



Land O' Lakes High School International Baccalaureate Five-Year Programme Evaluation Self-Study

On June 1, 2012, Land O' Lakes High School uploaded its 150 page five-year self-study to the International Baccalaureate Organization (IBO) website. In December, IBO responded to the study with an 18-page evaluation report. A summarization of the study and evaluation report is hereby provided.

The self-study was designed along IB program standards and practices with IBO giving the school commendations in all sections. One section included a "Matter to be Addressed" through the provision of additional documentation.

Note: Elements relating to IB philosophy mean that the school is taking our Florida Next Generation Sunshine State Standards and developing a cycle of instruction and assessment that complements the goals of developing well-rounded global citizens. This is equally reflected in our school mission statement and district vision statement as it is in the IB Learner Profile. Students become: *Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.*

Section A: Philosophy

The school's educational beliefs and values reflect IB philosophy. The school was found to have promoted a clear understanding of the nature and goals of the program of study among students and families.

Specific Areas of 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.

Section B: Organization

The school's leadership and administrative structures ensure the implementation of the IB programme. The school was found to have a well-developed set of policies to address language and literacy development, approaches to assessment, and expectations for academic honesty, and that these are revisited and revised over time for the continued support and development of the program.

The school resources and support structures ensure the implementation of the IB programme. The school was found to support the growth of teachers' capacities and collaboration, access to learning resources, security and reliability of the examination process, and guidance services for success moving through the students' years of study.

Specific Areas of 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.

Matter to be Addressed

- Demonstrate which of the standard level (SL) courses are taught over one versus two years of the Diploma Programme.
- Demonstrate that Theory of Knowledge is concurrent over the two years of the Diploma Programme with TOK thinking addressed during junior year in addition to the full year course taught in senior year.

Response of the School

- The school will upload additional documentation, syllabi, and student schedules documenting the SL courses taught over both years of the Diploma Programme, and the SL elective courses taught only in the junior year of the Diploma Programme (students enroll in one).
- The school will provide evidence that the provisions made for Theory of Knowledge experiences occur concurrently in the junior year in addition to the full year course taught in senior year.

Section C: Curriculum

Collaborative planning and reflection supports the implementation of the IB programme. The school was found to support teachers' collaborative work in designing the student experience within given subject areas as well as across the range of disciplines studied in the program, to provide a means for teachers to meet and reflect upon the teaching and learning experience, and to have a policy in place for all teachers to take responsibility for students' ability to understand and express themselves well through language.

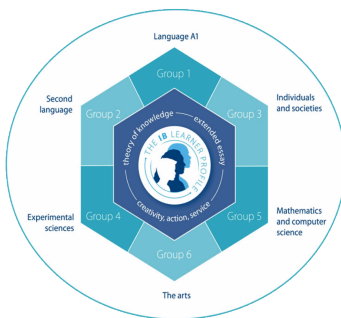
The school's written curriculum reflects IB philosophy. The school was found to offer a curriculum that addresses students' needs, and that promotes awareness of local and global issues.

Teaching and learning reflects IB philosophy. The school was found to employ a range of teaching approaches and to make use of appropriate technologies.

Assessment at the school reflects IB assessment philosophy. The school was found to properly align assessment with the objectives of instruction, to employ feedback to inform teaching and learning, and to maintain processes for students to attain the various requirements of the program (such as Extended Essay).

Specific Areas of 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 in groups 1, 2 and 3 [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.



Respectfully submitted February 8, 2013 by:
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