

EXECUTIVE SUMMARY

What is your plan?

During my years in education, I have noticed that African American students deal with a plethora of issues that may hinder their success in school and ultimately their ability to obtain a high school diploma (graduation). Some of these challenges include:

- Taking care of younger siblings
- Being financially responsible for a portion of the household
- Lack of support system
- Lack of desire to attend college
- Responsibility of parenthood
- Peer pressure to indulge in negative activities

Noticing that these problems are common and ever increasing, ASHA desires to provide a place where students can be equipped the necessary tools to overcome these hindrances.

Vision Statement (Business/School)

To provide educational services, equipping generations with vital tools to succeed in today's society.

Mission Statement

Our mission is to:

- provide quality education that demonstrates measurable results
- serve individuals "holistically".
- develop life-long learners with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs.
- focus on viable options for life after high school
- stress the total development of each individual: spiritual, moral, intellectual, social, emotional, and physical.

The key components of ASHA's strategy are:

- a. The ability to provide quality education that will equip students with the skills needed to be successful in today's society. Along with traditional four core classes, we will provide an education rooted in critical thinking, collaboration and social skills and lifetime learning
- b. Personalized/Individualized Learning will be an intricate piece of ASHA's curriculum. Students will meet with the school counselor and a parent to establish a personalized educational plan for the student. This plan will include core courses, electives, and

possible internship opportunities. This process will teach students the importance of goal setting as well as set them on a plan best suited for their interests.

- c. Elective courses will move students towards preparation for success after high school. Students will take classes based upon skills or trades that will allow them to generate income during and immediately after high school. This will deter students from making bad decisions during the transition period after high school.
- d. For those students who desire to attend college, 11th and 12th grade course will function similar to college courses. This will minimize the transition period between high school and college. Preparing students for college should begin prior to the entrance of college. Students will also participate in ACT/SAT preparatory courses in an effort to increase student success.

Some hindrances may include:

- a. Lack of support – a mentorship program will be implemented to provide additional support to students who need it. Community volunteers will commit to assist students and provide support at crucial times in their lives. Members of this program will be required to meet with students 2-3 times a month as well as unscheduled pop-up visits.
- b. Attendance- students often do not attend school due to the need to work to assist in supporting the household, taking care of younger siblings or own children, and feeling as if the obtainment of a diploma is not tangible. ASHA will work with students and all stakeholders to provide every possible resource to employ student success. Individualized plans are designed to meet the academic needs of the students so that the student will be successful. Extended school hours will allow students who have other obligations the opportunity to attend school and still fulfill their obligations. Students will adhere to the norms and regulations of this program to participate in it. As students' progress through high school they will have the opportunity to benefit from internships that may result in entry-level employment upon completing graduation requirements.

How will you measure your plan's success?

ASHA will adhere to the guidelines set forth by the Louisiana Department of Education. Test scores from End-of Course tests, ACT scores and graduation cohort will be included in our evaluation process.

Looking at last year's data, we have determined that our goals should lie within the confines of the state averages for each category. The percentages below are an indicator of how many students will meet the goals set by ASHA.

Student Growth	2018-2019 (yr.1)	2019-2020 (yr.2)	2020-2021 (yr.3)	2021-2022 (yr.4)	2022-2023 (yr.5)
E.O.C. Scores (Proficiency)	60%	66%	72%	78%	84%
ACT scores (18 or above)	n/a	n/a	60%	65%	70%
Graduation cohort	n/a	n/a	n/a	80%	90%

ASHA will be able to effectively measure success through the properly analyzing the data received from benchmark and testing outcomes. An experienced testing coordinator will analyze and manage testing outcomes. The testing coordinator will also ensure that the students of ASHA will adhere to the goals set above.

The students of ASHA will be closely monitored in an effort to promote academic success. In the event a student falls below the anticipated goal, the student will be required to attend EOC or ACT study sessions after school or on Saturdays. Additional resources including Blitz will be available to students to set them back on track.

Why is your school critical to New Orleans?

ASHA is designed specifically to address the needs previously mentioned. Over the years, I have watched many students either drop out of school or finish with very few assets to carry them into the workforce. ASHA is prepared to equip students with the ability to successfully complete high school and provide them with tools that will give them access to a favorable future. For those students who are seeking to enter college, ASHA will prepare them for a smooth transition as well as provide tools for a successful academic career in college. ASHA will also address the needs of those students who will not attend college by preparing with skills to propel them into the workforce. These students will engage in meaningful relationships with members of the business community in efforts to receive the appropriate training needed to find success in the workforce. Aside for these two intricate parts of ASHA’s purpose, a dedicated staff is ready to assist students emotionally, socially, as well as academically. The students of ASHA high will not be subjected to the politics and other agendas that may be found in the educational system. These students will find experienced teachers, leaders and staff whose goal is to support the needs of every student entering the door. The passion of these professionals will create an atmosphere conducive for the learning and success of all students. ASHA will serve as a training ground for every aspect of the student’s life.

We understand that while the success rate of students in New Orleans is increasing, there is still much work to be done. ASHA will serve low-income families, containing several students. We understand that these students may or may not have the support system to be successful students

or have extenuating circumstances that will hinder their educational experience. These students need to experience simple and small areas of success and growth in an effort to build academic confidence. Once students experience this, ASHA is prepared to use this success as a catalyst to push students to experience new levels of success. As students experience and work towards success in this area, they will be capable of experiencing success in other areas in their lives. This process will produce equipped, successful individuals ready for college and the workforce.

ASHA will partner with community leaders, members as well as local members of education. ASHA has reached out to the communities surrounding both locations mentioned in the application. Many members of both communities see the importance of a school such as ASHA. As a result many have already given us their word of support. We have also reached out to local business owners and the business community. They are also ready to provide mentorship, donations, internships, and other means of support. ASHA is currently seeking a relationship with 4.0 Schools and New Schools for New Orleans in an effort to further obtain resources. We have also reached out to community and church leaders and the NOPD to solidify community relations.

Due to the location of the communities that ASHA seeks to serve, we have noticed some possible external factors. One of these factors is competing with a larger, more reputable high school in the area. ASHA is prepared to demonstrate its need in the community. With a small student body, students have a tangible opportunity for success. Students will have a more difficult falling through the cracks. All students will be held accountable for their education and they will have the support they need for success. A small, family-like atmosphere will appeal to students and families that are specifically looking for accountability and success. A smaller school may also encounter fewer finances or resources. ASHA is prepared to work with partners and community relationships in an effort to fund and provide the necessary resources for the school.