

**Strategic Plan University Laboratory School
2003-2004**

Mission Statement: Founded in 1915 as a state demonstration school, the Laboratory School of Louisiana State University is committed to the development, implementation, and demonstration of exemplary programs of instructional practices across the K – 12 spectrum. The Laboratory School engages in five key functions in pursuit of that mission: 1) providing exemplary education to the students who attend the school; 2) demonstrating a model educational environment; 3) serving as a center for educational innovation and research; 4) providing professional development opportunities for the state’s educators; and 5) offering clinical teaching experiences to pre-service teachers.

The Beliefs of the LSU Laboratory School

1. Our community is a community of learners.
2. Our school serves as a model of exemplary practice.
3. Values are shared and modeled by all members of our community.
4. All students deserve access to the best creations of humankind.
5. Knowledge is holistic and interdisciplinary.
6. Clear and concise expectations promote positive behaviors.
7. Individual growth is directly related to individual effort.
8. A safe, healthy environment promotes teaching and learning.

Strategic Direction 1: Approaches to Learning: To create an academic environment conducive to habituating students to creating quality work.					
<i>Description</i>	<i>Action Steps</i>	<i>Champion</i>	<i>Time Table</i>	<i>Performance Indicators</i>	<i>Constraints</i>
1A. Establish a leadership structure conducive to producing and improving the desired academic environment.	Establish department chairs with appropriate job descriptions for each academic department grades 6 – 12.	Director and division principles	5/03	All positions filled by 8/03	Financial Incentives required for new positions
1B Establish K-5	Establish K-5 coordinators to	Principal	10/03	All positions filled by 10/03	N/A

subject level coordinators to work with academic departments.	work with each academic department.				
1C. Establish support system for struggling students to include extended time, extended day and extended year.	Establish K-12 in-school tutoring program. Establish after school remediation program. Provide summer remediation.	Principals/ Resource Instructors	8/03 10/03 6/03	Increased student achievement on IOWA & LEAP Tests	Financial Stipends
1D. Meet students needs for learning strategies practiced across the curriculum.	Establish continuing training cycle for CRISS learning strategies and send one faculty member to advanced CRISS training to have on-site expertise to facilitate training	Director	¼	All new faculty trained by resident expert by end of 2003-04 school year	Financial incentive to resident expert, time issue for full-time teachers

Strategic Direction 2: Integrate technology-based instruction into the classroom.					
<i>Description</i>	<i>Action Steps</i>	<i>Champion</i>	<i>Time Table</i>	<i>Performance Indicators</i>	<i>Constraints</i>
2A. All faculty will receive twelve hours of technology instruction in the 2003-04 school year.	Utilize university computing services and on-site instruction to offer an array of technology instruction to faculty	Division principals, technology coordinator	5/04	Annual plan requires information on planned use of technology. Annual Report reviews success of plans.	Faculty time
2B. All middle and high school faculty will set up Blackboard.com websites for their classes.	Utilize university license to Blackboard.com to standardize school-wide offerings. Provide training to faculty in construction and use of Blackboard.	Technology coordinator	12/03	Continuing use of Blackboard sites by classes during the 2003-04 school year	Faculty time and computer expertise, reliance on LSU license for Blackboard.com

	Inform parents of the existence and uses of Blackboard sites for course information and parent-faculty communication.				
2C. All K-5 faculty will establish and maintain class/subject website	Provide web-site training. Websites established.	Technology Coordinator	12/03	Sites available for review. Websites on line.	Training Time

Strategic Direction 3: Put thinking and learning-to-learn skills at the heart of the K-12 curriculum					
<i>Description</i>	<i>Action Steps</i>	<i>Champion</i>	<i>Time Table</i>	<i>Performance Indicators</i>	<i>Constraints</i>
3A. To expand student participation in the International Baccalaureate Diploma Program	Align school offerings with IB course structures where possible, particularly in the mathematics and sciences. Increase IB elective offerings. Articulate curriculum to prepare students to excel in IB Diploma Program. Continue successful implementation of Inquiry I and II courses.	IB coordinator Secondary Principal Department Chairs Team Leaders	8/03	Measurable increases in numbers of IB certificate and Diploma students in 2003-04 school year.	Limited advanced standing at LSU for IB graduates. Difficulties of articulating curriculum. Some structural weaknesses in curricula, training for new teachers in IB methodology.
3B. Work towards authorization and Implementation of IB Primary Years Program in Grades K-5.	Implementation team completes application.	Principal	10/03	Application submitted	N/A
3C. Faculty visits to IBPYP schools.	1. Introduction training for new faculty.	PYP Coordinator	8/03		Financial

	2. Head of School training in PYP		7/04		
3D. Advanced TTW Workshops TTW for Implementation Team & Others			6/03 6/04	Team Established & Trained	Financial
3E. Continue working toward implementing the IB Middle Years Program in Grades 6-10.	<p>1. Each teacher in the middle school will participate in an IB MYP training workshop.</p> <p>2. Additional IB MYP training will be provided for area leaders and teachers in IB MYP assessment practices.</p> <p>3. Advisory will be implemented in the 6th grade in 2003-2004 with plans to implement in an additional grade each year.</p> <p>4. The Laboratory School will submit Application Form A in the Spring of 2004.</p>	<p>Director Secondary Principal MYP Coordinator Area Leaders Middle School Faculty</p>	4/04	<p>Increase in the number of middle school faculty members trained by IB</p> <p>Application Form A submitted by March 30, 2004</p>	Limited amount of money budgeted for IB training
3F. Implement new course requirements that foster independent study.	<p>Further integrate required Inquiry I and Inquiry II courses into the pre-Diploma IB preparation for all 9th and 10th graders. Require personal project of all 10th graders. Utilize inquiry reading, science, and social studies models</p>	Subject Area Teachers, IB Coordinator	5/04	Completion of IB PYP and MYP applications and approval from IBO Class enrollment.	Faculty availability and interest, student interest in elective courses.

	<p>in primary grades. Implement school-wide reading-writing workshop model of English instruction. Implement new technology course (Information Technology in a Global Society). Implement music theory independent study.</p>				
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Strategic Direction 4: Improve assessment, grading, and curriculum to reflect an inquiry model of instruction.					
<i>Description</i>	<i>Action Steps</i>	<i>Champion</i>	<i>Time Table</i>	<i>Performance Indicators</i>	<i>Constraints</i>
4A. Universalize use of the Understanding by Design curriculum model in 6-12.	Train new faculty in the UbD model. Articulate curriculum by department using UbD unit plans. Develop curriculum maps K-5	Principals and Department Chairs	5/04	Approval of PYP application by International Baccalaureate. Departments will produce UbD unit plans for each course and will articulate curriculum by unit and course. New Faculty will be trained in UbD and begin producing UbD units by their second year at the Lab School.	Faculty time.
4B. Align PYP with State model curriculum in grades K-5	Grade & Subject Coordinators work to align curriculum.	PYP Coordinator	5/04	Curriculum documents available for review.	
4C. Integrate the Gusky model of	Educate faculty on formative and summative	Curriculum Council	5/05	UbD units will include unit assessments and	Practical objections, teacher and

assessment into classroom practice.	assessment practices. Model formative assessment practices as pilot for future development. Integrate “mastery learning” model into UbD curriculum design. Formulate a workable “late work” and “no work” policy that can be implemented and enforced school-wide.			standards of acceptable mastery. Observable classroom practice will differentiate formative and summative assessments. Decline in grades of zero for late or incomplete work.	student time.
4D. Improve grading and reporting methods.	Increased communication by email and Blackboard.com. Revision of current reporting forms. Increased use of IB criterion-mastery concepts of grading and reporting, including use of mastery rubrics. Promulgate a school-wide understanding of the meaning of the assessment scores reported to parents and students.	Curriculum Council Principals	5/04	Common vocabulary used to refer to grading and assessment. Revisions of reporting forms. Course communication via Blackboard.com	Consensus building
4E. Revise K-5 report cards to reflect PYP	Progress reports revised	PYP Coordinator	10/03	Templates on server for instructors.	N/A

Strategic Direction 5: Develop initiatives to promote students’ personal and social responsibility.					
5A. Require	Implement		5/04	Student service	Faculty

school service in grades K-12.	required service program. Designate service coordinators for all divisions. Coordinate service activities with community. Compile bank of CAS (Creativity, Action, Service) major project structures for IB students.			report forms CAS journals IB acceptance of service components of school program	resistance to required service.
5B. Integration of IBPYP attitudes into daily curriculum.	Instructors will use PYP attitudes in daily lessons & activities.	Principal	10/03	Observations in classrooms	N/A