

				<p>Teachers: Teacher Leader, NEST, Faculty Med, Data Designation, CAG, District PD, PLCs, iReady, PBIS training, Homeless training, Kurzweil Technology PDs for teachers, Google Training</p> <p>Paraprofessionals; District PDs, Handle w/ Cars, CPR, Med Designee, PLCs, iReady, Kurzweil</p>								
5	Strategies to attract high-quality, highly qualified teachers to the school	<p>List the strategies for attracting high-quality, highly qualified teachers to teach in high needs schools. Include the initiatives intended to decrease turn over and retain high quality staff; experience.</p> <p>List the ways parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education; making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement policy, the school-parent/guardian compact and school plan); program and how this information is used to improve the plan.</p>	<p>Indicate teacher and paraprofessional credentials and years of experience.</p> <p>List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement policy, the school-parent/guardian compact and school plan); program and how this information is used to improve the plan.</p>	<p>Recruitment & Retention Strategies: Creation and Promotion of a Positive School Culture, Providing support for administrators, teachers and staff, participating in job fairs, IV, LMSAA, Newspaper</p> <p>Support-Administrative, Instructional & Mentor Programs</p> <p>Vrs. Experience:</p> <table border="1"> <tr><td>0-5</td><td>9 Teachers</td></tr> <tr><td>6-10</td><td>4 Teachers</td></tr> <tr><td>11-20</td><td>9 Teachers</td></tr> <tr><td>20+</td><td>5 Teachers</td></tr> </table> <p>8 Teachers with Master's Degree</p> <p>2 Paraprofessionals w/2+College</p> <p>7 Paraprofessionals Passing PRAxis</p>	0-5	9 Teachers	6-10	4 Teachers	11-20	9 Teachers	20+	5 Teachers
0-5	9 Teachers											
6-10	4 Teachers											
11-20	9 Teachers											
20+	5 Teachers											

6	Parent and Family Engagement	<p>List the ways parents will be involved in the design, implementation, and evaluation of the School Wide program; curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education; making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement policy, the school-parent/guardian compact and school plan); program and how this information is used to improve the plan.</p>	<p>List the ways parents will receive timely information about the Title I program; how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education; making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement policy, the school-parent/guardian compact and school plan); program and how this information is used to improve the plan.</p>	<p>Parent and Family Engagement Activities: Open House , FAFSA Night, Math & ELA Night, TOPS Night, Student Progress Center Night, LEAP Test Night, Honor Roll Breakfast, Pop Rallies, Parent Booth, JAG & FFA Ceremonies, Academic Night, Athletic Banquets, Senior Meetings, 9th - 11th Meetings, Jumpstart Night, iReady Night, Monthly district newsletters, Counselor emails, Counselor Connection newsletter</p> <p>Parent Surveys</p> <p>Ongoing Feedback & Suggestions via suggestion boxes in parent areas</p> <p>Social Media Announcements - Parent Newsletter</p> <p>Evaluations at the end of meetings</p> <p>Flyers, Remind, iCALL System, SBLC Meetings, Facebook</p>
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7	Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a State-run preschool program.	<p>List the Pre-K to Kinder Transition Activities conducted in your school.</p>		<p>Pre-K Transition Activities:</p> <p>N/A</p>
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8	Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	<p>List the ways teachers participate in decision-making regarding the use of school-based assessments (SIP Teams, Grade Level Teams, SLTs, etc.): Department Meetings Data Walls, Subject Specific Teaming Discussions involving data</p>	<p>List the ways teachers participate in student achievement data analysis to improve the academic achievement of all students.</p>	<p>-Teaming/Subject Specific, SLT's, Leadership Team, -Data Walls Teaming, Individual Classroom</p> <p>School Plan Meetings: Held monthly via Leadership Team</p> <p>Teachers can add an item to the leadership team agenda. Leadership team meets monthly to discuss and adjust items as needed, this includes/is not limited to: assessments, learning strategies, local school policies, instructional data and school culture.</p> <p>LEAP 360 Meetings - Meet to review diagnostic and interim assessments, procedures and results</p> <p>CAPS - Collaborative Teaming and Planning - Meet each week with teachers to review lesson plans and collaborate on instructional strategies</p> <p>Faculty Team Meetings</p> <p>PBIS Meetings</p>
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		PLC and Grade Level Team Activities: Held monthly H Held monthly during Held		
9	Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	<p>*Indicate the process to identify students experiencing difficulty mastering the State's Academic Standards at an advanced or proficient level.</p> <p>*Indicate the process to identify students experiencing difficulty mastering State Academic Standards. This requires a process to provide timely additional assistance to students functioning below the process to provide timely additional assistance to students functioning below the proficient level.</p> <p>*The majority of students targeted are provided with RTI opportunities within the differentiated classroom. Those students showing severe deficits in reading are enrolled in a Reading Intervention class. If the student shows improvement, and achieves grade level proficiency, they are removed from the program and placed in another elective. There place is then occupied by another student needing intervention.</p>	<p>*List the timely additional instruction for students with difficulty mastering State Academic Standards.</p>	<p>Benchmark Assessments:</p> <p>LEAP 360 - Diagnostics and Interim Assessments</p> <p>Weekly Assessments</p> <p>Formative Ongoing Assessment</p> <p>iReady - Targeted Group for 7th & 8th graders reading below 2 lexile levels or greater</p> <p>RTI Process:</p> <p>Classroom Intervention</p> <p>Differentiated Instruction</p> <p>Reading Intervention Class - iReady</p> <p>Reading Intervention Class - Edmentax and Khan Academy , Career Success - aims to improve ACT index and targets to help any student missing a culminating IBC</p> <p>Academic Intervention:</p> <p>Reading Intervention Class</p> <p>Credit Recovery - CR 1 & CR 9 (Exam Recovery & 9 Wk Recovery) CR - T, Transitional Ninth</p> <p>Attendance Recovery - Attendance recovery is held to recover up to 10 instructional days missed.</p> <p>Content Mastery Classes , Before and After School Tutoring, ACT BootCamps, LEAP 2025 Content Bootcamps, Destiny, Virtual Tech PDs</p>
10	Coordination and integration of federal, state and local services and programs (could include programs under this Act, nutrition programs, housing programs, Head Start, adult education, vocational and technical training programs.)	<p>*List the ways Federal, State and local programs and resources are coordinated to support the School Wide program and initiatives in the Title I School Plan.</p> <p>Implement the required School Wide Plan Components.</p>	<p>*Indicate how the school will use resources under Title I, Part A and from other sources to</p>	<p>Funding Resources that Support the SW Plan:</p> <p>Title I</p> <p>IDEA/MFP</p> <p>Carl Perkins , Career Development Funds, Supplemental Choice Funds</p> <p>Textbook Funds</p> <p>Title I Budget Items:</p> <p>iReady</p> <p>PD Materials</p> <p>RTI: Instructor Salary; Teacher Stipends</p> <p>Teacher Stipends</p> <p>Supplemental Academic Resources</p> <p>PD Materials</p> <p>Instructional Technology & Instructional Materials</p>

5. Summary of Survey Data

STRENGTHS		Parent Survey	Teacher Survey
1	The school looks and feels like a place where learning occurs.		Staff development is meaningful and focused on student success.
2	Parents and guardians feel welcomed at the school.		The school provides a safe learning environment for everyone.
3	The school does a good job of teaching my student basic skills.		Administrators /Coach are present to all stakeholders and provide effective, timely assistance.
4	The principal has excellent communication skills.		Teachers are well informed of the LA Accountability Program and High Stakes Policy.
5	The teachers are knowledgeable about subject matter.		Teachers participate in development of school policies.

WEAKNESSES

		Parent Survey	Teacher Survey

1	Student discipline fairness. 26% of the student body stated they felt discipline was unfair.	Minimal parental support 62 % of teachers cited they feel there is minimal parental support. Student Apathy 74% of teachers cited they feel that student apathy is a major weakness for student success and overall academic
2	Teacher sensitivity to individual student needs. 38 % of parents cited that teachers need to be more aware of individual student needs.	
3		
4		
5		

6. Summary of Data Collection

*From ALL Sources of Data, rank_order your identified areas of strengths and weaknesses. Indicate the supporting data source.

Areas of STRENGTH		
	Strengths	Data Source/Instrument
1	Lessons are aligned to State Standards and the Rigor within the curriculum has increased.	Archival/Behavioral; Teaming, Compass Evaluation, Peer to Peer Observations
2	Students promotion rate has increased.	Archival, Attitudinal, Behavioral/Benchmarks, ACT, Dual Enrollment, Grad Cohort
3	Students are actively involved in extracurricular activities.	Archival, Behavioral and Attitudinal/Club Rosters, Awards, Recognitions, Involvement in Extracurricular Activities and Events
4	Overall Dropout Credit Accumulation Index & Strength of Diploma has increased for 3 consecutive years	Archival, Attitudinal, Behavioral/Benchmarks, ACT, Dual Enrollment, Grad Cohort
5	Increase in the number of college credits earned of graduating seniors	Archival, Attitudinal, Behavioral/Benchmarks, ACT, Dual Enrollment, Grad Cohort

Areas of WEAKNESSES		
	Weaknesses	Data Source/Instrument
1	Student Attendance	Attitudinal, Behavioral/Unsafe Schools Report, Discipline Data, HQ Report
2	Recruitment of HQ Math and Science teachers.	Archival/Benchmarks, EOC
3	Lack of Parental Involvement.	Archival, Attitudinal/Parent Sign Ins, Call Logs, Parent Survey Participation
4		
5		

7. Prioritized Needs

Student Performance Needs			Grade Level Focus for
Priority	Student Performance Need	Subject Area	
#1	Highly Qualified Faculty and Staff	CORE Areas	7 to 12
#2	Lesson alignment to state standards	All	7 to 12
#3	Rigor and Pacing of Lessons	CORE Areas	

Part C: Action Plan - Goals, Objectives, Activities & Evaluation

Goal 1	By 2021-22, All students will strive to attain		
Researched Based Strategy: During the 2021-22 school year, the school will			
	OBJECTIVES (Up to 3)	DESIRED OUTCOMES	
1	Increase percentage of a subgroup of non-proficient students attaining their growth to mastery target.	Increase proficency rates in core classes from 42% to 50%	
2	Utilize Reading Intervention in an effort to reduce the number of students reading and performing below grade level.	Increase the lexile reading levels by 2 or more grade levels	
3			

*Activities MUST include items that address: (1) Instructional Support, (2) Parental Involvement, (3) Professional Development & (4) Transitions

				Method of Evaluation	
ACTIVITY	Responsible Person	Start Date	End Date		
Instructional Support				iReady Reading Program - Progress Monitoring	
June 2021-Identify red zone non-proficient students based on LEAP 2025 results	7th & 8th Grade ELA Teachers; Admins	June 2020	Aug, 2021	Progress Monitoring; Students testing out; EDY reading assessment (RP)	
August 2021 - May 2022-- Identify struggling readers and identify, screen, and begin working with students in a reading intervention period.	Admins	Aug, 2020	May, 2021	Progress Monitoring; Students testing out; iReady to 7th &8th Grade groups	
May 2021-- Evaluate the success of the Reading Program in assisting non-proficient identified students in attaining growth in their Lexile Levels.	;Admins	May, 2020	May, 2021		
Professional				Progress Monitoring; Students testing out	
Disaggregate and analyze student data to check progress towards attainment of goals.	Title I Coordinator; Principal	Aug, 2020	May, 2021	Weekly Test; State Tests, Benchmark Assessments	
PD of Cold Reads and Article Analysis - All Teachers - PD held in Teaming. Weekly Professional Development meetings on content specific topics - success criteria, building positive relationships, teaching to grade level standards, standards based practices, release assessment item review. --Ditric PDs, CEL, Title I Technology classes, content leader meetings	Lyndsey Roy, Pat Joffrion	Sept, 2020	May-21		
Parent and Family				Increase in Lexile Scores	
Monthly Progress Monitoring Forms to Parents - Reading Intervention	Reading Interventionist - Kathy Lemoine	Sept, 2020	May-21	Increase in Lexile Scores	
Identify reading level of 7th grade students & implement year long supplemental reading program. Parent meetings to review progress and equip parents with knowledge to help their child succeed academically.	7th & 8th Grade ELA Teachers; Admins	Aug, 2020	May, 2021		
Response to Intervention				Increase student access to remediation	
CR9 , Attendance recovery, CR1, CR-T, intervention courses, parent meetings in sbic to address academic deficiencies	7th -12th grade teachers, parents, admins	August 2020	May 2021		
Summative Evaluation	Monitor and evaluate reading intervention program goals and objectives to determine the level of success of the program.				

Goal 2	Increase the overall ACT Index.				
Researched Based Strategy; An inquiry based approach to plan will be implemented to					
OBJECTIVES (Up to 3)				DESIRED OUTCOMES	
1	Increase ACT Composites by hosting ACT WorkKeys tutoring sessions and having students with less than an 18 or higher in Career Success classes.			Increase overall ACT Index to a 70 or above index . Starting index is 6 and will increase to a 70 or higher.	
2	Increase the percent of "silver" or higher students by implementing ACT WorkKeys online practice for all juniors and seniors.			Students will increase their ACT Workkeys composite by having exposure daily to aligned questions for Workkeys.	
3	Implement ACT Workkeys material across the curriculum in bellringers and early finisher material			Students will increase their ACT Workkeys composite by having exposure daily to aligned questions for Workkeys.	

*Activities MUST include items that address: (1) Instructional Support, (2) Parental Involvement, (3) Professional Development & (4) Transitions

				Method of Evaluation	
ACTIVITY	Responsible Person	Start Date	End Date		
Instructional Support				Sign In Sheets	
Leadership meetings will be held quarterly to address progress towards school's attainment of goals, and whether action plan is being fulfilled. - WorkKey Index Delivered	Principal; Asst. Principal	July, 2020	June, 2021	School Goal; SIP	
Schoolwide goal will be set that supports the district goals	Principal; Asst. Principal; Instructional Coach; Title I Coordinator; Instructional Staff	Jul-20	June, 2021	Career Ready 101 and ACT WorkKeys	

Career Success Class - The Career Success Class is an intervention class to help students increase their ACT & ACT WorkKeys performance.	Principal; Asst. Principal; Spring Semester teacher	Aug. 2020	May, 2021	Mastery Prep; Student's progress on ACT.		
Providing feedback to teachers regarding classroom bellringers and early finisher material that correlates to assessment aligned standards.	Principal/District Staff	Aug-20	August, 2021			
Parent and Family Engagement				Sign in Sheets		
Parental Involvement-Quarterly Scholarship Night	Report Card Night Testing Night	FASFA Night	Math & ELA Night	High School Counselor; Title I Coordinator; Principal	Aug. 2020	Quarterly
Professional Development				Sign in Sheets; Discipline Statistics; Participation in Events		
PBIS Store & Quarterly Events	PBIS Coordinator; Principal	Aug. 2020	May, 2020	COMPASS; Walkthrough Data		
Administrative Walkthroughs- These are classroom observations from 10 minutes to 100 minutes in length. The observations are followed up with a meeting between the teacher and the administrator to discuss what was noted and room for instructional improvements.	Principal; Asst. Principals	Aug. 2020	May, 2021	COMPASS; Walkthrough Data		
Ongoing access to technology in the classroom- providing chrome carts in the classroom setting to allow students access to instructional materials - Study Island, Edulastic and Ready Math	Principal; Asst. Principals; Professional Teaching Staff	Aug. 2020	May, 2021			
Response to Intervention						
Reading Intervention - iReady instruction daily in small group sessions to increase proficiency	FF Class conducts small group reading interventions. We progress monitor results weekly via Fast Forward reports and meeting regularly to review students' growth.					
Summative Evaluation	Analysis of the Safe Schools report at the conclusion of the school year. Additionally, a 7th grade subgroup report will be completed on discipline at the conclusion of the school year. Analysis of the on-time promotion of 8th grade students at the conclusion of the school year.					

Part D:
Transition Activities

Transition Activity	Timeline	Date	Completed
6th Grade - High School	Ongoing SY 21-22		
Host transition meetings for incoming 6th grade students to meet teachers and tour the school. Host school events that invite the feeder elementary schools to participate -- homecoming parade, athletic contests, graduate walks -- seniors visit the feeder elementary schools to encourage students to stay in school.			
High School to College			Ongoing
Career Compass Seminars - Experienced Career Compass coaches work one-on-one with high school seniors to help them map out their plans for the future. With specialized, in-depth knowledge of the post-secondary options in their part of the state, coaches equip students with accurate information about their options for the future. Whether students need help exploring various career options, gaining admission to a particular post-secondary institution, getting on the right path for their chosen career, or all of the above, Career Compass coaches are here to help	Ongoing SY21-22	Each Day - Elective ACT Bellringer	
ACT Preparation -All teachers have embedded ACT prep for 15 minutes in each class. Electives are embedding ACT WorkKeys material -- HS Core - ACT material. 7th & 8th grade courses ACT ELA and ACT WorkKeys Math	Ongoing SY21-22		
LOSFA - Outreach to assist students with their federal application for student loans and to help better understand the process of applying to universities and post secondary institutions	November & Feb		Ongoing
FAFSA- Federal Student Aid is responsible for managing the student financial assistance programs authorized under Title IV of the Higher Education Act of 1965. These programs provide grants, loans, and work-study funds to students attending college or career school	Ongoing SY21-22		Ongoing

<p>Clep Testing for Eligible Students - The College Board's College-Level Examination Program (CLEP) has been the most widely trusted credit-by-examination program for over 50 years, accepted by 2,900 colleges and universities and administered in more than 1,800 test centers. This rigorous program allows students from a wide range of ages and backgrounds to demonstrate their mastery of introductory college-level material and earn college credit. Students can earn credit for what they already know by getting qualifying scores on any of the 33 examinations.</p>	Ongoing		
<p>High School to Career and Technical Education Programs</p>		Ongoing	
<p>Career Compass Seminars- Career Compass counselors meet weekly with graduation candidates to explore post secondary options. They look at career options, additional schooling, and financial assistance to attain these goals.</p>	Ongoing 21-22	Ongoing	
<p>Senior Meetings/ Grade Level Meetings- Ms. Sara and administrators meet with each student to review their transcript and credential attainment for graduations. Graduation candidates work closely with Ms. Sara regarding post secondary options for career and college.</p>	Ongoing 21-22	Ongoing	
<p>ACT Career Ready 101 - We utilize Career Ready 101 to increase students ACT level in an effort to better their acceptance in an on demand job or post secondary choice</p>	Ongoing 19-20	Ongoing	
<p>FAFSA - Federal Application For Student Aid - Help students complete the FAFSA as required for graduation. This application allows students to explore financial options for post secondary education.</p>	Ongoing 19-20	Ongoing	
<p>Dual Enrollment - Our district and school are partnered with CLTCC and LSUA to earn post secondary credits while still enrolled as a student of APSB. This allows students the opportunity to graduate with a "head start" on post secondary skills -- sometimes even a career - CNA, Welder, etc.</p>	Ongoing 21-22		

Wide Budget (attached)

Part E:

ment Of Assurances

FRICT ASSURANCE

I hereby certify that this plan was designed to

I assure that the school-level personnel,

I hereby certify that this plan has all of the

•A statement of the school's mission

•Evidence of the use of a comprehensive needs assessment

•Goals and measurable objectives
 •Scientificallly based research methods,

- Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
- Plans for transitioning High school students to technical or college educational programs
- Family and community involvement activities aligned with assessed needs
- Evaluation strategies that include methods to measure progress of implementation
- Coordination of fiscal resources and analysis of school budget (possible redirection of funds)
- An 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.

Superintendent's Signature

Title I Director's Signature

Principal's Signature

School Leadership Team Chairperson's Signature