

**2017-2018  
SCHOOL IMPROVEMENT PLAN**

**Fontainebleau High**



**St. Tammany Parish Public Schools**

*This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).*

## 1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

STRENGTHS	WEAKNESSES
Although the overall ACT composite decreased from 22.1 to 21.8 in 2016 to 2017, over the past 5 yrs the overall composite has grown in 2015 at 21.5 to 21.8 in 2017 with the highest in 2015 at 22.3. ACT Reading & Science subscores are consistently the highest and have grown over 5 yrs by 0.1 and 0.6 respectively.	Even though the ACT Math subscore grew by 0.2 from 20.8 in 2012 to 21.0 in 2017, it has basically flatlined and is consistently our lowest ACT subscore. Science and Math ACT subscores are not at benchmark.
The Cohort Graduation Rate is a potential strength growing from 108 in 2013 to 121 in 2017.	The EOC index is a weakness decreasing from 106.2 in 2013 to 99.3 in 2017.
The overall ACT composite has increased form 22.4 in 2013 to 23.1 in 2017.	The overall ACT Composite decreased by 0.1 from 2016 at 23.2 to 23.1 in 2017.
Algebra I index has increased from 83.1 in 2015 to 96.3 in 2017. US History index has increased from 106.5 in 2016 to 112.5 in 2017.	English II index decreased from 119.2 in 2015 to 108.8 in 2017 and English III index decreased from 104.6 in 2015 to 98.7 in 2017.
The HS Diploma Plus 110 category is a strength and has increased 5.8% over the last 3 years.	The HS Diploma Plus 115 category is a weakness and has decreased 22.3% over the last 3 years.
Asian/Pacific Islander and White are potential subgroup strengths.	LEP and SWD are potential subgroup weaknesses because they are consistently the lowest performing subgroups in ELA and Math.
Black students in US History have steadily increased from 2014 at 60.9% proficient to 75.9% proficient. White students in Algebra I have steadily increased from 2014 from 70.2% proficient to 80.6% in 2017.	SWD in Algebra I declined from 26.4% proficient in 2015 to 17.4% in 2017 and in Biology from 52.2% proficient in 2013 to 20.8% in 2017. Economically Disadvantaged declined in English II from 85.6% proficient in 2015 to 79.3% in 2017 and in Biology at 82.3% proficient in 2013 to 58.3% in 2017.
The White subgroup achievement gap increased from 0 to 8% in ELA from 2015 to 2017 and 0.5 to 12.6% in Math. This is the smallest achievement gap.	SWD, LEP, ED, Black, and Hispanic subgroups have increased in the achievement gap in ELA from 2015 to 2017 went from 45.1 to 55.0, from 12.0 to 55 in 2016, from 8.6 to 20.7 from 2015 to 2017, from 17.6 to 29.1, and from 10.0 to 29.6 respectively.
White and Asian/Pacific Islander subgroups are at 90.9% proficient and 75.0% proficient in 2014 respectively in ELA and 85.3% and 93.3% proficient in 2017.	SWD and LEP subgroups are at 27.9% and 60.0% proficient in 2014 respectively and were 23.5% and 20.0% proficient in 2017.

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**DATA SOURCES:** School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subclaim Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data

### GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*

1. From spring testing 2017 to Spring 2018 the SWD will increase their assessment index score by 5 points from a 35.6 to 40.6 of initial testers on the EOC/LEAP 2025.
2. From spring testing 2017 to spring 2018 the Whole School will increase their assessment index by 9.9 points from 99.3 to a 109.2 of initial testers on the EOC/LEAP 2025.
3. From spring testing 2017 to spring 2018 the ACT index will increase from 21.8 to 22.0.
- 4.
- 5.

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**2. PARENT AND FAMILY ENGAGEMENT**

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS MEASURE
<p><b>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</b></p> <ul style="list-style-type: none"> <li>• Parent involvement on SIP committee – 2 teachers who are also parents served on the committee</li> <li>• Student ambassadors will review and comment on SIP</li> <li>• SIP posted on school website</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> copies</p>	<p><b>Effectiveness Measure:</b> Survey for each component</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>• Parent meeting for new students and incoming freshmen</li> <li>• Senior parent meeting to discuss graduation requirements and post-secondary plans</li> <li>• FAFSA/LOFSA meetings</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> copies Lunch for Career Day speakers paid for by PTSA grant</p>	<p><b>Effectiveness Measure:</b> 50% average of all meetings of parental attendance</p>

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<ul style="list-style-type: none"> <li>• Parent scheduling meetings for each grade level</li> <li>• Individual parent/counselor meetings for transitioning to TOPS Tech, discussing student achievement, post-secondary planning, and ensuring student success</li> <li>• IEPs, IAPs, SAT, Act 833 enactment meetings – parents and/or guardians are invited to attend</li> <li>• PTSA meetings</li> <li>• Open House – teachers make parents aware of teacher websites which include curriculum and syllabi</li> <li>• Career Day – schools, parents and community members participate</li> </ul>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<b>Effectiveness Results:</b>
<p><b>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• School-wide and selective ROBO calls are made to inform parents of meetings and student progress</li> <li>• Teacher phone calls and parent conferences to discuss student progress and attendance</li> <li>• Senior progress letters</li> <li>• School website has testing information</li> <li>• JPAMS</li> <li>• Teacher websites</li> <li>• PTSA meetings</li> <li>• FAFSA/LOFSA meetings</li> <li>• Open House</li> </ul>	<b>Goal(s):</b> 1, 2, 3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<b>Items Needed:</b> copies	<b>Effectiveness Measure:</b> 100% attempted parent contact  <b>Effectiveness Results:</b>
<p><b>LA Act 436 Requirements:</b></p> <ul style="list-style-type: none"> <li>• In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House</li> </ul>	<b>Goal(s):</b> 1, 2, 3	<b>Budgets</b> used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	<b>Items Needed:</b> copies	<b>Effectiveness Measure:</b> 3 parent meetings will be held each year

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<p>events, PTA meetings, and other parent orientation meetings.</p>		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> <li>Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> copies</p>	<p><b>Effectiveness Measure:</b> Translators supplied when needed; translated materials when needed</p> <hr/> <p><b>Effectiveness Results:</b></p>

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*Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement.*

<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Grade level scheduling meetings held in spring</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> copies</p>	<p><b>Effectiveness Measure:</b> 50% of parents will attend</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>FAFSA/LOFSA meetings – with the new state requirement that parents must fill out the FAFSA for graduation purposes meetings will be held to inform parents of the FAFSA and how to fill it out. Students whose parents have completed the FAFSA each month will be entered in a drawing for Target gift cards.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Copies Gift cards – purchased by PTSA funds</p>	<p><b>Effectiveness Measure:</b> 100% of parents will complete the FAFSA</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>Open House – parents are informed of teacher websites which included curriculum and syllabi; teachers discuss expectations of the class and standardized tests that are associated with the class; discussion of ACT and Pre-ACT testing as well as CLEP and AP testing.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> copies</p>	<p><b>Effectiveness Measure:</b></p>
				<p><b>Effectiveness Results:</b></p>



**3. SCHOOLWIDE PLAN STRATEGIES**

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS MEASURE
<p><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Guaranteed curriculum for core courses</li> <li>• Math XL for most math levels</li> <li>• Achieve 3000 for at risk students in study skills</li> <li>• ACT Prep Courses</li> <li>• ACT Mastery Prep course</li> <li>• Algebra I Springboard pilot program for at risk students – students are double blocked in math</li> <li>• Guidebooks used by English I during 2<sup>nd</sup> nine weeks and English II during 3<sup>rd</sup> nine weeks</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Copies</li> <li>Math XL codes</li> <li>Computers</li> <li>ACT Mastery Prep materials</li> <li>Guidebooks</li> </ul>	<p><b>Effectiveness Measure:</b> Attainment of goals, Learning Walks, teacher observations</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• Math XL is used by math teachers to reinforce classroom instruction</li> <li>• Achieve 3000 is used by study skills teachers and students</li> <li>• Guidebooks are used as stated above</li> <li>• Guaranteed curriculum for core subjects</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b></p> <ul style="list-style-type: none"> <li>Copies</li> <li>Computers</li> <li>Math XL codes</li> </ul>	<p><b>Effectiveness Measure:</b> Learning walks, teacher observations, time on programs</p>

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<ul style="list-style-type: none"> <li>• Readiness measures - teacher created tests to obtain a class profile</li> <li>• LEAP 360 for English I and II, and Algebra I and Geometry</li> <li>• LEAP 2025/EOC</li> <li>• WorkKeys (ACT developed measurement for post-secondary readiness)</li> <li>• Pre-ACT</li> <li>• ACT</li> </ul>		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p><b>Effectiveness Results:</b></p>
<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• At risk students were chosen for the Algebra I pilot</li> <li>• Data analysis and progress monitoring by teachers determines who need interventions</li> <li>• Teacher recommendation/parental request</li> <li>• SAT meeting recommendation</li> <li>• 504 meeting</li> <li>• IEP meetings</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p><b>Items Needed:</b> Materials for Algebra I pilot JPAMS</p>	<p><b>Effectiveness Measure:</b> Attainment of goals</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• All Act 833 students have a study skills class daily</li> <li>• Graduation and Intervention program monitors meet with students weekly</li> <li>• Freshman Academy monitors freshman grades, behavior, and attendance</li> <li>• RTI for all students by teachers in the classroom – before and after school tutoring</li> <li>• De-escalation room for MAE students</li> <li>• JAG</li> <li>• Early identification of at-risk students by the junior high and CTE tour for these students</li> <li>• Saturday tutoring</li> <li>• Intervention room</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Copies, ancillary materials, resources, classroom space</p>	<p><b>Effectiveness Measure:</b> Discipline data ACT results Graduation rate increase LEAP 2025 results</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>• ACT bootcamp</li> <li>• ACT Prep classes</li> <li>• Study Skills classes</li> </ul>				
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• SAT process which evaluates needs of students – SAT team meets as needed</li> <li>• JAG</li> <li>• Data analysis</li> <li>• Early identification of at-risk students by the junior high and CTE tour for these students</li> <li>• KIT tutoring</li> <li>• Subject area PLCs</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input checked="" type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Copies, classroom materials</p>	<p><b>Effectiveness Measure:</b> Discipline data ACT results Graduation rate increase LEAP 2025 results</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</b></p> <ul style="list-style-type: none"> <li>• The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science.</li> <li>• LEP teacher and tutor at school 3 periods</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input checked="" type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> copies</p>	<p><b>Effectiveness Measure:</b> LEP subgroup data</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<p><b>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</b></p> <ul style="list-style-type: none"> <li>• Resource classes in English and Math and some Social Studies</li> <li>• Study Skills classes</li> <li>• ESL classes</li> <li>• Saturday tutoring for freshmen and other at-risk students</li> <li>• JAG</li> <li>• Graduation coaches</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> SWD subgroup data LEP subgroup data Graduation index</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Extended Learning Opportunities (within and beyond the school day and the school year):</b></p> <ul style="list-style-type: none"> <li>• Internship</li> <li>• Saturday tutoring</li> <li>• Dual Enrollment classes</li> <li>• Career Day</li> <li>• Educational field trips</li> <li>• Academic organizations on campus</li> <li>• CNA/EKG clinicals</li> <li>• EMT clinicals</li> <li>• Business learning partnerships</li> <li>• ACT Bootcamp</li> <li>• Teacher tutoring</li> <li>• ESYP</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Subgroup data ACT results Grad index</p> <hr/> <p><b>Effectiveness Results:</b></p>

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***Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students' Skills Outside of the Academic Subject Areas:***

<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school's students experience, a <b>Mental Health Provider (MHP)</b> will work with students <b>30</b> hours per week. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> MHP effectiveness chart</p> <hr/> <p><b>Effectiveness Results:</b></p>
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***Implementation of a schoolwide tiered model to prevent and address problem behavior:***

<p><b>Strategies Used to Prevent and Address Problem Behavior:</b></p> <ul style="list-style-type: none"> <li>Student appreciation day – students can spend PBS tickets</li> <li>PBS tickets</li> <li>Free dress day – given to students who meet GPA and/or no discipline record</li> <li>Leadership breakfast</li> <li>Honor breakfast</li> <li>Paw Points pizza party</li> <li>Restorative circles</li> <li>MAE and SPED teachers monitor students</li> <li>Grade level counselors</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Discipline data</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**Strategies for Assisting Students in the Transition from One School to the Next:**

<p><b>Transition Activities for Incoming and Outgoing Students:</b></p> <ul style="list-style-type: none"> <li>• 8<sup>th</sup> Grade Experience – students from the feeder junior high come to high school to see extracurricular</li> <li>• School counselors visit junior high to discuss scheduling</li> <li>• Career day</li> <li>• College representatives visit</li> <li>• College fair</li> <li>• Guest speakers</li> <li>• CTE tour for at-risk students from junior high</li> <li>• Freshman Orientation</li> <li>• Ambassadors</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Survey</p> <hr/> <p><b>Effectiveness Results:</b></p>
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**High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:**

<p><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• Algebra I and geometry meets to create common assessment</li> <li>• ACT resources to encourage use in all classrooms</li> <li>• Questioning techniques (multiple select, click and drag)</li> <li>• RTI for increasing number of IBCs</li> <li>• Science curriculum</li> <li>• IEP compliance</li> <li>• Cold reads</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> ACT results LEAP 2025 results</p> <hr/> <p><b>Effectiveness Results:</b></p>
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<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• March to Success</li> <li>• ACT in-service</li> <li>• Assessment writing</li> <li>• NTCC visitation</li> <li>• Foreign Language share day</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input checked="" type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> ACT results LEAP 2025 results</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</b></p> <ul style="list-style-type: none"> <li>• All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.</li> <li>• Teacher openings are advertised through the district website.</li> <li>• District leaders attend local college and university teacher recruitment fairs in the fall and spring.</li> <li>• The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.</li> <li>• Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.</li> <li>• Placement of Student Teachers from local universities</li> <li>• The STAR (Students Teaching And Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.</li> <li>• District Human Resources Coordinator serves as a speaker on college campuses for different education courses.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p>	<p><b>Effectiveness Measure:</b> Teacher retention rate</p> <hr/> <p><b>Effectiveness Results:</b></p>

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<ul style="list-style-type: none"> <li>District Human Resources Coordinator serves on various College of Education department committees at local universities.</li> </ul>				
<p><b>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</b></p>				
<p><b>Career and Technical Education Programs:</b></p> <ul style="list-style-type: none"> <li>CTE Pathways offered are: Auto Tech, Welding, Construction Crafts, ProStart, CNA, EMT, Web Design, Business Management, Digital Media, Information Technology, Hospitality, Tourism and Retail, Health Science Patient Care and Management, Public Service, Micro-Enterprise</li> <li>JAG – preparation for at risk students to earn diploma and skills necessary to enter the work force</li> <li>CTE dual enrollment through NTCC</li> </ul>	<p><b>Goal(s):</b></p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> Resources necessary to meet IBC</p>	<p><b>Effectiveness Measure:</b> Attainment of IBCs Attainment of college hours Cohort index</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Coursework to Earn Post-Secondary Credit:</b></p> <ul style="list-style-type: none"> <li>Dual enrollment courses through Northshore Technical Community College and Southeastern Louisiana University</li> <li>AP classes which prepare students to sit for the AP tests for different subjects</li> <li>CLEP testing so students can earn college credit</li> <li>Articulated credit</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p><b>Items Needed:</b> DE tuition Math XL for math courses Moodle – for SLU CLEP tests AP tests AP/CLEP coordinator DE coordinator</p>	<p><b>Effectiveness Measure:</b> Attainment of college hours Cohort index</p> <hr/> <p><b>Effectiveness Results:</b></p>



## Fontainebleau High

### ***Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:***

#### **McKinney Vento:**

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

#### **Food Services:**

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

#### **Special Education:**

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, or Title III funding.

#### **English as a Second Language (ESL):**

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III Immigrant Funds.

#### **21<sup>st</sup> Century Programs:**

- Students in participating schools are entitled to attend the 21<sup>st</sup> Century afterschool programs during the school year and during the summer.

#### **Headstart Preschool Programs:**

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

#### 4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State's annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

**Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:**

- The committee meets during the school year to review the SIP and data to monitor school performance and to evaluate where PD is needed
- PD will be presented based on needs of school and teachers' weaknesses and strengths as well as students' weaknesses and strengths

**Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:**

- ACT and EOC/LEAP/LEAP 360 data is used to determine where change is needed
- Grades in JPams are monitored and analyzed and administration meets with teachers to discuss data
- Attendance data is monitored and administration meets with students who are habitually tardy and/or absent
- Discipline data is monitored and repeat offenders are met with

**Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:**

- Data used to determine strengths and weaknesses and academic placement. Interim data used throughout the year to determine growth and to determine if further PD is needed.
- Summative data is used to determine teacher effectiveness and student achievement.

**Describe how results of this assessment are reported to the school's stakeholders:**

- Parents and students receive scores for the EOC/LEAP 2025 as well as report card grades
- Data is shared during beginning of the year PD with teachers
- School wide assessment results shared through school report card