



SITE

School Improvement Training and Evaluation

Rubric for the Evaluation of School Improvement Plans Summary Report

School Name **Broadmoor High School**

LEA **East Baton Rouge Parish School System**

Site Code **017016**

LEA **Reporting Herman Brister**
Chief Academic Officer

Evaluator Name **Angela Lee**
Assistant Superintendent

Date **August 13, 2009 (resubmission)**

⑩ **Acceptable**

⑩ **Not Acceptable**

<p>•</p>

The background of the page features a large, faint watermark of the Louisiana State 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 IN EDUCATION" in the center. It also features a central emblem with a figure holding a torch and a book, flanked by two stars.

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

***School Improvement Plan
for
Broadmoor High School***

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

Submission Date: *June 4, 2009*

Broadmoor High School

9th – 12th

10100 Goodwood Blvd.

Baton Rouge, LA 70815

Mr. Daryl Glueck

225 926-1420

dglueck@ebrschools.org

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
- LINC
- 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*

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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.

Superintendent's signature (blue ink)

Principal's signature (blue ink)

Assistant Superintendent's signature (blue ink)

Chair, School Improvement Team (blue ink)

District Assistance or School Support Team Leader (blue ink)

District Assistance or School Support Team Member (blue ink)

District Assistance or School Support Team Members (blue ink)

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
Daryl Glueck	Administration/Principal
Shalonda Simoneaux	Administration/Assistant Principal
Ralph Mayer	Administration/9 th Grade Academy Coordinator
Pamela Morgan	Chairperson/Business & Community
Steve Dykes	Business & Community
Brenda Saxon	Literacy Coach
Elaine Johnson	Math Teacher
Larry Grayson	Teacher/Support
Bamby Lockwood	Secretary/Support
Miriam Barton	Librarian/Support
Jeana Womble	Guidance Counselor/Support
Myron Smothers	Student (Senior Class President)
Barbara Kelly	Student (SGA President)
Tonnesha Foster	Student (SGA Vice President)
Debbie Barnes	Parent
Melonie Vick	Parent

ASSURANCE OF FACULTY REVIEW OF SCHOOL IMPROVEMENT PLAN

Total Faculty in School: 73

Date: May 22, 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.	Daryl Glueck	Principal		
2.	Joe LeBlanc	Assistant Principal		
3.	Shalonda Simoneaux	Assistant Principal		
4.	Sara Alford	Guidance Counselor		
5.	Carmen Porta	Guidance Counselor		
6.	Jeana Womble	Guidance Counselor		
7.	Jack Shoemaker	Dean of Students		
8.	Ralph Mayer	9 th Grade Academy Coordinator		
9.	Timothy Gonda	Time Out Moderator		
10.	Miriam Barton	Librarian		
11.	Alicia Vidaurreta	Librarian		
12.	Brenda Saxon	Literacy Coach		
13.	Harold Mack	Speech Therapist		
14.	Khadijah Abdullah	Science Teacher		
15.	Claire Anderson	English Teacher		
16.	Lauren Baggett	Science Teacher		
17.	Reynalin Baricuatro	Special Education International Teacher		
18.	Marilynn Boudreaux	Reading Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
19.	Susan Brewer	Family & Consumer Science Teacher		
20.	Alan Brown	Physical Education Teacher		
21.	Janet Burleigh	English Teacher		
22.	Dean Caputa	Social Studies Teacher		
23.	Candice Carr	Family & Consumer Science Teacher		
24.	Esperanza Chavez	Math Teacher		
25.	Linda Chenevert	Business Teacher		
26.	First Sgt. John Cline	ROTC Instructor		
27.	Daniel Cox	Science Teacher		
28.	Lori Cutrer	Art Teacher		
29.	Ada Davidson	Math Teacher		
30.	Jacinto Edera	Math Teacher		
31.	Sara Edwards	English Teacher		
32.	Christina Faulk	Title II Teacher		
33.	Mary Beth Fesmire	Reading Teacher		
34.	Phillip Fujimoto	Science Teacher		
35.	Dorothy Garnett	Math Teacher		
36.	Terrence Gillette	Social Studies Teacher		
37.	Maria Gonzalez	Health & Physical Education Teacher		
38.	Hilma Governale	Social Studies Teacher		
39.	Lawrence Grayson	Social Studies Department Chair		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
40.	Paul Greer	Math Teacher		
41.	Charles Guidry	Social Studies Teacher		
42.	Grant Hall	Band Teacher		
43.	Alex Hargroder	English Teacher		
44.	Keith Hill	English Teacher		
45.	Elaine Johnson	Math Department Chair		
46.	Laurie Johnson	Art Teacher		
47.	Michelle Johnson	Math Teacher		
48.	Elouise Lane	Special Education Teacher		
49.	Mary A. Ledbetter	Special Education Teacher		
50.	Catherine Lucas	English Teacher		
51.	Kedra Lamotte-Mathis	English Teacher		
52.	Edith Middleton	Special Education Site Facilitator		
53.	Evella Monroe	Business Teacher		
54.	Elpido Morejon	Spanish Teacher		
55.	Kayla Newman	Math Teacher		
56.	Kerri Poole	Special Education Inclusion Teacher		
57.	Sylvia Potts	Social Studies Teacher		
58.	Leslie Price	Athletic Director		
59.	Charlene Ross	Science Teacher		

	NAME	TITLE/POSITION	SIGNATURE (in blue ink)	SIGNATURE DATE
60.	Angela Rudh	Science Teacher		
61.	Barbara Salmon	Special Education Inclusion Teacher		
62.	Lorraine Sammonds	Math Teacher		
63.	Charles Scarbrough	Math Teacher		
64.	Marcus Spears	Special Education Teacher		
65.	Kathe Staser	French Teacher		
66.	Scott Stevens	Social Studies Teacher		
67.	Col. Michael Stewart	ROTC Instructor		
68.	Tracy Stewart	Science Teacher		
69.	Lauren VanZandt	English Teacher		
70.	Brenda Walker	Choir Teacher		
71.	Milton Wall	Agriculture Teacher		
72.	Debra Wilkerson	Business & Marketing Teacher		
73.	Elliot Wilkins	Health & Physical Education Teacher		
74.	Tia Williams	Health & Physical Education Teacher		

MISSION STATEMENT

The mission of Broadmoor High School is to foster a nurturing and challenging environment for the development of the intellectual, social, spiritual, ethical, and physical being. Toward that end, the school community will present opportunities that enable students to value and reach their potential in a rapidly changing and increasingly complex society.

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

Name	Title/Occupation
	The Faculty and Staff of Broadmoor High School during the 1994 -1995 school year.

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: 9 th Grade Academy	X	<u>1</u>		
Other: Read 180	X	<u>2</u>		
Other: TANF		<u>1</u>		

List Supplemental Educational Services provided for your students (Title I schools in SI 3 and above): <ul style="list-style-type: none"> • N/A
List the Distance Learning (i.e., web-based, satellite) courses provided for your students: <ul style="list-style-type: none"> • N/A

SCHOOL POLICIES AND PARTNERSHIPS

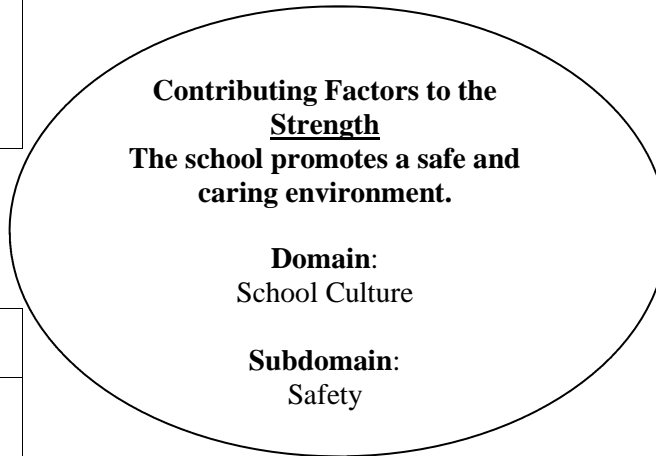
Policy	Policy #/Bulletin # Reference	Date revised (xx/xx/xxxx)	Copy on file at school? (Yes or No)
Discipline/Behavior Plan (Juvenile Justice Reform Act requirement)	§ 1301/741 and § 1127/741	08/08/2006	Yes
Family Involvement Policy	§ 1903/741 and § 1118/Title I	08/08/2006	Yes
Security Procedures (metal detectors, etc.)	§ 339/741	08/08/2006	Yes
Safe and Drug-Free Prevention Activities	§ 1127/741 and § 2305/741	08/08/2006	Yes
Student Code of Conduct	§ 1115/741	08/08/2006	Yes
Crisis Management (emergency/evacuation plan)	§ 339/741	08/08/2006	Yes

School Partnerships (Type the name of each partner in the space provided)	
University	Louisiana State University, Southern University, Southeastern University
Technical Institute	Baton Rouge Community College, Baton Rouge Technical Institute, Louisiana Technical Institute, ITI
Feeder School(s)	Broadmoor Middle, Capitol Middle, Sherwood Middle
Community	Broadmoor Baptist Church
Business/Industry	Marketing Education Retail Alliance (MERA), Junior Achievement (JA), Manners of the Heart
Private Grants	
Other	Certiport Testing

DATA TRIANGULATION

Supporting Source #1
Instrument: QST Parent Survey
Data Type: Attitudinal
Findings: The document revealed that the grounds and facilities were clean.

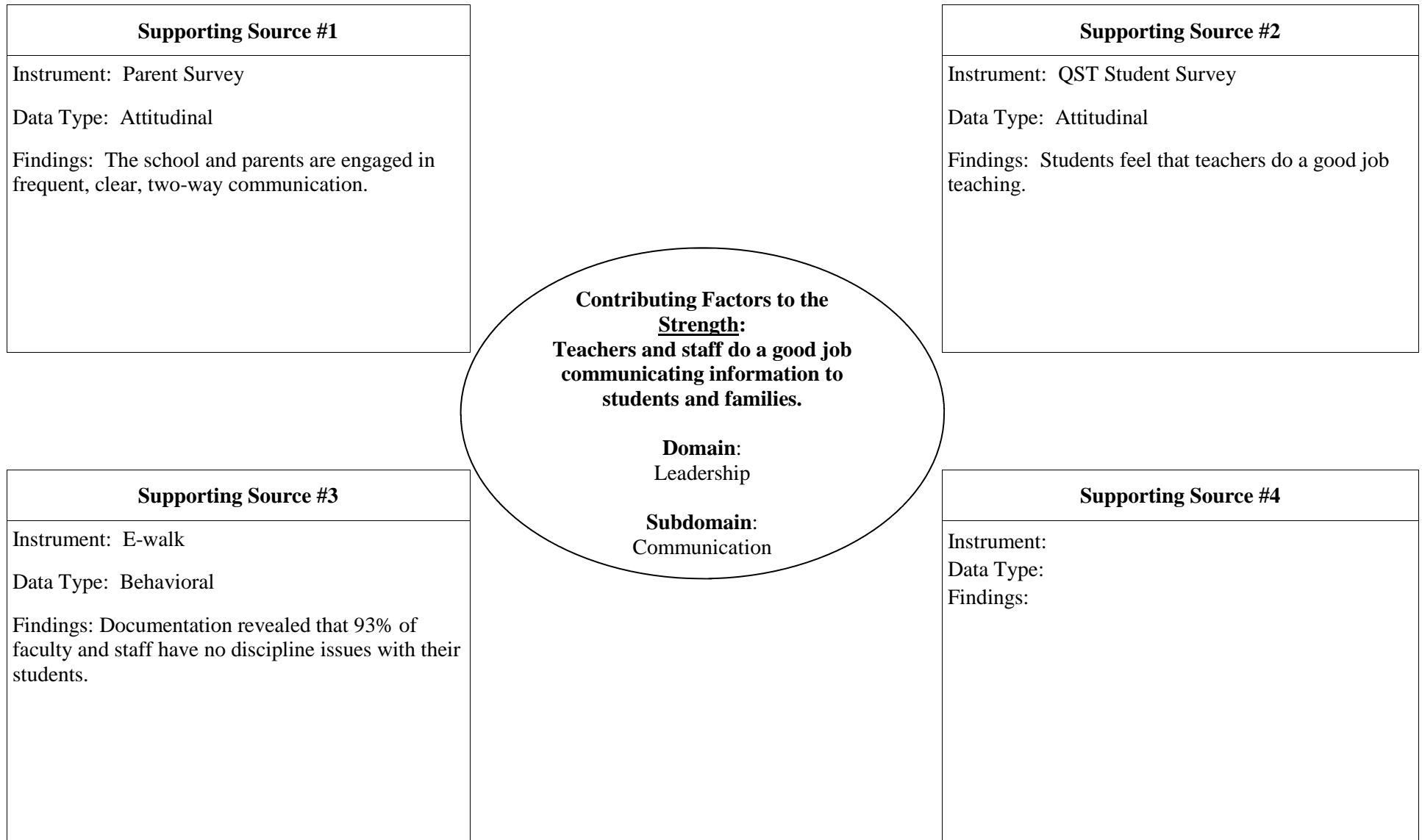
Supporting Source #2
Instrument: QST Parent Survey
Data Type: Attitudinal
Findings: The document revealed that the school created a secure environment.



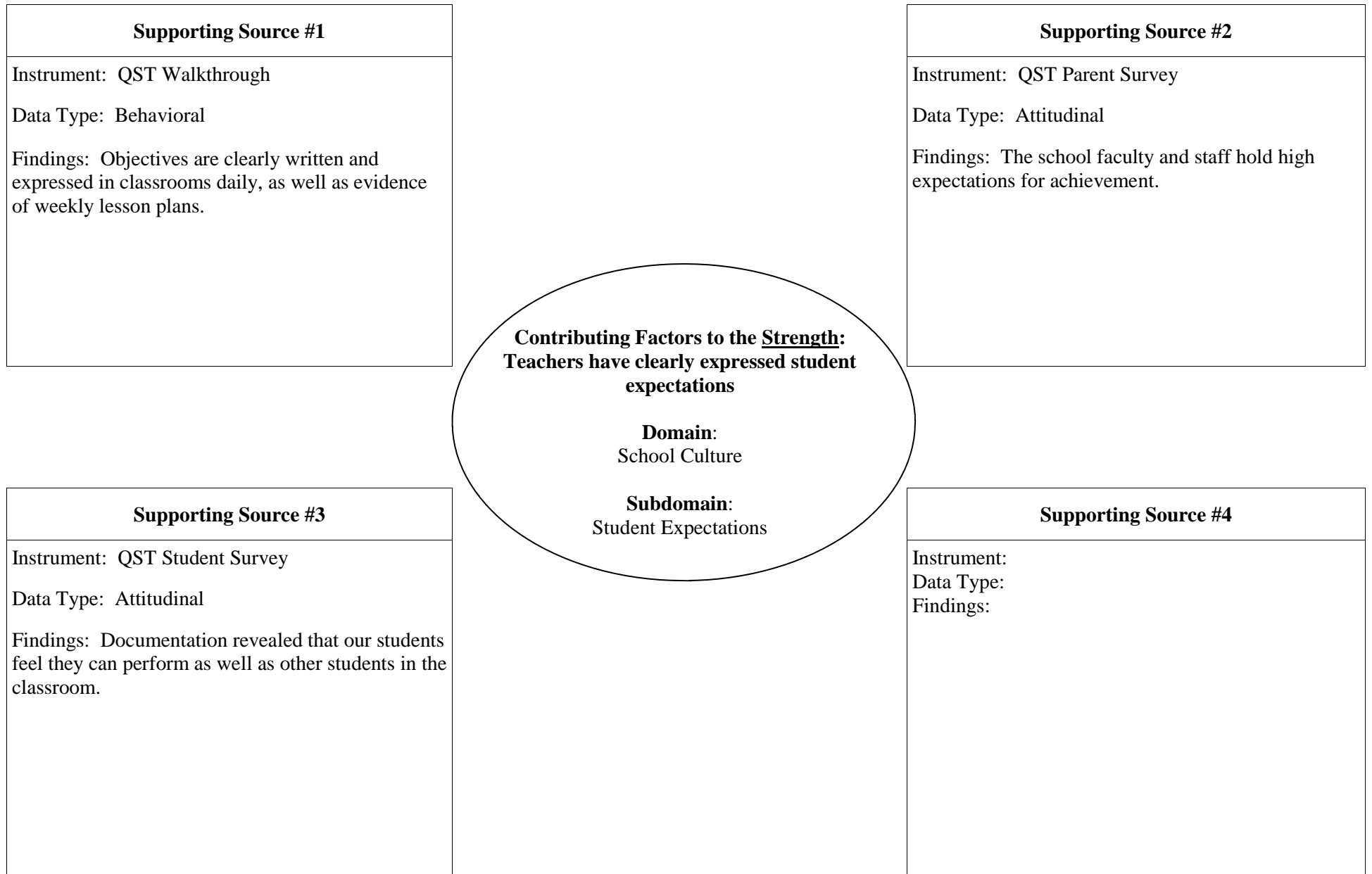
Supporting Source #3
Instrument: Administrative Walk-through
Data Type: Behavioral
Findings: Classroom walk-throughs show high percentage of students engaged and/or on track, having a good rapport with teachers.

Supporting Source #4
Instrument:
Data Type:
Findings:

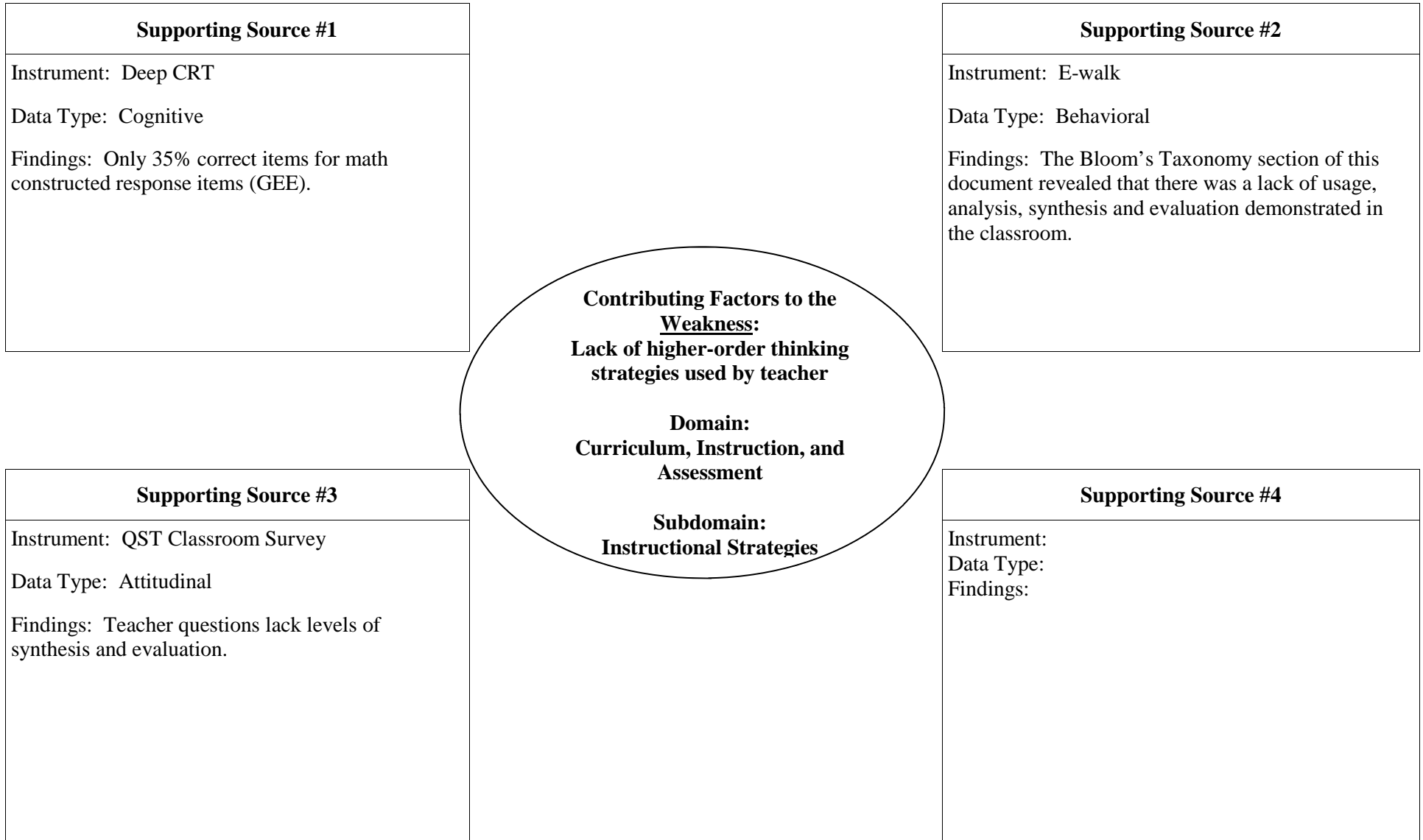
DATA TRIANGULATION



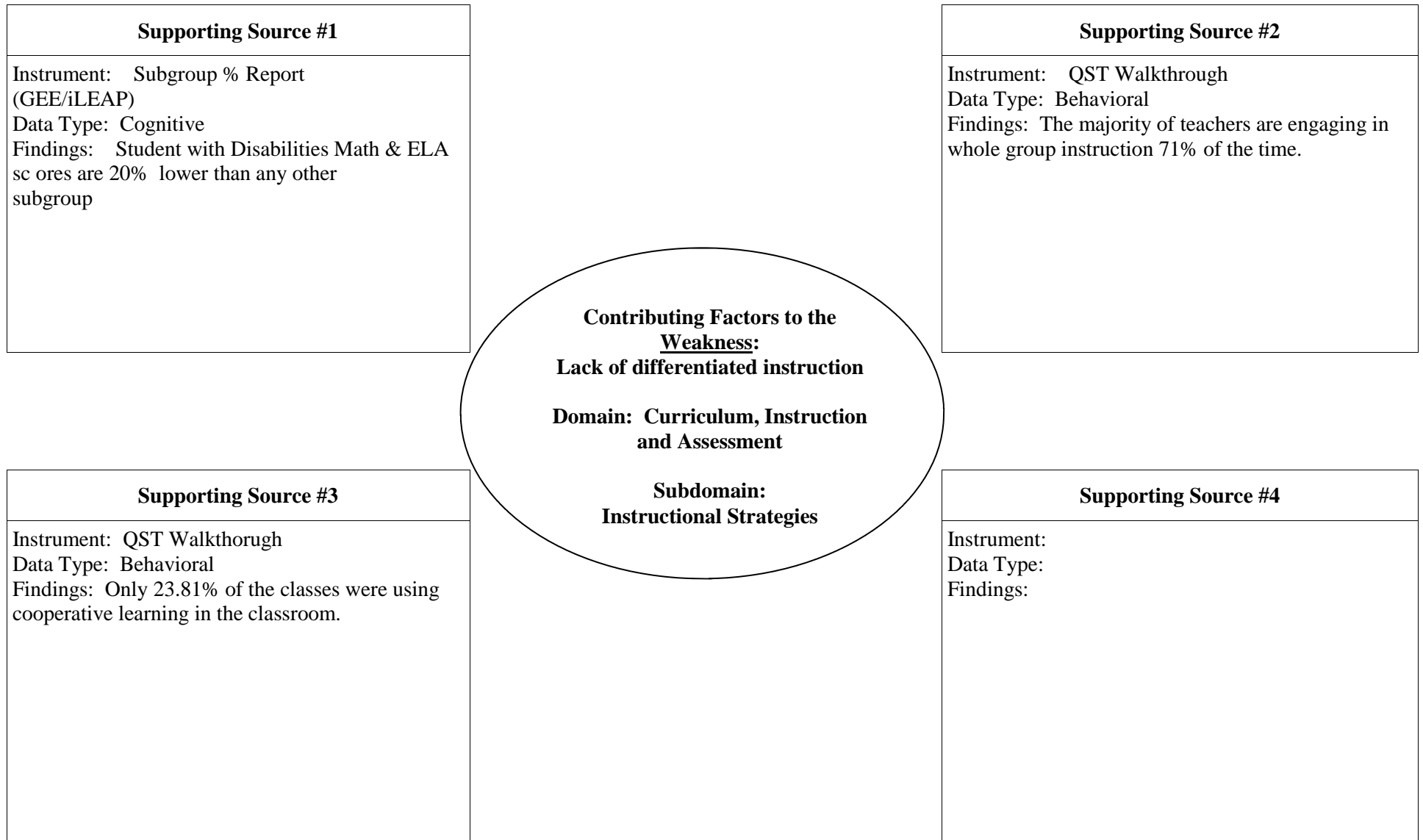
DATA TRIANGULATION



DATA TRIANGULATION



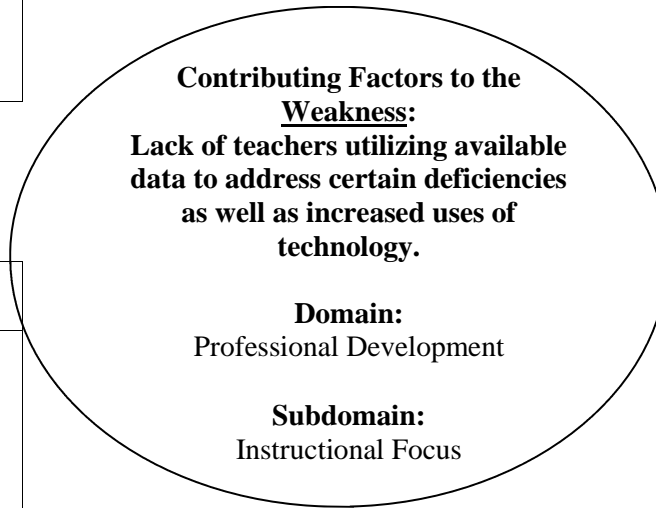
DATA TRIANGULATION



DATA TRIANGULATION

Supporting Source #1
Instrument: School Archival Data
Data Type: Contextual
Findings: Documentation indicates minimum use of data in job-embedded professional development (common planning), assessment.

Supporting Source #2
Instrument: Teacher Survey
Data Type: Attitudinal
Findings: Only 71.5% of the faculty indicated a regular review of data with colleagues.



Supporting Source #3
Instrument: QST Walkthrough
Data Type: Behavioral
Findings: Technology/media reflected only a 19.05% usage in the classroom.

Supporting Source #4
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. 71.7% of LEP students are proficient and are above the state AMO and whole school in Math	2008 Subgroup Report % Proficient for school (GEE/iLEAP)
2. 81.5% of Asian students scored proficient in Math and are above the state and whole school scores	2008 Subgroup Report % Proficient for school (GEE/iLEAP)
3. 75.1% of white students scored proficient in Math and 74.8% scored proficient in English and both are above state AMO and whole school scores.	2008 Subgroup Report % Proficient for school (GEE/iLEAP)
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. 50.3% of the whole school scores are proficient which is below the states AMO in ELA.	2008 Subgroup Report % Proficient for school (GEE/iLEAP)
2. 47.7% of Black students are proficient which is below the states AMO in ELA and 43.8% are proficient in Math which is below the state AMO.	2008 Subgroup Report % Proficient for school (GEE/iLEAP)
3. 15.8% of SWD were proficient in ELA and 22% were proficient in Math which are both below the states AMO.	2008 Subgroup Report % Proficient for school (GEE/iLEAP)
4.	
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. The school promotes a safe and caring environment.	QST Parent Survey, Administrative Walk-throughs
2. Teachers have clearly expressed student expectations.	QST Walkthroughs, QST Parent surveys
3. Teachers and staff do a good job communicating information to students and families.	QST Parent Survey, QST Student Survey, E-walk
4.	
5.	

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	Deep CRT, QST, Walk-throughs
2. Lack of higher-order thinking	Teacher Survey (BHS), QST Walkthrough, Archival Data (BHS)
3. Lack of teachers utilizing available data to address certain deficiencies as well as increased use of technologies to address	Deep CRT, Ewalk, QST Walkthrough
4.	
5.	

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

SCHOOL PERFORMANCE SCORE CHART

Baseline SPS (Enter year and enter score)	Growth SPS (Enter year and enter score)	Growth Target (Enter year and enter target)
School Baseline SPS <u>05-06</u> : <u>76.9</u>	School Growth SPS <u>05-06</u> : <u>72.8</u>	School GT <u>05-06</u> : <u>4.6</u>
School Baseline SPS <u>06-07</u> : <u>64.8</u>	School Growth SPS <u>06-07</u> : <u>63.1</u>	School GT <u>06-07</u> : <u>6.6</u>
School Baseline SPS <u>07-08</u> : <u>70.3</u>	School Growth SPS <u>07-08</u> : <u>77.0</u>	School GT <u>07-08</u> : <u>6.7</u>

Use **Principal's Report Card**: www.louisianaschools.net/lde/pair/1989.asp

STRATEGY PLANNING WORKSHEET – GOAL 1

GOAL 1: Increase Student Achievement in Reading/English Language Arts to 100% proficiency by the end of the 2013-2014 school year.

Objective(s):

- 9th Grade - Increase the percentage of students scoring Proficient on the iLEAP in English/language arts from 50.9 in 2009 to 57.9 in 2010.
- 10th Grade – Increase the percentage of student scoring Proficient on the GEE in English/language arts from 48.5 in 2009 to 53.5 in 2010.

SCIENTIFICALLY BASED RESEARCH STRATEGY: (Derived from the contributing factors) – Meaningful Engaged Learning & Job Embedded Professional Development

Bibliographic Notation: Meaningful Engaged Learning

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/read£rs/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.htrn

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>

Bibliographic Notation: Job Embedded Professioanl Development

Easton, L.B. (2002, March). *How the Tuning Protocol Works*. *Educational Leadership*, 59(6), 28-30.

Guskey, T. (1996, June). *Staff Development and the Process of Teacher Change*. *Educational Researcher*. 15(5)5-12.

Learning First Alliance. (2000) *Every Child Reading: A Professional Developmental Guide*. Washington, D.C.: Author. www.learningfirst.org/readingguide.html

National Education Goals Panel. {2000, Dec.}. *Bringing All Students to High Standards*. NEGP Monthly. www.negp.gov/issues/issu/monthly/1200.pdf

Nolan, K. (2000). *Looking at Student Work: Improving Practice by Closing in*. Providence, R.I: Annenberg Institute for School Reform.

Schmoker, M. (1996). *Results: The Key to Continuous School Improvement* Alexandria, VA: ASCD.

Sparks, D. *Designing Powerful Professional Development for Teachers and Principals*. JVSDC, 2002.
<http://www.nsd.org/Hbrary/book/sparksbook.pdf>

Sparks, D. (1999, Spring). *Assessment Without Victims: An Interview with Rick Stiggins*. Journal of Staff Development. 20(2), 54-56.
www.nscd.org/library/isd/stiggins203.html

Sparks, D. (1999, Summer). *Try on Strategies to Get a Good Fit: An Interview with Susan Loucks-Horsley*. Journal Of Staff Development. 20(3), 56-60.
www.nscd.org/library/isd/louck5-horslev203.html

WestEd. (2000). *Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development* San Francisco: Author.
http://Web/WestEd.org/online_pubs/modellPD/welcome.shtml

Brief Summary of Research: Meaningful Engaged Learning

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

Brief Summary of Research: Job-Embedded Professional Development

Professional development that is conducted during the hours of an educator's work day is described as job-embedded professional development. This concept is derived from fairly recent research which concludes that in order for professional development to be truly effective, it should be integrated into the established teaching schedule. Two studies in particular articulate and validate the importance of embedding training into the school day. *Every Child Reading: A Professional Development Guide* from the Learning First Alliance (2000) and *Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development*, a report of WestEd (2000).

Malcolm Knowles, in his book *7776 Adult Learner: A Neglected Species*, makes several assumptions about adults which are all addressed with properly conducted job-embedded professional development. Teachers are problem-centered and learn best, he states, when self-directed. They also use past experiences to understand new information and are willing to learn when it is considered

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? Higher-level more relevant instructional practices are needed for meaningful engaged learning to take place. The instructional environment must change so that the students are the stakeholders and the learning activities planned must reflect that; therefore, motivating the entire student population to be more engaged. In addition, the student-centered activities will have more meaning to the students as they gain more experience and learning that is relevant to them, as well as useable outside of the classroom. This would improve overall student achievement at Broadmoor High.

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: The results of the observations at Broadmoor High School show that there is a need for more individualized instructional planning and analysis of the data. The use of data to focus on how students with disabilities are performing poorly in math will provide teachers with necessary data to plan instruction aligned with the curriculum, while maintaining high expectations and utilizing more rigor and relevant instruction strategies. Meaningful engaged learning strategies would provide more effective, individualized meaningful activities for teachers to focus on the performance of students with disabilities that would address the students' needs more effectively through a variety of ELA activities and instructional planning collaboration.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Meaningful engaged learning strategies would provide an earlier intervention method for students with disabilities, economic disadvantaged, and Black students. Teachers could focus more on how aspects of the curriculum and the standards taught and assessed, more specifically affect these students; therefore, implementing more successful instructional practices that would promote success in math. Meaningful engaged learning strategies would address the students' needs more effectively through providing more professional development on differentiating instruction so that teachers are equipped to more effectively address the needs of at risk students based on data provided.

Procedures for Evaluating the Goal, Objective(s) and Strategy: The Broadmoor High administrative team along with the instructional leadership team, and entire faculty and staff, will execute and document constant, consistent, collaborative planning, teacher facilitated professional development, and collaborative review of data measuring growth and assessment, and regular administrative monitoring of the daily instructional practices.

SAP Indicator	<p align="center">Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i></p>	Funding Sources	Object Code	Cost	<p align="center">Indicator of Implementation (Observable Change)</p>	<p align="center">Procedures for Evaluating Indicators of Implementation</p> (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><u>Collaboration/ Parental Involvement:</u> **Once a month throughout the school year the school's parental involvement designee will collaborate with administrators, IMT, teachers, guidance, and paraprofessionals to develop the quarterly newsletters. The collaborations will occur during team/departmental planning meetings each month. The newsletters will inform parents about the use of meaningful engaged learning strategies, expectations of freshman students, differentiated instructional strategies, other academic strategies/endeavors, and upcoming events. Parents will receive the newsletters via student/mail delivery, website, parent visitations, and/or parent meetings.</p> <p>**The school will also host Parent workshops and instructional meetings including open house, town meeting, and PTO monthly meetings. Among the topics the teachers and administration will review meaningful engaged strategies that are being delivered in the classroom to increase student achievement.</p>				<p><u>Communication and cooperation between home and school will improve.</u></p> <p><u>Parents will become involved with their child's academic pursuits.</u></p> <p><u>Increase in parent participation and student achievement.</u></p>	<p><u>The school's parental involvement designee will keep the newsletters on file. Parents will complete evaluations about the newsletters via student/mail delivery, parent visitations, and/or parent meetings. Monthly the principal and the parental involvement designee will analyze data from the evaluations to provide feedback to parents, to address concerns, and to plan future newsletters.</u></p> <p><u>The school parental involvement designee will keep records of parental attendance at meetings.</u></p>

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	<p>Implementation: ***9th Grade teachers will use meaningful engaged learning strategies to incorporate differentiated instructional strategies into the classroom through whole class, small group instruction and/or individualized instruction during the academic year.</p>				<p><u>Students will show improved test scores on benchmark assessments and end of course tests.</u></p>	<p><u>IMT leader and English department will evaluate student data from benchmark assessments and end of course tests to monitor student achievement on a monthly or end of unit basis.</u></p>

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	<p>PD: * Administrators and selected teachers will participate in various conferences such as Annual AP Conference July 2009, National Council of Teachers of English November 2009, National Social Studies Teachers Conference November 2009, ASCD March 2010, Models Schools June 2010, Louisiana Association of Principals TBA, Fall Leadership Symposium October 2009, and others that focus on differentiated instruction, higher order thinking skills in ELA, including Marzano strategies and Bloom’s Taxonomy.</p> <p>Collaboration/Follow-up: <u>Within two weeks of attending the conferences, attendees will facilitate collaborative discussions about the varied instructional strategies, resources, etc. that were discussed at the conferences. The discussion will take place during team planning periods and administrators, librarian, literacy coach, paraprofessionals, and teachers will participate.</u></p>	<p>Title I (SW)</p> <p>Title I (SW)</p> <p>Title I (1003G)</p> <p>Title I (1003G)</p> <p>Title I (1003A)</p>	<p>500</p> <p>100</p> <p>200</p> <p>500</p> <p>100</p> <p>200</p> <p>500</p>	<p>\$16,800.00</p> <p>\$750.00 (subs for PD trips) \$27.38 (Benefits) \$6,000.00</p> <p>\$450.00 (Subs for PD trips) \$16.43 (Benefits)</p> <p>\$12,000.00</p> <p>\$750.00 (Subs for PD trips)</p>	<p>Strategies observed and obtained will be redelivered at monthly professional development meetings and implemented in classrooms on a daily basis.</p>	<p>The assistant principal and IMT will collect redelivery agendas, and copies of Power Point presentations, handouts, and sign in sheets from professional development meetings and conduct weekly walkthroughs to ensure demonstration in the classroom.</p>

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	<p>Initial PD: *In August 2009, the administration, IMT, and select teachers will facilitate a collaborative professional development session to the faculty on meaningful engaged learning activities, and differentiated instructional strategies to be implemented in the classroom to increase student engagement and ultimately student achievement.</p>	Title I (SW)	600	\$30,325.58 (Materials and Supplies) (Core curriculum materials)	Teachers will implement strategies on meaningful engaged learning and differentiated instruction aligned with the Louisiana Comprehensive Curriculum.	The administration and IMT will conduct weekly walk through(s) with timely feedback to ensure that teachers are utilizing meaningful engaged learning and differentiated instruction strategies in the classroom. The IMT will also analyze benchmark assessments to determine if student achievement has improved.
	<p>Collaboration: <u>***IMT, teachers guidance and paraprofessionals will meet in weekly grade level and subject level meetings to utilize meaningful engaged learning strategies to develop lesson plans incorporating differentiated instructional strategies in all core subject areas and electives, implementing constructed responses and writing prompts to aid students in higher order thinking skills and targeting identified student weaknesses.</u></p>				<u>Teachers will implement differentiated instructional strategies on a daily basis which will lead to an increase in the area of reading comprehension as indicated on the district benchmark assessments, READ 180, and end of course testing data.</u> <u>Improved test scores.</u>	<u>Effective implementation will be assessed through a review of lesson plans and twice a month walk-throughs by school (administrators and teachers.) Student progress will be monitored and measured by common and benchmark assessments, READ 180 reports. Administrators will provide feedback. Additional follow-up support will be provided by the IMT at least twice a month.</u>

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	<p><u>Collaboration/ Parental Involvement:</u> **Once a month throughout the school year the school's parental involvement designee will collaborate with administrators, IMT, teachers, guidance, and paraprofessionals to develop the quarterly newsletters. The collaborations will occur during team/departmental planning meetings each month. The newsletters will inform parents about the use of meaningful engaged learning strategies, differentiated instructional strategies, other academic strategies/endeavors, and upcoming events. Parents will receive the newsletters via student/mail delivery, website, parent visitations, and/or parent meetings.</p> <p>**The school will also host Parent workshops and instructional meetings including open house, town meeting, and PTO monthly meetings. Among the topics the teachers and administration will review meaningful engaged strategies that are being delivered in the classroom to increase student achievement.</p>				<p><u>Communication and cooperation between home and school will improve.</u></p> <p><u>Parents will become involved with their child's academic pursuits.</u></p> <p><u>Increase in parent participation and student achievement.</u></p>	<p><u>The school's parental involvement designee will keep the newsletters on file. Parents will complete evaluations about the newsletters via student/mail delivery, parent visitations, and/or parent meetings. Monthly the principal and the parental involvement designee will analyze data from the evaluations to provide feedback to parents, to address concerns, and to plan future newsletters.</u></p> <p><u>The school parental involvement designee will keep records of parental attendance at meetings.</u></p>

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	<p><u>Implementation:</u> ***All teachers will use meaningful engaged learning strategies to incorporate differentiated instructional strategies into the classroom through whole class, small group instruction and/or individualized instruction during the academic year.</p>				<p><u>Students will show improved test scores on benchmark assessments and end of course tests.</u></p>	<p><u>IMT leader and English department will evaluate student data from benchmark assessments and end of course tests to monitor student achievement on a monthly or end of unit basis.</u></p>
	<p><u>Follow-up/Collaboration:</u> */### At least twice a month, from September to May, the IMT will model the effective use of integrating meaningful engaged learning strategies to teachers and paraprofessionals during team/departamental planning periods that will be used with all students.</p>				<p><u>Teachers will incorporate the meaningful engaged learning strategies into their instruction.</u></p> <p><u>Students will utilize the strategies and student work will improve.</u></p>	<p><u>Once a week the principal and assistant principals will review team meeting notes, the samples of student work and conduct weekly walk-throughs to ensure the implementation of oral reading strategies that were discussed. At least once a month administrators will collaborate with teachers to analyze student data to assist with the instructional / assessment design process. Administrators will provide feedback and additional coaching as needed</u></p>

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	<p>PD: * Throughout the academic year the school's Title I designee will ensure that administrators, guidance counselors and selected teachers participate in various conferences such as Annual AP Conference July 2009, National Council of Teachers of English November 2009, National Social Studies Teachers Conference November 2009, ASCD March 2010, Models Schools June 2010, Louisiana Association of Principals TBA, Fall Leadership Symposium October 2009, and others that focus on differentiated instruction, higher order thinking skills in ELA, including Marzano strategies and Bloom's Taxonomy.</p> <p>Collaboration/Follow-up: Within two weeks of attending the conferences, attendees will facilitate collaborative discussions about the varied instructional strategies, resources, etc. that were discussed at the conferences. The discussion will take place during team planning periods and administrators, librarian, literacy coach, paraprofessionals, and teachers will participate.</p>	<p>Title I (SW)</p> <p>Title I (SW)</p> <p>Title I (1003G)</p> <p>Title I (1003G)</p> <p>Title I (1003A)</p>	<p>500</p> <p>100</p> <p>200</p> <p>500</p> <p>100</p> <p>200</p> <p>500</p>	<p>\$16,800.00</p> <p>\$750.00 (subs for PD trips) \$27.38 (Benefits) \$6,000.00</p> <p>\$450.00 (Subs for PD trips) \$16.43 (Benefits)</p> <p>\$12,000.00</p> <p>\$750.00 (Subs for PD trips) Duplicate Amount</p>	<p>Strategies observed and obtained will be redelivered at monthly professional development meetings and implemented in classrooms on a daily basis.</p>	<p>The assistant principal and IMT will collect redelivery agendas, and copies of Power Point presentations, handouts, and sign in sheets from professional development meetings and conduct weekly walkthroughs to ensure demonstration in the classroom.</p>

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	<p>Initial PD: ***In August 2009, the literacy coach, guidance and credit recovery teacher will facilitate a session analyzing data placement of students in academic programs such as READ 180, Accelerated Reader, and Language!, NovaNet (online credit recovery program), or after school tutoring program. All students will participate in the Accelerated Reader Program.</p> <p>Implementation: The credit recovery teacher will oversee and implement the LACC on a daily basis using the NovaNet software.</p>	<p>Title I (1003G)</p> <p>Title I (1003G)</p> <p>Title I (1003A)</p> <p>Title I (1003A)</p> <p>Title I (1003A)</p> <p>Title I (1003A)</p> <p>Title I (1003A)</p>	<p>100</p> <p>200</p> <p>100</p> <p>200</p> <p>600</p> <p>400</p> <p>300</p>	<p>\$56,000.00 (Literacy Coach)</p> <p>\$16,012.43 (Benefits)</p> <p>\$57,000.00 (Credit Recovery teacher)</p> <p>\$16,630.28 (Benefits)</p> <p>\$22,800.00 (Credit Recovery Site Licenses)</p> <p>\$500.00 (set-up fee)</p> <p>\$3,400.00 (Credit Recovery – Onsite Best Practices)</p>	<p>Increase in the area of reading comprehension as indicated on the district benchmark assessments, READ 180, Language!, and end of course testing data.</p> <p>Increase number of students, receiving required credit to graduate.</p>	<p>Literacy coach and administration will evaluate student data based on STAR reading assessment, READ 180 data reports, and number of student passing on the NovaNet end of course exams.</p> <p>Administration and guidance counselors will monitor student grades in credit recovery courses for increase of performance and graduation rate, and decrease of repeaters in core courses.</p>

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	Follow up: The literacy coach will meet monthly with teachers to model strategies of improving students' proficiency in reading while implementing meaningful engaged learning activities using Rigor and Relevance strategies that work.	Title I (1003A) Title I (1003G)	600 600	\$55,441.43 (Materials and Supplies) \$15,211.10 (Materials & Supplies)		Literacy coach and administration will evaluate student data based on STAR reading assessment, READ 180 data reports, and number of student passing on the NovaNet end of course exams.
	Collaboration: ***IMT and faculty members will meet in weekly grade level and subject level meetings to develop lesson plans incorporating meaningful engaged learning activities in all core subject areas and electives, implementing constructed responses and writing prompts to aid students in higher order thinking skills.	Title I (SW)	400	\$15,700.00 (Rental & Maintenance on copy machines for Instructional Purposes)	Teachers will implement constructed writing assignments into their lesson plans.	Teachers will, using rubrics, assess students' writing assignments. IMT will keep evidence of student work showing teacher feedback and student revisions.
	Follow-up: *During monthly meetings, the librarians' and other faculty members will conduct technology implementation trainings to aid teachers in integrating technology into their lessons in order to promote more differentiated instruction and higher order thinking activities.	Title I (SW)	600	\$107,500.00 (Technology Equipment i.e. computers, printers, projectors)	As a result of teachers implementing technology, students will become more technologically savvy.	The administration and IMT will conduct weekly walk through(s) with timely feedback to ensure that teachers are implementing technology utilizing meaningful engaged learning strategies in the classroom.

STRATEGY PLANNING WORKSHEET – GOAL 2

GOAL 2: Increase Student Achievement in Mathematics to 100% proficiency by the end of the 2013-2014 school year.

Objective(s):

- 9th Grade - Increase the percentage of students scoring Proficient on the iLEAP in mathematics from 52.3 in 2009 to 57.9 in 2010.
- 10th Grade – Increase the percentage of student scoring Proficient on the GEE in mathematics arts from 52.5 in 2009 to 53.5 in 2010.

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

Bibliographic Notation: Meaningful Engaged Learning

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.ncrsl.org/reading/readingresearchers/readers.pdf>

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Bibliographic Notation: Job Embedded Professional Development

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Brief Summary of Research: Meaningful Engaged Learning

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

Brief Summary of Research: Job-Embedded Professional Development

Professional development that is conducted during the hours of an educator's work day is described as job-embedded professional development. This concept is derived from fairly recent research which concludes that in order for professional development to be truly effective, it should be integrated into the established teaching schedule. Two studies in particular articulate and validate the importance of embedding training into the school day. *Every Child Reading: A Professional Development Guide* from the Learning First Alliance (2000) and *Teachers Who Learn, Kids Who Achieve: A Look at Schools with Model Professional Development*, a report of WestEd (2000).

Malcolm Knowles, in his book *7776 Adult Learner: A Neglected Species*, makes several assumptions about adults which are all addressed with properly conducted job-embedded professional development. Teachers are problem-centered and learn best, he states, when self-directed. They also use past experiences to understand new information and are willing to learn when it is considered

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? Higher-level more relevant instructional practices are needed for meaningful engaged learning to take place. The instructional environment must change so that the students are the stakeholders and the learning activities planned must reflect that; therefore, motivating the entire student population to be more engaged. In addition, the student-centered activities will have more meaning to the students as they gain more experience and learning that is relevant to them, as well as useable outside of the classroom. This would improve overall student achievement at Broadmoor High.

Indicate and describe how this strategy addresses the needs of students with disabilities and/or limited English proficient (LEP) students: The results of the observations at Broadmoor High School show that there is a need for more individualized instructional planning and analysis of the data. The use of data to focus on how students with disabilities are performing poorly in math will provide teachers with necessary data to plan instruction aligned with the curriculum, while maintaining high expectations and utilizing more rigor and relevant instruction strategies. Meaningful engaged learning strategies would provide more effective, individualized meaningful activities for teachers to focus on the performance of students with disabilities that would address the students' needs more effectively through a variety of math activities and instructional planning collaboration.

If this strategy addresses the needs of any of the subgroups, indicate which subgroup and describe how it will serve their needs: Meaningful engaged learning strategies would provide an earlier intervention method for students with disabilities, economic disadvantaged, and Black students. Teachers could focus more on how aspects of the curriculum and the standards taught and assessed, more specifically affect these students; therefore, implementing more successful instructional practices that would promote success in math. Meaningful engaged learning strategies would address the students' needs more effectively through providing more professional development on differentiating instruction so that teachers are equipped to more effectively address the needs of at risk students based on data provided.

Procedures for Evaluating the Goal, Objective(s) and Strategy: The Broadmoor High administrative team along with the instructional leadership team, and entire faculty and staff, will execute and document constant, consistent, collaborative planning, teacher facilitated professional development, and collaborative review of data measuring growth and assessment, and regular administrative monitoring of the daily instructional practices.

ACTION PLAN – GOAL 2

SAP Indicator	<p>Activity(ies) Include Persons Responsible, Timeline, and Target Audience <i>Note: Activities indicated should address all children, including subgroups.</i></p>	Funding Sources	Object Code	Cost	Indicator of Implementation (Observable Change)	<p>Procedures for Evaluating Indicators of Implementation (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>
	<p>Initial PD: <u>*On July 15, 2009, the Freshman Academy coordinator will facilitate a one-day collaborative session on teaming and Freshman Academy with the 9th grade teachers, guidance counselors, and paraprofessionals to plan for and select various instructional strategies to be utilized throughout the 2009-2010 academic year.</u></p> <p>Collaboration: <u>The Freshman Academy Coordinator will meet with freshman teams weekly to discuss teaching strategies, practices, and classroom management procedures. Both teams will meet on a monthly basis to discuss the implementation of classroom strategies and practices.</u></p>	<p>Title I (SW)</p>	<p>100 200</p>	<p>\$1,440.00 (Stipends) (Duplicate Amount) \$284.42 (Benefits) (Duplicate Amount)</p>	<p>The master schedule will indicate that core teachers in the Freshman Academy will have a common planning period. Weekly team meetings will focus on strategies to help freshman school students. Team leaders will be selected and notes will be taken.</p>	<p>The principal will have a copy of the master schedule on file. In addition, the Freshman Academy coordinator will collect agendas, notes, and sign-in sheets from weekly team meetings.</p> <p><u>The freshman academy coordinator and freshman teams will use benchmark assessments as well as course assessments to monitor student achievement on a monthly and end of unit basis.</u></p>
	<p>*In July 2009 all Algebra I teachers will participate in a 3 day training on implementing the SpringBoard Algebra I curriculum facilitated by a consultant from CollegeBoard.</p>	<p>Title I (1003A) Title I (1003A)</p>	<p>100 300</p>	<p>\$2,400.00 (Stipends) \$3,000.00 (On-Site Professional Development)</p>	<p>Teachers will select lesson plan activities that reflect higher order thinking skills as it relates to the SpringBoard framework and increase the amount of DI activities</p>	<p>The administration and IMT will conduct weekly walk through(s) with timely feedback to ensure that teachers are utilizing higher order thinking activities and differentiated instruction strategies in the classroom. The IMT will also analyze benchmark assessments to determine if student achievement has improved.</p>

SAP Indicator	Activity(ies) 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)	Procedures for Evaluating Indicators of Implementation (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><u>Collaboration/ Parental Involvement:</u> **Once a month throughout the school year the school's parental involvement designee will collaborate with administrators, IMT, teachers, guidance, and paraprofessionals to develop the quarterly newsletters. The collaborations will occur during team/departamental planning meetings each month. The newsletters will inform parents about the use of meaningful engaged learning strategies, expectations of freshman students, differentiated instructional strategies/endeavors, and upcoming events. Parents will receive the newsletters via student/mail delivery, website, parent visitations, and/or parent meetings.</p> <p>**The school will also host Parent workshops and instructional meetings including open house, town meeting, and PTO monthly meetings. Among the topics the teachers and administration will review meaningful engaged strategies that are being delivered in the classroom to increase student achievement.</p>				<p><u>Communication and cooperation between home and school will improve.</u></p> <p><u>Parents will become involved with their child's academic pursuits.</u></p> <p><u>Increase in parent participation and student achievement.</u></p>	<p><u>The school's parental involvement designee will keep the newsletters on file. Parents will complete evaluations about the newsletters via student/mail delivery, parent visitations, and/or parent meetings. Monthly the principal and the parental involvement designee will analyze data from the evaluations to provide feedback to parents, to address concerns, and to plan future newsletters.</u></p> <p><u>The school parental involvement designee will keep records of parental attendance at meetings.</u></p>

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	<u>Implementation: ***9th Grade teachers will use meaningful engaged learning strategies to incorporate differentiated instructional strategies into the classroom through whole class, small group instruction and/or individualized instruction during the academic year.</u>				<u>Students will show improved test scores on benchmark assessments and end of course tests.</u>	<u>IMT leader and English department will evaluate student data from benchmark assessments and end of course tests to monitor student achievement on a monthly or end of unit basis.</u>

SAP Indicator	Activity(ies) 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)	Procedures for Evaluating Indicators of Implementation (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>PD: * Administrators and selected teachers will participate in various conferences such as Annual AP Conference July 2009, National Council of Teachers of English November 2009, National Social Studies Teachers Conference November 2009, ASCD March 2010, Models Schools June 2010, Louisiana Association of Principals TBA, Fall Leadership Symposium October 2009, and others that focus on differentiated instruction, higher order thinking skills in ELA, including Marzano strategies and Bloom’s Taxonomy.</p> <p>Collaboration/Follow-up: <u>Within two weeks of attending the conferences, attendees will facilitate collaborative discussions about the varied instructional strategies, resources, etc. that were discussed at the conferences. The discussion will take place during team planning periods and administrators, librarian, literacy coach, paraprofessionals, and teachers will participate.</u></p>	<p>Title I (SW)</p> <p>Title I (SW)</p> <p>Title I (1003G)</p> <p>Title I (1003G)</p> <p>Title I (1003A)</p>	<p>500</p> <p>100</p> <p>200</p> <p>500</p> <p>100</p> <p>200</p> <p>500</p>	<p>\$16,800.00</p> <p>\$750.00 (subs for PD trips) \$27.38 (Benefits) \$6,000.00</p> <p>\$450.00 (Subs for PD trips) \$16.43 (Benefits)</p> <p>\$12,000.00</p> <p>\$750.00 (Subs for PD trips)</p>	<p>Strategies observed and obtained will be redelivered at monthly professional development meetings and implemented in classrooms on a daily basis.</p>	<p>The assistant principal and IMT will collect redelivery agendas, and copies of Power Point presentations, handouts, and sign in sheets from professional development meetings and conduct weekly walkthroughs to ensure demonstration in the classroom.</p>

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	<u>Collaboration/Follow-up: */### At least twice a month, from September to May, the IMT will meet collaboratively with teachers, guidance, and paraprofessionals to model the use of meaningful engaged learning strategies to model the effective use of differentiated instructional strategies to teachers and paraprofessionals during team/departmental planning periods that will be used with all students.</u>				<u>Teachers will incorporate the differentiated instructional strategies into their instruction.</u> <u>Students will utilize the strategies and student work will improve.</u>	<u>Weekly lesson plans will be reviewed by the administrators twice a month, walkthroughs will be conducted by administrators, IMT and, teachers, etc. Student progress will be monitored and measured by common and benchmark assessments, READ 180, etc. Administrators and the IMT will provide feedback. Additional follow-up support will be provided by the IMT as needed.</u>
	<p>Parental Involvement: **Weekly teachers will keep a parent contact/communication log. In addition, the student grade book is made available online to parents, and the parent will be able to view in “real time” their child’s <u>grades, discipline and attendance records.</u></p> <p>The schools’ newsletter and website will make reference to meaningful engaged learning and differentiated instruction strategies used in the classroom on a quarterly basis.</p>	<p>Title I (PI)</p> <p>Title I (PI)</p>	<p>600</p> <p>500</p>	<p>\$359.30 (Materials & Supplies) Duplicate Amount</p> <p>\$4,100.00 (Printing & Binding)</p>	<p>As a result of parents being able to view their child’s grades online, communication will increase between parents, teachers, and students, as well as student achievement.</p> <p>Information printed as well as on the Internet will reflect instructional strategies used in the classroom.</p>	<p>Parent communication log sheets will be collected every six weeks by the Freshman Academy coordinator. The API will collect copies of log sheets from the remainder of the teachers. The IMT will use benchmark assessments as well as course assessment to monitor student achievement on a monthly and end of unit basis.</p> <p>The Parental Involvement coordinator will ensure that the newsletters will be mailed to parents on a quarterly basis and made available on the website for the community at large.</p>

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	Initial PD: *In August 2009, the administration, IMT and select teachers will provide initial professional development to the faculty on meaningful engaged learning activities, and differentiated instruction strategies.	Title I (SW)	600	\$30,325.58 (Materials and Supplies) (Duplicate Amount)	Teachers will implement strategies on meaningful engaged learning and differentiated instruction aligned with the Louisiana Comprehensive Curriculum.	The administration and IMT will conduct weekly walk through(s) with timely feedback to ensure that teachers are utilizing meaningful engaged learning and differentiated instruction strategies in the classroom. The IMT will also analyze benchmark assessments to determine if student achievement has improved.
	<u>Collaboration: ***IMT, teachers guidance and paraprofessionals will meet in weekly grade level and subject level meetings to utilize meaningful engaged learning strategies to develop lesson plans incorporating differentiated instructional strategies in all core subject areas and electives, implementing constructed responses and writing prompts to aid students in higher order thinking skills and targeting identified student weaknesses.</u>				<u>Teachers will implement differentiated instructional strategies on a daily basis which will lead to an increase in the area of reading comprehension as indicated on the district benchmark assessments, READ 180, and end of course testing data.</u> <u>Improved test scores.</u>	<u>Effective implementation will be assessed through a review of lesson plans and twice a month walk-throughs by school (administrators and teachers.) Student progress will be monitored and measured by common and benchmark assessments, READ 180 reports. Administrators will provide feedback. Additional follow-up support will be provided by the IMT at least twice a month.</u>

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	<p><u>Collaboration/ Parental Involvement:</u> **Once a month throughout the school year the school's parental involvement designee will collaborate with administrators, IMT, teachers, guidance, and paraprofessionals to develop the quarterly newsletters. The collaborations will occur during team/departmental planning meetings each month. The newsletters will inform parents about the use of meaningful engaged learning strategies, differentiated instructional strategies/endeavors, and upcoming events. Parents will receive the newsletters via student/mail delivery, website, parent visitations, and/or parent meetings.</p> <p>**The school will also host Parent workshops and instructional meetings including open house, town meeting, and PTO monthly meetings. Among the topics the teachers and administration will review meaningful engaged strategies that are being delivered in the classroom to increase student achievement.</p>				<p><u>Communication and cooperation between home and school will improve.</u></p> <p><u>Parents will become involved with their child's academic pursuits.</u></p> <p><u>Increase in parent participation and student achievement.</u></p>	<p><u>The school's parental involvement designee will keep the newsletters on file. Parents will complete evaluations about the newsletters via student/mail delivery, parent visitations, and/or parent meetings. Monthly the principal and the parental involvement designee will analyze data from the evaluations to provide feedback to parents, to address concerns, and to plan future newsletters.</u></p> <p><u>The school parental involvement designee will keep records of parental attendance at meetings.</u></p>

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	<p>PD: * Throughout the academic year the school's Title I designee will ensure that administrators, guidance counselors and selected teachers participate in various conferences such as Annual AP Conference July 2009, National Council of Teachers of English November 2009, National Social Studies Teachers Conference November 2009, ASCD March 2010, Models Schools June 2010, Louisiana Association of Principals TBA, Fall Leadership Symposium October 2009, and others that focus on differentiated instruction, higher order thinking skills in ELA, including Marzano strategies and Bloom's Taxonomy.</p> <p>Collaboration/Follow-up: Within two weeks of attending the conferences, attendees will facilitate collaborative discussions about the varied instructional strategies, resources, etc. that were discussed at the conferences. The discussion will take place during team planning periods and administrators, librarian, literacy coach, paraprofessionals, and teachers will participate.</p>	<p>Title I (SW)</p> <p>Title I (SW)</p> <p>Title I (1003G)</p> <p>Title I (1003G)</p> <p>Title I (1003A)</p>	<p>500</p> <p>100</p> <p>200</p> <p>500</p> <p>100</p> <p>200</p> <p>500</p>	<p>\$16,800.00</p> <p>\$750.00 (subs for PD trips) \$27.38 (Benefits) \$6,000.00</p> <p>\$450.00 (Subs for PD trips) \$16.43 (Benefits)</p> <p>\$12,000.00</p> <p>\$750.00 (Subs for PD trips) Duplicate Amount</p>	<p>Strategies observed and obtained will be redelivered at monthly professional development meetings and implemented in classrooms on a daily basis.</p>	<p>The assistant principal and IMT will collect redelivery agendas, and copies of Power Point presentations, handouts, and sign in sheets from professional development meetings and conduct weekly walkthroughs to ensure demonstration in the classroom.</p>

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	<p>Parental Involvement: **Throughout the school year the school's parent involvement coordinator will ensure that parents will be informed of various activities (Orientation, Open House, Arts & Crafts Festival, November, Career Day [2nd semester], testing - ongoing, the issuance of progress reports and report cards, absences -ongoing, etc.)</p> <p>Parents will be informed via mail, e-mail, electronic marquee, newsletters, letters, schools' website and automated phone calls.</p>	Title I PI	500	\$359.30 (Postage) (Duplicate Amount)	Increased parent support and participation	Administrators and faculty will keep accurate records of events, sign-in sheets, newsletters and any other follow-up information
	<p>Collaboration: ***IMT and faculty members will meet in <u>weekly</u> grade level and subject level meetings to develop lesson plans incorporating meaningful engaged learning activities in all core subject areas and electives, implementing constructed responses and writing prompts to aid students in higher order thinking skills.</p>	Title I (SW)	400	\$15,700.00 (Rental & Maintenance on copy machines for Instructional Purposes) (Duplicate Amount)	Teachers will implement constructed writing assignments into their lesson plans.	Teachers will, using rubrics, assess students' writing assignments. IMT will keep evidence of student work showing teacher feedback and student revisions.

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	Follow-up: *During monthly meetings, the librarians' and other faculty members will conduct technology implementation trainings to aid teachers in integrating technology into their lessons in order to promote more differentiated instruction and higher order thinking activities.	Title I (SW)	600	\$107,500.00 (Technology Equipment i.e. computers, printers, projectors) (Duplicate Amount)	As a result of teachers implementing technology students will become more technologically savvy.	The administration and IMT will conduct weekly walk through(s) with timely feedback to ensure that teachers are implementing technology utilizing meaningful engaged learning strategies in the classroom.

TOTAL SCHOOL IMPROVEMENT BUDGET FOR RESTRICTED AND DISCRETIONARY FUNDS

Funding Sources	Title I (SW)	PI	FSI (1003A)	FSI (1003G)							Total
100 Salaries	2,190.00	0	60,150.00	56,450.00							118,790.00
200 Benefits	284.42	0	16,630.28	16,012.43							32,927.13
300 Purchased Professional Services	0	0	6,400.00	0							6,400.00
400 Purchased Property	15,700.00	0	500.00	0							16,200.00
500 Other Purchased Services	16,800.00	4,100.00	23,500.00	6,000.00							50,400.00
600 Materials & Supplies	137,825.58	359.35	78,241.43	15,211.10							231,637.46
Indirect Costs (if applicable)	0	0	20,515.61	10,364.32							30,879.93
700 Property	0	0	0	0							0
800 Other Objects	0	0	0	0							0
900 Other Uses of Funds	0	0	0	0							0
Total	\$172,800.00	\$4,459.35	205,937.32	104,037.84							\$487,234.51

*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

Title I, Part A, Expenditures (Improving Basic Programs, NCLB School Improvement Funds)	
Projected Expenditures	
SIP Expenditures*	383,892.16
Non SIP Expenditures (list)	
Indirect Costs	30,879.93
Total Title I, Part A, Expenditures	\$414,772.09

Title I, Part B, Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part B, Expenditures	

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

Title I, Part F, Expenditures (CSRP)	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title I, Part F, Expenditures	

Other Title I Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Other Title I Expenditures	

Title II Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title II Expenditures	

Title IV Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title IV Expenditures	

Title V Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total Title V Expenditures	

K-3 Initiative Expenditures	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (list)	
Total K-3 Initiative Expenditures	

Other Funds	
Projected Expenditures	
SIP Expenditures*	
Non SIP Expenditures (indicate source and expense)	
Total Other Funds, Expenditures	