

**JEFFERSON DAVIS PARISH**

**STRIVING READERS COMPREHENSIVE LITERACY GRANT**

**FEBRUARY 1, 2012**

# JEFFERSON DAVIS PARISH

## Table of Contents

1. Need for the Project and Rationale for the Proposed Cluster	p. 1
2. Plan to Expand the Project	p. 2
3. Needs Assessment - Use in Developing Project	p. 3
4. Goals for Improving Student Literacy Outcomes	p. 4
5. Steps for Reaching Goals	p. 6
6. State and LEA Priorities for Improving Literacy Outcomes	p. 7
7. Curricula and Intervention Alignment with State Standards	p. 9
8. Language and Text-Rich Environments	p. 10
9. Effective Use of Accommodations	p. 11
10. Coherent Assessment and Data Management System	p. 12
11. Transition Plans to Support Student Progression Through the Cluster	p. 14
12. Itemized Roles	p. 15
13. Engagement of Nonprofit Community-Based Organizations/Agencies	p. 17
14. Unique Contributions and Responsibilities of Stakeholders	p. 19
15. Plan to Provide Effective Professional Development	p. 20
16. Plan to Attract and Retain Effective Teachers and Leaders	p. 22
17. Evaluation Plan	p. 23
18. Project Management	p. 24
19. Detailed Budget Projections	p. 28
20. Plan for LEA to Sustain Program	p. 29

## Appendices A – H

## JEFFERSON DAVIS PARISH

### 1) Need for project and rationale for selecting proposed cluster schools/sites.

**a. Project Need:** James Ward Elementary School (Pre-Kindergarten to Grade 2), Jennings Elementary School (Grades 3-6), and Jennings High School (Grades 7-12) -- along with the Jennings Head Start, Louisiana Early Steps Program, and the Jennings Branch of the Jefferson Davis Parish Library -- serve the largest population of disadvantaged youth in this district. The free and reduced lunch rates are James Ward, 78%; Jennings Elementary, 77%; and Jennings High, 60%, the highest in the district. The city's poverty rate is 22.8%, and 18% of the residents lack basic literacy skills. The Jennings schools serve a population that includes 15-20% special education students. While only three percent of our students are designated as homeless, many more meet the criteria as they live with non-custodial relatives or friends and in situations where two or more families share a home. Currently the Jennings schools serve only two English language learners (ELL) in the cluster; however, the needs of these students are being addressed through modified core instruction and ELL interventions (Appendix B: Tables 1-2).

**b. Great strides in student literacy** have been achieved by these schools over the last five years despite having the most highly disadvantaged students. James Ward's DIBELS (Dynamic Indicators of Basic Early Literacy) Next proficiency rose to 81% for kindergarten, 77% for first grade, and 70% for second grade from 2007 to 2011. In addition, standards-based common assessment proficiency scores are at 94% for kindergarten and 78% for first and second grades (Appendix B: Table 3).

At Jennings Elementary School third, fifth, and sixth grade iLEAP proficiency scores have risen 12%, 3%, and 8% over the last three years. Fourth-grade LEAP English language arts (ELA) proficiency scores have declined slightly from 82% to 78% over that same period. DIBELS Next scores for third grade have dipped by 6% over the last five years; however,

## JEFFERSON DAVIS PARISH

effective interventions have resulted in a 13% decrease in the number of intensive students (very low readers). Fourth grade DIBELS Next scores have risen by 5% to 41%; fifth grade DIBELS Next scores moved up by 2% to 48%.

iLEAP English scores at Jennings High have risen by 4% in seventh grade, remained stable in the eighth grade, and have risen by 8% on the tenth-grade Graduate Exit Exam (GEE) over the last three years. The overall ACT scores at Jennings High School have risen from 19.3 to 20.4 from 2007 to 2011. The ACT English subscore has risen from 19.3 to 20.2. Standards-based common assessments, iLEAP, and LEAP are all tests that measure students' mastery of the Grade-Level Expectations (GLEs), state standards for Louisiana. In addition, Jennings High's graduation cohort rate has increased from 78.3% to 86% of entering freshmen graduating on time; the state's rate is 70.9%. The cluster schools' overall increases can be attributed to the successful Ensuring Literacy for All (ELFA) grant, effective literacy intervention programs at the elementary and junior high schools, and the Freshman Academy at JHS.

**c. The enrollment** of James Ward is 600 (Pre-K to 2); Jennings Elementary, 607 (Grades 3-6); and JHS, 915 (Grades 7-12). Last year 152 of Jennings Elementary School's 165 third-grade students came from James Ward, and 109 of Jennings High School's 131 seventh graders came from Jennings Elementary. Ward provides a free, inclusive, full-day Pre-Kindergarten program to 140 students; currently 23 Jennings area students receive four-year-old services at Head Start, and another 40 receive services at parochial schools. Head Start also serves 98 area three-year-old students. In summary, 36% of the district's 5,900 students are served in Jennings.

### **2) Plans to expand the grant project in Year 2.**

**a. Proposed site:** West End Instructional Center (WEIC) and its 111 students will be added to our cluster in Year 2 of this grant. Of these students, 40.5% reside within the attendance zone of

## JEFFERSON DAVIS PARISH

our cluster schools with the remaining evenly dispersed among other parish schools.

**b. Rationale:** Students continually transition between WEIC and cluster schools; therefore, inclusion of this population is vital to reaching our goal of fully and consistently implementing LACLiP within our cluster. The various programs at WEIC have proven highly effective at meeting the social, behavioral, and vocational needs of some of our most at risk students, grades 4-12. Specialized learning opportunities such as the Accelerated Program for Transition (APT), Connections Program, Diploma Online Tract (DOT), and Alternative Program provide instruction targeted to individual needs in environments that address their unique learning difficulties along with accelerated remediation. Last year WEIC students successfully completed 47 Industry Based Certifications and 27 State Approved Certifications, with 16 students earning GEDs and six others high school diplomas.

**c. Year 1 Steps:** The close working relationship between WEIC and the cluster schools will be enhanced through common professional development and additional collaboration between schools. WEIC administration and faculty will be included in cluster professional development and community activities to foster implementation of LACLiP action steps.

### 3) A clearly defined needs assessment and its use in project.

**a. Measures/Data:** As part of our comprehensive needs assessment, cognitive, behavioral, attitudinal/perceptual, and archival data was collected. This data included student achievement results (Developing Skills Checklist (DSC), DIBELS Next, common district benchmark assessments, *i*LEAP, LEAP, and GEE), walk-throughs, formal observations, the LACLiP Literacy Capacity Survey, the Louisiana Needs Assessment (LANA), and the parish's surveys on stakeholder involvement, professional development, and technology proficiency.

All cluster feeder schools completed the LACLiP Literacy Capacity Survey which measured

## JEFFERSON DAVIS PARISH

the schools' alignment of policies, resources, and practices in the five key components of LACLiP: Leadership and Sustainability, Standards-Based Curriculum, Assessment System, Instruction and Intervention (RTI), and Professional Learning and Resources. The cluster's greatest areas of need identified by the Literacy Capacity Survey are:

- Head Start: Leadership and Sustainability, Instruction and Intervention
- Ward and JES: Professional Learning and Resources
- JHS: Instruction and Intervention, Professional Learning and Resources.

**b. Process:** Data was collected and reviewed by the cluster sites and the District Literacy Team. Study results were used to determine the cluster's areas of highest need and served as the basis for setting project goals and action steps aligned with the five components of LACLiP. These data results are used to set goals for School Improvement Plans, guide professional development, and continually improve instruction and intervention programs.

**c. Stakeholders** included in these data-gathering tools and processes are students, parents and families, teachers and administrators from all cluster schools, district supervisors, and business and community members.

#### 4) Clearly defined goals for improving student literacy outcomes

**a. The cluster's goals** for improving student literacy are measurable and ambitious, yet attainable (Page 5); they are directly related to the cluster's identified needs and emphasize improvement in literacy for all students. These goals are closely aligned with Louisiana's Critical Goals, a key part of Louisiana's Education Reform Plan and LACLiP. The targets were set after thorough review of state targets and cluster schools' student achievement (Appendix B: Table 3).

**b. Measurement systems:** The table on Page 5 outlines the measurement systems to be used to assess student performance in literacy; these data tools are aligned with the state's required

## JEFFERSON DAVIS PARISH

assessments. Research-based alternate measurement systems will be provided when standard assessments do not meet students' needs. In addition to DIBELS Next, the Bridge inventory will be administered to students with significant disabilities along with district-developed curriculum-based measures and the Louisiana Alternate Assessment 1 to gauge literacy achievement.

Literacy portfolios will be created and maintained for all students with significant disabilities to provide a seamless transition from grade to grade.

GOALS AND MEASURES TABLE	STATE'S CURRENT RATE	STATE'S TARGET 2014	CLUSTER'S CURRENT RATE	CLUSTER'S GOAL
Enter kindergarten with pre-literacy skills for learning (TELD-3 for four-year-olds)	39%	65%	(New measure)	To be set after state guidelines
Enter first grade with literacy skills for learning (DIBELS NEXT- K)	---	----	81%	1% increase per year
Read on grade level by 3 <sup>rd</sup> grade (iLEAP ELA)	66%	80%	81%	1% increase per year
Enter 4 <sup>th</sup> grade on time and on level (LEAP ELA)	67%	85%	78%	4% increase per year
Perform on grade level in 8 <sup>th</sup> grade (LEAP ELA)	62%	80%	69%	6% increase per year
Perform on grade-level on English II EOC	89%	N/A	97%	Maintain rate
Perform on grade-level on English III EOC	Pilot		(New measure)	(To be set)
Graduate on time (Graduation Rate)	67%	85%	86%	Maintain rate
Enroll in post-secondary education or graduate workforce ready	46%	65%	80%	1% increase per year
<i>* LEA goals are aligned with state's critical goals; state data taken from the LIFE Promise abstract; cluster targets may be adjusted based on any state target changes.</i>				

**c. Information about the achievement** of goals and targets will be shared with all stakeholders – students, parents/caregivers, teachers and administrators from cluster schools, supervisors, business and community members, cluster partners, childcare providers, professional organizations, community colleges, and area universities. This will be accomplished through

## JEFFERSON DAVIS PARISH

quarterly stakeholder meetings, cluster school family meetings, Title I District Advisory Council meetings, school and district webpage articles, Blackboard postings, newspaper articles, and school newsletters distributed throughout the community.

**5) Clearly articulated steps for reaching our literacy goals** (Question 4) are outlined below and aligned to the school improvement plans (Appendix C), which focus on the district priorities of Professional Learning Communities and RTI as well as LACLIP's Five Components of Implementation (shown in parentheses) to improve literacy for all children at the emerging, elementary, and adolescent levels.

- Review all comprehensive needs assessment data (Question 3) and involve all stakeholders in the data-gathering, goal-setting, implementation, and monitoring processes (Questions 1, 4, 17, and 18) (Literacy Leadership and Assessment System).
- Prioritize specific action steps recommended in LACLIP's Components and Elements to improve child outcomes for all children, especially English language learners (ELL) and those with disabilities, enhance data-based decision-making as part of these action steps, and further integrate technology and differentiation to improve instruction for all. These steps and major priorities are woven throughout the grant project (Instruction and Intervention).
- Plan and provide effective professional development for all who impact literacy from birth to Grade 12 based on the cluster schools' comprehensive needs assessment, stakeholder input, and required LDOE training modules (Question 15) (Professional Learning and Resources).
- Review all curriculum and intervention materials to ensure strong alignment with LACLIP, the Common Core State Standards (CCSS), the Louisiana Comprehensive Curriculum (LCC), Louisiana's Access Guide, and Universal Designs for Learning (UDL) (Question 7) (Standards-Based Curriculum).



## JEFFERSON DAVIS PARISH

- Develop a coherent assessment system to enable timely data-based decision-making, using site-based computer technology to track students' assessment, intervention, and progress monitoring records in all tiers of RTI (Question 10) (Assessment System).
- Provide more effective instruction and intervention to ensure that all children are served appropriately in an RTI framework including research-based strategies, active engagement, and systems of support for all learners (Question 7) (Instruction and Intervention).
- Create language- and text-rich classrooms, schools, and early learning program environments by enhancing the quality of literacy activities and materials available in classroom and site-based libraries (Question 8) (Instruction and Intervention).
- Continuously improve the literacy program by monitoring implementation of curriculum and intervention through the ongoing review of student progress and teacher observation data via improved technology-based, data-gathering systems (Question 10) (Assessment System).
- Review the project management plan monthly to ensure that budget and timeline targets are met effectively to ensure success of the literacy project (Question 18) (Leadership and Sustainability).

### **6) Description of existing state and LEA priorities that will continue.**

- Professional Learning Communities at the district and school levels are a major part of LACLIP's Leadership and Professional Learning components. PLCs, started five years ago, will continue as our PD foundation. Research shows that teachers who collaborate have a greater desire to grow professionally and improve their practice. The PLC process will allow us to address the needs of the cluster through a continuous cycle of inquiry, planning, application, and reflection on our practice (LACLIP).
- The LA4 / Title I Early Childhood Program (serving 140 four-year-olds) is effective in

## JEFFERSON DAVIS PARISH

improving the literacy skills and success of all young students including developmentally delayed children. This all-inclusive program addresses the project goal of all students entering kindergarten ready to learn. It aligns with LACLiP by focusing on early language and literacy development in print-rich environments, using data and technology to guide instruction, and increasing involvement of families and caregivers in our students' education.

- Ensuring Literacy for All (ELFA): Two of the three cluster schools have participated in the state's highly successful ELFA program and have been trained in LETRS Foundation (K-4) and LETRS for Early Childhood Educators (Pre-Kindergarten). These educators continue to focus on developing a strong literacy foundation for students by improving the quality of core instruction and intervention programs in the most highly disadvantaged schools.

- Response to Intervention (RTI) is the strategy selected to provide additional academic support. It is linked to all project goals because it reduces the number of retentions and increases all students' chances of success. RTI is woven through every phase of LACLiP from developmental interventions at birth to intensive interventions in adolescence. It provides quality extended time for literacy instruction as stated in LACLiP and is aligned closely with LACLiP's components and action steps for screening, data analysis, intervention, and progress monitoring.

- High School Redesign is a major part of the Everybody Graduates initiative as JHS works to support the academic and social transition of students from eighth to ninth grade by establishing upper-class mentors for freshmen students, developing skills for high school success, and encouraging education and career planning. Middle and high school teachers have implemented RTI sessions and a greater emphasis on improved literacy skills for all. JHS has shown a significant reduction in freshman class failures and an increase in its graduation cohort rate following the implementation of this program. This initiative aligns with LACLiP as

## JEFFERSON DAVIS PARISH

research confirms that student motivation is key to academic and overall success.

These priorities are tied directly to the goals of the cluster schools and LACLIP and Louisiana's Critical Goals for Education. They serve as early intervention and support programs to address the cluster's literacy needs.

### **7) Curricula / intervention materials are aligned with state standards at each level**

**a. Current core literacy programs** are research based: Teaching Strategies Gold (three and four-year-olds), SRA Imagine It! (Pre-K to Grade 5), and Holt Reading (Grades 6-12). Core instruction includes basal readers and supplemental guides (ELL / re-teaching) and the Louisiana Comprehensive Curriculum, based on state literacy standards. Students with significant disabilities use Meville to Weville and Unique Learning Systems.

Current intervention materials and strategies (aligned to LACLIP) are implemented by highly-qualified classroom teachers and trained reading interventionists and paraprofessionals. Included materials are core instruction guides, Project Read and Road to the Code (K-2) and Phonics Blitz and Boost (3-6). Computer-assisted instruction (CAI) includes Headsprout Early Reader (K-1), SuccessMaker (K-5), Accelerated Reader (Grades K-11), Read 180 (7-8), and Read Naturally (1-8).

With the arrival of Common Core State Standards this fall, all core curriculum and supplemental materials will be reviewed for alignment with CCSS. Vendors will be required to provide alignment studies of core and intervention materials so that the degree of alignment can be determined. Teacher committees will review these studies and develop instructional units for any curriculum gaps that may be identified.

**b. Future intervention materials** will include the acquisition of print materials and technology-based learning systems for individual, small group, and lab instruction to meet students' varying

## JEFFERSON DAVIS PARISH

needs; additional computer programs include Nemours Bright Start (Pre-K), Headsprout Comprehension (K-2), System 44 (6), Read 180 Next Generation and Brainchild (6-8), Read Naturally Live (7-12), and Educational Research Bureau's Writing Practice Program (7-12). These programs will offer direct instruction in the components of effective reading and writing as well as a greater emphasis on informational text and will be delivered through a variety of platforms: computers, iPads, iPods, interactive white boards, and student response systems. All new materials will be approved by the Literacy District Leader, Principals, and Literacy Integration Specialists for alignment with Common Core State Standards.

**c. Several lessons have been learned** that will improve the implementation of new materials. First, initial professional development must be coupled with effective follow-up, classroom observation, teacher collaboration, and mentoring to ensure program success. Second, too many programs can reduce the success of implementation. All cluster schools are currently reviewing their programs and materials to determine which are research-based and have a record of high effectiveness. Finally, literacy instruction should occur throughout the day in all subjects. To address that priority, a district committee identified literacy strands in the math, science, and social studies standards so that literacy strategies are infused across the curriculum.

### **8) Language and text-rich classroom, school, and early learning centers.**

**a. School and classroom libraries and early learning centers** offer informational text and literature, but significant improvement is needed in the quantity and quality of these works. Teachers, librarians, and early learning center leaders will inventory their libraries so that plans may be made to vastly improve the literature in them. CCSS guidelines place a greater emphasis on informational text and students' exposure to grade-level text regardless of reading level. CCSS and LACLIP guides will be used to determine specific types of books that are purchased.

## JEFFERSON DAVIS PARISH

b. **Materials and activities that engage and motivate** children will be purchased to improve availability of high-interest, age-appropriate, and culturally-diverse literature that follows state standards. Emphasis will be on materials that support language and literacy development such as big books, literacy kits, retelling manipulatives, electronic texts, eBooks, tradebooks, and electronic periodicals for various ability levels and interests. These materials will be distributed to the cluster schools, the Jeff Davis Parish Library's Jennings branch, caregivers, local childcare facilities, the local hospital, and providers of Louisiana Early Steps to increase literacy skills. Emphasis will also be placed on creating environments that provide opportunities for high-engagement activities in speaking, listening, reading, and writing that are aligned to the Common Core. The LEA will refine its Pre-K to Grade 12 writing plan and core curriculum to align to the CCSS so that writing occurs across all content areas and throughout the day.

c. **Technology will be used** to support the literacy development of students. This focus includes the use of student computers, educational software, interactive whiteboards, student response systems, and tablets by children in the cluster schools to engage them in motivating and developmentally-appropriate, research-based activities and strategies. Professional development and follow-up for educators will ensure effective use of technology to increase student engagement and achievement in literacy.

### **9) Effective use of accommodations, including technology, to promote high achievement for students with learning challenges.**

a. **Appropriate application of UDL principles** is present in the cluster as successful learning environments support all students by minimizing barriers to general education programs, providing equal access to resources and materials, and stimulating learning with effective, engaging instruction. To promote high achievement for students with learning challenges, all

## JEFFERSON DAVIS PARISH

cluster schools provide effective use of accommodations in the least restrictive environment. All stakeholders are aware of measurable goals and objectives for every student with an IEP (Individualized Education Plan) and resources for best practice including technology integration and modified instructional materials.

**b. Resources for best practice** are available to all stakeholders in the LEA through Blackboard, where instructional and technology resources are linked, including the Louisiana Access Guide and Louisiana Comprehensive Curriculum. As the LEA strives to improve student literacy, UDL is an area of primary focus for future professional development and continued improvement in fidelity of implementation.

**c. The LEA partners** with Louisiana Assistive Technology (AT) Centers. Every child with a disability is evaluated and considered for assistive technology through the Assistive Technology Assessment. The LEA provides access to both high-tech and low-tech AT applications such as Premier Text-to-Speech software, digital voice recorders, and audio texts. The needs of students with print disabilities are provided with AIM (Accessible Instructional Materials) through Bookshare by providing textbooks in digital format to enable text-to-speech capability or to meet the needs of students whose visual or physical disabilities make using traditional texts difficult.

### **10) A coherent assessment and data management system**

**a. Current screening, progress monitoring and diagnostic assessments:** Head Start uses the Denver Developmental Screening Test (DDST) for four-year-olds. The district uses the Developing Skills Checklist (DSC) and Literacy Portfolios for Pre-K and DIBELS Next for Kindergarten through Grade 5 to select students for intervention programs and monitor their progress. Other diagnostic tools currently include the STAR Literacy and STAR Reading assessments. Junior high and high school students are screened for interventions with the Read

## JEFFERSON DAVIS PARISH

180 and STAR Reading diagnostic tests and progress monitored with Read 180 and student academic reports.

**b. Data is used to drive instruction** and intervention in the district schools and is reviewed by the RTI Data Teams at major intervals (fall, winter, and spring). Progress monitoring data in addition to weekly tests and traditional academic and computer lab reports is collected and reviewed by the teachers and data teams at least every three weeks. Head Start teachers share data through teacher meetings and parent conferences. Data will be used to make timely adjustments in core curriculum and individual intervention plans to improve the literacy skills of all students through the use of student data management systems such as iSTEEP and mCLASS.

**c. Cluster schools will share** assessment data and progress reports on literacy efforts with all stakeholders in a user-friendly format at quarterly community meetings. This data will include quarterly literacy benchmark assessments, common formative assessments (fall and mid-year), and summative assessments (spring).

**d. New assessments** will be integrated into our current plan and include the TELD-3 (Test of Early Language Development) to assess children ages 3 and 4 and the iSTEEP (System to Enhance Educational Performance) for Grades 4-12. Our current testing measures include the Denver Developmental Screening Test for Head Start, district common benchmark assessments for Kindergarten to Grade 2 and state-required achievement and proficiency tests (ITBS for Grade 2, iLEAP for Grades 3, 5, 6, and 7, LEAP for Grades 4 and 8, End-Of-Course tests for English II and III, and ELDA for ELL students in Grades 3-12). TELD-3, iSTEEP, and DIBELS Next for K-3 will be implemented according to LaCLIP guidelines.

**e. Extensive teacher training** and practice in the administration and scoring of all new testing measures will be provided through professional development led by state, district, and site-based

**JEFFERSON DAVIS PARISH**

literacy and assessment leaders.

**f. Tiered ELA instruction** occurs at all grade levels and has been in place for five years. At the elementary level Tier I daily instruction includes 120 minutes of core ELA. Tier II intervention includes 30 minutes of small group instruction based on student needs. Tier III intervention includes additional time for small groups, one-on-one instruction, or special education services. A district-wide RTI process for Grades 6-12 provides 60-120 minutes of core instruction and 30 minutes of intervention for ELA and math in grades 6-9 and 30 minutes of intervention in the four core subjects in grades 10-12. Tier II and III instruction includes in-class or pull-out targeted instruction or CAI provided by a certified teacher or paraprofessional.

**g. Effective use of technology** is a major focus of the SRCL grant and will enable us to strengthen teacher effectiveness to meet the needs of all students. Technology will also support improved data-based decision-making and be infused in all phases of the literacy project including screening and assessment, progress monitoring, data collection, and analysis. Teachers will be trained in the use of the new technology including iSTEEP and mCLASS.

**11) Detailed plans for transition plans to demonstrate how cluster schools will work together to support students as they move through the cluster.**

**a. Coordinated transition plans** will be developed with input and engagement from all partners and stakeholders to provide a smooth transition for students from preschool (Head Start and community-based programs) to James Ward Elementary (Pre-K to Grade 2) to Jennings Elementary School (Grades 3-6) and to Jennings High School (Grades 7-12).

**b. Specific transitional strategies** currently being used by the cluster schools include communication (letters, brochures, school newsletters, newspaper articles, and school websites), family literacy nights, spring student tours of schools and staff introductions, August student and



## JEFFERSON DAVIS PARISH

parent orientations, August team-building sessions for students moving into seventh and ninth grades, and assignment of mentors for high school students. New strategies would include development of an early learning transition packet with information on the child's academic, communication, and social/emotional levels of functioning, collaboration of cluster faculties, and site visits by faculties of students transitioning from one site to the next.

**c. Activities** that directly involve children have been included in current transition strategies but will be expanded through input gathered from all partners and stakeholders. New activities may include student invitations to participate in feeder schools' special events (i.e. plays and sporting events) and invitations to a Family Fair providing transition and literacy activities for children as well as an educational venue for community-based organizations that provide literacy or literacy-related services to students and families in the area.

### **12) Itemized roles of partners and school/site staff and ECEPs.**

**a. Partnership benefits to childcare providers, parents, caregivers, and community:** The sharing of strengths and challenges faced in language and literacy development from birth to Grade 12 will be mutually beneficial to all stakeholders. Quality networking opportunities will be provided for school staff, childcare providers, parents, caregivers, and community members to learn more effective methods of advancing literacy as outlined in LACLIP's comprehensive plan. Strong partnerships will enable all stakeholders to understand the importance of early literacy and ensure that students enter kindergarten ready to learn. The LEA will seek new partnerships to enhance the sustainability of literacy efforts as cluster leaders will reach into the community to involve all who serve children, especially the disadvantaged and their families.

**b. Leveraging of expertise and resources, including people:** Effective use of speech-language pathologists, social workers, special education teachers, school psychologists, early childhood

## JEFFERSON DAVIS PARISH

interventionists, literacy specialists, and other early childhood education providers will maximize resources to provide high-quality early literacy programs and create long-lasting ties among the cluster sites to ensure the improvement of literacy at all age levels. A list of service providers who can assist in literacy efforts will be shared with all stakeholders and community resource agencies. This list will be published on our district website and made available in pamphlet form.

**c. Responsibilities, roles, and collaboration of district level and school/site staff:** District-level staff will provide support and professional development to the cluster schools and will analyze program effectiveness. District and site leaders will collaborate monthly to provide training in effective literacy practices and high-quality resources, gauge implementation and success of the program, measure the improvement of students' literacy skills, and evaluate personnel and program effectiveness.

**d. Proof of Educator Commitment (Appendix D):** All cluster educators have committed to the SRCL goals and pledge to advance literacy. The district literacy leader will oversee the activities of the cluster including early childhood education partners. The LEA and Head Start have a signed memorandum of understanding, and letters of support from the Jefferson Davis Parish Library, Early Steps, McNeese State University, and Sowela Tech have been received.

**e. Common vision and community needs around preschool services:** The cluster schools and partners have established a common vision for preschool services and have committed to implementing, supporting, and sustaining a quality literacy plan based on community needs so that all students can enter kindergarten ready to learn. The LEA has embraced the success of its LA4 preschool program and would like to share those experiences and best practices with Head Start and other early childhood partners. The cluster schools and partners recognize the importance of collaboration in delivering an effective, comprehensive early literacy program.

## JEFFERSON DAVIS PARISH

**f. Channels for ongoing communication** among the cluster sites and stakeholders include the district's Blackboard, school websites, email, personal contacts / site visits, monthly literacy leader meetings, and quarterly stakeholder meetings. These avenues will foster ongoing communication among stakeholders. Local and area news media will be engaged to promote public awareness of the importance of literacy for all ages.

**g. Strategies to develop a common language and understanding of best practices:** Joint professional development opportunities will provide a common language and understanding of best practices to meet the literacy needs of children. Collaborative meetings will be held to analyze effectiveness of literacy instruction and to plan for continuous literacy improvement. Technology-based and traditional meetings will be provided for non-cluster childcare and preschool providers to become familiar with literacy standards necessary for school readiness.

### 13) Engagement of non-profit, community-based organizations and agencies

**a. Process, rationale, and need for agencies:** The District Literacy Team reviewed a number of non-profit, community-based organizations and agencies. The team selected four successful programs that impact the greatest number of disadvantaged children entering our local schools. Louisiana Early Steps Program serves developmentally-delayed children (birth to age three) and their families with instruction in oral language and emerging literacy skills. The local branch of the Jefferson Davis Parish Library provides a wide range of literacy and outreach services for children of all ages and abilities. Sowela Technical Community College (Jennings campus) and McNeese State University assist the cluster in meeting the literacy needs of our adolescent students to ensure that they are college and career ready upon graduation.

**b. Demonstrated record of effectiveness** (Appendix H: References): Head Start has a demonstrated record of effectiveness in improving early literacy development of three- and four-

## JEFFERSON DAVIS PARISH

year old children. A Department of Health and Human Services report shows that Head Start participants showed gains in vocabulary, comprehension and IQ scores, demonstrated more socially-appropriate behaviors, and exhibited more positive relationships with their parents, all foundations for long-term success in school. It also showed Head Start graduates were less likely to repeat a grade and more likely to graduate from high school and attend college.

Louisiana Early Steps provides intervention and parent instruction to families with infants and toddlers (birth to three years) who are at risk in oral language development and emerging literacy skills. Early Steps Annual Performance Report (APR) shows that the agency exceeded its target for acquisition and use of knowledge and skills (early language/communication and early literacy) by 10 percent. The APR reveals the agency's record of effectiveness in improving each family's capacity to enhance their child's literacy development.

The Jefferson Davis Parish Library's Jennings branch offers a variety of literacy experiences for families from birth to adulthood. Early learning activities build strong readers and include story time with authors and early literacy stations for young children and summer reading programs for youth. The library's new "Connecting People to Their Potential" project focuses on literacy and workforce development along with online homework help and assistive technology for students. Monthly reports of literacy materials circulation and attendance at family programs provide a record of effectiveness in improving literacy.

Sowela Technical Community College (Jennings) provides students with career and technical opportunities both during high school and after graduation (i.e. English, business, nursing, and welding). McNeese State University provides dual and concurrent enrollment opportunities in English, math, psychology, and history. Both are accredited by their governing organizations.

Each of the partners/agencies selected is required to participate in literacy and language

## JEFFERSON DAVIS PARISH

development training as part of their current professional development plans. The district, through the SRCL initiative, will supplement the agencies' training through joint professional development. By sharing literacy development strategies and materials, all stakeholders will have the resources needed to improve literacy.

### **14. Unique contributions & responsibilities in project design and implementation**

**a. Stakeholders involved:** The District Literacy Team recognizes the importance of including all stakeholders in the design and implementation of this literacy project (students, families, principals, teachers, early childhood education providers, higher education institutions, professional organizations, and community-based organizations).

**b. Specific stakeholder roles and letters of commitment / support in Appendix E:** Early childcare providers will incorporate emergent literacy activities in their programs. Through the Student Compact for Success, students, parents, teachers, and administrators in the cluster will commit to working together to support activities that will ensure student success. Professional and community-based organizations will be sought to facilitate literacy activities and disseminate information about available resources in the cluster.

Cluster schools will be responsible for providing research-based professional development programs to their staff members and delivering effective instruction to all students. Cluster leaders will also be required to evaluate student progress and school-level implementation to determine overall effectiveness of this project. These results will be reported to community stakeholders at quarterly meetings.

Louisiana Early Steps will be responsible for providing early intervening services along with Jefferson Davis Parish's special services program to assist developmentally delayed students in improving early literacy. The Jefferson Davis Parish Library will be responsible for providing

## JEFFERSON DAVIS PARISH

early literacy activities for families and professional development workshops for cluster site staff. McNeese State University and Sowela Tech will foster the literacy initiative by providing dual enrollment opportunities for cluster's high school students and working to align the literacy curriculum from high school to post-secondary schools.

Head Start, Louisiana Early Steps, the Jefferson Davis Parish Library's Jennings Branch, McNeese State University and Sowela Tech have submitted letters of support for this initiative to confirm their commitment to provide quality literacy experiences to children in our community.

**c. Diverse contributions of stakeholders** will ensure full implementation and sustainability of the literacy initiative. Cluster schools, Head Start, and early childhood providers will share age-appropriate best practices through collaborative meetings and professional development activities. Best practices will also be shared with community members to promote literacy from birth to early childhood to adulthood. District leaders will provide guidance and support to all stakeholders so that all children benefit from this literacy initiative.

### **15) A plan to provide effective professional development (PD)**

**a. The PD plan will include all key educators.** Effective professional development aligned with the students' need for literacy instruction throughout the day will be provided for all cluster schools and established partners. Training will include site administrators; literacy integration specialists; reading, special education, and content area teachers; speech-language pathologists; paraprofessionals; early childhood education providers, and all established literacy partners.

**b. Large group needs:** Data from the SRCL Literacy Capacity Survey revealed that large group PD is needed to deliver high-quality collaborative professional learning and improve instruction and intervention targeted at students in poverty and those with special needs. Topics will include data analysis, dyslexia training, technology integration, literacy in poverty families, UDL

**JEFFERSON DAVIS PARISH**

training, and utilization of Louisiana's Access Guide.

**c. Individual areas of need; targeted support / activities:** Informal and formal observation data reveal individual needs for improvement in differentiating instruction, integrating technology, selecting effective literacy and assessment strategies, and writing across the curriculum. Individual improvement plans will be developed through the state's Act 54 value-added model for teacher evaluation. Administrators and literacy coaches will work with staff members to develop targeted and thoughtful activities to accomplish their goals.

**d. Alignment with the goals of SRCL project.** All professional development activities in the cluster will be aligned with the requirements and goals of the SRCL grant: improving learning outcomes for all students, data-based decision-making, and effective use of technology.

**e. Job-embedded professional development activities for educators** will include opportunities to improve established literacy and intervention processes. PD will be delivered through a variety of media (technology-supported, digital, web-based, and text-support) and methods (PLCs, mentoring, and coaching). Examples include workshops, Blackboard, webinars, grade-level meetings, e-mentoring, compressed video conferences, on-site visits, and literacy coaching.

**f. Protected time during the day** for teacher collaboration will be provided in data study and lesson planning groups. Meetings will also be planned to allow schools and partners across the cluster to meet and share effective strategies and programs.

**g. Alignment with LACLIP, state standards, and transition to the Common Core:**

Professional development will focus on meeting the literacy needs of our children through the guidelines of LACLIP. This will require training on the action steps of LACLIP and aligning and transitioning our current curriculum and state standards to the CCSS.

**h. Meaningful engagement of students:** Meaningful Engaged Learning (MEL) is a research-

## JEFFERSON DAVIS PARISH

based approach to help all students achieve through hands-on learning, higher-order thinking, student's choice, and real-world connections. Additional training in high engagement strategies as well as student-centered technology integration to improve MEL will be provided.

**i. Incorporation of UDL, differentiated instruction, and AIM:** PD activities will focus on more effective use of differentiated instruction through the study of UDL, the Louisiana Access Guide, technology integration, and Accessible Instructional Materials (AIM). Effective training and follow-up will ensure successful implementation of these strategies and materials.

### **16) A plan to attract and retain effective teachers and leaders.**

**a. Retention:** Despite serving the most disadvantaged population in the district, our cluster schools currently enjoy a teacher/administrator retention rate in excess of 96%, slightly higher than the district. All cluster faculty members are certified and highly qualified.

**b. Selection:** To identify and attract highly effective teachers and leaders, district and school-level selection practices are aligned with the state's new Human Capital Framework. Preference will be given to candidates who demonstrate a working knowledge of LACLIP and present artifacts of its use. A district job fair is held each spring to meet potential teacher candidates. Once hired, new administrators and teachers are supported by the LEA through the Jeff Davis Teacher Assistance and Assessment Program and the Jeff Davis Education Leadership Induction Programs. New administrators and teachers attend two days of orientation prior to each school year to be trained in classroom management, data collection, and best practices for their success.

**c. Evaluation:** Informal and formal observations will be used to monitor and evaluate teacher and leader performance as well as implementation of LACLIP and SRCL Grant requirements. A Value Added Model will be used to evaluate teacher/administrator performance annually with the primary evaluation criterion being evidence of the employee's impact on student learning.



**JEFFERSON DAVIS PARISH**

**d. Partners:** Our district has established partnerships with effective teacher preparation programs in the area and will continue to recruit the most highly-qualified candidates through site visits to the universities and other collaborative opportunities.

**e. Pipeline:** LEA leaders will work to build a district pipeline to increase the number of high-potential teacher and leader candidates with a particular focus on high-priority and hard-to-fill vacancies. An electronic file of all resumes and job inquiries is centrally maintained by the Assistant Superintendent.

**f. Hiring:** Principals, with input from other school-level leaders, are given autonomy to hire and leverage their staffs based on teacher ability and student needs. Staffing is based on student enrollment with teacher allotments assigned each February.

**g. Incentives:** Excellent working conditions and high achievement levels, coupled with a starting salary that ranks in the top ten across the state, are the main reasons that prospective teachers are attracted to our cluster schools. Teacher retention rates are attributed to job satisfaction, empowerment, self-efficacy, and support from all levels of leadership.

**h. Compensation:** As Value Added Model measures prove valid and reliable, compensation for teacher effectiveness will be considered with safeguards to ensure continued collaboration and trust among teachers and district staff.

**i. Data Analysis:** Data from observations, the Instructional Visit Checklist, and specific Value Added Model reports will be used to identify teacher leaders and guide professional development decisions specific to teacher and administrator training.

**17) Evaluation plan**

**a. This evaluation plan** contains goals, outcomes, and annual targets to improve literacy. Evaluation of this project will be aligned with Louisiana's Critical Goals which focus on

## JEFFERSON DAVIS PARISH

improved student outcomes in literacy and are included in this project and the SRCL Grant. Annual measurable targets to improve literacy have been set for each major indicator. (See Project Goals and Measures Chart on page 5.)

**b. Types of data collection and analysis with adherence to FERPA:** Data will be gathered from observations, stakeholder surveys, and various student assessments. Formative measures will include DIBELS Next, iSTEOP, ELA common benchmark assessments, and report cards. Summative measures will include the DSC, TELD-3, DIBELS Next, iSTEOP, ITBS, iLEAP, LEAP, ELDA, and End-Of-Course tests. Data will be collected in compliance with the Family Educational Rights and Privacy Act.

**c. The person leading data collection** and analysis will be the District Data Analyst. She will be assisted in this process by the District Literacy Leader and site-based administrators and Literacy Integration Specialists.

**d. Use of data to improve project design and implementation:** Data will be used by District and School Literacy Teams to determine strengths and weaknesses of curriculum and instruction and to improve the overall project design and implementation. Data will be submitted to the District Data Analyst at fall, winter, and spring benchmarks as well as end-of-year testing.

**e. Dissemination of evaluation information to stakeholders:** Evaluation information will be made available in formats that are easily understood by and accessible to all stakeholders. Results will be shared at the quarterly cluster meetings which will focus on evaluation results, project and student outcomes, and improvement planning.

### 18) Project management plan

**a. The management plan** on page 25 was designed to achieve project goals on time and within budget and includes clearly-defined responsibilities of individuals responsible for day-to-day

## JEFFERSON DAVIS PARISH

operations, timelines, and milestones for accomplishing project tasks.

<b>Management Activity</b>	<b>Responsible Party</b>	<b>Timeline</b>	<b>Milestones</b>
Finalize budget and hire key literacy leaders	Principal / Grant Accountant	May 2012	LDOE training sessions
Review Action Steps with LaCLIP alignment	District and School Literacy Teams	May-June 2012	District Lit. Team / cluster meetings
Purchase hardware / software / plan training	Principals/ Lit. Spec. / Lit. Project Director	May-July 2012	Purchase orders / training plan
Implement CCSS	CCSS Specialists	January 2012; ongoing	Implementation by grade level
Provide job-embedded and district-wide PD	Principals / Lit. Spec. / Lit. Project Director	May 2012 – May 2013	Agenda and sign in sheets
Coordinate with early childhood providers and partners	District Early Childhood Supervisor; District Literacy Leader	June 2012; ongoing	Joint early literacy activities
Cluster PD on SRCL grant and technology	Principals / Literacy Specialists	August 2012; ongoing	Agenda and sign in sheets
Administer universal screeners	Literacy Specialists / teachers / Interventionists	August 2012 / Jan. / May 2013	TELD-3 / DIBELS Next/ iSTEEP
Provide tiered literacy interventions	Interventionists / teachers	Sept. 2012 to May 2013	Progress monitoring
Data collection, analysis, and reporting	School and District Data Specialists	August 2012; Quarterly	Quarterly Reports
Review budget reports	Accountant and Lit. Project Director	Monthly	Monthly and Quarterly Reports
Monitoring of overall LACLIP implementation	LEA Superintendent, Principals, Literacy Project Director	Ongoing	Walk-throughs / Instructional Visit Checklists/ Surveys
Publicize SRCL progress and results	Principals / Literacy Project Director	Quarterly	Quarterly meetings; various media
Needs Assessment	Literacy Project Director, Principals	April / May 2013	Literacy Capacity Surveys
Evaluation of key literacy leaders	Principals / Supervisors	Annually	End of year evaluations

A layered system of checks and balances will be used to manage the overall implementation of the SRCL Grant. The Literacy Project Director with a district-level accountant will track expenses and review monthly financial reports to ensure all grant funds are allocated and spent according to statutory requirements. The project director, with support from district supervisors, will ensure that all action steps take place within the timelines above and personnel with proven

## JEFFERSON DAVIS PARISH

records of effectiveness in literacy are recruited and retained to fill key positions. District supervisors will be assigned to each cluster school to consult with the principal and assist in the process of evaluating project and teacher effectiveness using observations and LDOE's Instructional Visit Checklist.

The principal, along with the Literacy Specialist at each school, will monitor the effective use of research-based strategies, collect and report real-time data, assist in remediating teachers, assess professional development needs, and monitor teachers and interventionists to ensure LACLIP is being implemented throughout the curriculum. Principals and other district literacy leaders will actively participate in all state and district-led professional development and ensure redelivery to all appropriate staff. Principals will collaborate with the literacy specialists to coordinate the new grant program with ongoing initiatives. The Project Director will meet often with Principals and other literacy leaders to review data and evaluate each school's progress toward the action steps and goals of the grant. All district and school leaders participating in this project have extensive experience in literacy and proven records of effective leadership.

### **b. Coordination of project tasks with existing priorities / other reforms**

The project tasks required by the SRCL grant will be effectively coordinated with existing district priorities and reforms – PLCs, LA4 Early Childhood, ELFA, RTI, and High School Redesign -- as outlined in Question 6 as these current priorities support and enhance the attainment of the literacy goals outlined in this SRCL grant initiative.

### **c. Roles and qualifications of key personnel for Literacy Leadership Team**

**Dr. Virginia Sherrill, Literacy Project Director**, will be responsible for the overall management of the SRCL Grant. Her role includes planning, implementation, program delivery, and management of district staff. Dr. Sherrill supervises district ELA teachers and monitors their

**JEFFERSON DAVIS PARISH**

implementation of LACLIP. She has served as an ELA teacher, instructor for alternative teacher certification candidates, and ESL supervisor.

**Kathryn Murphy**, Supervisor for Pre-K to Grade 2, will be responsible for managing the Birth to Pre-K component of SRCL. She will facilitate collaboration between partners and early care providers to ensure consistent and quality services for students and their families. She has 40 years experience in early childhood and has successfully supervised ELFA (literacy), ENFA (numeracy), and LA4 (Pre-Kindergarten) grants.

**Suzanne Doucet, Dr. Kieran Coleman, and Benjamin Oustalet, principals**, will hold the ultimate responsibility for making instructional, budgetary, and personnel decisions related to the grant. Each will partner with their faculties and stakeholders to create a common vision for literacy, implement research-based strategies, plan professional development, and provide fiscal oversight to the SRCL Project. Each one possesses a broad knowledge of LACLIP, extensive literacy experience, and leadership skills needed to achieve SRCL Grant goals. Each has successfully administered state-level grants.

**Sharon Haley, Head Start Director**, will coordinate with our Early Childhood Director and non-profit early childhood providers to engage families with early literacy efforts and assist students with smooth transitions throughout their early school years. Mrs. Haley has over 15 years of teaching and administrative experience.

**Dr. Rebekah Hanks, Career & Tech Ed. / Accountability Supervisor**, will oversee the gathering and disaggregating of cluster data for district literacy leaders to guide implementation and evaluation of SRCL. Dr. Hanks has served as Director of Federal Programs and has extensive experience in grant coordination and data analysis.

**Julie Campbell, Rebecca Cormier, and Alice Pousson, Literacy Specialists**, will serve as

## JEFFERSON DAVIS PARISH

literacy and data coaches at each school. They will guide professional development and instructional decisions and aide the principal with oversight of LACLiP implementation, ensuring literacy is integrated across the curriculum with fidelity. All three have over 20 years of successful ELA experience as classroom teachers, ELFA Literacy Coaches, or curriculum coordinators.

**Roya Oustalet, Assistant Accountant**, will assist the Literacy Project Director and principals in creating and implementing yearly budgets. She will track all expenses, report monthly fund balances to the Project Director and principals, and submit budget revisions and reimbursement requests. She has five years of accounting / auditing experience, and currently oversees federal- and state-funded programs for the district.

**Kirk Credeur, Special Education Director**, will ensure that the specific needs of all students with disabilities are met and that principles of Universal Design for Learning are appropriately applied. He will provide appropriate Assistive Technology and literacy instructional materials as needed for cluster students with disabilities. He has over 30 years of special education experience and over seven years as a SPED director.

### **19) Detailed budget projections showing alignment with LACLiP; integration of SRCL funds with other funds; and adherence to funding distributions (Appendix G).**

**a. Personnel, resources, and services** are aligned with cluster needs and goals (Pages 4-5) as well as components and elements of LACLiP. Budgeted items include personnel costs and benefits; travel for professional development; technology to enhance literacy initiatives, materials to support both professional development and the project implementation; contractual costs to provide research-based literacy strategies and technology support and repair; substitute pay for teachers to attend trainings, software/web-based licenses; and stipends for cluster staff

**JEFFERSON DAVIS PARISH**

members to participate in literacy and leadership professional development. Costs are reasonable in relation to the goals, design, and potential impact of the proposed project.

**b. Local, state, and federal funds will be leveraged** for specific purposes in this grant. The budgeted costs listed in Question 19(a) and reflected in the budget (Appendix G) will be leveraged through integration of SRCL funds with district general funds and other sources: LA4, IDEA, Title I, and Title II. Braided funds will support this project through payment of salaries and benefits for literacy interventionists and remediation programs (Title I), professional development (Title II and LA4), literacy materials and computer hardware (Title I and LA4), technical support for computer labs (Title I and LA4), and salary and benefits for early interventionists, Pre-K teachers, and paraprofessionals (Title I, LA4, and IDEA).

**c. Processes and personnel involved to ensure budgets are transparent and adhere to formula and any caps and the following required fund distributions.** The LEA will ensure transparency by making the budget available for review by all stakeholders. It will implement a very detailed and precise tracking process for all salaries and expenses followed by a system of checks and balances of all transactions before submitting budget revisions or requests for reimbursement. This process will also ensure adherence to all budget caps and required funding distributions: birth through age 5 (at least 15%), kindergarten through grade 5 (at least 40%), and grades 6-12 (at least 40%, equitably distributed between middle and high schools).

**20) Plan for LEA and schools/sites to assume greater responsibility for sustaining program each year with increased leveraging and reduced levels of SRCL funds**

**a. Process:** Key LEA personnel will meet with cluster school leaders twice a year to make decisions on leveraging of local, state, and federal funds to sustain the SRCL Grant and maximize its impact on student learning. The district is committed to funding its required

## JEFFERSON DAVIS PARISH

percentage of salaries and gradually accepting greater financial responsibility over time. District staff, principals, and Literacy Integration Specialists will build capacity among faculty members to ensure continued implementation of LACLIP as grant funds decrease. Efforts will also be made to purchase programs and durable materials that have minimal recurring costs.

**b. Other Funds:** As SRCL grant funds decrease, the district will look to sustain this initiative through increased leveraging of the LEA's General Fund and Title I, Title II, IDEA, and LA4 funds. The LEA and cluster sites will continue to secure, at every opportunity, additional grant funds that will support literacy improvement efforts.

**c. Responsibilities:** The Literacy Project Director and assistant finance director will approve all schools' SRCL budgets and expenditures. The Literacy Project Director and site administrators will ensure that funds are expended as budgeted. School general funds, as well as the schools' Title I and maintenance funds, will be used to maintain purchased equipment and programs.

**d. Strategies:** LEA / site leaders will review project data annually to gauge the effectiveness of SRCL literacy initiatives. If funds are not available at the end of the grant to maintain current levels of implementation, district and school-level leaders will work together to prioritize staffing and program needs and maintain those areas most critical to improving literacy. Efforts will be made to solicit funds from parent, business, and civic organizations as well as to seek partnerships that will provide in-kind contributions and resources.

**e. Communication Plan:** All partners and stakeholders will be informed of the LEA and cluster sites' sustainability efforts and the need for continued literacy improvement efforts initiated by the SCRL Grant. This information will be communicated through quarterly stakeholder meetings, public forums, presentations to community and parent/family organizations, press releases to area media, school newsletters, and district and school websites.



SRCL GRANT

JEFFERSON DAVIS PARISH

APPENDIX A


LEA "Cluster Feeder System Schools and Partners

Table 1

Table 2

APPENDIX A

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

LEA Name:	Cluster School Names	
<p><b>Jefferson Davis Parish</b></p> <p><b>DAVID CLAYTON</b>                        Superintendent.</p> <p><i>David Clayton</i>                      Print Name</p> <p><i>David Clayton</i>                      Signature</p> <p>Office Phone <u>337-824-1834</u></p> <p>Other Phone <u>337-824-1835</u></p> <p>E-mail  <u>david.clayton@jdpsbk12.org</u></p> <p>LEA SRCL Contact Person:                      Name <u>Dr. Virginia Sherrill</u></p> <p>Position <u>Curriculum Supervisor</u></p> <p>Phone <u>337-824-1834</u></p> <p>E-mail  <u>virginia.sherrill@jdpsbk12.org</u></p> <p>LEA Physical Address:  <u>Jefferson Davis Parish Schools</u>  <u>203 Plaquemine Street</u>  <u>Jennings, LA 70546</u></p> <p>LEA Mailing Address:  <u>Jefferson Davis Parish Schools</u>  <u>Post Office Box 640</u>  <u>Jennings, La 70546</u></p> <p>Congressional District: <u>7</u></p>	<p>Non-Profit <u>Early Childhood Education Provider</u> (providing direct services to children):</p> <p>1. <u>CDI Head Start</u>                      Age Span <u>Ages 3-4</u>                      Number of Four-Year-Olds <u>23</u>                      Number of Three-Year-Olds <u>98</u>                      Number of Children Ages 0-2 <u>0</u>                      Director <u>Sharon Haley</u>                      Phone <u>337-616-9556</u>                      Email <u>shaleydir@centurytel.net</u>                      Physical Address:  <u>306 South Lake Arthur Avenue</u>  <u>Jennings, LA 70546</u></p> <p>Mailing Address:  <u>Post Office Box 847</u>  <u>Jennings, LA 70546</u></p> <p>2. _____                      Age Span _____                      Number of Four-Year-Olds _____                      Number of Three-Year-Olds _____                      Number of Children Ages 0-2 _____                      Director _____                      Phone _____                      Email _____</p> <p>Physical Address:                      _____</p> <p>Mailing Address:                      _____</p> <p>3. _____                      Age Span _____                      Number of Four-Year-Olds _____                      Number of Three-Year-Olds _____                      Number of Children Ages 0-2 _____                      Director _____                      Phone _____                      Email _____</p> <p>Physical Address:                      _____</p> <p>Mailing Address:                      _____</p>	<p>Elementary: <u>James Ward Elementary</u>                      Principal <u>Suzanne P. Doucet</u>                      Grades <u>PreK - 2</u> # of Students <u>600</u>                      Phone <u>337-824-1235</u>                      Email  <u>suzanne.doucet@jdpsbk12.org</u>                      Physical Address/Mailing Address:  <u>208 Shankland Avenue</u>  <u>Jennings, LA 70546</u></p> <p>Elementary:  <u>Jennings Elementary School</u>                      Principal <u>Dr. Kieran Coleman</u>                      Grades <u>3-6</u> # of Students <u>607</u>                      Phone <u>337-824-4972</u>                      Email <u>kieran.coleman@jdpsbk12.org</u>                      Physical Address/Mailing Address:  <u>620 Florence Street</u>  <u>Jennings, LA 70546</u></p> <p>Middle/High School:  <u>Jennings High School</u>                      Principal <u>Benjamin Oustalet</u>                      Grades <u>7 - 12</u> # of Students <u>915</u>                      Phone <u>337-824-0642</u>                      Email  <u>benjamin.oustalet@jdpsbk12.org</u>                      Physical Address/Mailing Address:  <u>2310 North Sherman Street</u>  <u>Jennings, LA 70546</u></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 or schools within the cluster)</p>
<p><b>Combination</b> <b>Elementary/Middle/High School:</b> <b>West End Instructional Center</b> Administrator: <u>Robert D. Hieronymous</u> Grades <u>4 - 12</u> # of Students <u>111</u> Phone <u>337-824-9521</u> Email _____ <u>Robert.hieronymous@jdpsbk12.org</u>  Physical/Mailing Address: <u>802 West Jefferson Street</u> <u>Jennings, LA 70546</u>  Mailing Address: _____ _____</p>	<p>1. <u>OCDD Louisiana Early Steps</u> Regional Coordinator: <u>Steven Ray</u> Phone <u>337-475-8045</u> Email <u>steve.ivey@la.gov</u> Physical /Mailing Address: <u>3501 Fifth Avenue Suite C-2</u> <u>Lake Charles, LA 70607</u></p>	<p>1. <u>Jefferson Davis Parish Library</u> Director: <u>Dr. Linda LeBert-Corbello</u> Phone <u>337-824-1210</u> Email <u>llebert@state.lib.la.us</u> Physical/Mailing Address: <u>118 West Plaquemine Street</u> <u>Jennings, LA 70546</u> Mailing Address: _____</p>
<p><b>Middle</b> Principal _____ Grades _____ # of Students _____ Phone _____ Email _____  Physical Address: _____ _____  Mailing Address: _____ _____</p>	<p>2. _____ Director _____ Phone _____ Email _____ Physical Address: _____ _____ Mailing Address: _____ _____</p>	<p>2. <u>McNeese State University</u> Director: <u>Betty H Anderson</u> Phone <u>337-475-5615</u> Email <u>anderson@mcneese.edu</u> Physical Address: <u>4205 Ryan Street</u> <u>Lake Charles LA 70605</u> Mailing Address: <u>Community Services</u> <u>and Outreach</u> <u>Box 9237</u> <u>Lake Charles, LA 70609</u></p>
<p><b>High</b> Principal _____ Grades _____ # of Students _____ Phone _____ Email _____  Physical Address: _____ _____  Mailing Address: _____ _____</p>	<p>3. _____ Director _____ Phone _____ Email _____ Physical Address: _____ _____ Mailing Address: _____ _____</p>	<p>3. <u>Sowela Technical Community College-Morgan Smith Campus</u> Director: <u>Angela Schexnider</u> Phone <u>337-824-4811</u> Email _____ <u>angela.schexnider@sowela.edu</u> Physical Address: <u>1230 North Main Street</u> <u>Jennings, LA 70546</u> Mailing Address: <u>Post Office Box 1327</u> <u>Jennings, LA 70546</u></p>
<p>Mailing Address: _____ _____</p>	<p>Proposed population to expand project in Year 2 (Use spaces as appropriate) West End Instructional Center and its 111 students will be added in Year 2. Of these students, 40.5% reside within the attendance zone of our cluster schools. Students continually transition between WEIC and cluster schools to meet the social, behavioral, and vocational needs of our most at risk students in grades 4-12. Inclusion of this population is vital to fully implementing LACLIP in out cluster system.</p>	

SRCL GRANT

JEFFERSON DAVIS PARISH

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

APPENDIX B

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

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

LEA Name: JEFFERSON DAVIS PARISH

"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 Over-Age Students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
James Ward Elementary School (Pre-Kindergarten)	107	77.5	0	0	22	15	2	1						
James Ward Elementary School (K-2)	464	77.7	0	0.0	118	19.8	14	2.3						
Jennings Elementary School	467	76.8	1	0.2	126	20.7	22	3.6						
Jennings Elementary School Fourth Graders													32	19%
Jennings High School	546	59.7	1	0.1	136	14.9	22	2.4	116	86.0	69	34.7	0	0.0
Jennings High School Ninth Graders													69	8%

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

**Table 2: Disadvantaged Populations for All LEA “Non-Cluster” Schools**

LEA Name: **JEFFERSON DAVIS PARISH**

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 (Over-Age Students)		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Elementary	Elton Elementary School	171	64.8	3	1.1	40	15.2	3	1.1							
	Lake Arthur Elementary School	342	62.1	1	0.2	64	11.6	4	0.7							
	Welsh Elementary School	311	59.8	0	0	68	13.1	10	1.9							
	Jefferson Davis Parish Fourth Graders														66	15%
Middle	Fenton Elementary School	93	66.9	0	0	24	17.3	8	5.8							
	Welsh Roanoke Junior High School	149	59.4	0	0	58	23.1	3	1.2							
High	Elton High School	134	51.1	3	1.1	38	14.5	7	2.7	23	80.0	12	21.4			
	Hathaway High School	192	40.5	1	0.2	79	16.7	6	1.3	27	91.9	5	14.7			
	Lacassine High School	261	44.1	6	1.0	71	12.0	11	1.9	45	90.9	15	23.8			
	Lake Arthur High School	210	53.6	1	0.3	53	13.5	5	1.3	50	85.3	20	22.0			
	Welsh High School	120	39.5	0	0	29	9.5	4	1.3	48	77.4	20	20.2			
	Jefferson Davis Parish Ninth Graders														141	2.3%

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

**APPENDIX B:**

**TABLE 3: Achievement Results for LEA “Cluster” Feeder System Schools**

**END OF YEAR -- DSC AND DIBELS NEXT**

School Name	Grade	2008-2009	2009-2010	2010-2011 Scores
		DSC EOY Language Post-Test National Percentile Rank	DSC EOY Language Post-Test National Percentile Rank	DSC EOY Language Post-Test National Percentile Rank
JAMES WARD ELEMENTARY SCHOOL	PreK	92.58	85.5	89.5
		DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark
JAMES WARD ELEMENTARY SCHOOL	K	66	76	81
JAMES WARD ELEMENTARY SCHOOL	1	61	76	77
JAMES WARD ELEMENTARY SCHOOL	2	38	53	70
JENNINGS ELEMENTARY SCHOOL	3	50	35	42

**APPENDIX B:**

**TABLE 3: Achievement Results for LEA “Cluster” Feeder System Schools  
(ELA SCORES, % BASIC OR ABOVE FOR ASSESSMENTS LISTED)**

School Name	Grade / Assessment	2008-2009	2009-2010	2010-2011 Scores
Jennings Elementary School	3 <sup>rd</sup> iLEAP	70	70	82
Jennings Elementary School	4 <sup>th</sup> LEAP	82	77	78
Jennings Elementary School	5 <sup>th</sup> iLEAP	69	80	72
Jennings Elementary School	6 <sup>th</sup> iLEAP	73	78	81
Jennings High School	7 <sup>th</sup> iLEAP	72	81	76
Jennings High School	8 <sup>th</sup> LEAP	69	64	69
Jennings High School	9 <sup>th</sup> iLEAP	86	78	N/A
Jennings High School	10 <sup>th</sup> GEE	65	75	73
Graduation Rate	% Cohort	78.3%	84.4%	86.0%



Table 4: "Cluster" Feeder System Flow Through\*

School Name and Configuration	School Name and Configuration	School Name and Configuration	School Name and Configuration	School Name and Configuration	School Name and Configuration
<b>Jennings Head Start</b>	<b>James Ward Elementary School PreK to 2 (44/140)</b>	<b>Jennings Elementary School 3-6 (152/165)</b>	<b>Jennings High School 7-12 (109/131)</b>		
23 students are in the four-year-old program for 2011-2012 at Head Start.  Head Start has 98 area three-year-old students.	Of the 140 <i>Pre-Kindergarten</i> students in this free and fully inclusive four-year-old program at James Ward, 44 came from Head Start. (An additional class of 20 students was added at James Ward this year.)	Of the 165 <i>third graders</i> at this school, 152 came from James Ward Elementary School.	Of the 131 <i>seventh graders</i> at this school, 109 came from Jennings Elementary School.		
			Year 2 Population: West End Instructional Center in Jennings serving at-risk parish students		

\* 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.