currently implement or plan to implement? | | | | | | | | | | | | | | |
|  |  | | | |  | |  | | | | |  | |  |
| PYP | Candidate school | | | |  | | IB World School authorized to offer the programme | | | | |  | |  |
|  | (add IB school code if you know it) | | | |  | | (add IB school code) | | | | |  | |  |
|  |  |  | | |  | |  | |  | | |  | |  |
|  |  |  | | |  | |  | |  | | |  | |  |
|  |  | | | |  | |  | | | | |  | |  |
| MYP | Candidate school | | | |  | | IB World School authorized to offer the programme | | | | |  | |  |
|  | (add IB school code if you know it) | | | |  | | (add IB school code) | | | | |  | |  |
|  |  |  | | |  | |  | |  | | |  | |  |
|  |  |  | | |  | |  | |  | | |  | |  |
|  |  |  | | |  | |  | |  | | |  | |  |
| CP | Candidate school | | | |  | | IB World School authorized to offer the programme | | | | |  | |  |
|  | (add IB school code if you know it) | | | |  | | (add IB school code) | | | | |  | |  |
|  |  |  | | |  | |  | |  | | |  | |  |
|  |  |  | | |  | |  | |  | | |  | |  |
| What educational programmes are currently taught in each section of the school? *(eg, national syllabus, AP)* | | | | | | | | | | | | | | |
| Name of the section | | | | | | Educational programme | | | | | | | | |
| English | | | | | | California Framework / IB / AP | | | | | | | | |
| French | | | | | | California Framework / IB | | | | | | | | |
| German | | | | | | California Framework / IB | | | | | | | | |
| Spanish | | | | | | California Framework / IB | | | | | | | | |
| Economics | | | | | | California Framework / IB | | | | | | | | |
| History | | | | | | California Framework / IB / AP | | | | | | | | |
| ITGS | | | | | | California Framework / IB | | | | | | | | |
| Biology | | | | | | California Framework / IB / AP | | | | | | | | |
| Chemistry | | | | | | California Framework / IB | | | | | | | | |
| Physics | | | | | | California Framework / IB | | | | | | | | |
| Mathematics | | | | | | California Framework / IB / AP | | | | | | | | |
| Visual and Performing Arts (Film, Music, Theatre, Vis. Arts) | | | | | | California Framework / IB / AP | | | | | | | | |
| Name of qualification(s) or credential(s) a student can gain upon graduation from the school | | | | | | CA High School Diploma / HS Transcript  IBDP Transcript (Diploma & Coursework Candidates)  IBDP Diploma | | | | | | | | |
| Language(s) of instruction at the school *(language through which groups 3–6 subjects are taught)* | | | | | | | | | | | | | | |
| English | | | | | | | | | | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. PROGRAMME INFORMATION | | | |
|  | | Number of students | |
| Year 1 | Year 2 |
| Current year | Diploma Programme candidates | 76 | 48 |
| Diploma course candidates | 77 | 105 |
| Students in the grade taking no Diploma courses | 35 | 35 |
| Next year | Diploma Programme candidates (estimated) | 75 | 55 |
| Diploma course candidates (estimated) | 90 | 110 |
| Students in the grade taking no Diploma courses (estimated) | 37 | 37 |

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

|  |
| --- |
| September, 2004 marked the beginning of the School of International Studies on the San Diego High. As a result, San Diego High has retained all of its benefits and added a small school atmosphere in a personalized setting. Students attend San Diego High School of International Studies to participate in the two Magnet Programs: International Baccalaureate and Language Continuation. |

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

|  |
| --- |
| San Diego High School of International Studies is located on the edge of the re-emerging San Diego City Centre area. The school is ethnically and culturally diverse and is comprised of resident and magnet students. At least 50% of our population speaks a language other than English as their primary language, and 60% of the students are identified under the Federal guidelines as Free and Reduced Lunch.  The City Centre area includes San Diego City College, the main public library, museums, parks, theatres, businesses and a cultural centre that are all easily accessible. Conducting plant studies in the San Diego Balboa Park as part of IB Biology HL, in addition to “Walking on Water” at the nearby Montgomery Field swimming pool as part of their IB Physics classes are only two examples of how the public, diverse facilities in the City Centre area are utilized. |

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

|  |
| --- |
| **Student Body:**  Gender:  60% Female 40% male  Ethnicity:  55% Hispanic 28% White 7% African American 10% Asian  Cultural:  Native American, Mexican, Puerto Rican, Japanese, Vietnamese, Chinese, Filipino, Middle Eastern and European (including: British, French, German, Italian, Portuguese, Spanish and Turkish)  Linguistic:  English, French, Spanish, Japanese, Vietnamese, Chinese, Tagalog, Arabic, Portuguese and Italian.  **Faculty:**  Gender: 56% Female 44% male  Ethnicity: 11% Hispanic 72% White 1% African American 11% Asian  Cultural:  Mexican, Japanese, Chinese, Middle Eastern, French.  Linguistic:  English, French, Spanish, German, Hebrew, Japanese, and Chinese. |

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

|  |
| --- |
| No Change. |

## Self-study questionnaire

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

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

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

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

|  |
| --- |
| **Mission**  To educate, engage and empower all students to live ethically in an internationally-minded community.  **Vision Statement**  The School of International Studies envisions an academic environment where:   * Students learn, achieve, and demonstrate mastery of district, state and International Baccalaureate standards. * Teachers provide a rigorous positive learning environment, which motivates students to achieve. * Parents make educational excellence a priority and actively support their children’s education. * Stakeholders value and implement ideals of the “IB Learner Profile.” * Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. (IBO 2007, IB Learner Profile) |

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

* **Yes**
* No
  1. If yes, how did the process of refinement take place and who was involved?

|  |
| --- |
| Collaborative discussions held during IB Advisory meetings yielded a motion to review the mission statement. The mission was changed to incorporate a focus on educating students to become internationally minded. The group shared their ideas with the staff during a professional development meeting. A task group was formed to frame the mission statement. Open discussion and a vote to accept the revision took place. International Studies stakeholders voted to incorporate the mission statement into the school plan. The statement is referred to as E3 ; Educate, Engage, Empower and is clearly displayed on posters across the school. |

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

* **Completely**
* Partially
* Needs revision

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

* Yes
* **No**
  1. If yes, how did the process take place and who was involved?

|  |
| --- |
| N/A |

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

|  |
| --- |
| Peer-tutoring; teacher-led tutoring; AVID class for study skills, time-management, and goal-setting; inquiry-based research assignments in the courses; school-provided planners; school-provided snacks and lunch; student forums; student-led clubs. |

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

|  |
| --- |
| Vertically and horizontally-aligned curriculum, rubrics and assessments support students in rigorous standards-based learning. IB trained teachers developed lessons using strategies that address the needs of all students: differentiated instruction, scaffolding, and Socratic Seminars. |

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

|  |
| --- |
| Parents are extremely supportive of the program, as evidenced by our thriving PTSA, Parent Connect program, and the large number of parent volunteers during IB testing. Parents come to help direct students during both oral exams and written exams. The parents also hold multiple fundraisers to support our program. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| International student exchange trips; school-wide cultural events (Dia de los Muertos, Lunar New Year); international pen-pals through TOK courses; international cultural clubs; Cesar Chavez Club; global curriculum in Business Law, English, History, and TOK courses; language requirement for graduation. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

* **School facilities/resources available for community use**
* **Direct community financial support for school (eg, school fundraising, grants, donation, not including taxes or standard fees)**
* **Community facilities support school activities**
* **School has cooperative relationships with community businesses, clubs or other educational institutions**
* The school community participates in service efforts
* **The school community participates in local community events**
* **The school invites community members to volunteer at the school**
* The school and community have no interaction
* Other

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

|  |
| --- |
| Faculty participate as CAS advisors, and school clubs and sports count for CAS hours. Our community participates in school-wide community service events, school-wide creative projects, internship opportunities, theater and choir performances, and our drama department partners with Old Globe Theatres so students can see live performances. |

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

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

* Emerging
* Developing
* Demonstrating
* Excelling

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

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

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

* Emerging
* Developing
* Demonstrating
* Excelling

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

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

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

* Emerging
* Developing
* Demonstrating
* Excelling

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

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

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

* Emerging
* Developing
* Demonstrating
* Excelling

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

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

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

* Emerging
* Developing
* Demonstrating
* Excelling

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

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

* Yes
* No

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

|  |
| --- |
| All students are enrolled in appropriate prerequisite courses in ninth and tenth grade; all students who have successfully completed the ninth and tenth grade coursework have the option to enroll in IB courses and are encouraged to do so by the counselors. |

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

|  |
| --- |
| We increased the rigor of prerequisite courses to create a smoother transition to IB-level coursework. |

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

|  |
| --- |
| All teachers are involved in implementing the Diploma Programme so that they are knowledgeable resources for the students. There are a wide variety of IB courses offered in all six IB Groups for juniors and seniors. We have eight class periods across two days, which makes enrolling in six courses for the exams possible. The Diploma Programme components are also supported through AVID and IB Support courses. Through the yearly articulation starting with incoming grade nine students our Counselors and Coordinators introduce, explain and review all the components available within the IBDP, including coursework in Groups 1-6 and all elements of the CORE. Additionally, at the beginning of the first semester of the Grade 11 year through the IB Support courses students are introduced to the guides available on the OCC under the direction of the TOK teachers. |

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

**Conclusion of Standard A**

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

Add rows as necessary.

|  |  |  |
| --- | --- | --- |
| **Name or group** | **Position** | **Role in the completion of this part of the questionnaire**  *(eg, leader, contributors)* |
| Sylvia James | English Teacher | Leader |
| Kelly Reed | English Teacher | Contributor |
| Sarah Whitelock | Science Teacher | Contributor |
| Eli Licon | Math Teacher | Contributor |
| Cheryl Gillette | English Teacher | Contributor |
| Michelle Wirth | Special Education Teacher | Contributor |
| Patrick Chen | Counselor | Contributor |
| Jennifer Pickering | Business Law Teacher | Contributor |
| Arely Lopez | Spanish Teacher | Contributor |

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

Select all that apply.

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

|  |
| --- |
| Susan Nichols, Joanna Appel, Lauren Bernhard, Brett Larsen, School Site Governance reports  The staff, divided into focus groups, developed a draft of the Self-Study sections.  Then parents and students and community members were invited to review the document, recommend revisions and develop the Action Plan. |

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

* Requires significant attention
* Requires further development
* **Shows satisfactory development**

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

|  |
| --- |
| Since previous review, overall enrollment in IB courses has increased, and the number of Diploma Programme candidates has increased. We have more IB-trained teachers on staff and offer more courses. |

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

**Standard B. Organization**

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

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

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

|  |
| --- |
| The IB Coordinator, EE/TOK Coordinator and CAS Coordinator keep the governing body informed about the implementation of the Diploma Programme through a number of different methods:   1. Professional Development (PD) Meetings are held for all the staff members 2. Presentations, as needed, are given to the I.S. Governance Committee 3. The IB Coordinator is a member of the School Site Council (SSC)—updates are given, as needed, at monthly meetings (by both Nirit and Christine) 4. Effective 2011-2012 the IB Coordinator is a founding member of the SDUSD IB Sustainability Task Force.   \*\*The task force members-representing all three levels of the IB Continuum: PYP, MYP and DP meet weekly to discuss viable options for IB Sustainability.  \*\*The task force members meet monthly with representatives from the SDUSD including:  Board Members, Superintendent of Schools, Deputy Superintendent of Schools, Deputy Superintendent of Business, Chief of Staff and Area Superintendents.  \*\*May 15, 2012, the San Diego Unified School Board passed a Resolution supporting International Baccalaureate (IB) Sustainability Task Force.  http://www.boarddocs.com/ca/sandi/Board.nsf/Public |

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

* Emerging
* **Developing**
* Demonstrating
* Excelling

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

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

* Governmental/state/ministry of education
* Board of directors/trustees/governors
* **School board/board of education/local education agency**
* Diocese/parish/other faith-based governance body
* Owner-defined governance body
* Company/corporation
* **School council/advisory committee**
* None
* **Other (please describe)**

|  |
| --- |
| Governance Committee and School Site Council |

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

|  |
| --- |
| The San Diego High School of International Studies has two governance structures responsible for different elements.  **The I.S. Governance Committee**  The IS Governance Committee is the shared decision making body (Contract Section 25.4) in conjunction with the site principal.  The IS Governance Committee is comprised of Staff, Students, Parents, Administration, Union and Community representatives.  The IS Governance Committee typically meets the first Monday of the month.  <https://www.sandiegounified.org/schools/san-diego-high-school-international-studies/overview-16>  \*\*Overview of the Governance Committee  \*\*I.S. Governance Document  \*\*I.S. Governance document Addendum  \*\*I.S. Governance Current Representatives (2016-2017)  \*\*I.S. Governance Agendas and Minutes (2016-2017)  **The School Site Council**  The SSC is an elected decision-making group comprised of parents, community members, site administrators, teachers and other staff.  At the secondary level, students are included.  The SSC has an ongoing responsibility to develop, implement, monitor and evaluate the single plan for Student Achievement.  The SSC also oversees all the categorical funds such as Title I and Title I Parent Involvement.  All schools are required to have an SSC.  **Instructional Leadership Team**  The ILT is comprised of representatives from the various subjects, grade levels and programs at SDHS. It meets monthly to ensure academic rigor campus-wide. Academic rigor, as defined by the ILT, is purposeful and relevant learning that honors student voices and encourages them to tackle challenging work by providing supports that foster intellectual curiosity and perseverance in a culture of achievement. The representatives are the conduit between the ILT and their constituent groups for gathering data and feedback and communicating expectations for implementation and monitoring. |

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

|  |
| --- |
| <https://www.sandiegounified.org/schools/sites/default/files_link/schools/files/Domain/2863/Governance%20Team%20Document%20Addendum%201-9-12.pdf>  Community Outreach  Discipline  Emergency Planning  Facilities  Grading Policies  IB/IB Accreditation  Instructional Practices  Internationalism/Environmentalism  Master Schedule  Newsletter  Open House  Parent Outreach/Parent Connections Forum  Professional Development/Data Digs  School Schedule  Social Committee/Staff Celebrations  Staff Handbook/Policies  Staffing  Standardized Testing  Student Activities  Student Advisory Board/International Studies Student Coalition  Student Celebrations/Award  Student Enrollment/Program  Student Handbook/Policies  Tutoring/Student Support  WASC Accreditation  Web Page |

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

|  |
| --- |
| The Governance Committees and leadership together review policies and procedures, analyze data, review teaching assignments, course offerings and concurrency, texts, materials, supplies, facilities, technology and make recommendations, set new policies and make adjustments as necessary. |

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

* **Yes**
* No
  1. Describe any changes made in the period under review.

|  |
| --- |
| There are new members on the Governance Committee every year.  <https://www.sandiegounified.org/schools/sites/default/files_link/schools/files/Domain/2863/Governance%20Team%20Document%20Addendum%201-9-12.pdf> |

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

* **Yes**
* No
  1. Explain why the changes were made.

|  |
| --- |
| The following changes were made a result of a change in the organizational structure of SDHS and its programs as directed by San Diego Unified School District  New Principals were placed as follows:  August 2012 – 2013 Vice Principal: Dr. Carmen García  August 2013 to present School-Wide Principal: Dr. Carmen García  July 2013 to present: Vice Principal Daniza Montero    August 2009 to present IB Coordinator: Nirit Cohen-Vardi  August 2016 to present IB Co-Coordinator: Christine Summers  San Diego Unified allocated additional funds to develop and support IBDP programs and SDHS added a position to support the program:  2016 to present Collaboration Facilitator /IB Professional Development: Christine Summers  The Governance team changes annually based on the terms of Governance  The Instructional Leadership team composition has some representation changes annually based on need. |

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

|  |
| --- |
| SDHS has an Instructional Leadership Team that is comprised of representatives from the various departments, grade levels, programs, resource teachers, counselors and administration. The team meets monthly to discuss curriculum, instruction and assessment needs to make decisions and plan. The International Studies Program has a Governance Committee that meets monthly to discuss topics with instructional implications for the IBDP. It is comprised of IB/IS teachers, IB coordinator and administrators. |

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

|  |
| --- |
| A challenge the school faces is in retaining staff due to the district’s seniority and excessing process. It is not a school problem; rather it is at the district level. IB courses are taught by teachers with IB training. In general, the district recognizes the investment that the school has made to develop the expertise of their IB teachers and as a result the IB trained teachers, at an IB school, teaching an IB course, are “Skipped” when others are “Excessed.” |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

|  |
| --- |
| All staff members communicate in one common language which is English. |

* 1. Is the programme coordinator proficient in one of the IB working languages?
* **Yes**
* No

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

|  |
| --- |
| N/A |

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

Programme Coordinator time allocation

|  |  |
| --- | --- |
| **Duty** | **% of weekly time** |
| Programme Coordination | Nirit Cohen Vard  IB Coordinator/College Advisor  2012-2014  The IB Coordinator is a part-time employee working a total of .8 or 80% of a full-time position. As designated by the SDUSD the IB Coordinator is identified as working .5 or 50% of a full-time position in the role of an IB Coordinator.  The IB Coordinator has a flexible schedule and is able to coordinate with the principal.  On average the IB Coordinator is on campus four days per week from 6:30 am – 3:00 pm.  Adjustments are made to the IB Coordinator’s schedule relating to IB dates and deadlines. The IB Coordinator is on campus all days that there are IB External Assessments in May.  2014 – 2016  The IB Coordinator is a full-time employee working a total of 1.0 or 100% of a full-time position. As designated by the SDUSD the IB Coordinator is identified as working .5 or 50% of a full-time position in the role of an IB Coordinator.  The IB Coordinator has a flexible schedule and is able to coordinate with the Principal.  On average the IB Coordinator is on campus five days per week from 6:30 am – 3:00 pm.  Adjustments are made to the IB Coordinator’s schedule relating to IB dates and deadlines. The IB Coordinator is on campus all days that there are IB External Assessments in May. |
| Programme Coordination  Professional Development | Christine Summers  Collaboration Facilitator – IB 5 Year Review and Trainings  Projects Resource Teacher  2016 – 2017  The IB Coordinator is a full-time certificated employee working a total of 1.0 or 100% of a full-time position. As designated by the SDUSD the IB Coordinator is identified as working .5 or 50% of a full-time position in the role of an IB Coordinator. Included in the responsibilities of this role are leading on-site professional development, arranging IB training off-site, coordinating and facilitating collaborations and  The IB Coordinator has a flexible schedule and is able to coordinate with the Principal.  On average the IB Coordinator is on campus 5 days per week from 7:00 am – 3:00 pm. |
| Instructional Coach/Project Resource Teacher | August 2016- Present Christine Summers  The Instructional Coach is a full-time employee working a total of 1.0 or 100% of a full-time position. As designated by the SDUSD the Instructional Coach is identified as working .5 or 50% of a full-time position in the role. |
|  |  |

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| San Diego High School of International Studies does not have an individual admission’s policy for the school or the IBDP. We follow the SDUSD designated policy for admission to the high school.  Magnet students are accepted off of the San Diego Unified School District (SDUSD) Magnet List using a random lottery system.  Please see below for an explanation of what is meant by Magnet and Magnet List:  The entering Grade 9 class is made up of approximately 50% Resident and 50% Magnet Students.  Resident students are those who live within the designated boundaries of the high-school. There is no requirement for these students other than designating the School of International Studies as their preference on the San Diego High.  Magnet students are those who live outside the designated boundaries of the high school. These students complete an application which is submitted to the SDUSD Enrolment Options Office. A Magnet List of all applicants is created. The list is divided into seven groupings and students are placed by computer using random lottery into the each grouping using established grouping criteria:  Sibling Continuity: A student who has a sibling at the school and is coming from a Continuity Program. These programs include three MYP Programmes and two Language Immersion Programs.  Continuity: A student who is attending a Continuity Program. These programs include three MYP Programmes and two Language Immersion Programs.  Sibling: A student who has a sibling at the school.  Cluster 1, Cluster 2, and Cluster 3: A cluster is an area of the city. The designation of whether it is 1, 2, or 3 is determined by the distance outside the designated high-school boundaries. Cluster 1 is the furthest away, with Cluster 3 being the closest.  Out of District: These are students who wish to participate in an IB DP programme, but do not have a school with this program in their home District.  We are an IB for ALL school. The goal is that all students are placed in the necessary pre-requisite courses in Grades 9 and 10 to be prepared for the IBDP courses that are available in Grades 11 and 12. |

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

|  |
| --- |
| The School of International Studies in alignment with IB has taken the position that World Language is a core subject, not an elective as has been the premise in the United States. Again, we have all of our entering Grade 9 students register for a World Language class. This has also helped to grow the number of students participating in the Diploma Programme. In response to the requirement of World Language, parents have gone back to middle schools and requested that it be taught even earlier. We are currently working with middle schools to add World Language in Grade 7 and Grade 8, thus allowing for even more students to be prepared for the Language B component of the Diploma Programme. |

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

|  |
| --- |
| Students who enter the school whose previous language instruction has not been in English are first required to take a CELDT test to evaluate their language proficiency. If necessary they are placed in English Language Learner courses designed to develop the necessary proficiency while learning the subject content. Our goal is to have them included in as many regular courses, including IBDP courses, as quickly as possible. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| San Diego International Studies is an IB for **all** school.  All students in the San Diego High School of International Studies are encouraged to participate in IB Coursework. All students take TOK in Grade 11.  Determination of their participation is done through their Individual Educational Program (IEP) or 504 Plans under the direction of the Special Education Department. In addition to the student and his/her parents, the case manager includes the classroom teachers, IB Coordinator and school counsellor and administrator in the School Site Team (SST) meetings.  A copy of the Candidate with Special Assessment Needs Guide (IBO) has been given and reviewed with the Special Education Department. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| Following the San Diego International Studies Five Year Review in 2012 we revised our Assessment Policy as per the Matters to Be Addressed.  A small group of teachers, students and parents met to review our assessment philosophy, the IBO assessment requirements and the use of formative and summative assessments in every class. Upon completion of the review the assessment policy was updated to reflect all of the components reviewed.  The updated assessment policy was then communicated to all teachers and parents through staff meetings and workshops. It was communicated to students and parents via the teachers’ course description, syllabi and our website. Assessment criteria and IBO rubrics are used by teachers in our IB courses to assess student performance. A student’s assessment starts with a review of the assessment rubric. This enables students to use the rubric to understand and meet the expectations.  For example: At the start of the EE process, current IBDP Diploma and Coursework Pathway students, who are required or have selected to complete the EE, reviewed the IB Guide including the overarching rubrics and the subject-specific rubric multiple times in their IB Support course, in a workshop with the IB Coordinator and with their EE Supervisor. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| Our IBDP Programme uses the IBO Academic Honesty Policy. It is reviewed annually with staff. The Academic Honesty Policy is included in the Student Handbook and our Enrollment Packet and in the annual Registration Packet and must be reviewed and signed by students and parents. During the first two weeks of school teachers review the policies including Academic Honesty with their students.  Teachers also use a variety of internet-based plagiarism sites, including Turnitin.com on a regular basis when accepting classroom work. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| We have regular (calendared) professional development meetings after school on Tuesdays. Every other week the training has an IB-specific focus and on the alternating week a more general instructional practice focus. Additionally, teachers meet during their common prep periods with course-alike colleagues and/or with members of their interdisciplinary team. This is a time when teachers collaborate to explore, develop and try out best practices. Our general instructional focus for the year has been to increase academic rigor through developing common units and formative assessments and planning instruction that utilizes the strategies of collaboration and inquiry to increase engagement and deepen academic rigor. The IB-specific training has focused on deepening our understanding of International Mindedness, ATL, the Learner Profile and the DP Core. In general we are using inquiry and collaboration to engage in that professional learning. ATL was not previously a focus  at the DP level, but now our IB  teachers use the Approaches to Teaching and Learning as directed and evidenced by our school Expected School-wide Learning Results (ESLRs).  **ESLRs**  **Global Communicators:**   * Exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems * Defend their beliefs bravely and articulately * Communicate an understanding of the global impact of local issues   **Self-directed Learners:**   * Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies * Assess and understand their strengths and limitations in order to support their learning and personal development   **Problem Solvers:**   * Master the skills necessary to conduct inquiry and research and show independence in learning * Exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems   **Collaborative Workers:**   * Work effectively and willingly in collaboration with others * Function well in diverse settings * Work in teams to understand and analyze contemporary issues from multiple perspectives   **Technology Users:**   * Apply technology to support work and career demands * Use multiple Information Technology (IT) platforms and various software programs * Use technology responsibly and ethically   **Effective Citizens:**   * Take responsibility for their own actions and the consequences that accompany them * Understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities * Have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment |

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

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

* Emerging
* **Developing**
* Demonstrating
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

**Conclusion of Standard B1**

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

Add rows as necessary.

| **Name or group** | **Position** | **Role in the completion of this part of the questionnaire**  *(eg, leader, contributors)* |
| --- | --- | --- |
| Rocio Guillermoprieto | Teacher, IB Spanish | Leader: Self Study B1 |
| Jose Barraza | Teacher, Spanish | Member: Study Self B1 |
| Stefka Diilivanova | Teacher, Math | Member: Study Self B1 |

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

Select all that apply.

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

|  |
| --- |
| The staff, divided into focus groups, developed a draft of the self- study sections.  Then parents and students and community members were invited to review the document, recommend revisions and develop the Action Plan. |

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

* Requires significant attention
* Requires further development
* **Shows satisfactory development**

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

|  |
| --- |
| All stakeholders have a much clearer understanding of the policies. Students and staff are using more consistently the IBO language. For example: referring to assessments as IA and EA. |

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

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

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

|  |  |  |
| --- | --- | --- |
| 1. What percentage of the CAS coordinator's weekly schedule is devoted to CAS | | |
| responsibilities? | <1 |  |

1. CAS coordinator time allocation

|  |  |
| --- | --- |
| **Duty** | **% of weekly time** |
| Holding meetings for students | 4 hours/school year |
| Evaluating projects | 25 hours/school year |
| Student individual meetings | varies |
| Producing adviser information | 5 hours/school year |

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

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

* Emerging
* **Developing**
* Demonstrating
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

* **Yes**
* No

|  |  |
| --- | --- |
| 1. Number of full time teachers | 8 |
| 1. Number of part time teachers | 12 |

Does the school use CAS advisers?

* **Yes**
* No

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

|  |
| --- |
| The coordinator invites all faculty/staff to advise.  Students may ask a specific person.  Coordinator assigns the rest to advisers who volunteer. |

|  |  |  |
| --- | --- | --- |
| For how many students does each CAS adviser have responsibility? | 1-5 |  |

How does the CAS coordinator guide and supervise the advisers?

|  |
| --- |
| Coordinator gives each advisor a set of instructions, support documents (all the documents that the students get), and IB source material (questions to use). |

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

|  |
| --- |
| Advisers get a list of questions to use during interviews. |

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

|  |
| --- |
| Teachers, other school staff and members of the community are involved as CAS advisers.  Advisers receive a packet of expectations. |

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

* Emerging
* **Developing**
* Demonstrating
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| When a new staff member is hired by the school the IB Coordinator meets with them to go over:   * The school website, specifically all the parts the International Baccalaureate found under the Programs Tab. * If the new staff member is a teacher, even if they are not going to be teaching an IB course, the IB Coordinator then registers them onto the IBO-OCC. * Each new teacher then meets with the IB Coordinator to explore what is available on the OCC in their specific subject area and the CORE. * The teacher is then given some time to further explore the OCC on their own and further meetings to follow-up are made with the IB Coordinator.   In 2016-2017 a new IB German teacher joined our school. The IB Coordinator exchanged e-mails and had Skype meetings with the new teacher prior to them arriving from Germany. Upon arrival, the IB Coordinator scheduled a meeting with the German teacher, reviewed the OCC with particular emphasis on the Guide. Further meetings were scheduled and conducted regularly for the German teacher with the IB Coordinator and the Head of the World Languages Department (an experienced IB Group 2 Language Acquisition teacher and IB Language B examiner) to answer questions, guide pacing (the most difficult component) and make sure all materials necessary were provided.  Additionally, the Collaboration Facilitator worked with the German teacher and the Administrative Team to schedule and send the German teacher for an IB training. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| We have made collaborative planning a priority. We have a full-time collaboration facilitator to ensure that we optimize our efforts. Teachers meet in formal and informal “PLCs,” Professional Learning Communities, on a weekly basis to plan, reflect, and revise curriculum, assessments, instruction and activities. We also have regular department and school meetings for both professional development and sharing information. |

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

| Name of meeting | Who attends | Frequency of meeting | Objectives |
| --- | --- | --- | --- |
| School Specific | All teaching staff from the specific program, for example IB teachers facilitated by a resource teacher | 2x per month | To strengthen specific program goals and to address specific needs of special programs |
| Department | All teachers in a specific department  All teachers facilitated by an administrator or designee | 1x per month | To develop and share instructional strategies and align curriculum vertically and horizontally |
| Campus-wide | All Staff facilitated by Administration | 1x per month | To cover information and address issues that impact the whole school |
| Course-Alike PLCs | All teachers facilitated by a resource teacher | 2x per month | To create common curriculum units and assessments to ensure a rigorous academic curriculum across all subjects and grade levels |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

* Yes
* No

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Facility/resource** | **Description of facility/resource** | **How this facility/resource supports programme implementation** | **Plans for further development, if any** |
| Physical education/  athletics facilities | Gymnasium,  football, baseball and soccer fields, tennis courts, locker rooms, stadium (track and field), weight room, access to swimming pool | The head of the I.S. PE Department is an IBMY Trained teacher and as such uses the facilities to reinforce the IB Learner Profile for all students. (There is a two-year PE requirement).  The majority of our students are also student/athletes. | Are exploring the option of adding in the IBDP Sports and Exercise Science Course |
| Science laboratories | Biology, chemistry and physics | The laboratories needed for group 4 subjects provide safe and effective learning environments. |  |
| Visual arts studios | Visual arts classrooms | The studios needed for group 6 subjects provide safe and effective learning environments. |  |
| Specialized facilities |  |  |  |
| Music facilities | Music classrooms including:  band rooms, practice rooms and auditorium | The studios/rooms needed for group 6 subjects provide safe and effective learning environments. | Plans to add additional instrument storage |
| Arts performance/exhibition spaces | Library and auditorium | The library and auditorium are used to display student work and to host student performances. |  |
| Performing arts facilities | Auditorium | The auditorium has a stage, curtains, AV system and seating for several hundred that enable us to present full theatrical performances. |  |
| Other facilities/resources | Access to a local cinema (Ken Theatre) for IB Film Festival  Library | Used to screen the IB Film projects to the local community  The library/multimedia resources play a central role in the implementation of the program(s).  The library/multimedia centre has enough appropriate materials to support the implementation of the Diploma Programme.  Additionally, the Library is used for IB Examination in May.  Allocated a full-time Library Tech. | The SDUSD will be converting a portion of the library into a media centre which will include two classrooms. |

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

|  |
| --- |
| Pass: Mentors for academic support for college access  Americorp: Mentors for academic support  UCSD: Interns, Mentors, Tutors, Medical School Partnerships (Green Peas)  Wahupa: Mentors for College Counseling and Financial Aid  SDSU Upward Bound: Mentors  Mentorship for underrepresented minority students  SDHS Foundation: Scholarships, field trips, teacher support, teacher training  SDHS Alumni Foundation: Exam support and academic enrichment opportunities |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

|  |  |  |
| --- | --- | --- |
| * **One-to-one laptop/device for students** |  |  |
| * **Shared computers in classrooms throughout the school** | **# of computers** | 36/classroom |
| * **Centralized computer facility(ies)** | **# of computers** | 35 |
| * **Shared computers in the library for student use** | **# of computers** | 42 |
| * **One-to-one laptop/device for teachers** |  |  |
| * Shared computers for teachers |  |  |
| * **Interactive white boards in classrooms throughout the school** |  |  |
| * Other (please describe) |  |  |
| We have 1,872 computers available to students and staff on the San Diego High School which includes three programs, one of which is the San Diego High School of International Studies.  We do not have a 1 to 1 laptop/student distribution. We have a computer cart in each classroom and two classrooms that are computer labs. We will have two additional classrooms with computer labs installed in the library in the fall of 2017. | | |

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

* **Yes**
* No

1. Does the school have Wi-Fi?

* **Yes**
* No

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

|  |
| --- |
| SDUSD has a firewall that restricts student and staff access to content that they have not approved for educational use. |

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

|  |
| --- |
| Examination papers are locked in a filing cabinet in the IB Coordinator’s office. This office is kept locked at all times that the IB Coordinator is not there. Examination stationary is in a filing cabinet just outside the IB Coordinator’s office. Only the IB Coordinator has access to the examinations until 24 hours after the completion of each individual’s exam. |

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

1. Can students access the library independently?

* **Yes**
* No

1. Can students freely browse and borrow library resources?

* **Yes**
* No

1. During what hours can students access the library?

|  |
| --- |
| 7:00am – 7:00pm Monday through Friday (excluding school holidays) |

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

* **Yes**
* No

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

|  |
| --- |
| Yes.   * The library/multimedia resources play a central role in the implementation of the program(s). * The library includes: Offices for the IB Coordinator/College Advisor and the Collaboration Facilitator, in addition to offices for the various mentoring organizations (see B.2.5.2). * The library houses a Parent Centre accessed by the SDHS PTSA and the I.S. Parent Connect Group that provides support available to all parents. * The library/multimedia centre has enough appropriate materials to support the implementation of the Diploma Programme, which are housed in a textbook room and on the stacks. * The library is a centre for the students to complete academic work and also is the hub for student advising, mentoring and tutoring. * The library is used for the IBDP Examination in May, both in the main library space in in the library classroom space. * The library has an audio visual equipment for large group presentations * The library includes multiple computer/ipad carts and a Smart Board which includes:   A document camera as well as access to a computer.  The SDUSD will be converting a portion of the library into a Media Centre which will include two classrooms.  For 2016-2017 we are allocated a full-time library tech position. Due to budget cuts this position will be reduced to a .5 position for 2017-2018. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| Many of the students have their first encounter with IB through the MYP programme in their middle school. As part of an on-going process, students are actively recruited from feeder school programs and throughout their tenure here. Through a series of parent workshops and student conferences that explain the expectations of the program and the process, a course of study for each prospective IB student is put in place by the counsellor, with the guidance and support of the IB Coordinator. The most important component of these initial meetings, which are held for students and families from as early as when the student is still in Grade 8 and throughout the high school years is that the San Diego High School of International Studies is an IB for ALL school. The goal is that all students are placed in the necessary pre-requisite courses in grades 9 and 10 to be prepared for the IBDP courses that are available in grades 11 and 12. The IB Coordinator is also the College Advisor which allows the connection to be made between the IBDP and college preparation and success. A four-year course sequence in conjunction with the IB Program Overview are presented to all families as a group, and then students have the opportunity to meet individually with a counsellor. This articulation process takes place yearly, allowing each student and family to review, modify and determine the best IBDP Pathway for each student based on their short-term and long-term academic and career goals. As an IB for ALL school, all grade 11 and grade 12 students take the TOK course, although not all students choose to submit their IA/EA Assessments to IBO. In 2015-2016 we moved from an IB Coursework Pathway that only allowed students to take and complete the components of IB Group 1 – 6 courses to a model that allows students to choose to participate in 0 – 3 of the CORE (TOK, CAS and EE) components. This has encouraged students who are in TOK to submit their work to IBO. In the Class of 2017, the first group to have this option, we have had 12 of our IB Coursework Pathway students choose to submit their TOK work. Additionally, three of our IB Coursework Pathway students have chosen to complete EE and four of our IB Coursework Pathway students have chosen to complete CAS.  Additionally, the teachers have incorporated placement tests in Spanish, French and German for incoming and continuing students as well as the horizontal integration of testing procedures from our feeder immersion schools. The tests are administered in Spanish, French and German to determine at what level students start their language studies in grade 9. These tests help us to better support students as they have access to and complete the Group 2 – Language Acquisition courses.  In 2008, the school implemented the IB Film course into the course offering for students. In 2007, the IB Film teacher went to IB training in Los Angeles. After attending the training, the teacher allowed our students (11th graders) to begin the work necessary for the IB Film HL exam in May 2010. Our first testing class in 2010 was very successful with 100% of students passing the exam. The popularity of the course is also noteworthy as students seem to be interested in the course material. Film is also attracting students who may not consider IB coursework and drawing them into these rigorous classes. In 2013-2014 the school added an IB Music strand including the required pre-requisite courses needed in grade 9 and grade 10 including both performance and theory courses. This was done in response to student and family interest in the music program that was available at one of our feeder MYP schools. This year, May 2017 our first group of students will test in IB Music. In 2016-2017 we added in IB Mathematics HL to address the needs of a class of students who because of their advanced math courses in middle school required the opportunity for more advanced mathematics in high school. |

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

|  |
| --- |
| Through a series of parent workshops and student conferences that explain the expectations of the IBDP a course of study for each prospective IB student is put in place by the counsellor, with the guidance and support of the IB Coordinator. This guidance comes through a multi-layered approach. Firstly all students and families, in groups and individually, are given a four-year course sequence form, in conjunction with the IBDP Overview document. These documents are reviewed and discussed in both student and parent workshops to allow for broad-based questions and deeper explanation of the IBDP. Students and families then meet individually with the counsellors/IB Coordinator to individualize the understanding and choices based on the student’s previous academic performance and their short-term and long-term academic and career goals.This articulation process takes place yearly, allowing each student and family to review, modify and determine the best IBDP Pathway for each student.  Additionally, the AVID and IB Support teachers have designated units which include presentations and activities that the students do to better understand the IBDP CORE. (See example unit uploaded into the Additional Documents). Upon completion of these units the IB Coordinator facilitates classroom workshops with the students to review and answer any follow-up questions. While these IB Coordinator workshops are scheduled in all grade 11 IB Support classes and grade 12 AVID classes, all course teachers are encouraged to invite the IB Coordinator into their classes. For example, the teacher of Honors Chemistry (a pre-requisite course required in grade 10) upon seeing that her students had questions, invited the IB Coordinator to a Q&A in her classroom. The IB Coordinator makes every effort to be available for these impromptu requests as we have found that when answered immediately students feel empowered and as a result are more willing to ask. |

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

|  |
| --- |
| We have found that in order to be academically prepared for the rigour of the Diploma Programme and college and career options students need to have not just a strong academic base, but also a strong study and research skills base, and support with all aspects of the college application process. In response to this we have partnered with the Advancement Via Individual Determination (AVID) Program. Throughout the three-year high school component of the program we have been able to support students in developing the necessary study skills including: note-taking (using the Cornell note-taking method), time management, and academic tutorials. By making the School of International Studies an AVID for ALL school, where all incoming grade 9 students are required to take senior high AVID, we have found that more students are choosing to participate in International Baccalaureate (IB) coursework upon entering their grade 11 year and more students are participating in IB coursework in grade 11 and grade 12.  As students continue through their AVID sequence in grades 10, and 11 the AVID curriculum focuses on transferring the academic research skills to research of college and career pathways. This includes investigations and presentations of and by students to their peers and college presenters from different colleges/universities. Students also explore sites like the Occupational Handbook provided by the US Department of Labor. (<https://www.bls.gov/ooh/>)  Additionally, we offer the opportunity for grade 11 students to go on a five-day college trip. This trip includes visits to as many as 13 different colleges/universities in California with activities that the students are required to complete throughout the trip. The college trip is supplemented by a field trip to the National Association of College Admissions Counsellors (NACAC) Fair held every spring at the SD Convention Center.  Grade 12 AVID is a course that our students actively seek. During the first semester students complete all their college/university applications including all of their personal statements in class. This allows them to not only have peer support, but the support and guidance of a teacher. Additionally to all applications, students work on scholarships and the IB Coordinator in her role as the College Advisor conducts workshops and presentations both in classroom and school wide for students and parents on all aspects of the Financial Aid process (from application, to award letters, to repayment plan options for those who choose to take loans). Counselors and the College Advisor also meet with students and families individually based on need. An example of this was seen this year for one of our students who, as an Australian national, chose to return to Australia for her post-secondary education. We have had multiple meetings both with the student and her family over her time at the school to make sure that the student is not only meeting the California graduation requirements and on track for IBDP Diploma Pathway, but also meeting the necessary entrance requirements for the Australian universities to which she is applying. |

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

|  |
| --- |
| Students meet with their advisers three times for the required interviews. These meetings last approximately 15 – 20 minutes.  The purpose of the meetings is to give students the opportunity to discuss their plans, their progress, any problems they might be having, and how their activities are working to meet the CAS learning outcomes. Advisers are given information and guiding questions to use during the interviews. Finally, students check in informally with their advisers when they have completed the Student Completion Reflection Form and are ready to submit their portfolios. |

The IB will also review information gathered in DP schedules.

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

Teaching time

|  |  |
| --- | --- |
| Number of weeks of instruction in the school year | 37 |
| Number of instructional periods students receive in a week | 20 |
| Length (in minutes) of each instructional period | 90 |

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

* **Yes**
* No

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

|  |
| --- |
| The TOK schedule was updated from all students taking the TOK class in junior year to a two-year concurrency with juniors taking TOK1 in second semester of junior year and seniors taking TOK2 in first semester of senior year. These classes were partnered with IB Support 5 and IB Support 6. |

1. Indicate the weekly time allocation for CAS activities.

|  |
| --- |
| Candidates do not have a specific time allocation for CAS activities during the regular school day.  The CAS Coordinator, over and above her regular full-time teaching schedule spends on average 40 hours on CAS organization and implementation over the two-year concurrency. |

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

5 hours over the two-year concurrency hours

Weekly time students devote to CAS activities varies by student hours

1. Describe other time arrangements, if applicable

|  |  |
| --- | --- |
| **Length of CAS experiences (must extend over at least 18 months)** | |
| Year 1 start | Proposals due: Oct 31  Interview #1 with CAS Advisor:  October – November 30 |
| Year 1 end | Interview #2 with CAS Advisor  April – May 31 |
| Year 2 start | Interview #3 with CAS Advisor  October – November 30 |
| Year 2 end | Final Portfolios due third week of March |

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* **Developing**
* Demonstrating
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

**Conclusion of Standard B2**

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

Add rows as necessary.

|  |  |  |
| --- | --- | --- |
| **Name or group** | **Position** | **Role in the completion of this part of the questionnaire**  *(eg, leader, contributors)* |
| Tim Towler | Teacher | Leader |
| Julie Edwards | Teacher | Contributor |
| Tom Daly | Teacher | Contributor |
| Mary Sunderland | Teacher | Contributor |
| Beatriz Montes | Counselor | Contributor |
| Kristine Krueger | Teacher | Contributor |
| Nirit Cohen-Vardi | Pupil Advocate | Contributor |
| Christine Summers | Project Resource Teacher | Contributor |
| Daniza Montero | Vice Principal | Contributor |
| Sandra Bonslater | Library Tech | Contributor |
| Lauren Bernhard | Student | Contributor |
| Susan Nichols | Parent | Contributor |
| Governance Committee | Site Governance | Contributor |

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

Select all that apply.

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

|  |
| --- |
| The staff, divided into focus groups, developed a draft of the self- study sections.  Then parents and students and community members were invited to review the document, recommend revisions and develop the Action Plan. |

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

* Requires significant attention
* Requires further development
* **Shows satisfactory development**

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

|  |
| --- |
| During this period under review, we have witnessed the results of the TOK Internal and External Assessments go up significantly. In addition, this past year, when TOK became a stand-only component of the Coursework pathway, we saw 32% of all our students choose to complete the TOK Assessments for IB credit, compared to the 25% who are pursuing the full IB Diploma. This illustrates our students' increased interest and preparedness. Four main factors that have contributed to these result are (1) a streamlined and coordinated curriculum between the TOK teachers; (2) the IB Support bookend classes during S1 junior and S2 senior years; (3) all TOK teachers are IB trained in TOK; and (4) TOK teachers are IB examiners for TOK. These resources and support structures have allowed the TOK team to become more effective in planning and teaching the class. |

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

**Standard C. Curriculum**

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

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

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

|  |
| --- |
| I.S. has a strong foundation of previous collaboration that has allowed us to progress in a positive manner.  During professional development sessions on short days in 2013, teachers presented by department on different IB courses and related exam components in order for staff to gain a more holistic picture of how our school approaches IB. This included presentations about TOK.  Several I.S. professional development sessions in 2014 focused upon the IB Learner Profile and how we can continue to foster support for it in our lessons and classrooms.  Collaborative planning and reflection is happening in smaller groups by PLC during common prep and at monthly after-school meetings at this time.  We require that all Grade 11 and 12 students take the Theory of Knowledge (TOK) class. The class allows all students to participate in the core of the IB Diploma Programme in a classroom setting in addition to experiencing TOK in all their classes as they learn that subjects are not taught in isolation. The identification of TOK as a college preparatory elective by the University of California has further supported the school requirement. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* **Developing**
* Demonstrating
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| We have dedicated professional development sessions for both curriculum writing and reflection, and also have grade-level meetings bi-monthly to check in with fellow teachers about students who may need extra support.  In the past we had professional development session presentations related to each IB course and the related exam components so all teachers would know what students are expected to do in each course.  We have dedicated time in departments to ensure vertical alignment. In the past, our vertical alignment meetings in English and math were monthly pull-out days where we looked at IB learning outcomes and aligned our pre-IB course outcomes to ensure students would be prepared for IB coursework in their junior and senior years.  Whenever any staff member attends an official IB training, they report back to their departments with any relevant information.  One shift in our focus during staff development over the past two years has been a greater focus on the staff as one school with multiple program paths for students and less focus solely on International Studies. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| Curriculum writing by department and course-alike groups has been happening through work overseen by the Instructional Leadership Team. Each unit of study has a curriculum outline that helps to ensure best teaching practices, as well as common assessments that can be administered and debriefed by course-alike teachers.  We also engage in collegial classroom walkthrough visits by department to explore trends and wonderings, which sometimes results in focused professional development with regard to a specific teaching practice (e.g., walkthroughs in the English department led us to wonder about collaborative conversation strategies, so we dedicated a professional development meeting to sharing best practices with regard to collaborative conversations).  The IB Learner Profile is up in every classroom and we refer to it with students. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

|  |
| --- |
| All teachers are required to create a course syllabus which includes a section on how internationalism is incorporated into their IB courses.  Christine Summers, our Collaboration Facilitator, has opened several staff development meetings with international-mindedness activities, including a refugee simulation and sharing pieces from related TED-talks.  IB Theatre has brought in performances relating to multi-cultural and global issues.  After the 2016 presidential election, we had a school-wide meeting with representatives from various campus groups speak about their reactions to the election and how we as teachers can best support our diverse student body. |

1. the IB learner profile

|  |
| --- |
| We had several professional development sessions devoted to understanding the IB learner profile, including hands-on activities and self-reflection. Teachers also shared ways they incorporate the IB learner profile and its language into their lessons. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

|  |
| --- |
| .  Our group was in agreement about how we rated ourselves for each practice. Our school has grown exponentially since our last review as a result we are working to develop systems that continue to foster collaboration in a larger more diverse school. |

**Conclusion of Standard C1**

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

Add rows as necessary.

| **Name or group** | **Position** | **Role in the completion of this part of the questionnaire**  *(eg, leader, contributors)* |
| --- | --- | --- |
| Jaime Brown | IB English and IB Film teacher | Leader |
| Deron Ambler | Physical Education teacher | Contributor |
| Anne Armstrong | English teacher | Contributor |
| Jacqueline Coulon | English and AVID teacher | Contributor |
| Rahel Gottlieb | English, AVID and yearbook teacher | Contributor |
| Janet Jones | IB Math teacher | Contributor |
| Philippe Poncey | IB French and drama teacher | Contributor |

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

Select all that apply.

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

|  |
| --- |
| The staff, divided into focus groups, developed a draft of the self- study sections.  Then parents and students and community members were invited to review the document, recommend revisions and develop the Action Plan. |

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

* Requires significant attention
* Requires further development
* **Shows satisfactory development**

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

|  |
| --- |
| For 2016-2017, the School of International Studies has Christine Summers, our Collaboration Facilitator, who has helped oversee collaboration between teachers in both course-alike and cross-curricular capacities. She has been a great resource for our teaching staff and is one way we are addressing collaboration needs. |

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

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

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

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

* **Yes**
* No
  1. If yes, indicate which requirements must be fulfilled in each year of the programme.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Exam** | **Curriculum** | **Teaching structure** | **Timetable** | **Other** |
| Year 1- Grade 11 | Smarter Balanced | a-g | Courses | Year |  |
| Year 2 – Grade 12 | Government | a-g | Courses | Year |  |

Additional comment

|  |
| --- |
| All IB Coursework through June 2016 met a – g requirements.  University of California A-G Requirements  <http://admission.universityofcalifornia.edu/freshman/requirements/index.html>  San Diego International Studies A-G Approved Course List  <https://hs-articulation.ucop.edu/agcourselist#/list/details/1950/> |

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

|  |
| --- |
| In 2015-2016 school year, one month prior to IB exams, the San Diego Unified School District notified us that IB Econ and IB History  would no longer meet the civics requirement (traditionally met through the Government class) that our seniors must fulfill for graduation. As an alternative, our students were allowed to test to meet the Civics requirement. Their transcript would indicate that they met the requirement by test rather than coursework. Our students have, on average, 15 more credits than SDUSD requires for graduation so the loss of the unit was not an issue. |

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

|  |
| --- |
| To meet this SDUSD change in requirements, for IB students, both the IB Econ and the IB History teacher added a Civics unit and then tested the students to ensure that the students learned the material required for graduation.  The same process was followed for the 2016 – 2017 school year; however, now the school district has decided that IB History does not meet the criteria for the SDUSD Economics or Government graduation requirements.  We are considering including Civics in our IB Support class or our AVID class in grade 12 during the second semester with a Civics course taught by one of our TOK teachers or another teacher in our history department. We are currently exploring the options. |

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| IB Music HL1  IB Music HL2  Math HL  In 2013–2014 the school added an IB Music strand including the required pre-requisite courses needed in Grade 9 and Grade 10 including both performance and theory courses. This was done in response to student and family interest in the music program that was available at one of our feeder MYP schools. This year, May 2017, our first group of students will test in IB Music. In 2016–2017 we added in IB Mathematics HL to address the needs of a class of students who, because of their advanced math courses in middle school, required the opportunity for more advanced mathematics in high-school.  ITGS 2016-2017 was our pilot year and our pilot for year 2 was accepted for 2017-2018. This course was added based on student interest in computer science and ITGS offers a more global perspective of the use and implications of a world linked by technology. |

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

The IB will evaluate this requirement by reviewing course outlines.

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| The written curriculum is informed by current IB publications and is reviewed regularly to incorporate developments in the programme(s).  The written curriculum is available through the IB coordinator, in the teacher syllabus, on the school website, teacher web pages including *Schoology, Google Classroom, Canvas*, at the parent informational meetings, and during matriculation meetings. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

|  |
| --- |
| In IB Support, first semester in junior year and second semester in senior year, students have the following opportunities:  Juniors – research skills  Seniors – self-management skills, emotional intelligence  All IB classes include thinking, social and communication skills.  AVID classes for all students in grades 9-12 include Writing, Inquiry, Collaboration, Organization and Research.  As a new requirement to the DP, we are continuing to develop the integration and evaluation of ATL more explicitly.. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| 1.     Students propose their own CAS activities after being given general info about the CAS domains.  2.     Students initiate and carry out their CAS activities, as demonstrated by final CAS portfolio.  3.     CAS students must collaborate with each other to plan and undertake a group activity. |

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

|  |
| --- |
| A list of local charitable institutions and service opportunities is part of CAS support material.  Our students’ international opportunities are limited due to SDUSD policy shift away from international travel. We are working with the students and international groups within our local community to develop opportunities for students’ participation and support of local/international programs. For example: Volunteering with the House of Spain in the Balboa Park International Houses Community. |

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

|  |
| --- |
| At CAS orientation, students are presented with the learning outcomes.  In our junior and senior AVID classes students are shown examples of balanced portfolios and in their adviser interviews they have the opportunity to discuss the balance in their activities. In the final portfolio, they are required to specifically address in written reflection how each outcome was achieved throughout all activities. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

|  |
| --- |
| IB coordinator regularly informs the faculty of developments from IBO. Our staff also engages in teacher training, annual syllabus review, and has access to OCC for curriculum updates. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| The school’s Mission Statement, Vision Statement, and Expected Schoolwide Learning Results (ESLRs) inform school policy and are integrated into all IB classes.  <https://www.sandiegounified.org/schools/san-diego-high-school-international-studies/mission-statement-eslrs>  The A/B schedule supports the IB programme, by providing the students with 8 periods in order to meet all of the IB requirements, and the District + UC a-g requirements.  Students take 6 Core Subjects + TOK + AVID |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

|  |
| --- |
| Differentiation and levels of questioning are examples of practices used across subject groups. Through weekly staff meetings, departmental meetings, and/or professional development sessions, teachers had opportunities to discuss and compare best practices that fostered the development of the IB learner profile attributes across subject groups. |

**Conclusion of Standard C2**

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

Add rows as necessary.

|  |  |  |
| --- | --- | --- |
| **Name or group** | **Position** | **Role in the completion of this part of the questionnaire**  *(eg, leader, contributors)* |
| Jennifer Oakes | Teacher | Leader |
| Kristine Kreuger | Teacher | Leader |
| Rahel Gottlieb | Teacher | Contributor |
| Ilona Kirilova | Teacher | Contributor |
| Shirley Demer | Teacher | Contributor |

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

Select all that apply.

* Parents
* Students
* Governing body
* Community member
* Local education authority
* Ministry of education
* Other

|  |
| --- |
| The staff, divided into focus groups, developed a draft of the self- study sections.  Then parents and students and community members were invited to review the document, recommend revisions and develop the Action Plan. |

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

* Requires significant attention
* Requires further development
* **Shows satisfactory development**

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

|  |
| --- |
| All teachers have aligned their course syllabi and class descriptions to reflect the IB philosophy.  Throughout the school website and posted in each IB classroom are the Mission Statement, Vision Statement, and ESLRs that reflect the IB philosophy. |

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

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

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

|  |
| --- |
| We give all students multiple opportunities to engage as inquirers and thinkers. In English and Film, we foster open classroom discussions built around opening writings. In Music, students compose their own music. In Math, we have open-ended projects, math Internal Assessments, and group investigations. In French, we have group projects, composing sentences using new vocabulary and structures they have learned. In the Sciences students design, develop and conduct labs to test the theories they are studying. In AVID, English, History and Theory of Knowledge we have Socratic Seminars. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

|  |
| --- |
| To address the diverse learning, cultural and linguistic needs of students, teachers utilize a multitude of teaching strategies. This includes making use of partner and group work to enhance peer involvement, making the class engaging based on readiness, current learning profiles, and tapping into the student’s prior knowledge to validate their voice and hear other perspectives. Creating a safe environment allows students to feel comfortable asking questions, sharing their thoughts, and working with their peers. Our English department addresses the needs of our students through diversity in text for analysis, break-down of material, scaffolding, as well as using different examples and visuals. Our counselors hold individual discussions with students, parent conferences, employ frequent check-ins, as well as consult with the staff. |

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

**Practice C3.12.** Teaching and learning develops student attitudes and skills that allow for meaningful student action in response to students’ own needs and the needs of others.

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

|  |
| --- |
| Teachers have a multitude of tactics to develop students’ metacognitive skills as well as transferring capabilities enabling them to reflect on how, what and why they are learning, and becoming actively responsible for their own learning. As a team we feel that reflective learning is an imperative part of the educational process. Our music department has weekly reflections that are built into their IA that allows them to understand why and what they are learning and producing within the class. In math, students work in groups to create projects while conversing, collaborating, and debating about various topic matters. In AVID, students participate in semester evaluations that include writing letters to underclassmen reflecting on their semester and evaluating their work throughout the year. As a whole, we utilize various sources such as Khan Academy, video resources, self and peer evaluations, reflective projects as well as working closely with students and their guardians to make their educational process a reflective one. This allows them leeway to be responsible for their own learning and an active participant in their educational process. |

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

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

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

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

* Emerging
* Developing
* Demonstrating
* **Excelling**

**Conclusion of Standard C3**

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

Add rows as necessary.

|  |  |  |
| --- | --- | --- |
| **Name or group** | **Position** | **Role in the completion of this part of the questionnaire**  *(eg, leader, contributors)* |
| Peter Jones | Math teacher | Leader/ Contributor |
| Natalee Whitlock | AVID teacher | Contributor |
| Malcolm Robinson | English teacher | Contributor |
| Jose Diaz | Music teacher | Contributor |
| Jacqueline McVicar | Language teacher | Contributor |
| Maria Serritella | Counselor | Contributor |
| Jeanette Alvarado | P.E. teacher | Contributor |

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

Select all that apply.

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

|  |
| --- |
| The staff, divided into focus groups, developed a draft of the self- study sections.  Then parents and students and community members were invited to review the document, recommend revisions and develop the Action Plan. |

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

|  |
| --- |
| The most disagreement was regarding Practice C3.7 and Practice C3.8. The representative students rated us “developing” and the teachers rated us “demonstrating.”  We added the “Ab initio” option in our Language department to give more students access to the Language component of the IB diploma and increase the numbers of students who can successfully complete the IB diploma. |

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

|  |
| --- |
| During this period of review, as a school we have added various courses such as: IB Music, Mandarin and German. Additionally we offered Math HL and we doubled our student enrollment across the campus. |

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

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

* Requires significant attention
* Requires further development
* **Shows satisfactory development**

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

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| Teachers use a wide variety of Formative and Summative Assessments.  See Assessment Policy – additional documents for the Formative/Summative Assessments by Group. |

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

|  |
| --- |
| We are not currently assessing ATL but will develop an Assessment Plan as part of our IB Training for 2017-2018. |

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

* Emerging
* **Developing**
* Demonstrating
* Excelling

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

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Each teacher in the school uses a range of Formative and Summative Assessments to provide students with feedback to inform and improve their learning.  **Formative assessment**  The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:   * help students identify their strengths and weaknesses and target areas that need work * help faculty recognize where students are struggling and address problems immediately   Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to:   * draw a concept map in class to represent their understanding of a topic * submit one or two sentences identifying the main point of a lecture * turn in a research proposal for early feedback * warm-ups * quick writes * day to day assignments used to guide instruction   **Summative assessment**  The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.  Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include:   * a midterm exam * unit tests * a final project * a paper * a senior recital * IB IA requirements   Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.  Example: IB English – Year 1 (Assessment: Appendix A – Group 1 - English):   |  |  |  |  |  | | --- | --- | --- | --- | --- | | SEPTEMBER | Language A: Literature | HL1 | Poetry color marking (weekly) CDW paragraphs (weekly) Poetry performance/interpretation (9/5) Writing poems/various patterns (first three weeks) Scansion lesson (9/24) | Write and present biographical poem  (Sept.30) |   Example: IB Biology – Year 2 (Assessment: Appendix A – Group 4 – Biology):   |  |  |  |  |  | | --- | --- | --- | --- | --- | | FEBRUARY | Biology | HL | Topic ll Notes/discussion, Weekly Warm Up Assignments, Option E Notes/discussion | Topic 11 Test, Excretory Planning Lab, Student Designed Lab, Enzyme Lab |   Students are also able to see using the School online PowerSchool system all their assignments and the grades / comments they have attained. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| Currently, each student's three required meetings with his or her adviser are documented on the Student Progress Form. The adviser discusses the student's progress, and makes notes on this form. Students participating in the IB Diploma Programme also receive regular general guidance in their AVID and IB Support classes. The CAS Coordinator and the junior and senior AVID and IB Support teachers work together to provide support in all of the activities required by the DP Core. |

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

|  |
| --- |
| Each student is required to maintain an informal record of their activities to keep track of weekly commitment hours. This record becomes the basis of the three pieces of evidence students provide in their final product. We use the definition of evidence as provided in the CAS guide. Students reflect in writing three times over the course of their program: one as they plan and begin the activity, one describing the ups and downs of the activity in progress, and finally, one in which they discuss the activity as it pertains to the specific learning outcomes achieved. Students may also reflect creatively, using the various alternatives to written reflection as listed in the CAS guide. |

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| The IB Coordinator in conjunction with the Parent Connect Foundation provides evening workshops to review all aspects of the Diploma Programme including Assessment. Using the Group/Subject Specific Guides available on the OCC the Coordinator defines and gives examples of the External and Internal Assessments used by the IBO. Definitions of what an Internal and what an External Assessment are is also provide on the school website: IB Programme – The Acronyms and Definitions:  <https://www.sandiegounified.org/schools/san-diego-high-school-international-studies/international-baccalaureate-overview>  Each teacher starts the school year providing a Course Syllabus outlining the course requirements, assessment and grading systems. The syllabus must be signed by both the student and parent. The syllabus is also posted on the teacher’s school website.  Additionally, at the Fall and Spring Open Houses the teachers individually and by Subject Group through their syllabi, online and face-face presentations review the assessments in both their course and more specifically the IB components (IA and EA) that students will be exposed to. Examples of exemplar work are available for parents to see. If a parent has further questions they firstly set up a meeting with the teacher. Additionally, or in conjunction parents may also meet individually or in groups with the IB Coordinator for further clarification.  All parents also receive access to the online PowerSchool system, where they are able to view, as often as they desire, their student’s assignments, grades / comments and attendance. |

1. How does the school report on the student’s CAS experiences to parents?

|  |
| --- |
| The IB Coordinator and CAS Coordinator in conjunction with the Parent Connect Foundation provides evening workshops to review all aspects of the Diploma Programme CORE components including TOK, EE and CAS. Using Guides available on the OCC the Coordinators define, and and shows CAS exemplars. Parents are able to ask questions both at the meetings and through e-mail or additional 1-1 meetings. |

1. How does the school promote the student’s achievements in CAS within the school community?

|  |
| --- |
| Through the TOK courses the TOK teachers share CAS exemplars with up and coming IB Candidates. Many CAS group projects are also involved with specific school projects and events, which demonstrate CAS objectives and outcomes to the school as a whole. |

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

1. Describe how the school analyses assessment data.

|  |
| --- |
| The IB Coordinator publishes subject test scores and extended essay results, sending them to all teachers upon July release. In 2016-17 we also initiated a method to graphically display yearly results as a continuation of recent year’s trends. This method will be added to the action plan to guarantee its future use. The IB Coordinator keeps the spreadsheet, and either adds or delegates a teacher to add yearly score data. The coordinator will then make the charts available to teachers and administrators. |

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

|  |
| --- |
| Examination results in this report are given as percentages of world scores (school average score divided by world average score) and as pass rates. Both number sets combine HL and SL for a school weighted average.   * Group 1, English Language: From 2012 to through testing year 2016 our school’s percentage of world scores has dropped from just about 100% to 92%. Pass rates remain steady going from 99% to 97% in 2016. * Group 2, Foreign Language scores as percentage of world scores has dropped from 112% to % to 107% (still doing better than average world scores). Pass rates remain strong, and in fact improved going from 96% to 98%. * Group 3, Social science scores as percentage of world scores has dropped from 100% to 72%. Much of this change was due to the retirement of an accomplished teacher. Pass rates held steady at the low to mid 80s until last year, when they dropped to 43%. * Group 4, Experimental Sciences scores as percentage of world scores has dropped from 90% to 68%. Pass rates dropped from 62% to 22%. Again, the biggest drop was in the last year, going from 34 to 22%. * Group 5, Mathematics, scores as percentage of world scores has dropped from 82% to 79%, reversing a rising trend that peaked at 100% in 2013. Pass rates dropped from 64% to 44%. As above, the biggest drop was in the last year, going from 65% down to 44%. * Group 6, Arts, scores as percentage of world scores has dropped from 98% to 84%. Pass rates dropped from 82% to 57%. As above, the biggest drop was in the last year, going from 83 down to 57%. * School wide, with all groups combined, rates dropped from 82% in 2012 to 73% in 2015 to 57% in 2016.   The good news is that the number of exams taken rose 45%, from about 450 per year from 2012-2014 to 650 exams taken in 2016. More of our students are participating in IB as evidenced by an increase in the number of IB exams taken. While we are encouraged by the increase in the number of students in our program and the increase in exams taken we recognize that our score averages have dropped. We intend to continue to focus on addressing this area of need through developing a supportive proactive prerequisite foundation for our DP courses.  More good news is that TOK scores have improved strongly. Extended essay pass rates have fallen as have the number of diploma graduates in 2016. In response we have put several supports in place for the classes that follow.  Additionally we opened up the opportunity for our coursework students, starting with the class of 2017, to complete and submit components of the Core. We are excited to see that this first group has taken advantage of the opportunities.   * Class of 2017 has 188 students * 48 diploma candidates; 26% of the class * 101 coursework candidates; 54% * 13% of coursework candidates chose to not only complete coursework but additionally completed components of the Core TOK, CAS and EE. * 80% of the class of 2017 participated in IB. |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

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

|  |
| --- |
| A focus of our school is to foster a growth mindset.  Through a wide range of formative and summative assessments students have the opportunity to reflect on their development as learners. Teachers incorporate into their formative assessments multiple opportunities for students to reflect individually, in groups, orally and in writing on their development. Reflection leads to opportunities for revision and further growth.  Examples can be found in: Assessment: Appendix A – Formative and Summative Assessments |

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

**Practice C4.9.** The school has systems to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP years 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

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

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

* Emerging
* Developing
* **Demonstrating**
* Excelling

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

|  |
| --- |
| The group was comprised of a few veteran IB teachers and some new teachers, who do not specifically teach IB courses. The core group quickly came to consensus. |

**Conclusion of Standard C4**

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

Add rows as necessary.

| **Name or group** | **Position** | **Role in the completion of this part of the questionnaire**  *(eg, leader, contributors)* |
| --- | --- | --- |
| Neta Alcantar | IB Math Teacher | Contributor |
| Eric Burtson | IB Physics Teacher | Leader |
| Patrick Goddard | IB History Teacher | Contributor |
| Dr. Michael Robertson | IB Chemistry Teacher | Contributor |
| Kayla Rodgers | IB Music Teacher | Contributor |
| James Viereia | Special Education Teacher | Contributor |

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

Select all that apply.

* Parents
* Students
* Governing body
* Community members,
* Local education authority
* Ministry of education
* Other

|  |
| --- |
| The staff, divided into focus groups, developed a draft of the self- study sections.  Then parents and students and community members were invited to review the document, recommend revisions and develop the Action Plan. |

Per Standard C4, assessment at the school reflects IB assessment philosophy.

* Requires significant attention
* Requires further development
* **Shows satisfactory development**

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

|  |
| --- |
| Prior to 2014, there was a tendency for students to procrastinate on completing their extended essays. We believe this affected essay quality and DP pass rates. Over the next two years, the school formalized a process that guided students through completion of the essay in a timely manner.  The process included *Extended Essay Student* and *Parent Agreement Forms*, *Supervisor Agreement Form*. Furthermore, in AVID classes, students receive a research methods unit which includes a *Reflections on Planning and Progress* accountability check point form. This form has supervisor sign off requirements and three critical junctures: first reflection session (one year prior to EE submission), interim reflection, and final reflection/viva voce. |

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

Conclusions of the self-study process

After analysing the outcomes of the self-study process, the school has established the priorities used to create the school action plan included with this questionnaire (see chart 7).

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

|  |  |
| --- | --- |
| Name and title of head of school | |
| Dr Carmen Garcia | |
| Signature | Date |
|  | June 22, 2017 |

|  |  |
| --- | --- |
| Name of head of section where the Diploma Programme is implemented *(if different from head of school)* | |
|  | |
| Signature | Date |
|  |  |

|  |  |
| --- | --- |
| Name of Diploma Programme coordinator | |
| Nirit Cohen Vardi / Christine Summers (Note: Nirit Cohen Vardi is identified as the IB Coordinator on IBIS). | |
| Signature | Date |
|  | June 22, 2017 |

**Complete the charts that appear on the following pages.**

**Chart 1: Update of organization of teaching time**

| Diploma Programme subjects | | | | | | | | | | Subjects completed in one year | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Subject  Indicate the name of the subject under each group.  If it is offered online, add “online” next to the name of the subject.  Add rows as necessary. | Subject level and hours of instruction  Indicate the hours of instruction  (1 hour = 60 minutes) allocated to the levels of the subjects the school offers. | | | | Language(s) of instruction | Current number of students | | | | Add an X in the appropriate column if  any of the situations allowed by the IB  (as described below the chart)  apply in the school. \* | |
| Hours of instruction at Higher level | | Hours of instruction at Standard level | | Higher | | Standard | | Standard level subject(s) completed in year 1 | Standard level subject completed in year 2 |
| Year 1 | Year 2 | Year 1 | Year 2 | Year 1 | Year 2 | Year 1 | Year 2 |
| Group 1: studies in language and literature  (indicate the language: eg English A: literature) | | |  |  |  |  |  |  |  |  |  |
| English Literature A1 | 137.75 | 137.75 |  |  | English | 122 | 148 |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| Group 2: language acquisition  (indicate the language: eg English B) | |  |  |  |  |  |  |  |  |  |  |
| French B | 137.75 | 137.75 | 137.75 | 137.75 | French | 16 | 20 | 19 | 28 |  | X |
| Spanish B | 137.75 | 137.75 | 137.75 | 137.75 | Spanish | 32 | 42 | 13 | 54 |  | X |
| German B | 137.75 | 137.75 | 137.75 | 137.75 | German | 3 | 16 | 2 | 7 |  | X |
| French Ab Initio | 137.75 | 137.75 | 137.75 | 137.75 | French |  |  | 1 | 1  May 2016 exam |  | X |
| German Ab Initio | 137.75 | 137.75 | 137.75 | 137.75 | German |  |  | 1 | 1  May 2017 exam |  | X |
| Spanish Ab Initio | 137.75 | 137.75 | 137.75 | 137.75 | Spanish |  |  | 2 | 2  May 2017 exam |  | X |
| Group 3: individuals and societies | |  |  |  |  |  |  |  |  |  |  |
| Economics |  |  | 9.00  All TOK students receive Econ through TOK  Through May 2017  137.75  Class 2019  Effective August 2017 | 141.66  Class 2018 | English |  |  | 71 |  |  | X |
| History of the Americas | 137.75 | 137.75 | 137.75 | 137.75 | English |  |  | 73 | 202  Class of 2018 some of whom will take IB History and some of whom will take IB Econ. |  | X |
| ITGS | 137.75 | 137.75 | 137.75 | 137.75 | English |  |  | 0 | 10 |  | X |
| Group 4: experimental sciences |  |  |  |  |  |  |  |  |  |  |  |
| Biology | 137.75 | 137.75 | 137.75 | 137.75 | English | 40 | 60 | 24 | 33 |  | X |
| Chemistry | 137.75 | 137.75 | 137.75 | 137.75 | English | 18 | 20 | 26 | 28 |  |  |
| Physics | 137.75 | 137.75 | 137.75 | 137.75 | English | 11 | 21 | 12 | 22 |  | X |
| Group 5: mathematics and computer sciences | |  |  |  |  |  |  |  |  |  |  |
| Math HL | 137.75 | 137.75 |  |  | English | 0 | 20 |  |  |  |  |
| Math SL |  |  | 137.75 | 137.75 | English |  |  | 49 | 55 | X | X |
| Math Studies SL |  |  | 137.75 | 137.75 | English |  |  | 80 | 135 | X | X |
| Group 6: the arts |  |  |  |  |  |  |  |  |  |  |  |
| Film HL | 137.75 | 137.75 |  |  | English | 65 |  |  | 67 |  | X |
| Visual Arts |  |  | 137.75 | 137.75 | English |  |  | 5 | 5 |  | X |
| Music | 137.75 | 137.75 | 137.75 | 137.75 | English | 4 | 10 | 10 | 11 |  | X |

\* All Diploma Programme courses are designed as two‑year learning experiences. However, up to two standard level subjects, excluding languages ab initio and pilot subjects, can be completed in one year, according to conditions established in the *Handbook of procedures for the Diploma Programme*.

|  | Number of hours instruction 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 |
| --- | --- | --- | --- | --- | --- |
| TOK | 68.88 | 68.87 | English | 188 | 202 |

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

* IB‑recognized professional development consists of activities as listed on the IB events calendar on the IB public website (http://www.ibo.org) or in-school professional development activities organized by the relevant IB office.
* Location: In the chart below, indicate where the training took place.
* For IB regional workshops attended name the city.
* For IB workshops organized in the school use “IS”.
* For IB online workshops use “Online”.

| Subject/role  Indicate the name of the subject offered under each group.  Add rows as necessary. | Subject level | | Teacher’s name | Teacher qualifications  (degrees, diplomas) | Number of years at this school | Full/ part-time  (use FT/PT) | IB activities in which teacher is or has been involved in period under review  (eg, examiner, moderator, workshop leaders, site visitors) | IB-recognized professional development attended during period under review  Or if outside the period under review, please indicate the most recent IB-recognized professional development attended.  Please indicate the most recent category 1 or 2 workshop for all teachers in addition to the most recent training | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Higher | Standard | Location | Date | Workshop name and category |
| Group 1: Studies in language and literature  (indicate the language: eg, English A: literature) | | | |  |  |  |  |  |  |  |
| English A1 - Literature | X |  | Jaime Brown | San Diego High School, 1996  UC Berkeley, B.A. English, 2000  Single-Subject Teaching Credential in English, 2002  GATE Certified for San Diego City Schools, 2003  USD, M.Ed. Teaching and Learning Sciences, 2005 | 14 | PT | EE Supervisor | Houston | 2011 | English Language A – Literature  Category 2 |
| English A1 - Literature | X |  | Gail Dershem | BA British Lit.  Single Subject Credential | 13 | PT | EE Supervisor | Houston | 2011 | English Language A – Literature  Category 2 |
| English A1 - Literature | X |  | Cheryl Gillette-Lunsford | BA – English; CA teaching credential – single subject English; IB training for Language and Literature and Literature | 3 | PT | CAS Advisor  EE Supervisor | Atlanta, GA  Los Angeles, CA | Nov. 2017  January 2015 | Language A1 English –Literature  Language A1 English – Language and Literature |
| English A1 - Literature | X |  | Sylvia James | BA - English  MA – Curriculum and Instruction English  MA – Education Administration  Single Subject Credential – English  Supplementary Credential – Geology  GATE  Administration Credential  National Board Certified Teacher  AVID | 28 | PT | EE Supervisor | Houston | 2011 | English Language A – Literature  Category 2 |
| Group 2: Language acquisition  (indicate the language: eg, English B) | | |  |  |  |  |  |  |  |  |
| French B | X | X | Philippe Poncey | National Board Certification 2002 – 2012  National Board Certification 2012-2022 | 18 | PT | EE Supervisor | New Orleans | 2010 | French |
| Spanish B | X | X | Rocio Guillermoprieto | BA Spanish  MA Education  GATE  National Board Certification 2002-2012  National Board Certification 2012-2022  Single Subject Teaching Credential  SDAIE Certification  Administrative Credential 2015 | 28 | FT | EE Supervisor  IB Examiner : Spanish B SL Paper Two  IB Examiner:  Spanish B SL Written Assignment |  |  |  |
| Spanish Ab Initio |  | X | Arely Lopez-Santillas | BA Spanish  Single Subject Teaching Credential  BCLAD Certification | 3 | PT |  | Albuquerque, NM | June 2017 | Spanish B – Cat. 2 |
| Spanish |  | X | Emma Perez-Smith | BA Spanish /Secondary Education                                 BCLAD - Spanish Single Subject Teaching Credential  AP Spanish Language  AP Spanish Literature | 1 | PT |  | Albuquerque, NM | June2017 | Spanish B – Cat. 2 |
| German B | X | X | Jano Seeler | German Teaching Credentials  (Jano is here for 3 years as part of a German Gov’t teaching program) | 1 | PT |  | Atlanta | Nov 2016 | German B (in English)  Cat. 2 |
| German Ab Initio |  | X | Kristine Krueger | California Single Subject Professional Clear : German  Supplementary Authorization : Introductory English  GATE Certification  CLAD Certification | 7 | PT | CAS Coordinator | Baltimore    Seattle, Washington | 2008  2017 | Ab Initio SL  German  DP Core |
| Group 3: Individual and societies | |  |  |  |  |  |  |  |  |  |
| ITGS | X | X | Tim Towler | A.S. – Business  B.A. - Biology,  M.Ed - Secondary Education  Professional Clear Credential - Life Sciences with supplements in Chemistry, General Science, Psychology, Computer Applications and Introductory Business  Clear Designated Subject Credential - Information Technology  GATE | 24 | PT | EE Supervisor | Miami, FL | 2016 | ITGS – Cat. 1/Cat.2  combined |
| History  (Retiring June 2017) | X | X | Stan Murphy | BA  MA  GATE Certification  Single Subject Teaching Credential | 40 | PT |  |  |  |  |
| History | X | X | Chris Steussy | BA  MA  GATE Certification | 18 | PT | EE Supervisor  Asst. Examiner: History | California  California | 2016  2008 | History – Cat. 2  TOK –  Category 2 |
| Economics  (Retired: 2015) |  | X | Jon Strebler | BS  MA  NBPTS | 22 | PT | EE Supervisor  IB Senior Examiner: Economics | Florida | 2010 | TOK Cat. 2 |
| Economics (2015-16) |  | X | Tom Daly | BA Economics and Political Science University of Redlands  MA Education SDSU  Four Credentials are: Single Subject Clear Social Studies SDSU  Special Education Learning Handicapped Clear SDSU  Special Education Moderate to Severe Clear SDSU  Administrative Credential   Certifications Autism Certification State of California Behavior Disorder Certification SDAIE Certification No Child Left Behind K-8 , core subjects No Child Left Behind 8-12 , core subjects HOUSE certified in English. Math, Social Studies and Science PROACT, CPI and PART Certified (crisis management) Conflict Mediation Certification  Licenses Series 7 and 63 license as a former account executive with Dean Witter Reynolds | 3 | PT |  | Albequerque, NM | June 2015 | Economics SL – Cat. 2 |
| Economics (2016-17)  History | X | X  X | David Ortiz | Stanford University Ph.D, Higher Education (In Progress)  Stanford University MA, Policy, Organization, and Leadership (In Progress)  University of Southern California MA, Teaching  University of Southern California BA, History  University of Southern California BA, Archaeology  University of Southern California BA, Anthropology  Stanford University GSE CSET Hollyhock Fellow  California Preliminary Single-Subject Teaching Credential - Social Sciences | 1+  Completed Student Teaching Practicums in the IB Economics and IB History HL2 classrooms | FT | EE Supervisor |  | June 2016  June 2016  June 2017  June 2017 | Economics Cat. 1 + 2  History Cat. 1 + 2  TOK Cat. 1 + 2  Social and Cultural Anthropology Cat. 1 + 2 |
| Group 4: Experimental sciences | |  |  |  |  |  |  |  |  |  |
| Biology | X | X | Tim Towler | A.S. – Business  B.A. - Biology,  M.Ed - Secondary Education  Professional Clear Credential - Life Sciences with supplements in Chemistry, General Science, Psychology, Computer Applications and Introductory Business  Clear Designated Subject Credential - Information Technology  GATE | 24 | PT | EE Supervisor | Albuquerque, NM | Summer 2014 | Biology – Cat. 2 |
| Biology |  | X | Kelli Connaughton | BA – Zoology  MST - Master of Science & Teaching  Professional Clear Credential - Life Science  GATE | 8 | PT | EE Supervisor | Florida | 2010 | Biology SL –  Category 1 |
| Chemistry | X | X | Mike Robertson | B.A. – Chemistry  Ph.D. - Organic Chemistry  Preliminary Single Subject Credential - Chemistry | 8 | PT |  | Montreal,Canada  Florida | 2008  2010 | Chemistry SL–  Category 1  Chemistry HL –  Category 2 |
| Physics | X | X | Eric Burtson | B.S. – Mechanical Engineering  M.Ed - Secondary Education , physics  Professional Clear Credential – Physical Sciences (chemistry and physics) with supplements in Mathematics  Certification, Educational Administrative Services  GATE | 12 | PT | EE supervisor | Albuquerque, NM | June 2017 | Physics – Cat. 2 |
| Physics |  | x | Sara Whitelock | BS Environmental Sciences                                  Single Subject Credential: Biology, Chemistry, Geosciences                                  Physics (expected 7/30/17) | 1 | PT |  | Albuquerque, NM | June 2017 | Physics – Cat. 2 |
| Group 5: Mathematics and computer sciences | | |  |  |  |  |  |  |  |  |
| Mathematics | X |  | Nichole Raiewski | BA Mathematics  Single Subject Mathematics Credential  National Board Certified in Mathematics | 4 | PT |  | IB-PD: Atlanta | July 2017 | Math HL – Category 2 |
| Mathematics  (Retiring June 2017) | X | X | Janet Jones | MA Curriculum and Instruction  BA Economics, Minor Mathematics  Credential Single Subject K-Adult Mathematics  GATE  Certified Mentor-teacher | 31 | PT | EE Supervisor  CAS Advisor | Atlanta | 2007 | Math Studies –  Category 2 |
| Mathematics  (Retiring June 2017) |  | X | Peter Jones | MA Educational Technology  BA Mathematics  Credential Single Subject K-Adult Mathematics  GATE  Certified Mentor-teacher | 24 | PT | EE Supervisor  CAS Advisor | Denver | 2013 | Math SL – Cat. 2 |
| Mathematical Studies |  | X | Neta Alcantar | BA Mathematics  Credential Single Subject K-Adult Mathematics  Adult Education Credential  GATE | 12 | PT | CAS Advisor | Atlanta  Florida  Albuquerque, NM | 2007  2010  June 2017 | Math Studies –  Category 2  Math Studies –  Category 2  Mathematics SL – Cat. 2 |
| Mathematical Studies |  | X | Stefka  Deli-Ivanova | Masters in Engineering  BA in Mathematics  Single Subject Mathematics    Supplementary Computer Concepts and Applications    GATE    AVID | 5 | PT | CAS Advisor | Albuquerque, NM | June 2017 | Mathematical Studies SL – Cat. 2 |
| Mathematical Studies |  | X | Eliana Licon | Mathematics Secondary Education  Single Subject Mathematics Credential | 3 | PT |  | Albuquerque, NM | June 2017 | Mathematical Studies SL – Cat. 2 |
| Group 6: The arts |  |  |  |  |  |  |  |  |  |  |
| Film | X |  | Jaime Brown | San Diego High School, 1996  UC Berkeley, B.A. English, 2000  Single-Subject Teaching Credential in English, 2002  GATE Certified for San Diego City Schools, 2003  USD, M.Ed. Teaching and Learning Sciences, 2005 | 14 | PT | EE Supervisor | Baltimore | Dec. 2017 | Film SL – Cat. 2 |
| Film | X |  | Malcolm Robinson | BA English Secondary                                  ELA 1 Single Subject Teaching Credential | 12 | PT | Extended Essay Advisor  CAS Advisor | Houston | March 2015 | Film Cat. 2 |
| Music | X | X | Jose Diaz | BA Music Education  MA Music Education  Single Subject Credential | 4 | PT | EE Supervisor | Atlanta | April 2015 | Music Cat. 2 |
| Music | X | X | Kayla Rodgers | BA Music                                 Single Subject Credential | 1 | PT | CAS Advisor | Albuquerque | June 2017 | Music Cat. 2 |
| Theatre |  | X | Philippe Poncey | National Board Certification 2002 – 2012  National Board Certification 2012-2022 | 18 | PT | EE Supervisor |  |  |  |
| Visual Arts |  | X | Christy Korda  (Retired 2016) | K-12 Single Subject Art  K-12 Learning Handicapped  SPED  Resource Specialist Certificate  BA Art  MA Curriculum and Instruction | 10 | PT | EE Supervisor | Florida | 2010 | Visual Arts Cat. 2 |
| Visual Arts |  | X | Mary Sunderland  (Mentored by Christy Korda) | Single subject credential Art K-12 Clear, BFA Art  Single subject credential supplemental K-12 Psych, MA Forensic Psych  Full time designation subjects Career Technical Education  Cross Cultural, Language and Academic Development Certificate  AP Training Certificate | 2 | PT |  | Albuquerque, NM | June 2017 | Visual Arts – Cat. 2 |
| TOK |  | | Ilona Kirilova | MA in History  BA History & English  Teaching Certification - clear credentials in Social Studies and English | 7 | FT | EE Supervisor  CAS Advisor  TOK Examiner | Lake Tahoe, CA | June 2013 | TOK – Cat. 2 |
| TOK |  | | Jen Oakes | BA Political Science, Minor Women Studies  MA Women Studies/Public Policy                                  Single Subject History/Social Studies Credential  Single Subject English Language Arts | 3 | FT | EE Supervisor  CAS Advisor  TOK Examiner |  | 2017  2014 | CAS /EE /TOK Cat. 3    TOK Cat. 2 |
| TOK |  | | Chris Steussy | BA  MA  GATE Certification | 18 | `PT | EE Supervisor  Asst. Examiner: History | San Diego | 2008 | TOK – Cat. 2 |
| CAS coordinator |  | | Kristine Krueger | California Single Subject Professional Clear German Supplementary Authorization : Introductory English GATE Certification  CLAD Certification | 7 | PT | CAS Coordinator | Baltimore    Seattle, Washington | 2008  2017 | Ab Initio SL  German  DP Core |
| DP coordinator |  | | Nirit Cohen Vardi | BA – Theory, History and Criticism of Fine Arts – interdisciplinary Mass Communications  BA – Education  Multiple Subject Teaching Credential K-12  Special Education Certification | 15 | PT | IB Coordinator  SDUSD IB Sustainability Taskforce  School Member and participant in yearly CIBO – (California IBO) /CAWS (California Association of World Schools) | Atlanta  Florida  California | 2008  2010  2007  2008  2009  2010 | Coordinator –  Category 2  Coordinator –  Category 2  DP Workshops |
| DP coordinator |  | | Christine Summers | BA- History and Social Sciences  Single Subject Secondary Teaching Credential English  Single Subject Secondary Teaching Credential History/ Social Sciences  GATE Certification  Peer Coach- Staff Developer Certification | 1 | PT | IB Coordinator  Professional Developer | Seattle WA | Feb 2017 | Evaluating your DP  Cat3 |
| Head of School |  | | Dr Carmen Garcia | BA- History and Spanish  MA Education  Doctorate in Education  Single Subject Credential  Administrative Credential | 5 | FT | Principal | Miami  Los Angeles | Oct 2016    Jan 2013 | Head of School / Coordination Cat. 2  Coordination Cat 2. |
| Vice Principal |  | | Daniza Montero | BA  MA  BCLAD  Multiple Subject Credential | 5 | FT | Vice Principal | Albuquerque | 2010 | MYP – Heads of School – Cat. 2 |

#### Chart 3: Update of school facilities that support the implementation of the DP

The information formerly included in chart 3 is now incorporated into the self-study questionnaire under practice B.2.5. Completion of chart 3 is no longer required.

#### Chart 4: Update of implementation budget

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Indicate the currency the school uses. If possible, use USD, GBP, CHF or CAD. | | | | USD |
| USD = US dollars | GBP = Great British pounds | CHF = Swiss francs | CAD = Canadian dollars |  |

|  | IB World School current year | Year 2 after evaluation | | Year 3 after evaluation | | Year 4 after evaluation | Year 5 after evaluation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Academic year | 2016-2017 | 2017-2018 | | 2018-2019 | | 2019-2020 | 2020-2021 |
| Annual fee | 11,370 | 11,650 | | 11,970 | | 12,250 | 12,530 |
| Candidate assessment fees | 104,341 | 113,700 | | 130,400 | | 130,400 | 135,600 |
| Resources  (specify) |  |  | |  | |  |  |
| Instructional Materials Including:  print, media and technology materials | 49,975 | 50,000 | | 50,000 | | 50,000 | 50,000 |
| Postage | 2500 | 2500 | | 2500 | | 2500 | 2500 |
| Office Supplies | 2000 | 2000 | | 2000 | | 2000 | 2000 |
| Examination Paper and Markscheme Pack | 500 | 500 | | 500 | | 500 | 500 |
| IB professional development  (specify) |  |  | |  | |  |  |
| Staff Development | 25000 | 25000 | | 25000 | | 25000 | 25000 |
| Curriculum Development | 8000 | 8500 | | 9500 | | 8500 | 8500 |
| Other |  |  | |  | |  |  |
| Subs | 8000 | 9000 | | 10000 | | 9000 | 9000 |
| 2017 IB 5 Year Review | 3700 |  | |  | |  |  |
| **TOTAL** |  |  | |  | |  |  |
| Approved by | | | |  | | Position | | |
| Dr. Carmen Garcia | | | |  | | Principal | | |

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

* In the table below, indicate with X the levels of achievement for the standards as identified by each subject group.

|  | C1 | | | C2 | | | C3 | | | C4 | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Requires significant attention | Requires further development | Shows satisfactory development | Requires significant attention | Requires further development | Shows satisfactory development | Requires significant attention | Requires further development | Shows satisfactory development | Requires significant attention | Requires further development | Shows satisfactory development |
| General  *(as declared in the self-study to be submitted to the IB)* |  |  | X |  |  | X |  |  | X |  |  | X |
| Group 1: Studies in language and literature |  |  | X |  |  | X |  |  | X |  |  | X |
| Group 2: Language acquisition |  |  | X |  |  | X |  |  | X |  |  | X |
| Group 3: Individuals and societies |  |  | X |  |  | X |  |  | X |  |  | X |
| Group 4: Experimental sciences |  |  | X |  |  | X |  |  | X |  |  | X |
| Group 5: Mathematics and computer science |  |  | X |  |  | X |  |  | X |  |  | X |
| Group 6: The arts |  |  | X |  |  | X |  |  | X |  |  | X |
| TOK |  |  | X |  |  | X |  |  | X |  |  | X |
| CAS |  |  | X |  |  | X |  |  | X |  |  | X |

#### Chart 6: CAS programme outline

The information formerly included in the CAS outline is now incorporated into the self-study questionnaire. Completion of chart 6 is no longer required.

**Chart 7: Update of action plan**

* IB World Schools are expected to update their action plan at least annually. It must be organized according to the *IB Programme standards and practices* and include all information in the template below. Submit the action plan for the current school year. Include objectives drawn from the outcomes of the self-study process.
* All recommendations from authorization or the previous evaluation must be addressed in the action plan. Indicate clearly which objectives address recommendations. In addition, if the school has continued efforts to improve in an area in which they received a matter to be addressed in the previous evaluation, this should be indicated.
* Add rows as necessary.

##### A: 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 |
| --- | --- | --- | --- | --- | --- |
| To open up more opportunities for diverse incoming students to participate in the IB Diploma Programme as the school grows in size. | Conduct meetings and workshops to include Principals of the Middle schools (from which we receive students) with a focus on establishing or enhancing Language B programs.  Staff will vertically team and plan curriculum with current Middle School language teachers. | 2018-2020    2019-2020 | IB Coordinator, Principal, Representatives from the Language B Department, Students and Parents who may already have a connection to the Middle School community  Language B teachers | Cost for District Employees for presentations outside of the school day.  Cost of an IB Diploma Programme Workshop  Cost of Supplies.  Textbooks  Cost of Release Time for staff. | Greater percentage of entering students will have had one or two levels of language B prior to entering the high-school. |

##### B: Organization

###### B1: Leadership and structure

The school’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 towards achievement of the objective |
| --- | --- | --- | --- | --- | --- |
| To ensure all students are prepared for academic rigor in order to be successful in the IBDP. | Instructional Leadership Team and Governance Team will work together to develop systems and supports that continue to foster success for all students. | On-going | Head of School/Principal  Administrative Team  Representatives from the Governance and the ILT Teams |  | Head of School Approval  Notes from meetings  Final Agreement |

###### B2: Resources and support

The school’s 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 |
| --- | --- | --- | --- | --- | --- |
| Replace retiring teachers with new qualified teachers and add additional teachers as needed to support Diploma Programme growth. | Look at the staff we already have in place.  Identify potential candidates for IB Training  Get proper approvals from leadership.  Attain and secure funds.  Register candidates for training. | Spring and Summer 2017 | Head of School  IB Coordinators  Administrative Assistant  PTSA, Alumni Association, San Diego High Foundation, Parent Connect Foundation  SDUSD Accounts Payable | Cost approximately $2000 per candidate trained  Note:  SDUSD does not fund IB Training.  It is the responsibility of the school to raise the necessary funds.  Fundraising for each candidate is done in collaboration with the various Parent and Community support groups. | Currently 9 Candidates will be trained in June and July of 2017 in preparation for 2017-2018. |

##### C: Curriculum

###### C1: Collaborative planning

Collaborative 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 |
| --- | --- | --- | --- | --- | --- |
| To increase collaboration across disciplines | To provide time in the schedule for teachers across different disciplines to meet and collaborate | Ongoing | Head of School  Administrative Team  IB Coordinators  Teachers |  | An increase in the number of collaborative activities that students have an opportunity to participate in (in and out of the classroom). |

###### C2: Written curriculum

The school’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 towards achievement of the objective |
| --- | --- | --- | --- | --- | --- |
| Allot time for CAS Coordination | Determine an adequate amount of time needed to coordinate. | Fall 2017 | Head of School  IB Coordinator  CAS Coordinator | Amount needed to provide the release time will be dependent on the time allocated. | The CAS Coordinator will time allocated to complete responsibilities. |

###### C3: Teaching and learning

Teaching 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 towards achievement of the objective |
| --- | --- | --- | --- | --- | --- |
| Not at this time. |  |  |  |  |  |

###### C4: Assessment

Assessment 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 |
| --- | --- | --- | --- | --- | --- |
| Maintain and update data of yearly subject test scores and extended essay results, compared to world results and school history and share with teachers upon return to school in the Fall | IB Coordinator in collaboration with the SDUSD data department maintains the file on the server  During PD review the data with the staff. | September 30, 2017 | IB Coordinator and SDUSD Data Department | None/ possible pay for designee at the pro-rata rate for two hours of work | Report available for display |
| Develop a systematic approach to the implementation / utilisation and assessment of ATL., so that teachers recognize the importance of focussing on the transferable skills. | Present PD on the Approaches to Learning.  Teachers will identify which and how they are using them already.  Collaboratively develop system for implementation / utilisation of ATL across disciplines. | Fall 2017  Fall 2017  Spring 2018 | Head of School  Administrative Team  IB Coordinators  Teachers |  | ATL will be identified with the teacher’s curriculum. |

|  |  |  |
| --- | --- | --- |
| Approved by |  | Position |
| Dr Carmen Garcia |  | Principal |

1. Position: Name of the post of employment at the school [↑](#footnote-ref-1)
2. Head of school (director/principal in some systems) is the person who leads and supervises the daily operations of the school, ensuring that the policies of the governing body are put into practice. [↑](#footnote-ref-2)