

Jefferson Parish Public Schools

Striving Readers
Comprehensive Literacy
(SRCL) Program

Subgrant Application

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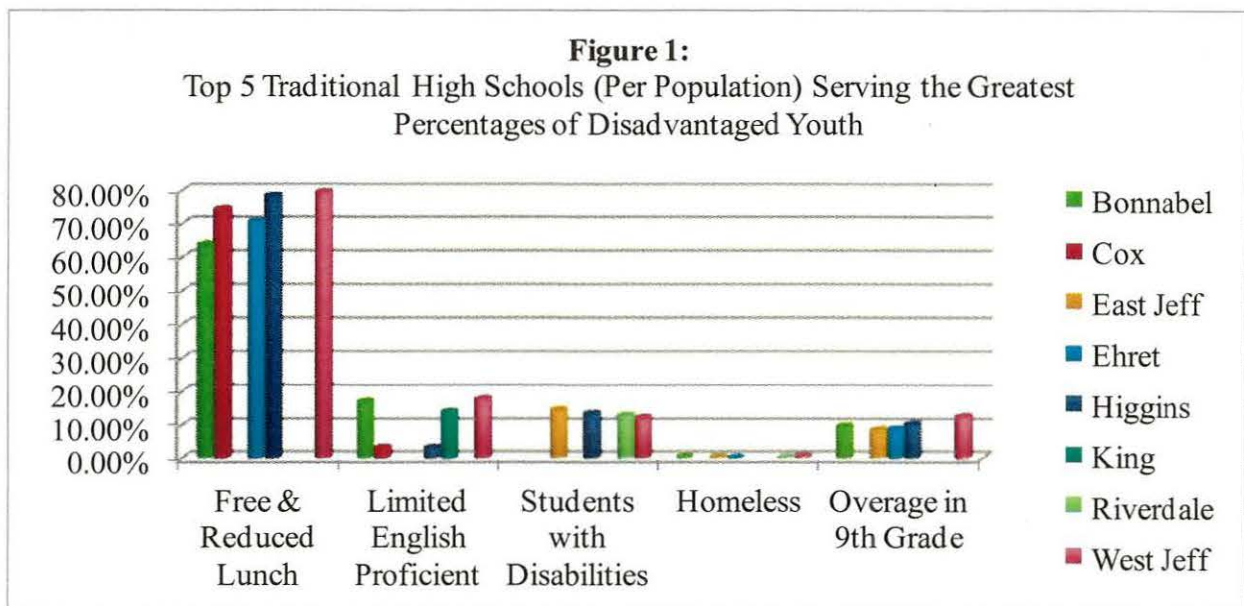
Appendix F: Individual Resumes for Key Personnel (Provide brief [2-page] resumes for the
Lead Administrator of each cluster school/site and LEA supervisor for the project)

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1) a) The Jefferson Parish Public School System’s (JPPSS) Striving Readers Comprehensive Literacy (SRCL) grant cluster selection includes George Cox Elementary, Woodland West Elementary, Gretna Middle, and Helen Cox High. This selection was predicated on several quantitative and qualitative factors. According to the 2010 U.S. Census, Jefferson Parish is the state’s most populous parish with an estimated 443,400 residents (44,844 of which are currently enrolled in a JPPSS school). As the state’s largest public school system, the JPPSS educates a large percentage of disadvantaged youth. This is evidenced in the cluster school selection, which has an average free and reduced lunch rate of 84.4%.

While most JPPSS schools could justifiably benefit from inclusion in the SRCL grant, the percentage of disadvantaged youth enrolled in a traditional high school (Figure 1) served as the basis for selecting a feeder cluster. In addition, the selection process involved an in-depth assessment of each cluster’s current and future capacity to yield improved literacy outcomes based on SRCL grant parameters and Louisiana Comprehensive Literacy Plan (LACLIP) frameworks.



High schools (and respective feeder schools) serving a greater percentage of disadvantaged youth than Helen Cox were excluded based on a combination of quantitative and qualitative measures: data, capacity, leadership, and district reform status. Though complex, the establishment of these criteria was instrumental in ensuring that an objective cluster was selected, and that the exclusion of equally deserving clusters was based on the use of objective criteria capable of being defended.

In support of using Helen Cox's data as the basis for the selected feeder cluster, Figure 1 reveals that their disadvantaged youth percentages are among the district's highest for two of five populations (Free & Reduced Lunch and Limited English Proficient). Equally important is the cluster's capacity to fulfill SRCL grant requirements - particularly in regard to leadership and sustainability. The four cluster school principals exhibit leadership stability and a high level of commitment to increasing literacy achievement; they create a culture and environment that promotes and celebrates literacy for their respective communities.

b) Appendix B Table 3 reveals growth in the percentage of students scoring Basic and above in all cluster grades and schools, with the exception of two anomalies. There was only a 1% decrease in Woodland West's 3rd grade iLEAP scores from 2008-2009 to 2010-2011, and a four point difference from 2009-2010 to 2010-2011. This decline is attributed to the increasing percentage of English Language Learners (ELL) students at Woodland West. Of the four cluster schools, Woodland West has the highest percentage of ELL students - 15.6%.

The only other marked percentage decrease is a six point decline in George Cox's 2008-2009 5th grade iLEAP scores from 56% Basic and above to 50% in 2010-2011. The principal attributes this decrease to the lag in kindergarten education, as this class was the kindergarten-class when Hurricane Katrina devastated the area. As a class, this group performs inconsistently on standardized assessments.

c) Though grant parameters limit cluster size to two elementary, one middle, and one high school, the reality is that in a district comprised of 88 schools, multiple elementary schools feed into a single middle school and multiple middle schools feed into a single high school. This reality is important to understand as it pertains to the reported number of children who move through the selected cluster. The numbers of children who previously attended the feeder Head Start center and are currently enrolled in George Cox and Woodland West's pre-K program are six and three, respectively. While a limited number of Head Start children feed into the cluster elementary schools, it is important to note that 26 of George Cox's 62 kindergarteners did not attend any pre-K program. Teachers report that these 26 students currently lack the literacy skills necessary for proficient performance on the Developmental Skills Checklist (DSC). Furthermore, of Woodland West's 95 current kindergarteners, 14 attended the feeder Head Start center for Pre-K, 48 attended a public school pre-K program (43 in JPPSS, 33 at Woodland West and 5 out-of-district), 20 remained home during their pre-K year, and 13 attended a day care/child care program. Of the 209 6th graders enrolled in Gretna Middle, 32 came from George Cox and 19 from Woodland West and of the 209 9th graders enrolled in Helen Cox, 75 came from Gretna Middle. A previous mandated desegregation order further fragmented some of the district's feeder school pattern.

2) a) Sites and populations the district proposes to add to the cluster in year two are for-profit childcare centers, Johnson Gretna Park Elementary, Marrero Middle School and West Jefferson High School.

b) The for-profit childcare centers were selected based on their proximity to the Year 1 elementary schools. Year 2 additions are Johnson Gretna Park Elementary School, Marrero Middle, and West Jefferson High School. Enrollment data indicated a large number of student transfers from cluster schools to the schools listed above due to families moving to more

affordable housing. In addition, the West Jefferson High School turnaround initiative and Integration pilot will be fully in place.

c) To build relationships with all providers of care and education services, a system of communication for sharing information with Year 2 schools will be established. In addition, teachers, leaders, and childcare providers to be included in Year 2 will be invited to attend pertinent literacy initiative trainings and community meetings funded by the SRCL grant during Year 1.

3) a) The needs assessment process consisted of an extensive review of student achievement data from the following: K-3 Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Interval Assessments K-12 (Achievement Network and Jefferson Parish School System), Louisiana Educational Assessment Program 4 and 8 (LEAP), the Integrated Louisiana Educational Assessment Program 3, 5, 6, 7 (iLEAP), Louisiana Needs Assessment K-12 (LANA), Literacy Capacity Survey, Developing Skills Checklist Pre-K and K (DSC), Scholastic Reading Inventory 4-12 (SRI), End Of Course assessment for English II (10) and English III (11), administration classroom observations, teacher assessments, and teacher and parental input.

b) The needs assessment process involved stakeholders triangulating data among all four cluster schools in order to identify targeted areas of need. A review of achievement, observational, and survey findings revealed common areas of weaknesses in reading comprehension, specifically, read, comprehend, and respond, and read, analyze and respond. This data drove discussions and informed decisions in establishing the goals for this grant. Current realities were used to create ambitious and attainable goals.

c) The district literacy and grant team, school administrators from each cluster school, and teachers from each school met multiple times to evaluate school data and participate in the needs assessment.

4) a) The overarching goal of the SRCL grant is to increase student achievement by targeting the following goals and measurable objectives. Although evaluation is on-going, the objectives are designed in two-year increments so that the students receive two full years of SRCL grant services prior to summative evaluation.

GOAL	MEASURABLE OBJECTIVE
Students enter Kindergarten ready to learn.	1) All Pre-K students will score in the second quartile or above on the Developmental Skills Language post assessment by May 2014. 2) 70% of students entering kindergarten will perform at or above benchmark on DIBELS by May 2014.
Students are literate by third grade.	1) The percentage of first grade students who perform at the proficient level on end of year DIBELS assessment will increase 10% by May 2014. 2) The percentage of second grade students that perform proficient on end of year DIBELS assessment will increase 10% by May 2014.
Students are reading on grade level by third grade.	1) The percentage of third graders performing basic or above in ELA on iLEAP will increase 10% by May 2014.
Students will enter fourth grade on grade level.	1) The percentage of fourth graders performing basic or above in ELA on LEAP will increase 10% by May 2014.
Students will perform at or above grade level in English Language Arts by Eighth Grade.	1) The percentage of fifth graders performing basic or above on ELA on iLEAP will increase 10% by May 2014. 2) The percentage of sixth graders performing basic or above on ELA on iLEAP will increase 10% by May 2014. 3) The percentage of seventh graders performing basic or above on ELA on iLEAP will increase 10% by May 2014. 4) 70% of eighth graders will perform basic or above on ELA on LEAP by May 2014.
Students will graduate on time.	1) The dropout rate will decrease by 5% by May 2014. 2) The percentage of tenth graders who meet or exceed proficiency on the English II End of Course state assessment will increase 10% by May 2014. 3) The percentage of eleventh graders who meet or exceed proficiency on the English III End of Course state assessment will be established after baselines are determined in May 2012.

b) The JPPSS will strategically use data systems to track student performance, identify areas of need, design policies, and evaluate the impact of the literacy initiative on student performance

and progress toward mastery of the Common Core State Standards. The JPPSS is committed to providing support to schools to implement differentiated instruction and Universal Design for Learning principles for all students, including ELL, students with exceptionalities, and advanced learners. The System to Enhance Educational Performance (STEEP) will be the primary data tracking and screening system. The Test of Early Language Development (TELD-3) will be used to assess spoken language skills for three and four year olds. The Dynamic Indicator of Basic Early Literacy Skills (DIBELS) will continue to be utilized as a screening instrument three times a school year for students in grades K - 3. The Scholastic Reading Inventory (SRI) and the Scholastic Phonics Inventory (SPI) are currently used to benchmark student progress. The SRI is administered five times per year to all intervention students, and the SPI is given three times per year to only the System 44 phonics students. Directed Reading Assessment (DRA) is used as an alternate reading assessment for students with hearing impairments.

c) A district literacy team consisting of the district literacy leader, the literacy integration specialists, the literacy interventionists, the school administrators, community partners, parents, and central office administrators will meet prior to program onset to disseminate information about the program goals, objectives, and targets to ensure that all stakeholders are fully aware of and vested in the program's success. In addition, this literacy team will meet monthly to discuss adherence to programmatic goals, review data in progress, and make suggestions for improvements.

5) a) Research shows that students need at least 90 minutes of uninterrupted reading instruction per day in order for sufficient student reading development and that this instruction must be dense: systematically delivering explicit teacher directions; scaffolded over time; and differentiated across the classroom. In elementary schools, each teacher will provide an uninterrupted 90-minute literacy block, including writing. Each classroom library will have a

minimum of 200 books (print and audio) that are aligned to the Common Core State Standards and the district reading program. Individual classroom libraries will include diversity of materials for all populations and interests. Small group learning centers consisting of at least a reading, writing, and technology center are designated in grades kindergarten through fifth. In secondary schools, a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers will be implemented. Designed for any student reading two or more years below grade-level, the program leverages adaptive technology to individualize instruction for ELL and special education students and provides powerful data for differentiation to teachers. The literacy interventionists at each school will provide interventions to designated students based on individual student needs. The literacy integration specialists at each school will provide job-embedded literacy professional development to all teachers and interventionists. The literacy team and school administrators will meet collaboratively every week to analyze assessment results. Student/teacher/parent conferences will be held to discuss progress. Students will be given timely, descriptive opportunities to assess their own learning.

b) The JPPSS action plan outlined above aligns to LACLIP's five key components that provide a deep, well-informed orientation toward improving outcomes for all students as follows: 1) Leadership and Sustainability: A district literacy team composed of all stakeholders developed the JPPSS Striving Readers Comprehensive Literacy Plan. The plan provides for collaborative partnerships, extended time for literacy, collaborative teams and/or teacher teams. 2) Standards-Based Curriculum: The planned balanced curriculum aligns with the Common Core State Standards as delineated by the Louisiana Comprehensive Curriculum, Early Learning Standards and Curriculum. It provides for a core reading program consisting of literacy instruction in all content areas throughout the day in elementary settings and the purchase of diverse texts. 3)

Assessment System: The critical pieces to the plan are screening and diagnostic assessments, performance and observational assessments, program assessments, formative assessments, and summative assessments. Student instruction is predicated upon data-based decision making to achieve increased student achievement. Monitoring programs will be purchased to track student achievement. 4) Instruction and Intervention (RTI): The JPPSS SRCL plan incorporates effective instruction through researched-based differentiated instructional strategies that support diverse needs in language and literacy development. Appropriate interventions are provided to all students with an established need. 5) Professional Learning and Resources: Resources and coordinated support are also imperative to sustain literacy improvement efforts. The JPPSS SRCL plan provides for relevant, job-embedded, on-going professional development with coordinated support through a variety of media and methods, including book studies, action research, data analysis, collaborative planning, reflective questioning, model lessons, peer dialogues, journaling, and conferencing.

c) The school improvement plans (SIP) for the cluster schools reflect the goals of the JPPSS SRCL grant. For each school, one full-time Literacy Integration Specialist and two Literacy Interventionists will be hired to lead the school with the literacy initiative. See Appendix C for school-specific action steps and associated costs aligned with the grant. For example, teachers will participate in job-embedded professional development, have access to a professional library, receive incentive pay based on value-added criteria, etc.

6) a) The existing priority at Woodland West Elementary is the Teacher Advancement Program (TAP). It is currently funded by the Teacher Incentive Fund (TIF) grant and Title II. As such, the school and district have committed to sustaining the program through grant completion in 2015 and beyond. The existing priority at George Cox Elementary is Act 54. This teacher evaluation plan will continue in future years as a district requirement for all schools.

b) The TAP model improves literacy and supports the needs and goals selected for the JPPSS Striving Readers Comprehensive Literacy Plan. TAP employs structured, value-added student achievement data, a metric that looks at the amount a student is expected to grow compared with similar schools across the state. TAP's strong professional development focuses on identifying and dealing with instructional needs that specific teachers face with specific students. Teachers use data to target these areas of need, and they benefit from cluster groups that meet during the school day for at least 90 minutes weekly or more frequently. These clusters are comprised of teachers in the same grade or with the same subjects. These detailed discussions center around instructional and student achievement performance. Currently, Woodland West Elementary is addressing reading comprehension strategies through TAP. Each teacher is receiving 90 minutes of professional development and follow-up classroom support in implementing specific strategies. As a result, each grade level within the school has experienced student achievement gains in reading comprehension evidenced through weekly formative assessments. Furthermore, 86% of the TAP schools in Louisiana achieved a year or more of academic growth including Woodland West.

Act 54's evaluation system strongly supports the goals of the JPPSS Striving Readers Comprehensive Literacy Plan through emphasizing student acquisition of literacy skills as evidenced through LEAP and iLEAP results. Unlike existing performance measures that are limited to achievement levels or subjective evaluations, Act 54 will center on measuring, informing and improving our systemic and individual capacity to impact student success. Fifty percent of a teacher's evaluation is based solely on student achievement. For example, teachers will be able to identify the subjects and classes where their students are making the most and the least progress. These results can be used by teachers and administrators to tailor professional development plans to target specific areas, thereby improving instruction. This professional

development component is an integral part of the JPPSS SRCL plan.

c) The TAP model aligns with LACLiP in providing targeted professional development based on student and teacher needs and is aligned with the Common Core State Standards. Both TAP and LACLiP emphasize meeting in collaborative teams (and include pre-service teachers at the school) to ensure teachers are using literacy strategies effectively; scheduling time for an instructional coach to meet with teachers individually and/or in teacher teams to co-plan, model, practice, and provide feedback; providing opportunities for teachers to practice techniques in non-threatening situations using checklists when conducting classroom observations/ walkthroughs to ensure clear expectations and specific feedback to teachers on student learning. LACLiP and Act 54 foster success in teaching and learning. All teachers will be evaluated on their implementation of the LACLiP including data-driven decision making, curriculum alignment, Response to Intervention, job-embedded professional development, and meaningful engaged learning will provide for increased achievement for students and teachers.

7) a) Currently, a computer-assisted reading intervention program—READ 180/System 44—aligned to the GLEs is used at Helen Cox High School, Gretna Middle School, and Woodland West. The program's components consist of individualized software that addresses specific reading skills, a classroom library (paperback books and audio books), and teacher-direct explicit small group instruction based on student's needs. A pacing chart was printed that included the standards/GLEs that were addressed and not addressed. For those standards not addressed, regularly scheduled checkpoints allow the teacher to use specified instructional time to pull in additional district-developed materials to address standards. READ 180/System 44 does not address the intervention needs in younger elementary students. To address this gap, several other interventions are in place (i.e. Phonics Boost/Blitz, Project Read, etc.)

b) All materials selected will be reviewed by the district literacy team to ensure that they align

with CCSS and that they adhere to all district Purchasing Department guidelines. The district literacy team will identify materials to be purchased through researching items for proven effectiveness with addressing the needs of similar student populations.

c) Based on past experiences, the JPPSS has gleaned many valuable lessons that will lead to improved future practice. Accordingly, the following protocol will be established: 1) a district literacy team (inclusive of all stakeholders) will be responsible for reviewing curriculum and materials prior to purchasing; 2) a comprehensive literacy implementation plan will outline action steps, completion dates, and responsibilities; 3) a plan for professional development will ensure that the teachers receive appropriate training in using materials/curriculum purchased; and 4) a quarterly formal implementation review and gains analysis will be implemented.

8) a) A literacy-rich elementary classroom will build students' oral and written comprehension, vocabulary, fluency, and expression through its focused and supportive climate. One of the main tenets of a literacy-rich learning environment is that no matter what is being studied, students will read, write, and speak about it every day and in a variety of ways. For virtually all children, the amount of time spent reading in classrooms consistently accelerates their growth in reading skills. The CCSS advocate to build a foundation for college and career readiness; students must read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. As a component of the JPPSS Striving Readers Comprehensive Literacy Plan, each classroom will have leveled libraries and comfortable spaces for reading, writing, and engagement in literacy activities that offer opportunity for students to interact with self-selected texts on their independent reading levels. Content-specific classrooms will infuse literacy through real-world print such as charts, graphs,

multi-media texts along with periodicals and trade books. School libraries will also be a key component in promoting a literacy-rich environment. Examples of materials to be purchased for both the school libraries and the classroom libraries include informational non-fiction, high-interest books, periodicals, and library organization bins. Examples of this include: *Fuel the Body* by Doering Tourville (K), *Showdown at the Food Pyramid* by Rex Baron (2-3), *The Exciting Endocrine System* by John Burstein (4-5), *Freedom Walkers* by Russell Freeman, *Travels with Charley: In Search of America* by John Steinbeck (6 -8), *The Race to Save Lord God Bird* by Phillip House (9-10), and *Mother Tongue* by Amy Tan (11-12). *

b) Students in every classroom will have access to a wide variety of relevant and motivating materials on a broad range of topics that fit their growing reading capabilities and interests. Through the purchase of classroom libraries, the JPPSS SRCL will provide all students with choices of texts that they can read independently. As aligned with LACLIP and CCSS recommendations, schools will promote explicit instruction, independent reading, guided reading groups, shared reading, read-alouds, collaborative learning, discussions, word study games, and writing. These opportunities for authentic literacy experiences will lead to increased student achievement. In addition, software with embedded supports, such as text-to-speech, multi-media glossaries, electronic dictionaries and encyclopedias, and language translation capability, is utilized in the JPPSS. Complex informational texts recommended as exemplar texts by CCSS will be purchased for each grade level.

c) The CCSS require that students learn reading and writing skills through technology and multimedia. Each JPPSS school has a technology plan to create technology-infused lessons for heightened student engagement. Jefferson Parish students use the Internet to produce and publish writing as well as to interact and collaborate with others. Teachers utilize their Promethean Boards in providing explicit strategy instruction and in facilitation of student guided

practice. Classroom computers will be used to support authentic reading and writing through group and individual work. This technology may take the form of researching informational topics, practicing phonics, correspondence, listening to books, and interventions. Students will evaluate information presented in different media and formats and produce presentations with digital media according to the standards.

9) a) It is imperative for all students to experience literacy success within the classroom. To this end, Universal Design for Learning principles will be applied to ensure individualized success in the Common Core State Standards through appropriate accommodations. For example, when a teacher introduces a reading strategy, students practice applying it to a text at their independent reading level where he/she can read with 98% accuracy or better and 90% comprehension. Thus, the material is differentiated while the strategy remains universal for each learner. The principles will be incorporated similarly in writing wherein every student learns and applies the same strategy with different means. Assistive Technology tools and software programs help to incorporate Universal Design principles. The JPPSS utilizes Kurzweil3000, a web-based software, which provides students with access to PreK-12 text-based core and ancillary curricular content using the following technologies: text-to-speech, talking word processing, talking word prediction, and numerous assistive technology tools that are customizable for individual students. Based upon current research of JPPSS third-grade students using K3000, students demonstrated a higher reading comprehension level when text to speech software is used for reading passages.

b) The Louisiana Access Guide is utilized in the JPPSS to provide teachers with best practices resources/literature and direct assistance in meeting the individual needs of our students in the following areas: verbal communication, written communication, accessing the Common Core State Standards, and working independently to complete educational activities. Additionally, the

JPPSS has published and distributed the JPPSS Assistive Technology Guide for Teachers and the JPPSS AIM Guide for Teachers to all schools in the district. The JPPSS has an Assistive Technology Team with expertise in the areas of Augmentative-Alternative Communication, Occupational Therapy, Visual Impairments, Vocational Rehabilitation, and Assistive Technology. This team provides assessments, materials, and trainings to qualifying students, their teachers, and caregivers.

c) The JPPSS Assistive Technology Team is an integral part of the LATI Region 1 Assistive Technology Center. LATI Region 1 meetings and professional development opportunities and institutes are attended by the JPPSS AT Team and teacher leaders from each cluster school. This reciprocal relationship between the schools and the Technology Center helps our educators to meet individual needs in order to improve academic outcomes for students with special needs. To address students with learning disabilities, the JPPSS is already partnered with Early Steps, which provides services to families with infants and toddlers aged birth to three years who have a medical condition likely to result in a developmental delay or who have developmental delays. The JPPSS evaluates and provides services to these transitioning children to ensure uninterrupted services for those who qualify.

10) a) The JPPSS utilizes coherent assessment and data management systems to guide instructional decisions including: DSC (PK-K), DIBELS (K-3), Fountas and Pinnell (3-5), and the Scholastic Reading Inventory (4-12). Progress monitoring assessments include interval assessments and DIBELS. Screening assessments include Brigance Inventory of Basic Skills and the Woodcock Johnson III Tests of Achievement. Summative assessments include End of Course tests (10-11), LEAP, and iLEAP.

b) Secondary: Teachers print/review reports documenting student progress on Read 180 on a weekly basis. Data reviewed includes usage date (sessions per week, minutes per session,

allocation of software time on decoding skills, comprehension, vocabulary, and spelling), performance data (student accuracy on vocabulary items, comprehension items, spelling items, decoding items), and fluency data. If student performance data on any skill falls below 70% accuracy, the teacher provides differentiated instructional support in a small group setting. Principals can also monitor each teacher's implementation and student success. Students can track their own progress in the software and maintain this information in their portfolio. At the district level, a weekly dashboard is shared with the district literacy team documenting usage data and books read by school and by individual teacher.

Elementary: DIBELS and Fountas and Pinnell are administered three times throughout the school year along with tri-weekly progress monitoring for students who are identified as reading below grade level. Summative assessments are administered once in the spring and are used to identify school-wide trends that inform instructional planning and professional development for the following school year. The assessment results are reviewed and discussed by teachers, administrators, pupil appraisal personal, and support staff during collaborative planning after each assessment is administered. These results inform instructional planning, assist in forming intervention groups, and selecting appropriately leveled reading materials for every student.

c) Involvement of all stakeholders is important to the success of each student. As such, a web-based parent portal, the district website, parent-teacher conferences, and letters will be made available to share information regarding student progress in both skill attainment and books read. Additionally, students will keep portfolios where they can track their own literacy progress with home/school correspondence.

d) In addition to the current assessments in place, the Test of Early Language Development, TELD-3, will be administered to three and four-year-olds and System to Enhance Educational Performance, STEEP, to fourth through twelfth graders. Literacy team members from cluster

schools and Head Start teachers will administer the TELD-3 to three and four-year-olds at the Head Start center and in Pre-K classes upon entering the programs. STEEP will be administered three times throughout the school year by literacy team members and trained teachers.

e) The Louisiana Department of Education will provide training on implementing new CCSS assessments to all literacy team members. These team members will, in turn, provide training to classroom and Head Start teachers who will be responsible for implementing the assessment.

f) Response to Intervention (RTI) is an education framework utilized in the JPPSS to provide all students with high quality, research based, differentiated core instruction, identify specific students with academic or behavioral needs, and provide interventions that are matched to those needs. The RTI plan uses a three-tiered approach to address student needs. Tier I provides high-quality, research-based core curriculum instruction that is differentiated to meet each student's needs in the daily education setting for 90 minutes in elementary, middle, and high schools. This time is highly protected and is free from interruption. Tier II provides targeted interventions for students who need additional support in addition to core instruction in small groups of six students for 30 minutes daily outside of the ELA block. Tier III provides, also in addition to core instruction, intensive interventions for students with significant academic or behavioral needs and meet in small groups of three for 60 minutes daily. Progress monitoring of the students reveals the effectiveness of the interventions.

g) Each cluster school will maintain data efficiently through a web-based data management system, STEEP. This will allow for organized data that is conveniently accessed, charted, and summarized in order to inform instructional decisions. The Learning Institute Portal and the Achievement Network database (Woodland West) are used as clearinghouses for assessment data and provide assessment reports used to guide instructional decisions.

11) a) The JPPSS will implement a coordinated transition plan including: open houses,

orientations, parent meetings, summer programs, and collaboration between cluster schools and partners. This plan will be implemented by the literacy teams, school administrators, parents, and community partners.

b) Transitional strategies from birth through high school will help families adjust to new school settings. Explicit communication is the first strategy for successful transition. In partnership with daycare centers, Head Start will hold orientation meetings to allow students and parents to visit the facility and receive information related to the program. Parents of students enrolled in cluster schools will receive special invitations for younger siblings to be included in the Head Start orientation meetings. Incoming Pre-K and kindergarten students will be invited to attend elementary school open houses, and potential students will be contacted by the teachers via phone calls and/or postcards. Middle and high schools will also offer open house for all new students. Teachers of transitional grade levels will participate in vertical planning to share student information. Another strategy that will be implemented includes summer learning opportunities. Students in grades K – 3 will be offered the summer LAP at the school they will attend in the fall, and students entering grade 6 will be offered the summer Bridge program at the middle school.

c) Head Start students will take a field trip with their parents to the elementary school they will be attending in the fall to become acclimated to their new environment. Students in grades K – 3 will be offered the summer Literacy Advancement Program that addresses transition and literacy needs. Students entering grade 6 will be offered the summer bridge program that will provide literacy and technology classroom instructional and transitional activities. Students in transitional grade levels (5 and 8) will take field trips to the appropriate school to familiarize themselves with the school and obtain an overview of the next grade level. High school seniors will have opportunities to attend college fairs, technical schools, and/or community colleges in

preparation for post graduation plans.

12) a) In an effort to ensure that all partners and stakeholders receive opportunities to impact literacy rates within our network, a coordinated system of support has been devised. The developing partnership between the childcare providers, parents, caregivers, and community members share a vested interest in the success of each child. To this end, the partners are a vital component to the SRCL grant because they provide a foundation for literacy that will support the goals of the grant. In turn, these partners are assured that their children will receive a high quality literacy education at all cluster schools and the Head Start center.

b) Cluster schools will leverage the expertise and resources of service providers in order to help students with identified areas of need meet the goals outlined in the SRCL grant. This will be accomplished by the collaborative effort of the school literacy team, speech-language pathologists, social workers, special education teachers, early childhood specialists, school psychologists, etc.

c) The District Literacy Leader will work with the Network Executive Director (NED), the school-based literacy team, and all stakeholders to ensure the alignment of literacy programs district-wide. This Leader will also coordinate professional development activities as well as monitor individual school progress, prescribe instructional interventions, collect and evaluate data, and make evaluative reports to the NED and Superintendent. A network team led by the NED and comprised of central office administrators and teacher leaders will provide content area expertise and support to all cluster schools. The Literacy Integration Specialists will work collaboratively with teachers by providing model lessons with appropriate follow up, develop and implement professional development, maintain assessment and evaluation records, conduct classroom observations, as well as adjust school's literacy plan based on evaluative data. The Literacy Interventionists will provide interventions based on student data. The Interventionists will work collaboratively with teachers to

share information on students receiving interventions.

d) Teachers at each participating school are enthusiastically committed to improving literacy achievement. Signed commitment forms are attached. See Appendix D.

e) The common vision of the JPPSS and Head Start is students will enter kindergarten ready to learn. In order to achieve this critical goal, the community members will be offered professional services in the importance and acquisition of early literacy skills. To this end, the JPPSS has partnered with Head Start, Center for Development and Learning in coordination with the Picard Center, the Jefferson Parish Library, and West Jefferson Hospital to provide information and trainings to parents and children beginning with birth.

f) Communication is key to a successful shared vision. This will be accomplished using school newsletters, flyers, brochures, and bulletin boards of student work reflecting literacy achievement placed in strategic, high-traffic locations and in the grant partners' facilities. In addition, schools will post recommended literacy activities on their websites as well as share school-wide progress toward meeting literacy goals.

g) It is essential that all stakeholders share a vision and common language in increasing literacy skills for all learners. This can only result through consistent professional development, collaboration, and shared planning. The SRCL grant provides these strategies for all partners, early education providers, and school staff.

13) a) The Center of Development and Learning (CDL) in conjunction with the Cecil Picard Center has partnered with JPPSS to provide training to parents and caregivers in literacy and professional development to paraprofessionals and teachers. This non-profit, community-based organization was selected based on their proximity to the district and their proven record of effectiveness in providing literacy instruction to parents/caregivers and teachers. This partnership is critical to student success. According to DSC scores from the two elementary

schools, 46% of the students scored below the 50% quartile in vocabulary development. CDL will directly address this need through a shared belief that all children can and will achieve school success when provided with highly effective teachers and positive, supportive learning environments.

b) The Picard Center completed the Beginning with Babies (BwB) pilot in September, 2011, with the Department of Children and Family Services. In BwB, 360 participants from 90 Louisiana childcare centers received professional development, including Right from Birth. Initial results indicated a 50% growth in vocabulary development of students whose teachers received customized technical assistance and professional development from CDL.

14) a) JPPSS SRCL grant stakeholders include: JPPSS cluster schools' staff (teachers and administrators), JPPSS district-level personnel (Network Executive Director, District Literacy Leader, speech language pathologists, allied health professionals), families of children within our cluster-school network, Gretna/Terrytown Head Start, West Jefferson Hospital, and the Jefferson Parish Library.

b) While each stakeholder will play a unique role in the JPPSS SRCL grant project, all share a commitment to fulfilling the grant's responsibilities and achieving the goals. The action plan includes bi-monthly literacy leadership meetings where stakeholders will evaluate progress made toward our goals and strategize steps for addressing challenges. See Appendix E for Letters of Commitment from stakeholders.

c) Examples of diverse contributions from stakeholders include: 1) West Jefferson Hospital will address literacy with groups such as pediatricians, obstetricians, social workers, and psychologists, and will work with the Jefferson Parish Library to implement the Raise a Reader Program for new parents; 2) the Jefferson Parish Library will promote literacy through Every Child Ready to Learn early literacy training for parents with children age birth – 5, Raise a

Reader program, Prime Time Family Reading for students ages 6-10 and their parents, story times for elementary students, book studies and book trailer workshops at the secondary schools, and school-wide library card campaigns; and 3) Head Start will play an instrumental role in coordinating monthly activities with the all stakeholders to promote family literacy in the beginning stages of education.

15) a) The current research shows that the single greatest factor in student achievement is the teacher, in other words, the quality of instruction. Each school will have a literacy leadership team composed of school administrators, a literacy integration specialist, literacy interventionists, and the district literacy leader. The proposed professional development plan for each school's literacy team will include sustained literacy and strategy instruction in read alouds, shared reading, and shared writing. They will also receive training in literacy interventions, STEEP, LETRS, TELD-3, Common Core State Standards, LACLiP, and Universal Design for Learning. This literacy team will provide turn-around training at the school sites for all teachers, interventionists, and paraprofessionals. The literacy team will be responsible for: 1) modeling learned literacy strategies at all meetings and within classrooms; 2) coaching teachers during implementation of literacy strategies; 3) facilitating informal observations of strategy instruction; and 4) disaggregating school-wide data to inform instruction and professional development. Support staff such as pupil appraisal personnel and speech and language pathologists will be included in professional development pertinent to the needs of the students they service. Head Start teachers, along with pre-school teachers and paraprofessionals, are an integral part of the professional development plan as they provide a foundation for all literacy. They will attend TELD-3, LETRS, LACLiP, and any other available trainings that will impact student outcomes.

b) Empirical data including standardized testing, DIBELS, *Achievement Network*, and interval assessment along with School Literacy Surveys and formal and informal teacher observations

pinpoint reading comprehension as shared area of instructional need for educators across all four cluster schools.

c) Formal and informal teacher evaluations, Professional Development Plans, and value-added student achievement data will inform individual areas of need and support through targeted activities. Once the goals are set, all teachers will be responsible for designated activities aimed at reaching his/her goals. This process will be supported by peers and reviewed by administrators quarterly throughout the school year.

d) SRCL project goals of increased literacy achievement in all grade levels will be the focus of professional development. Through learning and implementing reading comprehension strategies, teachers will become well trained in helping students learn to read and read to learn across all content areas, aligning with LACLiP and CCSS.

e) The job-embedded professional development will include several demonstration lessons throughout the year where instructors see theory transform into practice with students at their own school. A literacy expert will demonstrate a lesson incorporating available technology such as an ELMO, internet resources, and a Promethean Board. Each presentation will be followed by a lesson debrief during planning time, in which the expert guides participants in analysis and reflection helping them to determine their next steps for practice based upon their student data. The school's literacy team will then work to support this new teacher learning by modeling, coaching, collaborating, observing, and collecting student data. This data will be electronically charted to note progress and trends and will be reviewed and reflected upon weekly.

f) Two teacher planning periods per week will be dedicated to professional development. One of which will be used for new instruction or coaching, while the other will serve as collaborative planning where peers and leadership team members share student work and prepare lessons that incorporate maximum opportunity for authentic literacy. Once these lessons are planned,

literacy team members will provide classroom support to ensure successful implementation.

g) As the school moves toward full implementation of the Common Core State Standards and instructional alignment with LACLIP, the Literacy Integration Specialist will communicate, model, plan, and support implementation of these standards and will involve individualized plans that address diverse teacher needs. Additionally, professional development will include strategies to incorporate literacy throughout the entire curriculum.

h) JPPSS students are engaged in their learning activities through a variety of technologies, field trips, and challenging activities. Interactive Promethean Boards have been installed in the majority of JPPSS classrooms enabling whole class lessons in which students can actively participate. Educators will collaborate by sharing ideas, materials, and experiences to incorporate meaningful engaged learning strategies of students by creating real-world applications of literacy, incorporating choice, and pushing forward with higher order thinking skills. This collaborative effort will provide students with strategies necessary to improve learning outcomes.

i) Professional development will incorporate differentiated learning materials and strategies that will ensure success for any student learning challenges. As needed, teachers, paraprofessionals, students, and parents will receive training in assistive technology devices and software that enhance instructional opportunities. Qualifying students receive accessible instructional materials in alternate formats such as Braille, audio, large print, and digital. Alternate format textbooks, supplemental curriculum materials are available and tailored to challenge students at their individual learning levels.

16) a) The average current teacher and leader retention rate at the cluster schools is approximately 90%.

b) Principals nominate effective leader candidates to participate in the New Leaders for New

Schools program. In addition, the district draws leadership candidates from local university cohorts and from the internal leadership training that will begin in February 2012. Principals interview all teacher applicants approved by the Human Capital Department with the use of written and oral competency-based questions, lesson samples, and data analysis scenarios.

Principal candidates are also interviewed with the use of written exercises, which include data application, goal setting, and skill measurements.

c) Several district schools are piloting Act 54 Compass evaluation process with both teachers and leaders in ten schools (including George Cox) and will extend to all schools in the 2012-2013 school year. Woodland West is a TAP school and is evaluated based on the value-added TAP model. Teachers are also evaluated by administrators through informal classroom observations.

d/e) JPPSS currently partners with Teach for America, UNO- Transition to Teach Program and Teach Louisiana for recruitment and preparation of teachers. Hurricane Educators Assistance Program (H.E.A.P.), TAP, and tuition reimbursement programs are used to recruit new teachers in high need areas. The district has determined that administrative positions are an area of need; and, in turn, has initiated a new leaders training program to develop a pipeline to fill critical leadership roles in our schools.

f) Effective this school year, all teacher positions are filled by a mutual consent process where both the teacher applicant and principal must reach agreement for employment or placement. A seniority-based collective bargaining process does not exist for new hires. Principals approve all teacher applicants before they are hired.

g/h) H.E.A.P., TAP, and tuition reimbursement programs are currently being used to recruit new teachers in hard-to-staff areas. The SRCL grant will offer incentive pay to retain effective teachers and leaders based on a compensation structure that adheres to the value-added criteria rather than using longevity as the sole bases for both teachers and leaders. In order to receive

incentive pay, the school must meet or exceed the growth target School Performance Score for the school year; and the employee's job performance must be rated satisfactory for that same school year.

i) District leaders will attend core training to develop the district's needs analysis as it relates to both student and teacher needs. The literacy team will play an integral role in building capacity to redeliver the needed professional development, offer on-going support, and analyze data to guide this process.

17) a) The JPPSS comprehensive evaluation plan includes a rubric aligned to SRCL goals to evaluate effectiveness in meeting measurable objectives. This process incorporates data-based decision making and using technology as a tool to analyze progress toward the established goals and objectives (see criteria 4a).

b) Summative and formative data will be collected and analyzed including: DIBELS, iLEAP/LEAP ELA, LAA2 ELA, ELDA composite, End-of-Course assessments, DSC, SRI, SPI, TELD-3, STEEP, surveys, and anecdotal input. The JPPSS is cognizant that the benefits of using student data must always be balanced with the need to protect students' privacy rights. The JPPSS and all stakeholders will strictly adhere to this policy.

c) The District Literacy Leader (DLL) will collect and organize data received from literacy integration specialists at cluster schools and partner stakeholders and organizations.

d) The DLL will collaborate with each school's administration and literacy team to disaggregate student data to adjust and inform instruction and guide practices. The DLL will ensure that the assessment system focuses on achievement toward meeting the SRCL goals and objectives.

e) The DLL will prepare a comprehensive evaluation report including program progress and outcomes. These results will be communicated to school personnel and community partners in bi-monthly meetings. Families and community stakeholders will have access to this information

via individual school websites and home/school communication at least semi-annually.

18) a) The District Literacy Leader will meet with each school’s literacy team to review the literacy goals and activities specified in the grant proposal. Progress on attainment and completion of the goals will adhere to a timeline. Prior to program implementation, each school will develop a customized timeline for meeting measurable objectives. Major areas of success and need will be reported to the Network Executive Director who oversees principals in her/his network. Daily oversight of the school’s schedule, teacher assignments and goal/activity implementation will be the principal’s responsibility supported by the literacy team.

b) The TAP Master Teacher at Woodland West will ensure that the existing priority, TAP, is aligned with the goals and objectives of the SRCL grant.

c) The attached job descriptions, as provided in the appendices, include the scope of responsibilities and qualifications of the District Literacy Leader, the school Literacy Integration Specialist, and the Literacy Interventionist. Fidelity and monitoring the effectiveness of their positions will remain under the evaluation of the school principal and Network Executive Director. In addition to the job descriptions, each principal has included a copy of their resumes emphasizing relevant literacy training and expertise. (See Appendix F). The following chart outlines the roles of key personnel.

District Literacy Leader (DLL)	Manages data collection & analysis, coordinates with all stakeholders, ensures grant compliance
District/School administrators	Reviews data, adjusts schedules to maximize learning outcomes, ensures teachers adhere to the curriculum as aligned to LACLIP and CCSS
Literacy Integration Specialists	Coordinates the implementation of LACLIP at the school site. Works collaboratively with teachers in the classroom by modeling lessons/providing the necessary follow-up/one-on-one assistance required to implement/attain specified literacy outcomes
Literacy Interventionists	Works directly with students identified as needing interventions
Finance manager	Oversees monetary matters in compliance with grant specifications
Special Ed	Ensures adherence to IEPs, provides additional resources for alternate

Directors	learning environments, utilizes access guide for instruction
Early Childhood Directors	Coordinates with childcare centers and PreK-K to ensure an established curriculum, offers guidance for teacher’s caregivers, and parents to develop young children’s literacy

19) a) All schools selected for inclusion in the SRCL grant have committed to implementing the LIFE Promise with fidelity. All personnel funded by the SRCL grant, along with other school and central office personnel, will work together to ensure that the goals and objectives of the LIFE Promise are implemented and that all children from birth through 12th grade receive effective literacy instruction that is supported by high-quality professional development. All resources and services funded by the SRCL grant align with the components of LACLiP, support family literacy activities, help to establish community partnerships, and ensure continuous program improvement.

b) Jefferson Parish is committed to leveraging local, state, and federal funds to support the LIFE Promise. The portion of salaries and benefits for the Literacy Integration Specialists not funded by the SRCL grant will be paid by each school’s Title I budget. The portion of the District Literacy Leader’s salary and benefits not funded by the SRCL grant will be paid by Title II. Title II funds will also be utilized to provide professional development not only to the four LIFE Promise schools, but also to other schools in the district as the SRCL program expands. Title II will provide funding for contracted services, stipends, benefits, and substitutes. Teacher Incentive Funds (TIF) will be used to fund hard-to-staff positions and teacher incentives for the TAP program at Woodland West. IDEA funds will be leveraged to offer additional support to subgroup populations. Title I funds will also be used to upgrade READ 180/System 44 at the cluster schools.

c) Jefferson Parish will ensure that the budget is transparent and adheres to budget caps and funding distributions. To this end, a budget compliance coordinator housed in central office will

be responsible for maintaining the SRCL budget, for processing all expenses, for ensuring that purchases are allowable and meet the needs and goals outlined in the grant, and for ensuring adherence to the 15-40-40% funding distribution.

- 20) a)** A committee of central office personnel, school administrators, literacy team members, teachers, parents, and community partners will meet quarterly to discuss the needs, goals, objectives, and sustainability of the program. These stakeholders will review data and make adjustments as needed to meet the goals and objectives of the grant and to create a plan for obtaining future revenue streams. By dedicating the evaluation efforts toward continuous improvement, the strategy for sustaining the project as SRCL funds are reduced is to: develop strong partnerships, implement a communication system to strengthen the connection between the schools and the community, diversify revenue streams, set up a strong volunteer base, continue to foster relationships with parents, and identify potential additional funding sources such as local and national foundations.
- b)** Based on program outcomes, the JPPSS will evaluate what is to be sustained and how it will be sustained. The committee of stakeholders will be responsible for determining what additional funding and resources are needed to continue the program and how to access those resources. JPPSS is committed to sustaining LIFE in the four original schools and expanding the program into other schools over time if goals are met and/or compelling evidence exists to warrant continuation. As SRCL funds diminish, JPPSS will allocate federal (Title I, Title II, IDEA), state, and school funds to sustain the program. The stakeholders will work diligently to obtain any additional funding necessary to continue LIFE's Promise.
- c)** All schools involved will ensure that literacy is the focus of their school improvement plan. Therefore, schools will utilize their Title I funds along with their general funds to ensure that the SRCL program is implemented with fidelity. The central office will be responsible for ensuring

that subgroups are addressed through the support and expertise of a Network Executive Director, content area leaders, and a budget compliance coordinator.

d) The committee of stakeholders will review evaluation data to determine what worked, what is to be sustained, and what is to be discarded. The committee will then implement the following strategies for expanding and promoting sustainability: 1) present a plan to the JPPSS Budget Committee with a table indicating the decreasing SRCL funds over time and the increasing rate at which the JPPSS and/or targeted schools will be responsible for sustaining the program; 2) create partnerships that can potentially offer a multitude of in-kind services to program participants; 3) search for alternate revenue streams such as foundation funds; and 4) have schools contribute a larger portion of their school funds to the literacy effort to demonstrate their commitment to the success of LIFE.

e) The sustainability strategies will be documented in a full report and shared with all stakeholders, including the JPPSS Budget Committee, school administrators, parents, teachers, and community partners. The sustainability plan and evaluation results will be posted on the district's website for all stakeholders to view. All funds requested in this grant will be used solely for implementing the Louisiana Comprehensive Literacy Plan to improve school readiness from birth through grade 12 in the area of language and literacy development for disadvantaged students.

High schools (and respective feeder schools) serving a greater percentage of disadvantaged youth than Helen Cox were excluded based on a combination of quantitative and qualitative measures: data, capacity, leadership, and district reform status. Though complex, the establishment of these criteria was instrumental in ensuring that an objective cluster was selected, and that the exclusion of equally deserving clusters was based on the use of objective criteria capable of being defended.

In support of using Helen Cox's data as the basis for the selected feeder cluster, Figure 1 reveals that their disadvantaged youth percentages are among the district's highest for two of five populations (Free & Reduced Lunch and Limited English Proficient). Equally important is the cluster's capacity to fulfill SRCL grant requirements - particularly in regard to leadership and sustainability. The four cluster school principals exhibit leadership stability and a high level of commitment to increasing literacy achievement; they create a culture and environment that promotes and celebrates literacy for their respective communities.

b) Appendix B Table 3 reveals growth in the percentage of students scoring Basic and above in all cluster grades and schools, with the exception of two anomalies. There was only a 1% decrease in Woodland West's 3rd grade *i*LEAP scores from 2008-2009 to 2010-2011, and a four point difference from 2009-2010 to 2010-2011. This decline is attributed to the increasing percentage of English Language Learners (ELL) students at Woodland West. Of the four cluster schools, Woodland West has the highest percentage of ELL students - 15.6%.

The only other marked percentage decrease is a six point decline in George Cox's 2008-2009 5th grade *i*LEAP scores from 56% Basic and above to 50% in 2010-2011. The principal attributes this decrease to the lag in kindergarten education, as this class was the kindergarten-class when Hurricane Katrina devastated the area. As a class, this group performs inconsistently on standardized assessments.

c) Though grant parameters limit cluster size to two elementary, one middle, and one high school, the reality is that in a district comprised of 88 schools, multiple elementary schools feed into a single middle school and multiple middle schools feed into a single high school. This reality is important to understand as it pertains to the reported number of children who move through the selected cluster. The numbers of children who previously attended the feeder Head Start center and are currently enrolled in George Cox and Woodland West's pre-K program are six and three, respectively. While a limited number of Head Start children feed into the cluster elementary schools, it is important to note that 26 of George Cox's 62 kindergarteners did not attend any pre-K program. Teachers report that these 26 students currently lack the literacy skills necessary for proficient performance on the Developmental Skills Checklist (DSC). Furthermore, of Woodland West's 95 current kindergarteners, 14 attended the feeder Head Start center for Pre-K, 48 attended a public school pre-K program (43 in JPPSS, 33 at Woodland West and 5 out-of-district), 20 remained home during their pre-K year, and 13 attended a day care/child care program. Of the 209 6th graders enrolled in Gretna Middle, 32 came from George Cox and 19 from Woodland West and of the 209 9th graders enrolled in Helen Cox, 75 came from Gretna Middle. A previous mandated desegregation order further fragmented some of the district's feeder school pattern.

2) a) Sites and populations the district proposes to add to the cluster in year two are for-profit childcare centers, Johnson Gretna Park Elementary, Marrero Middle School and West Jefferson High School.

b) The for-profit childcare centers were selected based on their proximity to the Year 1 elementary schools. Year 2 additions are Johnson Gretna Park Elementary School, Marrero Middle, and West Jefferson High School. Enrollment data indicated a large number of student transfers from cluster schools to the schools listed above due to families moving to more

affordable housing. In addition, the West Jefferson High School turnaround initiative and Integration pilot will be fully in place.

c) To build relationships with all providers of care and education services, a system of communication for sharing information with Year 2 schools will be established. In addition, teachers, leaders, and childcare providers to be included in Year 2 will be invited to attend pertinent literacy initiative trainings and community meetings funded by the SRCL grant during Year 1.

3) a) The needs assessment process consisted of an extensive review of student achievement data from the following: K-3 Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Interval Assessments K-12 (Achievement Network and Jefferson Parish School System), Louisiana Educational Assessment Program 4 and 8 (LEAP), the Integrated Louisiana Educational Assessment Program 3, 5, 6, 7 (iLEAP), Louisiana Needs Assessment K-12 (LANA), Literacy Capacity Survey, Developing Skills Checklist Pre-K and K (DSC), Scholastic Reading Inventory 4-12 (SRI), End Of Course assessment for English II (10) and English III (11), administration classroom observations, teacher assessments, and teacher and parental input.

b) The needs assessment process involved stakeholders triangulating data among all four cluster schools in order to identify targeted areas of need. A review of achievement, observational, and survey findings revealed common areas of weaknesses in reading comprehension, specifically, read, comprehend, and respond, and read, analyze and respond. This data drove discussions and informed decisions in establishing the goals for this grant. Current realities were used to create ambitious and attainable goals.

c) The district literacy and grant team, school administrators from each cluster school, and teachers from each school met multiple times to evaluate school data and participate in the needs assessment.

4) a) The overarching goal of the SRCL grant is to increase student achievement by targeting the following goals and measurable objectives. Although evaluation is on-going, the objectives are designed in two-year increments so that the students receive two full years of SRCL grant services prior to summative evaluation.

GOAL	MEASURABLE OBJECTIVE
Students enter Kindergarten ready to learn.	<ol style="list-style-type: none"> 1) All Pre-K students will score in the second quartile or above on the Developmental Skills Language post assessment by May 2014. 2) 70% of students entering kindergarten will perform at or above benchmark on DIBELS by May 2014.
Students are literate by third grade.	<ol style="list-style-type: none"> 1) The percentage of first grade students who perform at the proficient level on end of year DIBELS assessment will increase 10% by May 2014. 2) The percentage of second grade students that perform proficient on end of year DIBELS assessment will increase 10% by May 2014.
Students are reading on grade level by third grade.	<ol style="list-style-type: none"> 1) The percentage of third graders performing basic or above in ELA on iLEAP will increase 10% by May 2014.
Students will enter fourth grade on grade level.	<ol style="list-style-type: none"> 1) The percentage of fourth graders performing basic or above in ELA on LEAP will increase 10% by May 2014.
Students will perform at or above grade level in English Language Arts by Eighth Grade.	<ol style="list-style-type: none"> 1) The percentage of fifth graders performing basic or above on ELA on iLEAP will increase 10% by May 2014. 2) The percentage of sixth graders performing basic or above on ELA on iLEAP will increase 10% by May 2014. 3) The percentage of seventh graders performing basic or above on ELA on iLEAP will increase 10% by May 2014. 4) 70% of eighth graders will perform basic or above on ELA on LEAP by May 2014.
Students will graduate on time.	<ol style="list-style-type: none"> 1) The dropout rate will decrease by 5% by May 2014. 2) The percentage of tenth graders who meet or exceed proficiency on the English II End of Course state assessment will increase 10% by May 2014. 3) The percentage of eleventh graders who meet or exceed proficiency on the English III End of Course state assessment will be established after baselines are determined in May 2012.

b) The JPPSS will strategically use data systems to track student performance, identify areas of need, design policies, and evaluate the impact of the literacy initiative on student performance

and progress toward mastery of the Common Core State Standards. The JPPSS is committed to providing support to schools to implement differentiated instruction and Universal Design for Learning principles for all students, including ELL, students with exceptionalities, and advanced learners. The System to Enhance Educational Performance (STEEP) will be the primary data tracking and screening system. The Test of Early Language Development (TELD-3) will be used to assess spoken language skills for three and four year olds. The Dynamic Indicator of Basic Early Literacy Skills (DIBELS) will continue to be utilized as a screening instrument three times a school year for students in grades K - 3. The Scholastic Reading Inventory (SRI) and the Scholastic Phonics Inventory (SPI) are currently used to benchmark student progress. The SRI is administered five times per year to all intervention students, and the SPI is given three times per year to only the System 44 phonics students. Directed Reading Assessment (DRA) is used as an alternate reading assessment for students with hearing impairments.

c) A district literacy team consisting of the district literacy leader, the literacy integration specialists, the literacy interventionists, the school administrators, community partners, parents, and central office administrators will meet prior to program onset to disseminate information about the program goals, objectives, and targets to ensure that all stakeholders are fully aware of and vested in the program's success. In addition, this literacy team will meet monthly to discuss adherence to programmatic goals, review data in progress, and make suggestions for improvements.

5) a) Research shows that students need at least 90 minutes of uninterrupted reading instruction per day in order for sufficient student reading development and that this instruction must be dense: systematically delivering explicit teacher directions; scaffolded over time; and differentiated across the classroom. In elementary schools, each teacher will provide an uninterrupted 90-minute literacy block, including writing. Each classroom library will have a

minimum of 200 books (print and audio) that are aligned to the Common Core State Standards and the district reading program. Individual classroom libraries will include diversity of materials for all populations and interests. Small group learning centers consisting of at least a reading, writing, and technology center are designated in grades kindergarten through fifth. In secondary schools, a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers will be implemented. Designed for any student reading two or more years below grade-level, the program leverages adaptive technology to individualize instruction for ELL and special education students and provides powerful data for differentiation to teachers. The literacy interventionists at each school will provide interventions to designated students based on individual student needs. The literacy integration specialists at each school will provide job-embedded literacy professional development to all teachers and interventionists. The literacy team and school administrators will meet collaboratively every week to analyze assessment results. Student/teacher/parent conferences will be held to discuss progress. Students will be given timely, descriptive opportunities to assess their own learning.

b) The JPPSS action plan outlined above aligns to LACLIP's five key components that provide a deep, well-informed orientation toward improving outcomes for all students as follows: 1) Leadership and Sustainability: A district literacy team composed of all stakeholders developed the JPPSS Striving Readers Comprehensive Literacy Plan. The plan provides for collaborative partnerships, extended time for literacy, collaborative teams and/or teacher teams. 2) Standards-Based Curriculum: The planned balanced curriculum aligns with the Common Core State Standards as delineated by the Louisiana Comprehensive Curriculum, Early Learning Standards and Curriculum. It provides for a core reading program consisting of literacy instruction in all content areas throughout the day in elementary settings and the purchase of diverse texts. 3)

Assessment System: The critical pieces to the plan are screening and diagnostic assessments, performance and observational assessments, program assessments, formative assessments, and summative assessments. Student instruction is predicated upon data-based decision making to achieve increased student achievement. Monitoring programs will be purchased to track student achievement. 4) Instruction and Intervention (RTI): The JPPSS SRCL plan incorporates effective instruction through researched-based differentiated instructional strategies that support diverse needs in language and literacy development. Appropriate interventions are provided to all students with an established need. 5) Professional Learning and Resources: Resources and coordinated support are also imperative to sustain literacy improvement efforts. The JPPSS SRCL plan provides for relevant, job-embedded, on-going professional development with coordinated support through a variety of media and methods, including book studies, action research, data analysis, collaborative planning, reflective questioning, model lessons, peer dialogues, journaling, and conferencing.

c) The school improvement plans (SIP) for the cluster schools reflect the goals of the JPPSS SRCL grant. For each school, one full-time Literacy Integration Specialist and two Literacy Interventionists will be hired to lead the school with the literacy initiative. See Appendix C for school-specific action steps and associated costs aligned with the grant. For example, teachers will participate in job-embedded professional development, have access to a professional library, receive incentive pay based on value-added criteria, etc.

6) a) The existing priority at Woodland West Elementary is the Teacher Advancement Program (TAP). It is currently funded by the Teacher Incentive Fund (TIF) grant and Title II. As such, the school and district have committed to sustaining the program through grant completion in 2015 and beyond. The existing priority at George Cox Elementary is Act 54. This teacher evaluation plan will continue in future years as a district requirement for all schools.

b) The TAP model improves literacy and supports the needs and goals selected for the JPPSS Striving Readers Comprehensive Literacy Plan. TAP employs structured, value-added student achievement data, a metric that looks at the amount a student is expected to grow compared with similar schools across the state. TAP's strong professional development focuses on identifying and dealing with instructional needs that specific teachers face with specific students. Teachers use data to target these areas of need, and they benefit from cluster groups that meet during the school day for at least 90 minutes weekly or more frequently. These clusters are comprised of teachers in the same grade or with the same subjects. These detailed discussions center around instructional and student achievement performance. Currently, Woodland West Elementary is addressing reading comprehension strategies through TAP. Each teacher is receiving 90 minutes of professional development and follow-up classroom support in implementing specific strategies. As a result, each grade level within the school has experienced student achievement gains in reading comprehension evidenced through weekly formative assessments. Furthermore, 86% of the TAP schools in Louisiana achieved a year or more of academic growth including Woodland West.

Act 54's evaluation system strongly supports the goals of the JPPSS Striving Readers Comprehensive Literacy Plan through emphasizing student acquisition of literacy skills as evidenced through LEAP and iLEAP results. Unlike existing performance measures that are limited to achievement levels or subjective evaluations, Act 54 will center on measuring, informing and improving our systemic and individual capacity to impact student success. Fifty percent of a teacher's evaluation is based solely on student achievement. For example, teachers will be able to identify the subjects and classes where their students are making the most and the least progress. These results can be used by teachers and administrators to tailor professional development plans to target specific areas, thereby improving instruction. This professional

development component is an integral part of the JPPSS SRCL plan.

c) The TAP model aligns with LACLiP in providing targeted professional development based on student and teacher needs and is aligned with the Common Core State Standards. Both TAP and LACLiP emphasize meeting in collaborative teams (and include pre-service teachers at the school) to ensure teachers are using literacy strategies effectively; scheduling time for an instructional coach to meet with teachers individually and/or in teacher teams to co-plan, model, practice, and provide feedback; providing opportunities for teachers to practice techniques in non-threatening situations using checklists when conducting classroom observations/ walkthroughs to ensure clear expectations and specific feedback to teachers on student learning. LACLiP and Act 54 foster success in teaching and learning. All teachers will be evaluated on their implementation of the LACLiP including data-driven decision making, curriculum alignment, Response to Intervention, job-embedded professional development, and meaningful engaged learning will provide for increased achievement for students and teachers.

7) a) Currently, a computer-assisted reading intervention program—READ 180/System 44—aligned to the GLEs is used at Helen Cox High School, Gretna Middle School, and Woodland West. The program's components consist of individualized software that addresses specific reading skills, a classroom library (paperback books and audio books), and teacher-direct explicit small group instruction based on student's needs. A pacing chart was printed that included the standards/GLEs that were addressed and not addressed. For those standards not addressed, regularly scheduled checkpoints allow the teacher to use specified instructional time to pull in additional district-developed materials to address standards. READ 180/System 44 does not address the intervention needs in younger elementary students. To address this gap, several other interventions are in place (i.e. Phonics Boost/Blitz, Project Read, etc.)

b) All materials selected will be reviewed by the district literacy team to ensure that they align

with CCSS and that they adhere to all district Purchasing Department guidelines. The district literacy team will identify materials to be purchased through researching items for proven effectiveness with addressing the needs of similar student populations.

c) Based on past experiences, the JPPSS has gleaned many valuable lessons that will lead to improved future practice. Accordingly, the following protocol will be established: 1) a district literacy team (inclusive of all stakeholders) will be responsible for reviewing curriculum and materials prior to purchasing; 2) a comprehensive literacy implementation plan will outline action steps, completion dates, and responsibilities; 3) a plan for professional development will ensure that the teachers receive appropriate training in using materials/curriculum purchased; and 4) a quarterly formal implementation review and gains analysis will be implemented.

8) a) A literacy-rich elementary classroom will build students' oral and written comprehension, vocabulary, fluency, and expression through its focused and supportive climate. One of the main tenets of a literacy-rich learning environment is that no matter what is being studied, students will read, write, and speak about it every day and in a variety of ways. For virtually all children, the amount of time spent reading in classrooms consistently accelerates their growth in reading skills. The CCSS advocate to build a foundation for college and career readiness; students must read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. As a component of the JPPSS Striving Readers Comprehensive Literacy Plan, each classroom will have leveled libraries and comfortable spaces for reading, writing, and engagement in literacy activities that offer opportunity for students to interact with self-selected texts on their independent reading levels. Content-specific classrooms will infuse literacy through real-world print such as charts, graphs,

multi-media texts along with periodicals and trade books. School libraries will also be a key component in promoting a literacy-rich environment. Examples of materials to be purchased for both the school libraries and the classroom libraries include informational non-fiction, high-interest books, periodicals, and library organization bins. Examples of this include: *Fuel the Body* by Doering Tourville (K), *Showdown at the Food Pyramid* by Rex Baron (2-3), *The Exciting Endocrine System* by John Burstein (4-5), *Freedom Walkers* by Russell Freeman, *Travels with Charley: In Search of America* by John Steinbeck (6 -8), *The Race to Save Lord God Bird* by Phillip House (9-10), and *Mother Tongue* by Amy Tan (11-12).

b) Students in every classroom will have access to a wide variety of relevant and motivating materials on a broad range of topics that fit their growing reading capabilities and interests. Through the purchase of classroom libraries, the JPPSS SRCL will provide all students with choices of texts that they can read independently. As aligned with LACLIP and CCSS recommendations, schools will promote explicit instruction, independent reading, guided reading groups, shared reading, read-alouds, collaborative learning, discussions, word study games, and writing. These opportunities for authentic literacy experiences will lead to increased student achievement. In addition, software with embedded supports, such as text-to-speech, multi-media glossaries, electronic dictionaries and encyclopedias, and language translation capability, is utilized in the JPPSS. Complex informational texts recommended as exemplar texts by CCSS will be purchased for each grade level.

c) The CCSS require that students learn reading and writing skills through technology and multimedia. Each JPPSS school has a technology plan to create technology-infused lessons for heightened student engagement. Jefferson Parish students use the Internet to produce and publish writing as well as to interact and collaborate with others. Teachers utilize their Promethean Boards in providing explicit strategy instruction and in facilitation of student guided

practice. Classroom computers will be used to support authentic reading and writing through group and individual work. This technology may take the form of researching informational topics, practicing phonics, correspondence, listening to books, and interventions. Students will evaluate information presented in different media and formats and produce presentations with digital media according to the standards.

9) a) It is imperative for all students to experience literacy success within the classroom. To this end, Universal Design for Learning principles will be applied to ensure individualized success in the Common Core State Standards through appropriate accommodations. For example, when a teacher introduces a reading strategy, students practice applying it to a text at their independent reading level where he/she can read with 98% accuracy or better and 90% comprehension. Thus, the material is differentiated while the strategy remains universal for each learner. The principles will be incorporated similarly in writing wherein every student learns and applies the same strategy with different means. Assistive Technology tools and software programs help to incorporate Universal Design principles. The JPPSS utilizes Kurzweil3000, a web-based software, which provides students with access to PreK-12 text-based core and ancillary curricular content using the following technologies: text-to-speech, talking word processing, talking word prediction, and numerous assistive technology tools that are customizable for individual students. Based upon current research of JPPSS third-grade students using K3000, students demonstrated a higher reading comprehension level when text to speech software is used for reading passages.

b) The Louisiana Access Guide is utilized in the JPPSS to provide teachers with best practices resources/literature and direct assistance in meeting the individual needs of our students in the following areas: verbal communication, written communication, accessing the Common Core State Standards, and working independently to complete educational activities. Additionally, the

JPPSS has published and distributed the JPPSS Assistive Technology Guide for Teachers and the JPPSS AIM Guide for Teachers to all schools in the district. The JPPSS has an Assistive Technology Team with expertise in the areas of Augmentative-Alternative Communication, Occupational Therapy, Visual Impairments, Vocational Rehabilitation, and Assistive Technology. This team provides assessments, materials, and trainings to qualifying students, their teachers, and caregivers.

c) The JPPSS Assistive Technology Team is an integral part of the LATI Region 1 Assistive Technology Center. LATI Region 1 meetings and professional development opportunities and institutes are attended by the JPPSS AT Team and teacher leaders from each cluster school. This reciprocal relationship between the schools and the Technology Center helps our educators to meet individual needs in order to improve academic outcomes for students with special needs. To address students with learning disabilities, the JPPSS is already partnered with Early Steps, which provides services to families with infants and toddlers aged birth to three years who have a medical condition likely to result in a developmental delay or who have developmental delays. The JPPSS evaluates and provides services to these transitioning children to ensure uninterrupted services for those who qualify.

10) a) The JPPSS utilizes coherent assessment and data management systems to guide instructional decisions including: DSC (PK-K), DIBELS (K-3), Fountas and Pinnell (3-5), and the Scholastic Reading Inventory (4-12). Progress monitoring assessments include interval assessments and DIBELS. Screening assessments include Brigance Inventory of Basic Skills and the Woodcock Johnson III Tests of Achievement. Summative assessments include End of Course tests (10-11), LEAP, and iLEAP.

b) *Secondary*: Teachers print/review reports documenting student progress on Read 180 on a weekly basis. Data reviewed includes usage date (sessions per week, minutes per session,

allocation of software time on decoding skills, comprehension, vocabulary, and spelling), performance data (student accuracy on vocabulary items, comprehension items, spelling items, decoding items), and fluency data. If student performance data on any skill falls below 70% accuracy, the teacher provides differentiated instructional support in a small group setting. Principals can also monitor each teacher's implementation and student success. Students can track their own progress in the software and maintain this information in their portfolio. At the district level, a weekly dashboard is shared with the district literacy team documenting usage data and books read by school and by individual teacher.

Elementary: DIBELS and Fountas and Pinnell are administered three times throughout the school year along with tri-weekly progress monitoring for students who are identified as reading below grade level. Summative assessments are administered once in the spring and are used to identify school-wide trends that inform instructional planning and professional development for the following school year. The assessment results are reviewed and discussed by teachers, administrators, pupil appraisal personal, and support staff during collaborative planning after each assessment is administered. These results inform instructional planning, assist in forming intervention groups, and selecting appropriately leveled reading materials for every student.

c) Involvement of all stakeholders is important to the success of each student. As such, a web-based parent portal, the district website, parent-teacher conferences, and letters will be made available to share information regarding student progress in both skill attainment and books read. Additionally, students will keep portfolios where they can track their own literacy progress with home/school correspondence.

d) In addition to the current assessments in place, the Test of Early Language Development, TELD-3, will be administered to three and four-year-olds and System to Enhance Educational Performance, STEEP, to fourth through twelfth graders. Literacy team members from cluster

schools and Head Start teachers will administer the TELD-3 to three and four-year-olds at the Head Start center and in Pre-K classes upon entering the programs. STEEP will be administered three times throughout the school year by literacy team members and trained teachers.

e) The Louisiana Department of Education will provide training on implementing new CCSS assessments to all literacy team members. These team members will, in turn, provide training to classroom and Head Start teachers who will be responsible for implementing the assessment.

f) Response to Intervention (RTI) is an education framework utilized in the JPPSS to provide all students with high quality, research based, differentiated core instruction, identify specific students with academic or behavioral needs, and provide interventions that are matched to those needs. The RTI plan uses a three-tiered approach to address student needs. Tier I provides high-quality, research-based core curriculum instruction that is differentiated to meet each student's needs in the daily education setting for 90 minutes in elementary, middle, and high schools. This time is highly protected and is free from interruption. Tier II provides targeted interventions for students who need additional support in addition to core instruction in small groups of six students for 30 minutes daily outside of the ELA block. Tier III provides, also in addition to core instruction, intensive interventions for students with significant academic or behavioral needs and meet in small groups of three for 60 minutes daily. Progress monitoring of the students reveals the effectiveness of the interventions.

g) Each cluster school will maintain data efficiently through a web-based data management system, STEEP. This will allow for organized data that is conveniently accessed, charted, and summarized in order to inform instructional decisions. The Learning Institute Portal and the Achievement Network database (Woodland West) are used as clearinghouses for assessment data and provide assessment reports used to guide instructional decisions.

11) a) The JPPSS will implement a coordinated transition plan including: open houses,

orientations, parent meetings, summer programs, and collaboration between cluster schools and partners. This plan will be implemented by the literacy teams, school administrators, parents, and community partners.

b) Transitional strategies from birth through high school will help families adjust to new school settings. Explicit communication is the first strategy for successful transition. In partnership with daycare centers, Head Start will hold orientation meetings to allow students and parents to visit the facility and receive information related to the program. Parents of students enrolled in cluster schools will receive special invitations for younger siblings to be included in the Head Start orientation meetings. Incoming Pre-K and kindergarten students will be invited to attend elementary school open houses, and potential students will be contacted by the teachers via phone calls and/or postcards. Middle and high schools will also offer open house for all new students. Teachers of transitional grade levels will participate in vertical planning to share student information. Another strategy that will be implemented includes summer learning opportunities. Students in grades K – 3 will be offered the summer LAP at the school they will attend in the fall, and students entering grade 6 will be offered the summer Bridge program at the middle school.

c) Head Start students will take a field trip with their parents to the elementary school they will be attending in the fall to become acclimated to their new environment. Students in grades K – 3 will be offered the summer Literacy Advancement Program that addresses transition and literacy needs. Students entering grade 6 will be offered the summer bridge program that will provide literacy and technology classroom instructional and transitional activities. Students in transitional grade levels (5 and 8) will take field trips to the appropriate school to familiarize themselves with the school and obtain an overview of the next grade level. High school seniors will have opportunities to attend college fairs, technical schools, and/or community colleges in

preparation for post graduation plans.

12) a) In an effort to ensure that all partners and stakeholders receive opportunities to impact literacy rates within our network, a coordinated system of support has been devised. The developing partnership between the childcare providers, parents, caregivers, and community members share a vested interest in the success of each child. To this end, the partners are a vital component to the SRCL grant because they provide a foundation for literacy that will support the goals of the grant. In turn, these partners are assured that their children will receive a high quality literacy education at all cluster schools and the Head Start center.

b) Cluster schools will leverage the expertise and resources of service providers in order to help students with identified areas of need meet the goals outlined in the SRCL grant. This will be accomplished by the collaborative effort of the school literacy team, speech-language pathologists, social workers, special education teachers, early childhood specialists, school psychologists, etc.

c) The District Literacy Leader will work with the Network Executive Director (NED), the school-based literacy team, and all stakeholders to ensure the alignment of literacy programs district-wide. This Leader will also coordinate professional development activities as well as monitor individual school progress, prescribe instructional interventions, collect and evaluate data, and make evaluative reports to the NED and Superintendent. A network team led by the NED and comprised of central office administrators and teacher leaders will provide content area expertise and support to all cluster schools. The Literacy Integration Specialists will work collaboratively with teachers by providing model lessons with appropriate follow up, develop and implement professional development, maintain assessment and evaluation records, conduct classroom observations, as well as adjust school's literacy plan based on evaluative data. The Literacy Interventionists will provide interventions based on student data. The Interventionists will work collaboratively with teachers to

share information on students receiving interventions.

d) Teachers at each participating school are enthusiastically committed to improving literacy achievement. Signed commitment forms are attached. See Appendix D.

e) The common vision of the JPPSS and Head Start is students will enter kindergarten ready to learn. In order to achieve this critical goal, the community members will be offered professional services in the importance and acquisition of early literacy skills. To this end, the JPPSS has partnered with Head Start, Center for Development and Learning in coordination with the Picard Center, the Jefferson Parish Library, and West Jefferson Hospital to provide information and trainings to parents and children beginning with birth.

f) Communication is key to a successful shared vision. This will be accomplished using school newsletters, flyers, brochures, and bulletin boards of student work reflecting literacy achievement placed in strategic, high-traffic locations and in the grant partners' facilities. In addition, schools will post recommended literacy activities on their websites as well as share school-wide progress toward meeting literacy goals.

g) It is essential that all stakeholders share a vision and common language in increasing literacy skills for all learners. This can only result through consistent professional development, collaboration, and shared planning. The SRCL grant provides these strategies for all partners, early education providers, and school staff.

13) a) The Center of Development and Learning (CDL) in conjunction with the Cecil Picard Center has partnered with JPPSS to provide training to parents and caregivers in literacy and professional development to paraprofessionals and teachers. This non-profit, community-based organization was selected based on their proximity to the district and their proven record of effectiveness in providing literacy instruction to parents/caregivers and teachers. This partnership is critical to student success. According to DSC scores from the two elementary

schools, 46% of the students scored below the 50% quartile in vocabulary development. CDL will directly address this need through a shared belief that all children can and will achieve school success when provided with highly effective teachers and positive, supportive learning environments.

b) The Picard Center completed the Beginning with Babies (BwB) pilot in September, 2011, with the Department of Children and Family Services. In BwB, 360 participants from 90 Louisiana childcare centers received professional development, including Right from Birth. Initial results indicated a 50% growth in vocabulary development of students whose teachers received customized technical assistance and professional development from CDL.

14) a) JPPSS SRCL grant stakeholders include: JPPSS cluster schools' staff (teachers and administrators), JPPSS district-level personnel (Network Executive Director, District Literacy Leader, speech language pathologists, allied health professionals), families of children within our cluster-school network, Gretna/Terrytown Head Start, West Jefferson Hospital, and the Jefferson Parish Library.

b) While each stakeholder will play a unique role in the JPPSS SRCL grant project, all share a commitment to fulfilling the grant's responsibilities and achieving the goals. The action plan includes bi-monthly literacy leadership meetings where stakeholders will evaluate progress made toward our goals and strategize steps for addressing challenges. See Appendix E for Letters of Commitment from stakeholders.

c) Examples of diverse contributions from stakeholders include: 1) West Jefferson Hospital will address literacy with groups such as pediatricians, obstetricians, social workers, and psychologists, and will work with the Jefferson Parish Library to implement the Raise a Reader Program for new parents; 2) the Jefferson Parish Library will promote literacy through Every Child Ready to Learn early literacy training for parents with children age birth – 5, Raise a

Reader program, Prime Time Family Reading for students ages 6-10 and their parents, story times for elementary students, book studies and book trailer workshops at the secondary schools, and school-wide library card campaigns; and 3) Head Start will play an instrumental role in coordinating monthly activities with the all stakeholders to promote family literacy in the beginning stages of education.

15) a) The current research shows that the single greatest factor in student achievement is the teacher, in other words, the quality of instruction. Each school will have a literacy leadership team composed of school administrators, a literacy integration specialist, literacy interventionists, and the district literacy leader. The proposed professional development plan for each school's literacy team will include sustained literacy and strategy instruction in read alouds, shared reading, and shared writing. They will also receive training in literacy interventions, STEEP, LETRS, TELD-3, Common Core State Standards, LACLiP, and Universal Design for Learning. This literacy team will provide turn-around training at the school sites for all teachers, interventionists, and paraprofessionals. The literacy team will be responsible for: 1) modeling learned literacy strategies at all meetings and within classrooms; 2) coaching teachers during implementation of literacy strategies; 3) facilitating informal observations of strategy instruction; and 4) disaggregating school-wide data to inform instruction and professional development.

Support staff such as pupil appraisal personnel and speech and language pathologists will be included in professional development pertinent to the needs of the students they service. Head Start teachers, along with pre-school teachers and paraprofessionals, are an integral part of the professional development plan as they provide a foundation for all literacy. They will attend TELD-3, LETRS, LACLiP, and any other available trainings that will impact student outcomes.

b) Empirical data including standardized testing, DIBELS, *Achievement Network*, and interval assessment along with School Literacy Surveys and formal and informal teacher observations

pinpoint reading comprehension as shared area of instructional need for educators across all four cluster schools.

c) Formal and informal teacher evaluations, Professional Development Plans, and value-added student achievement data will inform individual areas of need and support through targeted activities. Once the goals are set, all teachers will be responsible for designated activities aimed at reaching his/her goals. This process will be supported by peers and reviewed by administrators quarterly throughout the school year.

d) SRCL project goals of increased literacy achievement in all grade levels will be the focus of professional development. Through learning and implementing reading comprehension strategies, teachers will become well trained in helping students learn to read and read to learn across all content areas, aligning with LACLIP and CCSS.

e) The job-embedded professional development will include several demonstration lessons throughout the year where instructors see theory transform into practice with students at their own school. A literacy expert will demonstrate a lesson incorporating available technology such as an ELMO, internet resources, and a Promethean Board. Each presentation will be followed by a lesson debrief during planning time, in which the expert guides participants in analysis and reflection helping them to determine their next steps for practice based upon their student data. The school's literacy team will then work to support this new teacher learning by modeling, coaching, collaborating, observing, and collecting student data. This data will be electronically charted to note progress and trends and will be reviewed and reflected upon weekly.

f) Two teacher planning periods per week will be dedicated to professional development. One of which will be used for new instruction or coaching, while the other will serve as collaborative planning where peers and leadership team members share student work and prepare lessons that incorporate maximum opportunity for authentic literacy. Once these lessons are planned,

literacy team members will provide classroom support to ensure successful implementation.

g) As the school moves toward full implementation of the Common Core State Standards and instructional alignment with LACLIP, the Literacy Integration Specialist will communicate, model, plan, and support implementation of these standards and will involve individualized plans that address diverse teacher needs. Additionally, professional development will include strategies to incorporate literacy throughout the entire curriculum.

h) JPPSS students are engaged in their learning activities through a variety of technologies, field trips, and challenging activities. Interactive Promethean Boards have been installed in the majority of JPPSS classrooms enabling whole class lessons in which students can actively participate. Educators will collaborate by sharing ideas, materials, and experiences to incorporate meaningful engaged learning strategies of students by creating real-world applications of literacy, incorporating choice, and pushing forward with higher order thinking skills. This collaborative effort will provide students with strategies necessary to improve learning outcomes.

i) Professional development will incorporate differentiated learning materials and strategies that will ensure success for any student learning challenges. As needed, teachers, paraprofessionals, students, and parents will receive training in assistive technology devices and software that enhance instructional opportunities. Qualifying students receive accessible instructional materials in alternate formats such as Braille, audio, large print, and digital. Alternate format textbooks, supplemental curriculum materials are available and tailored to challenge students at their individual learning levels.

16) a) The average current teacher and leader retention rate at the cluster schools is approximately 90%.

b) Principals nominate effective leader candidates to participate in the New Leaders for New

Schools program. In addition, the district draws leadership candidates from local university cohorts and from the internal leadership training that will begin in February 2012. Principals interview all teacher applicants approved by the Human Capital Department with the use of written and oral competency-based questions, lesson samples, and data analysis scenarios.

Principal candidates are also interviewed with the use of written exercises, which include data application, goal setting, and skill measurements.

c) Several district schools are piloting Act 54 Compass evaluation process with both teachers and leaders in ten schools (including George Cox) and will extend to all schools in the 2012-2013 school year. Woodland West is a TAP school and is evaluated based on the value-added TAP model. Teachers are also evaluated by administrators through informal classroom observations.

d/e) JPPSS currently partners with Teach for America, UNO- Transition to Teach Program and Teach Louisiana for recruitment and preparation of teachers. Hurricane Educators Assistance Program (H.E.A.P.), TAP, and tuition reimbursement programs are used to recruit new teachers in high need areas. The district has determined that administrative positions are an area of need; and, in turn, has initiated a new leaders training program to develop a pipeline to fill critical leadership roles in our schools.

f) Effective this school year, all teacher positions are filled by a mutual consent process where both the teacher applicant and principal must reach agreement for employment or placement. A seniority-based collective bargaining process does not exist for new hires. Principals approve all teacher applicants before they are hired.

g/h) H.E.A.P., TAP, and tuition reimbursement programs are currently being used to recruit new teachers in hard-to-staff areas. The SRCL grant will offer incentive pay to retain effective teachers and leaders based on a compensation structure that adheres to the value-added criteria rather than using longevity as the sole bases for both teachers and leaders. In order to receive

incentive pay, the school must meet or exceed the growth target School Performance Score for the school year; and the employee's job performance must be rated satisfactory for that same school year.

i) District leaders will attend core training to develop the district's needs analysis as it relates to both student and teacher needs. The literacy team will play an integral role in building capacity to redeliver the needed professional development, offer on-going support, and analyze data to guide this process.

17) a) The JPPSS comprehensive evaluation plan includes a rubric aligned to SRCL goals to evaluate effectiveness in meeting measurable objectives. This process incorporates data-based decision making and using technology as a tool to analyze progress toward the established goals and objectives (see criteria 4a).

b) Summative and formative data will be collected and analyzed including: DIBELS, iLEAP/LEAP ELA, LAA2 ELA, ELDA composite, End-of-Course assessments, DSC, SRI, SPI, TELD-3, STEEP, surveys, and anecdotal input. The JPPSS is cognizant that the benefits of using student data must always be balanced with the need to protect students' privacy rights. The JPPSS and all stakeholders will strictly adhere to this policy.

c) The District Literacy Leader (DLL) will collect and organize data received from literacy integration specialists at cluster schools and partner stakeholders and organizations.

d) The DLL will collaborate with each school's administration and literacy team to disaggregate student data to adjust and inform instruction and guide practices. The DLL will ensure that the assessment system focuses on achievement toward meeting the SRCL goals and objectives.

e) The DLL will prepare a comprehensive evaluation report including program progress and outcomes. These results will be communicated to school personnel and community partners in bi-monthly meetings. Families and community stakeholders will have access to this information

via individual school websites and home/school communication at least semi-annually.

18) a) The District Literacy Leader will meet with each school's literacy team to review the literacy goals and activities specified in the grant proposal. Progress on attainment and completion of the goals will adhere to a timeline. Prior to program implementation, each school will develop a customized timeline for meeting measurable objectives. Major areas of success and need will be reported to the Network Executive Director who oversees principals in her/his network. Daily oversight of the school's schedule, teacher assignments and goal/activity implementation will be the principal's responsibility supported by the literacy team.

b) The TAP Master Teacher at Woodland West will ensure that the existing priority, TAP, is aligned with the goals and objectives of the SRCL grant.

c) The attached job descriptions, as provided in the appendices, include the scope of responsibilities and qualifications of the District Literacy Leader, the school Literacy Integration Specialist, and the Literacy Interventionist. Fidelity and monitoring the effectiveness of their positions will remain under the evaluation of the school principal and Network Executive Director. In addition to the job descriptions, each principal has included a copy of their resumes emphasizing relevant literacy training and expertise. (See Appendix F). The following chart outlines the roles of key personnel.

District Literacy Leader (DLL)	Manages data collection & analysis, coordinates with all stakeholders, ensures grant compliance
District/School administrators	Reviews data, adjusts schedules to maximize learning outcomes, ensures teachers adhere to the curriculum as aligned to LACLiP and CCSS
Literacy Integration Specialists	Coordinates the implementation of LACLiP at the school site. Works collaboratively with teachers in the classroom by modeling lessons/providing the necessary follow-up/one-on-one assistance required to implement/attain specified literacy outcomes
Literacy Interventionists	Works directly with students identified as needing interventions
Finance manager	Oversees monetary matters in compliance with grant specifications
Special Ed	Ensures adherence to IEPs, provides additional resources for alternate

Directors	learning environments, utilizes access guide for instruction
Early Childhood Directors	Coordinates with childcare centers and PreK-K to ensure an established curriculum, offers guidance for teacher's caregivers, and parents to develop young children's literacy

19) a) All schools selected for inclusion in the SRCL grant have committed to implementing the LIFE Promise with fidelity. All personnel funded by the SRCL grant, along with other school and central office personnel, will work together to ensure that the goals and objectives of the LIFE Promise are implemented and that all children from birth through 12th grade receive effective literacy instruction that is supported by high-quality professional development. All resources and services funded by the SRCL grant align with the components of LACLIP, support family literacy activities, help to establish community partnerships, and ensure continuous program improvement.

b) Jefferson Parish is committed to leveraging local, state, and federal funds to support the LIFE Promise. The portion of salaries and benefits for the Literacy Integration Specialists not funded by the SRCL grant will be paid by each school's Title I budget. The portion of the District Literacy Leader's salary and benefits not funded by the SRCL grant will be paid by Title II. Title II funds will also be utilized to provide professional development not only to the four LIFE Promise schools, but also to other schools in the district as the SRCL program expands. Title II will provide funding for contracted services, stipends, benefits, and substitutes. Teacher Incentive Funds (TIF) will be used to fund hard-to-staff positions and teacher incentives for the TAP program at Woodland West. IDEA funds will be leveraged to offer additional support to subgroup populations. Title I funds will also be used to upgrade READ 180/System 44 at the cluster schools.

c) Jefferson Parish will ensure that the budget is transparent and adheres to budget caps and funding distributions. To this end, a budget compliance coordinator housed in central office will

be responsible for maintaining the SRCL budget, for processing all expenses, for ensuring that purchases are allowable and meet the needs and goals outlined in the grant, and for ensuring adherence to the 15-40-40% funding distribution.

- 20) a)** A committee of central office personnel, school administrators, literacy team members, teachers, parents, and community partners will meet quarterly to discuss the needs, goals, objectives, and sustainability of the program. These stakeholders will review data and make adjustments as needed to meet the goals and objectives of the grant and to create a plan for obtaining future revenue streams. By dedicating the evaluation efforts toward continuous improvement, the strategy for sustaining the project as SRCL funds are reduced is to: develop strong partnerships, implement a communication system to strengthen the connection between the schools and the community, diversify revenue streams, set up a strong volunteer base, continue to foster relationships with parents, and identify potential additional funding sources such as local and national foundations.
- b)** Based on program outcomes, the JPPSS will evaluate what is to be sustained and how it will be sustained. The committee of stakeholders will be responsible for determining what additional funding and resources are needed to continue the program and how to access those resources. JPPSS is committed to sustaining LIFE in the four original schools and expanding the program into other schools over time if goals are met and/or compelling evidence exists to warrant continuation. As SRCL funds diminish, JPPSS will allocate federal (Title I, Title II, IDEA), state, and school funds to sustain the program. The stakeholders will work diligently to obtain any additional funding necessary to continue LIFE's Promise.
- c)** All schools involved will ensure that literacy is the focus of their school improvement plan. Therefore, schools will utilize their Title I funds along with their general funds to ensure that the SRCL program is implemented with fidelity. The central office will be responsible for ensuring


that subgroups are addressed through the support and expertise of a Network Executive Director, content area leaders, and a budget compliance coordinator.

d) The committee of stakeholders will review evaluation data to determine what worked, what is to be sustained, and what is to be discarded. The committee will then implement the following strategies for expanding and promoting sustainability: 1) present a plan to the JPPSS Budget Committee with a table indicating the decreasing SRCL funds over time and the increasing rate at which the JPPSS and/or targeted schools will be responsible for sustaining the program; 2) create partnerships that can potentially offer a multitude of in-kind services to program participants; 3) search for alternate revenue streams such as foundation funds; and 4) have schools contribute a larger portion of their school funds to the literacy effort to demonstrate their commitment to the success of LIFE.

e) The sustainability strategies will be documented in a full report and shared with all stakeholders, including the JPPSS Budget Committee, school administrators, parents, teachers, and community partners. The sustainability plan and evaluation results will be posted on the district's website for all stakeholders to view. All funds requested in this grant will be used solely for implementing the Louisiana Comprehensive Literacy Plan to improve school readiness from birth through grade 12 in the area of language and literacy development for disadvantaged students.

APPENDIX A

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

LEA Name:	Cluster School Names	
<p>Jefferson Parish Public Schools</p> <p>REC'D FEB - 1 2012</p> <p>Superintendent: James Meza, Ed.D.</p> <p>Print Name </p> <p>Signature</p> <p>Office Phone (504) 349-7601</p> <p>Other Phone (504) 349-7602</p> <p>E-mail James.Meza@jppss.k12.la.us</p> <p>LEA SRCL Contact Person: Name Patricia Mendoza Position Network Executive Phone (504) 349-7993 E-mail Pat.Mendoza@jppss.k12.la.us</p> <p>LEA Physical Address: 501 Manhattan Blvd. Harvey, LA 70058</p> <p>LEA Mailing Address: 501 Manhattan Blvd. Harvey, LA 70058</p> <p>Congressional District: LA Congressional District #2</p>	<p>Non-Profit <u>Early Childhood Education Provider</u> (providing direct services to children):</p> <p>Head Start 1. _____</p> <p>Age Span 3-5 _____</p> <p>Number of Four-Year-Olds 100 _____</p> <p>Number of Three-Year-Olds 103 _____</p> <p>Number of Children Ages 0-2 0 _____</p> <p>Director Chanel Davis _____</p> <p>Phone (504) 392-9890 _____</p> <p>Email CDavis@jeffparish.net _____</p> <p>Physical Address: 2315 Park Place Gretna, LA 70056</p> <p>Mailing Address: 2315 Park Place Gretna, LA 70056</p> <p>2. _____</p> <p>Age Span _____</p> <p>Number of Four-Year-Olds _____</p> <p>Number of Three-Year-Olds _____</p> <p>Number of Children Ages 0-2 0 _____</p> <p>Director _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p> <p>3. _____</p> <p>Age Span _____</p> <p>Number of Four-Year-Olds _____</p> <p>Number of Three-Year-Olds _____</p> <p>Number of Children Ages 0-2 0 _____</p> <p>Director _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>	<p>Elementary <u>George Cox Elementary</u> Principal Scott Steckler, Ph.D. Grades PreK-5 # of Students 433 Phone (504) 394-5890 Email Scott.Steckler@jppss.k12.la.us Physical Address: 2630 Belle Chasse Hwy. Gretna, LA 70056 Mailing Address: 2630 Belle Chasse Hwy. Gretna, LA 70056</p> <p>Elementary <u>Woodland West</u> Principal Peggy Rome Grades PreK-5 # of Students 718 Phone (504) 366-5308 Email Peggy.Rome@jppss.k12.la.us Physical Address: 2143 Mars Street Harvey, LA 70058 Mailing Address: 2143 Mars Street Harvey, LA 70058</p> <p>Middle <u>Gretna Middle School</u> Principal Edith Dozier Grades 6-8 # of Students 647 Phone (504) 366-0120 Email Edith.Dozier@jppss.k12.la.us Physical Address: 910 Gretna Blvd. Gretna, LA 70053 Mailing Address: 910 Gretna Blvd. Gretna, LA 70053</p> <p>High <u>Helen Cox High School</u> Principal Darvell Edwards-Richard Grade Configuration 9-12 Number of Students 960 Phone (504) 367-6388 Email Darvell.Edwards@jppss.k12.la.us Physical Address: 2200 Lapalco Blvd. Harvey, LA 70058 Mailing Address: 2200 Lapalco Blvd. Harvey, LA 70058</p>

Proposed site to expand project--Year 2 (Use spaces as appropriate)	Birth – PreK Partners (Use spaces as appropriate)	Other Partners (Use spaces as appropriate)
<p>Elementary Johnson-Gretna Park</p> <p>Principal Elizabeth Wren</p> <p>Grades PreK-5 # of Students 586</p> <p>Phone (504) 366-1660</p> <p>Email Elizabeth.Wren@jppss.k12.la.us</p> <p>Physical Address: 1130 Gretna Blvd. Gretna, LA 70053</p> <p>Mailing Address: 1130 Gretna Blvd. Gretna, LA 70053</p>	<p>Non-Profit Organization or Agency (providing <i>early</i> literacy services to caregivers, families, and children)</p> <p>1. For-Profit ChildCare Centers TBA</p> <p>Director _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: Multiple Centers are located in proximity to the cluster schools</p> <p>Mailing Address: _____</p>	<p>Non-Profit Organization or Agency (providing <i>other</i> literacy services to subgrantee or schools within the cluster)</p> <p>1. Jefferson Parish Public Library</p> <p>Director Erin Krosi</p> <p>Phone (504) 838-1109</p> <p>Email EKrosi@jefferson.lib.la.us</p> <p>Physical Address: 4747 W. Napoleon Avenue Metairie, LA 70001</p> <p>Mailing Address: 4747 W. Napoleon Avenue Metairie, LA 70001</p>
<p>Middle Marrero Middle School</p> <p>Principal Randi Hindman</p> <p>Grades 6-8 # of Students 895</p> <p>Phone (504) 341-5842</p> <p>Email Randi.Hindman@jppss.k12.la.us</p> <p>Physical Address: 4100 Seventh Street Marrero, LA 70072</p> <p>Mailing Address: 4100 Seventh Street Marrero, LA 70072</p>	<p>2. _____</p> <p>Director _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: _____</p> <p>Mailing Address: _____</p>	<p>2. West Jefferson Hospital</p> <p>Director Adonna Lowe</p> <p>Phone (504) 347-5511</p> <p>Email _____</p> <p>Physical Address: 1101 Medical Center Blvd. Marrero, LA 70072</p> <p>Mailing Address: 1101 Medical Center Blvd. Marrero, LA 70072</p>
<p>High West Jefferson High School</p> <p>Principal Christine Templet</p> <p>Grades 9-12 # of Students 1183</p> <p>Phone (504) 368-6055</p> <p>Email Christine.Templet@jppss.k12.la.us</p> <p>Physical Address: 2200 Eighth Street Harvey, LA 70058</p> <p>Mailing Address: 2200 Eighth Street Harvey, LA 70058</p>	<p>3. _____</p> <p>Director _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: _____</p> <p>Mailing Address: _____</p>	<p>3. _____</p> <p>Director _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: _____</p> <p>Mailing Address: _____</p>
	Proposed population to expand project in Year 2 (Use spaces as appropriate)	

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

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

LEA Name: Jefferson

"Cluster" Feeder System School Name and Grade Configuration	Total Students	Oct. 1, 2011 Free and Reduced Lunch		Oct. 1, 2011 Limited Eng. Prof.		Oct. 1, 2011 Students with Disabilities		Oct. 1, 2011 Homeless		2010-2011 Cohort Graduation Rate		2010-2011 Overage Students in 9th Grade		Other	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
George Cox Elementary School (PK - 5)	433	398	91.9%	56	12.9%	29	6.7%		0.0%					12	3%
Woodland West Elementary School (PK - 5)	718	642	89.4%	112	15.6%	62	8.6%		0.0%					11	2%
Gretna Middle School (6 - 8)	647	572	88.4%	87	13.4%	78	12.1%	1	0.2%					28	5%
Helen Cox High School (9 - 12)	960	716	74.6%	31	3.2%	105	10.9%		0.0%		75.7	61	6.4%	3	1%

*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

Non-Cluster LEA Schools		Total Students	Oct. 1, 2011 Free and Reduced Lunch		Oct. 1, 2011 Limited Eng. Prof.		Oct. 1, 2011 Students with Disabilities		Oct. 1, 2011 Homeless		2010-2011 Cohort Graduation Rate		2010-2011 Overage Students in 9th Grade		Other	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elementary	A.C. Alexander Elementary School	669	581	86.8%	127	19.0%	39	5.8%	2	0.3%					0	0%
	Airline Park Academy for Advanced Studies	319	101	31.7%	2	0.6%	0	0.0%		0.0%					0	0%
	Alice M. Birney Elementary School	664	514	77.4%	150	22.6%	41	6.2%		0.0%					0	0%
	Ames Montessori/Collins	352	335	95.2%	3	0.9%	35	9.9%		0.0%					0	0%
	Bissonet Plaza Elementary School	563	468	83.1%	81	14.4%	43	7.6%		0.0%					0	0%
	Bridge City Elementary School	447	404	90.4%	63	14.1%	37	8.3%	1	0.2%					5	0.1
	Bridgedale Elementary School	448	384	85.7%	47	10.5%	46	10.3%	1	0.2%					0	0%
	Catherine Strehle Elementary School	475	426	89.7%	23	4.8%	53	11.2%		0.0%					5	0.1
	Chateau Estates Elementary School	573	426	74.3%	78	13.6%	60	10.5%		0.0%					0	0%
	Clancy Elementary School for the Arts	512	468	91.4%	15	2.9%	53	10.4%		0.0%					0	0%
	Congetta Trippe Janet Elementary School	680	524	77.1%	15	2.2%	35	5.1%	16	2.4%					0	0%
	Deckbar Alternative School	21	20	95.2%	0	0.0%	21	100.0%		0.0%					0	0%
	Ella C. Pittman Elementary School	604	508	84.1%	18	3.0%	42	7.0%	1	0.2%					0	0%
	Ella Dolhonde Elementary School	397	337	84.9%	43	10.8%	66	16.6%		0.0%					0	0%
	Estelle Elementary School	1,119	1002	89.5%	93	8.3%	163	14.6%	9	0.8%					12	0.1
	G.T. Woods Elementary School	189	186	98.4%	0	0.0%	10	5.3%		0.0%					0	0%
	Geraldine Boudreaux Elementary School	683	627	91.8%	112	16.4%	45	6.6%		0.0%					4	0.1
	Green Park Elementary School	484	376	77.7%	9	1.9%	63	13.0%		0.0%					0	0%
	Greenlawn Terrace Elementary School	431	374	86.8%	62	14.4%	45	10.4%		0.0%					0	0%
	Gretna No. 2 Academy for Advanced Studies	353	118	33.4%	0	0.0%	4	1.1%		0.0%					2	0.1
	Harahan Elementary School	581	367	63.2%	6	1.0%	50	8.6%		0.0%					0	0%
	Harold Keller Elementary School	443	305	68.8%	85	19.2%	37	8.4%		0.0%					0	0%
	Hazel Park/Hilda Knoff School	342	257	75.1%	1	0.3%	71	20.8%	3	0.9%					0	0%
	Homedale School	247	233	94.3%	4	1.6%	12	4.9%		0.0%					1	0.1
J.C. Ellis Elementary School	571	429	75.1%	51	8.9%	41	7.2%		0.0%					0	0%	
J.J. Audubon Elementary School	410	329	80.2%	53	12.9%	35	8.5%	1	0.2%					0	0%	
Jefferson Elementary School	337	284	84.3%	4	1.2%	25	7.4%		0.0%					0	0%	

*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

Non-Cluster LEA Schools		Total Students	Oct. 1, 2011 Free and Reduced Lunch		Oct. 1, 2011 Limited Eng. Prof.		Oct. 1, 2011 Students with Disabilities		Oct. 1, 2011 Homeless		2010-2011 Cohort Graduation Rate		2010-2011 Overage Students in 9th Grade		Other	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elementary	Joseph S. Maggiore Sr. Elementary School	369	343	93.0%	59	16.0%	24	6.5%		0.0%					0	0%
	Joshua Butler Elementary School	460	426	92.6%	49	10.7%	42	9.1%	12	2.6%					5	0.1
	Kate Middleton Elementary School	381	371	97.4%	4	1.0%	39	10.2%	2	0.5%					0	0%
	Leo E. Kerner Jr. Elementary School	416	299	71.9%	17	4.1%	28	6.7%		0.0%					1	0.1
	Lincoln Elementary School for the Arts	411	376	91.5%	0	0.0%	19	4.6%	1	0.2%					0	0%
	Live Oak Manor Elementary School	287	262	91.3%	0	0.0%	27	9.4%		0.0%					1	0.1
	Lucille Cherbonnier Elementary School	299	272	91.0%	14	4.7%	29	9.7%		0.0%					2	0.1
	Marie B. Riviere Elementary School	444	331	74.5%	92	20.7%	48	10.8%	2	0.5%					0	0%
	Marrero Academy for Advanced Studies	360	180	50.0%	2	0.6%	2	0.6%		0.0%					0	0%
	McDonogh #26 Elementary School	265	250	94.3%	2	0.8%	24	9.1%		0.0%					0	0%
	Metairie Academy for Advanced Studies	431	85	19.7%	4	0.9%	3	0.7%		0.0%					0	0%
	Miller Wall Elementary School	485	463	95.5%	50	10.3%	27	5.6%		0.0%					1	0.1
	Myrtle C. Thibodeaux Elementary School	444	430	96.8%	2	0.5%	32	7.2%	4	0.9%					0	0%
	Norbert Rillieux Elementary School	173	169	97.7%	2	1.2%	12	6.9%		0.0%					0	0%
	Paul J. Solis Elementary School	727	628	86.4%	149	20.5%	25	3.4%	19	2.6%					5	0.1
	Phoebe Hearst School	652	577	88.5%	111	17.0%	45	6.9%	1	0.2%					0	0%
	Rudolph Matas School	508	360	70.9%	1	0.2%	95	18.7%	2	0.4%					0	0%
	Shirley Johnson/Gretna Park Elementary	587	568	96.8%	57	9.7%	58	9.9%	2	0.3%					4	0.1
	Terrytown Elementary School	614	571	93.0%	103	16.8%	18	2.9%	4	0.7%					0	0%
	Vic A. Pitre Elementary School	517	497	96.1%	1	0.2%	60	11.6%	1	0.2%					0	0%
Waggaman Alternative School	46	45	97.8%	0	0.0%	18	39.1%	1	2.2%					0	0%	
Walter G. Schneckenburger Elem School	416	300	72.1%	39	9.4%	40	9.6%	1	0.2%					0	0%	
Washington Montessori	246	243	98.8%	2	0.8%	12	4.9%		0.0%					0	0%	
William Hart Elementary School	262	255	97.3%	116	44.3%	13	5.0%		0.0%					3	0.1	
Woodmere Elementary School	545	523	96.0%	20	3.7%	30	5.5%	1	0.2%					0	0%	

*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

Non-Cluster LEA Schools		Total Students	Oct. 1, 2011 Free and Reduced Lunch		Oct. 1, 2011 Limited Eng. Prof.		Oct. 1, 2011 Students with Disabilities		Oct. 1, 2011 Homeless		2010-2011 Cohort Graduation Rate		2010-2011 Overage Students in 9th Grade		Other	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Middle	B. A. St. Ville Accelerated Acad for HS Prep	148	139	93.9%	8	5.4%	22	14.9%		0.0%					0	0%
	Ellender Middle School	718	605	84.3%	10	1.4%	100	13.9%	5	0.7%					4	0.1
	Harry S. Truman Middle School	555	501	90.3%	31	5.6%	92	16.6%	3	0.5%					0	0%
	Henry Ford Middle School	535	485	90.7%	29	5.4%	87	16.3%	3	0.6%					0	0%
	J.D. Meisler Middle School	819	544	66.4%	139	17.0%	88	10.7%		0.0%					0	0%
	John Q. Adams Middle School	847	606	71.5%	110	13.0%	79	9.3%		0.0%					0	0%
	L. W. Ruppel Academy for Advanced Studies	331	155	46.8%	1	0.3%	1	0.3%		0.0%					2	0.1
	L.H. Marrero Middle School	891	762	85.5%	58	6.5%	74	8.3%		0.0%					8	0.1
	Livaudais Middle School	589	538	91.3%	95	16.1%	65	11.0%		0.0%					1	0.1
	Ralph J. Bunche Accelerated Acad for HS Prep	145	127	87.6%	8	5.5%	28	19.3%		0.0%					0	0%
	Riverdale Middle School	760	514	67.6%	1	0.1%	67	8.8%		0.0%					0	0%
	Stella Worley Middle School	556	511	91.9%	11	2.0%	68	12.2%	6	1.1%					0	0%
	T.H. Harris Middle School	722	559	77.4%	20	2.8%	140	19.4%	1	0.1%					0	0%
Theodore Roosevelt Middle School	562	453	80.6%	59	10.5%	72	12.8%		0.0%					0	0%	
Westbank Community School	86	85	98.8%	0	0.0%	2	2.3%	1	1.2%					0	0%	
Middle/High	Fisher Middle/High School	493	276	56.0%	4	0.8%	35	7.1%		0.0%		85.4	8	1.6%	1	0%
	Grand Isle High School	156	121	77.6%	2	1.3%	16	10.3%		0.0%		>95	4	2.6%	19	0%
	Haynes Academy School for Advanced Studies	707	171	24.2%	2	0.3%	10	1.4%		0.0%		>95	1	0.1%	0	0%
	Patrick F. Taylor Science & Technology	271	92	33.9%	0	0.0%	0	0.0%		0.0%		>95			0	0%
High	Bonnabel Magnet Academy High School	1,558	995	63.9%	268	17.2%	173	11.1%	6	0.4%		58.2	153	9.8%	0	0%
	East Jefferson High School	1,130	696	61.6%	14	1.2%	165	14.6%	3	0.3%		63.6	97	8.6%	0	0%
	Grace King High School	1,160	709	61.1%	164	14.1%	138	11.9%	1	0.1%		71.9	96	8.3%	0	0%
	John Ehret High School	1,713	1213	70.8%	34	2.0%	208	12.1%	3	0.2%		70.9	153	8.9%	8	0%
	L.W. Higgins High School	1,534	1205	78.6%	50	3.3%	208	13.6%		0.0%		68.5	161	10.5	5	0%
	Martyn Alternative School	31	25	80.6%	1	3.2%	38	122.6%		0.0%			13	41.9	0	0%
	Riverdale High School	867	486	56.1%	1	0.1%	113	13.0%	2	0.2%		70.4	64	7.4%	1	0%
	Thomas Jefferson High for Advanced Studies	417	178	42.7%	1	0.2%	3	0.7%		0.0%		>95	0	0.0%	3	0%
West Jefferson High School	1,209	964	79.7%	216	17.9%	149	12.3%	8	0.7%		68.6	153	12.7	2	0%	

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

APPENDIX B

LEA Name: Jefferson Parish

TABLE 3: ACHIEVEMENT RESULTS FOR LEA "CLUSTER" FEEDER SYSTEM SCHOOLS
ELA SCORES, % BASIC AND ABOVE, FOR STATE ASSESSMENTS LISTED

School/Site Name	Grade	Assessment	2008-2009	2009-2010	2010-2011
A. George Cox Elementary	PK	DSC EOY Language Post-Test National Percentile Rank	30:1st 22.5:2nd	15:1st 25:2nd	13.5:1st 40.5: 2nd
B. Woodland West Elementary	PK		30:3rd 18.4:4th	27.5:3rd 32.5:4th	27:3rd 18.9: 4th
A. George Cox Elementary	K	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	46%	61%	60%
B. Woodland West Elementary	K		49%	47%	66%
A. George Cox Elementary	1 st		33%	54%	69%
B. Woodland West Elementary	1 st		41%	41%	46%
A. George Cox Elementary	2 nd		28%	39%	51%
B. Woodland West Elementary	2 nd		31%	31%	30%
A. George Cox Elementary	3 rd		30%	27%	38%
B. Woodland West Elementary	3 rd		32%	31%	26%

Table 3: Achievement Results for LEA "Cluster" Feeder System Schools (ELA Scores, % Basic and Above, for State Assessments Listed)

School Name	Grade	2008-2009		2009-2010		2010-2011 Scores	
George Cox Elementary School	3 rd	<i>i</i> LEAP	42%	<i>i</i> LEAP	55%	<i>i</i> LEAP	66
Woodland West Elementary School	3 rd	<i>i</i> LEAP	59%	<i>i</i> LEAP	62%	<i>i</i> LEAP	58
George Cox Elementary School	4 th	LEAP	61%	LEAP	58%	LEAP	73
Woodland West Elementary School	4 th	LEAP	52%	LEAP	72%	LEAP	71
George Cox Elementary School	5 th	<i>i</i> LEAP	56%	<i>i</i> LEAP	57%	<i>i</i> LEAP	50
Woodland West Elementary School	5 th	<i>i</i> LEAP	45%	<i>i</i> LEAP	46%	<i>i</i> LEAP	56
Gretna Middle School	6 th	<i>i</i> LEAP	44%	<i>i</i> LEAP	66%	<i>i</i> LEAP	55%
Gretna Middle School	7 th	<i>i</i> LEAP	50%	<i>i</i> LEAP	55%	<i>i</i> LEAP	60%
Gretna Middle School	8 th	<i>i</i> LEAP	61%	LEAP	54%	LEAP	61%
Helen Cox High School	9 th	<i>i</i> LEAP	54%	<i>i</i> LEAP	55%	N/A	
Helen Cox High School	10 th	GEE	42%	GEE	45%	GEE	51%
Helen Cox High School	% Cohort Grad Rate		62.7%		63.9%		75.7%

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
George Cox Elementary PK-5 <u>Note:</u> (6/40) Of the 40 PK students at this school, 6 attended Head Start 3 yr old program	George Cox Elementary PK-5 <u>Note:</u> (2/14/62) Of the 62 <i>kindergarteners</i> at this school, 2 came from Head Start and 14 attended PK at George Cox.	Gretna Middle School 6-8 (32/209) <u>Note:</u> Of the 209 <i>6th graders</i> at this school, 32 came from George Cox Elementary School	Helen Cox High School 9-12 (75/239) <u>Note:</u> Of the 239 <i>9th graders</i> at this school, 75 came from Gretna Middle School		
Woodland West Elementary PK-5 <u>Note:</u> (3/40) Of the 40 PK students at this school, 3 attended Head Start 3 yr old program	Woodland West Elementary PK-5 <u>Note:</u> (14/33/95) Of the 95 <i>kindergarteners</i> at this school, 14 came from Head Start and 33 attended PK at Woodland West Elementary School	Gretna Middle School 6-8 (19/209) <u>Note:</u> Of the 209 <i>6th graders</i> at this school, 19 came from Woodland West Elementary School			

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