

The background of the slide features a large, faint watermark of the Louisiana Department of Education seal. The seal is circular and contains the text "STATE OF LOUISIANA" at the top, "DEPARTMENT OF EDUCATION" at the bottom, and "CONFIDENCE" at the very bottom. In the center of the seal is an eagle with its wings spread, perched on a banner.

**East Baton Rouge Parish Schools  
Strategic/Accountability Plan**

**★ *School Improvement Plan* ★  
for  
*Arlington Preparatory Academy***

**Division of Educational Improvement and Assistance  
Office Student and School Performance  
Louisiana Department of Education**

**Submission Date: *June 8, 2009***

# Arlington Preparatory Academy

9<sup>th</sup> – 12<sup>th</sup> Grades

931 Dean Lee Drive

Baton Rouge, LA 70806

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225-766-8188

mforbes@ebrpss.k12.la.us

Check where applicable:

- Louisiana Approved School
- Charter School
- Alternative School
- School in School Improvement
- School with Comprehensive School Reform Program
- Title I School     Schoolwide     Targeted Assistance
- Member of Southern Association of Colleges and Schools
- LINCS
- Distinguished Educator
- Reading First School
- Grant Application

Name of Grant: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Directions on What to Submit to the LDE and How to Complete the *SIP Template*

- ❑ For schools in School Improvement, submit the plan with the state's *Rubric for the Evaluation of School Improvement Plans Summary Report* on disk to the designated division of the LDE, if required.
- ❑ Mail the Cover Page, District Assurance, and Faculty Assurance.
- ❑ Use 11 point font.
- ❑ Insert page numbers in the Table of Contents.
- ❑ For SIPs that have been revised, indicate material that has changed on the *Strategy Planning Worksheet* with strikethroughs (lines inserted through the changes). Place revisions in bold after the strikethroughs.
- ❑ For any completed activity, write the word *completed* in parenthesis following the strikethroughs.
- ❑ If any item/activity is incomplete, explain in a brief note in parenthesis why the activity was not completed.
- ❑ For grant applications, place in bold *Activities and Action Steps* for targeted funding should the grant be awarded. Include the title of the grant as well as the name, email address, and phone number of the contact person on the Cover Page of the *School Improvement Plan Template*.
- ❑ For original signatures, **USE BLUE INK.**
  - ❑ Principal's Signature
  - ❑ Superintendent's Signature
  - ❑ DAT Members' Signatures, if assigned.
  - ❑ School Support Team Members' Signatures
  - ❑ School Improvement Team Chair's Signature

*\*Schools submit SIPs to the district for evaluation using the state's rubric*

# TABLE OF CONTENTS

<The page numbers for each component will change as information is added.>

<b>DATA PORTFOLIO .....</b>	<b>1</b>
<b>DISTRICT ASSURANCE.....</b>	<b>2</b>
<b>ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN .....</b>	<b>4</b>
<b>MISSION STATEMENT .....</b>	<b>6</b>
<b>FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES .....</b>	<b>7</b>
<b>SCHOOL POLICIES AND PARTNERSHIPS .....</b>	<b>8</b>
<b>DATA TRIANGULATION .....</b>	<b>9</b>
<b>DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT .....</b>	<b>15</b>
<b>SCHOOL PERFORMANCE SCORE CHART .....</b>	<b>17</b>
<b>STRATEGY PLANNING WORKSHEET – GOAL 1 .....</b>	<b>18</b>
<b>STRATEGY PLANNING WORKSHEET – GOAL 2 .....</b>	<b>23</b>
<b>TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS .....</b>	<b>29</b>
<b>FEDERAL FUNDING.....</b>	<b>30</b>

## DATA PORTFOLIO

**The following items should make up the Data Portfolio (to be kept on file at the school):**

- Subgroup Component Report and Principal's Report Card for the last three years.
- Summary of Findings of Survey Data and all source documents. (Teachers, Parents, Students, and Principal) May be completed online. If Parent sample size is inadequate, there must be Parent Focus Group(s).
- Summary of Findings of Interview Data and all source documents. (Principal, Counselor, and Teachers) (**Not** Optional for Schools in School Improvement/CSRP)
- Summary of Findings of Focus Group Data and all source documents. (Teachers, Students, and Parents) (**Not** Optional for Schools in School Improvement/CSRP)
- Copy of the Data Triangulation Form
- Comprehensive Needs Assessment: Final Report
- DRA and DIBELS Reports
- Data Analysis Template (Trend Data history, Discipline/Behavior history, etc.)
- Data Notebook (for schools participating in *School Analysis Model-SAM 2000* or *LANA online*)
- Cognitive Summary Data (ITBS/ITED, ACT, PSAT, etc.)
- Citation from monitoring of Federal Programs – if applicable (e.g., Special Education and corresponding Corrective Action Plans)
- Scholastic Audit Next Steps, if applicable.

## DISTRICT ASSURANCE

- For schools in School Improvement, and for schools with CSRP models, I hereby certify that this plan was developed with the assistance of a District Assistance Team and/or School Support Team, as applicable, in collaboration with the School Improvement Team.
- I hereby certify that this plan was designed to improve student achievement with input from all stakeholders.
- I assure that the school-level personnel, including subgroup representatives responsible for implementation of this plan, have collaborated in the writing of the plan.
- I hereby certify that this plan has all of the following components:
  - A statement of the school's mission
  - Evidence of the use of a comprehensive needs assessment, which should include the following data analysis information:
    - Data Triangulation tables
    - Data Comprehensive Needs Assessment Summary Report
  - Goals and measurable objectives
  - Scientifically based research methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Professional Development components aligned with assessed needs
  - Family and community involvement activities aligned with assessed needs
  - Evaluation strategies that include methods to measure progress of implementation
  - Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
  - An action plan with timelines and specific activities for implementing the above criteria
- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

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Superintendent's signature (blue ink)

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Principal's signature (blue ink)

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Assistant Superintendent's signature (blue ink)

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Chair, School Improvement Team (blue ink)

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District Assistance or School Support Team Leader (blue ink)

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District Assistance or School Support Team Member (blue ink)

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District Assistance or School Support Team Members (blue ink)

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District Assistance or School Support Team Members (blue ink)

**Not Applicable** (No District Assistance or School Support Team in place)

## SCHOOL IMPROVEMENT TEAM

School Improvement Team Members	Position
Susan Pettit	Adapted Physical Education Teacher (Chairperson)
Ronald Bates	Special Education Teacher
Ashlee Cooter	Paraprofessional
Wanda Sorrell	Aide
Joanne Murphy	Teacher

## ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 24

Date: June 8, 2009

The following faculty members have reviewed the School Improvement Plan and have discussed their part in implementing it.

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
1.				
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	<b>NAME</b>	<b>TITLE/POSITION</b>	<b>SIGNATURE (in blue ink)</b>	<b>SIGNATURE DATE</b>
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## MISSION STATEMENT

Arlington Preparatory Academy is committed to providing a program that will enable each student to develop to his/her highest potential academically, functionally, and socially.

List the names and occupations of those persons who participated in developing the mission statement:

<b>Name</b>	<b>Title/Occupation</b>
Arlington Faculty and Staff	

## FEDERAL/STATE INSTRUCTIONAL PROGRAMS AND/OR INITIATIVES

(Place an **X** in the status area for each program implemented at your school)

Program List: (including during- and after-school programs)	Currently Using (Mark with an X)	No. of Years	Proposed Program (Mark with an X)	Deleted Program (Mark with an X)
Career to Work				
Extended Day Program				
HIPPY				
INTECH				
INTECH 2 Science				
INTECH Social Studies				
La GEAR-UP				
LaSIP				
LEAD TECH				
Math/Science Partnership				
Pre-School Program				
School-to-Work				
The Strategic Instruction Model (SIM)				
Other: <a href="#">Click Here to Enter</a>				
<a href="#">Click Here to Enter</a>				

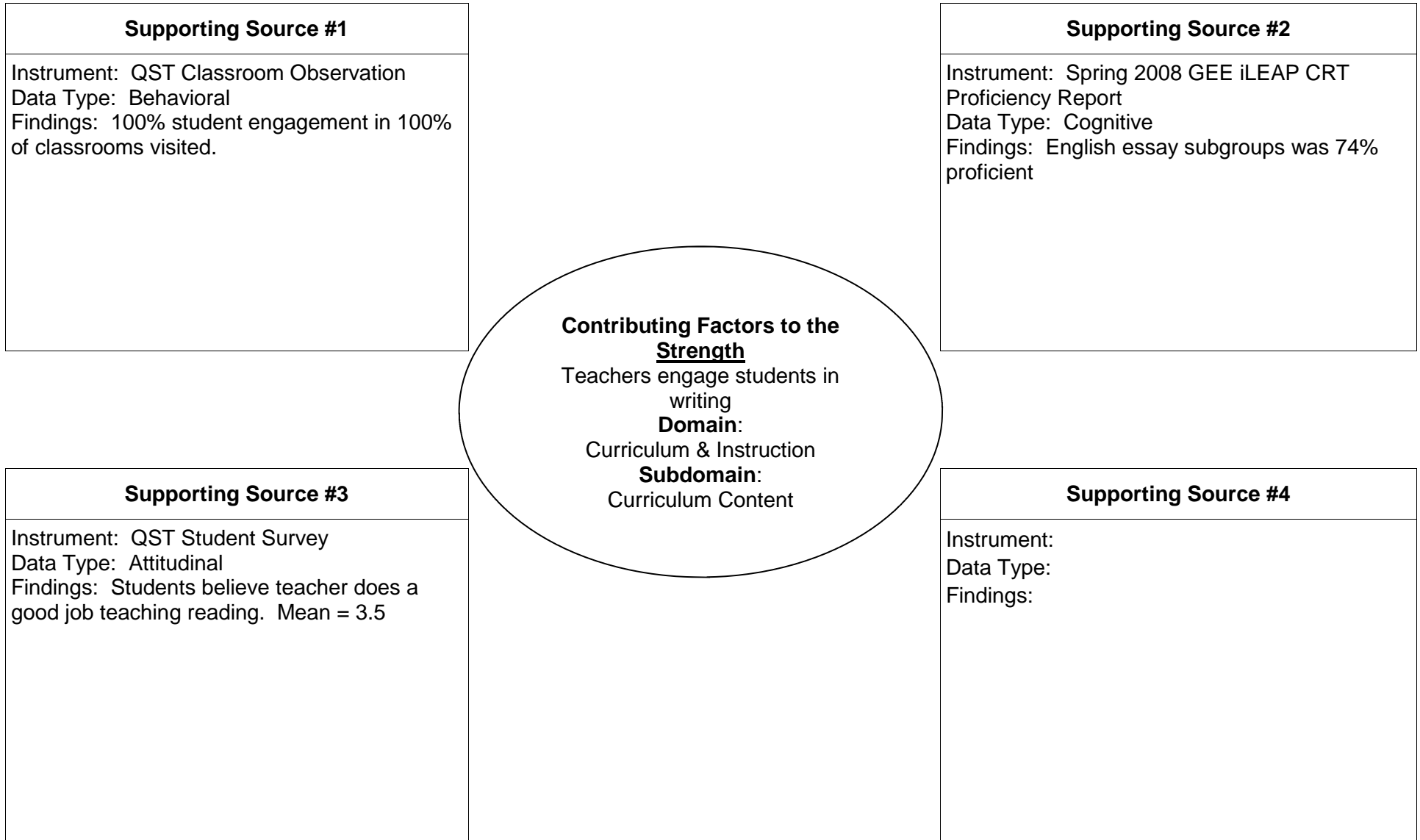
<p>List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above):</p> <ul style="list-style-type: none"> <li>• <a href="#">Click Here to Enter</a></li> </ul>
<p>List the Distance Learning (i.e., web-based, satellite) courses provided for your students:</p> <ul style="list-style-type: none"> <li>• <a href="#">Click Here to Enter</a></li> </ul>

## SCHOOL POLICIES AND PARTNERSHIPS

Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741		
Family Involvement Policy	§ 1903/741 and § 1118/Title I		
Security Procedures (metal detectors, etc.)	§ 339/741		
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741		
Student Code of Conduct	§ 1115/741		
Crisis Management (emergency/evacuation plan)	§ 339/741		

<b>School Partnerships</b> (Type the name of each partner in the space provided)	
University	LSU Physical Plant
Technical Institute	
Feeder School(s)	
Community	Arlington Baptist Church, pastor Rev. Stewart, Kiwanis of the Oaks Club, Knights of Columbus, etc
Business/Industry	Winn-Dixie, Walkons, Co-Op,
Private Grants	
Other	Best Buddies Program

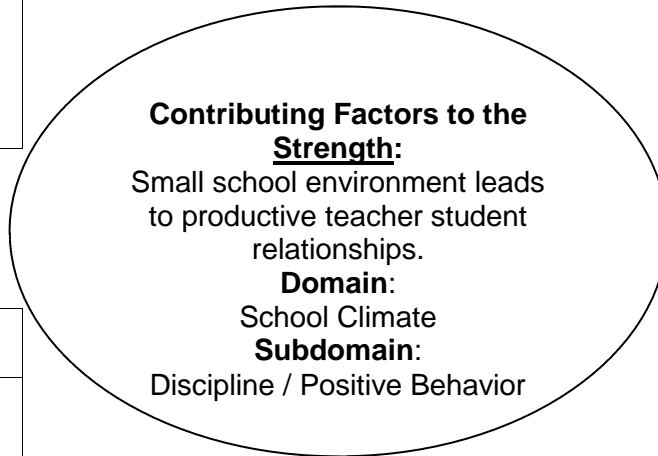
# DATA TRIANGULATION



# DATA TRIANGULATION

Supporting Source #1
Instrument: Dashboard Report on student infractions Data Type: Behavioral Findings: Less than 1% of total population (.19%) has documented infractions.

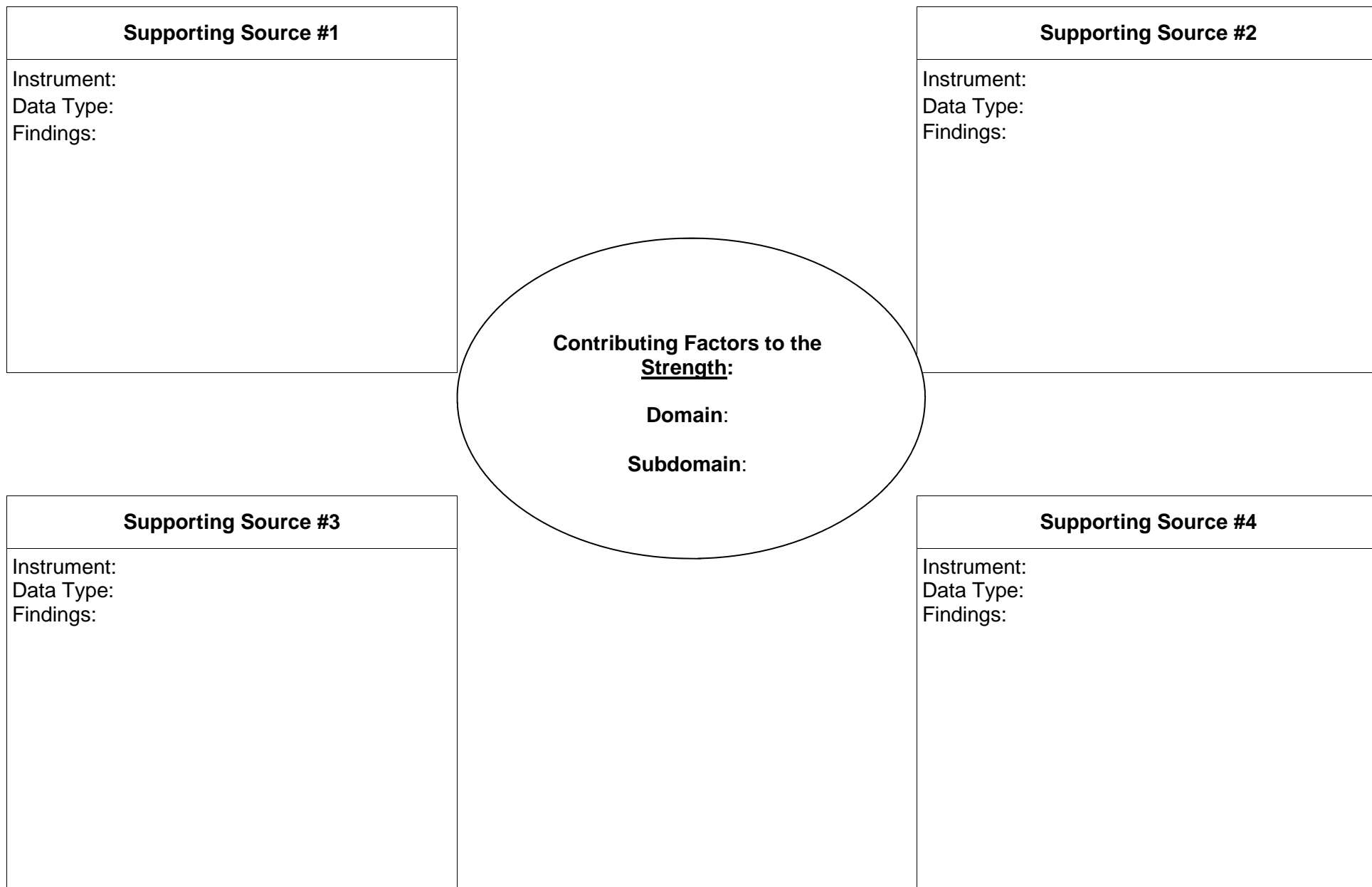
Supporting Source #2
Instrument: Data Type: Findings:



Supporting Source #3
Instrument: QST Classroom Observations Data Type: Behavioral Findings: 100% of classrooms visited exhibited control and discipline.

Supporting Source #4
Instrument: QST Instructional Staff Focus Group Data Type: Attitudinal Findings: 95% of teachers said that students are well behaved.

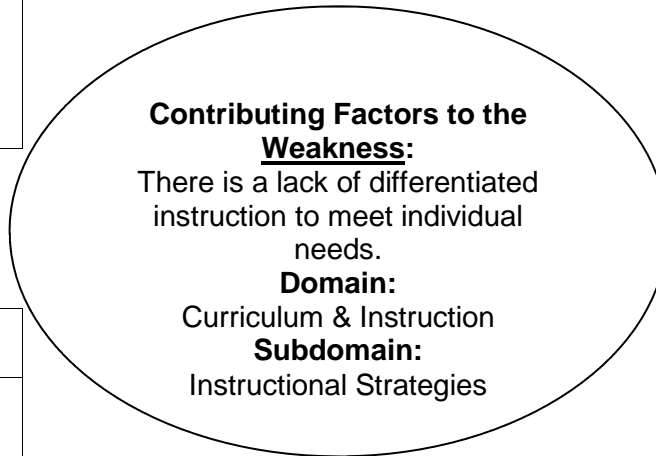
# DATA TRIANGULATION



## DATA TRIANGULATION

<b>Supporting Source #1</b>
Instrument: Spring 2008 GEE/iLeap CRT Proficiency Report Data Type: Cognitive Findings: Discrepancy between whole school 19.8% proficiency and SWD group 0% proficiency

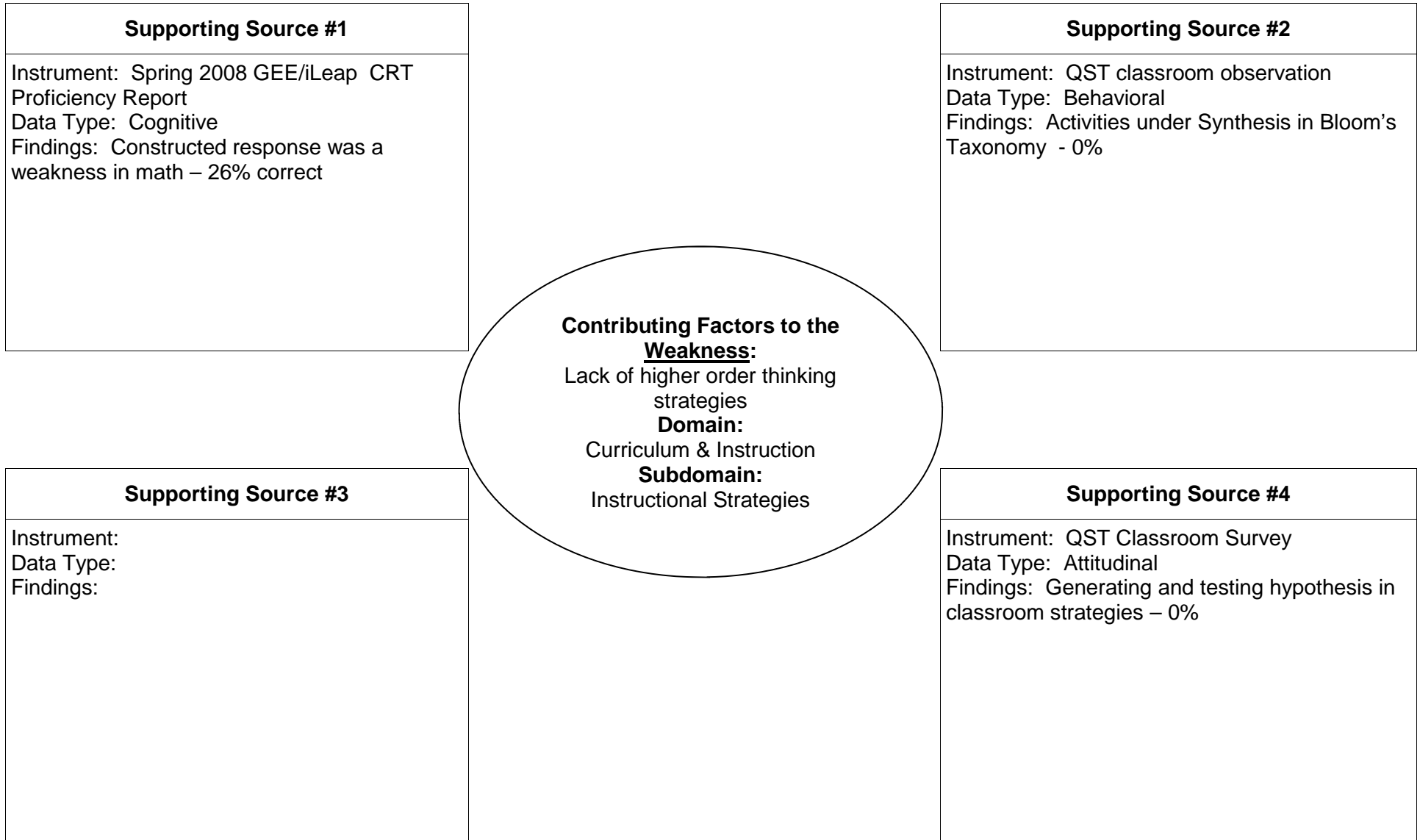
<b>Supporting Source #2</b>
Instrument: : Spring 2008 GEE/iLeap CRT Proficiency Report Data Type: Cognitive Findings: Significant difference in multiple choice and constructive response in math. 45% correct in m/c 26% correct in c/r.



<b>Supporting Source #3</b>
Instrument: QST classroom observation. Data Type: Behavioral Findings: Summarizing & note taking classroom strategy used in 12.5% of classes visited

<b>Supporting Source #4</b>
Instrument: Data Type: Findings:

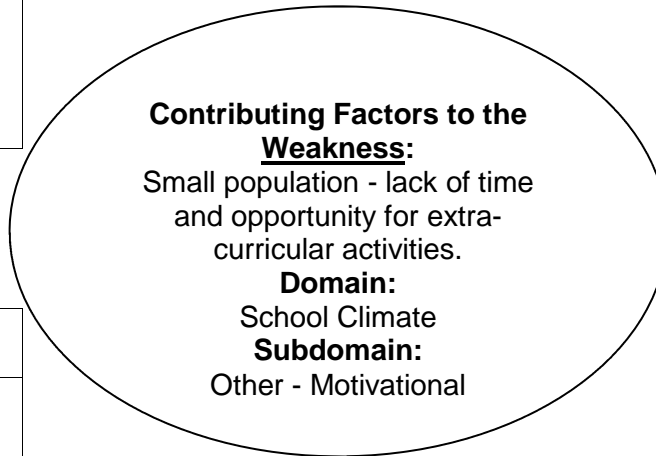
## DATA TRIANGULATION



## DATA TRIANGULATION

<b>Supporting Source #1</b>
Instrument: QST Student Survey Data Type: Attitudinal Findings: Low incidence of students stating they participate in many school activities. Mean = 2.5

<b>Supporting Source #2</b>
Instrument: School Building Level Survey Data Type: Behavioral Findings: 42 of 67 students involved in at least one club



<b>Supporting Source #3</b>
Instrument: QST Student Survey Data Type: Attitudinal Findings: Low incidence of students stating that adults want to hear suggestions about school. Mean = 2.33

<b>Supporting Source #4</b>
Instrument: Data Type: Findings:

# DATA COMPREHENSIVE NEEDS ASSESSMENT: SUMMARY REPORT

## Part 1:

**For Title I Schools:** ELA and Math by subgroups should be primary when considering weaknesses that will lead to the goals in the SIP. This data should reflect findings on *Step10* of the Trend Data Analysis worksheet.

Rank-order the identified areas of strength (3-5) from the ***student performance and attendance and/or dropout data*** and indicate the supporting data sources:

STRENGTHS	DATA SOURCE
1. ELA Higher scores than math	Spring 2008 GEE iLEAP CRT
2. 10 <sup>th</sup> grade math is a relative strength	Spring 2008 GEE iLEAP CRT
3.	
4.	
5.	

Rank-order the identified areas of weakness (3-5) from the student performance and attendance and/or dropout data and indicate the supporting data sources:

WEAKNESSES	DATA SOURCE
1. 9 <sup>th</sup> grade math scores are the weakest	Spring 2008 GEE iLEAP CRT
2. Math scores lower than English	Spring 2008 GEE iLEAP CRT
3. Whole school ELA proficiency 19.8% - SWD ELA 0.0%	Spring 2008 GEE iLEAP CRT
4. All sub-groups below state AMO	Spring 2008 GEE iLEAP CRT
5.	

**The identified weaknesses will lead to the goals.**

## Part 2:

This data should reflect the findings from the needs assessment as reported on the Data Triangulation sheets.

List the contributing factors from the **attitudinal/perceptual, behavioral, and archival data** of the previously identified strengths:

CONTRIBUTING FACTORS TO THE STRENGTHS	DATA SOURCE
1. Teachers engage students in writing	QST Classroom Observation, Spring 2008 GEE iLEAP CRT, QST Student Surveys
2. Small school environment leads to productive teacher student relationships	Dashboard Report on student infractions, QST Classroom Observations QST Instructional Staff Focus Group

List the contributing factors from the attitudinal/perceptual, behavioral, and archival data of the previously identified weaknesses:

CONTRIBUTING FACTORS TO THE WEAKNESSES	DATA SOURCE
1. Lack of differentiated instruction to meet individual student needs	QST Observation, CRT Proficiency Report
2. Lack of higher order thinking strategies	QST Observation, CRT Proficiency Report, QST Classroom Survey
3. Small population - lack of time and opportunity for extra-curricular activities	QST Student Survey, School Building Level Survey, QST Classroom Observations
4.	
5.	

**The contributing factors of the weaknesses will lead to the strategies.**

## SCHOOL PERFORMANCE SCORE CHART

<b>Baseline SPS</b> (Enter year and enter score)	<b>Growth SPS</b> (Enter year and enter score)	<b>Growth Target</b> (Enter year and enter target)
School Baseline SPS <u>Year</u> : <u>Score</u>	School Growth SPS <u>Year</u> : <u>Score</u>	School GT <u>Year</u> : <u>Target</u>
School Baseline SPS <u>Year</u> : <u>Score</u>	School Growth SPS <u>Year</u> : <u>Score</u>	School GT <u>Year</u> : <u>Target</u>
School Baseline SPS <u>Year</u> : <u>Score</u>	School Growth SPS <u>Year</u> : <u>Score</u>	School GT <u>Year</u> : <u>Target</u>

Use Principal's Report Card: [www.louisianaschools.net/lde/pair/1989.asp](http://www.louisianaschools.net/lde/pair/1989.asp)

## STRATEGY PLANNING WORKSHEET – GOAL 1

**GOAL 1:** Increase Student Achievement in Reading/English Language Arts

**Objective(s):**

- 9<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on the iLEAP in English/language arts from 33% in 2009 to 39.7% in 2010.
- 10<sup>th</sup> Grade – Increase the percentage of student scoring Proficient on the GEE in English/language arts from 19.8% in 2009 to 27.8% in 2010.

**SCIENTIFICALLY BASED RESEARCH STRATEGY:** (Derived from the contributing factors) – Meaningful Engaged Learning

**Bibliographic Notation:** Alvermann, D. E. (2003). Seeing themselves as capable and engaged readers: Adolescents and re/mediated instruction. Naperville, IL: Learning Point Associates. Retrieved June 7, 2005. from [http://www.ncr.edu/reading/reading\\_researchers/readers.pdf](http://www.ncr.edu/reading/reading_researchers/readers.pdf)

Blachowicz, C., Sögle, D. (2001). Reading comprehension: Strategies for independent learners. New York: Guilford Press.

Blackford, L. (2002). Secondary school reading. *The School Administrator*. 59(1). Retrieved June 7, 2005, from [http://www.aasa.org/publications/sa/2002\\_01/blackford.htm](http://www.aasa.org/publications/sa/2002_01/blackford.htm)

Boston Plan for Excellence. (2002). Introduction to CCL: Collaborative coaching & learning. Retrieved June 7, 2005, from <http://www.bpe.org/pubs/ccl/Getting&20Started&20CCL.pdf>

Boston Plan for Excellence. (2002). Work with schools 2002-2003. Retrieved June 7, 2005, from <http://www.bpe.org/lexl/workwithschools.aspx>

Ciesemier, K., Coughlin, E., & Williamson, J. (1997). Area One Learning Technology Hub: Engaged learning with technology. [Online]. Available: <http://www.lth1.k12.il.us/engaged>

**Brief Summary of Research:** Current research supports the role of engaged learning as important to student achievement. Students learn when they are highly involved in meaningful tasks. Student motivation is one aspect of MEL; however, motivation is more than a quality within students. Motivation is a quality that can be profoundly affected by the attitudes and actions of educators. The three models discussed below provide an overview of meaningful, engaged learning.

The work of Mike Muir of McMEL has identified a model for meaningful engaged learning focusing on four key components and nine essential elements. These components and essential elements are outlined below.

- Environment: Relationship and Rapport
  - > Student/Teacher Relationship - positive attitude, fun, sense of humor, physically and emotionally safe, belonging and respect
  - > Helping Students Succeed - high expectations, confidence in abilities

- Experience
  - > Hands-On - doing things, activities, experiential learning, learning = patterns from experience
  - > Learning Styles - multiple intelligences, differentiated instruction
- Motivation
  - > Interest - novelty, mystery, curiosity, "blood and guts," fantasy, driven by students' questions
  - > Autonomy - choices, decision-making, planning, designing, creating
  - > Avoid Rewards
- Meaning
  - > Connections - to previous learning, relates to students' lives, the "Velcro mind"
  - > Context - making personal meaning, real world work or audience, metaphors and mental frameworks, how used or useful

**Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs?** Research has shown that use of this strategy Meaningful Engaged Learning has been successful across all populations and needs. This strategy seeks to differentiate instruction through modification of the environment experiences motivation and connection to real work.

**Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students:** Flexible grouping which allows teachers to reconfigure small groups according to the purposes of instruction and incorporates frequent heterogeneous groups, is one of the most equitable means of grouping and insuring increased learning opportunities.

**If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:** The ELA proficiency score of our whole school is one of our objectives. MEL creates an empathetic learning environment that values diversity and multiple perspectives.

**Procedures for Evaluating the Goal, Objective(s) and Strategy:** Summative evaluation to include 2010 GEE & iLEAP scores and End of Course exams.

**ACTION PLAN – GOAL 1**

<b>SAP Indicator</b>	<b>Activity(ies)</b> Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	<b>Funding Sources</b>	<b>Object Code</b>	<b>Cost</b>	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
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SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>3. All teacher will be responsible for implementing an increase in the use of common writing assignments from a baseline of approximately one time per week to ten times in each six week period for the 2009-10 school year.</p> <p>4. All teachers in each of their subjects taught in relation to ELA topics will be responsible for implementing an increase use of the Thinking Maps strategies at least four times per six weeks.</p> <p>5. All teachers at regularly scheduled teacher in –service meetings at least quarterly will be responsible for presenting/demonstrating a “mini-lesson” that address how they used Thinking maps in ELA instruction.</p>	Title I	610	\$2500	<p>Students scores on ELA writing portion of LEAP will increase; The district wide sample writing scores from pre to post will also increase</p> <p>Students scores on ELA writing portion of LEAP will increase; The district wide sample writing scores from pre to post will also increase</p> <p>Students scores on ELA writing portion of LEAP will increase; The district wide sample writing scores from pre to post will also increase</p>	<p>Statewide testing results will improve; Edusoft test results will improve; Measurement instruments: Examples of writing assignments, Lesson plans, Internal “task analysis” forms will begin to reflect greater progress towards mastery of particular ELA topics; Principal Walk-throughs; IEP progress reports on specific ELA objectives will move closer to an achieved status (when applicable)</p> <p>Lesson Plans with Thinking Maps component added; Meeting Agendas, Principal Walk-throughs, Examples of Thinking Maps</p> <p>Lesson Plans with Thinking Maps component added; Meeting Agendas, Principal Walk-throughs, Examples of Thinking Maps</p>
						Place your cursor in the last cell and tab to create a new row.

\* Indicates Professional Development Learning  
 \*\* Indicates Family Involvement Activities  
 \*\*\* Indicates Curriculum Activities (if applicable)

# Indicates Safe and Drug-Free Activities (if applicable)  
 ## Indicates Discipline Support Activities (if applicable)  
 ### Indicates PK –12 Literacy Activities (if applicable)

## STRATEGY PLANNING WORKSHEET – GOAL 2

**GOAL 2:** Increase Student Achievement in Mathematics

**Objective(s):**

- 9<sup>th</sup> Grade - Increase the percentage of students scoring Proficient on the iLEAP in mathematics from 17% in 2008 to 25.3% in 2009.
- 10<sup>th</sup> Grade – Increase the percentage of student scoring Proficient on the GEE in mathematics arts from 37.5% in 2008 to 51.3% in 2009.

**SCIENTIFICALLY BASED RESEARCH STRATEGY:** (Derived from the contributing factors) - Meaningful Engaged Learning

**Bibliographic Notation:** Alvermann, D. E. (2003). Seeing themselves as capable and engaged readers: Adolescents and re/mediated instruction. Naperville, IL: Learning Point Associates. Retrieved June 7, 2005. from <http://www.ncre!.o^Viito'eb/readfrs/re3ders.pdf>

Blachowicz, C., Sogle, D. (2001). Reading comprehension: Strategies for independent learners. New York: Guilford Press.

Blackford, L. (2002). Secondary school reading. *The School Administrator*. 59(1). Retrieved June 7, 2005, from [http://www.aasa.org/publications/sa/2002\\_01/balckford.htm](http://www.aasa.org/publications/sa/2002_01/balckford.htm)

Boston Plan for Excellence. (2002). Introduction to CCL:Collaborative coaching & learning. Retrieved June 7, 2005, from <http://www.bpe.org/pubs/ccl/Getting&20Started&20CCL.pdf>

Boston Plan for Excellence. (2002). Work with schools 2002-2003. Retrieved June 7, 2005, from <http://www.bpe.org/lexl/workwithschools.aspx>

Ciesemier, K., Coughlin, E., & Williamson, J. (1997). Area One Learning Technology Hub: Engaged learning with technology. [Online]. Available: <http://www.lth1.k12.il.us/engaged>

**Brief Summary of Research:** Current research supports the role of engaged learning as important to student achievement. Students learn when they are highly involved in meaningful tasks. Student motivation is one aspect of MEL; however, motivation is more than a quality within students. Motivation is a quality that can be profoundly affected by the attitudes and actions of educators. The three models discussed below provide an overview of meaningful, engaged learning.

The work of Mike Muir of McMEL has identified a model for meaningful engaged learning focusing on four key components and nine essential elements. These components and essential elements are outlined below.

- Environment: Relationship and Rapport
  - > Student/Teacher Relationship - positive attitude, fun, sense of humor, physically and emotionally safe, belonging and respect
  - > Helping Students Succeed - high expectations, confidence in abilities
- Experience
  - > Hands-On - doing things, activities, experiential learning, learning = patterns from experience

- > Learning Styles - multiple intelligences, differentiated instruction
- Motivation
  - > Interest - novelty, mystery, curiosity, "blood and guts," fantasy, driven by students' questions
  - > Autonomy - choices, decision-making, planning, designing, creating
  - > Avoid Rewards
- Meaning
  - > Connections - to previous learning, relates to students' lives, the "Velcro mind"
  - > Context - making personal meaning, real world work or audience, metaphors and mental frameworks, how used or useful

**Describe how this strategy, in relation to the research, addresses the needs of the student population in your school. Was the research conducted in a similar school with similar populations and needs?** Research has shown that use of this strategy Meaningful Engaged Learning has been successful across all populations and needs. This strategy seeks to differentiate instruction through modification of the environment experiences motivation and connection to real work

**Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students:** Flexible grouping which allows teachers to reconfigure small groups according to the purposes of instruction and incorporates frequent heterogeneous groups, is one of the most equitable means of grouping and insuring increased learning opportunities.

**If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs:** The ELA proficiency score of our whole school is one of our objectives. MEL creates an empathetic learning environment that values diversity and multiple perspectives.

**Procedures for Evaluating the Goal, Objective(s) and Strategy:** 2010 GEE & iLEAP scores and End of Course exams.

## ACTION PLAN – GOAL 2

SAP Indicator	<b>Activity(ies)</b> Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
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SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	<p>3. The Math teacher, in each of her math classes, will be responsible for implementing project based activities that will be aimed at increasing the scores of students on post benchmark assessment. These projects will be referenced and catalogued in student made binders (Projects will be laminated by students so that the product can be saved for terminal years) Students will be actively engaged in cross-curriculum activities derived from the mathematical standards and benchmarks from the Comprehensive Curriculum</p> <p>4. All teachers in each of their subjects taught in relation to Math topics will be responsible for implementing an increase use of the Thinking Maps strategies at least four times per six weeks.</p> <p>5. All teachers at regularly scheduled teacher in-service meetings at least quarterly will be responsible for</p>	<p>General Fund</p> <p>Title I</p>	<p>610</p>	<p>\$1000</p> <p>\$2500</p>	<p>Students will increase scores on core math subjects (Algebra I, II, Geometry etc ) which will translate to higher scores on state high stakes testing instruments.</p> <p>Students scores on the Math portion of LEAP will increase; The district wide sample math scores from pre to post will also increase</p> <p>Students scores on the Math portion of LEAP will increase; The district wide sample math scores from pre to post will also increase</p>	<p>Statewide testing results will improve; Edusoft test results will improve; Measurement instruments: Examples of math problem solving assignments, Lesson plans, Internal "task analysis" forms will begin to reflect greater progress towards mastery of particular Math topics; Principal Walk-throughs; ; IEP progress reports on specific Math objectives will move closer to an achieved status (when applicable)</p> <p>Lesson Plans with Thinking Maps component added; Meeting Agendas, Principal Walk-throughs, Examples of Thinking Maps</p> <p>Lesson Plans with Thinking Maps component added; Meeting Agendas, Principal Walk-throughs, Examples of Thinking Maps</p>
Louisiana State Department of Education	School Improvement Plan	FBR PSS		27		School Improvement Plan 09-10

SAP Indicator	<b>Activity(ies)</b> <b>Include Persons Responsible, Timeline, and Target Audience</b> <i>Note: Activities indicated should address all children, including subgroups.</i>	Funding Sources	Object Code	Cost	<b>Indicator of Implementation</b> (Observable Change)	<b>Procedures for Evaluating Indicators of Implementation</b> (How do you know the activity is working? Indicate data instrument to be used, what will be measured or assessed, who will conduct the assessment, and how frequently)
	5. All teachers at regularly scheduled teacher in –service meetings at least quarterly will be responsible for presenting/demonstrating a “mini-lesson” that address how they used Thinking maps in ELA instruction				Students scores on the Math portion of LEAP will increase; The district wide Math scores from pre to post will also increase	Lesson Plans with Thinking Maps component added; Meeting Agendas, Principal Walk-throughs, Examples of Thinking Maps

\* Indicates Professional Development Learning  
 \*\* Indicates Family Involvement Activities  
 \*\*\* Indicates Curriculum Activities (if applicable)

# Indicates Safe and Drug-Free Activities (if applicable)  
 ## Indicates Discipline Support Activities (if applicable)  
 ### Indicates PK –12 Literacy Activities (if applicable)

**TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS**

<b>Funding Sources</b>	<b>Title I</b>	<b>Magnet</b>	<b>PI</b>	<b>FSI</b>	<b>Other</b>						<b>Total</b>
100 Salaries											
200 Benefits											
300 Purchased Professional Services											
400 Purchased Property											
500 Other Purchased Services	2000.00										2000.00
600 Materials & Supplies	9886.00										9886.00
Indirect Costs (if applicable)											
700 Property											
800 Other Objects											
900 Other Uses of Funds											
<b>Total</b>											<b>11,886.00</b>

\*Funding Sources: Title I, Part A (Improving Basic Programs, NCLB School Improvement Funds), Part B (Reading First, Early Reading First, Even Start), Part C (Migrant), Part D (N or D), Part F (CSRP); Title II, Part A (Professional Development), Part D (Technology); Title III – English Language Proficient; Title V – Parental Choice and Innovative Programs; Title VII, Part A (Indian Education), Part B (Native Hawaiian Education, Part C (Alaska Native Education); Learn and Serve America; Stewart B. McKinney Homeless Assistance Act; State Funding; 8(g); LaSIP; IDEA; K-3 Initiatives; MSL; Education Excellence Fund; State School Improvement Funds; miscellaneous funding sources; foundations/grants, etc.

## FEDERAL FUNDING

<b>Title I, Part A, Expenditures</b> (Improving Basic Programs, NCLB School Improvement Funds)	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part A, Expenditures	

<b>Title I, Part B, Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part B, Expenditures	

<b>Title I, Part D, Expenditures</b> (Neglected or Delinquent)	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part D, Expenditures	

<b>Title I, Part F, Expenditures (CSRP)</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part F, Expenditures	

<b>Other Title I Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Other Title I Expenditures	

<b>Title II Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title II Expenditures	

<b>Title IV Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title IV Expenditures	

<b>Title V Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title V Expenditures	

<b>K-3 Initiative Expenditures</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total K-3 Initiative Expenditures	

<b>Other Funds</b>	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (indicate source and expense)	
Total Other Funds, Expenditures	