

Land O' Lakes High School

Five-Year Self Study Committee 2012



February 8, 2013



Our Compelling Why

District School Board of Pasco County Vision

Our vision is to create a community which works together so all Pasco County students will reach their highest potential.

Land O' Lakes High School Mission

Land O' Lakes High School graduates emerge prepared for lifelong learning, personal and civic responsibility, global understanding, and respect for the uniqueness of the individual.



IB Mission

- 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.



Our History

1997-1998

- Exploration – A district wide effort
- Authoring Committee
- Trainings
 - Application/Authorization Process
 - IB philosophy
 - Curriculum development
- Facilities Evaluation



Our History

Winter – Spring 1999

- Application Submitted
- IBNA Site Visit to Land O' Lakes High School
- Approval to Offer IB Diploma Programme (Authorization)
- Begin with Pre-IB Feeder Program



Our History

1999-2000

- First Cohort of Pre-IB 9th Graders

2002-2003

- Pasco's First IB Graduates at LOLHS

2005

- LOLHS allocates for full time IB Guidance Counselor



First Five-Year Self-Study

2006-2007 School Year

- The first Five-Year Self-Study took place in the 2006-2007 school year.

Matters To Be Addressed from 2007 Self-Study

- Build opportunities for teachers to collaborate
- Expand course offerings
- Attract a wider range of students
- Teach Theory of Knowledge throughout both diploma years
- Assure that SL courses intended to be taught over one year are scheduled as such
- Guide students to put knowledge into action



First Five-Year Self-Study

What We Have Done Since the 2007 Self-Study

- **Build opportunities for teachers to collaborate**
 - Leadership Team membership
 - Providing for Planning and Project Work / Subs
 - IB Instructional Team
- **Expand course offerings**
 - Social and Cultural Anthropology
 - Expanded Subjects for Extended Essay
 - Accelerated Pathways for Mathematics Study
- **Attract a wider range of students**
 - Increased the diversity of students in the program through better promotion and community information



First Five-Year Self-Study

What We Have Done Since the 2007 Self-Study

- **Teach Theory of Knowledge throughout both diploma years**
 - Blended courses through both years
 - Scheduled lessons through both years
 - Training of more teachers in TOK
- **Assure that SL courses intended to be taught over one year are scheduled as such**
 - IB electives isolated to 11th grade year
- **Guide students to put knowledge into action**
 - CAS Coordinators
 - ManageBac online learning management system



Five-Year Self-Study 2011-2012

- Land O' Lakes High School has completed its second *Five-Year Programme Evaluation Self-Study* by authoring a questionnaire of over 150 pages plus artifacts.
 - Training and facilitation
 - Rubric development and ratings
 - Narratives, and collections of evidence



The Committee 2011-2012

- Joanne Hurley, School Board Member/Chair
- Ric Mellin, Principal (Head of School)
- Caryn McDermott, IB Coordinator (retired)
- Holly Rockhill, IB Coordinator (now former)
- Jeff Morgenstein, IB Coordinator (newly appointed)
- Rebecca Gleaton, IB Guidance Counselor
- Jodi Clark, Parent of past and current IB students
- Susan Defant, Parent of current IB students
- Linzi Arndt, Student in the Diploma Programme
- Cash Howard, Student in the Diploma Programme



The Committee 2011-2012

- Instructors of Diploma Programme courses, Creativity-Action-Service (CAS), Theory of Knowledge (TOK), and Extended Essay (EE) advisors
 - Fred Beauchamp, Spanish/EE
 - David Berger, English/EE
 - Patrick Connolly, Mathematics
 - Linda Davies, Mathematics
 - Ken Johansen, English/Theory of Knowledge/CAS/EE
 - Robert Marsh, Social Studies/Anthropology/EE
 - Doug O'Brien, Social Studies/EE
 - Susan O'Donnell, Chemistry/EE
 - Larry Skeens, Physics/Chemistry/EE
 - Terry Stanley, Biology/EE

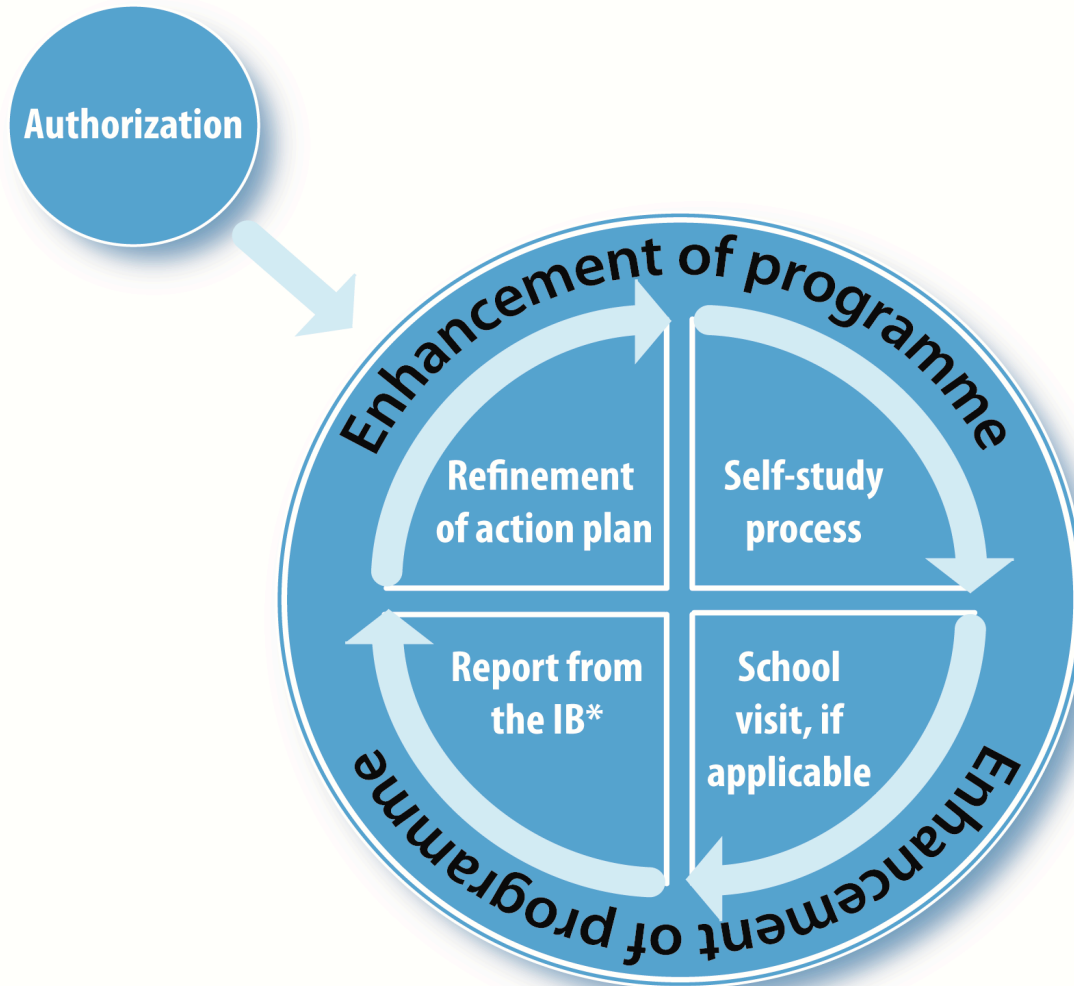


Five-Year Self-Study Purpose

- To determine the school's own assessment of the implementation of the programme, according to the Programme Standards and Practices and programme requirements
- To identify major achievements during the period under review and to identify practices that need further development



Five-Year Self-Study Purpose





Five-Year Self-Study Elements

- Section A: Philosophy
- Section B: Organization
- Section C: Curriculum
- Theory of Knowledge Integration
- Approach to Extended Essay
- Approach to Creativity-Action-Service (CAS)
- Academic Honesty Policy
- Language Policy
- Exceptional Students Policy
- Training of Instructional Team Members, Guidance Counselor, Administrator(s)



Response from IBO and Commendations

Philosophy – Aspects

- Academic proficiency through critical inquiry
- Understanding of the individual's role locally, nationally, and internationally
- Consistent, high expectations
- Creativity-Action-Service to benefit self and others



Response from IBO and Commendations

Philosophy Standard / Statement from IBO

- *The school's educational beliefs and values reflect IB philosophy.*
 - School promotes understanding of the nature and goals of the program
 - Shared by students and families



Response from IBO and Commendations

Philosophy – Commendation

- The presence of international-mindedness is demonstrated throughout the different components and aspects of the school's Diploma Programme.
- The CAS (Creativity-Action-Service) outline shows promotion of activities within and beyond the school community.
- The number of Diploma Programme students has increased during the period under review.



Response from IBO and Commendations

Organization – Aspects

- Leadership support at school and district
- Structures in place for sustainability
- Allocation of resources
- Scheduling over both diploma years
- Policies and procedures for literacy, assessment, academic honesty, language development, etc.



Response from IBO and Commendations

Organization Standard / Statement from IBO

- *The school's leadership and administrative structures ensure the implementation of the IB programme.*
 - Well-developed set of policies to address
 - language and literacy development,
 - approaches to assessment, and
 - expectations for academic honesty
 - Revisited and revised over time



Response from IBO and Commendations

Organization Standard / Statement from IBO

- *The school resources and support structures ensure the implementation of the IB programme.*
 - Support for growth of teachers' capacities and collaboration
 - Access to learning resources
 - Security and reliability of the examination process, and
 - Guidance services for success



Response from IBO and Commendations

Organization – Commendation

- The school provides extensive support for students who are not proficient in the language of instruction.
- The programme evaluation was carried out involving all stakeholders.
- The school is to be commended for the commitment of actual and former IB staff.



The IB Hegaxon





Response from IBO and Commendations

Curriculum – Aspects

- Teachers collaborate to design and deliver curriculum
- Assessment is valid and reflects the goals of the courses
- Teachers reflect upon their efforts and revise as needed
- Expression through correct use of language emphasized in all classes
- Policies are revisited and revised
- Instructional technologies are utilized
- Processes drive student success and achievement



Response from IBO and Commendations

Curriculum Standard / Statement from IBO

- *Collaborative planning and reflection supports the implementation of the IB programme.*
 - Support teachers' collaborative work in designing the student experience
 - within given subject areas as well as
 - across the range of disciplines
 - Provide a means for teachers to meet and reflect upon the teaching and learning experience
 - Teachers take responsibility for students' ability to understand and express themselves well through language



Response from IBO and Commendations

Curriculum Standard / Statement from IBO

- *The school's written curriculum reflects IB philosophy.*
 - Offer a curriculum to address students' needs
 - Promote awareness of local and global issues



Response from IBO and Commendations

Curriculum Standard / Statement from IBO

- *Teaching and learning reflects IB philosophy.*
 - Employ a range of teaching approaches
 - Make use of appropriate technologies



Response from IBO and Commendations

Curriculum Standard / Statement from IBO

- *Assessment at the school reflects IB assessment philosophy.*
 - Assessment aligns with the objectives of instruction
 - Feedback informs teaching and learning
 - Processes for students to attain requirements of the program



Response from IBO and Commendations

Curriculum – Commendation

- The school's language policy emphasizes the role of every teacher as a language teacher.
- CAS outline includes reference to meaningful student action in response to the needs of others.
- The activities planned by teachers of English Literature, Spanish and Individuals and Society (History), demonstrate relevant experiences for students.
- Students are provided with opportunities to approach global issues from different points of view.



One Matter To Be Addressed

Organization

Provide Documentation of the Structure of Courses Taught Over the Two Diploma Years

- Clarify which standard level (SL) courses are taught for one year and which are taught over both diploma years.
- Provide details as to how Theory of Knowledge (TOK) is integrated during both years of the Diploma Programme.



Matter To Be Addressed

Our Reply

- Provide details of curricular goals as they are met in SL courses taught in only the first diploma year and in those taught both years.
- Assemble documentation of TOK lessons and thinking addressing Ways of Knowing and Areas of Knowledge during the first diploma year (11th grade).



As We Continue Forward

- Invigorate the Arts: We will begin offering IB Music (Group Performance) to 11th grade students beginning in August 2013.
- Explore offering IB Career Certificate (Culinary Arts)
- Add an additional World Language to the Pre-IB and IB Diploma Programme.
- Build Capacity: Expand training in the specific subjects of the Diploma Programme to Pre-IB teachers.
- IB Instructional Team / Advanced Curriculum Committee



As We Continue Forward

- Deepen Theory of Knowledge thinking in the 11th grade, link more clearly to subject area studies, and connect to the full TOK class taken in 12th grade. Bridge with Inquiry Skills course taken in 9th grade Pre-IB year.
- Expand stakeholder communication and involvement: IB Bulletin, IB Parent Link, induction ceremonies, information sessions
- Increase collaboration between Pasco's IB World Schools and our District Supervisor for Secondary Programs.

Land O' Lakes High School Continuing A Legacy of Excellence



Why IB ?



Our vision:

To create a community
which works together so all
Pasco County students will
reach their highest potential.



Thank You!

