

Where do you work:

Monticello MS	25
Roxboro MS	48

1. Has I B positively impacted your climate in the building?

	Monticello	Roxboro
Strongly Agree	1	0
Agree	2	7
Neutral	6	11
Disagree	13	16
Strongly Disagree	3	14

2. Has I B made a positive impact on the academic performance of your students?

	Monticello	Roxboro
Strongly Agree	0	1
Agree	1	7
Neutral	7	8
Disagree	13	15
Strongly Disagree	4	17

3. Is I B easy to align with your current curriculum?

	Monticello	Roxboro
Strongly Agree	0	4
Agree	6	12
Neutral	14	14
Disagree	3	14
Strongly Disagree	2	4

4. Do you spend the majority of your TBT time planning units?		
	Monticello	Roxboro
Strongly Agree	2	1
Agree	2	10
Neutral	9	15
Disagree	10	16
Strongly Disagree	2	6

5. Is I B implemented consistently in your building?		
	Monticello	Roxboro
Strongly Agree	0	0
Agree	5	11
Neutral	6	7
Disagree	7	18
Strongly Disagree	7	12

6. Does I B fit or lend itself to a middle school schedule?		
	Monticello	Roxboro
Strongly Agree	1	0
Agree	3	8
Neutral	9	8
Disagree	7	15
Strongly Disagree	5	16

7. As an outsider would you recognize your building as an I B building?		
	Monticello	Roxboro
Strongly Agree	0	0
Agree	1	5
Neutral	5	8
Disagree	11	20
Strongly Disagree	8	15

8. Has I B been a good use of money or funds?		
	Monticello	Roxboro
Strongly Agree	1	0
Agree	0	2
Neutral	4	6
Disagree	0	11
Strongly Disagree	12	29

9. Can most students describe the IB philosophy?		
	Monticello	Roxboro
Strongly Agree	0	0
Agree	1	2
Neutral	1	8
Disagree	11	18
Strongly Disagree	12	20

10. If given the choice, would you continue the I B program in your building?		
	Monticello	Roxboro
Strongly Agree	1	0
Agree	2	5
Neutral	1	4
Disagree	8	11
Strongly Disagree	13	28

Monticello Comments:

"Is IB implemented in building"? Well considering that IB is "doing already what you are doing" then yes. However, all it is wasting time writing lessons

Administration in the building has been very unsupportive of IB while she was here. Some teachers have been vocal about not supporting an IB curriculum and this is reflected in the TBT time as it is not discussed unless the coordinator is present. Some teachers are just going through the motions or not even participating in the planned unit and/or participating in the planning of it.

As a district we have put money into new programs that have not stuck around. I worry that we are going to invest time and money into this new program and not stick with it. I also worry about the effect IB will have on scheduling. It has been stated that we may go to 52 minute periods and lose block scheduling for ELA and Math. I believe losing the 84 minute time periods for these two core subjects would be detrimental to learning and not worth the benefits that we would gain through IB.

IB is a good program but I feel that we are only focused on IB because of Roxboro. It is not a big enough draw to get parents to send their kids to Monticello just because we are trying to implement this program. Our first IB coordinator from Wiley did not prepare us so we are behind in our progress. Our new IB coordinator is excellent; however, many teachers have ignored IB and are not interested in using IB. I personally have completed my IB unit and started one for next fall but using it does not enhance student learning.

IB is a waste of resources. This does not meet the need of our students. The financial resources that are dedicated to this program would be better used anywhere else. The time resources dedicated to implementing this program are too great. In a time of economic and fiscal problems for schools, why spend money so foolishly when it can be used for programs that support and enhance student learning?

In the era of school choice, I wish we would put our money towards academics instead of a program that simply offers a name. IB is not a framework or a curriculum. It is another piece of paperwork that does nothing for the academic success of my students. It is a hindrance to effective planning, as it takes up one TBT a month. That time could be better used looking at student data, coming up with excellent lessons, or simply grading papers.

L. Garrett is an excellent colleague and has been helpful. However, there are better uses for the astronomical funding it takes to have this program.

Seeing that Monticello has been an IB candidate school for all of 6 months, the data from these questions will be extremely skewed due to this circumstance. I believe in the IB philosophy and feel it is a great framework to hold our students to higher standards, especially in a district such as ours. 11 teachers chose to attend training last weekend and ALL came back excited about what they were able to take away from the PD. This survey, as written, wouldn't reflect this though. To assume the teachers/students here would see the payoff in 6 months is ridiculous.

The district spends way too much money jumping on every bandwagon that comes along.

This "flavor of the month" does not fit the student body's needs of our school. Please stop pouring money into the wasteful programs and start using money to keep classroom sizes low: as close to 15 to 1 as possible. Let us teach with best practices. Monticello has proven itself as a school that is growing in academic achievement due to teachers hard work, but it is getting far too difficult to meet the needs of students with all these changes. IB is a WASTE of our resources.

Too many things at once! Stick to one program. Is it going to be STEM or IB? Doing both doesn't help either program. It just waters both programs down.

would prefer just STEM

Roxboro Comments:

Go STEM it is more real world and easier for students to get jobs.

Although IB is a solid and positive program for young learners, the cost of the program and time required for implementation detracts from ongoing instruction and student academic achievement-closing the gap. One cannot justify cutting 50+ teachers when hundreds of thousands of dollars are spent on IB Programming and training that does not directly close the achievement gap in our community.

As far as outsiders being able to recognize if we are an IB school the only way to tell is the flag outside our building and the different country flags. I guess you could also say that some IB signage is up in all teachers classrooms but whether it is used or not is unclear. I think that our schedule could lend itself to IB but the current schedule does not. I do not feel we are implementing IB as it has been created to be implemented. All the workshops I've attended makes it seem like we are only partially implementing it based on what the workshop leaders say and other schools who are in attendance. I believe the money allocated for IB could be used for something that our students would benefit from. Most students do not really know what IB is and I'm not even sure most of our staff could explain it to them. I think IB lends itself to having real world application but I think that can be done with or without IB.

IB is not a great program for our population of students. We can implement great teaching practices without the expense and limitations IB presents to our schedule and curriculum. IB blocks our schedule and forces students to take courses they are not prepared for. IB does not service low-functioning students and does not provide extra support for struggling readers. Instead of forcing them into a foreign language, they are not ready to take, the budget could be used for additional reading and skills classes for students who are one or two years behind their grade level in reading. The same could be said for students behind in math skills as well.

IB costs thousands of dollars per building. Kids are not aware of IB. It is another full time job, to write planners, set up assessments etc. and then have to log assessment scores in addition to other units we teach organically. No time to write planners, no adequate training. Our most recent training was not valuable. Presenter not organized, working from 3 multi page large booklets - each booklet containing hundreds of typed pages, IB website does not align with their IB documents either. Too much additional work, need to focus on the OIP process, and our kids and what they need. IB does not appear to be right choice at this time. Some elementary schools in CHUH do it, some don't, one middle school does it other doesn't , no IB program at the high school level. Makes no sense

IB does not address our districts demographics. Socially and economically, our student population does not see the value in the overall program. We do not need to pay to run the programs we were already doing prior to IB coming here.

IB is a good concept, but doesn't necessarily work for all subject areas at the middle school level. With the current schedule that we have, I don't feel that it's possible to allow the students to learn everything they need to learn in the curriculum while trying to follow the IB guidelines.

IB is not implemented by all buildings. We are NOT spending TBT time on IB but on all the other OIP process, state testing, and other building, school, and department initiatives. IB is simply good teaching, therefore, we do NOT need to spend thousands of dollars per building to waste on official IB program.

The money saved per building can be spent on students, building needs, and additional teaching staff recently rified

IB units are extra and take away from time needed for basic instruction. It is a PR/marketing piece. The money could be used to add more teachers to service students who are below grade level with academic and behavioral interventions.

It is hard to see the value of IB. Much of it seems to have little purpose.

The district is laying off teachers, yet IB is costing the district THOUSANDS of dollars. I can't wrap my head around this.

The IB guidelines are too restricting as they relate to scheduling and course requirements. We have been IB for 4 years now and there is no positive measurable impact on student performance or building climate. Time and money would be much better spent supporting teachers and developing curriculum. Maybe use the millions of dollars that have been spent on IB and develop a program to help struggling students.

There must be adequate scheduling for all courses, especially high school-level ones, so that all of this can work.

- recommendation of "A/B" schedule in lieu of "odd/even" regardless of whether IB is kept
- recommendation of a "language carousel" for students regardless of whether IB is kept
- recommendation of a "study hall/advisory" time built into the schedule regardless of whether IB is kept
- recommendations that a "cutoff" date for new students to be enrolled in a language course at the end of the first quarter be implemented regardless of whether IB is kept
- recommendation of the second semester to end before winter break

There needs to be programs that focus on building students social emotional skills. IB is a good educational approach however it does not fit with the population of students we have.

This building really is not IB. The money invested has not been well used. I am so disappointed. When interviewed, what was said is being done was a surprise to everyone at our table. "We" being used was for one person.

This program is a money maker. Parents are not taking their child out of the district because of the academics. They are removing them because of safety issues. The IB Program is a waste of time and money.

Waste of time.

Why are we spending thousands of dollars for "Good Teaching?" Teachers do not change the way they teach, an IB unit it is just more paper work