

**2018-2019
SCHOOL IMPROVEMENT PLAN**

Fontainebleau High



St. Tammany Parish Public Schools

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

3/11/2019

1. COMPREHENSIVE NEEDS ASSESSMENT

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

STRENGTHS	WEAKNESSES
From 2013 to 2018 the ACT English sub-score has been the most consistent for 5 consecutive years with the highest being 22.4 in 2015 -2016 and the lowest being 21.3 in 2017-2018.	From 2013 to 2018 the ACT Math sub-score has been the lowest for 5 consecutive years with the lowest being 19.9 in 2018 and has decreased for the last 4 years in a row.
The Strength of Diploma Index has been the highest for the past 3 years with the highest being 103.6 points in 2016 and 100.5 points in 2018.	For the past 3 years the LEAP 2025/EOC Index has consistently decreased from 97.1 points in 2016 to 89.5 points in 2018.
The Algebra I Index has increased from 79.9 points in 2016 to 87.3 points in 2017 to 92.3 points in 2018.	The LEAP 2025/EOC Overall Index has consistently decreased from 97.1 points in 2016 to 95.5 points in 2017 to 89.5 points in 2018.
English I and English II are both strong in Writing Performance with scores of 65% proficient in English I and 67% proficient in English II.	Algebra I and Geometry are both weak in Expressing Mathematical Reasoning with 80% below proficient in Algebra I and 61% below proficiency in Geometry.
HS Diploma Plus (150) has increased over the past 3 years from 9750 points in 2016 to 10050 points in 2018.	Non-graduates receiving HISET has decreased over the past 3 years going from 8% in 2016 to 6.2% in 2018.
In the whole school, White Students have increased over the past 3 years from 88.8 points in 2016 to 94.0 points in 2017 to 102.7 points in 2018.	In the whole school, the Black subgroup decreased in English from 105.8 points in 2016 to 71.4 points in 2017 to 63.2 points in 2018.
Students with Disabilities subgroup has increased in Algebra I over the past 3 years growing 33.6 points from 18.1 points in 2016 to 51.7 points in 2018.	Black subgroup has decreased over the past 3 years in Geometry decreasing 27.5 points from 73.4 points in 2016 to 45.9 points in 2018.
Students with Disabilities in Math consistently decreased the gap from the White subgroup from 73.1 points in 2016 to 51.7 points in 2018.	Whole school, Students with Disabilities, Economically Disadvantaged, and Black subgroups are inconsistent in closing the achievement gap in ELA and Whole School, Black, and Economically Disadvantaged in Math are inconsistent in closing the achievement gap.
The White subgroup in ELA and Math indexes is higher than other subgroups. In ELA, the White subgroup indexes are 104.5 in 2016, 106.4 in 2017, and 94.7 in 2018. In Math the White subgroup indexes are 94.0 in 2016, 94.6 in 2017, and 87.3 in 2018.	Students with Disabilities are consistently lower than the White subgroup having the largest achievement gap. The indexes for ELA are 66.4 in 2016, 40.8 in 2017, and 36.7 in 2018. The Students with Disabilities subgroup indexes for Math are 20.9 in 2016, 25.6 in 2017, and 35.6 in 2018.
DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Category/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data	

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GOALS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.*
- *Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis*
- *Must Include at Least 1 Subgroup Goal*

1. The ACT math sub-score will increase by .2 points over the next year from 2017-18 to 2018-19.

2. The black subgroup will increase by 5 points from 45.9 points in 2017-18 to 50.9 points in 2018-19 on the geometry LEAP 2025.

3. The black subgroup will increase by 10 points from 63.2 points in 2017-18 to 73.2 points in 2018-19 in English.

4. The subgroup Students with Disabilities will increase in ELA by 10 points from 36.7 points in 2017-18 to 46.7 points in 2018-19.

2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</p> <p><u>Design:</u></p> <ul style="list-style-type: none"> • There are 4 parent representatives on the SIP committee • SIP will be available on the school website for evaluation and comments • There will be a robocall to alert parents to the posting of the SIP on the website and when re-evaluation occurs <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> • PTSA board meetings • Link on school website with option to make comments 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed: School website PTSA meetings</p>	<p>Effectiveness Measure: Parents will make comments and give input</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <ul style="list-style-type: none"> • PTSA meetings • Project Graduation meetings • Parent Volunteers • Parent contact 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p>Items Needed: IEP meetings</p>	<p>Effectiveness Measure: Parent feedback Reflection</p>

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<ul style="list-style-type: none"> • Parent/Teacher conferences • Open door policy • IEP meetings • Parent grade level meetings • School counselor parent meetings 		<input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Teacher websites • School website • JPAMS • Parent teacher conferences • Parent contact • IEP meetings • SAT meetings • Open House • PTSA meetings • PTSA board meetings 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Posting of meetings</p>	<p>Effectiveness Measure: Parental involvement Reflection</p> <hr/> <p>Effectiveness Results:</p>
<p>Translation Services:</p> <ul style="list-style-type: none"> • Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) • Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. • Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Translator</p>	<p>Effectiveness Measure: Use of services</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. 				
<p><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</i></p> <p><i>In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.</i></p>				
<p>Parent Family Engagement Activity 1:</p> <ul style="list-style-type: none"> Open House 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Parent notification</p>	<p>Effectiveness Measure: Attendance records</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2:</p> <ul style="list-style-type: none"> Parent scheduling meetings 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Handouts</p>	<p>Effectiveness Measure: Attendance records Reflection</p>

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		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
Parent Family Engagement Activity 3: <ul style="list-style-type: none"> • IEP meetings 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Items Needed: IEP Parent attendance	Effectiveness Measure: Attendance records <hr/> Effectiveness Results:

3. SCHOOLWIDE PLAN STRATEGIES

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

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum:</p> <ul style="list-style-type: none"> • Use of guaranteed curriculum and Eureka support for math • Use of guidebooks for English I and II as well as guaranteed curriculum • Use of guaranteed curriculum for English III, English IV, Biology, and Social Studies • Math classes use Math XL • English I and II use of LEAP 2025 rubric for essay grading • Use of Socratic seminar in English classes • Use of Moodle for on-line testing • Use of multiple select questioning and multi part questions 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Math XL codes Guidebooks</p>	<p>Effectiveness Measure: LEAP 2025 scores ACT scores PreACT scores</p> <hr/> <p>Effectiveness Results:</p>

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<p>Use of Academic Assessments to Improve Instruction:</p> <ul style="list-style-type: none"> • CLEP tests • AP tests • LEAP 2025 • ACT and PreACT • Practice ACT and PreACT • LEAP 360 diagnostics and interims 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Tests</p>	<p>Effectiveness Measure: Scores on tests</p> <hr/> <p>Effectiveness Results:</p>
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <p>Achieve 3000 Resource classes Study Skills classes to support core classes Para support TABE Unique Learning</p>	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Tests</p>	<p>Effectiveness Measure: Students will raise scores on LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>

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<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> We have an ESL teacher on campus part-time Students are offered accommodations Materials in native language 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Language dictionaries</p>	<p>Effectiveness Measure: Passing classes Passing LEAP 2025</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Interventions for At-Risk Students</i></p>				
<p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> SAT LEAP 360 scores LEAP 2025 scores Subject tests in classroom Discipline record Attendance records Age of student ACT scores Guidance referrals Student grades 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Test scores Student data</p>	<p>Effectiveness Measure: Students receiving interventions</p> <hr/> <p>Effectiveness Results:</p>
<p>Opportunities and Interventions for Students in Need:</p> <ul style="list-style-type: none"> ACT Boot Camp ACT prep class – Mastery Prep ACT prep class Tutoring by classroom teachers JAG 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: ACT prep materials JAG instructor Student data</p>	<p>Effectiveness Measure: Improvement of scores and progression of graduation track</p>

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<ul style="list-style-type: none"> • Saturday School • Seat Recovery • Accommodations • ACT 833 • RTI • Resource classes • Study Skills classes 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input checked="" type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Data follow up • Completion of Math XL assignments • Saturday tutoring • Targeted instruction • Weekly follow up • Parent contact • Credit recovery • On-line classes 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed: Data Math XL Teacher support On-line courses</p>	<p>Effectiveness Measure: Completion of courses needed for graduation</p> <hr/> <p>Effectiveness Results:</p>
<p>Interventions Specific to <u>Students with Disabilities:</u></p> <ul style="list-style-type: none"> • Resource classroom • Study Skills class • Accommodations • Case load teacher follow up • Tracking reports • IEP reconvention • Para support • Testing accommodations 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: Certified SPED teachers Paraprofessionals Data</p>	<p>Effectiveness Measure: Completion of courses needed for graduation</p> <hr/> <p>Effectiveness Results:</p>

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<p>Interventions Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • Reading class • EL classes • Dictionaries • Achieve 3000 • Rosetta Stone 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Rosetta Stone Achieve 3000 Dictionaries EL teacher</p>	<p>Effectiveness Measure: Completion of courses needed for graduation</p> <hr/> <p>Effectiveness Results:</p>
<p><i>Support and Extended Learning</i></p>				
<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music):</p> <ul style="list-style-type: none"> • Kids in Transition • Speech • Talented Art, Music, Theatre • PE • Jazz Band and marching band • Internship • EMT • CNA • Gifted classes • Northshore Reading Council 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input checked="" type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Certified teachers Speech pathologist Buses Substitutes</p>	<p>Effectiveness Measure: Performances Certifications Reflections</p> <hr/> <p>Effectiveness Results:</p>
<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips):</p> <ul style="list-style-type: none"> • Field trips • Saturday School • Internship 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Buses Substitutes Club sponsors Teachers</p>	<p>Effectiveness Measure: Competitions Reflections Attendance of students</p>

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<ul style="list-style-type: none"> • Dual enrollment • AP classes • Mu Alpha Theta • Quiz Bowl • Creative Writing Club • Tutoring for LEAP 2025 • Serious About Science • CNA • EMT • Coding class 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		Effectiveness Results:
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Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. • 	<p>Goal(s):</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Items Needed: MHP</p>	<p>Effectiveness Measure: Effective tool for MHP</p>
<p>Counseling Services:</p> <ul style="list-style-type: none"> • Data tracking • Graduation cohort • College counseling • Mental health support • Parent meetings • Class meetings 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA	<p>Items Needed: Data Classroom space Class time Auditorium</p>	<p>Effectiveness Results: Reflection Student Graduation rate College admittance Students going on to careers or military</p>

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<ul style="list-style-type: none"> Special meetings for students on the spectrum 		<input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other		Effectiveness Results:
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Implementation of a schoolwide tiered model to prevent and address problem behavior:

Strategies Used to Prevent and Address Problem Behavior: <ul style="list-style-type: none"> PBIS committee meetings Student involvement in PBIS PBS tickets Student appreciation day ISS Restorative circles 	Goal(s): 1, 2, 3, 4	Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	Items Needed: PBS tickets Prizes	Effectiveness Measure: Tickets distributed Improved student discipline <hr/> Effectiveness Results:
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Strategies for Assisting Students in the Transition from One School to the Next:

Transition Activities for Incoming and Outgoing Students: <ul style="list-style-type: none"> Freshman Experience 8th grade scheduling meeting 8th grade parent meeting Career Day Career and College Fair 	Goal(s):	Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4	Items Needed: Scheduling materials	Effectiveness Measure: College admittance Parent attendance Freshman success
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• JAG		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		Effectiveness Results:
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Professional Development

High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:

<p>Professional Learning Communities (PLCs):</p> <ul style="list-style-type: none"> • PLCs meet monthly during common plan • Book study meets once a month • Administration will supply discussion topics for each meeting of PLCs • Teacher led meetings 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Books PLC materials</p>	<p>Effectiveness Measure: Lesson plans with activities Reflection</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>
<p>Other Professional Development:</p> <ul style="list-style-type: none"> • LACUE • Summer Institute • Teacher Leader • Teacher presented PD on PD days • Curriculum specialists • PD is geared to goals 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other 	<p>Items Needed: Funding for conferences</p>	<p>Effectiveness Measure: Reflection Teacher implementation of strategies Effective Recruiting</p> <hr style="border-top: 1px dashed black;"/> <p>Effectiveness Results:</p>

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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools.
- Teacher openings are advertised through the district website.
- District leaders attend local college and university teacher recruitment fairs in the fall and spring.
- The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites.
- Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools.
- Placement of Student Teachers from local universities
- The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools.
- District Human Resources Coordinator serves as a speaker on college campuses for different education courses.
- District Human Resources Coordinator serves on various College of Education department committees at local universities.

Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

<p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • 17 JumpStart pathways • Career Day • Internship • Partner with school counselors for scheduling • Graduation coach • Student scheduling meetings • Industry partnerships • Parent meetings • Tracking of IBCs 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Certified teachers Business partners Parent involvement</p>	<p>Effectiveness Measure: IBCs obtained Reflection</p> <hr/> <p>Effectiveness Results:</p>
<p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> • AP classes – English III and IV, World History, American History, Biology II, Calculus, • CLEP testing 	<p>Goal(s): 1, 2, 3, 4</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 	<p>Items Needed: Certified teachers Testing time SCA monies</p>	<p>Effectiveness Measure: College hours earned College and Career Readiness reflection</p>

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<ul style="list-style-type: none"> • Dual Enrollment classes – World History, Algebra III, Pre-Calc, Statistics, Calculus, Bio II, Communications, Psych, Sociology, • CTE Dual Enrollment classes – Welding, Carpentry, ProStart, Drafting, First Responder, MedTerm, CNA, EMR, EMT, Auto Tech, 		<input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other		<p>Effectiveness Results:</p>
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Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

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

Food Services:

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

Special Education:

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

English as a Second Language (ESL):

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

21st Century Programs:

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

Headstart Preschool Programs:

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

4. Regular Monitoring and SIP Revision

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

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subclaims, and subgroups:

- The committee will meet quarterly to review LEAP 360 interim scores and practice ACT and PreACT scores

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- The committee will meet quarterly to review data and evaluate progress

Describe how and when the evaluation results of the SIP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):

- Results will be posted on the school website and robocall will be used to alert parents that evaluation is available for perusal

2018-2019 Committee Members

<u>School Improvement Planning Committee</u> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP	<u>Parent/Family Engagement Committee</u> Responsible for the Implementation of the PFE Activities in the SIP
<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Johnny Vitrano • Student: • Teacher: Christy Mayfield • Teacher: Christen Timmins • Teacher: Cliff Delouche • Parent/Family: Chris Nelson • Parent/Family: • Community Member: 	<p>Members Include:</p> <ul style="list-style-type: none"> • Principal: Johnny Vitrano • Student: • Teacher: Christy Mayfield • Teacher: Christen Timmins • Teacher: Cliff Delouche • Parent/Family: Chris Nelson • Parent/Family: • Community Member: