



# Application for authorization: Primary Years Programme

## Name of the school

Adam B Cougar Elementary School

## School code

1234

## Date of submission

1 April 2011

## Note to the user

1. A school must have implemented the Primary Years Programme (PYP) for at least one academic year before submitting this *Application for authorization: Primary Years Programme*.
2. This application form and supporting documentation must be submitted in one of the IB working languages: English, French or Spanish. Translations of official documents should be duly certified.
3. This *Application for authorization: Primary Years Programme* should be completed electronically and submitted with the supporting documents following the guidelines and deadlines provided by the relevant IB office.
4. Insert your responses in the boxes provided for each question. The boxes will expand as you type your responses.

# Request to the IB Organization for authorization to offer the Primary Years Programme

## Name of the school

Adam B Cougar Elementary School

On behalf of the above-named school, we request official authorization to implement the Primary Years Programme of the IB Organization. Information about the school is supplied on the accompanying application form and documents.

We understand this application is submitted after at least one full year of trial implementation of the Primary Years Programme in the school following official confirmation of its candidate status by the IB Organization. If, after careful review of this application and the accompanying documentation, the appropriate IB office accepts it, a verification visit to the school will be arranged before a final decision on the authorization process is reached by the director general.

We confirm again that:

- a. We have read the following documents published on the IB website or purchased from the IB store, made them available to the relevant constituencies of the school and agree to abide by the regulations therein:
  - *Programme standards and practices*
  - *Making the PYP happen: A curriculum framework for international primary education*
  - *Making the PYP happen: Pedagogical leadership in a PYP school*
  - *Rules for candidate schools*
  - *Rules for IB World Schools: Primary Years Programme*
  - *General regulations: Primary Years Programme*
  - *Guide to school authorization: Primary Years Programme*
  - *Rules and policy for use of IB intellectual property*
- b. The school has prepared itself to meet the authorization requirements following the current IB documents published for the purpose of implementing the programme.
- c. The appropriate financial authorities of the school/public school district know of the schedule of IB Primary Years Programme fees and currency as assigned by the IB and have agreed to their timely payment.
- d. The school will not advertise or otherwise imply that it is authorized to offer the IB Primary Years Programme. The final decision on the application for authorization is reached by the director general of the IB Organization after acceptance of the *Application for authorization: Primary Years Programme* and after a verification visit to the school by an IB team has taken place.
- e. The school will only use the IB World School logo if and when the school is authorized to offer the IB Primary Years Programme. No IB logo is available to candidate schools.
- f. We enclose the supporting documents as requested in this application.
- g. We agree that this electronic application form, whether signed electronically or not, will be understood by the IB Organization to have been read and endorsed by the head of school, the superintendent of

the school (if applicable) and the chair of the governing body (if applicable), without a signed hard copy being necessary.

- h. We understand and accept that any dispute arising from, or in connection with, the *Application for candidacy: Primary Years Programme*, the *Application for authorization: Primary Years Programme*, or any other document relating to the authorization process, shall be finally settled by arbitration, taking place in and in accordance with the rules applicable in Geneva, Switzerland. The proceedings shall be confidential and the language of the arbitration shall be English.

We further declare that, to the best of our knowledge, the information given on this form is correct.

Name and title of head of school (1)

Donald E Freidrich

Signature

Date

20 March 2011

Name and title of superintendent of school (if applicable)

Gabriela H Ibsen

Signature

Date

20 March 2011

Name and title of chair of the governing body (2)

Jeanne K Lisbon – superintendent of MNO City Schools

Signature

Date

20 March 2011

1. **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.
2. **Governing body** is the duly constituted individual or group that has the ultimate legal authority to make decisions on behalf of the school.

## Update of school information

In order to keep the school file updated, complete the following chart. Note that it keeps almost the same structure as the chart in *Application for candidacy: Primary Years Programme*, so that unchanged information may be copied directly.

1. CONTACT DETAILS				
Legal registered name of school <i>(if different from the name of the school)</i>				
Postal address <i>(include city, state, country and postal or zip code)</i>				
123 Pine Quail Road Smith, TN 01234 US				
Street address <i>(if different from above) (include city, state, country and postal or zip code)</i>				
Telephone <i>(include country and area codes)</i>	+1 555 555 1234			
Fax <i>(include country and area codes)</i>	+1 555 555 1235			
	Title <i>(Mr, Mrs, Ms)</i>	Name	Position (3)	Email address
Head of school	Mr	Donald E Freidrich	head of school	d.friedrich@email.com
Head of primary section <i>(if different from above)</i>	Mr	Xavier Young	principal	x.young@email.com
PYP coordinator	Mrs	Zelda Angel	PYP coordinator	z.angel@email.com
School public website	www.a.b.cougar.edu			

3. **Position:** Name of the post of employment at the school

2. SCHOOL INFORMATION					
Date school founded or opened	<table border="1"> <tr> <td>January</td> <td>1945</td> </tr> <tr> <td>month</td> <td>year</td> </tr> </table>	January	1945	month	year
January	1945				
month	year				
Legal status of the school					
Note:					
<ul style="list-style-type: none"> <li>A <b>government/state/publicly funded school</b> 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).</li> <li>A <b>private school</b> 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.</li> </ul>					
Government/state/publicly funded	<input type="checkbox"/>				
Private	<input checked="" type="checkbox"/>				
Other (specify)	<input type="checkbox"/>				
Indicate whether the school is recognized as such by the local educational system.	<table border="1"> <tr> <td>Yes</td> <td><input checked="" type="checkbox"/></td> <td>No</td> <td><input type="checkbox"/></td> </tr> </table>	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>		
Include school's accreditation status with other organizations, if any (eg CIS, WASC).					
TAIS – Tennessee Association of Independent Schools					
Does the school belong to a group of schools gathered in a foundation, district or common project in relation to the IB? If this is so, identify the group/project.					
No					
Type of school					
Boys	<input type="checkbox"/>				
Girls	<input type="checkbox"/>				
Coeducational	<input checked="" type="checkbox"/>				
Additional information (eg coeducational in primary, boys and girls in secondary)					
Boarding only	<input type="checkbox"/>				
Day only	<input checked="" type="checkbox"/>				
Boarding and day	<input type="checkbox"/>				
Academic year dates (indicate month only)					
Starts	<input type="text" value="September"/>				
Ends	<input type="text" value="June"/>				
Age range of students across the whole school					
From	<input type="text" value="3"/>				
	years old				
To	<input type="text" value="12"/>				
	years old				

## 2. SCHOOL INFORMATION

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
Lower Primary	PK-1	3-4	60
Lower Primary	PK-2	4-5	60
Kindergarten	Kindergarten	5-6	80
Primary	Grades 1-6	6-12	360
Total number of students in the whole school			560

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

MYP	Candidate school <input type="checkbox"/> <i>(add IB school code if you know it)</i> <input type="text"/>	IB World School authorized to offer the programme <input type="checkbox"/> <i>(add IB school code)</i> <input type="text"/>
DP	Candidate school <input type="checkbox"/> <i>(add IB school code if you know it)</i> <input type="text"/>	IB World School authorized to offer the programme <input type="checkbox"/> <i>(add IB school code)</i> <input type="text"/>

Language(s) of instruction at the school *(language through which the curriculum is taught at the school)*

English

Language of communication with the IB *(indicate one only)*

English

French

Spanish

## Implementation of the PYP

Since the submission of *Application for candidacy: Primary Years Programme*, the school has been working on the objectives that were identified in the action plan.

This document includes questions and additional charts that need to be completed, information that needs to be updated and the list of supporting documents that need to be enclosed.

### A: Philosophy

1. Transcribe the mission statement of the school.

Adam B Cougar Elementary School
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2. Has the school made any changes to its mission statement to align it to that of the IB? How did the process take place and who was involved?

Yes, collaboratively with all school stakeholders during the feasibility study stage.
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3. In order to successfully implement the PYP, the school community should be aware of and understand the IB philosophy as well as demonstrate commitment to the implementation of the programme. Complete the chart below with a description of what the school has done since it was recognised as a candidate school to achieve this goal with the following groups within its community.

	Actions taken by the school	Major outcomes	Additional comments
Governing body			
Local educational authorities <i>(if applicable)</i>			
Pedagogical leadership team			
Teachers and other members of staff who are involved in the implementation of the programme			
Parents			
Others <i>(identify, adding rows as necessary)</i>			

4. What contribution has the PYP made so far to school life?

The school and local community have both seen a positive impact from the trial implementation of the PYP. The school community has become a much stronger group. The staff values and utilizes collaboration to improve instructional strategies and student
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achievement, our assessments have become aligned and our teaching more authentic and international. Furthermore, our students have learned to value the individual and the power the individual and groups can have to create positive change.

**B: Organization**

**BI: Leadership and structure**

**1. PYP structure**

- a. The PYP is an inclusive programme for all students. All students aged 3 to 12 years old in all the grades/year levels in the school should be engaged in the PYP. Complete the following chart.

Student age	Name of grades/years as identified in the school	Name of school section to which each grade/year belongs	Number of classes	Total number of students in each PYP year
3–4 years	PK-1	ABC Elem.	3	60
4–5 years	PK-2	ABC Elem.	3	60
5–6 years	Kinder	ABC Elem.	4	80
6–7 years	1 <sup>st</sup> grade	ABC Elem.	3	60
7–8 years	2 <sup>nd</sup> grade	ABC Elem.	3	60
8–9 years	3 <sup>rd</sup> grade	ABC Elem.	3	60
9–10 years	4 <sup>th</sup> grade	ABC Elem.	3	60
10–11 years	5 <sup>th</sup> grade	ABC Elem.	3	60
11–12 years (4)	6 <sup>th</sup> grade	ABC Elem.	3	60
Total number of PYP students				560

4. Include this year when it belongs to the school primary section.

- b. Do students have to meet admissions or selection criteria to be enrolled in the school? Yes  No

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

Students are required to take IQ and basic literacy numeracy tests for admission. Details regarding these requirements are listed in the school handbook.

- c. Do PYP students have to fulfill other mandated requirements (for example, national, local requirements)? Yes  No

If the answer is yes, specify what type of requirements and in which year(s) of the PYP these requirements need to be fulfilled.

The school's students are required to take national standardized testing.

- d. If the school has to comply with other requirements, as stated above, identify and explain how the school faced any challenges regarding the implementation of the PYP (for example, curriculum content, pedagogy, mandatory division of school time, mandatory text books or other resources).

No

- e. What language(s) are taught in the school? Identify the one(s) that is/are considered language(s) of instruction and why. Also identify at what age languages are introduced to students.

English is the primary language of instruction at the school. The school offers the additional language of French to all students beginning at the age of 8.

## 2. Governance

- a. Briefly explain whether there have been changes in the governance model of the school. Additionally, explain how new members of the governing body (or the educational authorities) have been informed about the PYP.

There have been no changes in the governance model of the school since the submission of the school information form.

- b. What are the reporting relationships between the governing body (or the educational authorities) and the senior leaders at the school?

The head of school and principal meet bi-monthly to discuss progress at the school in regards to PYP implementation.

## 3. Pedagogical leadership

- a. Describe the structure and responsibilities of the pedagogical leadership team in charge of the implementation of the PYP. Indicate any changes that have occurred since the school started trial implementation of the programme.

The principal and coordinator have the primary responsibilities associated with the PYP and are the school's pedagogical leadership team. The principal is primarily responsible for ensuring that the school's resources and support structures ensure the implementation of the IB programme(s). The PYP coordinator is responsible for fulfilling the duties outlined in the *PYP Coordinator's Handbook*.

- b. Who is responsible for hiring and appointing the PYP staff at the school?

The head of school and the primary principle.

- c. Does the school have challenges in hiring and retaining staff? If so, what are they and how are they addressed? Describe the turnover of staff in the last three years.

No

- d. If the school staff does not have a common language, or if the languages of instruction are different from the IB working languages (English, French, Spanish), how will the pedagogical leadership team ensure the consistent implementation and development of the programme?

#### 4. Policies

- a. Describe the process by which a school language policy consistent with PYP expectations was developed. Indicate who was involved in the process and how the school will ensure that the policy will be implemented and revised.

The school developed its language policy in accordance with the IB guidelines posted on the OCC.

- b. Describe the process by which a school assessment policy consistent with PYP expectations was developed. Indicate who was involved in the process and how the school will ensure that the policy will be implemented and revised.

The PYP coordinator worked with all classroom teachers in developing its assessment policy. Representatives from each grade level met with the coordinator throughout the year to develop this policy. The policy is reviewed annually before the start of each school year.

## B2: Resources and support

### 1. Teachers and other staff who are involved in the implementation of the PYP

- a. Indicate the number of staff who are involved in the implementation of the PYP.

**Note:** When completing the chart, use the following definitions:

- classroom teacher: teachers who takes responsibility at least for the language of instruction, mathematics, social studies and science (to support the PYP model of transdisciplinary teaching and learning)
- teaching assistants: teaching staff who assist in the classroom teaching and learning process
- single-subject teachers: teachers with subject-specific expertise or credentials who focus on the teaching and learning process in their specific subject areas (for example, physical education, music)
- other staff involved in the PYP teaching and learning process: practitioners who fulfill roles related to special educational needs, counselling, and so on (it does not include clerical/administrative support).

	Full-time	Part-time
Number of classroom teachers	30	0
Number of teaching assistants	20	0
Number of single-subject teachers	10	0
Number of other staff involved in the PYP teaching and learning process	4	0

- b. Indicate the subjects taught by the single-subject teachers.

music, art, physical education, technology, library, ESL
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- c. Indicate the main roles of other staff members who are involved in the PYP, included in the chart above (for example, counsellors).

counsellor, speech pathologist
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- d. Maximum PYP class size

20	students
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- e. How does the school ensure that all staff new to the PYP are:

- inducted
- trained to implement the programme?

<p>All new staff members are paired with an experienced teacher to mentor them in the implementation of the PYP. They also attend orientation meetings held by the pedagogical leadership team.</p> <p>All new staff members are sent to IB PYP professional development as soon as possible</p>
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after being hired.

**2. Collaborative planning and reflection**

Identify the types and objectives of staff and pedagogical leadership team meetings, giving details of participants and frequency. Indicate the time scheduled for teachers to meet for collaborative curricular planning purposes. Use the table below.

Name of meeting	Who attends	Frequency of meeting	Objectives
PYP Meetings	Whole Staff	Once per semester	Discuss development of components of the PYP in the school. Share best practices and knowledge gained from workshops.
Annual Kick-off	Whole staff	every August	Induction of new teachers to the PYP. Review of programme of inquiry. Unit revision and writing.
Annual Farewell	Whole staff	Every June	Discuss implementation of the programme of inquiry. Reflection on the year. Preliminary plans for Annual Kick-off meeting.

**3. Information technology (IT) facilities that support the PYP**

Describe what IT facilities the students and teachers have access to in order to support the PYP and indicate where they are located.

a. IT in classrooms Yes  No

If the answer is yes, describe them.

All classrooms have 5 computers for students and 1 teacher computer. All class rooms have TV and video projection technology.

b. IT laboratories Yes  No

If the answer is yes, describe them (include number of computers/laptops, internet connection, student access to the laboratory, and so on).

The school has a computer lab with 30 PCs. The school also has a laptop cart that can be used by any class either in the classroom or the library/media center.

- c. Other comments on IT provision (*Note: A description of the IT provision in the library/multimedia centre will be included in question 5 below.*)

**4. Other school facilities that support the implementation of the PYP**

Describe the other facilities (for example, sports fields) that the school has to support the implementation of the PYP. (Do not include the library/multimedia centre in this chart.) Indicate the areas that are in the process of improvement and/or that the school needs to add. Add rows as necessary.

Facility <i>(eg art room, gymnasium, sports fields)</i>	Describe the current situation	Developments under way/ future development <i>(if applicable)</i>
Gymnasium	The school has a gymnasium with 4 basketball courts, a wall-climbing center, gymnastics equipment, team sports equipment.	None
Soccer Pitch	The school has a soccer pitch that is used for all outdoor team sports.	A new track is to be installed in the next two years that will allow the students to participate in athletics.
Tennis Courts	The school has two tennis courts that are also used for various outdoor activities.	None
Outdoor Basketball Courts	The school has 2 outdoor basketball courts that are also used for various outdoor activities.	None
Art Room	The school has a fully equipped art room that is used by all students.	None
Music Room	The school has a fully equipped music room that is used by all students for vocal and instrumental instruction.	None

<b>Facility</b> <i>(eg art room, gymnasium, sports fields)</i>	<b>Describe the current situation</b>	<b>Developments under way/ future development</b> <i>(if applicable)</i>
Auditorium	The school's auditorium is used for assemblies, plays and various recitals.	None

## 5. Library/multimedia centre

a. Describe the library/multimedia centre at the school. Include the following aspects:

- i. Physical environment (indicate whether students can access books/resources directly, for what purposes the library space is used, whether it has room for students to work on their own, and so on)

The library is centrally located. Students have access to the library during the school day and up to one hour after school. Classes have library instruction once per week and classes can reserve space as needed. Students are welcomed to do independent and group research as needed.

- ii. Groups it caters for (for example, primary school only, all school)

Whole school.

- iii. How it is managed (include the professional qualifications of the person who is in charge of the library/multimedia centre and his/her responsibilities, whether it is a full-time or part-time position, library hours, and so on)

The library is staffed by a full-time librarian and a full-time assistant. The librarian is state certified and has a degree in library sciences with a focus on elementary education. The library assistant meets state requirements for that position. The library opens 30 minutes before the start of the school day and closes one hour after the school day.

- iv. Types of resources PYP students may access (include approximate percentages of material in different languages and identify the languages)

The library houses approximately 7000 books. Of these 800 are in French. 200 are in Spanish and 50 are in languages of the mother tongues of the student population. The library also has an extensive periodical collection in English, French and Spanish.

- v. Loan arrangements

Students are allowed check out books for up to 2 weeks at a time. Periodicals and reference materials are non-circulating.

- vi. IT provision in the library/multimedia centre (for example, computers, laptops, internet access)

The library has 10 computers for students to use and is Wifi-enabled.

- b. Do the classrooms have libraries/resource centres?

Yes

No

If the answer is yes, describe them.

Each class room has its own library that the teacher develops in collaboration with the grade level team and PYP coordinator. These books are often linked to the units of inquiry.

## 6. Teaching time

Has the school made adjustments to the student's weekly schedule to ensure that it provides adequate time for an in-depth study of each unit of inquiry?

Yes

No

If the answer is yes, explain.

## 7. Funding

- a. Do IB students pay tuition fees?

Yes

No

- b. Do IB students receive any government subsidy?

Yes

No

## C: Curriculum

1. The PYP planner is the tool that is to be used by all teachers (as appropriate) as part of their collaborative planning and reflection process. Indicate whether the PYP planner is used by teachers to document their teaching outside the programme of inquiry.

Teachers have not begun to use the planner template for instruction that falls outside of the programme of inquiry.

2. Which scope and sequence documents are being used?

- a. Local/national

Yes

No

- b. PYP

Yes

No



c. Other (*specify*)

3. Describe what support the school provides to students whose most proficient language is not the school's language(s) of instruction.

The school offers ESL support to LEP students. ESL support is both push-in or pull-out depending on level of need.

4. Indicate what provisions the school has to support students' mother tongues, if different from the language(s) of instruction of the school. Indicate whether this support takes place during school time.

Also, the school provides mother-tongue support as much as possible by recommending tutors, providing space for language classes, and having afterschool mother-tongue language clubs.

5. It is a PYP requirement that the classroom teacher takes responsibility at least for the language of instruction, mathematics, social studies and science, to support the PYP model of transdisciplinary teaching and learning. Explain any actions that were carried out to comply with this requirement, if any.

Each classroom teacher is responsible for the instruction of English, mathematics, science, and social studies.

6. Describe how the school reports to parents on the IB learner profile.

The school reports on IB learner profile development in several ways:

- quarterly conferences with parents
- semesterly conferences with students and parents
- sharing of student and teacher reflections
- student self and peer reflections

7. How has the school promoted the online curriculum centre (OCC) among its staff and to what extent do staff use it?

Yes. All teachers have OCC access and are asked to take advantage of all the resources there. Each year during the Annual Kick-off meeting, one of the activities is an OCC scavenger hunt. This helps teachers to become more familiar with the OCC while requiring them to download the most up to date documents.

8. What aspects of the implementation of the programme have been most challenging for the school so far?

Training of all teaching staff continues to be a challenge. It can be extremely expensive in the face of decreasing budgets. Staff receiving additional training in Level II or Level III has been very limited to allow all staff members to receive initial training.

## List of supporting documents to attach to this form

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

### Philosophy

School brochure and promotional literature produced by the school concerning the implementation of the PYP

### Organization

School organization chart showing the PYP pedagogical leadership team situation (including the PYP coordinator) and reporting lines

Job description of the PYP coordinator including all additional responsibilities besides the PYP coordination. Indicate the percentage of the coordinator's weekly schedule that is devoted to complying with the coordination responsibilities.

Job description of the primary school principal

Language policy

Assessment policy

Sample class schedules (include one per year/grade level)

### Curriculum

PYP programme of inquiry

Three completed unit planners (stages 1–9) for each year/grade level

Examples of school reports to parents from three different grade levels

## Documentation to be available at the school at the time of the verification visit

Samples of work completed by students (this should be student work that indicates the process of/progress in learning, includes teacher feedback and student reflection and self assessment, and reflects learning within and outside of the transdisciplinary programme)

A current version of the school's programme of inquiry

Updated and newly developed transdisciplinary units of inquiry for each year/grade level

Unit planners for each year/grade level from outside of the programme of inquiry

Subject-specific scope and sequence documents

Samples of completed report cards from each grade/year level

Any policies/essential agreements regarding the implementation of the programme the school may have adopted or developed, if appropriate

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

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

Year/grade	Total teaching time in hours per week/cycle  Length of cycle: <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>5 days</td></tr></table>	5 days	Percentage of teaching time with classroom teacher	Percentage of teaching time with single-subject teachers *	Other <i>(assemblies, special events)</i>
5 days					
3–4 years	30 hours	85%	7%	5%	
4–5 years	30 hours	78%	15%	5%	
5–6 years	30 hours	78%	15%	5%	
6–7 years	30 hours	78%	15%	5%	
7–8 years	30 hours	78%	15%	5%	
8–9 years	30 hours	78%	15%	5%	
9–10 years	30 hours	78%	15%	5%	
10–11 years	30 hours	78%	15%	5%	
11–12 years	30 hours	78%	15%	5%	

\* This percentage includes teaching time with teachers in charge of specific subjects such as physical education, music or other subjects.

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

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

Teacher/role	Name	Qualifications of each teacher (degrees, diplomas)	Number of years at this school	Full/part-time (use FT/PT)	IB-recognized professional development already attended			Future IB-recognized professional development to be attended		
					Location	Date	Workshop name and category	Location	Date	Workshop name and category
Year/grade 3–4 years	Ms. Anderson	BA, PreK-6	20	FT	Baltimore	12/09	Level 1B	TBD		
					Portland	4/10	Early Yrs.			
	Mr. Bluth	BA, PreK-6	7	FT	Baltimore	12/09	Level 1B			
	Mrs. Casey	BA, PreK-6	1	FT						
Year/grade 4–5 years	Mr. Douglas	BA, PreK-6	4	FT	Memphis	6/10	Level 1B	TBD		
	Ms. Eakins	BA, PreK-3, Reading	5	FT	Baltimore	12/09	Level 1B			
	Ms. Frank	BA, PreK-6	1	FT						

Teacher/role	Name	Qualifications of each teacher (degrees, diplomas)	Number of years at this school	Full/part-time (use FT/PT)	IB-recognized professional development already attended			Future IB-recognized professional development to be attended		
					Location	Date	Workshop name and category	Location	Date	Workshop name and category
Year/grade 5–6 years	Mrs. Grossbart		1	FT				Portland	10/11	Level 1B
	Ms. Henderson		2	FT	Memphis	6/10	Level 1B			
	Mr. Iacocca		1	FT	Memphis	6/10	Level 1B			
	Ms. Johnson		0	FT				TBD		
Year/grade 6–7 years	Mr. Krueger	BA, PreK-6	3	FT	Baltimore	12/09	Level 1B			
	Ms. Larrimore	BA, PreK-6	2	FT	Memphis	6/10	Level 1B			
	Ms. Morgan	BA, PreK-6	4	FT	Memphis	6/10	Level 1B			
Year/grade 7–8 years	Ms. Nippert	MA, PreK-6	1	FT	Baltimore	12/09	Level 1B			
	Mrs. O'Neill	BA, PreK-6	1	FT				TBD		
	Ms. Pearson	BA, 1-8 & Spec. Ed	7	FT	Memphis	6/10	Level 1B			
Year/grade 8–9 years	Ms. Quigley	BA, PreK-6	4	FT	Baltimore	12/09	Level 1B			
	Mr. Ryerson	BA, PreK-6	13	FT	Memphis	6/10	Level 1B	Portland	10/11	Assessmnt
	Mrs. Sansone	BA, PreK-6	7	FT	Memphis	6/10	Level 1B			

Teacher/role	Name	Qualifications of each teacher (degrees, diplomas)	Number of years at this school	Full/part-time (use FT/PT)	IB-recognized professional development already attended			Future IB-recognized professional development to be attended		
					Location	Date	Workshop name and category	Location	Date	Workshop name and category
Year/grade 9–10 years	Mrs. Tagliabue	BA, PreK-6	5	FT	Baltimore	12/09	Level 1B			
	Ms. Urbanowski	MA, 1-8 & Spec. Ed	7	FT	Memphis	6/10	Level 1B			
	Mr. Vanderbilt	BA, PreK-6	2	FT	Online	7/10				
Year/grade 10–11 years	Ms. Wilkinson	BA, PreK-6	4	FT	Baltimore	12/09	Level 1B			
	Mrs. Xenopolous	BA, 1-8 & Spec. Ed	9	FT	Memphis Portland	6/10 4/10	Level 1B Assessmnt			
	Mr. Young	BA, PreK-6	1	FT				TBD		
Year/grade 11–12 years	Ms. Zwerling	BA, PreK-6	2	FT	Baltimore	12/09	Level 1B			
	Ms. Runningoutofnames	BA, PreK-6	9	FT	Memphis	6/10	Level 1B			
	Mr. Smith	BA, PreK-6	4	FT	Memphis	6/10	Level 1B			
Head of section/ principal	Mr. Xavier Young	MA, Pre-K-6	2	FT	Miami	10/09	Level 1A			
PYP coordinator	Ms. Zelda Angel	MA, 1-8	4	FT	Miami Portland	10/09 4/10	Level 1A Assessmnt			

Teacher/role	Name	Qualifications of each teacher (degrees, diplomas)	Number of years at this school	Full/part-time (use FT/PT)	IB-recognized professional development already attended			Future IB-recognized professional development to be attended		
					Location	Date	Workshop name and category	Location	Date	Workshop name and category
Others (physical education, music, administrators)										
Music	Ms. Fortissimo	BA, Music Theory	2	PT	Memphis	6/10	Level 1B			
Visual Arts	Mr. Brown	BA, Visual & Perf. Arts	1	PT				TBD		
Physical Education	Mr. Ejercicio	BA, Phys. Ed.	3	PT				TBD		
Technology	Mrs. Gates	BA, IT/Comp. Science	1	PT				TBD		
Librarian/media specialist	Ms. Simon-Schuster	BA, Library	2	FT	Memphis	6/10	Level 1B			
ESL	Mrs. Jackson	MA, ESL K-12	5	PT				Portland	10/11	
Counsellor	Ms. Samuels	BA, 1-6 Spec. Ed	4	FT	Miami	10/10	Level 1B			
Speech pathologist	Mr. Proetti	BA, K-8 Reg Ed	7	PT	Miami	10/10	Level 1B			



### Chart 3: Update of action plan

- Schools are required to use this template in planning their submission for authorization. It is organized according to the headings of the *Programme standards and practices*.
- School objectives will be defined in relation to the IB requirements for authorization to offer the PYP, as stated in the document *Guide to school authorization: Primary Years Programme*. At this stage, it will also show school objectives to be developed beyond the planned authorization of the school.
- 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
A1. The school's published statements of mission and philosophy align with those of the IB	Review the mission and vision statements annually. Reflect as a staff regarding our alignment to the essential elements of the PYP.	Progress assessed bi-annually	All staff		The school's vision and mission statements were rewritten in the Fall of 2010 to more closely align with the IB mission statement. All staff are committed to the principles of the IBO mission statement and model this daily.
A4. The school develops and promotes international-mindedness and all attributes of the IB learner profile across the school community.	Implement a system of recognition for students to identify other students or staff who are exemplifying the Learner Profile and Attitudes.		-Coordinator -Head of School -All staff		Learner Profile and attitude words are posted in every classroom and throughout the building. They are reviewed on a daily basis through announcements with a focus for the week on one particular word. Links to the attitudes and profile words are included throughout all content areas. Profile and attitude words are used by the students in their own work and reflections.

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
A7. The school places importance on language learning, including mother tongue, host country language and other languages.	Adhere to the Written Language Policy.	Review annually	Head of School		The school currently provides English as a Second Language services through inclusion, who serves grades K – 5 once weekly for 45 minutes throughout the school year.

## B: Organization

### B1: Leadership and structure

The school's leadership and administrative structures ensure the implementation of the Primary Years 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
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.		Review annually	-Head of School -Human Resources	\$50,000	A full time PYP coordinator was appointed in the Spring of 2009 during the Consideration Phase. Sufficient funding is provided on an annual basis.

**B2: Resources and support**

The school's resources and support structures ensure the implementation of the Primary Years 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
B2.1. The governing body allocates funding for the implementation and ongoing development of the programme(s).	District leadership and school board members are invited to school events.	Review annually	-School Board -Head of School	-Local funds -Title I funds -Grants	Funding has been provided for IB staff development, staff, fees, and supplies. Reports are given to the School Board annually or as requested. District officials have also attended IB training. The district school board superintendent and other school board members have visited the campus and stated their continued support.
B2.6 The library/multimedia/resources play a central role in the implementation of the programme(s).	Continue to increase the inventory of the library/media center.  Continue to increase the availability of second language texts.	Bi-annually	-Librarian -Head of School	\$5000	The library has increased its inventory fourfold in the past five years. Text selection for the past 2 years has been focused on increasing the inventory of second language literature.

## C: Curriculum

### CI: Collaborative planning

Collaborative planning and reflection supports the implementation of the Primary Years 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
C1.10. The curriculum is sensitive to cultural, gender, linguistic, ethnic and religious differences	<ul style="list-style-type: none"> <li>- Deepen understanding of the learner profile by incorporating the profile into daily discussions with students in everyday curriculum (literary characters, historical figures, famous people, community leaders, etc.)</li> <li>-Celebrate cultural diversity through an international assembly.</li> <li>-Recognize the diversity of our students and staff by creating a bulletin board to feature a group of students each week.</li> <li>-Provide support of the mother-tongue through monolingual and bilingual classes as well as ESL inclusion support</li> </ul>	Review annually	<ul style="list-style-type: none"> <li>-Head of School</li> <li>-Coordinator</li> </ul>	0	All curriculum honors this standard. Sensitivity to others is demonstrated at all times. We are working toward implementing a more global perspective into our curriculum. Celebrations of diverse cultures are encouraged. We annually host an International Assembly at which grade level student groups perform culturally diverse dances and songs.

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
C1.15. The school provides opportunities for students to learn at least one language in addition to their mother tongue.	<p>Continue second language instruction.</p> <p>Language teacher will explore best practices of second language instruction through texts and opportunities for observation.</p>	Review annually	-Head of School -Coordinator	0	A basic curriculum has been provided to guide the instruction. Additional materials have been purchased and implemented by the teacher.
C1.16. There is a coherent, articulated programme of inquiry.	<p>Continue to develop and refine the POI.</p> <p>Post the POI in multiple locations throughout the building.</p> <p>Post the central ideas and lines of inquiry in the grade level areas for unit planners during instruction.</p>	Review Bi-Annually	-Coordinator -IB Vertical Team	0	The POI has been reviewed monthly by the grade level teams and reviewed by the IB Vertical team each semester. The POI has also been reviewed by other IB coordinators of authorized schools an input was received and considered and changes were made as needed. Future changes to the POI will authorized by the IB Vertical Team in August, January and in June of each school year. Grade levels post in a central location the current unit of study and the unit planner that is forthcoming.

## 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
C2.1. All teachers are provided with the appropriate documentation, including relevant IBO publications, in preparation for all planning activities.	<p>Continue to provide access to all IB publications to all staff.</p> <p>Place copies of all materials in the library/media center for staff use.</p>	Ongoing	-Coordinator -Librarian	0	The coordinator distributes all correspondence from IB, IBA, and TIBS to all staff. All IB documents and reference materials are located in the Coordinator's office. All planners are available to all staff on the school's electronic share drive.
C2.2. Planning at the school takes place collaboratively.	<p>Campus Leadership Team will provide feedback on IB activities and budgets.</p> <p>Common planning time will be embedded in the 2009-2010 school schedule.</p>	Ongoing	All staff	0	The staff operates as a Professional Learning Community. Our campus theme is "Excellence by Design."

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
C2.6. Planning at the school addresses assessment issues throughout the planning process. *	<p>-Continue to develop an understanding of authentic assessment through staff development opportunities.</p> <p>-Provide onsite staff development that is specifically focused on the differentiation between formative and summative assessment.</p>	ongoing	-Head of School -Coordinator	\$1000	Staff development specific to assessment has been provided by District consultants. A vertical team has attended the Level II IB workshop for Assessment. Additional teachers have attended a one day TIBS workshop for assessment strategies. Assessments throughout the curriculum are written using backward design. Assessments are reviewed and reflected on for authenticity. Preparation for State required assessments and benchmarking involves detailed analysis of student performance data.
C2.10. Planning at the school makes effective use of the PYP planning process across the curriculum and by all teachers. *	<p>Continue the development of systems for collaborative planning, including specialists.</p> <p>One weekly grade level meeting will be focused on unit planners.</p>	Fall 2010	-Head of School -Coordinator	0	The PYP planning process is embraced by the entire staff. Teachers are still developing their skills in the PYP planning process. The onsite staff development by an IB consultant in February assisted in giving clarity to this process.

### 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
C3.9. Teaching and learning uses a range and variety of strategies.	<p>Continue the development of best practices through book studies and staff development.</p> <p>Continue our current staff development concerning differentiation.</p> <p>Continue to develop a vertically aligned balanced literacy plan with IB principles embedded in daily practice.</p>	Review Bi-annually	-Head of School -Coordinator -Teachers	\$1000	Staff development specific to differentiation is currently being presented to the staff in modules of study during monthly staff meetings. Needs for differentiated instruction are met by the classroom teacher and through inclusion using special education teachers and aides. In the Fall of 2010, teachers participated in staff development concerning learning styles. They personally experienced a learning style inventory and are able to transfer this new knowledge to the classroom to better meet the needs of their students. An "Inquiry" workshop was held in February 2011.



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
C3.10 Teaching and learning differentiates instruction to meet students' learning needs and styles.		Review annually	<ul style="list-style-type: none"> <li>-Head of School</li> <li>-Special Education staff</li> <li>-Counselor</li> </ul>	0	<ul style="list-style-type: none"> <li>-Individual Education Plans are designed to meet the specific need of identified Special Education students. ARD meetings are held annually or as requested.</li> <li>-The inclusion model allows for access to differentiated instruction within the classroom setting.</li> <li>-Reading Recovery specialists serve as interventionists for grades K – 2 with individualized instruction and literacy groups.</li> <li>-Read 180 specialist provides reading intervention for students in grades 3 – 5.</li> <li>-A math specialist provides intervention for students in grades 3 – 5.</li> </ul>

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
C3.5. Teaching and learning supports students to become actively responsible for their own learning	<p>Send a vertical team to the Level II &amp; III IB workshops for Inquiry.</p> <p>Provide a book study for investigating inquiry strategies.</p> <ul style="list-style-type: none"> <li>• <i>Children's Inquiry</i> by Judith Wells Lindfors</li> <li>• <i>Why Are School Buses Always Yellow?: Teaching for Inquiry, PreK-5</i> by John Barrell</li> </ul> <p>Host onsite IB consultant led staff development on inquiry.</p>	<p>July 2010</p> <p>Sept 2010</p> <p>2010-2011</p>	<p>-Coordinator</p> <p>-CFG leaders</p> <p>-Coordinator</p>	<p>\$11,000</p> <p>\$1,000</p>	<p>Teacher lesson plans reflect the use of inquiry in the classrooms. Observations by administrators and the coordinator give evidence of the use of inquiry in all content areas. The onsite staff development for inquiry brought a deeper understanding of strategies and purpose.</p>

#### 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
C4.2. Assessment at the school is viewed as being integral with planning, teaching and learning.	<p>Provide an opportunity to study Stigens' and or Wiggins' theories of assessment through staff development or group studies.</p> <p>Extend the use of benchmarks to the primary grades (K – 2)</p> <p>Grades 3 – 5 will develop common assessments beginning in 2010 – 2011.</p>	Spring 2011	-Head of School -All staff	\$500	<p>Assessment results are used to determine the needed focus of student learning. An “assessment board” is provided for all teachers to track the progress of their students throughout the year and in preparation for their State assessment. Teachers gather and analyze data following each benchmark and organize learning groups for the student’s specific to their individual needs. This is done through backward design. Authentic assessments are being developed in all content areas. An assessment policy has been developed for the school.</p>

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
C.4..8. Assessment at the school provides students with regular opportunities for reflection on their own learning.	<p>Continue to provide students with their own assessment data for reflection and analysis.</p> <p>Initiate an opportunity for student-led conferences in May 2010.</p> <p>Initiate student reflections on progress toward the learner profile for 2010 – 2011.</p> <p>Students and teachers will collaborate on work that will be placed in the students' portfolios.</p>	Ongoing	<p>-Teachers</p> <p>-Head of School</p>	0	<p>Students are regularly given opportunities to review and reflect on their own learning through dialogue, journaling, and other written forms, including attachments to each item that is placed in their portfolio. This is done in all content areas. Students analyze their needs and strengths and have opportunities to reflect. IB journals are used in some classrooms. Individual reflection sheets are provided to students for brief reflections on their daily work. Progress reports and 6-week report cards are also used to inform students and parents and allow for reflection. Some classes initiated student-led conferences on October 2010. Two grade level teams have designed an instrument for student reflection of progress toward the learner profile.</p>

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
C.4 15. Assessment at the school requires the storage of and easy access to student work showing evidence of the process of learning and progress over time.	<p>Continue to develop the use of portfolios.</p> <p>Provide articles/text analysis opportunities to teachers concerning the use of portfolios and their purpose.</p> <p>Portfolios will be reviewed this year at student-led conferences during the month of May.</p>	Ongoing	<ul style="list-style-type: none"> <li>-Head of School</li> <li>-Coordinator</li> <li>-Teachers</li> </ul>	\$100	The use of portfolios for the storage of student work related to IB units was begun in August 2010. The portfolios are kept in the classrooms with easy student access.

# 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

	Candidate school	IB World School year 1	IB World School year 2	IB World School year 3	IB World School year 4
Academic year	9500				
Candidate school fee	4000				
Annual school fee		7450	7450	7450	7450
Resources <i>(specify)</i>					
Library/media	5000	4000	3000	3000	3000
Classroom	1500	1500	1500	1500	1500
IB professional development <i>(specify)</i>					
Category 1 for all teachers	8000	7000	6000	5000	4000
In-school Category 2	1500	2000	2500	3000	3500
Other					
<b>TOTAL</b>					

Approved by  

Xavier Young

Position  

Principal, head of Primary Years