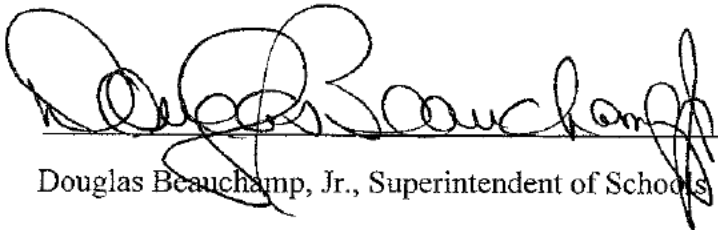


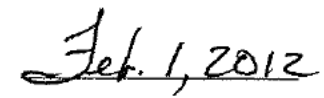
**Striving Readers
Comprehensive Literacy Grant**

East Feliciana Parish Full Application

Date Submitted: February 1, 2012



Douglas Beauchamp, Jr., Superintendent of Schools



Date

Table of Contents

Part 1: Application Narrative	1- 30
Part 2: Appendices	
Appendix A: LEA “Cluster” Feeder System Schools and Partners	31-33
Appendix B: Data Tables	34-39
Appendix C: School Improvement Plan(s) action steps aligned with proposal	40-52
Appendix D: Proof of Commitment and Staff Rosters	53-68
Appendix E: Letters of commitment and/or support from partners and stakeholders	69-101
Appendix F: Individual Resumes for Key Personnel	102-125
Appendix G: Budget	126-132
Appendix H: Bibliography of References	133-134

Application Narrative

1) The cluster feeder schools were chosen to maximize the number of disadvantaged youth served and to ensure greatest continuity of literacy services to students in our district (Appendix B: Table 2). Slaughter Elementary School, the only district school not included, has its own sixth grade and did not feed any students into East Feliciana Middle School (EFMS) in 2011. 90% of students in our cluster schools receive free or reduced lunch compared to 62% of students at Slaughter. The cluster sites serve 221 disabled students in all.

As demonstrated in Table 2, gains occurred at all four cluster feeder schools from the 2008-09 to 2010-11 school years. In Pre-K, Jackson Elementary's national percentile rank (NPR) on the Developing Skills Checklist (DSC) steadily increased from the 50th percentile in 08-09 to the 69th percentile in 10-11, and Clinton Elementary's NPR remained stable at the 81st percentile. Both Jackson and Clinton Elementary showed substantial growth in early elementary DIBELS at multiple grade levels from 2008-09 to 2010-11. Clinton Elementary's scores grew from 59% to 84% benchmark in kindergarten, 21% to 63% in 2nd grade, and 33% to 54% in 3rd grade. Jackson Elem.'s scores rose from 39% to 62% in 1st grade and 24% to 43% in 3rd grade.

The cluster sites also demonstrated growth in upper elementary and secondary test scores. From 2009-10 to 2010-11, the portion of Jackson Elementary 3rd graders and Clinton Elem. 5th graders demonstrating proficiency on the iLEAP ELA assessment increased by 11 percentage points. EFMS 6th grade showed 15 points of gains in percent proficient on iLEAP ELA and 11 points of gains in percent of 8th graders proficient on LEAP ELA. East Feliciana High School's graduation rate grew 6 percentage points in from the 09-10 to 10-11 school years.

Due to the small, rural nature of our district, almost all students move between cluster schools. Most kindergarten students come from Quad Area Head Start or school-based Pre-K into cluster schools (all but 5 at Clinton and 4 at Jackson.). All students at EFMS come from Jackson or Clinton Elem., and all students at East Feliciana High (EFHS) come from EFMS.

2) In Year 2, we plan to add Clinton Elementary School and the Clinton Quad Area Head Start (QAHS) to our cluster. As seen in App. B, Table 4, adding these sites to our cluster will ensure virtually all students attending EFMS and EFHS come from cluster Pre-K and elementary schools. Given the small size of our parish, this project will impact the majority of elementary students and all middle and high school students. All staff from Clinton Elem. and Clinton Head Start will be invited to attend Year 1 SRCL-funded PD. Master teachers from Clinton Elementary will participate in the monthly PD for literacy integration specialists. Stakeholders from these sites (including parents, students, staff members, and administrators) have been and will continue to be involved in cluster-wide needs assessment and development of the project.

3) The East Feliciana Literacy Team used a variety of qualitative and quantitative measures to analyze cluster feeder system's literacy needs. Achievement data collected includes a twice-annual developmental literacy assessment in Head Start; the Developing Skills Checklist in Pre-K; DIBELS from K-3, STEEP from 4-12; LEAP ELA assessments in 4th and 8th grades; iLEAP ELA assessments in 3rd, 5th, 6th and 7th grades; and GEE and EOC tests in high school. Cluster elementary and secondary schools participate in the Teacher Advancement Program (TAP); quarterly teacher observations are entered and analyzed through the Comprehensive Online Data Entry (CODE) system. Other observational data includes twice-annual district Academic Review Team and Louisiana Needs Analysis (LANA) classroom observations. LANA was conducted at all cluster schools in Fall 2011. Survey data includes the Faculty Needs Assessment portion of LANA; student, parent, teacher and administrator surveys within the LANA; and the teacher-completed Literacy Capacity Survey. Further qualitative survey data of school literacy needs was gathered via interviews with strategic literacy stakeholders in higher education, government, business, health, and social services. As noted by the RAND Corporation (2006), the "presence of raw data does not ensure its use." As such, the Literacy Team utilized all these data sources to

create a chart highlighting systemic strengths and weaknesses as well as isolated strengths (at individual cluster sites) that can be leveraged to all schools in the cluster and isolated weaknesses that need to be areas of focus. Literacy capacity surveys and LANA revealed strengths in data-driven decision making and teacher collaboration, particularly at Jackson Elementary and EF Middle, the two cluster schools in their 2nd year of TAP. Based on the data, the literacy team prioritized full implementation of TAP as the most effective way to leverage these strengths to all schools in the cluster. Data from literacy capacity and as stakeholder surveys in LANA revealed a systemic weakness in purposefully leveraging parents and community members to improve students' literacy outcomes. The Literacy Team has focused on building community partnerships (App. E) to assist with PD for staff and provide resources and training for families and students, particularly those struggling with literacy and/or with special needs.

The Literacy Team will continue gathering data from formative and summative sources at the same interval in future to monitor the progress of our literacy plan, leveraging new strengths to tackle newly- or still-identified weaknesses. We will use the PDCA Cycle (Plan, Do, Check, Act) to continuously gather data, monitor our progress, and adjust our plan accordingly (Deming, 1986). Data will be analyzed to develop action plans within grade level and subject area cluster meetings, school level goals, and action plans. The Literacy Team will meet quarterly to analyze formative and summative student-level data and plan to best address current and future student needs. Stakeholders who participated in the Literacy Team needs assessment process through conference calls, interviews and in person meetings include school-level representatives (teachers, administrators, interventionists, master teachers, and paras), district staff (Literacy Coordinator, Special Education Director), and representatives from community partners (Teach for America, The Picard Center/CDL, Families Helping Families, The Region II Assistive Technology Center, Audubon Regional Library, and EarlySteps.)

4) East Feliciana’s literacy goals align with the needs identified in Louisiana’s goals as stated in Louisiana’s Education Reform Plan, as seen in Table 1 below.

Table 1: East Feliciana’s Literacy Goals

Goal	Current Rate	Target by 2017
A. Students enter kindergarten ready to learn	51.5%	65% of entering kindergartners will perform on benchmark on DIBELS
B. Students are reading on grade level by 3rd grade	51%	80% of 3rd graders will perform on or above grade level on iLEAP
C. Students enter 4th grade on time and on grade level in reading	90% (on time) 35% (on level)	85% of kindergartners will reach the 4th grade on time and on grade level in reading.
D. Students perform at or above grade level in ELA by 8th grade	59%	80% of 8th graders will perform on or above grade level on the ELA LEAP
E. Students graduate on time	70.3%	85% of students entering high school in 2012 will graduate in 2016
F. Students enroll in post-secondary education or graduated workforce-ready	56.8%	65% of high school graduates will enroll in postsecondary education*
G. Students successfully complete at least one year of post secondary education.	29.7%	60% of high school graduates who enroll in postsecondary education will complete at least 1 year of college successfully.
H. Reduction in suspension and alternative placement rate	5%	Reduction to 2% of students who receive a suspension or alternative placement
I. Reduction in truancy	.2%	Maintain truancy rate below 1%

*East Feliciana’s goals for percentage of students successfully completing at least one year of post secondary education are lower than those set in the state Education Reform plan. Since East Feliciana’s completion rate is lower than the state average, an increase of 30% is still ambitious but also realistic and attainable at a rate of 6% per year.

Further goals for improving literacy outcomes for all children in the EFP cluster feeder system are currently set using the TAP goal-setting model. Progress is monitored towards a yearly goal of 15% or more growth in the number of students scoring proficient on literacy assessments (TELD-3, LEAP/ iLEAP, and English II and III EOC). This method provides a way to set feasible and measureable goals for improving cluster student literacy outcomes. EFP will continue this goal setting method, revising as recommended by annual Data Summit meetings.

Goals for literacy outcomes will be based on Fall, Winter and Spring DIBELS and STEEP data collected by Literacy Integration Specialists (LISs) and Literacy Interventionists (LIs).

Standardized test data is analyzed through LEAP Web and Data Query. Truancy, suspension, and

alternative placement data is entered into our district MTS data system. School pupil progression committees collect retention and graduation data. The Louisiana First- Time Freshmen Report tabulates graduation with “workforce ready” skills. Data from benchmark tests developed from Louisiana EAGLE (to ensure validity and alignment to state assessments). DIBELS and STEEP progress monitoring ensures access for all by identifying students in need of more intervention with RTI and Universal Design for Learning strategies. Additional research-based assessments including the Susan Barton Dyslexia Screener and the Quick Phonics Screener will be administered as needed to struggling students to pinpoint their areas of need.

East Feliciana Parish partners with 3 newspapers and parish minister’s council (App E). These 4 community partners pledged to disseminate information about parish reading initiatives through publication in the newspaper, on websites and in local church newsletters. The district will publish the goals in Table 1 and regular progress reports on the Literacy section of the district website beginning in fall of 2012 with progress reports each fall until 2016.

5) Engagement of stakeholders to achieve goals for children birth to age 5 will begin through hiring an early childhood LIS. The LIS will coordinate efforts between Quad Area Head Start and the school-based Pre-K program (expanding to Clinton in Year 2), ensuring consistency in curriculum and instruction. The LIS will also work with the Family Outreach/SBLC coordinator ensuring families can take advantage of services from our community partners, like Families Helping Families and EarlySteps, serving parents and students with disabilities and infants and toddlers at risk of developmental delays (App. E). At all levels, the LIS and master teachers will collaborate to ensure standards-based curriculum is adopted, adapted and implemented towards academic goals A-F (section 7). Continued implementation of the TAP program (section 6) will ensure daily support for teachers, implementation of research-based strategies and alignment with LACLIP to improve literacy outcomes occurs in all classrooms. Teachers will bring data

from DIBELS and STEEP progress monitoring as well as benchmark tests to weekly TAP cluster meetings, analyze it with help from the Master Teacher/LISs, plan interventions, collaborate, adjust, differentiate, and improve instruction. Data from DIBELS and STEEP will inform RTI in the creation of reading pull-out groups to differentiate for students requiring extra support.

Teachers will communicate data at least monthly to parents about progress toward individual student goals set at the beginning of the year. Data from assessments including practice LEAP/iLEAP testing in the winter will inform the LC and Master Teacher/LISs about PD required to address gaps preventing attainment of goals. Ensuring feasibility and sustainability of E and F, teachers at all cluster sites will introduce students to opportunities available through completion of higher education with the assistance of community partners including the Minister's Council, 100 Black Men, and the Audubon Regional Library (App. E), career fairs, college fairs and field trips. The Educational Talent Search program at Southern Univ. will partner with the district to assist targeted low income/first generation students in completing high school and postsecondary education. Another higher ed. partner, Folkes Technical College, will continue to provide career readiness classes to students, and EFHS counselors will survey incoming freshmen about career plans, meet with advisees throughout high school to discuss class scheduling, scholarship opportunities and college application processes. Community volunteers will be recruited through newspaper and minister's council partnerships to serve as mentors for students applying to college. Goals H and I will be addressed by linking students with school based mental health-resources through Capital Area Human Services and holding parents accountable for truancy and proper discipline through the District Attorney's Early Intervention Program (Appendix E).

The research-based strategy used in all cluster School Improvement Plans (SIPs) for 2012-2013 is Response to Intervention. Our literacy goals align with the SIPs included in Appendix C. Cluster Elementary SIPs align with goals A-C by addressing school-wide RTI and DIBELS/

STEEP testing, progress monitoring, incorporating non-fiction writing strategies across the curriculum through TAP, utilizing a computer-based, individualized instruction program to provide extra practice to Tier 2 and 3 students, and continuing family outreach events such as Kindergarten Parent Club and Quarterly Family Nights. Increased parent involvement and PBS will address goals H and I to reduce truancy and suspension by motivating students to come to school and work hard. The middle and high schools will work towards goals G – I by continuing to implement the TAP instructional model of job-embedded pd and implementing non-fiction writing strategies and rubrics to score writing in all content areas. The schools will also host Open Houses, Parent Nights and a middle school LEAP reading night and Grandparents Day to encourage parental involvement and decrease suspensions, truancy and drop outs.

6) The schools in our cluster have implemented the Teacher Advancement Program (TAP) model as a crucial priority; our proposal will improve literacy through the TAP framework. TAP is a comprehensive school reform system that helps schools improve teaching and learning through four interrelated key elements: multiple career paths, ongoing applied professional growth, instructionally focused accountability, and performance-based compensation.

Multiple Career Paths: The TAP model allows teachers to serve in advanced capacities as master and mentor teachers, who receive higher compensation for the added responsibility of providing support to career teachers. Master teachers plan and deliver weekly job-embedded PD through cluster groups and also coach teachers, conduct observations, model lessons, and analyze data to identify student and teacher needs. Mentor teachers receive weekly time to collaborate with master teachers to plan PD, provide support to classroom teachers, and conduct observations. Master and mentor teachers work with administrators on the school's Leadership Team, which monitors school goals and conducts teacher evaluations. This element relates to the Leadership and Sustainability functions of LACLiP, including instructional leadership (i.e.

planning school goals, objectives, and actions according to student achievement results) and collaborative teams, where teachers regularly “focus on student learning through a continuous cycle of inquiry, planning, application, reflection, and improvement” (LACLiP, pg. 9).

Ongoing Applied Professional Growth: TAP teachers receive job-embedded development during the school day focused on student and teacher needs. Master and mentor teachers lead teacher cluster groups to examine student data, plan, and learn research based, field-tested instructional strategies to meet students’ needs. Master and mentor teachers provide weekly follow-up support in the classroom. TAP professional growth is aligned to the Professional Learning and Resources components of LACLiP; PD in TAP is “ongoing, job-embedded, and differentiated to meet the needs of individual schools and teachers,” and involves regular, structured collaboration (LACLiP, pg. 43).

Instructionally Focused Accountability: Teachers are observed four times per year by trained and certified evaluators (master and mentor teachers and administrators). Observations are scored using research-based rubrics that rate teacher effectiveness. Leadership teams monitor the reliability and consistency of scores, checking for inter-rater reliability and meaningful differentiation in teacher effectiveness. LACLiP encourages formal and informal observations to monitor and improve literacy instruction. TAP observations follow a scripted format that ensure that each teacher has an area of strength and area of growth to focus on; follow-up by master teachers is aligned to teachers’ identified needs.

Performance-Based Compensation: TAP teachers receive pay incentives based on student learning growth and instructional performance. Incentives are based 50% on teacher’s skills, knowledge, and responsibilities (measured by classroom observations and surveys) and 50% on classroom and school-wide growth, measured using measured student growth over the year.

Research has demonstrated that the TAP model helps schools reach student achievement

goals. An independent study of TAP schools in Louisiana from 2004-2009 found that TAP schools surpassed the academic growth of non-TAP schools statewide. In English Language Arts, the TAP schools reversed a gap of nearly 10 points below the state to 2 points above the state. The TAP schools overall served a higher-minority, higher-poverty population of students than the state average, just like our cluster schools (Kirby, 2009). Nationally, TAP has achieved consistent student academic achievement growth in high-need schools (Daley and Kim, 2010). Increased student learning requires consistent high quality instruction matched to student needs. TAP addresses our system's needs for recruiting, supporting, evaluating and compensating educators to ensure that students are receiving effective instruction.

7) Instructional and intervention materials are aligned to the Louisiana GLEs and target the three stages of literacy: emergent, elementary, and adolescent. Emergent literacy instruction at QAHS is aligned with state guidelines, including *Early Steps* for students with disabilities as well as the *Louisiana Standards for Programs Serving Four-Year Old Children*. Three- and four-year old students are instructed with the Creative Curriculum for Preschool, based on 38 objectives for development and learning and aligned with the *Head Start Child Development and Early Learning Framework* and Louisiana standards. This approach incorporates best practices like routines and play that support language, phonemic awareness, print concepts, and writing, embedding strategies that help teachers develop literacy and language skills of ELL and disabled children. Teachers also use *Reading Right From the Start* and *Building Your Baby's Brain* with parents to reinforce the school-home connection, develop positive relationships between children and their adult caregivers and encourage parents to support their child's literacy skills. DSC data and anecdotal evidence from teachers regarding current practices indicate that work needs to be done to ensure these are aligned with the new Common Core standards for K; additionally, curriculum for Pre-K needs to be standardized across the QAHS and school-based programs.

The Early Childhood LIS, QAHS lead teachers, supervisors, and district Pre-K and K teachers will form an Early Childhood Curriculum Team. This team will review curriculum materials in order to select a Common Core aligned program that will be consistent across all cluster Pre-K classrooms. Curricula will be evaluated based on review of Louisiana's Early Learning Guidelines and the Head Start Child Development and Early Learning Framework in order to select an evidence-based, standards aligned curriculum that is appropriate for children of all abilities, flexible, and relationship-focused. The team will review the scope and sequence of the selected curriculum and align it to the standards, creating a supplemental curriculum guideline to address noted gaps in alignment.

At the elementary level, the cluster feeder system currently uses the Harcourt StoryTown Core Reading Program, which addresses all aspects of elementary literacy, including phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Cluster schools also use StoryTown to develop Tier 2 and 3 interventions, including small-group pull-out instruction by reading interventionists focused on the areas of need identified by DIBELS progress monitoring, weekly focus skill assessments, and the Phonics Screener. Cluster Elementary schools use Write from the Beginning and Thinking Maps curriculum to teach writing structure across all grade levels and plan to focus TAP strategies and goals on non-fiction writing across all areas of the curriculum in the 2012-2013 school year.

Adolescent Literacy instruction utilizes the Shurley English program and the Louisiana Comprehensive Curriculum to teach GLEs in both ELA and Reading like identification of story elements, summarizing, and main idea. EFMS uses Collaborative Strategic Reading (CSR) to improve comprehension and literacy in all content areas, as introduced and monitored in weekly cluster meetings. Non- proficient students are targeted through several technology-based interventions. EFMS uses Reading Mate, an online, individualized intervention program, for Tier

II and III intervention. EFHS uses Read 180 for Tier II students and Read Naturally for Tier III.

Our district has learned several lessons from the implementation of our current materials, as evidenced by our needs assessment: 1. One, consistent, research supported, common core aligned, ELA curriculum and RTI program is needed at each level. 2. PD is needed for teachers at every level, including training on new curriculum, and how to implement LCC literacy content strategies in all subjects. Literacy strategies should be a focus in all TAP cluster groups. 3. Consistent rubrics with a common language for teachers and students are needed to assess writing in all subject areas and grades. 4. Training in how to plan writing activities and assess these with rubrics is needed for all teachers. 5. Additional training on UDL for all teachers to ensure access to literacy for all children. To address these needs, a new, Common Core aligned ELA curriculum will be chosen next year and prepared for full implementation in the 2013-2014 year by a team including ELA and content-area teachers from all grade levels, Elementary, Middle and High School Master Teacher/ LIS's, Librarians, District Curriculum Supervisor, and Special Education staff. Over the summer of 2012, the 2012-2013 school year and summer of 2013, this team will review research and state-approved curricula and materials. The team will develop supplemental materials and writing rubrics as needed. Teachers will attend PD in 2012-2014 through presentations on best practices by community partners like the Picard Center, job-embedded PD provided by the Master Teacher/ LISs, and via webinar and online modules.

8) Text-rich environments are provided in numerous ways: all Pre-K and elementary classrooms have leveled libraries, all teachers utilize word walls and informational texts to integrate literacy into their subject area. The middle school began implementing Collaborative Strategic Reading (CSR) in all classrooms in order to improve reading outcomes across all content areas, and the high school has implemented vocabulary strategies in all content area cluster groups. To continue building text-rich environments, all cluster schools plan to focus on

non-fiction writing next year as a TAP cluster goal; grant funds will be used to purchase writing texts and online interactive writing subscriptions for students and leveled classroom libraries for content area teachers in all grade levels, focusing on nonfiction texts. Comprehension Toolkits will also be purchased for teachers to use in all content areas in grades PK-7. These contain leveled, high interest articles on various topics and will be used for independent reading and to enhance math, science and social studies lessons. Appropriate use of technology will enhance literacy instruction. A district subscription to Discovery Education online will provide access to literacy across the curriculum. The website has videos, and articles about topics in all content areas, including picture prompts for writing and speaking assignments. Technology will be used to address UDL providing access for all students via tablet PC technology and Kurzweil 3000.

Site-based libraries also offer students opportunities to interact with a variety of texts. At the emergent level, students experience a print-rich environment through partnership with the Audubon Regional Library's Bookmobile. Expanding community access to this resource is a priority of our project. The district will partner with Audubon Library to expand bookmobile service to communities where children in the cluster feeder system live and provide books for parents of children birth to age 3 to check out. The Bookmobile will also make site visits to elementary and middle schools (Appendix E). Elementary and Middle School students visit the library weekly to access and check out texts and receive standards-aligned instruction on using information resources. Based on our Literacy Capacity Surveys, library access at the high school is a pressing need in our cluster feeder system and will be addressed through providing high school librarians with PD, creative scheduling, and collaborative planning with classroom teachers. All librarians will also meet quarterly with the LC to share best practices, and LIS's at all levels will serve to link librarians and classroom teachers.

None of our district school libraries currently meet the basic standards set forth in the

“Guidelines For Library Media Programs In Louisiana Schools,” that school libraries have at least 10 relevant books per student, that reference materials be up to date, and that 2 - 3% of the library collection be updated with new books each year. Grant funds would purchase new reference materials, additional high-interest, low-level texts to increase access for struggling readers, and computers for online research, publishing non-fiction writing drafts, and AR tests.

9) All schools will continue to incorporate Universal Design for Learning principles to maximize student achievement, including those with learning challenges. Schools implement strategies and Assistive Technologies to allow access for all students, including: the Picture Exchange Communication System (PECS), single-button communication devices for early communicators, and hi-tech devices for more advanced communicators. Elementary and adolescent classrooms use Promethean ActivBoards and Smart Boards to access visual software and multimedia texts. In addition, EFP implements the Tar Heel reader, Kurzweil 3000 Reading Machines, AIM/Bookshare for students at all levels of literacy. Kurzweil is accessible on most computers in the parish, while Bookshare has an active list of students with print disorders.

In the future, EF will develop a more coherent approach to AT by creating a part-time position for an Assistive Technology Coordinator through IDEA, to oversee Assistive Technology within each school. All teachers will receive the training and technology necessary to use Kurzweil with struggling readers. Use of the Access Guide has been regularly encouraged by the parish, but its implementation has been teacher-specific up to this point. In the future, Access Guide use will be mandated among all teachers, with the AT Coordinator providing PD as needed. The AT Coordinator will provide training on Kurzweil to all teachers in the cluster.

EF will continue to partner with the Region II Assistive Technology Center to provide PD to teachers regarding the use of Accessible Instructional Materials (AIM) and assistive technology for specific student needs (Appendix E). Members of EFPSB faculty regularly attend

Region II AT meetings to learn about approaches to Assistive Technology to best serve students. EF will also continue several partnerships with organizations for disabled children: EarlySteps, to provide services to children aged birth to three, and Families Helping Families of Greater Baton Rouge to provide training to families of students with disabilities (App E).

10) Emergent Literacy is assessed using the Developmental Skills Checklist (DSC) in school-based Pre-K, and Creative Curriculum benchmark assessments in QAHS. Teachers in both Pre-K programs use portfolio and performance assessments to track individual students' literacy development. As part of this grant, all Pre-K sites will begin using the Test of Early Language Development-3 (TELD-3) to assess literacy skills in the three- and four-year old population. At the elementary and adolescent levels, universal benchmark assessments from the core reading series are given in the fall, winter, and spring; these tests are tracked for student mastery of each GLE. Grades K-3 are assessed with DIBELS and grades 4-12 are assessed with STEEP three times yearly. Teachers will also continue developing and administering valid, reliable unit assessments of student mastery with LA EAGLE. Writing is assessed using the LEAP and iLEAP rubrics and constructed response scoring guides. Cluster schools will implement standard scoring rubrics for writing in all content areas in the coming year.

All schools in the cluster system use STEEP and DIBELS data, core benchmark tests, and curriculum-based Pre-K assessments, to inform instruction and intervention. Benchmark tests are administered school-wide three times per year to assess progress; after test administration, student scores are analyzed within TAP cluster meetings to determine intervention needs and strategies. Progress monitoring data will be examined bi-weekly in meetings with the LIS.

Assessment data reports are tracked in an online database, with reports sent home to parents per parent request. Beginning with Fall 2012 testing, student assessment reports will be sent home with student report cards in order to keep parents abreast of their child's progress in

reading. Reports will include a user-friendly explanation of what the data means in terms of the child's achievement. In addition, school-wide reports will be shared with stakeholders every nine weeks via the school and district websites. Newspapers will report district progress on literacy goals. New assessments will be implemented as determined by a school needs analysis. Literacy Coordinator will meet with LIS's to determine the best fit into the current assessment schedule. Assessments demonstrating reliability, validity, and relevance are deemed effective. Reading interventionists responsible for administering assessments are trained as necessary. District- and school trainings are available for teachers administering assessments as budgeted in this grant.

EFP uses the following tiered English Language Arts instructional schedule:

	Tier I (core)	Tier II (strategic)	Tier III (intensive)
Grades K-3	240 minutes	30 minutes	30 minutes
Grades 4-5	180 minutes	30 minutes	30 minutes
Grades 6-8	150 minutes	30 minutes	30 minutes
Grades 10-12	105 minutes	30 minutes	30 minutes

Reading interventionists at all elementary and secondary schools in the cluster provide daily 30 minute Tier II RTI interventions to all students identified on DIBELS and STEEP at or below the strategic performance level. Students performing at the intensive level receive an additional daily 30-minute Tier III intervention. A reading interventionist will be hired for the QAHS so that Tier II and III interventions can be conducted following the same schedule. We plan to increase Tier II interventions to 60 minutes per day next year: 30 minutes of small-group intervention and 30 minutes of individual, computer-based intervention.

Technology will be used for assessment and data management in several ways.

Principals and LISs will use tablet PC technology to input STEEP and instructional walkthrough data. Data from DIBELS, STEEP, and CODE will be inputted into online systems, allowing immediate analysis of results. Teachers use IEP-mandated technology to administer assignments

and tests to special needs students. Our project aims to expand individualized technology-based instruction so students can progress at their own rates using SuccessMaker and Read Naturally software; we will provide training, hardware and software to teachers and interventionists.

11) In surveying teachers, students and parents in transitional grades Pre-K and K, 5-6, and 8-9, several concerns were repeated by all stakeholders. Parents of Pre-K and K students expressed concern that their children would be frightened by school or would not socialize well. Teachers stated that they lacked data about the foundational skills of incoming students. To address parent concerns, Elementary teachers established a Kindergarten Parent Club in 2010, where teachers and parents meet monthly to teach parents how to reinforce literacy at home and communicate what is going on at school; we plan to expand this Parent Club to Pre-K next year. We plan to pay stipends to Pre-K and K teachers to meet with incoming students and parents over the summer at the school to show students their classrooms, read a story and complete necessary testing, and for teachers to make home visits to students and parents unable to attend.

At both Cluster Feeder Elementary schools, 4th and 5th grade teachers have chosen to departmentalize after 6th graders complained about feeling overwhelmed by switching classes. 6th grade teachers report wanting students to learn better organizational skills and empower them to track their own assignments. At the high school level, entering middle school students are overwhelmed by the number of classes and diploma decisions, the process of scheduling classes, and the exams necessary to graduate and attend college. To address student concerns, we will transport 5th grade students from both cluster feeder elementary schools to the middle school to observe 6th grade classes and meet with teachers and administrators. We will similarly transport 8th grade students to the 9th Grade Academy to observe classes and hear presentations about high school life from current 9th graders, teachers, administrators and guidance counselors. 5th and 8th grade students will also be assigned a summer reading project to be turned in at the

beginning of the next school year. Grant funds will pay stipends to 5th, 6th, 8th and 9th grade teachers to meet over the summer and to hire substitutes during the year so these teachers could visit each others' classrooms, answer guided questions about good practices and challenges at each level and streamline transition practices. Additionally, 6th and 9th grade teachers will visit homes of targeted students identified by the prior year's teachers as academically at risk for in the upcoming grade. Newsletters will be sent to the parents of students in each rising grade over the summer to inform them about school policies and upcoming orientation sessions.

12) EFP has partnered with both QAHS's in the parish, located in Jackson, Clinton, LA. EF is also partnered with Early Steps. Other partnerships include Families Helping Families, who will provide instruction to parents of children birth to age 3; a LIS who will be housed at a school site and provide additional service to parents of infants; and the Picard Center and CDL, who will provide PD in identified areas of need to those working with young children indicated above. Parents will also continue to be involved through PTO's. Partnerships are outlined in Appendix E. EF will continue to utilize the services of all professional service providers. Speech-Language Pathologists work in partnership with reading teachers in order to advance language goals within the context of literacy. Social Workers currently provide services at each school in order to assist with both the counseling needs of students and necessary services for families. Special Education staff will continue to provide educational services to our students with learning delays. Early Childhood specialists contract with Early Steps to provide specialized Early Childhood services and training to families in the area. School Psychologists currently work in all schools in EF.

District-level staff involved in the implementation of literacy initiatives include the Literacy Coordinator (LC), the Director of Special Education, and the Superintendent. The LC will oversee implementation of the grant, including ensuring communication between schools and service providers. The Director of Special Education will continue to ensure timely evaluation of

children exhibiting possible language or learning delays. The Superintendent will oversee district cohesion and implementation of literacy with the LC. School staff and literacy interventionists will continue to partner across schools. Staff will attend monthly meetings under the direction of the LC to ensure a cohesive approach to literacy across schools in the parish. All educators in each school are committed to improving literacy across the parish. Please refer to Appendix D.

EF's vision for preschool services hinges around the importance of effective preschool instruction as the foundation for future success. To that end, recognized needs include improved coordination of preschool services with EF schools to ensure more effective school transitions, as well as improved communication among service providers and stakeholders. Channels of ongoing communication include 3 local newspapers to distribute information on literacy and progress towards goals. Additional partner organizations include Wilson Community Youth Organization, Alpha Mu sorority, 100 Black Men of EF, and the EF Ministers' Conference, in Appendix E. Strategies to develop a common language will occur at three levels: district level staff, school administrators, and teachers and direct service providers. A more solidified literacy team, headed by the Literacy Coordinator, that includes representatives from each level, will attend regular meetings to discuss literacy needs at each level of education.

13) The Literacy Team evaluated both the demonstrated record of effectiveness and district needs as established through needs assessment process. East Feliciana Parish plans to partner with two established Louisiana nonprofit organizations, the Picard Center for Child Development and Lifelong Learning (Picard Center) and the Center for Development and Learning (CDL) to provide ongoing professional development at each school. This partnership is contingent on the Picard Center/CDL receiving endorsement from the Louisiana Department of Education as an approved professional development provider; the Picard Center/CDL is in the process of applying for this endorsement. Our district is developing a program to provide training and

education to families of children from birth to age 3 through a family outreach coordinator. We are also focusing on providing rigorous and consistent literacy instruction across all preschool programs in our cluster, as our needs assessment showed that the preschool literacy curriculum and instruction varied widely between Head Start and school-based Pre-K programs. Therefore, our greatest need is training for teachers and the family outreach coordinator. The instructors from the Picard Center/CDL will meet our needs by facilitating sustained and intensive professional learning modules on knowledge, skills, strategies and tactics to meet disadvantaged children's specific literacy needs.

The Picard Center/CDL has a strong record of effectiveness in providing professional development in early literacy and improving the early literacy development of children. The Picard Center completed the Beginning with Babies pilot in September of 2011 with the Department of Children and Family Services. In Beginning with Babies, 360 participants from 90 childcare centers throughout the state received professional development, including *Right from Birth*, which was facilitated by CDL professionals, and customized technical assistance throughout the yearlong pilot. Initial results of Beginning with Babies pilot indicate a 50% to 60% growth of participants who received customized technical assistance and professional development. Each participant had a pre- and post- *Four Diamond Infant/Toddler Observation Checklist* completed to track growth.

East Feliciana Parish also plans to partner with EarlySteps, Louisiana's early intervention program, to provide services to families and children from birth to age three who have a medical condition likely to result in a developmental delay, or who have developmental delays. EarlySteps services are designed to improve the family's capacity to enhance their child's development. These services will be provided in the child's natural environment, such as the child's home or child care provider's location. Our cluster schools have a high number of

students with identified disabilities, and our district has a clear need for early intervention in order to improve the outcomes of our students most at risk for delays in literacy development.

Our district plans to strengthen our partnership with EarlySteps through providing increased outreach through our schools and other community partners to build awareness of the available services for infants and toddlers.

EarlySteps has a demonstrated record of effectiveness in improving the early literacy development of children from birth to age three. The agency's Annual Performance Report from fiscal year 2009 (the most current data available) tracked children's acquisition and use of knowledge and skills (including early language/communication and early literacy), finding that 33.9% of the children who entered or exited the program below age expectations substantially increased their rate of growth and 39.3% of the children were functioning within age expectations by the time they turned three or exited the program.

14) As a community, we have designed the SRCL project to be a truly unique, comprehensive, and visionary plan that effectively leverages and coordinates literacy resources and recognizes the special roles that all stakeholders play in literacy development.

Parents are the first set of stakeholders in this project. Parents have been involved in the design of this project through their participation in the LANA surveys and interviews conducted with the Parent Teacher Organization at each school. As noted in Appendix E, our PTOs have agreed to serve as a conduit of literacy conversation between the schools and the greater parent community. Furthermore, we will leverage members of the PTO for supplemental volunteering and fundraising to further develop our literacy efforts.

Administrators at each school have engaged teachers in this project through faculty meetings that have served as an opportunity for teachers to provide their perspective and learn their responsibilities as they relate to this grant. Additionally, the team of individuals developing

this plan (including teachers, interventionists, master teachers, speech pathologists, and administrators) indicates our commitment to distributed, grassroots leadership.

Early childhood education partners in this grant include Quad Area Head Start, who provides direct instruction to three and four year old students; Early Steps and Families Helping Families, who will provide direct instruction to parents of children birth to age 3; a literacy integration specialist who will be housed at a school site and provide additional service to parents of infants; and the Picard Center and CDL, who will provide professional development in identified areas of need to those working with young children indicated above. The commitments of Early Steps, Families Helping Families, the Picard Center, and CDL are further outlined in Appendix E.

We interviewed and partnered with several professional organizations working with our most at-risk students. These partners include District Attorney Sam D'Aquila, who oversees the DA's Early Intervention Program; the Region II Assistive Technology Center, who will provide professional development of a full UDL implementation model in our schools; Capital Area Human Services District, who will provide tools to improve literacy in students with mental and behavioral problems.; and RKM, who will allow us to effectively reach mothers and infants.

Our higher education partners include both those who work directly with our high school students while they are in high school and after graduation and those who ensure we have a pipeline of highly qualified, effectively trained educators in the classroom. Capital Area Technical College – Folkes Campus works directly with our students to provide engaging, vocationally related literacy training. Their partnership ensures that our literacy efforts with students will truly develop a core of citizens who can positively affect the local economy. LA Gear Up, through Louisiana Tech, will work directly with high school students in the same fashion as Folkes and also provide professional development in areas of need to teachers. Talent Search will ensure that our students from disadvantaged backgrounds who have an opportunity

to succeed in higher education are pinpointed and provided with the streamlined resources necessary to be successful. Teach for America – South Louisiana and The New Teacher Project will provide a pipeline of teacher talent, develop those new teachers professionally, and partner with us to provide professional development in areas of need for other new and veteran teachers not directly enrolled in their programming. We have also interviewed Rick Ward and Kenny Havard, our state senator and representative, as they will also be key in attracting and retaining quality educators through their legislative work.

The first community partners we interviewed are those who can ensure the logistics of community-based literacy development are effectively streamlined. Those include the mayor of each community served by the cluster feeder system, and members of our parish government.

These partners will ensure that our LIS's can spend their time developing literacy instead of jumping through hoops to hold an event in a particular location. Our next set of community partners, our three local newspapers, will communicate literacy efforts and goals and ensure that all stakeholders remain aware of our progress towards our vision. After this, we interviewed those community organizations that we can leverage for volunteer power and facilities usage.

These organizations include the Wilson Community Youth Organization, Alpha Mu sorority, 100 Black Men of East Feliciana, and the East Feliciana Ministers' Conference. These organizations will also be key in our efforts at community outreach. Finally, we will partner with the Audubon Regional Library to ensure that the library's literacy efforts are developmentally appropriate, focus on literacy across the curriculum, and meet students' needs.

15) Administrators, LISs, master teachers, classroom teachers, special education teachers, speech-language pathologists, paraprofessionals, and Head Start teachers will attend state-sponsored literacy trainings, including Data Summits, Leadership Summits, and LETRS or LETRS for Early Childhood training as the foundation for implementing our SRCL program. As

aligned with LACLIP professional development action steps, all educators in the cluster system will receive job-embedded professional development through protected, weekly 60-75 minute TAP cluster meetings; the TAP focus for all schools in the cluster will be on literacy for the duration of the grant, specifically on nonfiction writing and reading comprehension. The site-based LISs will plan additional weekly literacy meetings for teachers in their cluster groups, providing targeted professional development and analyzing student data on alternate weeks.

Quad Area Head Start will also work with the Early LIS to develop and implement a TAP-like model of job-embedded professional development at each site. CODE and LANA observation and survey data will help us determine areas of need shared by many educators. For example, CODE data reveals the lowest average scores on the TAP observation rubric across the district are in the area of grouping, and LANA observations noted that direct instruction was the most commonly seen instructional strategy. Therefore, the literacy team noted that additional professional development is needed to help teachers group students effectively. Additionally, CODE data tracks teachers' individual areas of need (refinement areas) so that all master and mentor teachers and administrators can provide targeted professional development. Schools will use the TAP Training Portal for individualized, online pd based on refinement areas.

As the district teams adopt new Common Core-aligned curriculum, appropriate professional development will be provided to teachers in all content areas. Vertical teams of teachers will use technology to collaborate between schools through utilizing forums and digital dropboxes on Moodle, the district's online course management system. Master teachers and LISs will also use Skype to videoconference between schools and allow teachers to remotely view model lessons being taught at other schools (and to encourage student collaboration between schools). To further promote meaningful student engagement, district master and mentor teachers trained in Kagan grouping strategies will redeliver the training during weekly literacy meetings.

Additional professional development at each school will be provided by the Picard Center/CDL based on our district needs assessment (Appendix E). Progress will be regularly monitored and professional learning adjusted appropriately. Professional learning will make use of varied formats, including interactive whole group and small group knowledge-building sessions, study groups, walkthroughs, coaching and modeling in the classroom; customized to meet the needs of all stakeholders. CDL/Picard Center professionals will use blended professional learning combining online and face-to-face support. Technology will be used for networking, e-mentoring and selected self-directed online learning. The Region II Assistive Technology Center will provide training for all regular and special ed. teachers in principles of UDL, including the use of Kurzweil and Accessible Instructional Materials (section 9).

16) Current teacher and leader retention rates in East Feliciana Parish cluster schools

	QAHS	JES	CES	EFMS	EFHS
Teacher Retention 10-11	100%	100%	82%	68%	69%
Teacher Retention 11-12	100%	78%	82%	75%	75%
Leader Retention 10-11	100%	100%	0%*	100%	0%*
Leader Retention 11-12	100%	50%	100%	0%	67%

We anticipate that teacher and leader retention rates will increase in upcoming years with our cluster-wide implementation of the TAP program and its incentives to retain effective teachers.

All prospective teachers will be interviewed by a selection committee including the school administrator, master teacher/LIS, literacy coordinator, and the personnel director. Applicants will be required to submit a lesson plan, unit plan, and assessment along with a videotape of their instruction and answers to written questions regarding student engagement, data tracking, and instructional practices in their classrooms. They will also need to submit data proving substantial growth in student achievement in their classroom. Competency-based interview questions will be used to assess applicants' skills, and applicants will be scored by the team on district-created rubrics. Prospective leaders will go through a similar process, completing an application that

includes a record of effectiveness from their past positions and written statements on their vision and priorities for the school. Leaders will be interviewed and scored on a rubric by a team of stakeholders including staff, parents, and community members.

Evaluations of teachers and leaders will be substantially based on student growth in accordance with Act 54; district evaluation tools will be redesigned to include value-added quantitative data about student growth. Teachers in non-tested grades and subjects will set administrator-approved performance goals and targets to track their value-added student growth. As part of the TAP model, observations will be conducted and scored on the three TAP rubrics: Instruction, Designing and Planning Instruction, and The Learning Environment.

East Feliciana Parish plans to continue our partnership with Teach For America (TFA) and The New Teacher Project Academy (TNTP) to recruit and support highly qualified teachers (Appendix E). TNTP is consistently ranked as one of Louisiana's most effective teacher preparation programs; TNTP was the only teacher preparation provider in the state to earn the highest possible rating for training English Language Arts teachers (Gansle et al, 2010). TNTP will provide alternative certification training for new teachers hired through TFA (who are highly qualified but only certified under a practitioner license). The personnel director will also continue attending job fairs at Southern University and Louisiana State University to recruit students and advertise for teachers on both campuses.

The TAP program serves as an informal pipeline to fill critical roles in cluster schools. Promising teachers are encouraged to apply for mentor teacher positions, and successful mentor teachers can be promoted to master teacher positions. TAP Executive Master Teachers from the Louisiana Department of Education also assist the district in recommending TAP-trained master teachers and administrators for any open positions.

School principals are involved in all staff interviews, and principals must approve hiring

of new staff members. Principals are encouraged to conduct their own recruitment efforts and involve their school's leadership team in selecting staff members. According to district policy, the principal of the school as well as the teacher in question must mutually consent to transfers between schools, regardless of a teacher's seniority.

Effective teachers and leaders receive several financial incentives through the TAP program. In addition to their regular salary, TAP Master Teachers receive an additional \$5,000 stipend annually, and TAP Mentor Teachers receive an additional \$2,000 stipend annually. Financial rewards will be provided to teachers following TAP guidelines for value-added calculations and evaluations. The pool of money for financial rewards will be based on \$2,000 per certified teacher, although teachers will receive more or less depending on their demonstrated effectiveness in the classroom (teaching performance and student growth scores).

CODE data from TAP observations will be continuously analyzed to provide support to teachers. Master teachers will work with LISs to provide follow-up support for teachers' refinement areas through model lessons, team teaching, collaborative lesson planning, or other strategies deemed effective. The TAP training portal also offers individual professional development videos and exercises for teachers in their specific refinement areas. Teachers who fall below the minimal evaluation score for their role (2.5 for career, 3.5 for mentor, or 4.0 for master teachers) will receive additional targeted support from administrators, master teachers, and LISs. School leaders will be supported through visits from LDOE and district personnel, who will use the results of the Innovation Configuration (IC) ratings reported by administrators and LISs to identify areas of weakness or need for support.

17) We will evaluate student outcomes in Pre-K three times yearly by administering the TELD-3 and tracking the percentage of students scoring above the mean each time. The increase in percentage of students scoring proficient on the spring ELA iLEAP, LEAP, and English II and

III End-Of-Course tests will be used to evaluate student outcomes in elementary, middle, and high school. Student outcomes will also be tracked through analyzing the bi-weekly DIBELS and STEEP progress monitoring data and the percentage of students scoring benchmark on the fall, winter, and spring tests. The district Academic Review Team will conduct twice yearly classroom observations. Teachers at all sites will complete the Literacy Capacity Survey and the Petite LANA at the end of each year to provide qualitative data about implementation success. All data collected will adhere to the Family Educations Rights and Privacy Act.

TAP Master Teachers and Literacy Interventionists will be in charge of collecting and organizing the data. Evaluation data will be analyzed at the TAP level, at both TAP Leadership Team meetings and TAP Cluster meetings, and at the Literacy Team level, by the Literacy Coordinator and Literacy Interventionist to improve project implimentation. Information on project outcomes will be disseminated in school newsletters and community newspapers.

18) Grant implementation will be organized according to a strict timeline: by August of Grant Year 1, a Literacy Coordinator will be appointed and a literacy team created, with initial trainings and meetings beginning at that time and continuing weekly. By early September, all students in the parish will be assessed and their data plotted. By late September, our first family outreach meetings and Literacy Nights will begin. Community meetings with the Literacy Team will begin mid-October, with corresponding dissemination of information in school newsletters and local newspapers. In December and May of Grant Year 1, the second and third assessments will be administered respectively, with meetings and outreach continuing weekly and monthly accordingly. The Literacy Coordinator will be responsible for managing daily grant operations. The LC will visit each site weekly to conduct walkthrough observations and meet with the LIS to examine student and teacher data. The LISs will be responsible for planning and maintaining intervention schedules at the school sites. The district financial liaison will monitor expenditures

monthly and meet with the LC quarterly in order to ensure spending is within approved limits.

TAP activities will be coordinated with SRCL activities through inviting TAP Master Teachers to attend all literacy professional development as well as the monthly district training for LISs conducted by the LC. LISs will participate in TAP core and assessor training and be members of the school TAP leadership team. LISs will meet weekly with master teachers and school administrators to develop the school long range plan and continuously analyze student data and school goals.

The Literacy Supervisor, Sharon Jones, has wide literacy work, training, and certification. Dr. Knight Roddy, finance manager, has extensive experience managing grants and budgets. Dr. Michaela Wells has a broad knowledge of and commitment to serving students with disabilities. Monica Griffin, director of Quad Area Head Start, has substantial background in the area of Early Childhood. The school principals have participated in numerous literacy trainings as well as TAP training and have redelivered literacy instruction to teachers, as indicated in Appendix F.

19) Grant funds will be used to pay partial salaries for critical grant personnel, including interventionists, LISs, and a master teacher at each site. Travel, stipends, and substitutes for necessary literacy professional development will additionally be funded. Grant funds will purchase technology for inputting and analyzing data along with computers and software for providing literacy interventions. To promote text-rich classroom and library environments and literacy across the curriculum as per LACLIP's Standards Based Curriculum element, funds will purchase classroom libraries and high-interest nonfiction texts for school libraries along with databases and subscriptions to help integrate literacy into the content areas. Curriculum to be purchased includes nonfiction Comprehension Toolkits and a cluster-wide writing curriculum.

Multiple funding sources will be leveraged to maximize the impact of this grant in EFP. Title I funds will purchase supplemental DIBELS and complete STEEP testing materials, other

materials and supplies for classroom instruction and tiered interventions. Title II funds pay part of certified reading interventionists' salaries. District General Funds will pay for the adoption of a Common Core aligned ELA program and will assist with salaries and benefits for the literacy intervention specialists and paraprofessional interventionists. 1003(g) SIG funds will continue to be used to fund teacher professional development and for an additional Master Teacher's salary at each school. Further shifting the funding of an LIS into this grant will allow us to fund an elementary parent outreach coordinator with general funds. We anticipate that we will be able to make this more sustainable by training parents to participate in this work on a volunteer basis.

To ensure appropriate allocation of funds (15% to serve students birth - age 5, 40 % for students K-5, and 40% for students in grades 6-12, with an equitable distribution between middle and high schools), the Literacy Coordinator will administer and monitor approved budgets for each site. The Literacy Coordinator and district financial liaison will hold monthly budget meetings to review expenditures and ensure that spending is staying within approved ranges.

The Literacy Coordinator and Superintendent will need to approve any proposed expenditures.

20) A literacy budget team will be established consisting of representatives from each school (administrators, LISs, teachers, and interventionists) as well as representatives from our community partners and other stakeholders. The budget team will meet at least twice yearly to review the budget and sustainability plan. Financial decisions will be made by the budget team through identifying critical areas for future reduction, monitoring expenditures on salaries and benefits for all personnel funded through the grant, and providing quarterly reports to school level staff regarding their current and projected expenditures on personnel.

Funds will be leveraged in increasing amounts from numerous sources. Educational Excellence Fund (EEF) money will be used to assist with TAP stipends and performance pay. TAP grants from the LDOE will also assist with TAP stipends and training. The cluster sites are

committed to using the majority of their Title I budgets to sustain the SRCL grant, including funding for professional development and partial salaries and benefits for LISs and LIs. General Fund money will support partial salaries and benefits for Master Teachers. IDEA funds will assist with purchasing assistive technology and funding an assistive technology coordinator.

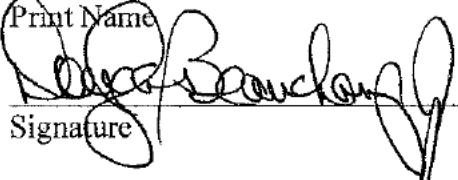
The Central Office staff involved in the financial aspects of the grant includes the Finance Manager and the Literacy Coordinator. The Finance Manager will be responsible for monitoring and adhering to budget regulations, with the Literacy Coordinator in charge of purchasing all district-wide curricula, programs, etc. School level staff will be responsible for monitoring expenditures on site-specific purchases (technology, books, etc.). These expenses will be communicated to the budget team to ensure that the funds are being appropriately leveraged.

District and school/site leadership will identify what is to be sustained using data sources to determine efficacy of literacy outcomes, i.e. assessment data and teacher surveys, what resources are needed using School Improvement Plans and Administrator/LIS surveys, and how to access resources using budget guidelines. EFP has a range of partnerships that will produce in-kind contributions, including Audubon Regional Library through the purchase of LYRC and other books through their grant applications, Wilson Community Youth Organization in the use of facilities for programs, the Minister's Conference in facilities and volunteers, and the District Attorney's Office. We also anticipate we will be able to leverage the contributions of parents who receive training through our literacy integration specialists.

Sustainability efforts will be communicated to all stakeholders via news releases on the district's website and regular email newsletters to all partners. Relevant information will be published in the three local newspapers as per our partnership agreements. We anticipate that this transparency in fund usage will allow us to better reach out to civic leaders who may be able to sustain the efforts of the grant through private funding.

Appendix A

LEA “Cluster” Feeder System Schools and Partners

LEA Name:	Cluster School Names	
<p><u>East Feliciana Parish School Board</u></p> <p>REC'D FEB - 1 2012</p> <p>Superintendent:</p> <p><u>Douglas Beauchamp, Jr.</u></p> <p>Print Name </p> <p>Signature</p> <p>Office Phone <u>225.683.8277 x212</u></p> <p>Other Phone <u>225.719.1071</u></p> <p>E-mail <u>superintendent@efpsb.k12.la.us</u></p> <p>LEA SRCL Contact Person:</p> <p>Name <u>Sharon Jones</u></p> <p>Position <u>Literacy Coordinator</u></p> <p>Phone <u>225.683.8277 x215</u></p> <p>E-mail <u>sjones@efpsb.k12.la.us</u></p> <p>LEA Physical Address:</p> <p><u>East Feliciana Parish School Board</u> <u>12732 Silliman St.</u> <u>Clinton, LA</u></p> <p>LEA Mailing Address:</p> <p><u>East Feliciana Parish School Board</u> <u>P.O. Box 397</u> <u>Clinton, LA 70722</u></p> <p>Congressional District:</p> <p><u>District 6</u></p>	<p>Non-Profit Early Childhood Education Provider (providing direct services to children):</p> <p>1. <u>Quad Area Head Start</u></p> <p>Age Span <u>3-4</u></p> <p>Number of Four-Year-Olds <u>49</u></p> <p>Number of Three-Year-Olds <u>48</u></p> <p>Number of Children Ages 0-2 <u>0</u></p> <p>Director <u>Monica Griffin</u></p> <p>Phone <u>225.634.2813</u></p> <p>Email <u>quadchs@yahoo.com</u></p> <p>Physical Address:</p> <p><u>3531 Cottage St.</u> <u>Jackson, LA 70748</u></p> <p>Mailing Address:</p> <p><u>P.O. Box 658</u> <u>Jackson, LA 70748</u></p> <p>2. _____</p> <p>Age Span _____</p> <p>Number of Four-Year-Olds _____</p> <p>Number of Three-Year-Olds _____</p> <p>Number of Children Ages 0-2 _____</p> <p>Director _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: _____</p> <p>Mailing Address: _____</p> <p>3. _____</p> <p>Age Span _____</p> <p>Number of Four-Year-Olds _____</p> <p>Number of Three-Year-Olds _____</p> <p>Number of Children Ages 0-2 _____</p> <p>Director _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: _____</p> <p>Mailing Address: _____</p>	<p><u>Elementary Jackson Elementary School</u></p> <p>Principal <u>Megan Phillips</u></p> <p>Grades <u>Pre-K to 5th</u> # of Students <u>328</u></p> <p>Phone <u>225.634.5933</u></p> <p>Email <u>mphillips@efpsb.k12.la.us</u></p> <p>Physical Address:</p> <p><u>3505 Highway 10</u> <u>Jackson, LA 70748</u></p> <p>Mailing Address:</p> <p><u>3505 Highway 10</u> <u>Jackson, LA 70748</u></p> <p><u>Elementary</u></p> <p>Principal _____</p> <p>Grades _____ # of Students _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: _____</p> <p>Mailing Address: _____</p> <p><u>Middle East Feliciana Middle School</u></p> <p>Principal <u>Keisha Netterville</u></p> <p>Grades <u>6th to 8th</u> # of Students <u>323</u></p> <p>Phone <u>225.683.3321</u></p> <p>Email <u>knetterville@efpsb.k12.la.us</u></p> <p>Physical Address:</p> <p><u>10410 Plank Rd.</u> <u>Clinton, LA 70722</u></p> <p>Mailing Address:</p> <p><u>P.O. Box</u> <u>Clinton, LA 70722</u></p> <p><u>High East Feliciana High School</u></p> <p>Principal <u>Bobby L. Washington</u></p> <p>Grade Configuration <u>9th to 12th</u></p> <p>Number of Students <u>387</u></p> <p>Phone <u>225.634.5931</u></p> <p>Email <u>bwashington@efpsb.k12.la.us</u></p> <p>Physical Address:</p> <p><u>3501 Highway 10</u> <u>Jackson, LA 70748</u></p> <p>Mailing Address:</p> <p><u>3501 Highway 10</u> <u>Jackson, LA 70748</u></p>

<p>Proposed site to expand project--Year 2 (Use spaces as appropriate)</p>	<p>Birth – PreK Partners (Use spaces as appropriate) Non-Profit Organization or Agency (providing <i>early</i> literacy services to caregivers, families, and children)</p>	<p>Other Partners (Use spaces as appropriate) Non-Profit Organization or Agency (providing <i>other</i> literacy services to subgrantee or schools within the cluster)</p>
<p>Non-Profit Early Childhood Education Provider (providing direct services to children): <u>Quad Area Head Start</u> Age Span <u>3-4</u> Number of Four-Year-Olds <u>23</u> Number of Three-Year-Olds <u>64</u> Number of Children Ages 0-2 <u>0</u> Director <u>Monica Griffin</u> Phone <u>225.683.4234</u> Email <u>quadchs@yahoo.com</u></p> <p>Physical Address: <u>9675 Plank Rd.</u> <u>Clinton, LA 70722</u></p> <p>Mailing Address: <u>P.O. Box 3475</u> <u>Clinton, LA 70722</u></p>	<p><u>1. Early Steps</u> Director <u>Valencia Allen</u> Phone <u>225.925.7090</u> Email <u>valencia.allen@la.gov</u> Physical Address: <u>3060 Teddy Dr. #A</u> <u>Baton Rouge, LA 70809</u> Mailing Address: <u>3060 Teddy Dr. #A</u> <u>Baton Rouge, LA 70809</u></p>	<p><u>1. Audubon Regional Library</u> Director <u>Mary Bennett Lindsey</u> Phone <u>225.683.8753</u> Email <u>mlindsey@state.lib.la.us</u> Physical Address: <u>12220 Woodville St.</u> <u>Clinton, LA 70722</u> Mailing Address: <u>P.O. Box 8389</u> <u>Clinton, LA 70722</u></p>
<p>Elementary <u>Clinton Elementary School</u> Principal <u>Jerry Mack</u> Grades <u>Pre-K to 5th</u> # of Students <u>429</u> Phone <u>225.683.8293</u> Email <u>jmack@efpsb.k12.la.us</u></p> <p>Physical Address: <u>10701 Reiley St.</u> <u>Clinton, LA 70722</u></p>	<p><u>2. Picard Center</u> Director <u>Billy R. Stokes</u> Phone <u>225.482.1567</u> Email <u>picardcenter@louisiana.edu</u> Physical Address: <u>200 East Devalcourt St.</u> <u>Lafayette, LA 70506</u> Mailing Address: <u>P.O. Box 42730</u> <u>Lafayette, LA 70506</u></p>	<p><u>2. Families Helping Families</u> Director <u>Jamie Tindle</u> Phone <u>225.216.7474</u> Email <u>jamietindle@fhfgbr.org</u> Physical Address: <u>2356 Drusilla Lane</u> <u>Baton Rouge, LA 70809</u> Mailing Address: <u>2356 Drusilla Lane</u> <u>Baton Rouge, LA 70809</u></p>
<p>Mailing Address: <u>P.O. Box</u> <u>Clinton, LA 70722</u></p> <p>Middle Principal _____ Grades _____ # of Students _____ Phone _____ Email _____</p> <p>Physical Address: _____ _____</p>	<p><u>3. _____</u> Director _____ Phone _____ Email _____ Physical Address: _____ _____ Mailing Address: _____ _____</p>	<p><u>3. _____</u> Director _____ Phone _____ Email _____ Physical Address: _____ _____ Mailing Address: _____ _____</p>
<p>Mailing Address: _____ _____</p>	<p>Proposed population to expand project in Year 2 (Use spaces as appropriate) Students ages three- to four-years at Clinton Area Head Start Pre-K through 5th grade students at Clinton Elementary School</p>	

Appendix B

Data Tables

Table 1: Disadvantaged Populations for LEA "Cluster" Feeder System Schools

Table 2: Disadvantaged Populations for All LEA "Non-Cluster" Schools

Table 3: Achievement Results for LEA "Cluster" Feeder System Schools

Table 4: "Cluster" Feeder System Flow Through

**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 9 th Grade		*Previously Incarcerated	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Quad Area Head Start	184	100%	0	0%	23	13%	14	8%	120	71%	31	25%	0	0%
Clinton Elementary	398	92%	0	0%	47	11%	43	10%					2	<1%
Jackson Elementary	298	91%	0	0%	32	11%	32	11%					3	1%
East Feliciana Middle School	289	89%	0	0%	55	19%	36	12%					4	1%
East Feliciana High School	314	81%	0	0%	52	17%	47	15%					3	1%

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

APPENDIX B

LEA Name: East Feliciana Parish

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 9 th Grade		Other	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elementary	Slaughter Elementary School	291	62%	0	0%	34	7%	51	11%						
Middle															
High															

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

APPENDIX B

LEA Name: East Feliciana Parish

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. Jackson Elementary	PK	DSC EOY Language Post-Test National Percentile Rank	50%	59%	69%
B. Clinton Elementary	PK		81%	81%	81%
A. Jackson Elementary	K	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	67%	82%	71%
B. Clinton Elementary	K		59%	71%	84%
A. Jackson Elementary	1 st		39%	70%	62%
B. Clinton Elementary	1 st		53%	58%	53%
A. Jackson Elementary	2 nd		67%	33%	57%
B. Clinton Elementary	2 nd		21%	55%	63%
A. Jackson Elementary	3 rd		24%	43%	43%
B. Clinton Elementary	3 rd		33%	28%	54%

APPENDIX B

LEA Name: East Feliciana Parish

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. Jackson Elementary	3 rd	iLEAP	41%	48%	59%
B. Clinton Elementary	3 rd	iLEAP	23%	57%	33%
A. Jackson Elementary	4 th	LEAP	54%	37%	37%
B. Clinton Elementary	4 th	LEAP	67%	60%	60%
A. Jackson Elementary	5 th	iLEAP	23%	39%	33%
B. Clinton Elementary	5 th	iLEAP	41%	48%	59%
East Feliciana Middle School	6 th	iLEAP	63%	53%	68%
East Feliciana Middle School	7 th	iLEAP	45%	60%	47%
East Feliciana Middle School	8 th	LEAP	52%	48%	59%
East Feliciana High School	9 th	iLEAP	52%	48%	N/A
East Feliciana High School	10 th	GEE	55%	58%	
Graduation Rate	% Cohort		67%	64%	70%

APPENDIX B

LEA Name: East Feliciana Parish

TABLE 4: "CLUSTER" FEEDER SYSTEM FLOW THROUGH

School Name and Configuration	School Name and Configuration	School Name and Configuration	School Name and Configuration
<p>Quad Area Head Start Jackson Site 49 students in the 4-year-old program 48 students in the 3-year-old program</p>	<p>Jackson Elementary School PK-5 (36/55) Note: Of the 55 <i>kindergarteners</i> at this school, 36 came from Quad Area Head Start and 15 came from Jackson Elementary School pre-kindergarten.</p>	<p>East Feliciana Middle School 6-8 (120/120) Note: Of the 120 6th graders, 69 students came from Clinton Elementary School and 51 came from Jackson Elementary School.</p>	<p>East Feliciana High School 9-12 (117/117) Note: Of the 117 9th graders, all 117 came from East Feliciana Middle School.</p>
<p>Quad Area Head Start Clinton Site 23 students in the 4-year-old program 64 students in the 3-year-old program</p>	<p>Clinton Elementary School PK-5 (10/67) Note: Of the 67 <i>kindergarteners</i> at this school, 10 came from Quad Area Head Start and 52 came from Clinton Elementary School pre-kindergarten.</p>		

* 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.