

**2021-2024  
SCHOOL ADVANCEMENT PLAN**

# **Fontainebleau Junior 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
According to the LEAP 2025 Assessment administered in Spring 2021, Reading Informational Text is a strength with 65% of 7th grade ELA students performing at the mastery or above level.	According to the LEAP 2025 Assessment administered in Spring 2021, Written Expression is a weakness with 22% of 7th and 8th grade ELA students performing below Basic.
According to the LEAP 2025 Assessment administered in Spring 2021, Reading Vocabulary is a strength with 62% of 8th grade ELA students performing at the mastery or above level.	According to the LEAP 2025 Assessment administered in Spring 2021, Modeling and Application is a weakness with 43% of 7th grade Math students performing below Basic.
According to the LEAP 2025 Assessment administered in Spring 2021, Additional and Supporting Content is a strength with 43% of 7th grade Math students performing at the mastery or above level.	According to the LEAP 2025 Assessment administered in Spring 2021, Expressions, Inequalities, and Equations is a weakness with 40% of 7th grade Math students performing below Basic.
According to the LEAP 2025 Assessment administered in Spring 2021, Modeling and Applications is a strength with 31% of 8th grade Math students performing at the mastery or above level.	According to the LEAP 2025 Assessment administered in Spring 2021, Radicals, Integer Exponents, and Scientific Notation is a weakness with 58% of 8th grade Math students performing below Basic.
According to the LEAP 2025 Assessment administered in Spring 2021, Modeling and Applications is a strength with 94% of 8th grade Algebra I students performing at the mastery or above level.	According to the LEAP 2025 Assessment administered in Spring 2021, Additional and Supporting Content is a weakness with 58% of 8th grade Math students performing below Basic.
According to the LEAP 2025 Assessment administered in Spring 2021, Investigate is a strength with 48% of 7th grade Science students and 47% 8th grade Science students performing at the mastery or above level.	According to the LEAP 2025 Assessment administered in Spring 2021, Solving Linear Equations/Systems of Linear Equations is a weakness with 56% of 8th grade Math students performing below Basic.
According to the LEAP 2025 Assessment administered in Spring 2021, Economics is a strength with 70% of 7th grade Social Studies students and 66% of 8th grade Social Studies students performing at the mastery or above level.	According to the LEAP 2025 Assessment administered in Spring 2021, Reasoning Scientifically is a weakness with 36% of 7th grade Science students and 25% of 8th grade Science students performing below Basic.
	According to the LEAP 2025 Assessment administered in Spring 2021, Civics is a weakness with 31% of 7th grade Social Studies students and 24% of 8th grade Social Studies students performing below Basic.

## 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 achieving Strong (Mastery or Above) on the LEAP 2025 in the category of **Written Expression** for each cohort of students will increase by 5 percentage points as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
7 <sup>th</sup>	48%	49%	51%	53%
8 <sup>th</sup>	57%	58%	60%	62%

**Instructional Focus:**

- Writing within Guidebooks (Daily Writing and Unit Tasks Writing)
- Evidenced-Based Writing
- Types of Writing
- Analyzing Student Writing
- The Writing Revolution
- Student Centered Learning
- Teachers engage in PLCs 3 times a month
- Bell Ringer activities/Mentor Sentences

**Resources needed:**

- The Writing Revolution book and website
- STPPS Writing Revolution Google Classroom
- GB Grammar Guide (grade level writing samples)
- GB Writing Guide
- GB Language Tasks/Mentor Sentences
- Google Classroom

**Team Reflection:**

**Parent and Family Engagement Activity:**

- Information on specific Writing Revolution strategies to use at home
- Interview/Letter writing activity with family members
- Teacher/Parent Communication

**Resources needed:**

- The Writing Revolution book and website
- Google Classroom

**Number of Participants:**

**Summary of Parent Feedback/Exit Tickets/Survey:**

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<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Using the Writing Rubric and the Modified Writing Rubric</li> <li>● Lesson Planning for Writing within Guidebooks</li> <li>● The Writing Revolution Overview</li> <li>● The Writing Revolution Focus on Specific Strategies</li> <li>● Four Strategies for Effective Learning (focus on writing)</li> <li>● Student-Centered Learning</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● The Writing Revolution</li> <li>● NIET look fors</li> <li>● Kagan Strategies</li> <li>● Gradual Release of Responsibility Model (I do, We do, You do)</li> </ul>	<p><b>Feedback from Teachers:</b></p>
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● ELA Content Leaders/TRT model writing lessons</li> <li>● PLCs will focus on             <ul style="list-style-type: none"> <li>➤ planning for writing instruction (within GB lessons/unit)</li> <li>➤ using common assessments to evaluate writing and TWR strategies</li> <li>➤ analyzing student writing using the writing rubric</li> <li>➤ tracking student writing</li> </ul> </li> <li>● Curriculum Specialist support with PD and observation feedback</li> <li>● Walkthrough and Look Fors</li> </ul>		

**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													

**Monitoring and Evaluating**

<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● EOY: LEAP 2025</li> <li>● Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks (CWT, ET, CRT, and teacher created unit assessments)</li> <li>● GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit)</li> <li>● Common Assessments developed in PLC</li> </ul>	<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>● One administrator will visit every 7th-8<sup>th</sup> ELA classroom at least once a quarter to conduct a snapshot</li> <li>● One ILT member will visit every 7th-8th ELA classroom at least four times a semester using FJH ILT Feedback Form</li> </ul>
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**Middle of the Year Monitoring Results/Areas for improvement:**

**End of the Year Results:**

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**Goal #2**  
 From Spring 2021 to Spring 2024, the percentage of students in each grade level achieving Strong (Mastery or Above) on the LEAP 2025 in the reporting category of **Major Content** will increase by 5 percentage points as follows:  
 7th Grade Subcategory: Expressions, Equations, and Inequalities (7.EE.A.1, 7.EE.A.2, 7.EE.A.4)  
 8th Grade Subcategory: Solving Linear Equations/Systems of Linear Equations (8.EE.c.7b, 8.EE.C.8)

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
7 <sup>th</sup>	39%	40%	42%	44%
8 <sup>th</sup>	18%	19%	21%	23%

<p><b>Instructional Focus:</b>  <b>Math Content Leader Module Topic</b> Expressions, Equations, and Inequalities (7th Grade), Solving Linear Equations/Systems of Linear Equations (8th Grade)                      Sessions within Content Leader Modules (Module/Topic would be related to identified subcategory/subcategories):</p> <ul style="list-style-type: none"> <li>● Deepening Math Content Knowledge for Effective Instruction Session</li> <li>● Exploring Coherence in the Louisiana Student Standards for Mathematics Session</li> <li>● Instructional Strategies to Improve Curriculum Implementation Session</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Ready Math – i-Ready Mathematics</li> <li>● Louisiana Math Content Leader</li> <li>● District Resources within Guaranteed Curriculum/Google Classrooms</li> <li>● Louisiana Believes State Planning Documents</li> </ul>	<p><b>Team Reflection:</b></p>
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Communication of Assessments/Scoring Criteria using Progression to Mastery Rubrics specifically on items addressing modeling and application</li> <li>● Send home LDOE Parent Support information</li> <li>● Teachers/Parent Communication</li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Ready Math/iReady</li> <li>● Google Classroom</li> <li>● Website</li> <li>● LDOE parent support</li> <li>● Google Classroom</li> </ul>	<p><b>Number of Participants:</b></p> <p><b>Summary of Parent Feedback/Exit Tickets/Survey:</b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Training on Assessment Guidance                             <ul style="list-style-type: none"> <li>○ Utilizing High Quality Common Assessments</li> <li>○ Supports in rubric scoring and matching achievement scales</li> <li>○ Progress Monitoring</li> </ul> </li> <li>● Training on Purposeful Planning                             <ul style="list-style-type: none"> <li>○ Annotating lessons and resources</li> <li>○ Integrating Targeted Remediation with Progress Monitoring</li> </ul> </li> </ul>	<p><b>Resources needed:</b></p> <ul style="list-style-type: none"> <li>● Ready Math/iReady</li> <li>● NIET Learning Walk look fors</li> <li>● Kagan Strategies</li> <li>● Gradual Release of Responsibility</li> </ul>	<p><b>Feedback from Teachers:</b></p>

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<ul style="list-style-type: none"> <li>● Training on High Quality Instruction             <ul style="list-style-type: none"> <li>○ Facilitating and Orchestrating Productive Mathematical Discussions</li> <li>○ Four Strategies for Highly Effective Instruction</li> </ul> </li> <li>● Training on use of Tier 1 Curricular Resources</li> </ul>	<p align="center">Model (I do, We do, You do)</p>	
<p><b>Follow Up and Support:</b>            Leadership Team (Administrators, Math Content Leaders, Instructional Coach, Curriculum Specialist)</p> <ul style="list-style-type: none"> <li>○ Math Content Leader Module Support and Training</li> <li>○ Model lessons (Instructional Strategies and pedagogy) focusing on specific domain/module within content leader sessions connected to identified Major Content subcategory</li> <li>○ Purposeful planning for student tracking toward progress of identified standards within the sub-category needs area</li> <li>○ Analyzing assessments, feedback and next steps</li> <li>○ Walk Through and Look fors</li> </ul>		

**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													

<b>Monitoring and Evaluating</b>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● EOY: LEAP 2025</li> <li>● Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and district/teacher created unit assessments</li> <li>● Interim LEAP 360 Reports</li> <li>● Equip Diagnostic Assessment Reports- identified standards/tracking</li> <li>● IReady Diagnostic Assessment Reports</li> <li>● Assessment Data- Topic/Lesson Quizzes, Mid- and End-of Unit Assessment Tasks</li> </ul>	<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>● One administrator will visit every 7th-8<sup>th</sup> Math classroom at least once a quarter to conduct a snapshot</li> <li>● One ILT member will visit every 7th-8<sup>th</sup> Math classroom at least four times a semester using FJH ILT Feedback Form</li> </ul>

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

**End of the Year Results:**

**Fontainebleau Junior High 2021-2024**

**Goal #3**

From Spring 2021 to Spring 2024, the percentage of students in each grade achieving Strong (Mastery or Above) on the LEAP 2025 in science for each cohort of students will increase by 5 percentage points as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
7 <sup>th</sup>	39%	40%	42%	44%
8 <sup>th</sup>	50%	51%	53%	55%

**Instructional Focus:**

- Implementing high quality instructional resources from the Guaranteed Curriculum.

**Resources needed:**

- Google classroom and STPPS guaranteed curriculum.
- Teacher steps to engage with phenomenon based learning and unit anchor phenomenon presentations.
- Google Classroom

**Team Reflection:**

**Parent and Family Engagement Activity:**

- Understanding the shifts in science instruction.
- Understanding the importance of building curiosity by engaging in unfamiliar phenomena. (5E's)
- Understanding the importance of building background knowledge.

**Resources needed:**

- Guaranteed Curriculum
- Google Classroom
- Website

**Number of Participants:**

**Summary of Parent Feedback/Exit Tickets/Survey:**

**Professional Development:**

**Priority 1:**

- **The "Why":** shifts in science instruction, three dimensional and phenomenon based learning.
- **High Quality Curriculum:** Louisiana Student Standards for Science, scope and sequence, 5E instructional pathway, 4 steps to engage with the phenomenon, and embedded unit support resources.

**Resources needed:**

- STPPS Guaranteed Curriculum
- NIET look fors
- Kagan Strategies
- Gradual Release of Responsibility

**Feedback from Teachers:**

**Priority 2:**

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<ul style="list-style-type: none"> <li>● <b>Pedagogy:</b> Deep dive into unit specific 5E instructional pathway, annotating unit standards, and steps to engage in the unit phenomenon based learning,</li> <li>● <b>Supports/Scaffolds:</b> <ul style="list-style-type: none"> <li>○ purposeful anchor charts, word walls</li> <li>○ CER(R) writing checklist, three answer methods writing frames</li> </ul> </li> </ul> <p><b>Priority 3:</b></p> <ul style="list-style-type: none"> <li>● <b>Assessments:</b> Creating common assessments that are standard/3D aligned and in LEAP 2025 format, use of sample performance tasks, and LDOE reflective summaries.</li> <li>● <b>Feedback:</b> Three stack sort to provide actionable feedback, opportunities for work revisions, and modified grading tools (ex: score conversion charts and writing rubrics).</li> </ul>	<p align="center">Model (I do, We do, You do)</p>	
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● PLCs will focus on planning for high quality instruction, using common assessments to evaluate progress towards standard mastery, and analyzing student work using scoring rubrics to ensure consistency in grading, and analyzing and tracking student constructed and/or extended response writing.</li> <li>● Curriculum Specialists</li> <li>● Side-by-side planning and model lesson support with TRT, instructional coach, department team and/or individual teacher.</li> </ul>		

**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													

<p><b>Monitoring and Evaluating</b></p>	
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>● EOY: LEAP 2025</li> <li>● Progress monitoring: District created readiness and benchmark assessment and sample unit performance task assessments.</li> </ul>	<p><b>Observations:</b></p> <ul style="list-style-type: none"> <li>● One administrator will visit every 7th-8<sup>th</sup> Science classroom at least once a quarter to conduct a snapshot</li> <li>● One ILT member will visit every 7th-8th Science classroom at least four times a semester using FJH ILT Feedback Form</li> </ul>
<p><b>Middle of the Year Monitoring Results/Areas for improvement:</b></p>	
<p><b>End of the Year Results:</b></p>	



### 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

#### Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by 1% points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
34.12%	33.12%	32.12%	31.12%

#### Tier 1 (School wide):

- Morning inspirational quotes by the counselor
- Triad of Instruction:
- PBIS
- Development of classroom culture
- Supportive counseling not occurring on a regular basis

#### Tier 2 (Targeted Prevention):

- Parent conferences
- Triad of Instruction:
- Student specific reinforcement system
- Peer Based Supports
- Behavior Contracts
- Mental Health Counseling Services Individual
- Check in/Check out

#### Resources needed:

Schedule time to plan, develop and collaborate- set times to conduct data reviews, team staffing, wellness events, parent engagement activities, observations, etc

#### Team Reflection:

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<p><b>Tier 3 (Intensive Individual):</b></p> <ul style="list-style-type: none"> <li>● referrals to wrap around community supports, home school plans to improve relationships and create proactive plans</li> <li>● <u>Triad of Instruction:</u></li> <li>● FBA &amp; BIP</li> <li>● Safety Plan</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>● Counselor’s Corner on the school website, post parent tips</li> </ul>	<p><b>Resources needed:</b> FJH website</p>	<p><b>Participation Outcome:</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>● Classroom Management Plan</li> </ul>	<p><b>Resources needed:</b> PBIS Plan</p>	<p><b>Feedback from Teachers:</b></p>												
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● Behavior Coach-Social Emotional Google Classroom and Classroom Management Plan</li> <li>● Every nine weeks survey the school climate and provide follow up and support to the areas most in need.</li> <li>● Classroom Observations-Proactive Classroom Management plans</li> <li>● Coaching</li> </ul>														
<p><b>Budgets used to support this activity:</b></p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													
<p><b>Data used to Monitor and Evaluate Goal:</b></p>														
<p>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.</p>														
<p><b>Middle of the Year Monitoring Results/Areas for Improvement:</b></p>														
<p><b>End of the Year Results:</b></p>														

**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): Data pending.**

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:**

- Teacher data collection
- TAT
- SBLC
- Formative and Summative Assessments

**Team Reflection:**

**Describe structures to increase collaboration amongst general and special education teachers:**

- SBLC
- Pupil Appraisal
- Diagnostic
- Teacher common planning (general and special education teachers)
- Teacher Communication Logs
- Study Skills

**Team Reflection:**

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

- (School-wide)IRLA, Guidebooks, Unique Learning and News 2 You (Moderate, Severe, RNC), Writing Revolution, Achieve 3000, Gizmos, Ready, i-Ready

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

- (Targeted Prevention) Project Read (Small Group), Guidebook Support, Achieve 3000 (Print Materials – Small Group), Ready Math (Small Group)

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

**Resources needed:**

- GB -Diverse Learners Guide/ Supports Flow Chart
- District Resources within Moodle/Google Classrooms
- Louisiana Believes State Planning Documents and Resources

**Team Reflection:**

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<ul style="list-style-type: none"> <li>● (Intensive Individual) Project Read (Small Group), PCI (Moderate, Severe, RNC) Achieve 3000 (Personalized Learning Path), SRA (only with IEP), i-Ready</li> </ul>	<ul style="list-style-type: none"> <li>● Discovery Education</li> <li>● STPPS Writing Revolution Google Classroom/The Writing Revolution book and website</li> <li>● Ready Math – i-Ready Mathematics</li> <li>● Project Read</li> <li>● Louisiana Math and ELA Content Leader</li> <li>● Read and Write</li> <li>● Actively Learn – Social Studies</li> </ul>	
<p><b>Parent and Family Engagement Activity:</b></p> <ul style="list-style-type: none"> <li>● Literary/Math Night (virtual)</li> <li>● Teachers/Parent Communication</li> </ul>	<p><b>Resources needed:</b> STPPS Guaranteed Curriculum</p>	<p><b><u>Participation Outcome:</u></b>  <b><u>Parent Feedback/Exit Tickets/Survey:</u></b></p>
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● ELA Content Leader</li> <li>● Math Content Leader</li> <li>● 4 Strategies of Effective Learning</li> <li>● Using the Writing Rubric and the Modified Writing Rubric</li> <li>● Lesson planning/unit planning for Guidebooks</li> <li>● The Writing Revolution Overview and focus on specific strategies</li> <li>● Project Read – Phonics, Linguistics, Written Expression, Report Form</li> <li>● Gizmos</li> <li>● Ready, i-Ready</li> <li>● IRLA</li> <li>● Achieve 3000/Actively Learn</li> <li>● Unique Learning/News 2 You</li> <li>● Discovery Education</li> <li>● Accountable talk/mathematical discussions</li> <li>● SER, FBA, BIP trainings</li> </ul>	<p><b>Resources needed:</b> STPPS Guaranteed Curriculum The Writing Revolution Ready Math/iReady STPPS Moodle Gizmos Project Read</p>	<p><b><u>Feedback from Teachers:</u></b></p>

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**Follow Up and Support:**

Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants)

- ELA and Math Content Leader Module Support and Training
- Model lessons - Instructional Strategies, pedagogy and scaffolding
- Purposeful planning for student tracking toward progress of identified standards and/or IEP goals.
- Analyzing assessments, feedback and next steps
- Walk Through and Look fors

**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													

**Data used to Evaluate Goal:** LEAP/LEAP Connect

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

**End of the Year Results:**

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<p><b>ENGLISH LEARNERS</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Consider verbally interpreting: 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, meetings; etc.</li> </ul>		
<p><b>Goal #3 (English Learners):</b> 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)</p>		
<p><b>Supports and Strategies in Tier 1 (Core Instruction):</b> <b>Grades 7-12:</b> scheduling ESL class - up to two class periods for junior high and up to three class periods for high school, depending on the needs of each student. Programs include:</p> <ul style="list-style-type: none"> <li>Language Power (utilized in grades 5 - 12)</li> <li>Achieve 3000</li> <li>Newcomers</li> <li>Rosetta Stone</li> </ul>	<p><b>Resources needed:</b> EL Outreach documents for families, i.e., Provide school information in parents' native language, Robocalls, and Summer Learning Brochure</p>	<p><b>Team Reflection:</b></p>
<p><b>Supports and Strategies in Tier 2 (Targeted Prevention):</b> <b>Tier 2 (Targeted Prevention):</b> Programs include:</p> <ul style="list-style-type: none"> <li>Fast ForWord/Reading Assistant</li> <li>IRLA (supplement to core classroom instruction)</li> <li>Achieve 3000</li> </ul>		
<p><b>Supports and Strategies in Tier 3 (Intensive Individual):</b> If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation. Programs include:</p> <ul style="list-style-type: none"> <li>Project Read</li> <li>IRLA (supplement to core classroom instruction)</li> </ul>		
<p><b>Parent and Family Engagement Activity:</b> Intentional efforts to welcome EL families into the schools, i.e.:</p> <ul style="list-style-type: none"> <li>EL Parent Information Meeting (in person or virtual)</li> </ul>	<p><b>Resources needed:</b> EL Outreach documents for families, i.e., Provide</p>	<p><b>Participation Outcome:</b>  <b>Parent Feedback/Exit Tickets/Survey:</b></p>

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<ul style="list-style-type: none"> <li>● LEAP presentations (emphasizing how EL parents can help prepare their children for statewide testing)</li> <li>● Additional resources to supplement learning at home</li> </ul>	school information in parents' native language, Robocalls, and Summer Learning Brochure														
<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>● Identification of ELs and language proficiency levels Differentiating instruction</li> <li>● Modifying curriculum to be more accessible to EL students</li> <li>● Understanding and using LEP accommodations effectively</li> <li>● SBLC considerations for English language learners (environmental, language and cultural)</li> </ul>	<p><b>Resources needed:</b></p> EL Instructional Coach STPPS Guaranteed Curriculum LEP accommodations	<p><b>Feedback from Teachers:</b></p>													
<p><b>Follow Up and Support:</b></p> <ul style="list-style-type: none"> <li>● EL Team (Elena Dieck and Lynn Upchurch, EL teachers and EL instructional aides on campus, Math and ELA district coaches)</li> <li>● Whole classroom observations</li> <li>● Small group observations (based on previous ELPT achievement scores)</li> <li>● EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q &amp; A during PLCs</li> <li>● ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom</li> </ul>															
<p><b>Budgets used to support this activity:</b></p>															
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other	
	X														
<p><b>Data used to Evaluate Goal:</b></p> <ul style="list-style-type: none"> <li>● ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana</li> <li>● ELPT - administered every February</li> <li>● LEAP/ LEAP Connect</li> </ul>															
<p><b>Middle of the Year Monitoring Results/Areas for Improvement:</b></p>															
<p><b>End of the Year Results:</b></p>															

## 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.:

- New Student Orientation (families of incoming 6th graders)
- Virtual Open House (teachers post a recorded presentation in Google Classroom)
- Grades are monitored in JPAMS
- Progress Monitoring in iReady
- Parent University (virtual communication)
- PTA/meetings
- Parent/Teacher Conferences, IEP and 504 meetings (advocating for their student)

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

- Parents are involved in the design and review of the plan
- Parents will be included in SAP Meeting
- SAP will be communicated to families and all school stakeholders through the school website

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

- FJH SAP
- FJH website
- mailers
- JPAMS
- Guaranteed Curriculum
- Google Classroom
- PTO

### 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													

### 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:**

- Students scoring below grade level on iReady Diagnostic (red)
- Students scoring unsatisfactory on LEAP 2025-Math (Spring 2021)
- Students with incomplete assignments

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

- Students will participate in ESSER tutoring during PE
- Students will complete assignments in Credit Recovery Lab (CRL) during PE

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

- ESSER tutoring
- Credit Recovery Lab
- Achieve 3000
- Study Skills

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

- Teachers will assign work for EESER tutoring and/or CRL
- Monitoring teachers/tutors will ensure assignments are complete
- Math teachers will monitor My Path to determine student progress
- Teacher progress monitor students

**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		

**Resources Needed to Support Interventions:** iReady, Guaranteed Curriculum, Chromebook

**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.)

FJH offers the following acceleration programs:

- Gifted ELA/SS/SCI/Math
- Acceleration to Algebra
- Algebra I

FJH offers the following elective programs:

- Ag. Science
- Quest for Success
- Home Ec
- Band
- Broadcast
- Chorus (performance off campus)
- French
- Spanish
- Art

FJH offers the following supplemental programs:

- PE (daily)
- TAP
- Chorus

Additional Supports:

- Credit Recovery Lab
- Teacher Tutoring

**Resources needed:**

transportation  
Guaranteed Curriculum

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.):

- Teacher provided tutoring
- Credit Recovery
- Honor Choir Performance off campus
- Honor Band Performance off campus

**Resources needed:**

Guaranteed Curriculum  
Personnel Support  
transportation

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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												

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

- Gifted ELA/SS/SCI/Math (LEAP 2025/student report cards/ILT Learning Walk)
- Acceleration to Algebra (LEAP 2025/student report cards/ILT Learning Walk)
- Algebra I (LEAP 2025/student report cards/ILT Learning Walk)
- Ag. Science (Student report cards/ILT Learning Walk)
- Quest for Success (Student report cards/ILT Learning Walk)
- Exploratory FACS (Student report cards/ILT Learning Walk)
- Band (Student report cards/ILT Learning Walk)
- Broadcast (Snapshots/ILT Learning Walk)
- Chorus (Student report cards/ILT Learning Walk)
- French (Student report cards/ILT Learning Walk)
- Spanish (Student report cards/ILT Learning Walk)
- Art (Student report cards/ILT Learning Walk)
- PE (daily) (Student report cards/ILT Learning Walk)
- TAP (Student report cards/ILT Learning Walk)
- Chorus (Student report cards/ILT Learning Walk)

**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):**

- Counseling and support services for specific IEP students with counseling minutes on their IEP to allow increased ability for the student to fully participate in the school environment. Participation in the IEP process is part of this service.
- Counseling services for identified students (with consent of parent) to develop coping strategies in dealing with mental health issues or conflicts between student and peer; student and teacher and/or student and family
- Crisis counseling and interventions
- Referral to outside agencies and community resources whenever needed as prevention or support

**Resources needed:**

- Screening tools
- Clinical Intervention strategies
- Data tracking tools with teacher's input
- Outside agency referrals
- Individual and Family counseling services
- FINS
- NAMI
- DCFS
- any other specific agencies related to student's particular special need

**Services Provided by Counselor(s):**

- Individual counseling as needed, Development of academic, personal, and social goals, Referrals for community support upon request, Conflict resolution, Character development
- Scheduling
- Interacts with students during unstructured (change of class, lunch)
- SAVE Promise Club

**Resources needed:**

- JPAMS
- S Screening tools
- Clinical Intervention strategies
- Outside agency referrals
- Individual and Family counseling services
- any other specific agencies related to student's particular special need

**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													

**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:**

- FJH New Student Orientations
- Virtual Open House
- Freshman Experience
- FHS Homecoming Parade
- Administrative Middle School visits
- Parent University

**Resources needed:**

- Schedules
- Robocall
- Email
- Mailers
- Personnel support
- Website announcement

**Parent and Family Engagement Activity:**

- FJH New Student Orientations
- Virtual Open House

**Resources needed:**

- Schedules
- Robocall
- Email
- Mailers
- Website announcement

**Participation Results:**

**Feedback from Parents/Families:**

**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													

## 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:**

- PLCs will occur on 3 assigned days each month (1st, 3rd, and 4th Thursdays). PLC will be structured around the development, data analysis, and evaluations of common assessments.

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

**First Thursday of each month:** Participants will bring monthly common assessment to PLC:

- Tag each item with standards.
- Determine if questions are truly aligned with the expectations of the standard.
- Make sure there are a variety of levels of questions being asked (basic, mastery, and advanced). Include at least 2 constructed response questions tied to information that must be compared (articles, stories, charts, graphs, photos, etc.)
- If the common assessment already has all of these components, begin planning for an amended version for students with exceptionalities that include scaffolding of questions and more basic/mastery level questions than mastery/advance level questions.

### **Third Thursday of each month:**

- Participants will report individual teacher data for each common assessment before reporting to PLCs.
- At the PLC, each team will complete an item analysis to determine which skills were taught thoroughly, and which skills need to be revisited.
- Team conversation regarding how to adjust instruction moving forward to ensure that this material is retaught.
- Participants will complete the 4 PLC questions based on the results of this common assessment:
  - What do we want all students to know and be able to do?
  - How will we know if they learn it?
  - What will we do if they don't learn it?
  - What will we do if they already know it?

### **Fourth Thursday of each month:**

### **Resources needed:**

Guaranteed Curriculum  
 Scope and Sequence  
 Content Standards  
 PLC Google Classroom  
 Google Classroom assignments

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- Participants will discuss progress regarding the reteaching process and begin planning instruction that is aligned to next month’s common assessment. This will help us to be more intentional and aligned in regard to how we present skills and standards to our students, increasing both collective teacher efficacy and inter-rater reliability of grades.
- Participants will reflect on the PLC process and determine how it is affecting our individual student results.

**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													

**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:**

- Increase the implementation of high quality I can statements in daily instruction
- Increase the use of student engaged learning in daily instruction
- Providing students with timely feedback that drives instruction
- Implementing backwards design plan of instruction
- LEP students
- ILT Learning Walks

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

- Math Instructional Coach- meet with ILT, ILT learning walks, feedback,
- EL Instructional Coach (PD to faculty)
- Achieve 3000 (PD provided by Instructional Coach)
- LEP: identifying and supporting LEP students

**Resources needed:**

STPPS Guaranteed Curriculum  
 Google Classroom  
 Kagan strategies  
 NIET Look-Fors  
 Gradual Release of Responsibility Model  
 LEAP Connectors  
 Achieve 3000

**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												

**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):**

Parents are involved in the design and implementation of the SAP.

- Oct 27, 2021 (SAP meeting/review)
- Dec 1, 2021 (parent questionnaire)
- May 1, 2022 (parent survey)

**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):**

- SAP posted on school website
- SAP shared with faculty/staff

**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:**

- SAP Reflection Meetings (Spring 2022)
- SAP Reflection Meetings (Fall 2022)

### 2021-2024 Committee Members

#### School-wide Planning Committee

Responsible for developing, monitoring, revising, and evaluating

**Members Include:**

- Administrator: Mike Astugue, Principal
- Administrator: Katie Whitlock, Assistant Principal
- Administrator: Brandon McCollum, Assistant Principal
- TRT: Colleen Bordelon
- Teacher: Alyssa Carranza
- Teacher: Jamie Mouton
- Teacher: Leslie Puntila
- Parent/Family: Amy Gagnon
- Parent/Family: Kacie Mule
- Parent/Family: Shannon Boudreaux
- Student: Zion Magee
- Community Member: Brent Sparkman

#### Parent/Family Engagement Committee

Responsible for the implementation of the PFE activities

**Members Include:**

- Administrator: Mike Astugue, Principal
- Administrator: Katie Whitlock, Assistant Principal
- Administrator: Brandon McCollum, Assistant Principal
- TRT: Colleen Bordelon
- Teacher: Alyssa Carranza
- Teacher: Jamie Mouton
- Teacher: Leslie Puntila
- Parent/Family: Amy Gagnon
- Parent/Family: Kacie Mule
- Parent/Family: Shannon Boudreaux

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**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