

PSP 2020

Evaluation report

IB World Schools Department

Programme Evaluation Report

School Name: Antietam Elementary School

School Code: 050117

School Address: 12000 Antietam Road Woodbridge, VA 22192

IB Programme(s): Primary Years Programme

Programme Coordinator: Melissa Bloomrose

Date: Sunday 6 February 2022

Student ages in which all students are engaged in PYP: 4–5, 5–6, 6–7, 7–8, 8–9, 10–11, 11–12

Evaluation Team:

Primary Years Programme:

Evaluation Leader: Mary Helen King

Programme Leader: Maggie Hos-McGrane

School and Programme Leadership

Dear Ms. Marcia Wieduwilt,

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

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

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

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

A. School Context

School Address

12000 Antietam Road
Woodbridge, VA 22192

School & Community Description

Antietam Elementary School opened in 1990 and underwent renovations and expansions between 2017 and 2019. With more learning spaces, the school population increased. According to the Virginia Department of Education School Quality Profile, Antietam's population was 660 in 2018-2019, then increased dramatically to 825 in 2019-2020 (after the 13-classroom expansion), and decreased to 789 in 2020-2021. The decrease is due to COVID-19, with some families choosing to home school or attend private school due to the school district's phase-in 50/50 "return to learn" plan.

Antietam became an IB candidate school in 2013 and received authorization as an IB World School in April 2017. There are five elementary schools in the Prince William County Schools district that are authorized IB schools. Students from non-IB schools may apply to transfer to Antietam and the other four PYP schools as part of the Prince William County Schools (PWCS) Office of Specialty Programs. During the 2020-2021 school year, there were 20 students who transferred to Antietam for the IB program. The Office of Specialty Programs increased their communications about specialty program transfers, and a joint PYP information session was held for the first time in January. Due to this increase in communications, as well as word of mouth between families, Antietam received 30 transfer applications in February. Antietam has a positive reputation in the community, and word of mouth greatly benefits the school community.

Antietam is one of the 62 elementary schools in PWCS, which is the second largest school district in Virginia. They are located in the Lake Ridge area of Woodbridge, Virginia, in Prince William County. This area of northern Virginia is quite diverse due to its proximity to Washington, DC, Alexandria, Arlington, the Pentagon, and Marine Corps Base Quantico. According to the U.S. Census Bureau, the July 1, 2019 population of Prince William County was 470,335, which was a 17% increase from July 2010. Of that population, 41.5% were white, 24.5% were Hispanic or Latino, 22.2% were Black or African American, 9.4% were Asian, 1.1% were Native American or Alaska Native, 0.2% were Native Hawaiian or Other Pacific Islander, and 4.7% were two or more races. The eastern part of the county (Woodbridge, Dale City, Dumfries) borders the Potomac River, with Interstate 95 and Route 1 running parallel to each other. Therefore, the eastern part of the county is more heavily populated and has high traffic volume; it includes apartment buildings, townhouses, single-family homes, and mobile homes. The western end of the county (Nokesville, Manassas, Gainesville) is more rural, with rolling hills, farms, and townhouses and single-family homes.

According to the Virginia Department of Education (VDOE) School Quality Profile, Antietam's fall 2020 student population of 789 students consisted of 33.2% Hispanic students, 29.5% white students, 18.6% black students, 10.9% Asian students, and 7.6% students with multiple races. Of these students, 27.9% are English language learners. The school has five ESOL teachers who provide services to these learners. Antietam sends electronic messages home in seven languages other than English: Arabic, Chinese, Korean, Pushto/Pashto, Spanish, Urdu, and Vietnamese.

Regarding socio-economic aspects, 36.8% of the school population is economically disadvantaged. Students with disabilities account for 13.1% of the population. The school has students with learning disabilities, intellectual disabilities, and students with autism spectrum disorder. The preschool program for 3 and 4-year olds is for special education students only. There are a number of special education teachers, teaching assistants, and specialists, such as speech therapists and occupational therapists, to provide services for students. In addition, 15.7% of the students have been identified as gifted and talented, in either mathematics, language, or both. There is a gifted teacher who provides both push-in and pull-out services for these gifted students, and all classroom teachers are expected to differentiate in their classrooms for their students' differing strengths and weaknesses.

B. Programme strengths

Purpose: Sharing an important mission

- Purpose (0101)
 - **Purpose 1:** The governing body and school leaders articulate a purpose for learning that aligns with the IB's philosophy and mission. (0101-01)
 - The school's leadership team has reviewed and revised the school's mission, vision and beliefs to ensure a close alignment to the IB mission and philosophy.
 - **Purpose 3:** The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)
 - Members of the school community promote the learner profile attributes.

Environments: Providing essential structures, systems and resources

- Student support (0202)
 - **Student support 2:** The school identifies and provides appropriate learning support. (0202-02)
 - There is ample learning space for classrooms and specialist services, such as the special education teachers, school counselors and English language learner teachers.
- Teacher support (0203)
 - **Teacher support 3:** The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s). (0203-03)
 - The school has scheduled half day collaborative planning sessions with each grade level, six times a year, so that homeroom teachers and specialists are able to reflect on the previous unit and plan for the next one.

Culture: Creating positive school cultures

- Culture through policy implementation (0301)
 - **Culture 6:** The school implements, communicates and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

- Policies have been drafted using a collaborative approach. The policies have been approved and are shared with the school community on the school's website.

Learning: Ensuring effective education

- Designing a coherent curriculum (0401)
 - **Coherent curriculum 3:** The school develops, regularly reviews and shares its curriculum in ways that explicitly engage the school community.
 - The programme of inquiry was reviewed and updated during 2021. Kindergarten had been doing six themes a year but changed to implementing four themes to align with the early years program. The grade levels were able to broaden their central ideas and lines of inquiry beyond science and social studies curriculum.
- Approaches to assessment (0404)
 - **Approaches to assessment 3:** The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)
 - The school administers assessments consistently, fairly, inclusively and transparently according to district and state guidelines.

C. Requirements

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

All Programmes

Target	Findings	Evidence to be provided by the School
Environments Teacher support (0203) Teacher support 2 Teacher support 2.1	<ul style="list-style-type: none"> Conversations with members of the school community do not confirm that the school is meeting the expectations of IB-recognized PD requirements. Staff who have not yet attended IB-recognized professional development include 1 school counselor, 1 English language teacher, 1 second grade teacher, and 2 fourth grade teachers. 	<ul style="list-style-type: none"> A confirmation of registration or certificate of completion for the English language teacher and three grade level teachers for an IB-recognized workshop relevant to their role at the school.
Learning Designing a coherent curriculum (0401) Coherent curriculum 2 Coherent curriculum 2.2	<ul style="list-style-type: none"> Documentation of the programme of inquiry and corresponding unit planners, together with conversations with members of the school community, do not confirm that the planning considers the connections and relationships between different areas, and the shared concepts, content and skills. 	<ul style="list-style-type: none"> An action plan for collaborative planning that includes essential agreements and planning protocols. A collaboratively revised programme of inquiry that shows evidence of vertical and horizontal alignment.

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

D. Development of IB Standards

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

Environments: Providing essential structures, systems and resources	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Leadership and governance (0201) The leadership and governance of IB World Schools create and sustain high-quality learning environments.	PYP: Shows development beyond requirements	PYP: Offers opportunity for further development	PYP: Roles and responsibilities of the pedagogical leadership team, especially the role of the PYP coordinator, require further development to align with IB expectations. Resources, including release and collaboration time, are needed for leadership of and support for the implementation and sustainability of the programme.
Student support (0202) Learning environments in IB World Schools support student success.	PYP: Shows development beyond requirements	PYP: Shows development beyond requirements	
Teacher support (0203) Learning environments in IB World Schools support and empower teachers.	PYP: Shows development beyond requirements	PYP: Offers opportunity for further development	PYP: A strategic plan for professional learning will further provide leadership and teachers the opportunity to participate in appropriate and timely professional learning to inform their practice.

Culture: Creating positive school cultures	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Culture through policy implementation (0301) Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.	PYP: Shows development beyond requirements	PYP: Offers opportunity for further development	PYP: School policies could be further developed to more closely align with the 2020 IB Programme standards and practices for creating a school culture where the IB philosophy can thrive.

Learning: Ensuring effective education	School Self-Assessment	IB Evaluation Team	Comments on School Development of IB Standards
Designing a coherent curriculum (0401) Learning in IB World Schools is based on a coherent curriculum.	PYP: Offers opportunity for further development	PYP: Requires development	PYP: The programme of inquiry requires some revisions to include a balance of concepts, skills, content and contexts that provides for a coherent, transdisciplinary curriculum.
Students as lifelong learners (0402) Learning in IB schools aims to develop students ready for further education and life beyond the classroom.	PYP: Shows development beyond requirements	PYP: Offers opportunity for further development	PYP: There is opportunity for the school to further develop a continuum of approaches to learning skills that are then intentionally included in the planning for instruction in order to support lifelong learning.
Approaches to teaching (0403) IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.	PYP: Offers opportunity for further development	PYP: Offers opportunity for further development	
Approaches to assessment (0404) Learning, teaching, and assessment effectively inform and influence one another.	PYP: Shows development beyond requirements	PYP: Shows development beyond requirements	

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

Programme development strengths

Planning

- The school identified a clear focus and rationale for programme development.
- The school has a clear plan to achieve their goal that reflects the resources and capacity of the school.
- The school identified IB practices that supported the achievement of their goal.
- The school's goal is for the staff to create IB unit planners that are meaningful, collaborative, and utilized on a daily basis.

Areas for consideration

Planning

- identifying research studies and/or using examples from other schools to inform their process
- ensuring that the focus is on positively affecting the student experience
- ensuring that the efforts are aligned with the school's strategic plan

Evidencing and analysing

- establishing processes for collecting evidence or data at different points throughout the implementation of the plan
- including a wider range of stakeholders in the analysis of the data or evidence
- ensuring that evidence is tied to student experience

Reflection

- ensuring that all relevant stakeholders have the opportunity to share input into the reflection process
- including measurable indicators with milestones and people responsible for various aspects of the plan
- exploring further lessons learned or changes that could be made as a result of their programme development efforts

F. Opportunities for future or further programme development

The school identified the following areas as priorities for programme development

Priorities:

- The school has communicated that they will use the evaluation report information to plan for further programme development.

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

Future or further development:

Purpose / Purpose (0101) / Purpose 3:

- The school community would benefit from further development of their understanding of international mindedness and further implementation of strategies to support students in becoming internationally minded.

Environments / Leadership and governance (0201) / Leadership 2:

- The governing body and school leadership is highly encouraged to review, revise, and implement the role of the PYP coordinator. Revisions to the role and implementation should ensure that the role is included on the pedagogical leadership team, has sufficient release time to facilitate regular collaborative planning and professional learning with staff, and is empowered to facilitate and sustain the successful implementation of the PYP.

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

- The school community would benefit from a regular review cycle for IB policies that incorporates stakeholder collaboration methods and ensures that the policies are further aligned with the 2020 IB programme standards and practices, as well as other IB documentation, such as PYP: From principles into practice.

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

- The school would benefit from a strategic review of the programme of inquiry that ensures the corresponding units of inquiry include a balance of concepts, skills, content, and contexts, as well as opportunities for connections and integration of learning across all subjects. The school is highly encouraged to examine and align local and state requirements with the PYP framework to further support teachers with implementation of the PYP.

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

- Teachers would benefit from additional opportunities to engage with concept-based inquiry methods for learning and teaching and receive feedback on the implementation of these methods to further enhance learning.

Learning / Approaches to assessment (0404) / Approaches to assessment 1:

- The school may wish to explore different ways for both students and teachers to use feedback and feed forward, to encourage student ownership and agency in their learning.

G. Conclusions of the Evaluation team

The school has focused efforts to minimize the various types of documentation required by the PYP planning process, lesson plans and other district requirements with the piloting of Toddle.

The school has met many challenges during the period under review including many staff changes, school closure and opening due to the pandemic, and budget restrictions which has impeded the benefit of a full time coordinator to be able to facilitate strategic and sustainable implementation of the PYP.

As a relatively new member of the IB World School community, the school continues to have opportunities for development as they grow in their implementation of the PYP.

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

The programme(s) shows general alignment with the IB Programme standards and practices (2020), however, further evidence is required from the school demonstrating that all requirements are in place and that the programme is fully aligned with the IB Programme standards and practices (2020).

Evidence to be provided by the School

Deadline for Submission: Thursday 1 September 2022

All Programmes

- Environments / Teacher support (0203) / Teacher support 2 / Teacher support 2.1:
 - A confirmation of registration or certificate of completion for the English language teacher and three grade level teachers for an IB-recognized workshop relevant to their role at the school.

- Learning / Designing a coherent curriculum (0401) / Coherent curriculum 2 / Coherent curriculum 2.2:
 - An action plan for collaborative planning that includes essential agreements and planning protocols.
 - A collaboratively revised programme of inquiry that shows evidence of vertical and horizontal alignment.

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

Yours Sincerely,



Adrian Kearney
Director, IB World Schools