Avoyelles Parish Schools

Title I School Wide Plan

Avoyelles High School
School Name

2021-22

School Year

	School Information
School Name:	Avoyellis High School
Address:	287 Main Street
	Moreauville, LA 71355
Grade Span:	7 to 12
School's Mission:	All About the A - Academics, Athletics, Action1
Principal:	Akhey Rabinson
Assistant Principal:	Ginger Knight & Scott Balius

	School Leadership Team					
Adminstrator	Ashley Robinson	Parent	Jessica Alexander			
Adminstrator	Ginger Knight	Parent	Ginger Gremillion			
Adminstrator	Scott Balius	Other	Sara Venable			
Instructional Coach	Patricia Joffrion	Other	Allyn Ducote			
Teacher	Hali Wanersdorfer	Other	Roslan Barnes			
Teacher	Lyndsey Ray	Other	Caneshia Jacob			
Plan Review Meeting Dates:	May 30 (Initial Review); June 20th; Monthly Leadership Team Meetings					
#1 Beginning of Year	6/15/2021 - Sept 2021					
	0ct-21	#4 3rd 9 Weeks	Mar-21			
#3 2nd 9 Weeks	Jan-22	#5 End of Year	Jun-21			

Name	Position	Grade Level & Subject (Teachers & Paraprofessionals)	ighly Qualified (Teachers & Paraprofessionals)
Adams, Cameron	Teacher	9 to 12	No
Washington, Ron	Paraprofessional	7 to 12	Yes
Alexander, Jessica	Paraprofessional	7 to 12	Yes
Barnes, Roslan	Teacher	7 to 8	Yes
Boone, Andy	Teacher	9 to 12	Yes
Redfearn, Roman	Teacher	9 to 12	Yes
Boone, Justus	Teacher	7 to 12	Yes
Breaux, Lisa	Teacher	7 to 12	Yes
Center, Marcy	Teacher	7 to 8	Yes
Diaville, Meegan	Paraprofessional	7 to 12	Yes
Ducote, Allyn	Teacher	7 to 12	Yes
Ebey, Amanda	Teacher	9 to 12	No
Gauthier, Bailey	Teacher	7 to 8	Yes
Williams, Melanie	Teacher	7 to 12	Yes
Gremillion, Ryan	Teacher	9 to 12	Yes
Guilbeau, Kellie	Teacher	7 to 8	Yes
Guthrie, Christina	Paraprofessional	7 to 12	Yes
Jackson, Annie	Paraprofessional	9 to 12	Yes
Jacob, Caneshia	Teacher	7 to 12	Yes
Joffrion, Pat	Teacher	9 to 12	Yes
Kimble, Carrie	Teacher	7 to 8	No
Knight, Ginger	Teacher	7 to 12	Yes

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Lemoine, Ann	Anne		Teacher	9 to 12	Yes	ļ	(
Lemoine, Kath			Teacher	7 to 12	Yes	ļ	-
Manuel, Abbi	bbie		Teacher	7 to 8	Yes	ļ	
Mayeux, Meli	Aelissa		Teacher	7 to 8	Yes	ļ	
Melancon, Jos	, Jodie		Paraprofessional	7 to 12	Yes	Į.	
Roy, Lyndsey	eγ		Teacher	7 to 8	No	Į.	
Tassin, Joel	el		Teacher	7 to 8	Yes	Į.	
Veade, Ritzell	zell		Teacher	9 to 12	Yes	Ţ	
Venable, Sara	ara		Teacher	7 to 12	Yes	ļ	
Wanersdorfer	rfer, Hali		Teacher	7 to 12	Yes	ļ	
						Į.	
						Ţ	
Student Demoeraphic Data							
						1	
udent Information: List	List the number of students in each	h area.				1	

Student Demographic Data

Student Inform	tudent Information: List the number of students in each area.									
Projected	October 1 Count	Students w/ Disabilities		Gifted and Talented		504	LEP	Homeless	Migrant	
525	511	46		3		91	1	1	0	
Subgroups:										
Gender		Ethnicity								
Male	Female	White	Black		Hispanic		Am. Indian		Arabic	
256	219	266	196	i .	1			,	0	
		•								

Economically Disadvantaged Profile	
# of Free/Reduced Students:	% of Free/Reduced Students:
398	53%

Part A.		Ten Required Components of A Title I School Wide Plan	
School Name:		Avoyelles High School	School Year: 2021-22
	NCLB Components	NCLB Component Requirements of Title I School Under Section 1114 (b) (1), of NCLB, a school wide program must include the following components;	Title I School Documentation
1	A Comprehensive Needs Assessment, of the whole school	Examine multiple sources of data to identify the priority needs within the school. *Comprehensive Needs Assessment Must address data related to these 5 domains: 1 Student Achievement 2 Curriculum and Instruction 3 Professional Development	Attach your school's APSB Title I Comprehensive Needs Assessment to this Plan.
		4 Family and Community involvement 5 School Organization	
2	Implementation of <u>School Wide Reform Strategies</u> that:	List the effective methods and instructional strategies that are based on scientifically based research that: a. Strengthens the core academic program; b. Increases the amount of learning time: c. Includes strategies (or source) conductive and the science), but particularly low-achieving children and those at risk of not meeting state standards. d. Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards.	L
3	Instruction by Highly Qualified Professional Staff (Teachers and Instructional Paraprofessionals)	Provide an assurance statement that all core classroom teachers and paraprofessionals meet the NCIB requirements that all teachers are Highly Qualified.	V X N All core academic classes are taught by o highly qualified teachers. % Y 61 Y N All paraprofessionals meet the highly o qualified requirements. 100 %
4	High quality and ongoing professional development for teachers, principals, and paragrofessionals	*List the ways professional development needs are determined for principals, teachers, paragrofessionala, and others as appropriate in this Title 1School Welds program: Lust the types of high quality and onaping professional development. **Learning Walks, Teacher Recommendation, Instructional Coach, Data from Benchmark, Administrator Recommendation. TYPES: Peer to Peer Observation, Peer Coaching, Ongoing Feedback, Progress Monitoring	PD Activities are determined by: Needs Assessment, Walkthroughs, Data, Benchmarks PD Activities include: Administrator: Include: District Needogs, Neurosci Applicate Data Taus, SO Meetings, Applicate Data, B. & 1 [k]: Kir SD data

		,	
			Teachers: Teacher Leader, NEST, Faculty Mtg, Data Dessagrigation, CAP, District PD,
			PLCs, iReady, PBIS training, Homeless training, Kurzweil Technology PDs for 2 teachers, Google Trainings
			Paraprofessionals:, District PDs, Handle w/
5	Strategies to attract high-quality, highly qualfied teachers to the school	Sist 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; Indicate teacher and paraprofessional credentials and years of	Care, CPR, Med Designee, PLCs, iReady. 3 Kurzweil Recruitment & Retainment Strategies:
		experience.	Recruitment & Retainment Strategies: Creation and Promotion of a Positive School Culture, Providing support for administrators, teachers and staff, participating in job fairs, TIF, UHSAA, Newspaper
			Support-Administrative, Instructional & Mentor Programs
			Yrs. Experience: 0-5 9 6-10 4 Teachers
			6-10 4 reachers 11-20 9 Teachers 20+ 5 Teachers
			8 Teachers with Master's Degree
			Paraprofessionals w/2+College Paraprofessionals Passing PRAXIS
6	Parent and Family Engagement	-list the ways parents will be involved in the design, implementation, and evaluation of the School Wide program; -list the ways parents will receive timely information about the Title I program; how they will be informed of the	
	Farencianu Fanniy Engagemenc	**** of the way parents will be indexed in the barget, implementation, and explanation of the subject and parents and paren	Parent and Family Engagement Activities: Open House , FAFSA Night, Math & ELA Night, TOPS Night, Student Progress Center Night, LEAP Test Night, Honor
		program and now rms information is used to improve the plan.	Student Progress Center Night, LEAP Test Night, Honor Roll Breakfast, Pep Rallies, Parent Booth, JAG & FFA Ceremonies, Academic Night, Athletic Banquets, Senior Meetings, 9th - 11th Meetings, JumpStart Night, iReady Night, Monthly district newsletters, Counselor emails,
			Night, Monthly district newsletters, Counselor emails, Counselor Connection newsletter
			Parent Surveys
			Ongoing Feedback & Suggestions via suggestion boxes in
			parent areas
			Social Media Announcements - Parent Newsletter
			Evaluations at the end of meetings
			Flyers, Remind, JCALL System, SBLC Meetings, Facebook
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.	-List the Pre-K to Kinder Transition Activities conducted in your school.	
			Pre-K Transition Activities:
			N/A
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.	List the ways teachers participate in decision-making regarding the use of school-based assessments. (SIP Team, Grade Level Teams, SLIS, etc); Teaming/Subject Specific, SLTS, Leadership Team, List the ways teachers participate in student achievement data analysis to improve the academic achievement of all students. "Joata Walls Teaming, Individual Classroom "Joata Walls Teaming, Individual Classroom	School Plan Meetings:
		Data Walls, Subject Specific Teaming Discussions involving data	Held monthly via Leadership Team
			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 poilcies, instructional data and school culture.
			LEAP 360 Meetings - Meet to reivew diagnostic and interim assessments, procedures and results
			CAPS - Collaborative Teaming and - Meet each week with teachers to review lesson
			Planning plans and collaborate on instructional strategies
			Faculty Team Meetings PBIS Meetings
1	1	1	Lens weedings

			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	Indicate the process to identify students experiencing difficulty mastering the State's Academic Standards at an advanced or proficient level. Use the timely additional instruction for students with difficulty	Benchmark Assessments:
	mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	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 process to provide timely additional assistance to students functioning below the process to provide timely additional assistance to students functioning below the process to provide timely additional assistance to students functioning below the process to provide timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile timely additional assistance to students functioning below the profile tim	LEAP 360 - Diagnostics and Interim Assessments
	enective, timely additional assistance.	-ine majority or students targeted are provided with it opportunities within the dimensional constructions in solve sources have a solver generates in reading are encoded from the program and placed in another elective. There places than accesses frace level protoclency, mey are removed from the program and placed in another elective. There places than accesses that meeting intervention.	-
			Weekly Assessments
			Formative Ongoing Assessment
			iReady - Targeted Group for 7th & 8th graders reading
			below 2 lexile levels or greater
			RTI Process:
			Classroom Intervention
			Differentiated Instruction
			Reading Intervention Class - iReady
			Reading Intervention Class - iReady
			Reading Intervention Class- Edulastic and Khan Academy , Career Success - aims to improve ACT index and targets to
			help any student missing a culminating IBC
			Academic Intervention:
			Reading Intervention Class
			Credit Recovery - CR 1 & CR 9 (Exam Recovery & 9 Wk Recovery) CR-T, Transitional Ninth
			Recovery) CR-T , Transitional Ninth
			Attendace Recovery - Attendance recovery is held to recover up to 10 instructional days missed.
			Content Mastery Classes , Before and After School
			Content Mastery Classes , Before and After School Tutoring, ACT BootCamps, LEAP 2025 Content Bootcamps,
			Destiny, Virtual Tech PDs
10	Coordination and integration of federal, state and local services and programs (could	+ ist 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. Indicate how the school will use resources under Title I, Part A and from other sources to	
	include programs under this Act, nutrition programs, housing programs, Head Start, adult	*Lot the ways reserval, state and local programs and resources are coordinated to support the school wile program and initiatives in the little i school vian. *Indicate now the school will use resources under little i, vart A and from other sources to implement the required School Wile Pan Components.	
	education, vocational and technical training programs.)		
			Funding Resources that Support the SW Plan:
			Title I
			IDEA/MFP
			Carl Perkins , Career Development Funds, Supplemental Choice Funds
			Textbook Funds
			Title I Budget Items:
			iReady
			PD Materials
			RTI: Instructor Salary; Teacher Stipends
			Teacher Stipends
			Supplemental Academic Resources
			PD Materials
			testes d'an d'Arche des Alteste d'antidat :
			Instructional Technology & Instuctional Materials
			1

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

WEAKNESSES Teacher Survey Teacher Survey

1	Minimal parental support 62 % of teachers cited they feel there is minimal parental support.
2	Student Apathy 74% of teachers cited they feel that student apathy is a major weakness for student success and overall academic
3	
4	
5	

6. Summary of Data Collection *From ALL Sources of Data, <u>rank order</u> your identified areas of strengths and weaknesses. Indicate the supporting data source.

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

s of WEAKNE	SSES	
	Weaknesses	Data Source/Instrument
		Attitudinal, Behavioral/Unsafe Schools Report, Discipline Data, HQ
1		Report
2		Archival/Benchmarks, EOC
		Archival, Attitudinal/Parent Night Sign Ins, Call Logs, Parent Survey
3	Lick of Parental Involvement.	Sign Ins, Call Logs, Parent Survey Participation
4		
5		

7. Prioritized Needs

udent Performance Needs			Grade Level Focus for
Priority	Student Performance Need	Subject Area	7 to 12
#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
		Increase profiecney rates in core
1		classes from 42% to 50%
		Increase the lexile reading levels by
,		2 or more grade levels
	Conte reasoning intervention in an entry to readed the number of Addents reasoning and performing delow grade rece.	E of more grade revers
3		
		1

				Method of Evaluation
Αςτινιτγ	Responsible Person	Start Date	End Date	
tional Support				iReady Reading Program - Progress Monitoring
aonai support				Monitoring
				Progress Monitoring; Students testing out;
e 2021-Identify red zone non-proficient students based on LEAP 2025 results	7th & 8th Grade ELA Teachers; Admins	June 2020	Aug, 2021	EOY reading assessment (RPI)
				Progress Monitoring; Students testing out;
ust 2021 - May 2022 Idenifty struggling readers and identify, screen, and begin working with students in a reading intervention period.	Admins	Aug, 2020	May, 2021	iReady to 7th &8th Grade groups
2021-Evaluate the success of the Reading Program in assisting non-proficient idenitified students in attaining growth in their Lexile Levels.	; Admins	May, 2020	May, 2021	Progress Monitoring; Students testing out
ressional				Progress Monitoring; Students testing out
ggregate 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
Bardan aus austite searcu nea to nere budiets namen ermuner of Bast	na reoranator, rincipa	A08, 2020	1100, 2021	Posesments
of Cold Reads and Article Analysis - All Teachers - PD held in Teaming. Weekly Profesional Development meetings on content specific topics - success criteria, building positive relationships, ching to grade level standards, standards based practices, release assessment item review Ditrict PDs, CEL, Title 1 Technology classes, content leader meetings	Lyndesy Roy, Pat Joffrion	Sept, 2020	May-21	
ning to grade rever standards, standards based practices, release assessment item review Uitrict PUS, LEL, Inte 1 lechnology Casses, content leader meetings arent and	Lyndesy koy, Pat Jonnion	Sept, 2020	May-21	
Family	1		-	Increase in Lexile Scores
nthly Progress Monitoring Forms to Parents - Reading Intervention	Reading Interventionist - Kathy Lemoine	Sept. 2020	May-21	Increase in Lexile Scores
tmy Progress Monitoring Forms to Parents - Reading Intervention	Reading interventionist - Kathy Lemoine	Sept, 2020	May-21	Increase in Lexile scores
ntify 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				
eed academically.	7th & 8th Grade ELA Teachers; Admins	Aug, 2020	May, 2021	
sponse to annualiza				Increase student access to remediation
19, Attendance recovery, CR1, CR-T, intevention courses, parent meetings in sblc to address academic deficiencies	7th - 12th grade teachers, parents, admins	August 2020	May 2021	
	Monitor and evaluate reading intervention program			
	goals and objectives to determine the level of success of			
mmative Evaluation	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
		Increase overall ACT Index to a 70
		or above index . Starting index is 6
1	Increase ACT Composites by hosting ACT WorkKeys tutoring sessions and having students with less than an 18 or higher in Career Success classes.	and will increas to a 70 or higher.
		Students will increase their ACT
		Workkeys composite by having
		exposure daily to aligned questions
2	hecrease the percent of "silver" or higher students by implementing ACT WorkKeys online practice for all juniors and seniors.	for Workkeys.
		Students will increase their ACT Workkeys composite by having exposure daily to
3	Implement ACT Workkeys material across the curricium in bellringers and early finisher material	aligned questions for Workkeys.

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

*Activities MUST include items that address: (1) Instructional Support, (2) Parental Involvement, (3) Professional Development & (4) Transitions					
				Method of Evaluation	
				include of characterin	
ACTIVITY	Responsible Person	Start Date	End Date		
tructional 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	
		1	1		
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	
		10.00	(1.1.1)]	

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				Sign in Sheets
Parental Involvement-Quarterly Report Card Night FASFA Night Math & ELA Night				
Parental Involvement-Quarteriy Report Card Night PASPA Night Math & ELA Night Scholarship Night Texting 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 administraor to discuss what was noted and room for instructional improvements.	Principal; Asst. Principals	Aug, 2020	May, 2021	COMPASS; Walkthrough Data
auministraur to discuss what was noted and from for instructional improvements.	Principal, Asst. Principals	A05, 2020	may, 2021	COMPASS, Walktinough Data
Ongoing access to technology in the classroom- providing chrome carts in the classroom setting to allow students access to instrucional metrials - Study Island, Edulastic and Ready Math	Principal. Asst. Principals; Professional Teaching Staff	Aug, 2020	May, 2021	
Response to Intervention				
	FF Class conducts small group reading interventions. We			
Reading Intervention - iReady instruction daily in small group sessions to increase proficiecy	progress monitor results weekly via Fast Forwrod reports and meeting regulary to review students' growth.			
neeaunig intervention - reeauy insuluction uany in small group sessions to increase pronciecy	and meeting regulary to review students' growth. 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			
Summative Evaluation	report will be completed on discipline at the conclusion of the school year. Analysis of the on-time promotion of Bth grade students at the conclusion of the school year.			



sition Activities		
		Date Completed
Transition Activity	Timeline	
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
		1
		1
		1
eer 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 innoviedge 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		
eer Compass Seminars - Experience Lareer Compass coaches wanx one-oit-one wan ingin school semios to nep trem map out them pains for the tuture, with specialized, in-optim snowledge of the point-secondary options in their pairs of the state, coaches equip submets with actuate immutation adout their options for the tuture. Whether students need help experiences of the space action, in-optim specialized, in-optim snowledge of the point-secondary options in their pairs of the state, coaches equip submets with actuate immutation adout their options for the tuture.	Ongoing SY21-22	Each Day - Elective ACT BeliRinger
need new experime tensor spring semission or a periodiar pox second y instruction, getting on the new or new concert and the source and the	Origoning STEETE	Each Day - Elective ACT delivinger
ACT Preparation -All teachers have embedded ACT prep for 15 minutes in each class. Electives are embedding ACT WorkKeys material HS Core - ACT material. The & 8th grade courses ACT ELA and ACT WorkKeys Math	Ongoing SY21-22	
		1
		1
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
		1
		1

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.	Ongoing	
High School to Career and Technical Education Programs		Ongoing
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 assistane to attain these goals.	Ongoing 21-22	Ongoing
Senior Meetings/ Grade Level Meetings - Ms. Sara and administrastors 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.	Ongoing 21-22	Ongoing
	0.0000	********
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	Ongoing 19-20	Ongoing
FAF5A - Federal Application For Student Aid - Help students complete the FAF5A as required for graduation. This application allows students to explore financial options for post secondary eduation.	Ongoing 19-20	Ongoing
rever revenergeneeren reverse reveneere re	0.1going 1920	ongoing
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 oppourtunity to graduate with a "head start" on post secondary skills sometimes even a carerr - CNA, Welder, etc.	Ongoing 21-22	
Dual Enrollment - Our district and school are partnered with CLTCC and ISUA to earn post secondary credits while still enrolled as a student of APSB. This allows students the oppourtunity to graduate with a "head start" on post secondary skills – sometimes even a carerr - CNA, Welder, etc.	Ongoing 21-22	

<mark>ol Wide Budget</mark> (attached)

Part E: ment Of Assurances

TRICT 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
 Scientifically based research methods,

Professional Development components aligned with assessed needs and strategies to attract and keep high quality teachers
 Plans for transitioning High tachod students to technical or college educational programs
 Family and community involvement activities aligned with assessed needs
 Evaluation strategies that include methods to messure progress of implementation
 Coordination of fact resources and analysis of school budget (possible refriction of finds)
 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

Principal's Signature School Leadership Team Chairperson's Signature

Title I Director's Signature