

**2018-2019  
SCHOOL IMPROVEMENT PLAN**



**Fontainebleau  
Junior 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
<p>The Dropout Credit Accumulation Index, is a potential strength because it has been the highest school index score for the past three years; 2016 (144.3 points), 2017 (143.7 points), and 2018 (141 points).</p>	<p>The lowest school index score for the current year is the Student Growth to Mastery Index. It is a potential weakness with a total index score of 77.8 points, but there is no supporting data from previous school years, as this is the first year that this index data is being reported.</p>
<p>Potential strengths include the 2018 school SPS Assessment Index (78.6 points) due to an increase. 2018 Strengths in Assessment Index trends in grade 7 ELA (89.4 points), grade 7 Math (68.8 points), grade 7 Social Studies (81.1 points), and 2017 Assessment Index trends in grade 8 Social Studies (81.9 points).</p>	<p>Potential weakness in: 2018 SPS (81.5 points); 2018 DCAI - Credit Accumulation (141 points) and 2017 DCAI - Credit Accumulation (143.7 points); Assessment Index (77.7 points); 2018 Assessment Index trends grade 8 ELA (81.9 points), Math (67.1 points), Social Studies (79.0 points); Assessment Index trends for 2017, grade 7, declined in all academic areas.</p>
<p>Both 7th and 8th grade ELA outperformed all other content areas during the 2016, 2017, and 2018 school years in their Assessment Index (15-16 7th - 93.2 points, 8th - 91.9 points; 16-17 7th - 83.9 points, 8th - 85.5 points; 17-18 7th - 89.4 points, 8th - 81.9 points).</p>	<p>According to the Assessment Indexes, both 7th and 8th grade math underperformed compared to all other content areas during the 16-17 and 17-18 school years (16-17 7th - 64.3 points, 8th - 74.8 points; 17-18 7th - 68.8 points, 8th - 67.1 points).</p>
<p>8th grade ELA Assessment Indexes have outperformed all other content areas for the past three years (2018, 81.9 points). 7th grade ELA Assessment Index scores have been the highest 7th grade subcategory for the past three years as well (2015-2018: 93.2 points to 83.9 points to 89.4 points).</p>	<p>8th grade math Assessment Index scores have been the lowest 8th grade index scores for the past two years (2016-2018; 74.8 points to 67.1 points) and have steadily declined in each of the last three years (2015-2018; 81.3 points to 74.8 points to 67.1 points).</p>
<p>7th grade Asian/Pacific Islander was the highest subgroup in the subcategory of ELA in 2016 (with a score of 121.4 points) and 2018 (with a score of 106.0 points). 7th grade Asian/Pacific Islander was the highest subgroup in the subcategory of math in 2016 (with a score of 104.3 points) and 2018 (with a score of 102.0 points).</p>	<p>7th grade English Learners was the lowest subgroup in the subcategory of ELA in 2016 (11.1 points), 2017 (10.0 points) and 2018 (0.0 points). 7th grade English Learners was the lowest subgroup in the subcategory of math in 2017 (with a score of 0.0 points) and 2018 (with a score of 0.0 points).</p>
<p>From 2016 to 2018: Whole school ELA, subgroup English Learners up 2.2 points. Whole school math, subgroup students with disabilities up 2.4 points. 7th grade math, subgroup students with disabilities up 2.3 points. 8th grade ELA, subgroup English Learners up 2.9 points.</p>	<p>From 2016 to 2018, the following subgroups have shown the most significant or steady declines: Asian/Pacific Islander (ELA - down 33.2 points; Math - down 38.9 points), Black (Math - down 12.8 points), English Learners (Math - down 22.2 points), and Economically Disadvantaged (Math - down 13.1 points).</p>

**Fontainebleau Junior High 2018-2019**

<p>The homeless subgroup decreased 21.9 points in ELA from 2016 to 2018. Math whole school decreased 29.6 points from 2016 to 2018. The Students with disabilities subgroup decreased 37.7 points from 2016 to 2018. The Homeless subgroup decreased 23.5 points in math from 2016 to 2018.</p>	<p>No subgroups show an increasing trend in achievement gap.</p>
<p>ELA is the higher index score for every subgroup for the 2016, 2017, and 2018 school years, indicating a school-wide strength.</p>	<p>Math is the lower index score for every subgroup for the 2016, 2017, and 2018 school years, indicating a school-wide weakness.</p>
<p><b>DATA SOURCES:</b> School Demographic Information, 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), EOC Trend Data, Discipline Data</p>	
<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>• <i>Goals must be <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>esults-focused, and <u>T</u>ime-bound.</i></li> <li>• <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i></li> <li>• <i>Must Include at Least 1 Subgroup Goal</i></li> </ul>	
<p>1. From Spring 2018 to Spring 2019 whole school academic group will increase their index assessment score by 5.0 points from 78.6 points to 83.6 points on the LEAP 2025 and EOC.</p>	
<p>2. Based on the 2018 LEAP 2025 assessment data, 35% of 8<sup>th</sup> grade students will score Mastery or above in math, representing an increase of 10% of students from the previous year.</p>	
<p>3. According to LEAP 2025, 13% of the students with disabilities, subgroup will score Mastery or above in math, representing an increase of 6% of students with disabilities from the previous school year.</p>	

**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><b>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place):</b></p> <p><u>Design:</u></p> <ul style="list-style-type: none"> <li>• Parents are involved in the design and implementation of the SIP. At this time, they are either members of the School Improvement Plan or actively involved in school decision making.</li> <li>• Parent input used in the design of the School Improvement Plan includes surveys, and the SIP team reviews the information collected. Parents also have an open invitation to SIP meetings.</li> <li>• The School Improvement Plan will be communicated to our parents and other stakeholders via our school website. The SIP will be posted in an easily accessible location on the website upon completion and approval. We will also include a survey allowing parents to provide feedback on the SIP once it is posted.</li> <li>• A Likert Scale Parent Survey assessing the success of the parent information section of the website will be provided in order to determine effectiveness.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> N/A</p>	<p><b>Effectiveness Measure:</b></p> <p>Likert Scale Parent Survey – Overall average of 3/5</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Fontainebleau Junior High 2018-2019**

<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>The SIP team will meet on a regular basis to read and analyze the data acquired from the parent surveys and adapt the living, breathing SIP document as needed.</li> </ul>				
<p><b>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</b></p> <ul style="list-style-type: none"> <li>Parents are involved in on-going decisions both at the school and child level through our active Parent/Teacher/Association, our School Improvement Plan Team, and communicating our school's expectations through the website, robocalls, and mailers.</li> <li>The PTA is involved in school decision making by holding monthly meetings with administration and our PTA liaison.</li> <li>Parental input on school decisions is attained through PTA and SIP meetings as well as surveys.</li> <li>Parents are involved in making educational decisions about their child by attending parent/teacher conferences, IEP and 504 meetings, and advocating for their student(s) by maintaining open communication with teachers and administration.</li> <li>Community stakeholders are involved in school decisions by contacting schools to inform the educational institutions of their needs. Also, community members are invited to attend classes and club meetings to interface with students and inspire them to think about their future.</li> <li>A Likert Scale Parent Survey assessing the success of the parent information section of the website will be provided in order to determine effectiveness.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> N/A</p>	<p><b>Effectiveness Measure:</b> Likert Scale Parent Survey – Overall average of 3/5</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Fontainebleau Junior High 2018-2019**

<p><b>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</b></p> <ul style="list-style-type: none"> <li>• Website</li> <li>• Robocalls</li> <li>• Mailers</li> <li>• JPAMS</li> <li>• Open House</li> <li>• Orientation</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> N/A</p>	<p><b>Effectiveness Measure:</b></p> <p>Likert Scale Parent Survey – Overall average of 3/5</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Translation Services:</b></p> <ul style="list-style-type: none"> <li>• 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, <b>to the extent practicable.</b> (<i>Title VI of the Civil Rights Act of 1964</i>)</li> <li>• Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator.</li> <li>• Items That May Need to Be Written &amp; Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc.</li> <li>• Items that May Need to Be Verbally Interpreted include: Registration &amp; Enrollment process; Counseling on Eligibility for 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.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input checked="" type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b></p> <ol style="list-style-type: none"> <li>1. Spanish-speaking staff</li> <li>2. Extra planning time</li> </ol>	<p><b>Effectiveness Measure:</b></p> <p>Likert Scale Parent Survey – Overall average of 3/5</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Fontainebleau Junior High 2018-2019**

<ul style="list-style-type: none"> <li>A Likert Scale Parent Survey assessing the success of the parent information section of the website will be provided in order to determine effectiveness.</li> </ul>				
<p><b><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></b></p> <p><b><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></b></p>				
<p><b>Parent Family Engagement Activity 1:</b></p> <ul style="list-style-type: none"> <li>Hurricane Highlights: This is a three-hour event where students and teachers celebrate the academic achievements reached throughout the school year. FJH staff, teachers, administrators, students, parents, and community stakeholders come together to celebrate the successes of the school.</li> <li>A Likert Scale Parent Survey assessing the success of the parent information section of the website will be provided in order to determine effectiveness.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Various</p>	<p><b>Effectiveness Measure:</b> Likert Scale Parent Survey – Overall average of 3/5</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 2:</b></p> <ul style="list-style-type: none"> <li>Open House: Parents have the opportunity to spend some time in their student's shoes by following their schedule and interfacing with their teacher. During Open House, parents gain pertinent information about each content area, teacher, and the school itself.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> </ul>	<p><b>Items Needed:</b> N/A</p>	<p><b>Effectiveness Measure:</b> Likert Scale Parent Survey – Overall average of 3/5</p>

**Fontainebleau Junior High 2018-2019**

<ul style="list-style-type: none"> <li>A Likert Scale Parent Survey assessing the success of the parent information section of the website will be provided in order to determine effectiveness.</li> </ul>		<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><b>Effectiveness Results:</b></p>
<p><b>Parent Family Engagement Activity 3:</b></p> <ul style="list-style-type: none"> <li>New Student Orientation: Parents of incoming 6<sup>th</sup> graders are invited to attend a tour of the school and receive an overview of information about programs available in the school.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> 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><b>Items Needed:</b> As determined by the Orientation committee</p>	<p><b>Effectiveness Measure:</b> Likert Scale Parent Survey – Overall average of 3/5</p> <hr/> <p><b>Effectiveness Results:</b></p>



### 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><b>Rigorous, Standards-Based Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning Committees (PLCs) of teachers in the same subject area meet twice monthly to plan, create, and evaluate the results of common assessments.</li> <li>• Guidebooks are being used in ELA courses</li> <li>• Guaranteed Curriculum</li> <li>• School-wide literacy strategies: Bag &amp; Tag, RACE writing (Social Studies and Science incorporates prior knowledge in the “E” component.)</li> <li>• Gizmos</li> <li>• Students receive literacy instruction in the library through their ELA classes</li> <li>• Achieve 3000 for specific populations</li> <li>• Additional web-based resources/repositories</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Curricular Materials Intervention subscriptions</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Fontainebleau Junior High 2018-2019**

<p><b>Use of Academic Assessments to Improve Instruction:</b></p> <ul style="list-style-type: none"> <li>• LEAP 2025 data informs decision-making for student scheduling and the use of strategies/interventions</li> <li>• Common formative and summative assessments are used to monitor student progress and inform planning decisions</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" 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 type="checkbox"/> Other</p>	<p><b>Items Needed:</b> Curricular Materials Intervention subscriptions</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• All of the above, and: Fast ForWord, Read, Write, Gold</li> <li>• Silveroli and Curriculum-Based Assessment</li> <li>• Para assistance in inclusive, resource, and IEP-determined settings</li> <li>• Student progress in monitored through Teacher Communication Logs and regular progress reporting</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" 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 type="checkbox"/> Other</p>	<p><b>Items Needed:</b> Curricular Materials Intervention subscriptions</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p>	<p><b>Items Needed:</b> Curricular Materials Intervention subscriptions</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p>

**Fontainebleau Junior High 2018-2019**

<p>meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p> <p><b>Describe the EL program at your school, including how and what services are provided to the EL students:</b></p> <ul style="list-style-type: none"> <li>• The Spanish teacher and ELL teacher coordinate to provide services and assistance to ELL students and their families</li> <li>• Remediation of skills that need to be addressed, including organization, structure, and communication, as well as addressing student confidence and familiarity with school programming</li> </ul>		<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><b>Effectiveness Results:</b></p>
--	--	---	--	--------------------------------------

***Interventions for At-Risk Students***

<p><b>Process for Determining Student Participation in School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• Assessments given to determine which students need interventions include LEAP 2025, SLT data, and pre-tests.</li> <li>• Teachers and the TAT team analyze and assess this data to determine best placement and need for intervention.</li> <li>• Students are chosen to participate in school-wide and classroom interventions by analyzing grades, classroom tests, and formal evaluation results.</li> <li>• Each 9 weeks, the counselor runs an at-risk report that identifies students who are failing 3 or more classes to determine who needs academic mentoring, could be referred to the TAT program, or may need to be considered for SAT.</li> <li>• When new students enter our school, we review previous grades, statewide test results, and parental information to determine appropriate placement and/or need for intervention.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> 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><b>Items Needed:</b> Curricular Materials Intervention subscriptions</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p>
<p><b>Opportunities and Interventions for Students in Need:</b></p> <ul style="list-style-type: none"> <li>• In order to determine which intervention a student should receive, a variety of data points are analyzed. Then, as content-specific areas of need are identified, appropriate interventions are assigned.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> 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	<p><b>Items Needed:</b> Curricular Materials Intervention subscriptions</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p>

**Fontainebleau Junior High 2018-2019**

<ul style="list-style-type: none"> <li>• The following interventions could be assigned to students based on academic deficits:</li> <li>• Fast ForWord</li> <li>• Achieve 3000</li> <li>• PCI</li> <li>• Study Skills</li> <li>• TAT/SAT</li> <li>• Reflex Math</li> <li>• After School Tutoring Program</li> <li>• Read, Write, Gold</li> <li>• Unique</li> <li>• The purpose and focus of these interventions is to ensure student academic success. Teachers teach using these interventions. Paraprofessionals may also be needed to ensure interventions are done with fidelity. Use of interventions looks different for each student based on individual needs. Teachers monitor success on interventions in a variety of ways, including analyzing data that the technology-based intervention compiles. Administration monitors teachers to ensure fidelity of intervention use.</li> </ul>		<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><b>Effectiveness Results:</b></p>
<p><b>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</b></p> <ul style="list-style-type: none"> <li>• If students do not respond to interventions, student would be referred to either TAT or SAT, depending on the situation. These teams could determine that the student would benefit from a different intervention, or the team could determine that the student needs a formal evaluation to determine if 504 or SPED services are required.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> 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><b>Items Needed:</b> Curricular Materials Intervention subscriptions</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Fontainebleau Junior High 2018-2019**

<p><b>Interventions Specific to <u>Students with Disabilities</u>:</b></p> <ul style="list-style-type: none"> <li>• Interventions are a follows:</li> <li>• Fast ForWord</li> <li>• Achieve 3000</li> <li>• PCI</li> <li>• Study Skills</li> <li>• TAT/SAT</li> <li>• Reflex Math</li> <li>• After School Tutoring Program</li> <li>• Read, Write, Gold</li> <li>• Unique</li> <li>• The purpose and focus of these interventions is to ensure student academic success. Teachers teach using these interventions. Paraprofessionals may also be needed to ensure interventions are done with fidelity. Use of interventions looks different for each student based on individual needs. Teachers monitor success on interventions in a variety of ways, including analyzing data that the technology-based intervention compiles. Administration monitors teachers to ensure fidelity of intervention use.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Curricular Materials Intervention subscriptions</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Interventions Specific to <u>English Learners</u>:</b></p> <ul style="list-style-type: none"> <li>• ESL Teacher and Tutor provide up to two hours of services to EL students on our campus. These services are determined by looking at PLTE assessments, classroom grades, and statewide assessment results.</li> <li>• In addition to this, FJH has implemented ELL Extra Help Sessions, where a Spanish-speaking teacher receives an extra planning period to engage in a check-in, check-out program with students who struggle with language barriers.</li> <li>• The purpose and focus of these interventions is to ensure student academic success. Teachers teach using these interventions. Paraprofessionals may also be needed to ensure interventions are done with fidelity. Use of interventions looks different for each student based on individual needs. Teachers monitor success on</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Curricular Materials Intervention subscriptions</p>	<p><b>Effectiveness Measure:</b> Attainment of Goals</p> <hr/> <p><b>Effectiveness Results:</b></p>

**Fontainebleau Junior High 2018-2019**

<p>interventions in a variety of ways, including analyzing data that the technology-based intervention compiles. Administration monitors teachers to ensure fidelity of intervention use.</p>				
---	--	--	--	--

**Support and Extended Learning**

<p><b>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):</b></p> <ul style="list-style-type: none"> <li>• FJH offers the following acceleration programs:</li> <li>• Gifted ELA, social studies, science, and math</li> <li>• Acceleration to Algebra</li> <li>• Algebra I</li> <li>• FJH also offers the following elective courses:</li> <li>• Journey to Careers</li> <li>• Gateway to Technology</li> <li>• Ag. Science</li> <li>• Home Ec.</li> <li>• Band,</li> <li>• Chorus</li> <li>• French</li> <li>• Spanish</li> <li>• Art</li> <li>• Supplemental programs include:</li> <li>• Library, students go once per week to learn writing skills</li> <li>• PE everyday</li> <li>• TAP</li> <li>• Chorus</li> <li>• Strings</li> <li>• Piano</li> <li>• Occupational services are provided (VI, DHH, OT, Speect, AT, OT, etc.)</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets used to support this activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Personnel</p>	<p><b>Effectiveness Measure:</b> Reflections</p> <hr/> <p><b>Effectiveness Results:</b></p>
--	------------------------------------	--	---	---

**Fontainebleau Junior High 2018-2019**

<ul style="list-style-type: none"> <li>FJH's KIT program is co-chaired. Stakeholders identify students who could qualify for the program, and the co-chairs investigate and provide services as needed. A Spanish-speaking teacher also provides information and services as needed for EL students.</li> <li>Community involvement includes courses that invite members into their classes, including Journey to Careers, science classes, and social studies.</li> </ul>				
<p><b>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21<sup>st</sup> Century, before or after school tutoring, field trips):</b></p> <ul style="list-style-type: none"> <li>A Credit Recovery/Test Retakes/Tutoring program has been implemented this school year to support all students who need the support. Tutoring is provided for all core subjects.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Personnel Scheduling</p>	<p><b>Effectiveness Measure:</b> Reflections</p> <hr/> <p><b>Effectiveness Results:</b></p>

<b>Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas</b>				
<p><b>Mental Health Provider Services:</b></p> <ul style="list-style-type: none"> <li>Due to the transient and often unstable environments that many of our school's students experience, a full-time <b>Mental Health Provider (MHP)</b> 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.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Personnel</p>	<p><b>Effectiveness Measure:</b> MHP Outcome Chart/School Developed Evaluation</p> <hr/> <p><b>Effectiveness Results:</b></p>
<p><b>Counseling Services:</b></p> <ul style="list-style-type: none"> <li>Counselor provides mental health, scheduling, etc. He teaches a few time a year, and typically addresses state-mandated topics. He also works one-on-one with students on a daily basis.</li> <li>Counselor monitors students he meets with using a check-in, check-out form and point sheets.</li> <li>Counselor and MHP assists students in developing behavioral coping techniques.</li> <li>Counselor tracks high school credit accumulation by reviewing transcripts.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Personnel</p>	<p><b>Effectiveness Measure:</b> Reflection</p> <hr/> <p><b>Effectiveness Results:</b></p>



**Fontainebleau Junior High 2018-2019**

<b>Implementation of a schoolwide tiered model to prevent and address problem behavior:</b>				
<b>Strategies Used to Prevent and Address Problem Behavior:</b> <ul style="list-style-type: none"> <li>• PBIS Committees for both students and staff exist and plans created in these meetings are implemented school-wide.</li> <li>• Restorative practices are implemented as disciplinary action whenever possible.</li> </ul>	<b>Goal(s):</b> 1, 2, 3	<b>Budgets used to support this activity:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> Personnel	<b>Effectiveness Measure:</b> Reflections  ----- <b>Effectiveness Results:</b>
<b>Strategies for Assisting Students in the Transition from One School to the Next:</b>				
<b>Transition Activities for Incoming and Outgoing Students:</b> <ul style="list-style-type: none"> <li>• Incoming Parent Night</li> <li>• FJH New Student Orientation</li> <li>• Open House</li> <li>• Freshman Experience</li> </ul>	<b>Goal(s):</b> 1, 2, 3	<b>Budgets used to support this activity:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<b>Items Needed:</b> Various supplies	<b>Effectiveness Measure:</b> Reflection  ----- <b>Effectiveness Results:</b>

## 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><b>Professional Learning Communities (PLCs):</b></p> <ul style="list-style-type: none"> <li>• In PLCs, teachers meet twice per month. They are held during common planning in content-specific groups. The focus of the PLCs are as follows:</li> <li>• Curricular alignment</li> <li>• Standards alignment</li> <li>• Scope and Sequence</li> <li>• Common Assessments</li> <li>• School-wide Literacy</li> <li>• Essential Elements of Teaching</li> <li>• An administrator attends all PLC meetings. Each PLC has a leader who drives the activities in each PLC. Our Technology Resource Teacher provides additional coaching for the math department.</li> <li>• Each PLC analyzes common data and determines necessary instructional shifts.</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input checked="" type="checkbox"/> GFF</li> <li><input checked="" type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Personnel Time</p>	<p><b>Effectiveness Measure:</b> PLC Documentation Attainment of Goals</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>
<p><b>Other Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Teacher Leader PD (district and state)</li> <li>• Great Minds PD</li> <li>• Louisiana Science Teacher Association</li> <li>• Plain Talk about Literacy</li> <li>• National Business Institute: SPED Law</li> <li>• District-Provided PD</li> <li>• School-Provided PD</li> </ul>	<p><b>Goal(s):</b> 1, 2, 3</p>	<p><b>Budgets</b> used to support this activity:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title I</li> <li><input type="checkbox"/> GFF</li> <li><input type="checkbox"/> Title II</li> <li><input type="checkbox"/> LA4</li> <li><input type="checkbox"/> IDEA</li> <li><input type="checkbox"/> Title III</li> <li><input type="checkbox"/> Title IV</li> <li><input type="checkbox"/> Perkins</li> <li><input type="checkbox"/> JAG</li> <li><input type="checkbox"/> Bond Money</li> <li><input type="checkbox"/> Other</li> </ul>	<p><b>Items Needed:</b> Time</p>	<p><b>Effectiveness Measure:</b> PD Exit Tickets</p> <hr style="border-top: 1px dashed black;"/> <p><b>Effectiveness Results:</b></p>

## Fontainebleau Junior High 2018-2019

### **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.

### ***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.

#### **21<sup>st</sup> Century Programs:**

- Students in participating schools are entitled to attend the 21<sup>st</sup> 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 SIP team will meet twice a month to address all of the above.

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 SIP team will determine appropriate dates to meet either before or school based on team availability.

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

- The SIP will be posted on the school website along with stakeholder surveys to solicit input and feedback.

**2018-2019 Committee Members**

School Improvement Planning Committee

Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP

Members Include:

- Principal: Kelly/GrunditzKatie Whitlock
- Student: Hunter Rollins
- Teacher: Ben Strohl
- Teacher: Chris Lockwood
- Parent/Family: Charlie Rollins
- Parent/Family: Stacy Frazier
- Community Member: Laura Hoffmann

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- Principal: Kelly Grunditz/Katie Whitlock
- Student: Lauren Winslow
- Teacher: Michele Pennington
- Teacher: Jamie Mouton
- Parent/Family: Lonna Winslow
- Parent/Family: Jenay Meyer
- Parent/Family: Emily Caserta