STRIVING READERS COMPREHENSIVE LITERACY PROGRAM

SUBGRANT APPLICATION

CATAHOULA PARISH SCHOOL DISTRICT

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1)a)Disadvantaged youth *This is the story of me. I've been raised in a place where my grandma barely puts food on our table, and most of my clothes used to belong to somebody else. I walk to school every day, and I pass folks sitting on the porch and standing on the corner like they're waiting for something. I pass them at night after football practice, and they're still just hanging and waiting. I don't want to be like them – just waiting for life to show up. My grandma tells me to find a way out, but my teachers say to find a way up. The problem is that I don't know how. I don't want pity or charity. I just want to know where to begin so that I have a happy ending to my story.* This is the story of Jonesville, whose 914 students represent the greatest population of disadvantaged youth within the Catahoula Parish School District. 82% of these students qualify for free/reduced lunch, and 11% receive special education services. By comparison, the Harrisonburg cluster serves 299 K-12 students with a 55% free/ reduced lunch rate, and the Sicily Island cluster serves 245 PK – 12 students with an 85% free/ reduced lunch rate. Central serves a total of 82 K-12 students with a 63% free/reduced lunch rate. This project begins with the story of Jonesville students who face challenges from persistent poverty, with 18% at risk of dropping out or not graduating with a diploma on time. These 914 students in the Jonesville cluster were born in this land of plenty, yet live in a small town, in a rural parish, in a state, in the Delta region, and in the south where disadvantages can overtake dreams and obstacles can hinder success[1] unless we all intervene to help these students "find a way up." This project represents our district's efforts to reshape and redefine our philosophy about literacy in a coordinated effort to move these students and these schools "up", and impact the community. Our grant is subtitled the H.E.R.O. Project (**H**igher **E**xpectations for **R**eading **O**utcomes), because our goal is to create a community of supporters focused on improving literacy outcomes so that students can accomplish their goals, and fill the pages of their story with endless options for happy endings.

b) Achievement results Data trends reveal a mixture of growth and decline for schools in the cluster as shown in Table 3. Last year, the Jonesville cluster showed growth in four of the data points. By comparison, test data from Harrisonburg and Sicily Island indicated that they, too, showed growth in only four of the data points.   However, the Jonesville schools have already taken measures to turn around this trend, move from good to great[2], and reflect a greater capacity to implement school improvement. A new principal at BHS has implemented RTI and job-embedded Professional Learning Time to address the needs reflective of the data trends. JJH partnered with a new middle school supervisor, established Teacher Teams, and implemented RTI. JES, a former ELFA school, created a variety of job-embedded teaming structures to analyze data. The mantra of this project is that "Heroes take journeys, confront dragons, and discover the treasure of their true selves."[3] These schools know dragons exist and they are trying to confront them. They are committed to implementing the SRCL H.E.R.O. Project in order to proceed on the journey and discover the treasure of improving literacy outcomes for all students.

c) Evidence of Cluster Connections (Appendix B) The Catahoula Parish School District establishes attendance zones in which all of the PK-12th grade Jonesville students feed directly through all schools within the cluster, as evidenced in Table 4 of Appendix B. This cluster will partner with Early Steps non-profit organization to provide services to eligible students from birth to three years old. These students then feed into Head Start for three-and-four-year olds or the on-site JES LA4 Pre-K. Head Start and LA4 students then feed into kindergarten at JES. All JES students progress to JJH, whose students then progress to BHS. This feeder pattern creates direct connections between Early Steps, Head Start, LA4 Pre-K, JES, JJH, and BHS.

2) Project Expansion (Appendix A, Table 2) a) Proposed sites/population Year 2 Students at ASPIRE Career Center will be added in Year 2. This site currently serves 13 8th grade students

in the Connections Program, and 21 9th grade students in a GED/Skill Pathway. Students who are two or more grade levels behind, and at least 15 years old may enter the Connections Program as an accelerated pathway to return to the correct grade placement, and will be routed back to the feeder school if the student passes coursework as well as the LEAP.

b) Rationale/cluster connection ASPIRE was chosen because 12 of the 13 students came from BHS, and will return to BHS if they pass coursework and LEAP. The group also represents the project's "other" category for disadvantaged youth, which is the subgroup at risk for not graduating with a diploma on time due to being two or more grade levels behind. Finally, no other school in the district feeds students into the Jonesville cluster.

c) Steps for Year 1 transitioning. During Year 1, ASPIRE's needs will be assessed via their Literacy Capacity Survey results, student achievement data, and classroom observations. Staff at the school will be invited to all professional learning opportunities, and BHS's literacy integration specialist will visit ASPIRE bi-weekly to assist the school with literacy instruction, interventions, and assessments. The Technical Assistance Team, consisting of the project director, instructional supervisor, and ed diagnostician (who is a former ELFA coach), will work with the school on data analysis, interventions, and progress monitoring.

3) Clearly defined needs assessment (Appendix B) a) Measures used and data collected Schools/sites completed the Literacy Capacity Survey in order to determine the strengths and areas for improvement. Additional survey data from teachers, administrators, paraprofessionals, and parents was collected in order to assess the climate and culture of the schools/sites. Literacy outcomes for students, classes, and schools were measured by data collected from BDI-2, DSC, DIBELS, iLEAP, LEAP, GEE, EOC, and LAA ELA test scores, as well as overall student progress in oral language development, and reading/language core classes. Data from classroom
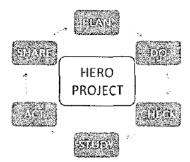
observations and ECERS studies yielded information about current teaching practices, and alignment of instruction and assessment with state standards. Discipline, attendance, and student retention rate data was collected, as well as data on staff turnover. Community organizations, non-profit agencies, and resources beyond the town and parish lines were sought out to participate in the needs assessment process and contribute their expertise to the project design.

b) Needs assessment process and use of data results The cluster's Literacy Leadership Team studied needs assessment results to create a list of objectives: **(1)** Improve student achievement in literacy - address targeted needs: Early Steps/Head Start / LA4 – Oral Language Development; Progress Monitoring; JES – Writing, Read/Respond to Diverse Text, Oral Reading Fluency; JJH – Writing, Conventions of Language, Read and Respond to Diverse Text; and BHS – Read/Analyze/Respond to Diverse Text. **(2)** Align instruction and assessments to new State Standards, **(3)** Provide differentiated instruction and RTI **(4)** Provide Literacy Framework (ex. protected time for collaboration, extended time for literacy, protocols for analyzing data, literacy rich environments, etc.) **(5)** Create transition plans between home/schools/sites **(6)** Provide PD on UDL, best practices in literacy, differentiated instruction, and screening/diagnostic assessments, and **(7)** Create a network of school and community supports for students.

c) Participation of stakeholders The Literacy Leadership Team formed partnerships with school, family, and community stakeholders early in the project design in order to emphasize the cluster's goal of creating a network of school and community supports for students, and to immediately inform the community of cluster's commitment to the SRCL H.E.R.O. Project. Stakeholders had the opportunity to participate in the planning stage through the completion of needs assessments. Teachers, paraprofessionals, administrators, parents, higher-ed (LaTech), and community-based organizations (Delta Kappa Gamma, Lions Club, Catahoula Parish Library,

Jonesville Woman's Club, and Jonesville Junior Guild) participated in needs assessment, and provided input into the design and implementation of the project.

4) Clearly defined goals a) Relationship to needs Data analysis reveals a population of students who are struggling in oral language development, reading, and writing. The success of this project hinges on improving literacy outcomes for these students. Therefore, the long term goal for this project is *: By the end of 2013, at least 70% of students in the aggregate will score Basic or above (proficient) on literacy assessments [BID-2 (2-yr old), TELD-3 (3- and 4-year-olds), DIBELS (K-2),iLEAP(3,5,6,7), LEAP(4,8) ,EOC (Eng II and III), ASA (9 Pre-GED), and LAA/Bridge as indicated in IEP]).* The goal represents an ambitious 5% increase from 2011 aggregate scores. Annual incremental goals will be set for each grade level in order to work towards attaining an ultimate project goal of at least 90% proficient by the end of the project.

b) Use of measurement systems and alternate assessments Student achievement will be measured through assessment systems that reflect literacy gains, as cross-referenced in question 4a above. Students whose IEP indicates alternate assessments will be assessed through the Bridge in order to have an assessment tool to reflect growth in areas of literacy.

c) Sharing information Information will be shared with stakeholders through a combination of direct contact and outreach communications. Direct contact will occur through stakeholder attendance at cluster or school/site literacy events (HEROES 101, Family Literacy Nights, etc.), project staff speaking at stakeholder events, or through activities sponsored through the Family Resource Center housed at JES (targeting 0-5 age span). Outreach communications will be disseminated through monthly Project Newsletters and Quarterly Reports, flyers/mailers, literacy brochures and announcements placed in community locations, and H.E.R.O. Project Website updates. Stakeholders will receive updates about 1) goals and targets 2) steps to success for

reaching goals 3) assessment data 4) transition plans 5) project implementation 6) evaluation plan 7) project outcomes 8) budget status and 9) sustainability efforts.

5) Goals a) Clear steps for stakeholder engagement Stakeholders were initially engaged through meetings, flyer communications, and on-site visits to Jonesville businesses and non-profit organizations by the cluster leadership. These efforts resulted in commitments for stakeholder partnerships being secured early in the project design. Stakeholders will sponsor Writing/Picture Writing Contests (Library, Woman's Club), Reading Contests (Library), Family Literacy Events (Junior Guild, Delta Kappa Gamma, La Tech), and NSU will offer guidance on establishing the Family Resource Center, which is an outreach to parents with children in the birth to 5 age span. La Tech will also support instructional leaders and work with project staff to design and deliver a cluster-specific, on-line graduate course on LACLiP. The Lions Club and businesses offered supports targeting specific needs of students. Direct contact and outreach communication (4c) will reiterate the importance of stakeholders to the success of the project, strengthen partnerships, and provide opportunities for additional stakeholder involvement.

b) Alignment of steps with LACLiP The pathway to reaching the goals of this project is based upon Deming's Continuous Cycle of Organizational Improvement[4] that will guide implementation of the project at the cluster, school, classroom, and individual student level.

***Step 1: PLAN - (Leadership/Sustainability)* Create SRCL H.E.R.O. Project Literacy Framework and deliver PD aligned with LaCLIP/Project Guidelines.** The project design

began with a comprehensive needs assessment, which led to creating a list of targeted objectives

for the schools/sites/cluster. The cluster's Literacy Leadership Team then created goals, non-

negotiables, expectations, and "first steps" for project implementation, and compiled the

information into a "Literacy Framework" that will be shared with cluster staff and stakeholders

at initial HEROES 101 PD session in May. Additional PD based upon project guidelines and

targeted needs (UDL, best practices in emergent literacy and literacy, differentiated instruction,

and diagnostic assessments) will be provided. Teachers will participate in PD this spring and

summer to align instruction and assessments with the new State Standards. The cluster and

schools/sites will create Literacy Leadership Teams, and plan for collaboration within schools

and between schools, with stakeholders and feeder staff serving on each team. Principals, with

support from the Literacy Leadership Team, will structure school schedules to allow for

extended time for literacy, and dedicated time for collaboration during the school day. Finally,

project leaders, non-profit organizations, and stakeholders are planning for the effective

implementation of the Family Resource Center targeting families with children ages birth to five.

The center, housed at JES, will serve as a hub to connect families with early literacy resources.

***Step 2 : DO – (Standards-Based Curriculum) and (Instruction/Intervention)* Deliver core**

instruction and targeted inventions as aligned with the state standards, LACLiP, and

project guidelines in environments and infrastructures that support literacy. Teachers will

deliver a curriculum based on early learning standards at the emergent level, and systematic

direct, explicit instruction with a core basal program aligned with the Common Core in a

language- and print-rich environment at the elementary and adolescent level. Classrooms will be

equipped with a library of diverse literary and informational text used to support instruction,

and/or e-readers to access text. Technology, such as computer stations, e-readers, and iPADS,

will be used to address students' learning challenges, as well as to increase engagement and achievement. Targeted interventions will be provided to meet student's individual needs.

***Step 3: CHECK – (Assessment Systems)* Monitor fidelity. Administer benchmark and progress monitoring assessments.** The Technical Assistance Team will conduct monthly Fidelity Checks to monitor and evaluate the implementation of the project. The team will conduct classroom observations, monitor budget compliance, assess sustainability efforts, and monitor school operations for project fidelity. Developmental screening, benchmark screening, progress monitoring, and diagnostic assessments will be administered according to the Comprehensive Assessment Calendar, by teachers and the SWAT (System Wide Assessment Team) consisting of district literacy staff and pupil appraisal staff. Teachers will collect other formative assessment data from EAGLE, classroom performance, and basal screeners. Screening data and observational data will be gathered on students in the emergent setting. Summative assessments, including BID-2 and TELD-3, state assessments, and alternative assessments, will be analyzed to determine student progress.

***Step 4: STUDY – (Assessment Systems)* Analyze data from program fidelity checks and student assessments.** At the cluster level, data from the monthly Fidelity Checks will be analyzed to determine incremental successes, areas of concern, and next steps in an effort to maintain fidelity of implementation and continuous school improvement. Professional development needs will also be determined from the data analysis. The Technical Assistance Team will assist schools with implementation issues. At the school/site level, teachers and district administrators will collaborate each six weeks and collaborative teams will also meet weekly utilizing a standard protocol for student data analysis during ProM (Progress Monitoring) meetings in order to assess students' learning, reflect on the effectiveness of

instruction and interventions, and make adjustments to meet individual or whole-class needs. Teachers will consider mitigating factors affecting students' lack of progress, as well as discuss solutions to improve student outcomes.

Step 5: ACT - Professional Learning/Resources **Adjust plan. Provide additional targeted supports to students and staff**. At the cluster and school level, targeted professional learning will be provided to schools or teachers based upon individual needs. At the school level, decisions will be made regarding placement or movement in tiered interventions, adjustments to classroom instruction, or refinement of action steps leading to the attainment of project's goals.

Step 6: SHARE - **Share project information and celebrate success with stakeholders.** Information about implementation and project's successes will be shared with schools and stakeholders through direct contact and outreach communications outlined in (4c).

c) Alignment with School Improvement Plan in the narrative (and attached in Appendix C) School Improvement Plans are aligned with LACLiP and project goals to increase student achievement in literacy, using the research-based strategy of Response to Intervention. Action steps involve professional learning with follow up and support, implementation of instruction and assessments aligned with state standards, frequent and varied formative assessments, the use of targeted interventions, and data-driven decision making.

6) Description of existing state and LEA priorities a) Existing priorities and rationale to continue JJH, BHS, and ASPIRE are currently participating in the Jobs for America's Graduate (JAG) program, and ASPIRE also houses Connections. Both of these programs are drop-out prevention and recovery programs that deliver services to at-risk students to help them earn a high school diploma. These programs are supports for the "other" category of disadvantaged youth who are at risk for not graduating with a diploma on time.

b) Examples of how each priority improves literacy and addresses the needs and goals JAG addresses drop-out prevention, and improves literacy by addressing literacy standards through Basic Competencies, and provides a support system to students through an adult mentoring program. Connections serves students who are two or more grade levels behind, and accelerates instruction in order to return them to appropriate grade placement. These programs align with the cluster's need to support students who are at risk for dropping out before graduation.

c) Examples of how each priority aligns with LACLiP JAG curriculum is based on Competencies, of which the Basic Skill Competencies are aligned to literacy standards. JAG has an internal assessment system to analyze the effectiveness of the program on student outcomes, as well as a leadership and professional development component for JAG staff. Connections curriculum is based on GLEs, and students must pass the LEAP in order to promote to 9th grade.

7) Curricula and intervention materials a) Current materials/strategies to address gaps Teachers are currently aligning instruction with the new Common Core in order to create language- and print-rich environments that support explicit standards-based instruction of reading, purposeful writing, speaking, listening, and language literacy skills across all schools/sites in the cluster and across all subjects[5]. Currently, Macmillan McGraw Hill and Glencoe basal materials are used in core reading instruction, with Project Read, Headsprout and Academy of Reading utilized as targeted interventions. Alignment Teams have been formed to compare these current curriculum and materials to new state standards.

b) Process for selecting/acquiring new materials Several lessons were learned from previous experiences with trying to fill gaps when implementing new curriculum or new standards. First, a Curriculum Alignment Protocol has been established to set guidelines for the process and to record alignment, gaps, and requests. Schools have already begun using the protocol to align

literacy instruction with the new Common Core. Gaps are noted on the protocol form, with curriculum and/or materials being shifted between grade levels if applicable, or new materials aligned with the standards being requested for purchase. Also, a district administrator will serve on each alignment team in order ensure that requested materials support the standards. This protocol will ensure that materials are aligned, and that they are ordered and delivered to teachers in an initial professional development setting in a timely manner. Current gaps revealed the need to acquire additional intervention materials with more direct, systematic, explicit instruction.

c) **Lessons learned in the past to improve implementation of new materials** Issues with the distribution and professional learning with the current basal program provided several "lessons" on proper implementation of new materials. New materials will be delivered to the teacher as one unit with an inventory of contents, rather than delivered piecemeal. Delivery will occur at the initial professional development session to explain the product. Walk-through observations will occur within one week to assess implementation, with follow-up job-embedded PD occurring in the second week. Administrators and the Technical Assistance Team will continue to assess implementation during observations, and provide individual or whole school support as needed.

8) **Language and text-rich classrooms, school, and early learning environments a) Libraries** Needs assessments indicate a need to create or enhance libraries in the early childhood settings, reading classrooms, and content-area classrooms. Libraries Head Start, LA4 PK, and K-2 classrooms will serve as a literacy centers to give students access to engaging, age-appropriate materials in an inviting setting, as well as a resource for reading materials throughout the school day. Libraries in 3-12 classes will be supplied with diverse literary and informational text in varied levels of text complexity, as well as e-readers to access text electronically.

b) **Materials and activities to engage and motivate literacy aligned with state standards**

Early learning and elementary settings will provide students with access to a variety of developmentally-appropriate reading and writing resources, books, and literacy materials related to themes, projects, and other topics of interest as aligned with LACLiP and state standards focused on the development of early literacy skills and oral language. Adolescent level materials and activities will include collaborative opportunities connected to relevant, real-world experiences in order to increase interest and engagement. Students will complete an Interest Inventory in order to determine motivating, high-interest topics. Future plans will focus on providing professional development on integrating literacy in the content areas, as well as establishing literacy-rich classroom environments that support students' early learning.

c) Appropriate use of technology Technology will be incorporated into the project to support children's diverse learning needs. Early learning settings will provide students with developmentally appropriate access to computer programs as a means of expanding and enriching language and literacy development. At the elementary and adolescent level, technology,(including computers, Smartboards, e-readers, iPads, etc.), as well as other assistive technology, will be used as tools to enhance learning experiences, increase engagement and motivation, and address students' learning challenges (UDL, AIM, etc.). Technology will also be used to support teacher productivity and data management.

9) Effective use of accommodations a) UDL principles Incorporating UDL and differentiated instruction was a top priority revealed in the Literacy Capacity Survey results and in teacher focus groups. UDL principles will serve as a framework for differentiating instruction to offer flexible alternatives that promote access to the curriculum by all students, thereby addressing the challenges and barriers of struggling readers and students with exceptionalities[6]. Instructional and/or assistive technologies will be used as tools to provide multiple means of representation,

expression, and engagement in reading, writing, speaking, listening, and language use. Currently, the Catahoula Parish Special Education Department has delivered training on UDL to selected teachers, paraprofessionals, and district staff. Additional trainings have included the use of assistive technologies to assist students in all accessing areas of the curriculum.

b) Incorporation of resources for best practice, such as the Louisiana Access Guide

Instruction for all students including those with learning challenges will be based upon the common core state standards, or other appropriate standards as indicated in a student's IAP or IEP. The Louisiana Access Guide will serve as a readily available resource for modifying instruction or providing accommodations to facilitate student access to the standards. Pupil appraisal and special education staff will offer supports to teachers on planning and delivering effective instruction aligned with students' special needs or learning challenges.

c) Partnership with LA Assistive Technology Centers and Assistive Instructional Materials

Catahoula Parish has employed the services of an Assistive Technology (AT) Coordinator, who consults with the regional Louisiana Assistive Technology Institute on a regular basis regarding trainings, support services, and consultations. The AT Coordinator is responsible for the acquisition of assistive and educational technologies to support learning. The AT Coordinator also serves as the District Competent Authority. In collaboration with the district textbook coordinator and the NIMAC, she will ensure that students with special needs have access to Accessible Instructional Materials to ensure an equal learning opportunity for all.

10) Coherent assessment a) Current screening, progress monitoring, and diagnostic assessments Data-driven decision making is a key priority in the project. Currently, Early Steps students are screened with the Battelle Developmental Inventory, and other health screeners. Head Start students are screened with the Creative Curriculum Assessment, but these 3-and-4

year olds will be screened with the DSC as well as the TELD-3 beginning next year. Pre-K

students at JES are currently screened using the DSC. K-4 students are screened three times per

year with DIBELS Next, and students receiving tiered interventions are progress monitored

weekly with the same system. Currently, JJH and BHS use iLEAP and LEAP for fall screening

data, with EAGLE unit tests being used for winter/spring screeners and progress monitoring.

However, STEEP will be used as a universal screener and progress monitoring tool in grades 4-

12 beginning next year. Additionally, all K-12 students are assessed at the end of each

instructional unit with either basal curriculum-based assessments or the ELA EAGLE tests.

Additional diagnostic assessments will be used to identify developmental delays and skill

deficits, with the results used to deliver targeted interventions. A cluster Comprehensive

Assessment Calendar will designate timelines for all formative and summative assessments.

b) Use of data to drive instruction and intervention, Student-level, classroom-level, and

school-level data is analyzed frequently in order to move students, classes, and the schools

toward continuous improvement[7]. Currently, collaborative teams consisting of school and district

staff meet each six weeks in ProM meetings to discuss students' progress in instruction and

interventions, target individual needs, place or move students within the three-tier RTI model,

analyze classroom data relating to the effectiveness of instruction, and inform professional

development needs. The ProM process will be expanded to Early Steps and the preschool sites

next year. Grade/subject collaborative teams will meet weekly to analyze data, using a standard

protocol for analyzing the effectiveness of instruction and the impact on student outcomes.

c) Sharing data with stakeholders Assessment data as well as data analysis results are shared

with district administrators, school administrators, the schools' Literacy Leadership Team, and

teachers. Additionally, reports about overall progress will be compiled in a user-friendly format

and in compliance with FERPA regulations, and shared with all stakeholders via outreach

communications (H.E.R.O. Project Website, monthly newsletter, and Quarterly Report).

d) Implementation and integration of new assessments New assessments, including the early

childhood DSC, TELD-3, iSTEEP, and selected diagnostic assessments will be implemented as

scheduled on the Comprehensive Assessment Calendar. Teachers and SWAT staff will receive

PD on administration guidelines, follow-up trainings, and PD on the interpretation of results.

e) Training for new assessments Teachers, as well as SWAT, will receive initial PD and

follow-up support for the implementation of new assessments such as the DSC, TELD-3, and

iSTEEP. Lesson learned from the past indicate the need to train staff at least two weeks prior to

assessment administration, with additional opportunities to shadow score prior to actual testing.

Prior to winter benchmark periods, teachers SWAT will receive a refresher on the assessment.

f) Tiered ELA instructional schedule The following table outlines the RTI structures of

	K-5 (JES/JJH)	6-8 (JJH/BHS)	9-12 (BHS)
Tier I CORE	Macmillan/McGraw Hill Treasures 90 minutes	Glencoe Reading with Purpose 60 minutes	Glencoe English 60 minutes
SCREENER 3x Yr PM (weekly)	K-3 DIBELS Next 4-5 STEEP	iSTEEP	iSTEEP
INTERVENTIONS	Project Read; *Voyager,* Headsprout, Academy of Reading		Project Read; *Voyager* Academy of Reading
TIER II	Group size – 6 or less 30 min outside of Core		Group size – 6 or less 30 min
TIER III	Group size – 4 or less 30 min outside of Core/Tier II		Group size – 6 or less 30 min outside of Core/Tier II

	RTI – EARLY CHILDHOOD SETTINGS
Tier I CORE	Program-specific curriculum delivered through language/print-rich setting
SCREENER 3x Yr	DSC , TELD-3, vision, hearing, cognitive, language screenings
INTERVENTIONS	Individualized Lesson Plan
TIER II	Group size – 3-5 children
TIER III	Group size – 1-2 children

universal screening, core instruction, targeted interventions, and progress monitoring. Students

whose screening data indicate the need for additional support receive further developmental

screening or diagnostic testing, with the data analysis used to prescribe targeted supports

provided through individualized lesson plans or assigned interventions.

g) Effective use of technology Technology is currently used as a data management system for

DIBELS Next, as well as an assessment tool for EOC and EAGLE. Next year, the cluster will

transition to the use of iPADS as a data management tool, and additional web-based data systems

associated with STEEP. Additionally, selected classroom teachers will be able to use Classroom

Data Response Systems to instantaneously gather data about student learning, and make prompt

adjustments to instruction during that same lesson period.

11) Detailed transition plans to a) Coordination with stakeholders Designing an effective

transition plan underscores the project's efforts to support students as they move through the

cluster from birth to graduation. Educators, parents, and students will assist with the creation of

transition plans to facilitate the seamless passage of students to the next site in the cluster. Each

school/site will have a representative serve on the feeder school's Literacy Leadership Team.

b) Transitional strategies that target children and parents in new settings Transition

strategies will be developmentally responsive to the needs and concerns of the age group moving

to the new setting and include action steps to 1) Form relationships between the students,

parents, and the new school staff 2) Familiarize students and parents with the new facility 3)

Introduce school policies and expectations and 4) Create a sense of belonging.

c) Activities that directly involve children Activities directly involving children are the most

effective. Each site will develop a transition plan (or build upon the successes of current Head

Start transition plans), to includes multiple on-site visits to the new school by students as well as

visits in which teachers from the new school visit the students at the current site, with the goal of forming relationships and introducing expectations. Each school/site will also invite the incoming class of students to at least two school events, including Reading Celebrations, festivals, sports activities, pep rallies, or other school-specific events involving students in order to create a sense of belonging. The Family Resource Center at JES will serve as a link in the transition of 2-and 3-year-olds to preschool programs. Receiving schools will sponsor an Open House and Orientation Fair to familiarize students with routines prior to the first day of school.

12) Itemized roles a) Partnership benefits Mutually-beneficial partnerships will be created between childcare providers, parents, caregivers, community members, and schools/sites. The schools/sites will benefit by having "heroes" who are emphasizing literacy in home and community settings, and supporting the efforts of the schools to improve literacy. Partners will benefit from access to learning experiences and events that will help them, their organization, and their community improve the quality of life for the children with whom they have contact.

b) Leveraging of expertise and resources The sustainability of the project relies on building capacity and leveraging resources to meet needs. Current district staff roles (Reg ed, SPED, business dept.) will expand to include responsibilities for implementing and monitoring all aspects of the project. Funds will be leveraged to provide an ever increasing percentage devoted to the grant, and materials will be shifted and reallocated to support the grant's goals.

c) Responsibilities, roles, and collaboration At the district level, the Project Director will oversee project implementation and data analysis, the business manager will oversee the budget, a Technical Assistance Team will provide targeted implementation assistance and Fidelity Checks, and the System Wide Assessment Team will assist with screenings. These district personnel will collaborate with the school/site administrators and Literacy Leadership Teams in

carrying out these stated responsibilities. School/site administrators, literacy integration specialists, and the Literacy Leadership Team will be responsible for implementing effective structures, instruction, interventions, assessments, and data analysis to ensure improvements in literacy outcomes for students and compliance with project goals and expectations.

d) Proof of educator commitment (Appendix D) 100% of the staff members in the cluster are committed to joining forces to improve the lives of Jonesville students through implementation of this project. During the needs assessment process, educators expressed an urgency to improve student achievement in literacy. Furthermore, district literacy staff members are committed to teaming with the schools throughout the stages of planning, implementing, assessing, analyzing, and revising the project in a continuous cycle of school improvement.[8]

e) Common vision and community needs around preschool services. District staff, early childhood directors, and stakeholders promote the common vision that all birth to pre-school children will have access to environments and experiences that support a child's early literacy development, whether that setting is in a home, day care, childcare, or early childhood education setting such as Head Start or LA4. Project staff will use direct contact through the Family Resource Center or Family Literacy Events, and outreach communication to inform caregivers of birth to five children of best practices for developing oral language and early literacy skills, as well as providing access to resources to assist with early screenings and interventions.

f) Channels for communication process Principals, directors, literacy integration specialists, and district staff will attend monthly Cluster Team meetings to assess project implementation. Lessons learned include the need to establish an official contact person at each site. Therefore, the project director will serve as the LEA's communication leader, with the principals and directors serving as their school/site's communication leaders. Partners, ECE sites, and schools

will communicate through direct contact and outreach communications (see 4c).

g) Strategies to develop a common language and understanding of best practices Having

school/sites hear the same message at the same time as often as possible will alleviate confusion

and create a unified focus of expectations for the project. All stakeholders will be jointly

introduced to the project in May through the HEROES 101 PD Day. Joint trainings will be

conducted during Summer/Winter Summits to reiterate project goals, discuss progress, and

provide updates or support on areas of need as revealed during Fidelity Checks. Teachers will

collaborate in vertical/horizontal teams within schools, and collaborative teams between schools,

for the purpose of strengthening connections, curriculum, and transitions between the home/

schools/sites. Schools will establish common planning times and flexible teaming structures in

order to foster the development of this common language and understanding of best practices.

13) Engagement of nonprofit, community-based agencies. a) Process, rationale, and need

The Jonesville schools will partner with Early Steps, a non-profit organization designed to

improve the early literacy development of children as well as the family's capacity to enhance

their child's development in the birth to 3-year-old age span. The Early Steps Special Instructor,

who is a certified teacher and administrator, serves a case load of fifteen students in the

Jonesville community. This agency currently partners with the Catahoula Parish Schools to

provide services to students, and the instructor will expand upon this partnership by providing

workshops on enhancing language and literacy skills to caregivers of young children (birth-5).

b) Record of effectiveness i.) improving early literacy As reported in the 2011 Annual

Performance Report for Early Steps[9], children's entry and exit data from the Battelle

Developmental Inventory, 2nd edition was compared to analyze Early Steps' goal of "improving

the acquisition and use of knowledge and skills, including early language/communication and

early literacy". Outcome data was collected for 361 children who exited Early Steps in 2009-2010, for whom entry and exit scores were available, and who had been receiving early intervention for a minimum of 6 months. The measurement for the indicator was the percent of children who were functioning within age expectations by the time they turned 3 years of age or exited the program. The target percentage was 29.4%, and the actual attained percentage was 39.3% which indicates that the outcome data exceeded the target. **ii) providing PD in early literacy** In addition to workshops presented by the Early Steps instructor, the NSU Child and Family Network provides PD to early childhood staff members who are seeking to earn the Child Development Associate credential or CEUs. Staff members at Head Start will continue this partnership to earn CEUs. The center will also serve as a resource for the development of the Family Resource Center by providing input into the vision and design of the center as an outreach program for families and caregivers of children from birth through five.

14) Unique contributions and responsibilities a) Stakeholders involved The H.E.R.O. Project is founded on the premise that all stakeholders form a network of support for students, with the ultimate goal of improving the literacy outcomes for students. A variety of stakeholders participated in the initial design of the project, including families who completed Family Surveys, and teachers and administrators who shared their ideas through the completion of the Literacy Capacity Survey, Needs Assessment Surveys, and Focus Group Questionnaires. Early childhood education professionals representing LA4, Head Start, Early Steps, and home-based day care shared ideas through the Literacy Capacity Survey or other questionnaires. LaTech and NSU as well as community-based organizations have pledged support for literacy improvement in our schools, with specific stakeholder roles outlined in the following criteria point.

b) Specific stakeholder roles (Appendix E) Stakeholders will continue to be involved in the

implementation of the project by having representatives serve on the cluster and school-level Literacy Leadership Teams.   LaTech will also offer guidance on instructional leadership, offer a cluster-specific, online class on LACLiP, and assist with planning Family Literacy Events. Delta Kappa Gamma members as well as local businesses will partner with the schools to deliver these events.   The Jonesville Junior Guild and Catahoula Parish Library will provide guest readers to all schools/sites in the cluster. The Woman's Club will sponsor writing contests each semester. NSU Child and Family Network will provide guidance on the establishment of the Family Resource Center housed at JES, and offer PD to early childhood staff and caregivers.

c) Diverse contributions As noted above, this extensive list of stakeholders represent a diverse group of "heroes" willing to contribute their time, talents, and resources to the successful implementation of this project in methods ranging from reading to a class to mentoring a child to offering a graduate course. The wide-reaching participation of stakeholders from families to businesses to organizations to universities demonstrates this community's commitment to the SRCL H.E.R.O. Project, and the cluster's commitment to look inside and outside of district lines to seek the support from resources that can strengthen project implementation.

15) Provides effective PD a) Plan Professional development will be offered to all educators in the cluster (e.g. administrators; reading, special education, and content area teachers; speech language pathologists; coaches, interventionists, paraprofessionals; early childhood educators; and caregivers), with invitations for participation extended to ASPIRE (the Year 2 expansion site) as well as schools outside of the cluster in order to build the capacity of the district. Funding for participation of non-cluster schools will be provided by Title I, MFP, and/or IDEA.

b) Use of data to determine large group needs Data from the Literacy Capacity Surveys, classroom observations, students assessment results, needs assessment surveys, and ProM

Meetings, will be used to determine the specific needs of the cluster as well as each school/site. The inclusion of new programs, such as the SRCL project, LACLiP, new assessments, and the Common Core will also be initially classified as a large group need.

c) Use of data to determine targeted need Data from classroom observations and walk-throughs, ProM Meetings (six-weeks grades, progress monitoring, etc.), value-added data (as available), assessment data, discipline reports, and documentation such as lesson plans will be used to determine targeted needs of individual staff members. District and school administrators will collaborate to design professional learning experiences to address the teacher's targeted need, with a specific action plan for improvement.

d) Alignment with goals of SRCL project All professional learning will be focused on meeting the goals of the project to improve student performance in literacy. All PD will be aligned with SRCL, LACLiP, and Common Core expectations to target improving learning outcomes.

e) Job-embedded activities Lessons learned in the area of PD include the fact that one-shot, "sit-and-get" workshops do not lead to effective change in teaching or learning. For topics requiring large group delivery, we have learned that immediate job-embedded follow-up and support results in a more successful implementation. The coaching and mentoring roles have been highly successful in previous ELFA experiences at the elementary school, and have resulted in real change in teaching behaviors. This job-embedded coaching will be a key delivery method for professional learning. Additional job-embedded teaming methods will be used for State Standards Studies, ProM, and Professional Learning Time Project Topics. A variety of delivery methods will be used, including H.E.R.O. Project Website blogs and discussion boards, on-demand web-based activities, observing/modeling, study teams, and data teams.

f) Protected time A key responsibility of principals is to create opportunities for collaborative

teams to meet and address literacy improvement efforts[10]. Principals will build in common

planning times or flexible teaming structures to allow for teacher collaboration. Currently,

teachers participate in horizontal teams weekly to discuss pacing, standards-based instruction,

and student achievement. Each six weeks, teachers also collaborate with district supervisors in

job-embedded ProM meetings in order to analyze student data and make recommendations for

improvement. Horizontal and vertical teams will also meet during common planning times or

flexible Professional Learning Time as designated in the master schedule.

g) Alignment with LACLiP, state standards The HEROES 101 PD will introduce the SRCL

project to the cluster in May, and will underscore the expectation that instruction will be aligned

with LACLiP and the Common Core. Teachers are currently meeting in grade or subject areas to

align instruction to the new state standards.

h) Meaningful engagement of students A study of data obtained from classroom observations

and walk-throughs revealed that the most effective lessons occurred when students were engaged

in authentic, motivating lessons with connections to real world experiences and applications.

While the schools have used this research-based strategy in previous school improvement plans,

the project will provide additional professional learning and follow up support integrate real-

world applications into the curriculum to increase student engagement.

i) Incorporation of UDL principles An analysis of the Literacy Capacity Survey revealed that

the inclusion of UDL principles was a high priority in the schools. Instruction and interventions

will be planned to target students' specific needs, with differentiated instruction, UDL principles,

and AIM providing teachers with resources in the planning and delivery of that instruction.

16) A plan to attract and retain effective teachers and leaders a) Current teacher and

leader retention rates Retention rates for teachers and leaders are as follows: JES – 97%, JJH –

88%, and BHS – 90%, which reflect only four leaving the cluster. Of the four, one leader

retired, two teachers transferred to other schools in the district, and one teacher left the district.

b) Processes for selecting teacher and leader candidates Vacancies are posted on the Teach

Louisiana website and posted in the newspaper. Candidates submit application and resumes, and

are interviewed by the principal and superintendent. Based on this process, principals select the

teacher candidates with the greatest ability to improve student outcomes. The superintendent

selects administrator candidates and recommends teachers and leaders to the school board.

c) Evaluation tools Performance is measured in compliance with the district's Personnel

Evaluation Plan, which includes a Professional Growth Plan, Self-Evaluation, Observations, and

Evaluation Summary. Observational criteria are aligned with Louisiana Components of

Effective Teaching (teachers) and Performance Standards for School Leaders (administrators).

d) Strategy to partner with most effective teacher preparation programs The superintendent

attends regular monthly meetings with university personnel from ULM and LaTech in order to

receive program updates and course offerings. The superintendent has served as an adjunct

faculty member at NSU, LaTech, and Louisiana College, and is currently serving as a university

supervisor for an intern teacher in the district. These connections to teacher preparation

programs have led to the partnership with LaTech for this project, as well as involvement with

practitioner programs at ULM and Louisiana College.

e) Strategy to develop pipeline within LEA to fill critical cluster roles Teaching positions, as

well as the literacy integration specialists and interventionists roles will preferably be filled by

staff members who 1) have knowledge/experience within the cluster; 2) demonstrate proven

effectiveness in improving students' literacy outcomes 3) demonstrate effective instructional

strategies and leadership potential, and 4) possess appropriate literacy credentials. Effective

teachers are encouraged to pursue certifications that will enable them to fill leadership positions.

f) Hiring processes, including school leader role Principals are involved in the hiring process by taking the lead role in the interview process and making the hiring recommendation to the superintendent, with the actual employment being approved by the school board.

g) Incentives to recruit and retain effective teachers and effective leaders Effective teachers and leaders are encouraged to pursue advanced certifications and degrees, with tuition costs reimbursed through various funding sources, including Title 1. The district also assists the staff members in accumulating professional development hours needed for certification by offering numerous targeted PD opportunities as well as stipends to participate in PD.

h) Compensation based on demonstrated effectiveness in the school/classroom Effectiveness is recognized through school and district accolades as published on the district's web site and in the newspaper. Teachers of the Year are recognized and rewarded with a monetary honorarium.

i) Data analysis to identify needs Data reports from ProM meetings are analyzed to student outcomes, but also to assess teacher and leader effectiveness. The data analysis leads to a list of targeted needs, and the superintendent and supervisors address these needs through targeted professional learning, coaching, mentoring, and redesigning classroom structures.

17) Evaluation plan a) Alignment with goals Technical Assistance Teams will collaborate with each site to evaluate the effectiveness of the program according to performance indicators aligned with Louisiana's SRCL evaluation measures: (1) The percentage of participating 4-year-old children who achieve significant gains in oral language skills on the Test of Early Language Development. (2) The percentage of participating third grade and fifth grade students who score Basic or above on the ELA section of the iLEAP. (3) The percentage of participating fourth and eighth grade students who score Basic or above on the ELA section of the LEAP. (4) The

percentage of participating tenth and eleventh grade students who meet or exceed proficiency on the English 2 and English 3 EOC tests.

b) Types of data collection and analysis with adherence to FERPA Data relevant to the project's implementation and effectiveness will be collected and analyzed on a monthly, quarterly, mid-year, and end-of-year basis. Data collected and analyzed include classroom observations and walk-throughs, student achievement, logs of meetings, and data from Fidelity Checks. In compliance with FERPA, only school officials with a legitimate educational interest will have access to student data, and data containing students' names or data describing groups of less than ten students will not be released.

c) Person leading data collection and analysis The project director, who is a supervisor with the LEA, will lead data collection and analysis at all sites/schools. Literacy Integration Specialists at each school will serve as the data collection contact, with the school's Literacy Leadership Team participating in data analysis in compliance with FERPA regulations.

d) Use of data to improve project design and implementation Deming's Continuous Cycle of Organizational Improvement (**Plan-Do-Check-Act-Study-Share**) will be employed in all aspects of the project implementation, including the evaluation of the project. Monthly Fidelity Checks will provide the Technical Assistance Team with observational data, progress monitoring data, implementation data, and budgetary compliance data. The Technical Assistance Team will then analyze the data, study the results for compliance, recommend strategies for whole school or targeted improvements, and share the results with the Literacy Leadership Team at each school/site and at Cluster Meetings. Fidelity Checks will be reported in the monthly newsletter, and mid-year evaluation results will be also be shared with the cluster at the Winter Summit.

e) Dissemination of evaluation information Evaluation information from monthly Fidelity

Checks, mid-year evaluation results, and end-of-year evaluation results will be shared with stakeholders via direct contact and outreach communication.

18) Project management a) Management Plan The table on page 28 provides an overview of Year 1. A more detailed plan will be created as a guide for implementation, with plans for the following years based upon lessons learned from Year 1 implementation.

b) Coordination of project tasks with existing priorities The existing priorities of JAG and Connections will be embedded into instruction, assessment, professional development, and monitoring steps of the management plan.

c) Brief description of roles (and attached resumes in Appendix F) Project staff possess unique strengths and qualifications that will enable the successful high-quality implementation of the project, as evidenced in Appendix D. The lead supervisor has established a district RTI Plan and a district Literacy Plan aligned with LaCLIP guidelines, and administrators have aligned the schools' literacy programs and created infrastructures to implement those plans in an effort to improve literacy outcomes. The strongest indicator of the administrators' capacities to support this proposal lies in their goals of being catalysts for change. Christopher Reeve's definition of a hero used to describe Superman, but after his accident he revised it to describe ordinary individuals who find strength to persevere and endure in spite of overwhelming obstacles[11]. These administrators are change agents with a determination to persevere and conquer challenges so that their schools and students can achieve their goals.

19) Detailed budget projections a) Use of personnel, resources, and services The project's needs and goals indicate the need for a strong professional development program, on-site instructional leaders to support teachers and students, opportunities for collaboration, and resources to implement the new Common Core standards and LACLiP expectations (literacy-

Action Step	Responsible Party	Timeline / Milestone
Introduce SRCL HERO Project to cluster staff and stakeholders, and provide initial PD linked to project.	Project Director, Cluster Administrators	In May, 2012 – Train cluster staff and stakeholders on project goals, conceptual understanding and practical "first steps" for implementation (HEROES 101, Summer Summit)
Establish and implement teams and project infrastructures (including Family Resource Center)	Administrators Literacy Leadership Teams	By June, 2012, administrators will embed collaborative teaming into master schedule, as well as schedule extended time for literacy and interventions. Create Cluster Leadership Team, School/Site Literacy Leadership Teams, Grade/ Subject Teams, and Vertical Teams, and establish protocols. Establish structures. Establish Family Resource Center to serve families with birth-age 5 children.
Inform and engage stakeholders	Project Director Administrators Technology Staff	By June, 2012, establish HERO Project website, and disseminate monthly newsletters, quarterly reports, and email subscriptions to inform stakeholders of quarterly literacy events, as well as information about the project's goals, assessment data, transition plans, project outcomes, budget, and sustainability efforts. Begin outreach to parents of birth-five children.
Implement instruction and interventions aligned with LACLiP , Early Learning Standards, Standards for Programs Serving Four-Year-Olds, Common Core	District Literacy Staff	By August 2012, staff will receive PD on implementation of LACLiP and new or transitional state standards/Comprehensive Curriculum and complete curriculum alignment. Early childhood staff will receive PD on implementing instruction and interventions aligned with Louisiana's Early Learning Guidelines and Program Standards (birth – 3) and La. Standards for Programs Serving Four-Year-Old Children.
Provide PD to group and/or individuals based on project goals or targeted needs	LDE, LaTech, Project Director Assistive Technology Coordinator	Beginning in August 2012, and throughout year, cluster staff will be trained on and implement UDL, best practices in literacy and early literacy, differentiated instruction, varied assessments (DSC, STEEP, diagnostic assessments), and may participate in online graduate coursework on LACLiP.
Assess students for improvement in learning outcomes	System Wide Assessment Team Teachers District staff	Administer screenings, progress monitoring, diagnostic assessments, state assessments, class assessments. Analyze data in weekly Collaborative Planning Meetings and ProM Meetings each 6-weeks as aligned with Comprehensive Assessment Calendar
Monitor and evaluate fidelity of project implementation	Cluster Leadership Team Technical Assistance Team	Beginning in August, 2012, complete monthly Fidelity Checks, including classroom observations, progress monitoring data, student outcomes data implementation data, and budgetary compliance data

rich environment, technology, classroom libraries, assessments, intervention materials, core reading materials). Existing personnel, resources, and services will be leveraged with new grant dollars to meet these needs and provide a quality program to improve student outcomes.
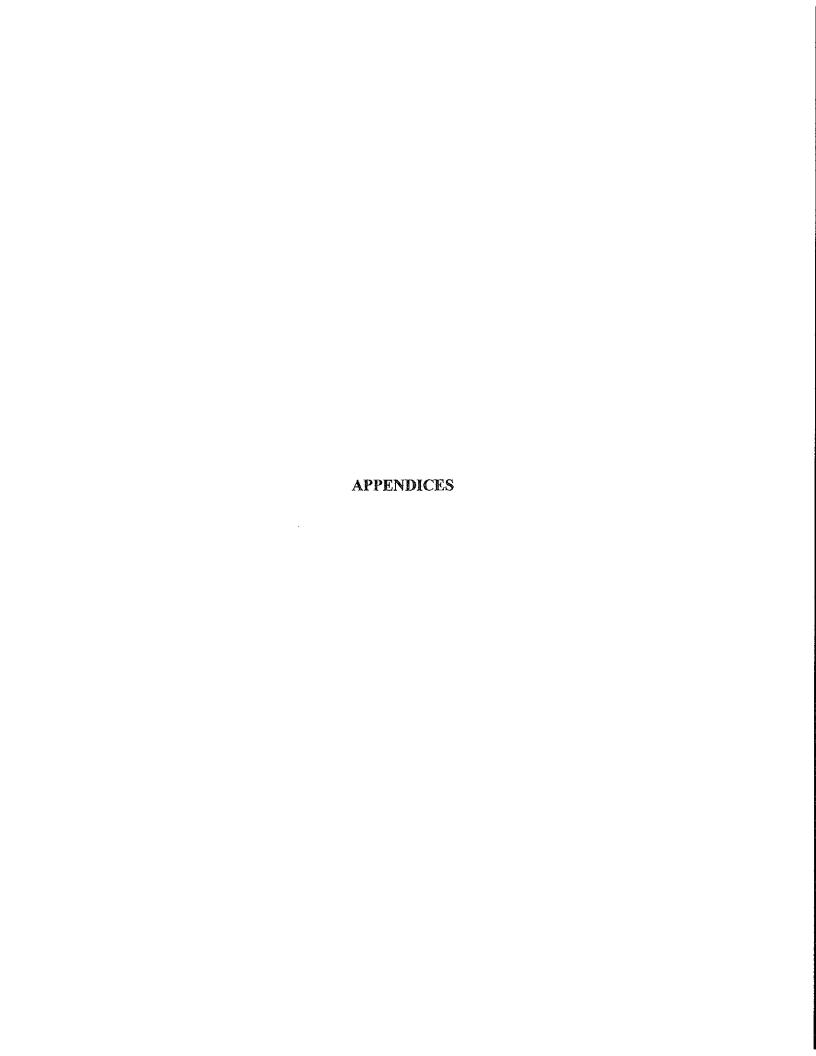
b) Leveraging Catahoula Parish is committed to ensuring the sustainability of the SRCL project, and pledges fiscal support of the grant. Title I will be used fund the salaries of paraprofessionals who assist with reading groups, as well as stipends and materials for teachers in non-cluster schools to attend professional development in order to build capacity in the district. IDEA funds will be used to fund the salary of an interventionist at the elementary school, and to fund Headsprout and Academy of Reading interventions. Title II funds will pay for one Classroom Size Reduction teacher. REAP funds will be used to support summer programs. Pre-K at JES will continue to be funded by LA-4. The district share of the literacy integration specialists' and additional interventionists' salaries will be funded through a combination of MFP, IDEA, and Title I funds.

c) Processes and funding distributions: Subgrant funds will be allocated in accordance with grant requirements, with at least 15 percent for birth through age 5, at least 40 percent for kindergarten through grade 5, and at least 40 percent for grades 6-12, with equitable distribution of funds between middle and high schools. The district's business manager will partner with the project supervisor to oversee compliance with budgetary requirements, including the initial allocation of funds according to this formula. Funds will be tracked in separate accounts according to these age and grade spans, with additional fiscal processes established for requesting purchase orders for expenditures. Budgets will be monitored bi-weekly, with quarterly financial reports provided to the superintendent, administrators, and stakeholders.

20) Sustainability a) Processes The district has created budget projections for the five-year

duration of the project in order to ensure the fiscal sustainability of the project over the life of the grant. The district has also made plans to reallocate resources in Title I funds, IDEA funds, REAP funds, and MFP funds and cut expenditures in order to access the additional funding.

b) Other funds used to sustain the project Reallocation of priorities in Title I funds, REAP funds, and MFP funds are currently planned to sustain the project, with full knowledge of the decreasing financial support from SRCL in successive years.

c) Expenditure The business manager and project director will collaborate to oversee budgetary compliance, including allocations, expenditures, and timely requests for reimbursements. This team will partner with the school/site administrator to monitor budgets bi- weekly. Schools will be responsible for submitting requests for purchases via district purchasing guidelines, which includes purchases being approved by the project director before purchase orders are issued.

d) Strategies promoting sustainability Sustainability has been built into the project from the onset, with long-range fiscal plans designed to take on increasing monetary responsibility. A combination of reallocation of funds and strategic cuts to expenditures will promote sustainability and increase the district's fiscal ability to fund an increasing share of the grant.

e) Communication plan of sustainability efforts The project's goals, efforts, budget, and sustainability efforts will be transparent and widely disseminated to all partners and stakeholders. This cluster is determined to sustain the SRCL H.E.R.O Project and demonstrate that a small school district in a small rural parish can have the capacity to implement effective change. This project was founded in the core belief that the place a student is born and raised should not define his goals or limit his ability to succeed. The vision of the project is that all students, including those with special challenges or facing disadvantages, will be armed with the knowledge and skills they need to overcome obstacles and achieve their goals.

APPENDICES

APPENDIX A   Table 1. LEA "CLUSTER" FEEDER SYSTEM SCHOOLS AND PARTNERS

LEA Name:	Cluster School Names	
Catahoula Parish School District Supe~~rintendent~~ RECD FEB - 1 2012 Gwile Paul Freeman, Ph.D. Print Name *Gwile Paul Freeman* (signature) Signature Office Phone 318-744-5727 Other Phone 318-744-5263 E-mail gfreeman@cpsbla.org LEA SRCL Contact Person: Name Debra Cloessner Position Supervisor Phone 318-744-5727 E-mail debrac@cpsbla.org LEA Physical Address: Catahoula Parish School Board 200 Bushley St. Harrisonburg, LA 71340 LEA Mailing Address: Catahoula Parish School Board P.O. Box 290 Harrisonburg, LA 71340 Congressional District: 5th – Rep. Rodney Alexander	Non-Profit Early Childhood Education Provider (providing direct services to children): 1.Catahoula Head Start - Jonesville Age Span Three-and Four-Year Olds Number of Four-Year-Olds 25 Number of Three-Year-Olds 31 Number of Children Ages 0-2 0 Director Keisha Ceasar Phone 318-339-7719 Email lcaa_hsdirector@yahoo.com Physical Address: 180 Creek Bend Rd. Jonesville, LA 71343 Mailing Address: P.O. Drawer 730 Harrisonburg, LA 71340 2.LA4 PK – Jonesville Elementary Age Span 4-year-olds Number of Four-Year-Olds 19 Number of Three-Year-Olds 0 Number of Children Ages 0-2 0 Director Necie Barker, Principal Phone 318-339-8588 Email nbarker@cpsbla.org Physical Address: 1219 Cora Dr. Jonesville, LA 71343 Mailing Address: 1219 Cora Dr. Jonesville, LA 71343 3._____ Age Span _____ Number of Four-Year-Olds _____ Number of Three-Year-Olds ____ Number of Children Ages 0-2 ___ Director _____ Phone _____ Email _____ Physical Address: _____ Mailing Address: _____	Elementary Jonesville Elementary Principal Necie Barker Grades PK-4 # of Students 393* *Includes 19 LA4 PK in Column B Phone 318-339-8588 Email nbarker@cpsbla.org Physical Address: 1219 Cora Dr. Jonesville, LA 71343 Mailing Address: 1219 Cora Dr. Jonesville, LA 71343 <hr>Elementary_____ Principal _____ Grades _____ # of Students _____ Phone _____ Email _____ Physical Address: _____ Mailing Address:_____ <hr>Middle Jonesville Junior High School Principal Janie Smith Grades 5-7 # of Students 201 Phone 318-339-9601 Email janies@cpsbla.org Physical Address: 802 E.H. Johnson Blvd. Jonesville, LA 71343 Mailing Address: 802 E.H. Johnson Blvd. Jonesville, LA 71343 <hr>High Block High School Principal Jeffrey Odom Grade Configuration 8-12 Number of Students 264 Phone 318-339-7996 Email jeffreyodom@cpsbla.org Physical Address: 300 Division St. Jonesville, LA 71343 Mailing Address: 300 Division St. Jonesville, LA 71343

APPENDIX A   Table 2.   LEA "CLUSTER" PARTNERS AND ADDED POPULATION

Proposed site to expand project--Year 2 *(Use spaces as appropriate)*	**Birth – PreK Partners** *(Use spaces as appropriate)* Non-Profit Organization or Agency (providing *early* literacy services to caregivers, families, and children)	**Other Partners** *(Use spaces as appropriate)* Non-Profit Organization or Agency (providing *other* literacy services to subgrantee or schools within the cluster)
Elementary _____ Principal _____ Grades _____ # of Students _____ Phone _____ Email _____ Physical Address: _____ Mailing Address: _____ **Middle ASPIRE** _____ Principal Casey Weeks Grades 8-9 # of Students 34 Phone 318-339-4754 Email aspire@cpsbla.org Physical Address: 180 Creek Bend Rd. Jonesville, LA 71343 Mailing Address: 180 Creek Bend Rd. Jonesville, LA 71343 **High** _____ Principal _____ Grades _____ # of Students _____ Phone _____ Email _____ Physical Address:_____ Mailing Address:_____	1. Early Steps Director Penny Thibodeaux Phone 318-484-2449 Email penny.thibodeaux@la.gov Physical Address: 429 Murray St., Suite B, Alexandria, LA 71301 Mailing Address: 429 Murray St., Suite B, Alexandria, LA 71301	1. Louisiana Tech University Dean David E. Gullatt, Ph.D. Phone 318-257-3712 Email gullattd@latech.edu Physical Address: 101 Woodard Hall Louisiana Tech University Ruston, LA 71272 Mailing Address: P.O. Box 3163 Ruston, LA 71272
	2. NSU Child and Family Network Director Nancy Alexander Phone 318-677-3151 Email nancya@nsula.edu Physical Address: 1410 Neel Kearby Dr. Alexandria, LA 71101 Mailing Address: 1410 Neel Kearby Dr. Alexandria, LA 71101	2. Catahoula Parish Library Director Wayne Spence Phone 318-744-5271 Email admin.h1ct@pelican.state.lib.la.us Physical Address: 205 Pond St. Jonesville, LA 71343 Mailing Address: 205 Pond St. Jonesville, LA 71343
	Proposed population to expand project in Year 2 *(Use spaces as appropriate)*	

APPENDIX B   **LEA Name: Catahoula**

Louisiana Striving Readers Comprehensive Literacy
LIFE Promise Subgrantee Application Data/Needs Analysis

TABLE 1: DISADVANTAGED POPULATIONS FOR LEA "CLUSTER" FEEDER SYSTEM SCHOOLS

"Cluster" Feeder System School/Site Name and Grade Configuration	Oct. 1, 2011 Free and Reduced Lunch		Oct. 1, 2011 Limited-English Proficient		Oct. 1, 2011 Students with Disabilities		Oct. 1, 2011 Homeless		2010-2011 Cohort Graduation Rate		2010-2011 Over Age Students in 9th Grade		*Other – Over Age Students in K-12	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Head Start 3-and 4- year-olds	55	98.2%	0	0	3	5.4%	0	0	--	--	--	--	0	0
Jonesville Elementary School PK-4	334	85.0%	0	0	61	15.5%	1	0.3%	--	--	--	--	33	8.4%
Jonesville Junior High School 5-7	172	85.6%	0	0	17	8.5%	0	0	--	--	--	--	52	25.9%
Block High School 8-12	196	74.2%	0	0	16	6.1%	1	0.4%	--	82.5%	10	21.7%	73	27.7%

* OTHER: MIGRANT, NEW IMMIGRANTS, FOSTER CARE, PREGNANT OR TEENAGE PARENTS, PREVIOUSLY INCARCERATED

APPENDIX B **LEA Name: Catahoula**

TABLE 2: DISADVANTAGED POPULATIONS FOR ALL LEA "NON-CLUSTER" SCHOOLS

	Non-Cluster LEA Schools	Oct. 1, 2011 Free and Reduced Lunch		Oct. 1, 2011 Limited-English Proficient		Oct. 1, 2011 Students with Disabilities		Oct. 1, 2011 Homeless		2010-2011 Cohort Graduation Rate		2010-2011 Over Age Students in 9th Grade		*Other – Over Age Students in K-12	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elementary	Central High School K-12	52	63.4%	0	0	6	7.3%	0	0	--	Not assigned	1	25%	11	13.4%
	Harrisonburg Elementary School K-8	131	60.4%	0	0	23	10.6%	0	0	--	--	--	--	37	17.1%
	Sicily Island Elementary School K-4	107	83.6%	0	0	24	18.6%	2	1.6%	--	--	--	--	28	21.9%
Middle	Martin Junior High School PK, 5-8	90	88.2%	0	0	7	6.9%	3	2.9%	--	--	--	--	35	34.3%
	ASPIRE Career Center 8-9	30	88.2%	0	0	7	11.8%	2	5.9%	--	--	17	80.6%	27	79.4%
High	Harrisonburg High School 9-12	34	41.5%	0	0	2	2.4%	0	0	--	94.7%	1	3.8%	4	4.9%
	Sicily Island High School 9-12	48	82.8%	0	0	3	5.2%	0	0	--	88.2%	5	8.6%	17	29.3%

* OTHER: MIGRANT, NEW IMMIGRANTS, FOSTER CARE, PREGNANT OR TEENAGE PARENTS, PREVIOUSLY INCARCERATED

APPENDIX B

TABLE 3: ACHIEVEMENT RESULTS FOR LEA "CLUSTER" FEEDER SYSTEM SCHOOLS

ELA SCORES, % BASIC AND ABOVE, FOR STATE ASSESSMENTS LISTED

School/Site Name	Grade	Assessment	2008-2009	2009-2010	2010-2011
A. LA4 – Jonesville Elementary	PK	DSC EOY Language Post-Test National Percentile Rank	81	81	81
B. (optional)	PK		--	--	--
A. Jonesville Elementary	K	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	69%	56%	60%
B. (optional)	K		--	--	--
A. Jonesville Elementary	1st		43%	52%	53%
B. (optional)	1st		--	--	--
A. Jonesville Elementary	2nd		37%	51%	51%
B. (optional)	2nd		--	--	--
A. Jonesville Elementary	3rd		16%	36%	36%
B. (optional)	3rd		--	--	--

APPENDIX B

TABLE 3: ACHIEVEMENT RESULTS FOR LEA "CLUSTER" FEEDER SYSTEM SCHOOLS

ELA SCORES, % BASIC AND ABOVE, FOR STATE ASSESSMENTS LISTED

School/Site Name	Grade	Assessment	2008-2009	2009-2010	2010-2011
A. Jonesville Elementary	3rd	iLEAP	iLEAP – 79%	iLEAP – 70%	iLEAP – 75%
B. (optional)	3rd	iLEAP	--	--	--
A. Jonesville Elementary	4th	LEAP	LEAP – 85%	LEAP – 69%	LEAP – 80%
B. (optional)	4th	LEAP	--	--	--
A. Jonesville Junior High School	5th	iLEAP	iLEAP – 63%	iLEAP – 59%	iLEAP – 44%
B. (optional)	5th	iLEAP	--	--	--
Jonesville Junior High School	6th	iLEAP	iLEAP – 57%	iLEAP – 61%	iLEAP – 50%
Jonesville Junior High School	7th	iLEAP	iLEAP – 68%	iLEAP – 66%	iLEAP – 65%
Jonesville Junior High School	8th	LEAP	LEAP – 53%	LEAP - 38%	LEAP - 55%
Block High School	9th	iLEAP	iLEAP – 64%	iLEAP – 72%	N/A
Block High School	10th	GEE	GEE – 61%	GEE - 47%	GEE - 66%
Graduation Rate	% Cohort		89.8%	81.5%	82.5%

APPENDIX B   **LEA Name: Catahoula**

TABLE 4: "CLUSTER" FEEDER SYSTEM FLOW THROUGH

School Name and Configuration	School Name and Configuration	School Name and Configuration	School Name and Configuration	School Name and Configuration	School Name and Configuration
Catahoula Head Start Center - Jonesville 3 and 4 year olds	Jonesville Elementary School LA4 PK	Jonesville Elementary School PK-4	Jonesville Junior High School 5-7	Block High School 8-12	
25 students in the 4 year old program	36 students in the LA4 program	56/74	58/60	76/82	
		Note: Of the 74 *kindergarteners* at this school, 20 came from Catahoula Head Start Center and 36 came from the LA4 program at Jonesville Elementary. The 18 remaining children did not attend any four-year-old program according to kindergarten entry data in SIS.	Note: Of the 60 *5th graders* at this school, 58 came from Jonesville Elementary School	Note: Of the 82 *8th graders* at this school, 76 came from Jonesville Junior High School	

* Include the name and grade configuration of your chosen cluster schools using October 1, 2011 enrollment data.
Also show the total enrollment for the lowest grade at each school and the number of those students who came from the previous cluster school.