

2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

Fontainebleau Junior High



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

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 at-risk student groups as well an examination of student, teacher, and school strengths and weaknesses.*
- *Be sure to include both quantitative and qualitative data in your analyses.*
- [Data Analysis Guiding Questions](#)

STRENGTHS	WEAKNESSES
According to the LEAP 2025 Assessment administered in Spring 2024, Writing Performance is a strength, with 73% of 7th-grade ELA students performing at the mastery or above level. 72% of students scored mastery or above in Written Expression and 70% in Knowledge and Conventions of Language.	According to the LEAP 2025 Assessment administered in Spring 2024, Reading Literary Text and Vocabulary is a weakness, with 18% of 7th ELA students performing below Basic in Literary Text and 16% performing below Basic in Vocabulary.
According to the LEAP 2025 Assessment administered in Spring 2024, Reading Performance is a strength, with 72% of 8th-grade ELA students performing at the mastery or above level. 71% of 8th grade students scored mastery and above in Vocabulary.	According to the LEAP 2025 Assessment administered in Spring 2024, Written Expression is a weakness with 23% of 8th ELA students performing below Basic.
According to the LEAP 2025 Assessment administered in Spring 2024, Major Content, with 47% of 7th-grade Math students performing at the	According to the LEAP 2025 Assessment administered in Spring 2024, Additional and Supporting Content and Modeling and Application are weaknesses, with 17% of 7th-grade Math

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

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mastery or above level. 56% of students scored mastery and above in the area of Expressions, Inequalities, and Equations.	students performing below Basic in Additional and Supporting Content and 22% below Basic in Modeling and Application.
According to the LEAP 2025 Assessment administered in Spring 2024, Solving Linear Equations/Systems of Linear Equations are a strength, with 43% of 8th-grade Math students performing at the mastery or above level.	According to the LEAP 2025 Assessment administered in Spring 2024, Proportional Relationships, Linear Equations, & Functions are a weakness, with 40% of 8th-grade Math students performing below Basic.
According to the LEAP 2025 Assessment administered in Spring 2024, Modeling and Applications are a strength, with 97% of 8th-grade Algebra I students performing at the mastery or above level. 99% of 8th Grade Algebra 1 students scored proficient.	According to the LEAP 2025 Assessment administered in Spring 2024, Interpreting Functions is a weakness, with 5% of 8th-grade Algebra I students performing below Basic.
According to the LEAP 2025 Assessment administered in Spring 2024, Investigate is a strength, with 54% of 7th grade Science students performing at mastery or above. Reason Scientifically is a strength for 8th grade with 55% of 8th grade Science students performing at the mastery or above level.	According to the LEAP 2025 Assessment administered in Spring 2024, Evaluate is a weakness for 7th Science, with 25% of students performing below Basic and Investigate is a weakness, with 23% of 8th students performing below Basic.
2024-25	
STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ACT, WORK KEYS, IBCS, GRAD RATE, ETC.	
All Students	
STRENGTHS	WEAKNESSES

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- | | |
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| <ul style="list-style-type: none">● ELA assessment index has grown 3 years in a row, with the exception of 8th grade ELA from 2022-2023. Both 7th and 8th grade ELA assessment index has exceeded pre-Covid performance in 2024.● 7th ELA cohort had growth from 2023-2024.● 7th ELA grew from 56.8% proficient in 2023 to 68.9% proficient in 2024.● 7th ELA had the largest increase with 72% of students performing Mastery or Advanced in Written Expression, an increase of 29 percentage points from 2023 to 2024.● 8th ELA grew from 48.9% proficient in 2023 to 71.8% proficient in 2024● 8th ELA had the largest increase with 65% of students performing Mastery or Advanced in Writing Performance, an increase of 23 percentage points from 2023 to 2024.● 7th Math had an increase of 9 percentage points of students scoring Strong in the area of Expressions, Inequalities and Equations, an increase from 47% of students proficient in 2023 to 56% of students scoring proficient in 2024.● 8th Math had an increase of 14 percentage points in Solving Linear Equations/Systems of Linear Equations, an increase from 29% in 2023 to 43% in 2024.● The Algebra I tested students have had consistent growth since Covid and have exceeded pre-Covid assessment index by 10.8.● 99% of Algebra I students scored proficient in Spring 2024.● 7th Science cohort had growth every year since Covid.● Investigate continues to be a strength for 7th Science with 54% of students performing Mastery or Advanced.● 8th Science had an overall increase of 8 percentage points, 54% proficient in 2024 compared to 46% proficient in 2023.● 8th Science continues to have a strength in Reason Scientifically with 55% proficient. | <ul style="list-style-type: none">● Although there has been growth from 2023, written expression continues to be a weakness for Grade 8 students with 60% strong in 2024● Grade 7 ELA students scored lowest in the categories of Literary Text with 36% Basic and below and Vocabulary with 37% scoring Basic and below● Grade 8 Math students decreased 7% from 2023 (45%) to 2024 (38%) in Modeling and Application● Grade 7 Math students decreased 8% from 2023 (51%) to 2024 (43%) in Additional and Supporting Content● 7th Science had a decrease of 2 percentage points from 2023.● 7th Science has a weakness in Evaluate with 53% of students scoring Basic and below.● 8th Science has a weakness in Investigate with 51% of students scoring Basic and below. |
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At-Risk Student Groups

(SWE and ESL data must be included as well as any other potential labeled student group)

- Special Education population had growth in ELA from 2023 to 2024 and have exceeded pre-Covid pre-Covid performance in ELA and Science (13.4 point increase in ELA and 7.6 point increase in Science)
- English Language Learners had increases in the Assessment Index in all subject areas from 2023 to 2024. 7.7 points in ELA, 19.6 points in Math, 18.3 points in Science.
- Black/African American students had increases in the Assessment Index in all subject areas from 2023 to 2024. 32.6 points in ELA, 6.9 points in Math, 8.6 points in Science.
- Black/African American students had increases in the Assessment Index in all subject areas from 2023 to 2024. 32.6 points in ELA, 6.9 points in Math, 8.6 points in Science.
- Asian students had a decrease of 4.4 percentage points in the Assessment Index in ELA from 2023 to 2024
- The SWE student group dropped 3.7 percentage points in math in the Assessment Index from 2023 to 2024
- Although English Learners showed progress, ELs continue to perform below satisfactory in ELA, SCI, Math according to the Assessment Index data (ELA 25.6, SCI, 26.7, 32.2).
- White students showed minimal growth in Math according to the Assessment Index data with only 3.2 percentage points from 2023-2024.

SCHOOL CULTURE DATA - MRA

(Discipline data must be included as well as the identified recommendations in the MRA report)

Overall MRA LIM Score is 74% for Spring 2024
Collective Efficacy increased by 5% from 2023 to 76% in 2024
Positive Wellbeing increased 12% from 2023 to 79% in 2024
Prosocial Behaviors Increased by 12% from 2023 to 79% in 2024
School Climate 66% to 76%
Trusted Relationships 60% to 69%
Social Support 58% to 79%
School Goal went from 68% to 76%

Total number of referrals for 2023 was 551; 28.5% of students received a referral. In 2024 there were 401 referrals; 24% of students received referrals. This is a decline of 4.5%.

Family Engagement decreased from 69% to 66%

Respect for Authority is an area needing improvement. Weekly Leader in Me lessons foster the life skills of "Highly Effective People," through the teaching of the 7 Habits.

In School and Out of School Suspensions will decrease by 3% from the end of the year 2024 to 2025

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2025-26

STUDENT ACHIEVEMENT DATA

All Students

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| <ul style="list-style-type: none"> • ELA assessment index was 98.6 for LEAP Spring 2025 (7th Grade: 101.8 and 8th Grade: 95.5) • 7th ELA grew from 68.9% proficient in 2024 to 70% in 2025. • 8th ELA had the largest increase with 65% of students performing Mastery or Advanced in Writing Performance in 2024 to 71% in 2025, an increase of 6 percentage points from 2024 to 2025; 7th grade showed steady progress with an increase from 73% in 2024 to 74% in 2025. • 7th Grade Literary Text increased from 64% in 2024 to 66% in 2025. • Math assessment index increased from 79 for LEAP Spring 2024 to 82.3 in 2025 (7th Grade: 82.4 and 8th Grade: 67.7 ALG I: 138.1) • 7th Math had an increase from 49% in 2024 to 53% in 2025 • 8th Math had an increase from 37% in 2024 to 44% in 2025 • Grade 7 Math students increased from 43% in 2024 in Additional and Supporting Content to 53% in 2025. • Algebra 1 students increased from 99% proficiency in Spring 2024 to 100% in 2025. • Social Studies assessment index was an 87.3 (7th Grade: 87.1 and 8th Grade: 87.6) • Social Students proficiency (Advanced/Mastery) percentage for 7th grade is 61.2% and 59.2% for 8th Grade. | <ul style="list-style-type: none"> • 8 th ELA declined from 72% proficient in 2024 to 69% in 2025 which was an increase from 48.9% in 2023. • 8th ELA Literary text decreased from 67% in 2024 to 59% in 2025. • 8th ELA Vocabulary decreased from 71% in 2024 to 65% in 2025. • Grade 7 ELA vocabulary decreased from 64% in 2024 to 63% in 2025. • 7th ELA Informational text decreased from 69% in 2024 to 67% in 2025. • 8th Math had a decrease in Solving Linear Equations/Systems of Linear Equations, from 43% in 2024 to 31% in 2025. • 7th Math had a decrease in Expressions, Inequalities and Equations, with 56% of students scoring proficient in 2024 to 44% in 2025. • Science assessment index decreased from 82 for LEAP Spring 2024 to 76.9 in 2025 (7th Grade: 77.3 and 8th Grade: 76.5) • 7th Social Studies scored 54% proficient in Examining Sources and Expressing Claim; 8th Grade scored 57% proficiency in the same sub-strand. |
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At-Risk Student Groups

(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)

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- Special Education population had growth in ELA from 2024 to 2025 with an assessment index increase from 54.3 to 57.
- Special Education population had growth in Math from 2024 to 2025 with an assessment index increase from 33.4 to 40.4.
- Special Education population had growth in Social Studies from 2023 to 2025 (no testing in 2024) with an assessment index increase from 43.4 to 44.8.
- Black/African American students had increases in the Assessment Index in ELA and Math from 2024 to 2025. (increase of 2.5 points in ELA and 1.4 points in Math).
- 21.4% of students scored Approaching Basic or Below in Math in 2025 compared to 23.9% in 2024

- Special Education population had a decline in Science from 2024 to 2025 with an assessment index decrease of 46.7 to 40.2.
- English Language Learners had decreases in the Assessment Index in all subject areas from 2024 to 2025. 8.4 points in ELA, 12.2 points in Math, 9.5 points in Science.
- Black/African American students had decreases in the Assessment Index in Science from 2024 to 2025. (decrease of 5.6 points).
- 30% of students scored Basic or Below in ELA in 2025 compared to 29.6% in 2024

SCHOOL CULTURE DATA - MRA

(Discipline data must be included as well as the identified recommendations in the MRA report)

Overall MRA LIM Score increased from 74% for Spring 2024 to 75% for Spring 2025.
 Family Engagement increased from 66% in 2024 to 70% in 2025.
 Collective Efficacy increased by 4% from 76% in 2024 to 80% in 2025.
 Positive Wellbeing increased 79% in 2024 to 80% in 2025.
 School Climate continues to increase from 76% in 2024 to 80% in 2025.
 Trusted Relationships remained the same at 69%.
 Social Support continues to increase from 79% in 2024 to 80% in 2025.
 School Goal increased 5% from 76% in 2024 to 81% in 2025.
 Staff Voice increased 8% from 74% in 2024 to 82% in 2025.
 Collective Efficacy increased 4% from 76% in 2024 to 80% in 2025.

Prosocial Behaviors decreased by 1% from 79% in 2024 to 78% in 2025.
 Student Empowerment decreased by 2% from 71% in 2024 to 69% in 2025.
 School Belonging decreased by 2% from 74% in 2024 to 72% in 2025.
 Student-led Practices decreased by 4% from 76% in 2024 to 72% in 2025.

The total number of referrals for 2023-2024 was 545; 29.3% of students received a referral. In 2024-2025 there were 549 referrals; 29.4% of students received referrals. This is an increase of 0.73%.

Respect for Authority continues to be an area needing improvement. Continued weekly Leader in Me lessons foster the life skills of "Highly Effective People," through the teaching of the 7 Habits.

In School and Out of School Suspensions will decrease by 3% from the end of the year 2025 to 2026.

2026-27

STUDENT ACHIEVEMENT DATA

All Students

At-Risk Student Groups

(SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)

SCHOOL CULTURE DATA - MRA

(Discipline data must be included as well as the identified recommendations in the MRA report)

LEADERSHIP GOAL - PRINCIPAL'S WILDLY IMPORTANT GOAL (WIG)

- *Based on the above needs assessment and the Beginning-of-the-Year conference, what will be the school improvement area of focus that will impact all academic settings?*
- *What is the leadership goal that was established during the Beginning-of-the-Year conference?*

School Improvement Focus Area

- Building trusted relationships - high trust relationship with at least one teacher
- Vocabulary, Written Expression
- Additional and Supporting Content - express rational numbers as fractions and decimals; find rational approximations of irrational numbers functions to model linear relationships 7th find unit rates of ratios and fractions; solve problems involving scale

Leadership Goal

Through ILT, PLCs and department meetings, the administrative team will engage all teachers in utilizing data to identify students in need of intervention, acceleration, extension, or other additional support as measured through LEAP 2025 Data.

2024-25

- Using student work to drive instructional decisions
- Tracking data using standards based assessments
- Weekly intervention in Math and ELA

Meeting Students Needs

- Engages all teachers in utilizing data to identify students in need of intervention, acceleration, extension, or other additional supports

2025-26

- Using student work to drive instructional decisions
- Tracking work completion data and using standards based assessments
- Weekly intervention in Math and ELA (STORM)

Meeting Students Needs

- Engages all teachers in utilizing data to identify students in need of intervention, acceleration, extension, or other additional supports (lowest 30%, bubble students)

2026-27

LEADERSHIP TEAM LONG-RANGE PLAN*Use the LRP template below throughout the school year to strategically plan out ILT meetings.***Fall Semester**

Date of ILT	Outcome	Materials	Follow-Up
7/30/24	Data Analysis Plan for Teacher PD (standards based instruction/assessment) review Checkpoints	LEAP 2025 Spring 2024 data	Teacher PD 8/5, 8/6 New student Orientation 8/7
8/06/24	ILT/LIM: STORM schedule/lesson plans	LIM materials	LIM STORM period/lessons
8/13/24	Plan for next PLC: diving into the curriculum with a standards based approach	iReady Guidebooks Amplify Bayou Bridges	PLC: Week of 9/01/24
8/20/24	Correlate checkpoints to scope and sequence and prioritize standards	Checkpoint assessments iReady Guidebooks Amplify Bayou Bridges	Department Meetings Week of 8/25/24

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8/27/24	Examine student work to determine mastery of standards being addressed; determine what standards need to be tracked and a meaningful way to track the standards in order to monitor students' progress.	student work tracking tool	PLC: Week of 9/15/24
9/9/24	Review past LW tools and examine NIET Look-Fors tool to guide development of LW tool	NIET Look-Fors tool LW feedback past form	ILT meeting 9/9/24
9/10/24	Plan for learning walks using NIET Look-Fors tool ILT Members will plan for PLC focusing on examining student work, analysis of common assessments	NIET Look-Fors tool LW feedback form LW schedule	LW and feedback provided PLC (week of 9/16/24)
9/30/24	CORE ILT/LIM (Leadership): planning LIM lessons for STORM	LIM materials	STORM period: Week of 9/01/24
10/01/24	Participate in walk-throughs at other schools to observe other strategies and ideas to bring back to our campus. Walk-throughs within the departments at our own school.	LW feedback	Learning walks off campus
10/14/24	SAP Goal Setting	SAP Template LEAP data/assessment data	SAP due 10/25/24
10/22/24	Checkpoint Data analysis; plan for PLC	Illuminate Checkpoints	PLC
11/12/24	Examine Interims (SCI/SS)/Checkpoints 2 (ELA/Math)	Illuminate Checkpoints	PLC

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	LW schedule	Curriculum	
11/19/24	SS/SCI Interim Schedule/LEAP like schedule Review LW tool with teachers	SCI/SS scope and sequence Interim Schedule Accommodations	Interim Schedule PLC
12/03/24	Learning Walk data: Teacher Content Knowledge Reinforcements/Refinements	LW data LW tool	Provide feedback/strategies during PLC
12/17/24	SAP Check-in: Are we making progress toward meeting our school-wide goals?	Checkpoint and other Common Assessment data SAP	Plan for PD on supports (ELA and Math)

LONG-TERM SCHOOLWIDE GOAL (LAG MEASURE) - SCHOOL'S ACADEMIC WIG

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
 - *Is the goal relevant? Does it align with the school needs assessment?*
 - *Is the goal measurable? How will you progress monitor?*
 - *Is the goal reasonable and achievable? Can it be met? Do you have a plan to meet it?*
 - *What new learning and/or support is needed to meet the goal?*

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Schoolwide Goal

From Fall 2024 to Fall 2027, Fontainebleau Junior High School will increase the SPS from 90.5 to 94.5 (**4 points**) through a focus on using student work to drive instructional decisions.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
90.5	+ 1.5 (95.5)	+1.5	+1
	Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

2024-25 Components of SPS

Assessment Index (AI) Spring 2024 Data

- What is your current AI in –
 - ELA - 99.3
 - Math - 79
 - Science - 82
 - Social Studies - 83.2 (2023)
 - Overall 85.7

● Where are there opportunities for growth?

Math - Focus on Additional and Supporting Content for 7th & 8th Gr. Science - Provide more opportunities for students to reason scientifically within all standards.

Progress Index (PI)

- What is your current PI in –
 - ELA -
 - Math -
 - Overall - 90.1

● Where are there opportunities for growth?

7th Grade ELA - Focus on using context clues to define vocabulary words and using vocabulary to enhance writing.

8th Grade ELA - Focus in Written Expression, specifically using reasoning to support text evidence

Interests and Opportunities (I/O)

- What is your current I/O - 112.5

DCAI (Jr. Highs ONLY)

- What is your current DCAI - 133.2

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● Where are there opportunities for growth? Ensure all students participate in the arts showcase as well as participate in physical education throughout the school year with a certified PE teacher.	● Where are there opportunities for growth? Provide more opportunities for students to participate in Carnegie Unit courses. Offered more sections for IBCA and Family & Consumer Science for the 2024-2025 school year
2025-26 Components of SPS	
Achieve Index (AI) ● What is your current AI in – ○ ELA: 69.8 ○ Math: 54.4 ○ Science: 51.7 ○ Social Studies: 61.4 ○ Overall: 438.9 ● Where are there opportunities for growth? ○ ELA: vocabulary, literary text (7th), informational (8th) ○ Math: Solving Linear Equations/Systems of Linear Equations, Expressions, Inequalities and Equations ○ Social Studies: Examining Sources and Expressing Claim	Growth Index (GI) ● What is your current GI in – ○ ELA: 54.1 ○ Math: 50 ○ Lowest 25% in ELA: 46.2 ○ Lowest 25% in Math: 37.7 ○ ELL population: 13.6 ○ Overall: 438.9 ● Where are there opportunities for growth? Focus on using context clues to define vocabulary words and using vocabulary to enhance writing across . Focus in Written Expression, specifically using reasoning to support text evidence across all disciplines.
2026-27 Components of SPS	
Achieve Index (AI) ● What is your current AI in – ○ ELA? ○ Math? ○ Science? ○ Social Studies?	Growth Index (GI) ● What is your current GI in – ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math?

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○ Overall? ● Where are there opportunities for growth?	○ ELL population? ○ Overall? ● Where are there opportunities for growth?
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PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

In order to grow the SPS, identify 1 culture and 2 academic core areas that will be a priority for the next three years. Create a goal for each priority area that includes an aligned focus area that is connected to the leadership goal. *Note: The focus area can be the same for all three goals or slightly different.*

- Priority Goal #1 (Culture) – Student Goal Support
- Priority Goal #2 (Academics) – ELA Proficiency
- Priority Goal #3 (Academics) – Math Student Growth

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Fontainebleau Junior High will increase the MRA Score from 74 to 80 through a focus in the area of building trusted relationships with a teacher to improve student learning targets.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
74	76	75	78		80	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there?

Storm Period - Leader in Me Lesson

Management Monday and student data tracking (Put First Things First)

Math and ELA Intervention

PLCs - Student Work analysis

Standards based instruction

Tracking student achievement of standards

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Professional Development Offered

Illuminate Training
 EDU 20/20 with 7th Grade ELA
 iReady Math
 Amplify training and walkthroughs
 District provided professional development
 School-wide professional development (NIET, PLCs, LEAP data analysis, academic growth, discipline data)

Short Term Wins (STW) (LEAD measures)

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- Teachers understand their state testing performance results.
- Teachers have set individual achievement goals.
 - Teachers take an active role in reflecting upon their students' performance and setting goals for growth.
- Goals for progress-monitoring are set for each student utilizing district checkpoints (and other relevant assessments).

2024-25

Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
100% of classrooms teachers have evidence of tracking student growth to Mastery	Through bi-weekly PLCs, teachers will bring evidence of tracking student data by standards and progress towards Mastery	25% of teachers are utilizing a tracking system to track student performance based on standards.					
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

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Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
100% of STORM (homeroom) classroom teachers have evidence of student work completion.	Through a monthly tracking system, teachers will provide evidence of tracking student data and progress towards work completion.	The majority of teachers are utilizing a tracking system to track student progress towards work completion.	95% (42 of 44) of teachers	All of the teachers are utilizing a tracking system to track student progress towards work completion.	100% (44 of 44) of teachers		

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	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N
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2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #2 Goal - ELA

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From Fall 2024 to Fall 2027, Fontainebleau Junior High School will increase the percent proficiency in ELA from 70.4% proficient to 76.4% proficient through a focus on Vocabulary for 7th Grade ELA and Written Expression (Written Performance as of 2025) for 8th Grade ELA. (64% proficient to 70% proficient in Vocabulary in 7th Grade and from 60% proficient to 66% proficient in Written Expression in 8th Grade)

	2024 ELA Percent Proficient (Baseline)	2025 ELA Percent Proficient	2026 ELA Percent Proficient	2027 ELA Percent Proficient
All Students	Overall 70.4% - LEAP 7th Grade 64% – LEAP 8th Grade 60% – LEAP	Overall 72.4% - LEAP 7th Grade 66% – LEAP 8th Grade 62% – LEAP	Overall 74.4% - LEAP 7th Grade 68% – LEAP 8th Grade 64% – LEAP	Overall 76.4% - LEAP 7th Grade 70% – LEAP 8th Grade 66% – LEAP
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	7th Grade - 29% - LEAP 8th Grade - 28% - LEAP	7th Grade - 31% - LEAP 8th Grade - 30% - LEAP	7th Grade - 33% - LEAP 8th Grade - 32% - LEAP	7th Grade - 35% - LEAP 8th Grade - 34% - LEAP
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	7th Grade < 5 % 8th Grade NR	7th Grade < 5 % 8th Grade NR	7th Grade < 5 % 8th Grade NR	7th Grade < 5 % 8th Grade NR
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in ELA?		46.2		
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal?	Met Goal?	Met Goal?

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		Y N	Y N	Y N
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How are we going to get there?

Professional Development Offered
7th Grade EDU 2020 PD (2024-2025) Content Leader training for ELA teacher (2024-2025) Weekly PLC meetings Curriculum Specialists attends PLC meetings throughout the year

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- Bi-Weekly PLCs
- Review of tracking standards
- District Checkpoints, Interim Assessment
- Student data increasing in the area of Vocabulary
- Written Expression

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
LEAP 360 Diagnostic	7th Grade: 47.1% Avg. Score 14.6% Scored in the Mastered Range 8th Grade:		District Checkpoints #1 7th Grade: 75.9% Avg. Score 72.3% Scored in the Mastered Range 8th Grade:		District Checkpoints #2 7th Grade: 65.7% Avg. Score 54.5% Scored in the Mastered Range 8th Grade:	LEAP 360 Interim	

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	43.1% Avg. Score 17.8% Scored in the Mastered range		80.8% Avg. Score 88.9% Scored in the Mastered range		62.6% Avg. Score 41.2% Scored in the Mastered range		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Incorporate common assessments focusing on the standards in each specific grade level to support students' learning and track data to guide future teaching.

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results

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LEAP 360 Diagnostic	7th Grade: 41.1% Avg. Score 11.1% Scored in the Mastered Range 8th Grade: 43.7% Avg. Score 17.2% Scored in the Mastered range	7th Grade grew 23.3% average score and 39.4% in the mastered range. 8th Grade grew 24.2% average score and 38.9% in the mastered range	District Checkpoints #1 7th Grade: 64.4% Avg. Score 50.5% Scored in the Mastered Range 8th Grade: 67.9% Avg. Score 56.1% Scored in the Mastered range.	8th Grade grew 2% average score and 5.8% in the mastered range.	District Checkpoints #2 7th Grade: 64.3% Avg. Score 45.3% Scored in the Mastered Range 8th Grade: 69.9% Avg. Score 61.9% Scored in the Mastered range		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Growth in both 7th and 8th grade data.

Quarter 2 Reflection –

Partial Goal met with 8th ELA, 7th saw a decline from Checkpoint 1 to Checkpoint 2.

Quarter 3 Reflection –

End of year Reflection –

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2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Math

From Fall 2024 to Fall 2027, Fontainebleau Junior High School will increase the percent proficiency in Math from 50% proficient to 56% proficient through a focus on Additional and Supporting Content.

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	2024 Math Growth Percent (Baseline)	2025 Math Growth Percent	2026 Math Growth Percent	2027 Math Growth Percent
All Students	Overall 50% - LEAP 7th Grade 47% – LEAP 8th Grade 36% – LEAP	Overall 52% - LEAP 7th Grade 49% – LEAP 8th Grade 38% – LEAP	Overall 54% - LEAP 7th Grade 51% – LEAP 8th Grade 40% – LEAP	Overall 56% - LEAP 7th Grade 53% – LEAP 8th Grade 42% – LEAP
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	7th Grade 15% - LEAP 8th Grade 21% - LEAP	7th Grade 17% - LEAP 8th Grade 23% - LEAP	7th Grade 19% - LEAP 8th Grade 25% - LEAP	7th Grade 21% - LEAP 8th Grade 27% - LEAP
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	7th Grade < 5 % 8th Grade NR	7th Grade < 5 % 8th Grade NR	7th Grade < 5 % 8th Grade NR	7th Grade < 5 % 8th Grade NR
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Lowest 25% in Math?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Other?				
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

St. Tammany Parish 2024-2027

Professional Development Offered

iReady PD
Bi-weekly PLCs
Curriculum Specialists attend PLCs throughout the year

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- Bi-weekly PLCs
- District Checkpoints
- Interim Assessment
- iReady BOY, MOY and EOY Diagnostic Assessments

2024-25

Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
iReady BOY Diagnostic	7th Grade: 38% of students on or above grade level 8th Grade: 17% of students on or above grade level (does not include Alg I)	Percentage of students on grade level or above will increase by 10 percentage points for 7th and 8th grade by the 2nd quarter when given the iReady Winter Diagnostic 7th: 49% 8th: 27%	District Checkpoint #1 7th Grade: 58.7% avg. score and 39.3% scored in the Mastered range 8th Grade: 51.2% avg. score and 25.6% scored in the Mastered range	Percentage of students on grade level or above will increase by 10 percentage points for 7th and 8th grade by the 2nd quarter when given the iReady Winter Diagnostic 7th: 49% 8th: 27%	iReady MOY (Winter) Diagnostic 7th Grade: 58% of students on grade level or above 8th Grade: 38% of students on grade level or above	Percentage of students on grade level or above will increase by 10 percentage points for 7th and 8th grade by the 3rd quarter when given the iReady EOY Diagnostic 7th: 68% 8th: 48%	

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	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N
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Quarter 1 Reflection –

PLCs held bi-weekly to focus on common assessments and ensure standards are being mastered. Use of iRead BOY diagnostic to plan interventions for students.

Quarter 2 Reflection –

Teachers attend weekly PLCs to plan common assessments, review student work, create a plan of action to focus on needed areas through spiral review, bell ringers or STORM time. Students' math scores in iReady have increased by 20%.

Quarter 3 Reflection –

End of year Reflection –

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

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Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

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End of year Reflection –

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OTHER SUPPORT

**When intervention is needed, how will you support students in need related to the above priority areas? What is your intervention plan?
Be sure to include the resources needed for at-risk student groups?**

Students will participate in an intervention time weekly for Math and ELA
The Writing Revolution program is being utilized in the ELA curriculum
myPath in the iReady program individualizes intervention based on students' needs
Tutoring is offered to students prior to the beginning of the school day
Students tracking their own progress through Management Monday/LIM

Link/Upload your school's literacy plan to the district-designated location.