2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

St. Tammany Parish

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
2024-25	
STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ACT, WORK KEYS, IBCS, GRAD RATE, ETC.	
All Students	
LEAP ELA-Reading Performance (62% of students scored at strong level) Math-Modeling & Application (43% of students scored at strong level) **ACT** ELA-Knowledge of Language (63.7%) Math-Integrating Essential Skills (46.2%) Reading-Craft and Structure (65.9%) Science-Scientific Investigation (47.3%) **WorkKeys** 70 silvers **Grad Rate** 67.6% >100 index score	**LEAP** ELA-Vocabulary (29% of students scored at weak level) Math-Expressing Mathematical Reasoning (31% of students scored at weak level) **ACT** ELA-Conventions of Standard English (56.9%) Math-Statistics and Probability (32.5%) Reading-Key Ideas and Details (57.7%) Science-Evaluation of Models, Inferences, and Experimental Results (46.5%) **WorkKeys** 10 golds **Grad Rate** 87% graduation rate

At-Risk Student Groups

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

SWE LEAP ELA 69% at least AB LEAP Math 70% at least AB **EL** LEAP Math 66.7% at least AB **Lowest Performing 25% in ELA- based on Spring 2025** 39.6 % of Students Growing in ELA Who Had the Lowest 25% of Scores in the Prior Year **Lowest Performing 25% in Math- based on Spring 2025** 43.5% of Students Growing in Math Who Had the Lowest 25% of Scores in the Prior Year	**SWE** LEAP ELA 20.7% proficient LEAP Math 11.4% proficient LEAP SS 53.8% unsatisfactory, 11.5% proficient **EL** LEAP ELA 58.8% unsatisfactory, 11.8% proficient LEAP Math 6.7% proficient **Lowest Performing 25% in ELA- based on Spring 2025** 60 % of Students NOT Growing in ELA who Had the Lowest 25% of Scores in the Prior Year **Lowest Performing 25% in Math- based on Spring 2025** 56.5% of Students NOT Growing in Math who Had the Lowest 25% of Scores in the Prior Year

SCHOOL CULTURE DATA - MRA

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

Discipline 105 suspensions **MRA** Positive Wellbeing- 89 Group Collaboration- 86 Future-Focus-84	**Discipline** 38% of suspensions were of black students **MRA** Family Engagement-62 Collective Efficacy- 63 School Goals- 65

2025-26

STUDENT ACHIEVEMENT DATA

All Students

Strengths	Weaknesses
LEAP- Fall 2025 ELA- Writing Performance (77% of students scored at a strong level) Math- Algebra Major Content (48% of students scored at a strong level), Geometry Similarity in Trigonometry and Applying (57% of students scored at a strong level) **ACT** ELA- Math- Reading- Science- **WorkKeys** *data through November 2025 25 silvers 1 platinum **Grad Rate** ____ >100 index score	**LEAP- Fall 2025** ELA- Reading Vocabulary Text (27% of students scored at a weak level) Math- Algebra Solving Algebraically (44% of students scored at a weak level), Geometry Additional and Supporting Content (27% of students scored at a weak level) **ACT** ELA- Math- Reading- Science- **WorkKeys** * data through November 2025 10 golds **Grad Rate** ____% graduation rate

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)

SWE- Fall 2025 LEAP ELA 74% scored at least an Approaching Basic LEAP Math- Algebra 69% scored at least an Approaching Basic, Geometry 71% scored at least an Approaching Basic LEAP SS- USH 65% scored at least an Approaching Basic, Civics 54% scored at least an Approaching Basic **EL**	**SWE- Fall 2025** LEAP ELA 27% proficient LEAP Math- Algebra 23% proficient, Geometry- 14% proficient LEAP SS- USH 15% proficient, 13% proficient **EL**

LEAP Math- Algebra 16% scored at least an Approaching Basic, Geometry- 75% scored at least an Approaching Basic LEAP ELA- 26% scored at least an Approaching Basic 22% of English Learners making progress **Lowest Performing 25% in ELA** **Lowest Performing 25% in Math**	LEAP Math- Algebra 83% scored Unsatisfactory, Geometry 25% scored Unsatisfactory LEAP ELA 73% scored Unsatisfactory **Lowest Performing 25% in ELA** **Lowest Performing 25% in Math**
SCHOOL CULTURE DATA - MRA **(Discipline data must be included as well as the identified recommendations in the MRA report)**	
Strengths **Discipline- Fall 2025** 53 suspensions 26% African American suspension rate **MRA**	**Weaknesses** **Discipline- Fall 2025** 16 expulsions **MRA**
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 (Examples - engaging students in thinking and problem solving, document-based questioning, or non-fiction writing across the content areas)	**Leadership Goal** (Include the one descriptor from one indicator on the Louisiana Leader rubric identified during the Beginning-of-the Year conference)
2024-25	
Engaging students in cross-curricular reading and writing	Uses current and relative data to impact student achievement
2025-26	
Engaging students in cross-curricular critical reading and writing	Uses current and relative data from standardized tests to impact student achievement
2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

Use the LRP template below throughout the school year to strategically plan out ILT meetings.

Date of ILT	Outcome	Materials	Follow-Up
9/26/2024	Discussed cross-curricular initiatives like cross-curricular Annotations and Critical Readings.	N/A	Teachers will post annotations and Critical Readings to GC.
2/13/2025	Discussed ACT and Testing incentives for both attendance and performance.	N/A	Teachers will get feedback from their peer s
8/19/2025	Discussed various elements of LER expectations to ensure consistent scoring across the board. Created a list of best pedagogical practices to share with teachers to clarify expectations of new LER.	N/A	Instructional Coach will present information to PLCs and gather further questions/ feedback from faculty.
9/15/2025	Discussed Block Scheduling challenges, pedagogical practices and cooperative learning strategies to implement in order to increase student engagement and academic rigor.	N/A	Information will be presented at PLCs, Admin will observe these practices during observations and utilize these practices to facilitate coaching plans.
10/6/2025	Discussed LEAP Data from Spring 2025 to identify areas of focus to target student growth.	N/A	Teachers will meet with their Content Area PLCs and discuss ways to address these areas in the classroom and how to adjust pacing in Block Schedule to meet that need.

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?***

Schoolwide Goal

From Fall 2024 to Fall 2027, Fontainebleau High School will increase the SPS from 47.7 to 49.7 through a focus on Engaging students in cross-curricular critical reading and writing (use school improvement focus area listed above).

*SPS calculated based on new formula.

2024 SPS (Baseline)	2025 SPS	2026 SPS	2027 SPS
47.7	47		
	Met Goal? **Y** **N**	Met Goal? **Y** **N**	Met Goal? **Y** **N**

2024-25 Components of SPS

Assessment Index (AI)

- **What is your current AI in –**
  - **ELA? 90.3**
  - **Math? 68.3**
  - **Science? 35.5***
  - **Social Studies? 81.8**
  - **Overall? 79.6**
- **Where are there opportunities for growth? Math**

Progress Index (PI)

- **What is your current PI in –**
  - **ELA? 105.8**
  - **Math? 90.7**
  - **Overall? 98.4**
- **Where are there opportunities for growth? 0s in math**

Interests and Opportunities (I/O) ● **What is your current I/O? 145.9** ● **Where are there opportunities for growth? n/a**	**DCAI (Jr. Highs ONLY)** ● **What is your current DCAI?** ● **Where are there opportunities for growth?**
ACT Index (High Schools ONLY) ● **What is your current ACT index? 87.8** ● **Where are there opportunities for growth? WorkKeys performance**	**Strength of Diploma Index (SOD) (High Schools ONLY)** ● **What is your current SOD? 102.3** **How many students/What percent earned-** ○ **160? 1** ○ **150? 87** ○ **115? 25** ○ **110? 107** ○ **100? 100** ● **Where are there opportunities for growth? Better track leavers**
Graduation Rate (High Schools ONLY) ● **What is your current grad rate? 86%** ● **Where are there opportunities for growth? Better track leavers**	**Graduation Rate Index (High Schools ONLY)** ● **What is your current grad rate index? 95.6**
2025-26 Components of SPS	
Achieve Index (AI) ***Based on data from Spring 2025** ● **What is your current AI in –** ○ **ELA? 65.2% proficiency** ○ **Math? 48.4% proficiency** ○ **Science? 44.3% proficiency** ○ **Social Studies? 39% proficiency** ○ **Overall?**	**Growth Index (GI)** ***Based on data from Spring 2025** ● **What is your current GI in –** ○ **ELA? 52.7%** ○ **Math? 39%** ○ **Lowest 25% in ELA? 39.6%** ○ **Lowest 25% in Math? 43.5%** ○ **ELL population? 21.9%** ○ **Overall?**

• **Where are there opportunities for growth? Social Studies, Science**	• **Where are there opportunities for growth? ELL population**
Thrive Index (TI) (High Schools ONLY) ***Based on data from Spring 2025** • **What is your current overall TI? 47** • **Where are there opportunities for growth? % of Students Who Accelerated into college coursework, career training, or service- currently 35.4%**	**Readiness on Nationally Recognized Exams (High Schools ONLY)** • **What is your current percentage of students earning at least-** ○ **ACT of 20?** ○ **SAT of 1040?** ○ **CLT of 67?** ○ **WorkKeys Gold?** ○ **ASVAB (AFQT) of 59%?** ○ **Overall?** • **Where are there opportunities for growth?**
University Accelerator (High Schools ONLY) • **What is your current overall percentage?** • **Where are there opportunities for growth?**	**Career Accelerator (High Schools ONLY)** • **What is your current overall percentage?** **How many students/What percent earned-** ○ **Basic bundle + internship?** ○ **Advanced credential + internship?** ○ **2 years of FF-aligned registered apprenticeship?** ○ **Certificate of technical studies in high wage/high demand industry?** • **Where are there opportunities for growth?**
Service Accelerator (High Schools ONLY) • **What is your current overall percentage?** **How many students/What percent have-** ○ **Signed military acceptance letter?** ○ **Service Academy acceptance?** • **Where are there opportunities for growth?**	**Graduation Rate (High Schools ONLY)** • **What is your current grad rate?** • **Where are there opportunities for growth?**

2026-27 Components of SPS	
Achieve Index (AI) ● **What is your current AI in –** ○ **ELA?** ○ **Math?** ○ **Science?** ○ **Social Studies?** ○ **Overall?** ● **Where are there opportunities for growth?**	**Growth Index (GI)** ● **What is your current GI in –** ○ **ELA?** ○ **Math?** ○ **Lowest 25% in ELA?** ○ **Lowest 25% in Math?** ○ **ELL population?** ○ **Overall?** ● **Where are there opportunities for growth?**
Thrive Index (TI) (High Schools ONLY) ● **What is your current overall TI?** ● **Where are there opportunities for growth?**	**Readiness on Nationally Recognized Exams (High Schools ONLY)** ● **What is your current percentage of students earning at least-** ○ **ACT of 20?** ○ **SAT of 1040?** ○ **CLT of 67?** ○ **WorkKeys Gold?** ○ **ASVAB (AFQT) of 59%?** ○ **Overall?** ● **Where are there opportunities for growth?**
University Accelerator (High Schools ONLY) ● **What is your current overall percentage?** ● **Where are there opportunities for growth?**	**Career Accelerator (High Schools ONLY)** ● **What is your current overall percentage?** **How many students/What percent earned-** ○ **Basic bundle + internship?** ○ **Advanced credential + internship?**

	○ **2 years of FF-aligned registered apprenticeship?** ○ **Certificate of technical studies in high wage/high demand industry?** ● **Where are there opportunities for growth?**
Service Accelerator (High Schools ONLY) ● **What is your current overall percentage?** **How many students/What percent have-** ○ **Signed military acceptance letter?** ○ **Service Academy acceptance?** ● **Where are there opportunities for growth?**	**Graduation Rate (High Schools ONLY)** ● **What is your current grad rate?** ● **Where are there opportunities for growth?**

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) – Trusted relationship**
- **Priority Goal #2 (Academics) – ELA-Vocabulary**
- **Priority Goal #3 (Academics) – Math-Expressing Mathematical Reasoning**

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Fontainebleau High School will increase the MRA sub-measure Trusted Relationships from 68 to 75 through a focus on relationship building.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
68	70	73	73		75	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there?

Purchased Resources to Support Priority Goals

Professional Development Offered
Professional Development opportunities for Leader In Me initiatives offered to faculty on campus during specified parish-wide PD days, Lighthouse team parish-wide meetings, Lighthouse team campus visits

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?

- **The success criteria for this area is data outlined in the MRA- from community, parent, student, and faculty feedback. Increase in sub-measure Trusted Relationships from MRA will show campus-wide efforts are making a positive impact. We should see positive interpersonal interactions between students and other members of the school community, which will vastly impact school culture.**

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
MRA- 70	**68**						**73**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Leader in Me initiatives presented in beginning of school year PD to support creating a school culture to support Trusted Relationships.

Quarter 2 Reflection –

Bi-weekly Social Emotional Learning opportunities through PACK time to support building Trusted Relationships.

Quarter 3 Reflection –

Bi-weekly Social Emotional Learning opportunities through PACK time to support building Trusted Relationships.

End of year Reflection –

End of year discussions among Lighthouse Team members to reflect upon what seemed successful to support this initiative and what changes could be made to improve for next school year.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
MRA- 73	**68**						
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Leader in Me initiatives presented in beginning of school year PD to support creating a school culture to support Trusted Relationships.

Quarter 2 Reflection –

Weekly Social Emotional Learning opportunities through PACK time to support building Trusted Relationships.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd 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

From Fall 2024 to Fall 2027, Fontainebleau High School will increase the ELA Vocabulary from 50% proficient to 65% through a focus on cross-curricular writing.

	2024 ELA % Proficient (Baseline)	**2025 ELA % Proficient**	**2026 ELA % Proficient**	**2027 ELA % Proficient**
All Students				
	50%	Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Student Group(s)				

SWE				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
EL				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in ELA?				
		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?

Use "Purchased Resources to Support Priority Goals" document from above

Professional Development Offered
Data-driven PLCs to discuss effective strategies to incorporate vocabulary across disciplines.

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?

- **Student success criteria will be Growth in ELA Vocabulary performance on standardized testing. Teachers will use both formative and summative assessments to monitor student progress in various content areas. Students should be actively engaging with texts to analyze and expand vocabulary.**

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
LEAP 2025	**50%**						**60% score strong in ELA**

							Vocabulary in Spring 2025
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Teachers actively worked in PLCs to develop lessons/activities to encourage growth in vocabulary in various content areas.

Quarter 2 Reflection –

After reflecting on student Checkpoint data, teachers provided RTI by giving students opportunities to remediate and practice vocabulary in various content areas.

Quarter 3 Reflection –

After reflecting on student Checkpoint data and LEAP Diagnostic Interim data, teachers provided RTI by giving students opportunities to remediate and practice vocabulary in various content areas.

End of year Reflection –

After reflecting on LEAP Test results, teachers met with their PLCs to identify strengths and weaknesses and discuss how to adjust curriculum pacing and supplement resources to improve student performance in this area.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
LEAP 2025 Fall 2025	**50%**				**55% score strong in ELA Vocabulary in Fall 2025**		
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Teachers actively worked in PLCs to develop lessons/activities to encourage growth in vocabulary in various content areas.

Quarter 2 Reflection –

After reflecting on student Checkpoint data, teachers provided RTI by giving students opportunities to remediate and practice vocabulary in various content areas.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd 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 Goal

From Fall 2024 to Fall 2027, Fontainebleau High School will increase the Math Expressing Mathematical Reasoning from 61% proficient to 70% proficient through a focus on cross-curricular writing.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students				
	61%	Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Student Group(s)				
SWE				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
EL				
		Met Goal? **Y N**	Met Goal? **Y N**	Met Goal? **Y N**
Lowest 25% in ELA?				
		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?

Use "Purchased Resources to Support Priority Goals" document from above

Professional Development Offered
Data-driven PLCs to discuss effective strategies to incorporate critical thinking and reasoning across disciplines.

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?

- **The student success criteria will be Growth in Expressing Mathematical Reasoning performance on standardized testing. Teachers will use both formative and summative assessments to monitor student progress and provide RTI as needed. Students should be actively engaging with practice of this skill.**

2024-25							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
LEAP 2025	**61%**						**47% score strong in ALG & GEOM Mathematical Reasoning**
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Teachers actively worked in PLCs to develop lessons/activities to encourage growth in Mathematical Reasoning performance.

Quarter 2 Reflection –

After reflecting on student Checkpoint data, teachers provided RTI by giving students opportunities to remediate and practice Mathematical Reasoning.

Quarter 3 Reflection –

After reflecting on student Checkpoint data, teachers provided RTI by giving students opportunities to remediate and practice Mathematical Reasoning.

End of year Reflection –

After reflecting on LEAP Test results, teachers met with their PLCs to identify strengths and weaknesses and discuss how to adjust curriculum pacing and supplement resources to improve student performance in this area.

2025-26							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd Quarter STW**	**Results**
LEAP 2025 Fall 2025	**61%**				**47% score strong in ALG**		

					& GEOM Mathematical Reasoning		
			Met Goal? **Y N**		Met Goal? **Y N**		Met Goal? **Y N**

Quarter 1 Reflection –

Teachers actively worked in PLCs to develop lessons/activities to encourage growth in Mathematical Reasoning performance.

Quarter 2 Reflection –

After reflecting on student Checkpoint data, teachers provided RTI by giving students opportunities to remediate and practice Mathematical Reasoning.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	**Baseline**	**1st Quarter STW**	**Results**	**2nd Quarter STW**	**Results**	**3rd 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 –

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?

Link/Upload your school's yearly intervention plan to the district-designated location (Title I schools ONLY).

Link/Upload your school's literacy plan that includes interventions to the district-designated location (K-3 schools ONLY).

Parent and Family Engagement (PFE) Activities

Note - At least 3 PFE events must be scheduled EACH year, with at least one PFE event per priority goal area.

- ***How will parents be provided opportunities to give feedback and be included in the implementation of the school advancement plan and its priority areas?***

2024-25: Monthly PTA meetings

2025-26: Monthly PTA meetings, submitting input for Pupil Progression Plan

2026-27:

- ***Identify and describe PFE events (at least 3 per year) and activities to support family engagement.***

Note – There should be a reflection for each PFE event in the "Reflections" section at the end of this document.

2024-25: Monthly PTA meetings, Future Focus Night, Open House, Freshman Orientation

2025-26: Monthly PTA meetings, Future Focus Night, Open House, Freshman Orientation

2026-27:

- ***How will you communicate information to parents regarding curriculum, assessments, and student progress?***

2024-25: School/district website and JPAMS, scheduling meetings with parents to review requirements for each of the diploma pathways

2025-26: School/district website and JPAMS, scheduling meetings with parents to review requirements for each of the diploma pathways

2026-27:

Transitions for Incoming and Outgoing Students

Identify your plans for transitioning incoming and outgoing students in the school community.

2024-25:

Transitioning In- Counselor Meeting with 8th grade students, Parent Scheduling Night, Future Focus Night, Freshman Orientation, Open House, FHS Administration will meet with FJHS Administration towards the end of the school year to gain more insight into individual student needs and programming necessary to provide for our incoming 9th graders

Transitioning Out- Internship, Counselors work closely with CTE teachers to ensure our students are receiving industry-based certifications, coordinating with recruiters from military, advertisement of scholarship opportunities, plethora of DE and AP classes for college bound students

2025-26:

Transitioning In- Counselor Meeting with 8th grade students, Parent Scheduling Night, Future Focus Night, Freshman Orientation, Open House, FHS Administration will meet with FJHS Administration towards the end of the school year to gain more insight into individual student needs and programming necessary to provide for our incoming 9th graders

Transitioning Out- Internship, Counselors work closely with CTE teachers to ensure our students are receiving industry-based certifications, coordinating with recruiters from military, advertisement of scholarship opportunities, plethora of DE and AP classes for college bound students

2026-27:

FISCAL PLANNING

Budgets used to support these priority areas

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

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 events 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

REFLECTIONS

Note - This page should not be posted to your school's website. Prior to posting, please get final approval from Federal Programs department.

Parent and Family Engagement Reflection:

Complete the information below for EACH parent/family engagement event.

Event Name:

Date/Time:

Targeted Priority Area:

Number of Participants:

Summary of Parent Feedback/Exit Tickets/Survey:

Year 1 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?***
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***

Year 2 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?***
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***

Year 3 Reflections:

- ***How will the evaluation results of the school advancement plan be reported to the school's stakeholders?***
- ***How will the ILT and/or school committee use data to determine the return on investment/effectiveness for school programs implemented?***