



**LOUISIANA'S STRIVING READERS COMPREHENSIVE LITERACY  
PROGRAM SUBGRANT COMPETITION**

**FIRSTLINE SCHOOLS FULL APPLICATION**

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Striving Readers Comprehensive Literacy Program  
Subgrantee Pre-Application

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## **LIFE Promise – FirstLine Schools Final Grant Application**

**1) Need for project and rationale for proposed cluster schools:** FirstLine Schools is a New Orleans-based, mission-driven, non-profit charter management organization (CMO) that operates open-admissions schools to provide students from traditionally disadvantaged backgrounds with a high quality education. As illustrated by Tables 1 and 2 of Appendix B, all of our schools, including the three in the targeted cluster, have populations with over 90% of students on free or reduced school meals. Given the CMO's mission and overall demographic of public schools in New Orleans, we do not anticipate any significant changes in the student makeup. Both K-8 cluster schools, John Dibert Community School and Langston Hughes Academy (LHA), directly serve four year-olds by operating pre-K programs. Dibert's program is housed on campus, while LHA's program is operated off-site in partnership with Wilcox's Academy of Early Learning.

As part of the Recovery School District's school turnaround strategy FirstLine has only recently taken over operation of the three schools in the proposed cluster, with 2010-11 being the first year of FirstLine's operation of Dibert and LHA and 2011-12 being the first year for Clark Prep High School. Both Dibert and Clark were previously academically failing schools, and FirstLine assumed management of Langston Hughes when it was failing operationally. As shown in Appendix B, both Dibert and LHA made some improvement academically last year. Samuel J. Green Charter School, which will join the cluster in 2013-14, joined FirstLine as a turnaround in 2005-6, and has seen its scores improve from a baseline SPS of 61.6 in 2008 to 77.3 in 2011, and up from a 30.7 in 2005, the year prior to its operation by FirstLine.

LHA and Dibert are both structured in a pre-K through eighth grade configuration. This structure allows the schools to retain students in all the critical transitions identified in LACLiP - transition to kindergarten and self-contained classroom instruction and from self-contained

classrooms to content area classes with different teachers for each class. Table 4 of Appendix B illustrates the transition of students in our cluster schools. Between the 2010-2011 and 2011-2012 school years, 18 of 20 students in Dibert's pre-kindergarten class enrolled in this year's kindergarten program. This is LHA's first year operating a pre-K program so its transition numbers to kindergarten are not yet available. FirstLine began operating Clark in the 2011-2012 school year and is phasing in a college preparatory curriculum. Like all open admissions high schools in New Orleans, the school has citywide enrollment. As Clark becomes a higher performing, more attractive option for eighth grade graduates across the city, we expect an increasingly higher percentage of LHA and Dibert students to make Clark their high school of choice. Already, 17% of Clark's freshmen attended LHA or Dibert last school year.

**2) Plans to expand project in 2013-14:** In Year 2 of the initiative FirstLine will add its other two K-8 schools, Samuel J. Green Charter School and Arthur Ashe Charter. Consistent with the Year 1 schools in the cluster, Green and Ashe also serve a similar population of disadvantaged youth, both with over 96% of students receiving free or reduced meals. Both schools are also structured as kindergarten through eighth grades schools, which facilitates more effective support to students and families at the critical transition grades. These schools are all operated by the same charter management organization, so that implementation of the literacy initiatives can be well-coordinated within a system of schools. Educators within the FirstLine network already collaborate across grade-level and subject-matter instructional teams. Moreover, 16 of the freshmen at Clark attended Green or Ashe last school, bringing the total number of Clark freshmen feeding from FirstLine Schools to 40 or 28% of the school's first freshmen class.

Year 2 expansion sites will be included in many Year 1 activities, in preparation for full implementation in Year 2, including: leadership development, coaching support for leaders from

network-wide positions, selection of core and intervention curriculum and assessments, associated professional development, extended time for literacy, implementation of increased blended learning activities (note: Ashe is already the pilot for our blended learning activities).

**3) Clearly defined needs assessment and its use:** FirstLine’s current needs assessment is primarily based upon student achievement data from state tests and benchmark assessments. To this we will add results from LACLIP’s Literacy Capacity Survey which will be administered across the schools and by our early childcare provider partners. The additional data from the literacy capacity surveys will be used to refine the action plans outlined below in Section 5, with a disciplined approach to phasing in specific strategies to make implementation realistic and to ensure that specific methods are well implemented before incorporating additional methods. School leaders and teachers have analyzed the assessment data to inform their work this year and to inform the strategies and additional resources proposed in this grant. Up to this point, parents and community partners have not been involved in this needs assessment, but they will be involved in the comprehensive assessment process.

Analysis of the results from the achievement data below show significant numbers below level in literacy across all schools, with Dibert third and fourth grade having the greatest need in our K-8 schools and Clark students being significantly below level. Note that Clark was the lowest performing non-alternative school in the state prior to FirstLine chartering the school this past August. The incoming ninth grade class is stronger than the upper classes but still significantly below expected levels and requiring comprehensive literacy support.

<b>Needs assessment: 2011 Data</b>	<b>Dibert</b>	<b>LHA</b>	<b>Clark</b>
Kindergarten readiness (DSC) (% above 50 <sup>th</sup> percentile – average of <i>print</i> and <i>language</i> – on entry)	21%	23%	
% of Kindergartners at or above 1 <sup>st</sup> grade level on DRA by end of year	94%	56% DIBELS	

% of 1 <sup>st</sup> graders at or above 2 <sup>nd</sup> grade level on DRA by end of year	53%	67% DIBELS	
% of Kindergartners at or above 3 <sup>rd</sup> grade level on DRA by end of year	66%	71% DIBELS	
% of 3 <sup>rd</sup> graders at Basic or Above of iLEAP ELA	36%	61%	
% of 4 <sup>th</sup> grade at Basic or Above on LEAP ELA	36%	52%	
% of 5 <sup>th</sup> graders at Basic or Above of iLEAP ELA	55%	42%	
% of 8 <sup>th</sup> graders at Basic or Above of LEAP ELA	59%	47%	
% of students at or above grade level: 2011 MAP data			6%
% of incoming 9 <sup>th</sup> graders at or above grade level SRI reading assessment (September 2011)			20%

**4) Clearly defined goals for improving literacy outcomes:** Through this grant, we aim to achieve the following critical goals by the completion of the 2015-16 school year:

- 1) Students enter kindergarten ready to learn: Over 70% of students enter the cluster school kindergarten ready to learn as evidenced by their DSC scores
- 2) Students are literate by third grade: More than 95% of our third graders read at or above grade level\*
- 3) Students perform at or above grade level in English Language Arts by eighth grade: More than 95% of eighth graders read at or above grade level\*
- 4) Students enroll in post-secondary education or graduate workforce-ready: 90% of students score Fair or higher on an English EOC
- 5) Special need students: 90% of students with exceptionalities will score basic or above on the LEAP/iLEAP
- 6) Special need students: 90% of students with exceptionalities will score basic or above on the LAA2
- 7) ELL students: 80% of students will pass the ELDA.

In addition to the Louisiana Goals for Improving Literacy as outlined in LACLIP, FirstLine will evaluate the progress of its schools by using the following metrics and goals that are aligned to our needs evidenced by the data in Section 3 above.

Goals	Dibert			LHA			Clark		
	2013	2014	2016	2013	2014	2016	2013	2014	2016
K readiness - DSC	50%	65%	75%	50%	65%	75%			
% of 3rd graders at Basic or Above of iLEAP ELA	50%	75%	95%	70%	80%	95%			
% of 4 <sup>th</sup> grade at Basic or Above on LEAP ELA	60%	80%	95%	75%	85%	95%			
% of 5 <sup>th</sup> grade at Basic or Above on LEAP ELA	60%	80%	95%	70%	85%	95%			

% of 8th graders at Basic or Above of LEAP ELA	75%	85%	95%	60%	80%	95%			
% of 10th graders “meet or exceed proficiency” on EOC English II <sup>1</sup>							60%	75%	90%
% of 11th graders “meet or exceed proficiency” on EOC English III*							55%	75%	95%
LAA 1 Goals	60%	70%	90%	70%	85%	95%	55%	75%	90%
LAA 2 Goals	50%	70%	90%	50%	70%	90%	50%	70%	90%

Annually we will issue a report to staff and parents, describing our progress towards these goals. The network will also employ a strategic management cycle of planning—with annually review of progress towards goals and then responding to data to make adjustments

**5) Clearly articulated steps for reaching goals:**

**LEA Literacy Leadership Teams:** Engagement of all key stakeholders will occur through a consultation strategy that includes both the design of an initial implementation plan and a process of on-going improvement. The overall project will be led by a core LEA Literacy Leadership Team consisting of Literacy Integrations Specialists from each school, the school leaders, an early childcare provider leader, and the LEA’s Literacy Project Director along with the LEA’s Director of Blended Learning, Director of Data Management, Family Literacy Coordinator, a representative from Agenda for Children, and the Director of Academic Support. This core team will be responsible for delivery of the overall project and will meet at least monthly, and much more frequently in the early stages, to guide the project’s implementation and ensure on-going problem-solving and refinements. An extended LEA Literacy Leadership team will include the core team plus school RTI coordinators, a parent from each school, leads from partner organizations, the FirstLine Directors of Blended Learning and Data Management,

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<sup>1</sup> While there is no EOC data currently available for Clark. In the 2010-11 school year, the school’s Winter MAP testing data showed that only 6.4% of students were at or above grade level.

and the FirstLine CEO. This extended team will meet at least quarterly to assess overall project progress and make strategic adjustments as needed, as well as prioritizing areas of focus.

**School Literacy Leadership Teams:** Most of the detailed design and implementation work will be done at the school level to ensure the initiative's success at each school. Members of the core and extended School Literacy Leadership Teams as well as additional stakeholders will be significantly involved in the project design at each school through a three-pronged school-level strategy: initial consultation and assessment; core working group; extended working group. The initial consultation and assessment will include school leaders, teachers, and parents. Within each school, there will be a core School Literacy Leadership Team consisting of school leaders, Literacy Integration Specialists, ELA department heads, and any interested ELA teachers, RTI coordinator, and SpEd coordinator, along with department chairs of science, math, or social studies. The extended School Literacy Leadership team will include all other interested teachers and interested parents. Leads from partner organizations will participate on either the core or extended teams depending on their degree of involvement.

**Planning and On-going Refinement:** Both the initial implementation plan and the on-going improvement process will be built upon a set of planning products that outline the various pieces of this initiative. FirstLine Schools already has an annual planning process that will aid the integration of the Literacy Improvement Plans into the development of each of the schools. Each year, school leadership teams and teachers produce the following planning documents:

- School Improvement Plan
- Curriculum Map -- overview of core courses and learning supports/RTI/SpEd/ blended learning and extended time for literacy
- Staffing model aligned with strategic priorities and Curriculum Map
- Curriculum Plan – detailed curriculum: scope and sequence, pacing, main resources, units; this plan will include the details of literacy integration across subject areas and the details of blended learning
- Learning Support Plan – RTI and Special Education



- Assessment Plan
- Professional Learning Plan – for teachers and leaders

The plans include nearly all of the elements outlined in LACLIP.

**School Literacy Plan:** A School Literacy Plan will pull together all elements from the above plans related to literacy along with elements not included in the above plans, such as sustainability, building a culture of literacy, partnership with parents to support literacy in the home, and literacy resources. Again, these plans are redeveloped annually and will be revised as needed as part of a continuous improvement process described below.

**Blended Learning:** FirstLine Schools is phasing a “blended learning” model into each of its schools. In the model FirstLine is piloting at Clark and one of its non-cluster K-8th grade schools, blended learning is the computer assisted learning 20% of the day. This allows for students to work on programs that differentiate the learning according to students’ needs – both in terms of specific skills and pacing. These programs also provide very specific formative assessment data to instructional staff facilitating more focused, student-specific support for Tier 2, Tier 3, and special education interventions.

**Alignment with School Improvement Plans:** FirstLine’s literacy initiative described in this proposal is closely aligned with activities already put forth in the schools’ School Improvement Plans. These plans all describe developing professional learning communities that analyze student data to inform professional learning and instruction, support for family literacy, and embedding practices over a two to three year period. They also prioritize helping teachers develop the skills to implement a balanced approach to literacy.

**6) State and LEA priorities to improve literacy:** FirstLine Schools Literacy Initiative closely aligns with several of the State’s current priorities and with the priorities of the LEA. The table

below outlines the alignment with the State's priorities and how each priority is aligned with LACLiP to improve literacy and to address the needs and goals of the cluster.

<p><b>State Priority:</b> Turning around failing schools through <b>RSD</b> and through <b>SIG/HPSI</b> initiative</p>
<p><b>Rationale to continue priority by meeting the goals and needs of the cluster:</b> FirstLine Schools has partnered closely with the state by chartering failing schools as part of the state's turnaround strategy. All of the schools in this grant are under the RSD and two of them are part of the HPSI initiative. All of the schools have seen strong improvements in school culture and have begun the process of building a strong academic program. The SRCL grant will provide the resources for the schools' focus on building a strong literacy program as the key driver of continued improvement.</p>
<p><b>Alignment with LACLiP:</b> Several of the elements outlined in FirstLine's HPSI work are closely aligned with LACLiP, including:</p> <ol style="list-style-type: none"> <li>1. Improved school culture</li> <li>2. Aligned curriculum development:</li> <li>3. Systematic use of formative assessment data</li> <li>4. Layers of learning support</li> <li>5. More time</li> <li>6. Increased job-embedded professional development</li> <li>7. Improved human capital systems</li> <li>8. Improved parent and community partnerships</li> <li>9. Autonomy, Support, Accountability</li> </ol>

<p><b>State Priority:</b> Transition to CCSS and the associated PARCC assessments</p>
<p><b>Rationale to continue priority by meeting the goals and needs of the cluster:</b> The LEA has begun planning to transition to CCSS and the PARCC assessments. This initiative will drive this work in literacy and provide intensive professional development to support the transition as well as enabling the purchase of curriculum materials that are aligned to a literacy focus in the content areas as prescribed by the Common Core.</p>
<p><b>Alignment with LACLiP:</b> Professional development and planning are part of LACLiP's suggested strategies to transition to the new standards.</p>

<p><b>State Priority:</b> Transition to teacher evaluation and compensation based on teacher effectiveness (<b>Act 54</b>)</p>
<p><b>Rationale to continue priority by meeting the goals and needs of the cluster:</b> FirstLine Schools has already made a priority of attracting and retaining highly effective teachers (as described below in Section 16), with teacher effectiveness already incorporated into the cluster's teacher evaluation and compensation. This emphasis on teacher effectiveness will</p>

In addition to the above priorities that align with both state priorities and LACLiP, FirstLine Schools has two LEA-wide initiatives that closely align with LACLiP. The first is our development of teacher career pathways linked to increased teacher responsibilities for

leadership and professional development, where highly effective teachers still remain in the classroom part of the time and also spend part of their time in teacher-leadership roles. This strategy of having our teachers who are most effective at improving literacy become leaders of other teachers will help spread and embed effective literacy practice throughout the schools.

The second aligned priority is our blended learning initiative to significantly increase technology assisted learning. This initiative (described in Section 5 above) aligns closely with LACLIP's emphasis on using technology to more effectively support literacy for all students.

**7) Curricula and intervention materials aligned with state standards:** Current core language arts curriculum practices in the initial cluster schools are outlined below.

**Dibert**

Current standards	K, 1st and 2nd grades currently use Common Core standards; 3rd-8th grades use the Louisiana GLEs and Common Core
Current materials	Phonics & phonemic awareness: <u>Making Sense of Phonics, Words Their Way</u> Intervention: LIPS (Lindamood Bell); Phonics Blitz or Boost Comprehension: through Read Alouds (text selected <i>Through the Reading and Writing Project</i> recommendations), Shared Reading (Junior Great Books and other texts). Interventions: Phonics Blitz or Boost, Visualizing and Verbalizing Writing: Empowering Writers and Units of Study by Lucy Calkins Interventions: Expressive Writing

**Langston Hughes**

Current standards	K, 1st and 2nd grades currently use Common Core standards; 3rd-8th grades use the Louisiana GLEs and Common Core
Current materials	Phonics & phonemic awareness: SRA Reading Mastery, Wordly Wise (vocabulary) Intervention: Phonics Blitz/Boost, SRA Reading Mastery, Wilson Words, Wilson Just Words, Words Their Way Comprehension: Comprehension Toolkit (Read Aloud), Scholastic Guided Reading leveled library, Okapi leveled library, Reading A-Z, Jr. Great Books Interventions: SRA Reading Mastery, Wilson Reading, Specific Skill Series, Reciprocal Reading Writing: Lucy Calkins' Units of Study, Write Traits Interventions: Expressive Writing, Handwriting Without Tears

**Joseph S. Clark**

Current standards	Louisiana GLEs and the College Readiness Standards
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Current materials	Phonics & phonemic Awareness Intervention: Phonics Blitz or Boost Grammar: Merit Grammar (in the computer lab) Comprehension: in class- teacher-selected texts; in the computer lab-Achieve3000 Interventions: Lexia Writing: Collins writing
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**Intervention Curriculum:** Below is an outline of the interventions used this year and those to be added next year (**in bold**). Note: [in brackets indicates programs to be cut next year]

	1-2 years behind	2-3 years behind	More than 3 years/IEP
K-1 <sup>st</sup>	iStation, Talkies and LIPS, <b>Phonics Blitz, Earobics, LLI</b>	[Earobics], <b>A Ticket to Read</b>	
2 <sup>nd</sup> -4 <sup>th</sup>	Seeing Stars, LIPS Phonics Blitz, and iStation, <b>LLI</b>	Fundations, Phonics Blitz, LLI, Visualizing and Verbalizing, <b>Successmaker, Earobics, A Ticket to Read</b>	[Wilson Reading], Earobics, Phonics Blitz, <b>same as 2-3 years plus Expressive Writing</b>
5 <sup>th</sup> -8 <sup>th</sup>	Just words, Phonics Blitz, <b>Successmaker</b>	Wilson Reading, Visualizing-Verbalizing, Phonics Blitz, <b>Seeing Stars, Phonics Boost, Successmaker, Earobics Reach</b>	Wilson Reading, Phonics Blitz, Visualizing-Verbalizing, <b>same as 2-3 years plus Expressive Writing</b>
9 <sup>th</sup> -12 <sup>th</sup>	Phonics Boost and Blitz,[ Expressive Writing], [LMB], SuccessMaker, <b>Passport Reading System, Wilson Reading, System 44, Just Word</b>	[Lexia],[ Achieve 3000], [Read180], <b>Successmaker, Phonics Boost/ Blitz, Passport Reading, Wilson Reading, System 44, Reading Plus</b>	Lexia and [Achieve 3000], <b>Language!, Wilson Reading System, System 44, Reading Plus, Expressive Writing, Earobics Reach</b>

**Curriculum Review and Selection:** This spring all FirstLine Schools will engage in a process for reviewing, selecting and developing the components of comprehensive literacy program aligned with CCSS. Schools will review core reading and writing across all subjects to ensure alignment with CCSS and to identify gaps. This review process will ensure each school's overall literacy program contains all of the components of a balanced literacy program: word study (systematic phonics, phonemic awareness, sight words, vocabulary, etymology), along with read aloud, shared reading, guided reading, independent reading and conferencing to build

fluency and comprehension. The overall program will also need to have an articulated approach to writing, including shared writing, and independent writing.

Additionally, the review process will ensure sufficient extended time to meet all students' literacy learning needs. Time expectations include:

- Primary School: daily writing, at least 120 minutes of core reading in primary; daily independent reading
- Middle School: daily writing, at least 90 minutes of core reading, including daily independent reading
- High School: minimum of 90 minutes reading and writing (for students on level)
- Intervention reading (all grades): student below level receive an additional 30 – 90 minutes daily
- Intervention writing (all grades): students below level receive at least an additional 60 minutes weekly

The core reading review and selection will draw upon *A Consumer's Guide to Analyzing a Core Reading Program*. Review and development processes involving all stakeholder teachers and associated external partners will also occur for core writing program(s), reading and writing intervention curriculum and to develop the components of an articulated approach to reading and writing across all subjects. From adopting new curriculum approaches in the past, we have learned to make sure associated professional development is responsive and high quality, with on-going support. Teacher involvement in the process increases their engagement, and teachers need strong support and adequate planning time in early stage implementation. Given this last point, professional collaboration and learning time in the first few weeks of school will allow substantial time for the new literacy initiatives.

**8) Language and text-rich environments:** School libraries, guided reading libraries and classroom libraries give students and teachers access to multi-leveled literature. Students are all encouraged to read, discuss and respond to texts read daily and in varied contexts, across all disciplines. All of our schools need to grow informational text libraries and resources, especially

as we move to CCSS and as reading standards move more heavily towards informational text. Future plans include building extensive informational libraries that are staffed and offer students access to leveled, high interest texts that help build students' background knowledge.

Additionally, we need to improve practices that create a more text rich environment and promote independent reading as a way of life, regularly celebrating reading and developing common instructional methodologies that promote speaking, listening, reading, and writing in all subjects. We also plan to build out the classroom libraries in middle and high school science and social studies classrooms and integrate these texts into the independent reading program.

Through our blended learning initiative, described above in Section 5, we will use technology to support reading in school and at home through web-based access. Teachers will receive professional development on incorporating technology into content area lessons with on-going sharing of new technology-based resources in the professional learning communities.

**9) Effective use of accommodations:** FirstLine Schools provides learning support guided by the principles of the UDL (Universal Design for Learning). We use researched based universal screeners to identify each component of balanced literacy where the students are struggling. In grades K-3 we currently use DRA2 and STEP to identify phonemic awareness, letter recognition, fluency, and comprehension issues. Next year we will use Dibels for this purpose. In grades 4-12 we currently use SRI and STAR reader, which are computer based universal screeners, to identify if students are struggling in the area of word work, fluency, decoding, and comprehension. We will add the STEEP assessment to diagnose specific needs as appropriate. After conducting our universal screeners we group the students based upon the sub skills in which they are 1.5 years or more behind grade level and are placed in the identified computer or paper based interventions. Students less than 1.5 years below level receive Tier 1 interventions.

When placing students into interventions we use the data from the universal screeners. The learning style and the skill weakness of the students will determine which computer and/or paper based interventions they will use. After students are placed into an intervention we have a six-week review cycle to determine if the students are making progress in the sub skill. The student support team will determine which students will remain in their current interventions based upon the data and which students need additional support.

For students who have identified learning disabilities we have developed an instructional program that addresses the learning styles of the disabilities. We use the Louisiana Access Guide as a resource for our teachers and parents on how to adapt lessons to meet the needs of all students. Special education and RTI strategies will employ iPads, Bookshare and educational applications that allow students to access GLE's or Louisiana extended standards. These technologies allow us to customize educational plans for our students with learning challenges while also allowing the students to access general education curriculum with their peers.

A key strategy of our literacy plan is to improve differentiated learning support for students through transitioning to a blended learning model (see Section 5 above for the description of the transition to blended learning). The computer assisted programs in blended learning will provide very specific formative assessment data to instructional staff facilitating more focused, student-specific support for Tier 2, Tier 3, and special education interventions.

**10) Assessment and data management system:** All FirstLine schools systematically use assessments to drive instructional focus, improvement and learning support. We have researched and selected screening, progress monitoring and diagnostic tools to identify students' needs and then have chosen interventions based on the recommendations of the Clearinghouse of Information for Supplemental and Intervention Products. We will continue our selection process

to standardize and improve our assessment instruments across schools. See the table below for current and future practices (though these may be modified based upon further research and a collaborative selection process that is informed by our partner professional providers).

	Current	Future Plans (may be modified)
Screening	DSC (Kinder), iLEAP/LEAP (3rd-8th), ITBS (2nd), EOC (high school), STEP (K-5) or DRA2 (K-8) varies by school, SRI	DSC, PARCC (when implemented), SRI, STEP or DRA2, STEEP
Diagnostic	STAR Reader (3-8), DRA2 (K-8), GORT OWLS, Wade, SRI, Fountas and Pinnell	STAR Reader (3-8), DRA2 (K-8), GORT OWLS, Wade, SRI, Fountas and Pinnell
Progress monitoring	DRA2, STAR Reader, SRI, STEP	DRA2, STAR Reader, SRI, STEP, STEEP
Benchmark	Achievement Network interims	PARCC interims (when implemented), network interims (ANET or ENI, Noble Street)
Curriculum-based	Customized to curriculum with assessment items banks; EAGLE	More performance task based assessments

Our early childhood providers will use TELD-3 to assess literacy skills for 3-4 year olds, while the pre-K programs will use the DSC.

We currently have scheduled time for all assessment types built into the calendar and schedule and will continue this as we progress. All teachers administering any new assessments will receive appropriate training prior to testing.

Teachers at schools in the FirstLine network systematically use data to guide instruction, learning support, professional learning and continuous improvement. All FirstLine Schools use a standards-based grading system, so teachers are tracking student progress daily based on formative assessment data. More formally, teachers meet weekly to analyze assessment data. Four times per year each school has data days where teachers analyze interim assessment data, strategize how they will reteach particular standards and provide responsive learning support to smaller groups of students. Data is used to inform general learning support as well as the RTI process, where teams of teachers, interventionists, para-professionals, special educators,



instructional coaches and leaders, come together to make decisions about next steps. In class, students receive a conference regarding their performance on the interim assessments and their goals for the next one. Parents see their child’s interim results on the report card, which also indicates the student’s level of understanding for each standard and their current reading level.

Prior to the interim assessment, data from screeners, diagnostics and curriculum-based assessments are used to determine how effectively instruction is being delivered and where intervention may be needed. Then, in order to be responsive to the data, school leaders have designed a schedule that allows for interventions throughout the day.

**Daily minutes of ELA instruction by tier and grade level**

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Core	180	180	165	150	150	135	110	110	110	135	95	95	95
Tier 2	30	30	30	30	30	30	30	30	30	30	30	30	30
Tier 3	45	45	45	45	45	45	45	45	45	45	45	45	45

At the end of the school year, leaders and teachers analyze the results from the state tests in order to decide priorities for the next year.

As described earlier in section 5, we will be expanding blended learning in the schools to better personalize instruction for students through significantly increased computer assisted instruction. The daily use of computer assisted instruction significantly increases the amount of formative assessment data available. This initiative will also support professional learning for leaders and teachers to broaden their skills in using authentic, alternative and informal assessment data to inform real time differentiation in class and learning support decisions.

**11) Transition plans for how schools will support student progression:** Part of FirstLine’s Literacy Initiative will be to bring together key stakeholders across the schools to research best practice and design better transition strategies to help children and their parents effectively cross

the critical stages of each child’s education. Specifically, teachers, school leaders, early childcare providers, social workers, parents, and community partners will engage in a series of focus groups and targeted research, with support from partner organizations, to articulate a set of transition strategies. An initial plan, to be further developed is below:

Transition	Strategies
Into childcare	Child visits for short period prior to starting; half-days or shorter time periods prior to full days; orientation for parents; workshops for parents on how to support learning in the home;
Childcare to pre-k	
Pre-K to Kindergarten	All of the above strategies plus orientation for students; kindergarten teachers visit pre-k classrooms for initial meeting with students.
Primary to Middle School	In FirstLine Schools this transition occurs from 4 <sup>th</sup> to 5 <sup>th</sup> grades across small schools within a larger K-8 school, which eases the transition. Teacher visits, student visits, and orientations will also be used for this transition.
Middle to High School	Teacher visits, student visits, and student and parent orientations will be used.

In addition to the above transition strategies, teachers will work across schools to vertically align the curriculum and to ensure literacy readiness from one stage to another. Diagnostic and screening assessment data will be shared to provide feedback to drive continuous improvement in this area. Agenda for Children, our early childhood partner will work with the childcare providers to ensure literacy readiness of the children.

**12) Itemized roles of partners and school/site staff and early childhood education**

**providers:** This initiative will be driven at the school level by school leaders, Literacy Integration Specialists, teachers, and other staff. School leaders and the LIS positions will provide the school level leadership with responsive support, quality assurance, and accountability provided by the charter management organization, FirstLine Schools. Specifically, each school will develop and implement the plans described in Section 5, with complete responsibility for the plans effectiveness. Through regular review of data with the network, both the school and the network will decide where additional support or changes may

be needed. Letters of commitment from all teachers at the participating schools can be found in Appendix D. The cluster schools already employ speech-language pathologists, social workers, and special education teachers to meet the needs of their students. These resources are also shared with the pre-k programs.

Through the LEA Literacy Leadership Team, described in Section 5, leaders from the schools, the network, and early childcare partners will coordinate activities, review progress, and make adjustments as needed. Collaboration across sites will occur through network professional development days, shared professional development during the summer, topical working groups, and same position collaboration across schools. Additionally, shared professional development programs for the specific positions will bring together practitioners across the schools. As the LEA, FirstLine will provide support in several areas as outlined in the table below. The guiding approach of this support is consultative, with accountability coming through school leaders:

Director of Literacy	Overall project leadership and coordination. Will work closely with school leaders and Literacy Integration Specialists to develop curriculum, assessment, and professional learning plans and to support their implementation at each school. Engages in regular data and problem-solving conversations with daycare providers, school leaders, LIS's, and other leaders. The Director of Literacy will lead on-going communication with all key stakeholders regarding this initiative.
Family Literacy Support Coordinator	Supports schools in developing partnerships with parents that support literacy in the home, including parent orientations, workshops on supporting literacy in the home, school literacy activities for families, and data gathering regarding family literacy practices. Will also links the childcare providers to the schools.
Director of Blended Learning	Through funds raised outside this grant, FirstLine Schools will provide a Director of Blended Learning to ensure that this part of the initiative contributes significantly to increased student literacy. This position will work closely with school leaders to integrate blended learning practices into the schools.
Network Intervention Specialist	Given the large numbers of students significantly below level in reading. FirstLine will employ a Network Intervention Specialist to work with teachers in the area of reading intervention, providing individualized coaching and helping coordinate the expertise of CDL, our external partner who will also be providing support in this area.
Network Librarian	This position will support the schools in developing school-wide and classroom library collections and practices. Given that none of the schools currently has a fulltime librarian, this position will significantly leverage the school libraries.
Director of Data	Also funded through other sources, this position will work with schools to help leverage their use of data and to develop better data management systems for

Management	integrating the variety of student assessment data available
Director of Academic Support	This position supports development of the overall academic program, including teacher professional learning, across all of the schools. Specifically, this position will assist with integrating the literacy across the curriculum and the other aspects of this initiative into the schools' overall activities.

Agenda for Children will develop a network of childcare providers in the school neighborhoods. Working in partnership with these childcare providers, Agenda for Children (AFC) will help provide support for parents of 0 to pre-K children in the area of pre-literacy activities, how to create literacy rich environments for emerging readers, and providing parents the tools and skills necessary to be their child's first teacher. This work will help parents to create concrete experiences that will engage and expose their children to the discovery and learning processes that will promote lifelong learning. Agenda for Children will also provide professional development and support to the childcare providers to create literacy rich environments that stimulate developmentally appropriate practices, and will support their efforts to develop pre-literacy and emerging reading skills for their children. Additionally, Agenda will work with pre-k classes to provide professional development and support to promote pre-literacy skills, and emerging and early literacy skills. This work will focus on the essential building blocks of literacy that pave the way for smooth transition from pre-k to kindergarten.

Prime Time Family Reading PrimeTime Family Reading Time will provide family literacy programming to approximately 100 families at both Dibert and Langston Hughes. Their programming is a three-pronged approach which includes family literacy skills development, teacher professional learning, and evaluation of student progress and program effectiveness. The goal is to create conditions that facilitate future learning by empowering parents, early childhood providers, and teachers to help scholars enjoy reading and improve their reading abilities.

New Orleans Outreach will provide after school “Data-Driven Tutoring” programs at each of the cluster schools. These programs provide at least 210 hours of tutoring weekly to individuals and small groups. The tutoring is guided by formative assessment data from the students’ classes, providing a highly responsive learning support program.

CDL will provide professional development support to the schools focusing on literacy RTI to help ensure that all students, even those struggling the most, become fluent readers. CDL will assist with literacy intervention program selection, delivery, fidelity, and dosage.

**13) Engagement of non-profit, community-based organizations and agencies:** Looking at the low readiness levels of students entering our kindergarten classrooms (see Section 3), it is clear that we needed to find an organization that could help boost kindergarten readiness. FirstLine chose to partner with Agenda for Children (AFC) given our close working relationship with their leadership team, their strong history of providing technical support to childcare providers in New Orleans, their significant experience organizing groups of childcare providers in New Orleans, and their commitment to literacy and school readiness. For over 27 years, AFC’s *Child Care Resource and Referral* services have provided consumer education, resources to families and early care education programs, and on-site technical assistance to early childhood programs and childcare training. In recent years, the latter two have been highly successful in combining professional development opportunities and on-site coaching based on ECER-E (Curricular Subscales Extension to the Early Childhood Environment Rating Scale) literacy and numeracy content. Marked improvements have been seen in scores on Environment Rating Scales scores which are used as a part of the State’s Quality Rating and Improvement System for childcare centers. Now in its second year, *AFC’s Bridge to Quality Program* works intensively with childcare centers in New Orleans to make sustainable and significant quality improvements.

Bridge has an impressive track record of assisting 5 out of 8 centers (in the first year) achieve a 4-star quality (out of 5) rating, and the program has expanded and is now working with 14 centers in New Orleans. In the Spring 2012, AFC will launch the *Early Learning Readiness Workgroup*, which will study and highlight best practices (locally and nationally), support demonstration projects, and conduct policy analysis. Through this initiative, AFC will work to increase the number of New Orleans children who are prepared for kindergarten.

While our other partner organizations will not be providing support in the area of early literacy, another strong area of need that we have is to catch up our students who are significantly below level in reading (see data in Section 3). Given the large numbers of these students currently in our schools, we need to provide significant learning supports through both the RTI process and through supplemental tutoring programs. New Orleans Outreach has been providing tutoring programs in New Orleans public schools for more than 10 years and is now in its third year of offering the data driven tutoring program. CDL, our other community partner, has a long track record of providing literacy services for students, particularly in the area of promoting literacy for struggling readers. Additionally, we chose Prime Time Family Reading given its established track record in New Orleans and given the fact that it has been providing programming in FirstLine Schools for several years now, with consistently high quality results. Given our track record of working previously with each of these organizations and our knowledge of the quality of their programming, we are confident in having a successful set of partnerships in this initiative.

**14) Contributions and responsibilities in design and implementation:** At the school level, school leaders (principals, assistant principals, and directors of curriculum and instruction) have been involved in the overall design of the key program elements and will lead the

implementation of these elements in their schools, working closely with the Literacy Integration Specialists who will provide the overall coordination and assistance for implementing the literacy initiative in the school aligned with the sample job description. Additionally, teachers have been consulted and will be fully engaged in the specific work streams, such as curriculum review and selection, professional learning communities, and use of data and on-going problem-solving. Parents will also be involved at the school level through the work of the Family Literacy Coordinator, who will work with schools to create experiences that increase parent involvement in practices that promote literacy in the home and in the school community.

Specific roles of all partner organizations are described in more detail in Section 12, and their involvement in design and implementation is described below. Agenda for Children has helped craft the pieces for early childcare providers and will lead on implementation of these. New Orleans Outreach has not been heavily involved in design but will lead on the data driven tutoring work described earlier. CDL has not been involved in the program design so far but will be heavily involved in the details of the intervention program professional learning support during the implementation phase. Prime Time Family Reading will be heavily involved in the details of the parent involvement work during the implementation phase. Letters of commitment/support from all of these organizations are attached in Appendix E.

FirstLine network staff will be involved in supporting the working in the schools and providing quality assurance, with responsibilities as described in Section 12.

**15) Provides effective professional development:** A comprehensive professional learning plan aligned with LACLiP will be the key driver of the success of this literacy initiative across the FirstLine cluster of schools. Through daily, protected time in the schedule and a cycle of weekly 2-3 hour blocks of time for professional learning, teachers currently participate in a variety of

professional learning activities, such as collaborative planning, data analysis and resulting action planning, shared assessment of student work, video analysis, and PLCs that promote a deeper understanding of curricula and developing a shared knowledge of effective classroom instruction and intervention techniques. Additionally, throughout the week teachers develop their practice through lesson observations and feedback, modeling of lessons, and coaching. All FirstLine schools have 3 weeks for professional learning and collaborative planning in the summer along with several professional development days calendared into each school year. Also, teachers and leaders will visit schools with exemplary literacy programs to learn best practice from others.

School-wide and differentiated professional learning opportunities will be provided. All teachers and leaders will participate in activities designed to support transition to CCSS, embed an understanding of core instructional strategies for promoting reading in all classes and to embed common intervention techniques. Additionally, significant time will be provided for differentiated professional learning for the variety of roles in the schools as described below. Student assessment data will be used to drive further differentiation of support for individuals at varying skill levels and for highly specialized skills that might be needed. This highly differentiated support will be provided through external partners, individualized coaching, small group learning activities, media, and collaboration across schools. Teachers in subjects outside language arts will receive training in how to teach reading through subject specific materials and how to use writing as a way to promote active thinking and expression of ideas in their classes.

FirstLine already has a Leadership Professional Development Plan which includes leadership development pathways for both senior leaders (Principals and APs) and mid-level leaders, such as department chairs or subject specialists. We will integrate the literacy initiative into this plan to prioritize leadership in literacy along with general skills at facilitating



professional learning. In addition to the goals described for teachers, learning goals for leaders will include literacy best practices, creating a culture of literacy, and school-wide use of data. In partnership with external partners, we will create more customized pathways for the specific types of leaders: Literacy Integration Specialists, Special Education and RTI Coordinators, and Department Chairs. These pathways will include understanding and application of UDL principles, differentiated instruction and use of accessible intervention materials.

Additional specialist training will need to be provided for specific roles within the schools. Special education and intervention teachers, including core teachers who also do intervention, will learn to diagnose and address particular learning challenges, as well as learning specific methodologies for chosen intervention programs. Para-professionals will receive specialized training for providing individual and small group support. Speech and language therapists, social workers, and nurses will all receive specialized training for their roles, including how they can remove barriers to literacy. Enrichment teachers will learn to systematically develop vocabulary, employ writing for reflection, and develop topical interests through books and articles.

While we have identified our partner organizations in the areas of early childcare professional learning and intervention/special education professional learning, we will be conducting a national survey to find professional learning partners for our approach in core reading and writing as well as in the area of literacy across the curriculum. These partner organizations must have a demonstrated effectiveness working in schools serving similar student population, strong references for quality and responsiveness, a willingness to make changes quickly if quality of trainers/coaches not up to expectations, use research based methods and adept at on-going use of data, and be aligned with LACLIP.

**16) Plan to attract and retain effective teachers and leaders:** All FirstLine Schools have an integrated talent management (human capital) strategy that aligns job design, recruiting, performance management, professional development, and retention strategies around the characteristics of effective teachers and leaders. FLS schools employs both a Recruiting Manager and a Director of Talent Management to support school recruiting efforts but all staff hiring decisions are made by the school leader. Hiring decisions for school Directors/Principals are made by the FLS Chief Executive Officer with input from key leaders and stakeholders in the school and network. Teacher selection is based upon a rigorous assessment process that involves an initial application, a phone interview, in-person interviews with select leaders and teachers in the school, sample lesson (either on site or a video of a lesson from the candidates current school) with feedback from a school leader, and reference checking.

FirstLine schools recruits both locally and nationally from traditional and non-traditional pools, such as experienced teachers, Teach for America, TeachNOLA, and university teacher preparation programs. FirstLine Schools takes into account the quality of teacher preparation programs, according to value add data for their graduates, as part of its recruiting strategy.

FirstLine is currently phasing in performance management and compensation practices designed to create a master teacher career pathway so that highly effective teachers who want to remain in the classroom can receive the same compensation as administrators while still maintaining significant teaching time as teacher leaders whose reach is extended by developing and leading other teachers. FirstLine has developed performance evaluation tools for school leader and teacher effectiveness that we will continue to refine to ensure alignment with any new requirements from Act 54 and the state's new evaluation system. Additionally, we will add a subject specific component that will include the teaching of literacy in all subjects. FirstLine has

already phased in annual performance bonuses for teachers and leaders that are dependent on whole school and individual class value add data. Over the next two years we will be phasing in a performance-linked pay scale that is 50% dependent on teacher and leader performance rubrics and 50% dependent on student value add data. Aligned with the increased compensation for highly effective teachers and leaders we are increasing their reach through increased teacher leadership responsibilities, which will also help to retain highly effective teacher by creating more compelling career pathways and opportunities to impact more students and other teachers.

We anticipate that several of our current English department chairs who have demonstrated records of effectiveness will be good fits for the LIS positions and that we will also need to recruit externally. In addition to our normal attraction strategies of advertisements on websites and in magazines, teacher fairs, a network website, referrals from existing staff, and numerous information sessions during the year for interested teachers as well as through professional groups associated with literacy, such as NCTE and IRA.

Most importantly, we will develop an aligned talent pipeline from Associate Teachers to current teachers to department chairs, with a customized training program for literacy leadership within FirstLine, developed in partnership with an external organization that has demonstrated effectiveness significantly improving literacy outcomes with similar student populations through professional development of leaders and teachers. The on-going development and refinement of teacher and leader training and support will be driven by student learning data and through observational data, creating a cycle of continuous improvement.

In the 2010-11 school year, their first year as FirstLine Schools, 100% of the senior leaders at both Dibert and LHA returned and 95% and 78% of teachers respectively returned. As

a turnaround school newly chartered this school year, Joseph S. Clark has an entirely new leadership team with 90% of the faculty new to the school.

**17) Evaluation plan:** The evaluation of FirstLine’s Literacy Initiative will be led by our Director of Academic Support with assistance from FirstLine’s Director of Data Management. The primary evaluation criteria will be the “big goals” set forth in Section 4, along with the progress goals outlined in the table in that section. These progress goals provide nearly annual targets by which to evaluate the initiative. Where annual targets are not provided, progress will be evaluated by comparing achievement levels to midway progress towards the next year’s target. Data will be collected annually from student’s results on state tests and on internally administered assessments in pre-K, and kindergarten. All data collection and analysis will adhere to the Family Educational Rights and Privacy Act.

FirstLine will also collect the data outlined in the chart below to inform practice in the indicated areas to better promote student achievement and to drive on-going improvement:

<b>Student Skill or Educational Practice Area (measurement)</b>	<b>Frequency</b>
Student writing levels (standardized writing rubric/assessment)	Quarterly
Student reading levels (standardized metric tbd)	Quarterly
Student independent reading (standardized metric tbd)	Quarterly
Student attitudes towards reading (survey)	Twice annually
Student vocabulary	Twice annually
Student language arts	Twice annually
Parent support practices	Twice annually
Professional learning practices and quality (survey)	Twice annually
Key process areas: RTI, core reading instruction, core writing instruction, blended learning (rubrics)	Quarterly

Progress towards the big goals and progress in the areas described above will be shared in an annual review of the literacy project by all stakeholders. Additionally, quarterly reviews of the above data at the school and network levels provided by the Director of Data Management

will inform a strategic management process of continuous review and refinement and will provide more specific data to inform the PLCs in the schools.

**18) Project management:** Overall project management at the network level will be led by the Director of Literacy and at the school level will be led primarily by Literacy Integration Specialists (LISs) at the direction of school leaders. A general project management plan for the first year is outlined below. An annual cycle of planning and implementation will occur as described in Section 5. Specific details regarding integration with current school and network priorities are found in Section 6.

**Literacy Initiative Overview and Timeline (Year 1)**

<b>Project Component/Step</b>	<b>Lead/Support</b>	<b>When</b>
Continued comprehensive needs assessment and literacy capacity survey	Director of Literacy (DL)	Spring 2012
Curriculum review and development/selection process (core and intervention) (by school)	School Leaders, support from DL	Spring 2012
Assessment Plans (by school)	School Leaders, support from DL & Director of Academic Support	Spring 2012
Intervention program plan and associated training design	Network Intervention Specialist (NIS) and RTI coordinators with support from CDL	Spring 2012
Training partner selection and state approval	DL with school leaders support	Spring 2012
Professional Learning Plan	LISs with support from DL	Spring 2012
Leadership and teacher training design	DL with support from LIS, school leaders	Spring 2012
Development of early childcare cluster and early childcare support plan	Agenda for Children	Spring 2012
Detailed curriculum plans, including literacy across subjects	LISs, Dept Chairs with support from DL and Dir of Academic Support	Summer 2012
Family Learning Plan	LISs with Family Lit Coord	Summer 2012
Development of school and classroom libraries	Network Librarian and LISs with teachers	Summer 2012
Initial leadership and teacher training	LISs and DL, Intervention Specialist and CDL for RTI	Summer 2012
Expansion of blended learning pilot (1 additional school per year)	Dir of Blended Learning	Summer 2012
On-going leadership and teacher support and professional development (core and intervention)	LISs, DL, NIS, with support from CDL and other partners	Fall 2012 on

Implementation of Family Learning Plan	Teachers in schools with support from LISs and Family Lit Coord.	Fall 2012 on
Implementation of early childcare support plan	Agenda for Children	Fall 2012
Implementation of intervention plan	RTI coordinators and NIS	Sum 2012 on
Development of improved data systems	Dir of Data Mgmt	Sum2012 – Winter2013
Implementation of improved data systems	Dir of Data Mgmt	Spring 2013
Annual strategic review and revision cycle using assessment data	Dir of Literacy and school leaders	Spring 2013
BLP expanded to additional campus	Dir of Blended Learning	Summer 2013
Addition of 2 schools to cluster	School Leaders with DL support	Summer 2013

Network roles are described in Section 12. Qualifications are described below.

Director of Literacy	Experience leading a school that made significant gains in literacy with a student population similar to FLS. Deep knowledge of effective literacy practice and intervention and special education practices. BA required and MA in associated area preferred. Ability to influence other leaders and strong group facilitation skills
Literacy Integration Specialists	Experience in producing significant achievement gains in literacy in a school with a similar student population. Experience in literacy curriculum development and strong data skills.
Network Intervention Specialist	Experience in providing literacy interventions with significant results in a school serving a similar student population. Preferably has mid-level leadership experience as either department chair or RTI coordinator. Masters degree preferred but not required if already possess strong demonstrated track record.
Network Librarian	Experience in running a school library. Masters degree in library science. Ability to influence other leaders and coordinate programs across multiple schools.

The other positions are already filled with people possessing the desired qualifications. See Appendix F for resumes of key personnel and Appendix H for LIS job description.

**19) Budget Projections:** see Appendix G

FirstLine Schools grants management treats each grant on an individual basis, creating budgets that specifically follow the guidelines of the grant itself. Each grant is included in the overall master budget as well having a separate budget. The separate budget is maintained by the Grants Manager will ensure the grant funds are expended according to the grant guidelines. The grants manager will ensure the program budget adheres to the required 15/40/40 split and will make on-going adjustments as needed to ensure this split happens. FirstLine Middle Schools start at 5<sup>th</sup> grade, so primary school configurations for the purposes of this grant are K-4. We

will make budget adjustments to this proposal if this arrangement needs to be modified for more strict pro-rating of the split between primary and middle between 5<sup>th</sup> and 6<sup>th</sup> grades rather than 4<sup>th</sup> and 5<sup>th</sup> grades. An annual audit also confirms the appropriate expenditures of grant funds.

As described in the budget, matching funds as outlined in the table below will be applied towards the cost of the program in order to leverage the grant funds.

<b>Matching Funding Source</b>	<b>Items Covered</b>	<b>Match Amounts</b>
General Operating Funds	<ul style="list-style-type: none"> <li>• 25% of Network Literacy Director, Network Librarian, Network Intervention Specialist, and Family Literacy Coordinator salaries and fringe benefits</li> </ul>	\$78,412
Title IA	<ul style="list-style-type: none"> <li>• 25% of Literacy Integration Specialist and Literacy Interventionist salaries and fringe benefits</li> </ul>	\$188,190
	<ul style="list-style-type: none"> <li>• Curriculum materials</li> </ul>	\$1,077
	<ul style="list-style-type: none"> <li>• Data Driven Tutoring Services</li> </ul>	\$15,000
Title II	<ul style="list-style-type: none"> <li>• Travel for professional development</li> </ul>	\$8,857
	<ul style="list-style-type: none"> <li>• Professional development in diagnosis and intervention</li> </ul>	\$9,000
PCSP	<ul style="list-style-type: none"> <li>• Curriculum materials and software</li> </ul>	\$56,000

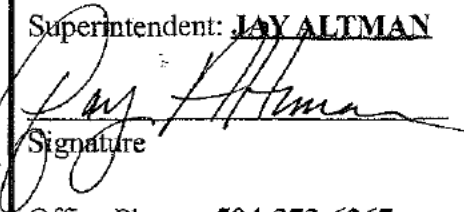
Additionally, the Director of Blended Learning, the Director of Academic Support, and the Director of Data Management, all of whom will play large supporting roles in this initiative, will be funded through general operating funds and private funding.

**20) Sustainability:** FirstLine’s literacy initiative described in this proposal is built around a set of strategies that can be sustained on recurring public funding after their initial development and embedding. First, the major contribution of the initiative will be to significantly increase the collective skill sets of all teachers and leaders through on-going professional learning experiences that can be sustained after their initial implementation and adoption by a critical mass of practitioners in the participating schools. Thus, the initial investment in professional learning will infect the organization with effective practices in the teaching of literacy and the professional learning activities will sustain and deepen these practices. Second, the transition to

new curricula associated with CCSS will occur during this initiative and on-going curricula and review cycles can be maintained as normal replacement and development cycles, with Title I funds and recurring per pupil funds supporting on-going purchases. Third, the blended learning project will be fully embedded in cluster schools during the span of this initiative. The hardware can be replaced with recurring revenues through a normal depreciation and replacement cycle, while the software costs will be a normal part of the school's curriculum budget. These costs will be borne by recurring per student revenues from local funding and the MFP. Fourth, the number of students significantly below level should decrease dramatically over the course of the grant, requiring fewer intervention teachers. Fifth, the LIS position will transition into a department chair position to maintain literacy leadership in each school in a cost sustainable manner. Finally, the data management systems will be improved during this initiative and should then provide a robust on-going system that meets the schools' data management needs.

The associated on-going professional development and materials replacement costs will be borne by general operating funds and Title I and II funds. Schools are responsible for setting their budgets with approval and support from the FirstLine network office, so school leaders will receive support and quality assurance as needed to ensure the sustainability of the aims of the initiative. Schools authorize all expenditures but approval and management occurs through the network office. The LEA and School Literacy Leadership Teams will be informed about the strategies for sustainability and one annual goal will be to move the project to sustainability, with corresponding review of progress towards this goal and adjustments made as needed.



LEA Name:	Cluster School Names	
<p><b>FIRSTLINE SCHOOLS</b></p> <p>Superintendent: <b>JAY ALTMAN</b></p>  <p>Signature</p> <p>Office Phone: <b>504-373-6267</b>                      Other Phone: <b>504-228-5491</b>                      Email: <a href="mailto:jaltman@firstlineschools.org">jaltman@firstlineschools.org</a></p> <p>LEA SRCL Contact Person:                      Name: <b>DAVID DURAND</b>                      Position: <b>Director of Community Partnerships</b>                      Phone: <b>504-941-0837</b>                      Email: <a href="mailto:ddurand@firstlineschools.org">ddurand@firstlineschools.org</a></p> <p>LEA Physical Address:  <b>3649 Laurel Street</b>  <b>New Orleans, LA 70115</b></p> <p>LEA Mailing Address:  <b>SAME</b></p> <p>Congressional District: <b>2nd</b></p>	<p>Non-Profit <u>Early Childhood Education Provider</u> (providing direct services to children):</p> <p>1. <b><u>Recovery School District Early Childhood Diverse Delivery LA4 Program at John Dibert Community School</u></b></p> <p>Age Span: <b>Four-year-olds only</b>                      Number of Four-Year-Olds <b>20</b>                      Number of Three-Year-Olds <b>0</b>                      Number of Children Ages 0-2 <b>0</b>                      Director: <b>Donna Moore</b>                      Phone: <b>504-373-6200 x20101</b>                      Email: <a href="mailto:donna.moore@rsdla.net">donna.moore@rsdla.net</a></p> <p>Physical Address:  <b>3519 Higgins Blvd</b>  <b>New Orleans, LA 70117</b>                      Mailing Address:  <b>SAME</b></p> <p>2. <b><u>Recovery School District Early Childhood Diverse Delivery LA4 Program at Langston Hughes Academy</u></b></p> <p>Age Span: <b>Four-year-olds only</b>                      Number of Four-Year-Olds <b>20</b>                      Number of Three-Year-Olds <b>0</b>                      Number of Children Ages 0-2 <b>0</b>                      Director: <b>Donna Moore</b>                      Phone: <b>504-373-6200 x20101</b>                      Email: <a href="mailto:donna.moore@rsdla.net">donna.moore@rsdla.net</a></p> <p>Physical Address:  <b>3519 Higgins Blvd</b>  <b>New Orleans, LA 70117</b>                      Mailing Address:  <b>SAME</b></p>	<p>Elementary / Middle School:</p> <p><b><u>John Dibert Community School</u></b>                      Principal: <b>Sivi Domango</b>                      Grades: <b>K-8th</b> # of Students: <b>421</b>                      Phone: <b>504-373-6205</b>                      Email: <a href="mailto:sdomango@firstlineschools.org">sdomango@firstlineschools.org</a></p> <p>Physical Address:  <b>4217 Orleans Ave.</b>  <b>New Orleans, LA 70119</b>                      Mailing Address:  <b>SAME</b></p> <hr/> <p>Elementary / Middle School:</p> <p><b><u>Langston Hughes Academy</u></b>                      Principal: <b>Mark Martin</b>                      Grades: <b>K-8th</b> # of Students: <b>617</b>                      Phone: <b>504-373-6251</b>                      Email: <a href="mailto:mmartin@nola180.org">mmartin@nola180.org</a></p> <p>Physical Address:  <b>3519 Trafalgar Street</b>  <b>New Orleans, LA 70119</b>                      Mailing Address:  <b>SAME</b></p> <hr/> <p>High School:</p> <p><b><u>Joseph S. Clark Preparatory High School</u></b>                      Principal: <b>Reginald Coleman</b>                      Grades: <b>9-12</b> # of Students: <b>436</b>                      Phone: <b>504-373-6202</b>                      Email: <a href="mailto:rcoleman@firstlineschools.org">rcoleman@firstlineschools.org</a></p> <p>Physical Address:  <b>1301 North Derbigny Street</b>  <b>New Orleans, LA 70116</b>                      Mailing Address:  <b>SAME</b></p>

<p>Proposed site to expand project--Year 2 (Use spaces as appropriate)</p>	<p><b>Birth - PreK Partners</b> (Use spaces as appropriate) Non-Profit Organization or Agency (providing <i>early</i> literacy services to caregivers, families, and children)</p>	<p><b>Other Partners</b> (Use spaces as appropriate) Non-Profit Organization or Agency (providing <i>other</i> literacy services to subgrantee of schools within cluster)</p>
<p>Elementary / Middle School:</p> <p><b><u>Samuel J. Green Charter School</u></b></p> <p>Principal: <b><u>Ava Lee</u></b></p> <p>Grades: <b><u>K-8th</u></b> # of Students: <b><u>518</u></b></p> <p>Phone: <b><u>504-304-3532</u></b></p> <p>Email: <b><u>alee@firstlineschools.org</u></b></p> <p>Physical Address: <b><u>2319 Valence Street</u></b> <b><u>New Orleans, LA 70119</u></b></p> <p>Mailing Address: <b><u>SAME</u></b></p>	<p>1. <b><u>Agenda for Children</u></b> Director: <b><u>Dr. Anthony Recasner</u></b> Phone: <b><u>504-586-8509</u></b> Email: <b><u>arecasner@agendaforchildren.org</u></b></p> <p>Physical Address: <b><u>1720 St. Charles Ave.</u></b> <b><u>New Orleans, LA 70130</u></b></p> <p>Mailing Address: <b><u>P.O. Box 51837</u></b> <b><u>New Orleans, LA 70157</u></b></p>	<p>1. <b><u>Center for Development and Learning</u></b> Director: <b><u>Alice P. Thomas</u></b> Phone: <b><u>504-840-9786</u></b> Email: <b><u>athomas@cdl.org</u></b></p> <p>Physical Address: <b><u>200 East Devalcourt Street</u></b> <b><u>Lafayette, LA 70506</u></b></p> <p>Mailing Address: <b><u>SAME</u></b></p>
<p>Elementary / Middle School:</p> <p><b><u>Arthur Ashe Charter School</u></b></p> <p>Principal: <b><u>Sabrina Pence</u></b></p> <p>Grades: <b><u>K-8th</u></b> # of Students: <b><u>426</u></b></p> <p>Phone: <b><u>504-373-6267</u></b></p> <p>Email: <b><u>spence@firstlineschools.org</u></b></p> <p>Physical Address: <b><u>3649 Laurel Street</u></b> <b><u>New Orleans, LA 70115</u></b></p> <p>Mailing Address: <b><u>SAME</u></b></p>	<p>2. <b><u>Primetime Family Reading Time and the Louisiana Endowment for the Humanities</u></b> Director: <b><u>Miranda Restovic</u></b> Phone: <b><u>504-620-2486</u></b> Email: <b><u>restovic@leh.org</u></b></p> <p>Physical Address: <b><u>938 Lafayette Street</u></b> <b><u>Suite 300</u></b> <b><u>New Orleans, LA 70113</u></b></p> <p>Mailing Address: <b><u>SAME</u></b></p>	

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

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

"Cluster" Feeder System School 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 <sup>th</sup> Grade		Other Migrant New Immigrants Foster Care Pregnant/Teen Parent Previously Incarcerated	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b><u>John Dibert Community School K - 8th grades</u></b>	412	97.9	22	5.2	93	22.1	14	3.3	24/39	61.5	N/A	N/A	17	4.0
<b><u>Langston Hughes Academy K - 8th grades</u></b>	613	99.4	0	0.0	82	13.3	2	0.3	63/63	100.0	N/A	N/A	0	0.0
<b><u>Joseph S. Clark Preparatory High School 9th - 12th grades</u></b>	397	91.1	1	0.2	90	20.1	45	10.3	Not available	42.0	73	52.1	61	13.9

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 <sup>th</sup> Grade		Other Migrant New Immigrants Foster Care Pregnant/Teen Parent Previously Incarcerated	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b><u>Samuel J. Green Charter School K - 8th grades (518 Total Students)</u></b>	502	96.9	6	1.2	134	25.9	13	2.51	49/50	98.0	N/A	N/A	6	1.2
<b><u>Arthur Ashe Charter School K - 8th grades (426 Total Students)</u></b>	417	97.8	2	0.5	93	21.8	16	3.8	28/28	100.0	N/A	N/A	4	0.9

**APPENDIX B**

LEA Name: **FIRSTLINE SCHOOLS**

**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. RSD Pre-K4 at Dibert	PK	DSC EOY Language Post-Test National Percentile Rank	Not applicable	Not applicable	Not applicable
A. RSD Pre-K4 at Langston Hughes	PK		Not applicable	Not applicable	Not applicable
A. John Dibert Community School	K	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	Not applicable	Not applicable	Not applicable
B. Langston Hughes Academy	K		Not applicable	77%	56%
A. John Dibert Community School	1st		Not applicable	Not applicable	Not applicable
B. Langston Hughes Academy	1st		Not applicable	59%	67%
A. John Dibert Community School	2nd		Not applicable	Not applicable	Not applicable
B. Langston Hughes Academy	2nd		Not applicable	28%	71%
A. John Dibert Community School	3rd		Not applicable	Not applicable	Not applicable
B. Langston Hughes Academy	3rd		Not applicable	43%	33%