

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet[X] Choice

Name of Principal Mr. Frank Rusciano Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name LSU Laboratory School
(As it should appear in the official records)

School Mailing Address 45 Dalrymple Drive
(If address is P.O. Box, also include street address.)

City Baton Rouge State LA Zip Code+4 (9 digits total) 70803-0501

County East Baton Rouge Parish

Telephone (225) 578-3221 Fax _____

Web site/URL https://www.uhigh.lsu.edu E-mail frusci1@lsu.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Kevin George E-mail kevingeorge@lsu.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name LSU Laboratory School Tel. (225) 578-3221

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Dr. Roland Mitchell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 1 K-12 schools
- 1 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	51	53	104
1	48	58	106
2	56	51	107
3	53	52	105
4	53	52	105
5	46	57	103
6	54	55	109
7	60	58	118
8	59	55	114
9	67	50	117
10	55	53	108
11	65	53	118
12 or higher	61	52	113
Total Students	728	699	1427

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.1 % American Indian or Alaska Native
 - 3.9 % Asian
 - 9.7 % Black or African American
 - 2.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 82 % White
 - 1.8 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: ≤1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	1
(4) Total number of students in the school as of October 1, 2020	1434
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services with an IEP or 504: 7 %
100 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>34</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>61</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>4</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 18
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	89
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 12:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	100%	98%	97%	97%	97%
High school graduation rate	100%	100%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	113
Enrolled in a 4-year college or university	96%
Enrolled in a community college	2%
Enrolled in career/technical training program	0%
Found employment	2%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2015

15. In a couple of sentences, provide the school’s mission or vision statement.

The University Laboratory School community aspires towards total effort in every endeavor for maximum student achievement through the development, implementation, and demonstration of exemplary programs and instructional practices. Values: The LSU Laboratory School values opportunities for all students and community members to continue to grow and learn through the implementation of exemplary, research-based teaching practices; provision of a safe environment that promotes teaching and learning; provision of a rigorous curriculum rich in the liberal arts and sciences; and promotion of a diverse community of learners and teaching professionals.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

The policy is outlined on Page 55 of our Student Handbook. <https://www.uhigh.lsu.edu/Students-Parents/ULSResources>

The policy is also stated on our admissions page of our website. <https://www.uhigh.lsu.edu/Admissions/Criteria>

The diversity mission can be found here: <https://www.uhigh.lsu.edu/Campus-Life/Diversity-Inclusion>

Policy of Nondiscrimination

To assure equal opportunity for all qualified persons in admission to or participation in the programs and activities of the University Lab School, no preference is given to any race, creed, color, religion, gender, national origin, or disability. University Laboratory School prohibits discrimination against any applicant because of race, creed, color, ethnicity, religion, gender, national origin, or disability. Applicants with disabilities must be qualified otherwise for the program they seek to enter, with or without reasonable accommodations, and must be able to perform the essential elements of the program.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Applicants are selected for admission to University Laboratory School by an admissions committee consisting of the director and principals of ULS, the assistant principal, the dean of students, a representative from the Office of Diversity, Advocacy and Civic Engagement selected by the director, a representative of the Dean of the College of Human Sciences & Education and a representative from Louisiana State University selected by the university president.

Selection Criteria

University Laboratory School receives more applications than the school's enrollment can accommodate. Although a candidate for admission may successfully meet some or all the criteria listed below, this does not assure admission. An applicant is reviewed based on the application, including any added materials, and personal interactions, if any. Each candidate for admission is presented to an admissions committee. The admissions committee will consider each applicant and make a recommendation to the director. The review of applications is holistic, with consideration of many criteria, including those listed below. The admissions committee neither assigns point values nor ranks applicants. The admissions committee and/or the director may request an interview or additional information from any applicant.

I. Non-Exclusive Criteria Which May Be Considered by the Admissions Committee (in no particular order)

- Parent Alumni
- Grandparent Alumni
- Other Family Alumni (Aunt, Uncle)
- Academic Record
 1. GPA
 2. LEAP 2025
 3. IOWA
 4. ACT/PLAN/ASPIRE
- Recommendation Letter
 1. Alumni
 2. Principal
 3. Teacher
- Extracurricular Activities
- Child of LSU/University Lab School Employee
- Disciplinary history
- Diversity
 1. Race

2. Gender

3. Income

II. Diversity Considerations by the Admissions Committee

ULS believes that interaction among students from different backgrounds and with different life experiences enriches the overall learning environment. Because students learn from one another as well as from our faculty, diverse racial, socioeconomic, religious, cultural, and ethnic backgrounds improve understanding of and appreciation for the differences among individuals and social groups. In keeping with that goal, the admissions committee will consider race and ethnicity as well as religious diversity, diversity in life experiences and socioeconomic diversity as a factor when considering applications for admission.

III. Special Admissions

To further the mission and partnership of the Lab School and Louisiana State University, the admissions committee may be convened to review and consider mid-year candidates at the request of the University. The admissions team and the director will employ the same criteria and processes detailed in this policy when reviewing any mid-year candidates.

LEAP Tests

Students entering 5th or 9th grade, who are selected for admission from public, private, home study or out-of-state schools are required to pass either the LEAP 2025 Test or the State Placement Test prior to enrollment.

Policy of Nondiscrimination

To assure equal opportunity for all qualified persons in admission to or participation in the programs and activities of the University Lab School, no preference is given to any race, creed, color, religion, gender, national origin, or disability. University Laboratory School prohibits discrimination against any applicant because of race, creed, color, ethnicity, religion, gender, national origin, or disability. Applicants with disabilities must be qualified otherwise for the program they seek to enter, with or without reasonable accommodations, and must be able to perform the essential elements of the program. • Siblings currently enrolled

PART III – SCHOOL OVERVIEW

The Louisiana State University Laboratory School (Lab School) was founded in 1915 as a demonstration school operating within Louisiana State University (LSU) College of Education. The Lab School models exemplary standards in an effective teaching and learning environment. We create an environment conducive to academic research, professional development, and outreach to other school systems and pre-service teachers. We strive toward "total effort in every endeavor," our school's motto, by providing a safe environment that promotes teaching and learning; developing and implementing exemplary research-based teaching practices; providing a rigorous curriculum rich in the liberal arts and sciences; and promoting a community of learners and teaching professionals. We serve kindergarten through twelfth grade students on our campus, which is a part of Louisiana State University's campus in Baton Rouge, Louisiana. Baton Rouge is a diverse community of 230,000 people and is a major industrial, petrochemical, medical and research center. Our students come from a broad spectrum of social and economic backgrounds.

We are a college-preparatory school and offer high school students the opportunity to participate in rigorous programs such as Advanced Placement (AP), Dual Enrollment (DE), Concurrent Enrollment (CE) and International Baccalaureate (IB). Through these programs, students may begin building college transcripts, and they may earn advanced credit for college courses. Students also enjoy accessibility to LSU's library resources, campus facilities, and the expertise of LSU professors as well as Lab School instructors.

Our students graduate with an average of 20 hours of college credit. Our average ACT score is 25.3, and our IB Diploma students average 31 points. Our scores in English/language arts, math, science, and social studies on the Louisiana Educational Assessment Program (LEAP) and state end of course tests exceed state averages annually. In addition, we boast exceptional pass rates on AP and IB exams and in our DE courses. We have been recognized as a school of Academic Distinction by the Louisiana State Department of Education, as well as one of the top 200 high schools in the nation by Newsweek magazine.

The Lab School's success is due in part to our faculty and administration who hold advanced and terminal degrees. Twenty-five percent of our faculty are National Board certified. Our faculty has received local and national awards and honors, including Louisiana Teachers of the Year, the Presidential Teaching Award in Math and Science, and the Milken Educator Award.

Our instructors provide exemplary education to our students, and the school serves as a center for educational innovation. We work to articulate a relevant, college preparatory curriculum through all academic areas and across all grade levels. Our instructors work collaboratively to create curricula that meet and exceed state standards. A broad range of college courses offered through AP, DE, and IB programs give students as many opportunities for college credit as possible. Also, we work to communicate with parents and all stakeholders by holding informational guidance sessions to help families negotiate technology, curricular paths, and the college application process. We recognize that all students have different needs, so we provide differentiated lessons to challenge all students. Additionally, we continue to implement Response to Intervention (RTI) programs to meet the needs of struggling students. Students with social or emotional needs are provided services through our K-12th grade counselors.

We are committed to attracting, maintaining, and retaining our highly qualified faculty by providing funding and release time for professional development endeavors, such as professional conferences and National Board certification. Our instructors are members of professional organizations and participate in research projects and presentations at the national and local levels. Since we are a unit of the LSU College of Human Sciences and Education, we routinely host pre-service teachers in our classrooms for observation and field experience.

We foster communication and relationships with stakeholders through various media. Our weekly newsletter, UHighlights, is emailed to our community and showcases articles about our students' endeavors academically, athletically, and socially. Our campus welcomes stakeholders and members of the LSU community to participate in classroom activities, address concerns with teachers and administrators, and to enjoy special events. The communication strategies and platforms supported by school leadership provide a

multitude of opportunities for internal and external stakeholders to access relevant information about our STE(A)M and academic opportunities and activities.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

The scope and sequence of our core curriculum was developed using a backwards design model that centers on national content area standards, using state standards as minimal benchmarks. Because we are a K-12 school, we can articulate, both horizontally and vertically, the scope and sequence of all content areas. Differentiated, transdisciplinary instruction allows students the opportunity to work at the appropriate level of engagement and make connections among content areas. Our teachers extend and enrich for students who demonstrate readiness to move beyond grade level expectations and remediate and provide support for those whose triangulated data indicates a need. In 2020, our school became the first public school in Louisiana to receive STEM Certification from Cognia. As a STEM certified school, University Lab School was recognized by Cognia for our intentionality in embedding STEM practices across all grade levels and disciplines. In elementary grades, we are implementing a Maker Spaces Initiative through our partnership with the Knock Knock Museum. We are expanding our STEAM course offerings to include Step Into STEM (6th grade) and Introduction to STEM Pathways and Careers (7th grade).

1b. Reading/English language arts curriculum content, instruction, and assessment:

English Language Arts curriculum addresses state learning standards through transdisciplinary instruction using a systemic approach to literacy that encompasses multiple research-based strategies. In K-2 grades, students learn to read and write. Spelling, sight word fluency, and effective reading strategies provide the instructional foundation. From third grade through high school, the focus shifts to learning to use fiction and nonfiction texts.

Drawing on research-based strategies such as those developed by Peter Elbow and Donald Graves, we offer daily opportunities for analytical and creative thinking. Reading and writing instruction includes study of texts of all genres. We give students frequent opportunities to choose texts and writing prompts to differentiate every component of instruction.

Direct instruction includes writing skills lessons based on the needs of the students in a particular classroom. Teachers adjust instruction, pacing and class discussion for every group of learners. In middle and high school, online tools such as No Red Ink, NewsELA, and Teach Living Poets provide enrichment and instructional support. Formative assessment and teacher-created materials individualize instruction and encourage all students to develop literacy skills, including adjusting their writing to suit a range of audiences and purposes.

In middle and high school, we foster appreciation for language and communication, not only through written and oral expression, but also through media literacy. Gathering, sorting, and evaluating information are addressed in every grade. The learning objectives of freshman-level university courses and the International Baccalaureate program guide curricular decisions for high school students. These institutions' objectives encourage not only sophisticated language skills, but also lifelong learning habits.

Standardized testing data, including state end of course exams and the ACT test, show that our students' performance exceeds state averages. IB scores show that our students meet or exceed international averages. Instructional goals aim for students to excel in these rigorous programs.

1c. Mathematics curriculum content, instruction, and assessment:

In mathematics, number sense, fact fluency and building conceptual understanding in the early years are considered the key factors to provide the groundwork for students' abilities to think critically and problem solve while progressing through our rigorous K-12 math curriculum. We develop math vocabulary as a key

element of appropriate mathematical reading and responding. Our K-12 math curriculum is rooted in Louisiana Student Standards for Math. In our sixth grade math class, we combine sixth and half of seventh grade Louisiana math standards; and in our seventh grade math class we combine the other half of seventh grade and all of eighth grade standards. The purpose of this is to have all students ready to take Algebra 1 in eighth grade. We also offer a more advanced track where sixth graders can test into pre-algebra which allows them to complete Algebra 2 in ninth grade. Our students have an opportunity for their terminal math course to be an advanced math dual enrollment course, an IB math course, or AP Calculus AB/BC. Some students complete AP Calculus in eleventh grade and are able to walk across the LSU campus to take an upper level college math course their senior year. Our math assessments include a variety of project-based, online, and traditional paper and pencil assessments. We are proud of our students' abilities to effectively communicate their math knowledge to others as evidenced in our high performing math state standardized test scores.

1d. Science curriculum content, instruction, and assessment:

In science, state standards are the foundation of the curriculum. In kindergarten through second grades, science texts are used to further develop students' reading and writing skills through small group instruction using nonfiction readers which contain content specific state science and social studies standards. Beginning in third grade, the focus shifts to reading and responding (orally and in writing) using science and social studies texts as primary resources and the state science and social studies standards as minimal learning and performance benchmarks.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

In social studies, state standards are the foundation of the curriculum. In kindergarten through second grades, science and social studies texts are used to further develop students' reading and writing skills through small group instruction using nonfiction readers which contain content specific state science and social studies standards. Beginning in third grade, the focus shifts to reading and responding (orally and in writing) using science and social studies texts as primary resources and the state science and social studies standards as minimal learning and performance benchmarks. Critical thinking, analysis, synthesis and writing skills become the focus in middle school. Students use primary sources in addition to secondary sources to enhance understanding and provide evidence to support reasoned ideas and answer open ended prompts using specific evidence and reasoning. As students progress, the writing process is scaffolded by the department by grade levels to ensure continued progress in the development of both argumentative and informational writing. Research skills and specific formats such as MLA are also taught with a progression in place for each course and grade level. Teachers meet monthly to reflect and revise lessons, assessments, and units based upon the changing standards, but especially upon the needs of the succeeding courses and the programs in place in our high school such as AP and DE. Backwards design is incorporated in our planning process, beginning with the requirements and expectations of the senior level courses. Department members work together in a progression developing the skills, knowledge, and tasks each grade level must be able to achieve to not only meet the basic state standards but prepare students for the expectations of the next Social Studies course. While planning, formative and summative assessments are reviewed to ensure the progression of learning is taking place and that students maintain rigor throughout each course.

1f. For secondary schools:

Teachers share unit instructional plans with students and parents through teacher created Criterion Referenced Learning Guides (CRLGs), a "tour guide" that informs parents and students of what they should know; how they will be expected to demonstrate that knowledge, and how levels of expertise such as basic, mastery or advanced are determined. Differentiation of instruction occurs based on formative assessments. Faculty members plan within and across all grade levels to ensure the opportunity for optimal student learning. This transdisciplinary, systematic approach to literacy allows students to make meaningful connections across disciplines. Our students outperform state and national averages on standardized tests. Additionally, our students receive millions of dollars in scholarships annually, and a key component of our students' success is the instructional approach we implement.

The Advanced Placement (AP), Dual Enrollment (DE), and International Baccalaureate (IB) programs offer robust opportunities for Lab School students. Our students have an opportunity for Concurrent Enrollment with LSU for courses such as African & African American Studies as well as introductory level electives. Students can also take additional college courses outside of the school day. DE provides opportunities for students to develop college transcripts for courses taken during the normal school day. Currently, we offer 17 college courses and about 75% of our juniors and seniors take DE courses, averaging nearly 12 credit hours per student per year with many students entering college as sophomores. The school provides a full IB curriculum, and diploma candidates historically score in the top 10% of world assessments. AP courses are offered and provide a means of opportunity for some specific areas such as Calculus, Chemistry, Geography, Government, and Computer Science.

Finally, summative quantitative and qualitative data sources are used to identify students in need of additional support. The school provides additional support through the Response to Intervention (RTI) Program. If RTI does not address students' learning issues, nationally normed screening instruments are used to collect additional data which are shared with parents so they may decide if they wish to pursue further testing.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Ancillary teachers hold masters' degrees and are highly qualified instructors as defined by the State of Louisiana. Ancillary programs are aligned with grade level curricula to support classroom instruction.

Elementary World Language (K-5) classes meet daily for 30 minutes through our school's Foreign Language Exploratory (FLEX) program with equal exposure to both French and Spanish. Students select the language of their choice in sixth grade where classes meet 55 minutes per day. High school blocks meet 95 minutes every other day. In high school, students who elect to continue in the World Language program may earn college credit in French and Spanish through dual enrollment or CLEP tests.

Elementary Physical Education (PE) is taught five days a week for 30 minutes per day. Instructional units emphasize health-related fitness while teaching skill development and support classroom instruction. Middle school students are taught PE for 55 minutes per day. These courses focus on physical activity and lifetime wellness. Additionally, students learn to apply elements of fair play, sportsmanship, and cooperation within team settings.

The Lab School Libraries are active learning centers that foster the development of lifelong, independent learning skills and a strong community of readers. Our library program consists of an elementary library, serving grades K-5, and a middle/high school library, serving grades 6-12. Elementary grades have 45-minute weekly library classes, while middle and high school classes use the library on a flexible schedule according to instructional needs. Librarians plan collaboratively with teachers and provide research skills instruction to students in support of the curriculum. Our libraries regularly host special events such as author visits and our annual Community Read to bring parents, students, faculty, and the larger community together in celebration of reading.

The Lab School offers a comprehensive K-12 performing arts program. Students in Grades K-5 participate weekly in music classes. The focus of music instruction is learning note values, sight reading, rhythm, and performance through seasonal songs and songs pertaining to units of instruction and historical events. Recent performances include Peter Pan Jr., Sister Act Jr., Willy Wonka, and The Lion King. Our students also participate in local community art shows.

In middle school, students in band and choir continue their study of music and begin to specialize as they prepare for high school. Performing arts high school course opportunities include: Beginning; Intermediate

and Advanced Choir; Theater; Marching; Advanced, and Jazz Band; IB Music; and Percussion Ensemble.

All elementary students have visual arts once weekly for 45 minutes. The art instructor collaborates with classroom instructors so that art instruction supports content area units of instruction whenever possible. Students keep sketchbook portfolios in which they practice various techniques using a range of media. At the end of every school year, all students provide one piece of work to exhibit in the elementary art show displayed throughout the elementary school. The secondary Visual Arts program provides students the opportunity to experience a creative response to the past and current world around them using a variety of materials and techniques. Students are trained in the skills of a two-dimensional artist, and/or as a fiber artist, and/or as a ceramist. As documentation of their growth/history, students keep sketchbooks and ongoing portfolios of their work. Students share their work with the community through various local venues, such as Baton Rouge Gallery, Circa 1857, and LSU Art School. Visual arts course opportunities available to secondary students include Fine Arts Survey, Art I, II, III, and IV, ceramics, fashion design, and IB Art.

Our technology resources include audio and video equipment, and 1:1 Chromebook/laptop access for students in grades 3-12. Students in Grades K-5 participate weekly in technology classes. The focus of computer literacy instruction is teaching various software programs that support classroom units and topics, as well as creating digital content, and learning computer and online safety. Secondary students are allowed to provide their own laptops for daily use, provided the laptop is certified by our technology department. A wireless network is available across the Lab School campus. Our teachers use Google Classroom and Moodle as well as other technological tools and programs to reinforce what is taught. All classrooms are equipped with Promethean Activboards. We offer courses in Digital Graphics Animation, Publications (Digital Media), Photography, Computer Applications, Multimedia Production, and Computer Science.

3. Academic Supports

3a. Students performing below grade level:

Students performing below grade level receive additional support provided through tiers 2 and 3 of our Response to Intervention (RTI) Program. Certified, highly qualified teachers use research-based strategies, enrichment, appropriate technology and technological resources, and/or reteaching materials to meet the targeted needs of participating students. For example, students who are identified as having content area reading problems are assigned Language Arts RTI sessions where the focus is “reading to learn” in the content areas.

The objective for our school year intervention/remediation program is to improve student achievement at all grade levels, K-5. Student to teacher ratios and time allocations during the school day (in addition to regular classroom instruction) for tier interventions are as follows:

Tier 2: student to teacher ratio shall not exceed 6:1; weekly content area sessions

Tier 3: student to teacher ratio shall not exceed 3:1; weekly content area session

In addition to the RTI Program, the Guidance Department provides services that include counseling activities related to the individual needs of students, socialization topics, educational and career choices, and referrals to outside agencies when needed.

3b. Students performing above grade level:

Students performing above grade level receive differentiated classroom instruction to enrich the curriculum for those students who demonstrate readiness. Using a variety of formative assessment techniques, teachers identify students who have not met learning expectations and provide classroom support through re-teaching and review of fundamental skills. Progress assessments are analyzed and triangulated with other sources of data to evaluate student performance and to determine if support beyond that already supplied in the classroom is necessary.

3c. Special education:

Students with special academic and/or medical needs are evaluated and monitored under the provisions of Section 504 of the Federal Rehabilitation Act. Individual Accommodation Plans or medical plans outline appropriate accommodations and students have access to an on-site school nurse, resource instructors, literacy coaches, a speech-language pathologist, and, when qualifications are met, referral to outside agencies.

3d. English Language Learners, if a special program or intervention is offered:

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our motto, “Total Effort in Every Endeavor,” defines the culture of our school. A strong sense of pride and a culture of excellence permeates the school and its administration, teachers, parents, and community stakeholders. The school went through the five-year reaccreditation process during the 2021 – 2022 academic year and was reaccredited.

Our teachers are the core of instructional planning. We value their expertise and professionalism and afford them time and opportunity to participate in professional learning communities where their knowledge and creativity are nurtured and celebrated. Administrators trust teachers to know their students and make instructional and managerial decisions that are in the students' best interests. Our teachers' expertise in creating lessons and assessments help engaged parents to further their child's progress. The administration also works closely with faculty as they plan for instructional activities.

Our parents support and respect the work our teachers do. We have a thriving parent organization, the Cub Club, who volunteer in classrooms, at fundraisers, and at athletic and artistic events. These parents coordinate teacher appreciation activities, support class field trips, and fulfill almost any teacher request.

Many of our parents are Lab School alumni, which is a testament to our community’s continued support and enthusiasm for our school.

The University Laboratory School Foundation is a valuable asset to our teachers and students as well. The foundation works with families and community donors to coordinate donations of supplies and technological equipment and to plan special celebratory events such as our annual Grandparents Day, where over 1200 grandparents attend from around the country for a presentation that includes grades K-5. Additionally, the foundation hosts homecoming celebrations as well as our upcoming centennial anniversary celebration. The foundation has been instrumental in providing revenues used in renovations to our facility, ensuring our students have a spacious and modern physical plant. The foundation is looking forward to a Capital Campaign to raise funds for a new STEM building. Additionally, the foundation routinely raises over \$500,000 through its annual giving appeal.

Our students participate in a challenging, college preparatory academic curriculum. From a young age, our students are encouraged to take risks, think critically, develop principled behavior, and become curious students of the world around them. Teachers manage their classrooms with clear expectations and logical, reasonable rewards and consequences. We take our responsibility to educate future adults seriously, and we want students to achieve and grow into responsible, knowledgeable, caring people. Our older students stay motivated to succeed by taking advantage of the rigorous academic curriculum we offer. Our curriculum is balanced by thriving academic and service organizations and accomplished athletic programs. We recognize our students’ accomplishments on bulletin boards throughout the school, in our weekly newsletter, and through special events such as our annual awards night and special luncheons for students who receive excellent report cards. Many of our students involve themselves in IB work, athletics and club activities, and significant community service. It is our hope that every student embraces an activity, subject and/or sport that he or she loves; watching our students follow their passions sustains our positive culture.

2. Engaging Families and Community:

We have implemented multiple methods of communication between the school and student families that have improved our students’ success. We use social media to broadcast everything from athletic scores to school closures in bad weather. For important communications, we also rely on a broadcast email system and traditional mailouts, such as our foundation’s quarterly Cub Roar. We utilize our local newspaper and LSU publications when appropriate.

Our school’s website allows stakeholders to access the school calendar, staff information, the student

handbook, and student grade data. In addition, teachers maintain a site through Google Classroom and Moodle, in which they may upload course documents such as syllabi, class notes, and informational handouts. Students use Moodle frequently to stay abreast of class activities.

As efficient as print and electronic communication are, we enjoy gathering with our stakeholders face-to-face. Our Open House events are well-attended, as are our Parent Symposium events where our stakeholders engage in timely presentations on current topics related to our student body. Our informational meetings, where teachers and counselors provide parents information on early literacy, course scheduling, college application processes, and IB, AP, and DE programs, are also well attended. Our Cub Garden is an on-going, ever-expanding project that unites a diverse group of faculty and students to grow flowers and vegetables and to learn about sustainable food sources.

Our stakeholders are encouraged to collaborate with each other through our parent organization, the Cub Club, through student and parent focus groups, grade-level parent meetings, and other meetings such as parent-teacher conferences. Our teachers meet and collaborate both as a whole faculty and as grade-level and academic departments. Faculty leaders (grade-level team leaders and academic department chairs) meet frequently to vertically articulate goals and plans for students.

Working with community organizations allows further collaboration and communication beyond our campus. We invite Junior Achievement volunteers into our elementary classrooms, and we welcome alumni and community members to our annual career fair. Notably, we have established a tradition of inviting guest speakers to our middle and high school assemblies. These assemblies have featured noted authors, motivational speakers, NASA astronauts, and Civil Rights activists, to name a few. Such experiences allow our students a glimpse into a wider world and help to connect academic experience to real life.

We partner with several nearby elementary schools to exchange ideas with teachers, provide high school students to tutor, read to their students, and to coordinate book and school supply donations. We also participate in donating and volunteering at various local non-profits, such as the Greater Baton Rouge Area Food Bank, Shepherd's Pantry, Boys & Girls Clubs of America, and The Cinderella Project (an organization that provides prom dresses to needy girls).

3. Creating Professional Culture:

Professional development provides teachers with in-house professional learning communities where they learn about research-based practices, collaborate across grade levels to articulate curriculum, and plan cooperatively to create units of instruction. Teachers are given release time throughout the year to participate in professional development opportunities that include, but are not limited to, vertical articulation, differentiation, data analysis, close reading, formative and summative assessments, and writing instruction across the content areas. Teachers are held accountable to implement strategies and address curricular updates in Criterion Reference Learning Guides (CRLGs) and assessments. Sessions are followed-up with coaching and peer feedback. Administrators can follow teacher growth through formal and informal observations and provide support as necessary.

Professional development opportunities focus on activities and strategies that align with and support state standards and national professional standards in all content areas. For example, teachers completed a vertical articulation of standards, topics, and skills taught in core subjects, examined state standards released by the Louisiana Department of Education, aligned CRLGs and End of Year Expectations with state standards, and participated in strategies to improve academic vocabulary in the classroom. This format impacts student achievement and school improvement through more rigorous and well-developed lessons, curriculum and assessments.

Planning for improvement is a priority. Monthly faculty meetings and weekly collaborative discussions are dedicated to school improvement. Improvement topics for discussion and implementation have included the development of CRLGs, Learning Theory, Common Assessment of Student Learning (CASL), (Popham) group activities and discussion, development of Understanding By Design (UBD) instructional units, and self-study concerning assessment. Over the past few years, we have also worked diligently, through

professional development time, to embed STEAM into our curriculum.

Ongoing improvement efforts are aligned with existing program elements to maximize student success. Some examples include the development and revision of Understanding by Design units, CRLG revisions, ongoing curriculum review, discussion of assessment outcomes to determine faculty meeting focus, individual self-assessment in the form of annual plans and reports, horizontal and vertical alignment of K-12 instruction, and the use of technology to enhance student learning.

The impact of professional development directly tied to improvement efforts is continually monitored for effectiveness. For example, time is allotted to create and revise lessons based on professional development. Additionally, standardized test scores are used to make informed decisions about the direction of professional development.

Through frequent communication, administrators review all input to prioritize and determine the next year's professional development focus which is presented to faculty, staff, parents, and students at the beginning of each academic year. Recommendations from the previous school improvement cycle, along with annual survey results are the driving forces behind decisions made about ongoing school professional development.

4. School Leadership:

We begin with three primary directives: a) school safety; b) student learning; and c) a positive school climate.

a) Safety: The school has enhanced security measures that are some of the most advanced in the nation and have been suggested by state police and secret service personnel.

b) Learning: The school emphasizes a college preparatory curriculum that has at its foundation in the early grades, a strong emphasis upon acquiring a robust knowledge base and also using that knowledge base to foster critical thinking and student autonomy. When students reach high school, they are given multiple opportunities, through dual enrollment as well as IB and AP courses, to attain their personal educational goals. Most recently, nearly 75% of the junior and senior classes have freely enrolled in an average of 12 hours of DE courses and our students typically outperform the parallel course taught on the main campus for college students. Our students do well because they believe the outcome is important and they have the necessary skills to be successful.

c) Positive School Climate: The school prides itself in creating a school environment that is pleasant for students and staff alike. Students are respectful, well behaved, and generally self-governing. Teachers are well-prepared, well-versed in their subject matter, and available to work with students on a regular basis beyond the classroom. Retention rates for teachers and students are both remarkably high. Students participate in plays, arts, athletics, and extra-curriculars to the extent that most high school students are active in one or more activities outside the regular academic setting.

The governing body for the Lab School includes the LSU Board of Supervisors, the Dean for the College of Human Sciences and Education, and Lab School administration. The administrative team consists of the director, the 6-12 principal and assistant principal, the k-5 principal, and the dean of students.

The school's director is primarily responsible for external affairs and the oversight of instructional efforts and the physical facility. The 6-12 principal, assistant principal, and k-5 principal are charged with day-to-day management and oversight of instruction and the myriad of events associated with a vibrant school. The dean of students is primarily responsible for discipline (an infrequent need) and other managerial duties such as ordering textbooks and monitoring for school attendance.

School leaders monitor instructional practices through annual observations and by maintaining a visible presence throughout the entire school. Leaders provide meaningful feedback to faculty members regarding instructional practices and coach teachers in identifying and adopting new practices.

5. Culturally Responsive Teaching and Learning:

We believe that being able to reach all students is critically important to every child reaching their full potential. To do this, we build relationships and get to know our students on a personal level. Starting from the top with our diverse administrative team, University Laboratory School Foundation Board, and teaching staff, the goal is to assure equity and inclusion for all funding and programing. Vital to our success is understanding and respecting each individual student. ULS serves students of culturally diverse backgrounds, such as race and religious preferences, as well as learning disabled and students from all socio-economic standings. Together, with our faculty and staff, we value each student. Our mission is to help each child succeed in academics and athletics as well as socially and emotionally.

While recent national and local events dealing with race and violence have had an influence on our students, it was our opportunity to strengthen the bonds within our community and bring unity, peace, and healing. Being a “No Place for Hate” school for the past twelve years; recognizing the contributions of various cultures by celebrating Black History Month and National Hispanic Month; and having our students participate in Holocaust Essay and Art and Poetry Contests, which features topics surrounding race, bigotry, and inclusion, are examples of the ways our school has sought to assure that everyone feels valued and that their voices are heard.

Recognizing a need for continued growth, a Diversity Task force was formed with members from all stakeholder groups. This task force was charged with reviewing school mission and vision, school handbooks and related policies for fairness and equity. Recommendations were submitted and revisions were made to these policies. For instance, while we had a diversity policy as a school and being part of the university system, diversity was not a part of our mission statement. It is now.

In working with the task force, the ULS administrative team followed the recommendation for additional professional development for our faculty and staff to address recent events. The ULS director, elementary and secondary principals, assistant principal, and Dean of students participated in the Race and Social Justice Seminar on culturally responsive school leadership to gain a better understanding of how cultural nuances impact the school and student learning. Dr. Ivory Toldson presented on bias and all faculty and staff participated in taking a Bias Inventory to determine where any biases may lie and how to address those biases. In addition, the faculty participated in a book study, why are all of the Black Kids Sitting Together in the Cafeteria. All school leaders, faculty, and staff read and discussed issues and topics related to how the research impacted our school. These professional developments were instrumental in creating a culture of transparency, growth, and building of a stronger school community.

The majority of work and professional development over the last couple of years has focused on strengthening race relations and building a culturally competent school. Through this work and reflection, additional supports for our student body have been created or improved upon. Seniors have had “Senior Meetings” to discuss various hot topics. New high school clubs were established including: the Black Student Union and PRISM, (LGBTQ+). These clubs celebrate diversity and inclusion. Our Kindergarten teachers wrote a grant to purchase books, multicultural paper, and drawing mediums to celebrate their individual differences during their “All About Me” units.

While creating safe spaces for students through our academic programs, enrichment offerings, and our strong faculty student relationships, it is important that we continue to address the social and emotional health of our students. By teaching coping skills to deal with anxiety and change, our students are better able to face challenges in an ever-changing world. Dr. Lynn Lyons presented to the faculty and parents on how to recognize anxiety and how to assist students. Our Guidance Counselors are available for daily counseling as well as targeted group and classroom sessions that address a myriad of issues that are timely and relevant to student needs. In addition, each elementary classroom has been given a “Calming Box.” Each box has been filled with grade specific, books, tools, and strategies to assist students with anxiety and stress “in the moment.” Classroom teachers were trained by the Guidance Counselor on how to utilize this resource within the classroom. We are looking at expanding these resources in middle school grades next school year.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

A practice that has been influential in our school's academic success is our dedication to effective interpretation of student assessment (formal and informal) data. This data is used to identify students in need of remediation and enrichment, guides our instruction, and make decisions on course offerings for future years.

In addition to informing instructional planning, standardized test data also comprises part of our school performance score, which the state computes to compare and assess schools. This data helps identify gaps in instructional areas so that interventionists and administrators may align lessons with adopted standards and implement them appropriately in the classroom. We then plan instructional support and professional development.

Data is triangulated to identify students who may need intervention and support. Any student having three areas below benchmark scores is put into an RTI program and monitored for nine weeks and receives additional instructional minutes daily based on student needs. After each grading period, student data is collected and analyzed by a team. Then, instructional teams recommend students to enter or exit the RTI program. Teachers and instructional coaches communicate frequently with parents to discuss individual student's progress.

Elementary instructors collect literacy data to inform initial instructional decisions. Kindergartners through third graders are administered the Developmental Reading Assessment quarterly to identify each child's current independent reading level. Students in grades K - 5 also take the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) three times annually. Elementary students' writing is also assessed three to four times annually by the use of a grade-specific prompt and criterion-based rubric. Additionally, analysis of scores for elementary students scoring at the basic and unsatisfactory levels identified Response to Intervention (RTI) as an appropriate means of facilitating student success, closing the gap between the two populations. Students performing poorly on standardized tests, classroom expectations, and/or in house common grade level assessments were pulled out four times a week for an additional 30-60 minutes of instructional time in reading and math and to work with an interventionist. We designed the RTI program using research-based strategies proven effective in intervention. Our program was specifically designed to provide students with compelling evidence of success, the single biggest facilitator of a student's self-perception for ability to successfully organize and perform a task. The classroom teachers and interventionist met regularly to coordinate classroom content being covered and academic gaps of the RTI students. The students were monitored and reassessed each nine-week grading period, at which point they either stayed in the program or were released and placed on "watch." They were put back into the program if they did not perform to expectations with the reduced scaffolding. In addition, the standardized testing data was disaggregated to determine if there was a curriculum issue and/or an instructional problem; we adjusted intervention through coaching and/or content changes. Professional Development opportunities were developed based on coaching and curriculum gaps identified by review of the data. Teachers provided differentiation for all levels of achievers (below, on, or above level) through small group lessons, interactions, and activities.

Our upper elementary and middle school students take our state's standardized assessment, LEAP tests. These tests measure proficiency in science, social studies, ELA, and math. High school students must pass state end-of-course tests in core academic subjects. Additionally, our high school students take the ACT, which we administer to all eleventh-grade students. We administer the PSAT to all our tenth and eleventh graders so that as many students as possible can qualify as National Merit Scholars. Our high school students also take advanced level assessments as part of our Advanced Placement (AP), International Baccalaureate (IB), and Dual Enrollment (DE) academic programs.

Along with standardized test data, our teachers use a myriad of formative and summative assessments to measure learning of unit and lesson objectives. These objectives and specific assessment criteria are communicated to students and parents in the form of teacher-created Criterion Referenced Learning Guides, CRLGs (see Core Curriculum section for CRLG explanation).

Annually, state assessment results are shared with faculty and staff, students, parents, and the community at large through the school's social media sites, the school's official website, faculty meetings, Cub Club (Parent club) meetings, and school assemblies or evening events. In-house assessment results are shared with students and parents using our online grading and reporting system, quarterly report cards, student and/or parent conferences and, at some levels, graded assessments are sent home with students either weekly or biweekly.

The assessment data revealed a majority of our student population scored within the proficient and advanced levels of achievement in grades three through eleven.

Math scores:

3rd grade math LEAP: Trends indicate consistent mastery of skills with the percentage of students scoring Mastery or above: 95% in 2016 – 2017, 100% in 2017-2018, 97% in 2018 – 2019, and 97% in 2020-2021.

4th grade math LEAP: A general upward trend of students scoring mastery or above: 92% in 2016 – 2017, 90% in 2017-2018, 94% in 2018 – 2019, and 95 % in 2020-2021.

5th grade math LEAP: A general upward trend of students scoring mastery or above: 78% in 2016 – 2017, 78% in 2017-2018, 92% in 2018 – 2019, and 93 % in 2020-2021.

6th grade math LEAP: There has been a significant increase in basic or above scores from 2014/15 to 2020/21. During this period, results improved from 83% to 97% of students scoring basic or above. Our percentage of students scoring mastery and above in the same time period increased from 57% to 63%.

7th grade math LEAP: There has been a significant increase in range from 71% to 97% of students scoring basic or above over the last six years.

8th grade math LEAP: The percentage of students scoring mastery or above has ranged from 37% to 73% and students scoring basic or above ranged from 60% to 96% during the last six years.

Algebra I End of Course test (grades 7, 8, and 9): Impressively, 56% of students scored mastery or above over the last years, improving to 70% of students scoring mastery or above in 2020-21. Also, over the last six years, over 96% of the students have scored basic or above.

Over the last six years, several factors contributed to rising trends in students' math scores:

1. Math curriculum development (including horizontal and vertical articulation and alignment of the 6-12th grade program of studies) has been the focus of the math department's professional discussions.
2. In elementary, there has been an emphasis on fact fluency to develop students' number sense, ability to determine the reasonableness of answers, conceptual understanding, and to allow for automaticity of recall of facts which frees cognitive abilities for higher levels of problem solving and application.
3. Professional/research-based readings, discussions, meetings, and modeling with regard to math differentiation, assessment, and general instructional practices.
4. Development of content area Criterion Referenced Learning Guides (CRLGs) which parallel unit assessments and provide students and parents a framework of organization and implementation of each unit prior to instructional delivery.

ELA scores:

3rd grade ELA LEAP: Trends indicate consistent mastery of skills with the percentage of students scoring Mastery or above: 96% in 2016 – 2017, 97% in 2017-2018, 100% in 2018 – 2019, and 96% in 2020-2021.

4th grade ELA LEAP: A general upward trend of students scoring mastery or above: 93% in 2016 – 2017, 91% in 2017-2018, 93% in 2018 – 2019, and 98 % in 2020-2021.

5th grade ELA LEAP: Over the last six years, trends indicate an increase from 88% to a 95% in 2018 – 2019 and 91% mastery or above for the 2020 – 2021 school year.

6th grade ELA LEAP: Over the last six years, trends indicate an increase from 84% to 97% of students scored basic or above, while 88% of students scored mastery and above.

7th grade ELA LEAP: Over the last six years, trends indicate an increase from 74% to 100% of students scored basic or above, while 86% of students scored mastery and above.

8th grade ELA LEAP: Over the last six years, trends indicate an increase from 77% to 97% of students scored basic or above, while 83% scored mastery and above.

Over the last six years, several factors have contributed to rising trends in students' ELA performance:

1. ELA curriculum development (including curriculum development in reading and writing instruction across all content areas) and horizontal and vertical articulation alignment of the K-8th grade program of studies have been the focus of reading/ELA in-house professional development. Sixth grade began participating in the in-house professional development in the 2013-14 school year which is likely a significant contributor to increased scores. Seventh and eighth grade faculty began participation in 2014-15.
2. Emphasis on writing expectations/grading rubrics to develop mechanics and sophistication of writing.

Professional/research-based readings, discussions, meetings, and modeling with regard to ELA instructional, differentiation, and assessment practices.

3. Development of content area CRLGs which parallel unit assessments and provide students and parents a framework of organization and implementation of each unit prior to instructional delivery.

Our stakeholders also believe that our highly qualified faculty plays an instrumental part in the academic success of our students. Our school works diligently to nurture the relationships between parents and faculty by creating opportunities for parents to engage in their children's education. As a result of this investment, the bond between faculty and parents is very strong and family-like. We feel this practice has a positive impact on student success.