

**2021-2024  
SCHOOL ADVANCEMENT PLAN**

# **Fontainebleau High**



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

# 1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.*

STRENGTHS	WEAKNESSES
The LEAP 2025 subscore in Algebra I percent proficient increased from 36% in 2019 to 46% in 2021.	The LEAP 2025 subscore in English II percent proficient decreased from 70% in 2019 to 64% in 2021.
The LEAP 2025 subscore in Algebra I decreased in % unsatisfactory from 10% in 2019 to 9% in 2021.	On the LEAP 2025 English I, data analysis shows a downward trend in percent proficient decreasing from 67% proficient in 2018, to 62% proficient in 2019, to 60% proficient in 2021.
The LEAP 2025 subscore in Biology percent proficient increased from 35% in 2019 to 37% in 2021.	On the LEAP 2025 Geometry, data analysis shows a downward trend in percent proficient decreasing from 49% in 2018 to 42% in 2019 to 39% in 2021
Students earning a high school diploma as measured by the Strength of Diploma index, high school diploma +160, increased from 0 students in 2018 to 6 students in 2020; high school diploma +115 points, increased from 28 students in 2018 to 45 students in 2020; and students graduating with a Jumpstart credential and a high school diploma increased from 112 students in 2018 to 1146 students in 2020.	Students earning a high school diploma as measured by the Strength of Diploma index, high school diploma plus with an advanced Jumpstart credential, decreased from 86 students in 2019 to 76 students in 2020.
The Graduation Cohort Rate increased from 87.2% in 2019 to 90 % in 2021 maintaining the highest Graduation Cohort rate in the parish and in the state.	
On the ACT students have consistently scored higher than the state average in English, Reading, Math, Science, and overall composite.	On the ACT the overall composite score has decreased from 21.9 in 2016-17 to 19.4 in 2021 which is a consistent downward trend in composite score.

## 2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
  - *Pre-K through 8<sup>th</sup> grade schools must have one ELA goal, one Math goal, and one additional academic goal*
  - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

### Goal #1

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Mastery or Above on the LEAP 2025 in the reporting category of Expressing Mathematical Reasoning (Type II tasks) increase by 2 percentage points each year as follows:

Grade	2021 Score	2022 Score	2023 Score	2024 Score
Algebra I	33	35	37	39
Geometry	35	37	39	41

### Instructional Focus:

**2021-2022:** Algebra I and Geometry instruction will focus on increasing competencies in:

- Type II tasks: “express mathematical reasoning by constructing mathematical arguments and critiques” (written arguments/justifications, critique of reasoning, or precision in mathematical statements, Facilitating Productive Mathematical Discussions/Discourse)

**2022-2023:**

### Resources needed:

- Tier 1 Curriculum Resources
- Springboard Curriculum
- Louisiana Math Content Leader
- District Resources within Guaranteed Curriculum/Google Classrooms
- Louisiana Believes State Planning Documents

### Team Reflection:

**Fontainebleau High 2021-2024**

<b>2023-2024:</b>		
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>• Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing expressing mathematical reasoning (constructed response items)</li> <li>• Send home information about Springboard units and topics</li> <li>• Send home LDOE parent support information</li> <li>• Post links on school website for parent support information and homework assistance</li> </ul>	<b>Resources needed:</b> <ul style="list-style-type: none"> <li>• Links to LDOE</li> </ul>	<b><u>Number of Participants:</u></b>  <b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b>
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>• Mathematical Practices- focused primarily on MP.1, MP.3, MP.6, MP.7, &amp; MP.8</li> <li>• Orchestrating and Facilitating 5 Practices for Productive Mathematical Discourse</li> <li>• Examining Mistakes/Misconceptions for Effective Feedback</li> <li>• Under Development: Aligning instruction to both ACT College and Career and also Louisiana State standards. Incorporating ACT prep in ELA/math instruction.</li> </ul>	<b>Resources needed:</b> <ul style="list-style-type: none"> <li>• Tier 1 Curriculum Resources Springboard Curriculum</li> <li>• Louisiana Math Content Leader</li> <li>• District Resources within Guaranteed Curriculum/Google Classrooms</li> <li>• Louisiana Believes State Planning Documents</li> </ul>	<b><u>Feedback from Teachers:</u></b>
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>• PLCs will focus on planning for assessment review of Type II tasks, purposeful task selection, anticipating student strategies for solving problems, monitoring development, selecting student</li> </ul>		

### Fontainebleau High 2021-2024

- work samples, sequencing student work samples, connecting student work to the overall goal of the unit.
- Curriculum Specialist
  - Peer Observation -Model lessons to support productive math discussions and strategies for delivering effective feedback and analysis of student work

#### Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x	X		x			x	x			x		x	

### Monitoring and Evaluating

#### Assessments:

- Diagnostic LEAP 360
- Interim LEAP 360
- Assessment items identified as Expressing Mathematical Reasoning
- Tier 1 Curricular - Activity Quizzes, Embedded Assessments
- Unit tasks and district/teacher/school created high-quality common assessments
- EOY: LEAP 2025

#### Observations:

- One administrator will visit every ALG I and GEOM classroom at least once a month to conduct a snapshot using the “math Look-fors checklist”
- Once a year the School Improvement Committee will visit every ALG I and GEOM classroom to conduct a snapshot

#### Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

**Fontainebleau High 2021-2024**

**Goal #2**

From 2021 to Spring 2021, the school will increase its Strength of Diploma Index by .5 points each year as follows:

Category	2020-2021 Baseline	2022	2023	2024
# of students enrolled in AP classes	166			
# of students who took AP test	269			
# of students who scored 3+ on AP test	88			
# of students who took CLEP test	0			
# of students who earned credit via CLEP	0			
# of students enrolled in classes with a statewide IBC	760			
#of students who earned a statewide IBC	758			
# of students who earning 6 TOPS academic DE credits	75			
# of students earning 7-12 TOPS academic DE credits	1			
# of students earning 13-18 TOPS academic DE Credits	0			

**Instructional Focus:**

- 2021-2022: Increase # of students taking CLEP, increase # of students earning an IBC, increase AP + and higher scores, and increase # of students enrolling in DE courses. 2022-2023 Increase #

**Resources needed:**

- Increase awareness of options for

**Team Reflection:**

### Fontainebleau High 2021-2024

<p>of students taking CLEP, increase # of students earning an IBC, increase AP + and higher scores, and increase # of students enrolling in DE courses.</p> <ul style="list-style-type: none"> <li>● 2022-2023: Increase # of students taking CLEP, increase # of students earning an IBC, increase AP + and higher scores, and increase # of students enrolling in DE courses.</li> <li>● 2023-2024: Increase # of students taking CLEP, increase # of students earning an IBC, increase AP + and higher scores, and increase # of students enrolling in DE courses.</li> </ul>	<p>earning credits in post-secondary institutions for parents and students and funding (Modern States)</p>	
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Send home LDOE parent support information</li> <li>● Post links on school website for parent support information and homework assistance</li> <li>● Counselor hosted Junior/Senior night - Parent night</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Links to LDOE Resources</li> <li>● AP Classroom</li> <li>● Modern States Funding</li> <li>● AP Fee Waiver</li> </ul>	<p><b><u>Number of Participants:</u></b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● High School Accountability</li> <li>● Achieve 3000</li> <li>● Jump Start 2.0</li> <li>● Modern States</li> <li>● AP/CLEP Teacher Training</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Achieve 3000 Training</li> <li>● Curriculum Specialists</li> <li>● CLEP Testing Manuals</li> </ul>	<p><b><u>Feedback from Teachers:</u></b></p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● School Supervisors</li> <li>● CTE Coordinator</li> <li>● Curriculum Specialists</li> <li>●</li> </ul>		



**Fontainebleau High 2021-2024**

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
		x		x			x	x			x		x	

## Monitoring and Evaluating

**Assessments:**

- AP Testing
- CLEP BIO II, Spanish, French
- DE
- IBC

**Observations:**

- Once per quarter, the School Advancement Committee will visit IBC, AP, CLEP, and DE courses to conduct a snapshot using the snapshot rubric aligned to content area.
- Once per semester, the School Advancement Committee will review the course offerings, enrollment data, and scores attained by students on the tests.

**Middle of the Year Monitoring Results/Areas for improvement:**

**End of the Year Results:**

## Fontainebleau High 2021-2024

### Goal #3

From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Mastery or Above on the LEAP 2025 in the reporting category of Reading Informational Text (Type II tasks) increase by \_\_2\_\_ percentage points each year as follows:

Grade	2021 Score	2022 Score	2023 Score	2024 Score
English I	63	65	67	69
English II	59	61	63	65

#### Instructional Focus:

**2021-2022:** English instruction will focus on increasing competencies in:

- Citing Textual Evidence: Close Reading, Text Dependent Questions (RL.1)
- Building Background Knowledge: Reading Complex Text, Reader's Circles (RL.10)
- Fluency: Accuracy, Rate, Expression, Comprehension (RF.4; RL.10)

**2022-2023:**

**2023-2024:**

#### Resources needed:

- Evidence Sentence Starters
- Qualitative Text Rubric for informational texts
- Reader's Circles for Informational Texts
- GB Teacher Notes (support for identifying text evidence)
- GB Unit/Lesson Specific Diverse Learner's Guide and Additional Supports for Diverse Learners
- GB Supports Flow Chart
- Organizational Frames (SPO, CER)

#### Team Reflection:

**Fontainebleau High 2021-2024**

	<ul style="list-style-type: none"> <li>● Graphic Organizers (citing evidence)</li> <li>● Annotations Text Strategy Guide (GB)</li> <li>● Fluency Passages for each GB unit (with vocabulary and comprehension questions)</li> </ul> <p>Fluency Strategies (from ELA Content Leader Training)</p>	
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>● Send home information about GB unit texts/topics</li> </ul>	<b>Resources needed:</b> <ul style="list-style-type: none"> <li>● LDOE Link</li> </ul>	<b><u>Number of Participants:</u></b>  <b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b>
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>● <u>Citing Textual Evidence: Close Reading, Text Dependent Questions</u></li> <li>● ELA Content Leader Module 3: Close Reading to Build Understanding               <ul style="list-style-type: none"> <li>➤ Session 1: Qualitative (Text) Analysis as a Critical Part of the Planning Process</li> <li>➤ Session 3: Text Dependent Questions and Text Based Responses</li> </ul> </li> <li>● ELA Content Leader Module 4: Supporting All Students               <ul style="list-style-type: none"> <li>➤ Session 1: Reflect and Use the Guidebooks to Define Expectations for Student Work</li> </ul> </li> </ul>	<b>Resources needed:</b> <ul style="list-style-type: none"> <li>● Tier 1 Curriculum Resources Springboard Curriculum</li> <li>● Louisiana Math Content Leader</li> <li>● District Resources within Guaranteed Curriculum/Google Classrooms</li> <li>● Louisiana Believes State Planning Documents</li> </ul>	<b><u>Feedback from Teachers:</u></b>

<ul style="list-style-type: none"> <li>➤ Session 2: Analyze Work Samples for Evidence of Student Learning (use of relevant evidence)</li> <li>➤ Session 5: Use the Supports Flow Chart to Support Students in Using Evidence</li> <li>● <u>Building Background Knowledge: Reading Complex Text, Reader's Circles</u></li> <li>● ELA Content Leader Module 1: Unpacking the Guidebooks <ul style="list-style-type: none"> <li>➤ Session 5: Close Reading Experiential: The Reader's Circles in Action</li> <li>➤ Session 6: Text-Based vs. Strategies Based Approach</li> </ul> </li> <li>● ELA Content Leader Module 2: Building Knowledge to Support <ul style="list-style-type: none"> <li>➤ Session 1: Text Set Experiential: How Does Knowledge Support Comprehension?</li> <li>➤ Session 2: Conceptual Coherence and Building Knowledge</li> <li>➤ Session 3: Unpack the Knowledge Demands of a Unit: Extension Task</li> <li>➤ Session 4: How do Guidebooks Build Knowledge? Exploring GB Text Sets</li> </ul> </li> <li>● ELA Content Leader Module 3: Close Reading to Build Understanding <ul style="list-style-type: none"> <li>➤ Session 1: Qualitative (Text) Analysis as a Critical Part of the Planning Process</li> </ul> </li> </ul>		
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<ul style="list-style-type: none"> <li>➤ Session 2: Close Reading in the Guidebooks: How Reader's Circles Get Students to the Big Ideas</li> <li>➤ Session 3: Text Dependent Questions and Text Based Responses</li> <li>● <u>Fluency: Accuracy, Rate, Expression, Comprehension</u></li> <li>● ELA Content Leader Module 1: Unpacking the Guidebooks <ul style="list-style-type: none"> <li>➤ Session 4: Fluency as a Foundation</li> </ul> </li> <li>● ELA Content Leader Module 4: Supporting All Students</li> <li>● Session 4: Use the Supports Flow Chart to Address Fluency, Vocabulary, and Knowledge</li> </ul>		
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● ELA Content Leaders model lessons or portions of lessons focusing on: fluency, close reading, identifying text evidence</li> <li>● PLCs will focus on</li> <li>● identifying what makes GB informational texts complex <ul style="list-style-type: none"> <li>➤ Planning close reading GB lessons using the reader's circles</li> <li>➤ Planning GB lessons to support students in reading and comprehending complex text</li> <li>➤ Planning GB lessons with a focus on citing evidence</li> </ul> </li> <li>● Instructional Coach- Model lessons or portions of lessons focused on close reading, citing evidence and fluency; provide support with GB planning based on topics</li> <li>● Curriculum Specialists will provide support to coaches and ELA Content Leaders</li> <li>● Under Development: Aligning instruction to both ACT College and Career and Louisiana State standards; Incorporating ACT prep in ELA instruction</li> </ul>		

**Fontainebleau High 2021-2024**

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X	X		X			X	X			X		X	

**Monitoring and Evaluating**

**Assessments:**

- Discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others.
- School Climate: student and teacher feedback, focus groups, class observation, non-instructional space observation, meeting minutes, 1:1 discussions, surveys.

**Observations:**

- Once per quarter, the School Advancement Committee will review discipline data
- Once per quarter, the School Advancement Committee will share discipline data with the PBIS Committee to identifying

**Middle of the Year Monitoring Results/Areas for improvement:**

**End of the Year Results:**

## Fontainebleau High 2021-2024

**Goal # 4:** From Spring 2021 to Spring 2024, the school will increase its ACT Index by .3 points each year as follows:

Grade	2021 Baseline	2022	2023	2024
Average Composite Score	19.5			
Average ACT Score : English	19.1			
Average ACT Score : Mathematics	18.4			
Average ACT Score : Reading	19.9			
Average ACT Score : Science	19.7			

### Fontainebleau High 2021-2024

Percentage of Students Meeting English Benchmark	60			
Percentage of Students Meeting Math Benchmark	23			
Percentage of Students Meeting Reading Benchmark	39			
Percentage of Students Meeting Science Benchmark	33			

ACT Benchmarks: English - 18; Mathematics - 20; Reading - 22; Science - 23

<p><b>Instructional Focus:</b>  <b>2021-2022:</b> Using ACT focused instructional strategies in English, Math, Science and social studies; as well as ACT formatted questions in all courses, students will increase their preparation for the state ACT March testing.   <b>2022-2023:</b>   <b>2023-2024:</b></p>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>District Resources within Guaranteed Curriculum/Google Classrooms</li> </ul>	<p><b><u>Team Reflection:</u></b></p>
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>Parent Night - Why take the PreACT, ACT, WorkKeys - for parents (posted on school website)</li> <li>Robocall; Website; Announcements, Flyers posted on campus, PBIS Incentives</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>Items for PBIS Incentives</li> </ul>	<p><b><u>Number of Participants:</u></b></p> <p><b><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>High School Accountability</li> <li>STPPS ACT STRATEGIC School Planning Guidance: Creating an ACT Learning Culture</li> </ul> <p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>Curriculum Specialist</li> <li>School Supervisors</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>STPPS ACT Toolkit</li> <li>ACT WorkKeys curriculum</li> <li>STPPS PreACT and ACT Practice Tests</li> <li>ACT Fee Waivers</li> <li>Cambridge ACT Prep Books (English III)</li> </ul>	<p><b><u>Feedback from Teachers:</u></b></p>



### Fontainebleau High 2021-2024

- ACT Boot Camps
- Free ACT Online Practice Test

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x	X		x			x	x			x		x	

### Monitoring and Evaluating

#### Assessments:

- STPPS PreACT and ACT Practice Tets
- ACT
- PreACT

#### Observations:

- Once per quarter, the School Advancement Committee will visit all ACT prep, English, Math, and science courses to conduct a snapshot using the snapshot rubric aligned to content area.

**Middle of the Year Monitoring Results/Areas for improvement:**

**End of the Year Results:**

## 3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

### DISCIPLINE

- *Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of- school suspension rate is more than two times the national average for the past three years*
- *Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12*

## Fontainebleau High 2021-2024

### Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by \_\_2\_\_ % points each year as follows:

2020-2021 %	2021-2022 %	2022-2023 %	2023-2024 %
34	32	30	28

**Tier 1 (School-wide):** weekly social skills lessons, positive behavior reinforcement, seating charts, school counselor guidance lessons on character and social emotional competencies, supportive counseling

Triad of Instruction:

- Classroom Management Plan
- Social Emotional Counseling
- PBIS
- Development of classroom culture
- Supportive counseling not occurring on a regular basis
- Classroom Guidance Lessons

**Tier 2 (Targeted Prevention):** Calming corners, Card out, parent conferences

Triad of Instruction:

- Targeted social skills instruction
- Student specific reinforcement system
- Peer Based Supports
- Behavior Contracts
- Mental Health Counseling Services Individual and Group
- Classroom Groups
- Small group counseling groups

**Resources needed:**

- Incentives for PBIS
- Counseling services
- 

**Team Reflection:**

**Fontainebleau High 2021-2024**

<p><b>Tier 3 (Intensive Individual):</b> referrals to wrap around community supports, home school plans to improve relationships and create proactive plans</p> <p><u>Triad of Instruction:</u></p> <ul style="list-style-type: none"> <li>● FBA &amp; BIP</li> <li>● Safety Plan</li> <li>● Daily, explicit social skill instruction</li> <li>● Crisis Intervention Plans</li> <li>● Mental Health Counseling Services Individual and Group</li> <li>● Crisis Intervention Services</li> <li>● CSoC (Coordinated System of Care wrap-around referral)</li> <li>● FINS (Families in need of services referral)</li> </ul>		
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Parent advisory groups, special events for parents and families that can incorporate presentations on topics related to school family connections, counselors to share parenting strategies at conferences and IEP/504 meetings</li> </ul>	<p><b>Resources needed:</b></p>	<p><b><u>Participation Outcome:</u></b></p> <p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Adult SEL for all staff-five core competencies including self-awareness, self-management, social awareness, relationships skills, responsible decision-making</li> <li>● Adult Wellness-Self Care</li> <li>● Conscious discipline</li> <li>● Stress management</li> <li>● Classroom Management Plan</li> <li>● CPI Training</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Schedule time to plan, develop and collaborate- set times to conduct data reviews, team staffing, wellness events, parent engagement activities, observations, etc.</li> </ul>	<p><b><u>Feedback from Teachers:</u></b></p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Every nine weeks survey the school climate and provide follow up and support to areas most in need.</li> </ul>		

**Fontainebleau High 2021-2024**

- Classroom Observations-Proactive Classroom Management plans
- Coaching
- Weekly team staffing

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x	x		x			x			x	x			

**Data used to Monitor and Evaluate Goal:**

- Discipline data will be reviewed every 9 weeks to determine the percentage of discipline referrals, identify the location with the most referrals, identify the incident with the most referrals, and identify groups (grade levels, teachers, etc.) that are receiving more referrals than others.
- School Climate: student and teacher feedback, focus groups, class observation, non-instructional space observation, meeting minutes, 1:1 discussions, surveys.

**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**

## STUDENTS WITH EXCEPTIONALITIES

- *Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))*

### Goal #2 (SWE):

From Spring 2021 to Spring 2024, the SPS for the SWE student group will increase by \_\_\_\_ points each year as follows:

2020-2021 SPS	2021-2022 SPS	2022-2023 SPS	2023-2024 SPS

### Describe policies and practices to identify disabilities early and accurately:

- Team Referral
- Student Assessment Team
- PAS Evaluations/Reevaluations
- Parent/Teacher/Counselor Conferences

### Team Reflection:

**Fontainebleau High 2021-2024**

<b>Describe structures to increase collaboration amongst general and special education teachers:</b> <ul style="list-style-type: none"> <li>• Common Plans in all core subjects</li> <li>• Co-teaching model</li> <li>• SWEDL Communications with classroom teachers</li> <li>• SWE Tracking Forms</li> </ul>		<b><u>Team Reflection:</u></b>
<b>Supports and Strategies in Tier 1 (School-wide):</b> <ul style="list-style-type: none"> <li>• Guidebooks</li> <li>• Unique Learning and News 2 You (Moderate, Severe, RNC</li> <li>• Clever</li> <li>• Edulastic</li> <li>• Common Lit</li> <li>• No Red Ink</li> <li>• Symbol Stix Prime</li> <li>• Unique Learning, News 2You</li> </ul>	<b>Resources needed:</b> <ul style="list-style-type: none"> <li>• Guidebooks</li> <li>• Site Licenses</li> <li>• Training to effectively use interventions</li> </ul>	<b><u>Team Reflection:</u></b>
<b>Supports and Strategies in Tier 2 (Targeted Prevention):</b> <ul style="list-style-type: none"> <li>• Project Read (Small Group)</li> <li>• Fast ForWord</li> <li>• Guidebook Support</li> <li>• Achieve 3000</li> <li>• Reflex Math</li> </ul>		
<b>Supports and Strategies in Tier 3 (Intensive Individual):</b> <ul style="list-style-type: none"> <li>• Project Read (Small Group)</li> <li>• PCI (Moderate, Severe, RNC)</li> <li>• Achieve 3000</li> <li>• SRA (only with IEP)</li> <li>• Reflex Math</li> </ul>		
<b>Parent and Family Engagement Activity:</b> <ul style="list-style-type: none"> <li>• Attendance at SAT/ 504/ IEP meetings</li> </ul>	<b>Resources needed:</b> <ul style="list-style-type: none"> <li>• Flyers</li> </ul>	<b><u>Participation Outcome:</u></b>

**Fontainebleau High 2021-2024**

<ul style="list-style-type: none"> <li>● STPSS website</li> <li>● Report Card</li> <li>● STPPS SWE Annual Family Information Night</li> <li>● PARENT GUIDE TO LEAP CONNECT</li> </ul>	<ul style="list-style-type: none"> <li>● F&amp;E Notifications</li> </ul>	<b><u>Parent Feedback/Exit Tickets/Survey:</u></b>
<b>Professional Development:</b> <ul style="list-style-type: none"> <li>● Monthly SWDL Data Managers Meetings</li> <li>● Monthly SWE Dept. Meetings</li> <li>● In-service to FHS SWE staff by STPSS SWE staff</li> <li>● ELA Content Leader</li> <li>● Math Content Leader</li> <li>● Project Read – Phonics, Linguistics, Written Expression, Report Form</li> <li>● SER, FBA, BIP trainings</li> <li>● Achieve 3000/Actively Learn</li> <li>● Unique Learning/News 2 You</li> <li>● Discovery Education</li> <li>● Symbol Stix Prime</li> </ul>	<b>Resources needed:</b> <ul style="list-style-type: none"> <li>● Release time for SWE staff for training</li> <li>● SWE GC</li> </ul>	<b><u>Feedback from Teachers:</u></b>
<b>Follow Up and Support:</b> <ul style="list-style-type: none"> <li>●</li> </ul>		

<b>Budgets</b> used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x			x			x	x		x	x			

**Data used to Evaluate Goal:**  
 Data used to generate SPS for SWE students to include LEAP 2025, growth target as set by state

**Middle of the Year Monitoring Results/Areas for Improvement:**

End of the Year Results:

### ENGLISH LEARNERS

- Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.
- Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc.

#### Goal #3 (English Learners):

From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)

#### Supports and Strategies in Tier 1 (Core Instruction):

- 1 ESL Class
- Native Language/English dictionaries

#### Supports and Strategies in Tier 2 (Targeted Prevention):

- 2 ESL classes
- Spanish Honor Society Tutoring for LEP students
- Native Language textbooks
- Native Language novels

#### Supports and Strategies in Tier 3 (Intensive Individual):

#### Resources needed:

- Native Language/English dictionaries
- Rosetta Stone

#### Team Reflection:



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<ul style="list-style-type: none"> <li>● Schedule designed to limit intensive English language</li> <li>● 3 ESL classes</li> <li>● Native Language textbooks</li> <li>● Native Language novels</li> <li>● Partner with a fluent ESL student in the core classes</li> </ul>		
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <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 and translated include: Handbooks/Discipline Policies; Report cards/ progress reports; Parent permission forms; Disciplinary Notices; 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 EL program; Disciplinary hearings; Orientation/ Back to School Events; Parent-Teacher Conferences; Medical Emergencies/ Nurse Calls; School-Wide Announcements over intercom; Special Education meetings/IEPs; Robocalls; Plays, Concerts, etc.</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Translated Documents</li> <li>● Certified Translator</li> </ul>	<p><b><u>Participation Outcome:</u></b></p> <p><b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● STPSS Training</li> <li>● ELL Teacher and guidance counselor in-service staff on ELL services</li> <li>● Every Tuesday, Google Meet with Lynn Upchurch, ESL Instructional Coach, for Regular Education teachers to receive support in implementing core instruction for ESL students.</li> </ul>	<p><b>Resources needed:</b></p>	<p><b><u>Feedback from Teachers:</u></b></p>
<p><b>Follow Up and Support:</b></p>		

**Fontainebleau High 2021-2024****Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x	x		x			x	x		x	x			

**Data used to Evaluate Goal:**

ELDA Test

**Middle of the Year Monitoring Results/Areas for Improvement:****End of the Year Results:**

## 4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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 the federal 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.*

### **Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:**

- JCampus
- Robocalls
- Parent meetings; Grade Level Scheduling Nights, Senior/Junior Night meetings
- Parent/Teacher Conferences
- Teacher Websites
- School Website
- Open House
- New Student Orientation

### **Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:**

- PTSA board meetings and general meetings
- Parent meetings
- Booster Clubs
- School committee members

### **Resources Needed to Support Parent and Family Engagement:**

- Agenda
- Refreshments
- Auditorium/Meeting Location
- Program of Study
- Handouts
- Student Handbook
- Calendar of Events

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**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x	x		x			x	x		x	x			

**Team Reflection:**

## 5. INTERVENTIONS FOR AT-RISK STUDENTS

### **Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:**

- Teachers monitor student participation and completion of assignments identifying students at risk. Teachers offer opportunities for tutoring outside of the classroom, solicit assistance from parents through phone conferences, counselor teacher/parent/student conferences, attend IEPs/504 meetings, provide feedback to SWE staff through tracking forms, and incorporate varied instructional strategies within lessons such as test corrections, redoing assignments, extended time, etc. RTI Tier II and III interventions are implemented as warranted for select students.
- Administrators monitor student attendance following state attendance laws. If attendance is excessive, parent contact is made and seat time recovery is offered to the student.
- SWE students that receive support from the MAE teacher and/or students that exhibit a high incidence of behaviors receive support utilizing the 'Card Out' program. The MAE teacher tracks the targeted behaviors impeding the student's success and develops a plan and/or BIP to reduce the frequency of the negative behavior and increase positive behaviors.
- SWE students that have the April Dunn ACT applied to a course, LEAP 2025 test, and/or credential receive remediation and support in a Study Skills. The caseload teacher and Study Skills teacher monitor the student's progress.
- SWE/504 students are assigned a caseload teacher who maintains contact between classroom teachers. Parents and teachers all year. Additional supports are implemented based on a student's needs in each class. The caseload teacher monitors their students' performance throughout the year.
- ELL students receive support in their academic classes through the ESL teacher and classes. Additionally these students have textbooks and novels translated into their native language as well as the use of translation programs/ dictionaries. The ESL teacher monitors their progress throughout the year.

### **Describe how the school ensures that interventions do not replace core instruction:**

- RTI - this includes tutoring before and after school
- Seat Time recovery - outside of the school day
- Card Out for MAE students
- Study Skills - students are also in core classes and this class is support for those other classes

### **Interventions/programs available for students in need (include grade levels and skills addressed):**

- Math Skills – T-9 students
- Language Skills – T-9 students
- Credit recovery through STPSS Virtual program – 12<sup>th</sup> grade
- April Dunn Applied for courses, LEAP 2025, and credentialing - SWE – grade 9-12
- ELL classes designed to increase acquisition of the English language – grade 9-12

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**Describe the process for ensuring progress monitoring is carried out and results are monitored:**

- Ninth grade counselor monitors T-9 students
- SWE Department Leader monitors April Dunn Applied students
- Senior counselor identifies and monitors students in credit recovery
- 504 Coordinator, caseload teachers monitor students with IEP/PPs.

**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x	x		x			x	x		x	x			

**Resources Needed to Support Interventions:**

- Distant Lab staff/room
- ELL language programs
- Foreign Language/English translation dictionaries
- SWE supports such as Achieve 3000, Reflex Math, Fast Forward

**Middle of the Year Monitoring Results:**

**End of the Year Results:**

## 6. SUPPORT AND EXTENDED LEARNING

### Support and extended learning opportunities within the school day (field trips, art, music, etc.)

- Guest speakers in Career Courses
- CBE
- Community Transitional Vocational Training
- Fine Arts Events such as LMEA, Plays, Art shows
- Career Day
- Danny from Rubin Webinar Virtual Internships

### Resources needed:

- Guest speakers
- Bus Transportation
- Auditorium

### Extended learning opportunities beyond the school day and school year (e.g. 21<sup>st</sup> century, before or after school tutoring, credit recovery, etc.):

- Summer school – credit recovery
- ESY for SWE students
- Band camps
- Teacher Tutoring before/after school
- Continuity Plan for Learning (Recorded lessons and/or Live Stream)
- After school Play Practice
- After School Marching band/Color Guard practice
- Summer Robotics Camp
- Adopt A Pond Project

### Resources needed:

- Transportation

### Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x	x		x			x	x		x	x			

### List programs that need to be evaluated and what data will be used to monitor and evaluate:

????

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**Middle of the Year Monitoring Results/Areas for Improvement:**

**End of the Year Results:**



## 7. COUNSELING SERVICES

*A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. 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.*

### Services Provided by Mental Health Provider(s):

- Weekly Counseling for students
- ToV assessments
- Parent Conferences
- Dissemination of Mental Health Resources for Teachers

### Resources needed:

### Services Provided by Counselor(s):

- College and Career counseling
- Scheduling College/Armed Services representatives for on-campus visits
- Assisting in selection of courses to fulfill diploma options
- Scholarship Information
- Parent/Teacher/Student conferences
- KIT referrals/ services
- Enrollment
- ToV Assessments
- Standardized Assessments
- Maintaining counselor section on FHS's website
- Grade Level GC
- Fall and Spring Parent Scheduling/Information Nights
- Jr. High SAT Team Participation

### Resources needed:

- KIT supplies/funding
- Set-up locations for representatives on campus

### Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x	x		x			x	x		x	x			

Team Reflection:

## 8. TRANSITION ACTIVITIES

*Describe school-wide transition activities including those for Students with Exceptionalities, such as:*

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*
- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

### Transition Activities for Students:

- Senior internship
- Career Day
- Guest speakers in select courses such as Forensics, Engineering, Pro Start, Welding
- Community Based Education
- Transitional Vocational Training
- Vocational Courses
- TEEM
- Morning Broadcast
- Jobs for American Graduates
- New Student/Parent Orientation
- LEAP Connect Senior Project and Interview Plan at the Treen Center

### Resources needed:

- Speakers for Career Day/Courses
- Internship sites
- Bus Transportation
- Technology compatible with outside agencies
- Equipment/Supplies for real life training

### Parent and Family Engagement Activity:

- Parent Night
- Guidance section on school website
- New Student/Parent Orientation
- STPSS SWE Family Informational Night

### Resources needed:

- Flyers for STPSS SWE Family Informational Night

### Participation Results:

### Feedback from Parents/Families:

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**Budgets** used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x	x		x			x	x		x	x			

## 9. PROFESSIONAL LEARNING COMMUNITIES

*PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:*

- *analyze student data to plan for individual lessons with embedded supports to address unfinished learning and*
- *plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.*

### Describe the structure/make-up of your PLC groups:

- Common Planning Periods in core courses
- 2 full day and 2 ½ day Professional Development
- District professional Development meetings throughout the year

### Resources needed:

### Describe the format of your PLC groups (When? How often? How long?):

- 2 Full day professional development at beginning of the year (7 hours), once a week during common plans (1 hour), and ½ professional development (3 ½ hours) at end of first nine weeks and ½ day professional development (3 ½ hours) at end of the third nine weeks)

### Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x	x		x			x	x		x	x			

### Middle of the Year Reflection/Areas for Improvement:

### End of the Year Feedback from Teachers:

### Areas for Improvement:

## 10. OTHER PROFESSIONAL DEVELOPMENT

*High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction*

### Other Professional Development:

- STPSS Summer Institute
- LA Super Summer Institute
- AP Training
- SELU Summer Training for DE courses
- Springboard/Guidebook Training
- New Teacher/New SWE Orientation
- Content Specific In-service
- National Conventions for Selected Subject Areas
- State and National Certification Training
- JAG Training/Conferences
- JROTC Training

### Resources needed:

Describe how the Instructional Coach will support your school (if applicable):

### Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x	x		x			x	x		x	x			

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**Middle of the Year Reflection/Areas of Improvement:**

**End of the Year Feedback from Teachers:**

**Possible PD needs for next school year:**

## 11. SCHOOL ADVANCEMENT PLANNING

**Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):**

- October – parents included in meetings to develop the SAP
- November – parents included in dissemination of the plan
- December/ March/ and May – parents meet with SAP committee to review data.

**Describe how and when the evaluation results of the school-wide plan are reported to the school's stakeholders (faculty, staff, parents/families, and community members):**

- In November the School Advancement Plan will be posted on the school website, presented to the PTSA board meeting, and announced via a Robocall.

**Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:**

- Every nine weeks the committee will meet and review the current data for each goal.

### 2021-2024 Committee Members

#### School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

**Members Include:**

- Administrator: Mary Priebe
- Administrator: Kathi Gottschalk
- Teacher: Lori Taylor
- Teacher: Stacey Bennett
- Teacher: Christy Mayfield
- Parent/Family: Stacey Russell

#### Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

**Members Include:**

- Administrator: Johnny Vitrano
- Administrator: Harry Dixon
- Teacher: Lori Taylor
- Teacher: Jessica Constant
- Teacher: Stacey Russell
- Counselor: Lori England



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- **Parent/Family: Che' Jackson**
- **Community Member: David Fitzgerald**
- **Student: Isabella Russell**

- **Parent/Family: Gayle Owens**
- **Parent/Family: Jennifer Hale**

## DISTRICT ASSURANCES

- ☐ I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.
- ☐ I assure that the school-level personnel, including stakeholder 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:
- Evidence of the use of a comprehensive needs assessment
  - Measurable goals
  - Parent and family engagement activities aligned with assessed needs
  - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
  - Plans for transitioning incoming and outgoing students in the school community
  - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
  - Coordination and integration of federal, state, and local resources, services, and programs
  - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
  - A school-wide 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.

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date