

Monroe City Schools

**2006 Tower Avenue
Monroe, Louisiana 71203**



**Striving Readers Comprehensive Literacy Program
Subgrant Full Application**



January 31, 2012

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Striving Readers Comprehensive Literacy (SRCL) Program

Subgrant Full Application

The Monroe City School (MCS) System, located in Ouachita Parish, is an inner city school system that serves approximately 53,000 citizens in the 31.6 square mile city of Monroe, Louisiana. MCS has approximately 8,818 students with 87.5% minority and 78.9% receiving free and reduced lunches. Funding from the SRCL grant will be used to advance literacy skills – including pre-literacy skills, reading, and writing – for youth from birth through grade 12. Literacy in this application is defined as a continuum of abilities that children develop as they learn to use symbols to represent aspects of reality.

1/a) Need for the project and rationale for selecting the proposed cluster feeder schools.

Little Shining Stars Day Care (b-5 yrs.), Thomas & Wilson Head Start Center (3-4 yrs.), Clara Hall Elementary (PreK-Grade 2), Jefferson Elementary (Grades 3-5), Martin Luther King (M.L.K.) Middle School (Grades 6-8) and Wossman High School (Grades 9-12) are the schools identified as the cluster feeder system for the SRCL program. See Appendix A. This cluster feeder system serves a population of disadvantaged students due to the following statistics: 95% and above in free and reduced lunch, highest number of students with disabilities in middle and high school and in the top third highest number of students in the elementary schools, highest number of homeless in middle and high school, second highest group of over-age students in the 9th grade, and second lowest cohort graduation rate. See **Appendix B, Table 1 and Table 2.** b) **Achievement results/data trend.** Clara Hall does not administer a state assessment. The following data is from 2010-2011. Jefferson's iLEAP scores in third grade increased 12% while the fifth grade decreased 25%. Jefferson's fourth grade

LEAP scores decreased 18%. M. L. K.'s iLEAP scores decreased 6% in the sixth grade, remained the same in the seventh grade, and the LEAP scores increased 15%. Wossman's iLEAP scores increased .3% while GEE scores increased 11%, and % cohort graduation rate increased 3%. See Appendix B, Table 3. **c) Cluster Feeder System Connections.** Many students in the cluster feeder system stay at home until they begin prekindergarten at Clara Hall. Eight children that went to Thomas & Wilson Street Head Start last year are attending Clara Hall. A new day care, Little Shining Stars, opened last year within a few blocks of Clara Hall serving children 0-5. Some of these students should attend Clara Hall next year. Thirty-seven of the prekindergarten students that went to Clara Hall last year moved to kindergarten at Clara Hall. Of the 77 second grade students that came to Jefferson, all of them came from Clara Hall. Of the 170 sixth grade students that came to MLK, 74 came from Jefferson. Two other elementary schools feed into MLK. Of the 243 ninth graders that came to Wossman High, 157 were from MLK. **See Appendix B, Table 4.**

2) Project expansion in 2013-2014, Appendix A, Table 2. A requirement for this project is expansion of services to disadvantaged youth in the second year of the project. Adding a new population would extend the services and provide professional development for an additional set of educators. **a/b) Proposed sites/populations/rational.** The population of disadvantaged youth at Minnie Ruffin Elementary School, prekindergarten through fifth grade, is the proposed population to be added the second year of the SRCL project. Minnie Ruffin is in the feeder pattern of the proposed cluster, has 95% of the students receiving free and reduced lunches, 10.4% of the students have disabilities, and 1.6% of the students are homeless. These factors form a basis of need for assistance. Assessment scores from 2009-2020 to 2010-2011 are: PreK: 92-81%, K: 30-34%, 1st: 72-44%, 2nd: 37-51%, 3rd: 25-20%, 4th:

76-76%, 5th: 74-65%. Need for assistance is indicated by decreases in almost all of the assessments. **c) Steps to include site.** Principal will be considered a part of the cluster in all planning, decision-making, data analysis, and professional development as the SRCL project begins implementation. All information that was required from the cluster feeder schools has been gathered for Minnie Ruffin. The Literacy Capacity Survey has been done and analyzed, a literacy leadership team has been formed, professional learning communities have been formed, etc. Second year funding will provide the expenditures needed to begin to advance literacy skills – including pre-literacy skills, reading, and writing at Minnie Ruffin Elementary.

3) SRCL project needs assessment. The Literacy Capacity Survey (LCS) was given to help determine current school literacy capacity. Analysis of the results identified strengths and provided a beginning of the improvement process that will lead to improved literacy practices and increased child outcomes. All administrators and staff completed the survey online. **a) Needs Assessment data description.** The results of the LCS were summarized by each of the principals. Clara Hall’s survey indicates that literacy is the primary focus of the school; a Literacy Specialist and interventionist are needed, and expressed an interest in receiving more professional development based on student literacy needs. Jefferson Elementary’s Survey indicates that the faculty and staff favored maximizing instructional time and allowing sufficient time for interventions, need protected planning time, hire specialized literacy staff, and to create opportunities that allow students choice of a variety of texts and multimedia to complete authentic tasks. Martin Luther King’s Survey indicates that teachers are concerned with maintaining active partnerships with parents and community members, and resources to support literacy improvement as well as reading interventions for the middle school students. Wossman’s Survey indicates teachers feel strongly there are multiple literacy strategies in

place, there is a literacy leadership team in place, and are concerned that is not a strong shared literacy vision with parents and community members. **b/c) Needs assessment process/results/stakeholders.** The survey was given at the beginning of the school year. The results were discussed and plans are being made to make additions to the school's Literacy Plan. The Survey will be given again at the end of the year so that professional development can be designed to accommodate points of concern and to prepare for collaboration with cluster feeder schools for the next school year. All staff at the cluster feeder schools participated in the Survey for the needs assessment e.g., principal, curriculum coordinator, librarian, teachers, special education teachers, speech teachers, etc.

4) Goals for improving student literacy outcomes. Clearly defined goals for improving student literacy outcomes were designed by the district assessment team after viewing district trend data. The goals are rigorous but with expectations, progress will be made. The goals for improving literacy outcomes for the cluster feeder schools for this project are also the 2011-2012 District Learning Goals due to the consistency, data analysis techniques, and rigor of the District Learning Goals. **a) Goals/measurement system related to identified need.** These rigorous goals are designed to measure individual growth at a steady pace not just some classification. *Elementary and Middle/Junior High :* (1) Increase the percentage of students that are on-track with their cohort by decreasing the retention rate in grades K-5 by at least 2% annually. (2) Increase the **Percent Proficient** in all subjects and grades on iLEAP and LEAP tests to 85% with a 2% annual minimum improvement rate. (3) Increase performance on AR as a means of predicting LEAP/LEAP scores. (4) Close the Achievement Gap across all subgroups in English/Language Arts by meeting AYP and/or at least a 2% improvement annually. *Senior High Schools:* (1) Increase the percentage of students that are on track for

their cohort by increasing the Graduation Rate by at least 2% annually. (2) Improve student performance on the ACT by at least 2% annually with a goal of at least 20. (3) Decrease the Dropout Rate for grades 9-12 by at least 2% annually with goal for 2012 of <4.5%. The SRCL goals accurately reflect student performance on assessments but retention and dropout are factors that will be addressed in action plans. Alternate assessments will be used as needed to accommodate physical, cognitive, and emotional needs by appropriate educators in order to design appropriate instruction.

c) Strategies to disseminate information. A team consisting of the district literacy specialist and personnel from each feeder cluster school: principal, curriculum coordinator, literacy integration specialist, interventionist, and lead teachers, will analyze the student achievement data through TetraData and develop monthly goals that will lead to the student's yearly goals. A portfolio will be developed for each student to chart progress of content knowledge and essential skills, attendance, behavior, and interventions. During PLCs, educators will develop action plans suggested by the Literacy Capacity Survey within the Emergent, Elementary and Adolescent Levels (Dufor, Dufor, Eaker, & Many, 2006). The Emergent LACLiP plan will include the Little Shining Stars Day Care and the Thomas & Wilson Head Start. The portfolios will be available for parents, all stakeholders, and referral agents in accordance with the Family Educational Rights and Privacy Act.

5) Clearly articulated steps for reaching goals. Communication will be the key as steps are taken to reach the rigorous goals designed by the district and adapted to the SRCL project to enable students to meet the literacy expectations in the Common Core State Standards preparing them to enter college and the workforce ready to succeed. **a) Steps and stakeholders to achieve goals.** All stakeholders e.g., parents, day care workers, teachers,

speech pathologists, librarians, etc. must be aware of the student's literacy skills in relation to age, grade, and experiences. The difference in the student's actual skills and his goal skills should be of major concern to all stakeholders. All instruction must be within the student's instructional level but if this level is too low to make AYP then the services of resource personnel is needed. **b/c Alignment to LACLiP/School Improvement Plan.** Within the guidelines of the Emergent, Elementary, and Adolescent Plans, are the applicable school improvement strategies divided into Beginning to Plan, Beginning to Implement, Expanding Emphasis, and Sustaining the Plan which will guide the action steps of the Literacy Team at each cluster feeder school. Professional development of the chosen action steps is crucial to success. An alignment of the action steps of the cluster feeder schools' School Improvement Plans reflect a common thread of student evaluation and strong core instruction and/or interventions as needed, a response to intervention RTI concept (Brozo, 2011).

6) Description of continuing state and LEA priorities. MCS has taken advantage of the opportunities given by the Louisiana Department of Education DOE (LDOE) to improve instruction and learning by committing to available priorities. Ensuring Literacy for All (ELFA); 3rd, 6th, and 8th grade ELA Project, Strategic Instruction Model (SIM) in Support of Adolescent Literacy; Adolescent Literacy Pilot Project (ALPP); Math Science Partnership (MSP); Jobs for America's Graduates (JAG-LA); Race to the Top; Pathways to Louisiana's Future; and the Trailblazer Initiative are some of the priorities in which MCS is participating. The priorities are managed by committed educators who strive to provide opportunities for increased student achievement through literacy support. **a/b) Priorities and how the priorities improve literacy.** Ensuring Literacy for All (ELFA) is a project is based on scientifically-based, reading research concepts of Reading First. MCS participated in the

Reading First grant and then became a part of the ELFA initiative that has provided professional development and support in all facets of literacy including an effective coaching model and a response to intervention model. An extension of the ELFA project is the 3rd, 6th, and 8th grade ELA project which has provided professional development for literacy strategies which are delivered in professional learning communities. SIM (SIM) in Support of Adolescent Literacy is a grant awarded to two districts in Louisiana, one of which is MCS. SIM is a system of student learning strategies, Learning Strategies Curriculum, and teacher instructional routines, Content Enhancement, that is used to increase literacy skills at a feeder system of a low-achieving middle school and high school. The benchmark screening assessment, iSTEOP, is used to identify students who need to improve their literacy skills. SIM has provided professional development as well as materials and support. Experiences with the SIM project will be invaluable to the cluster feeder schools system as iSTEOP is being implemented. Adolescent Literacy Project (ALPP), an unfunded project is similar to SIM but it is implemented for grades 6-8. The assessment, iSTEOP, is used to identify students who need literacy interventions. Data from the benchmark screening assessments and progress monitoring is analyzed in a computer program providing quick and easy access to information to guide the interventions and instruction (Calhoun, 2004). MLK is participating in ALPP. Math Science Partnership (MSP), which teaches mathematics content and effective teaching strategies to teachers, has a literacy focus of graphic organizers, split page note taking, learning logs, and Professor Know It All and has expanded the district's view of literacy and how it affects all content areas in all grades. A priority that encourages developing workplace literacy is Jobs for America's Graduates (JAG), a state-based national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. Wossman High

School supports this initiative with a motivating teacher who seeks various strategies to enhance literacy skills for graduation and in the workforce. MCS has recently been awarded Race to the top funding. Plans are being finalized to use this funding for instruction and learning to ensure that students meet the literacy expectations outlined in the Common Core State Standards in preparation for further training to be successful in the workforce. MCS is a partner with the Picard Center in the Pathways to Louisiana's Future, 100% In-100% Out Initiative that provides educational data and analysis to address issues with dropouts and the LDOE in the Trailblazer Initiative, which provides assistance with key reforms of human capital, school turnaround, instructional improvements, and organizational excellence.

c) **Alignment of priority to LACLIP.** All of the priorities support the LA CLiP through the infrastructure of professional development, program assessments, collaborative partnerships, literacy leadership and coordinated support as well as best practices with instructional strategies. All of the priorities are aligned to one or more of the performance goals identified by the State Board of Elementary and Secondary Education (BESE).

7) **Curricula and intervention materials.** The most important factor in the usage of curricula and intervention materials is the interaction between the student and the teacher. From introducing picture books to toddlers to introducing *McBeth* to high school students, the teacher must facilitate, motivate, and evaluate student learning. The materials become learning tools in this shared activity. a) **Current curricula materials.** Instructional materials used in MCS are adopted from the list of approved, scientifically-based researched core curriculum. The reading core curriculum for students in PreK-6 is Harcourt StoryTown and 7-12 is McDougle-Littell. A scope and sequence for each grade level, that correlates with state content standards (GLEs), defines what all students should know at the end of a given grade level and

is designed to aid teachers' implementation of a guaranteed and viable curriculum taught explicitly for the all students (Archer, 2011). With technical assistance given by the state department, MCS is moving through phase one implementation to the Common Core State Standards through the Louisiana crosswalk program. Oncourse, a 100% web-based program, is used by teachers to build plans and align them to standards, supportive resources, and homework assignments. Multimedia classroom websites are available for students and parents to access homework, resources, and information that posts automatically from the teacher's *Lesson Planner*. Currently, MCS is piloting electronic devices for core instruction with Kendals in 6th grade classes at one school and iPads in kindergarten in two schools. Gaps not only in content but student knowledge will be identified at the beginning of the year, middle of the year, and before state testing through analysis of core benchmark screening tests utilizing achievement series, computer generated reports. **a) Intervention materials.** In MCS, interventions are planned using benchmark screening and progress monitoring formative data that is specific for each student. A variety of scientifically-based reading researched materials are used: Harcourt Strategic and Intensive kits, Voyager, Florida Center for Reading Research activities, flash cards, web-based programs like Star Fall, My Reading Coach, The Reading Center, and Read 180 labs. The Louisiana Access Guide, a myriad of resources and activities is available for all students, teachers and parents. All interventions are monitored for progress and attendance. **b) Identifying, selecting, and acquiring new materials.** All materials used in reading instruction are must be scientifically-based with alignment to the State and Common Core Standards. As all teachers are to be a part of the selection process, a checklist is used to determine the qualities of the text. The text should reflect instruction of skills beginning with

phonemic awareness or oral language, phonics or structural analysis, vocabulary, and comprehension skills with fluency embedded in areas of reading.

c) Lessons learned from implementation. Careful analysis of formative and summative data related to new instructional materials should be done during weekly professional learning communities. Relating experiences of difficult concepts, determined by the current materials, to the new materials would aid in student success. Comprehension skills should be emphasized in all subject/content areas with a focus on skill as well as content. If there are gaps in content, strategies, or amount of practice, supplemental materials aligned to the core should be used in interventions until the student masters the skill.

8) Language and text-rich classroom, school and early learning environments. MCS provides a language- and text-rich learning environment for all students that engage them in speaking, listening, reading, and writing in all subjects throughout the day. **a) School/classroom learning environments.** The learning environment is required to be developmentally appropriate in content as well as physical appearance such as visuals posted at student level and furniture. The environment must be neat, clean, and engaging. All teachers are given \$400.00 annually to purchase learning materials for their classrooms with learning environment checks by district administrators during monthly walkthroughs. **b/c) Materials/activities with appropriate use of technology.** All elementary classrooms have libraries provided by Harcourt and literacy funding. With support from the Carmel Hill grant, there are a total number of books in the school libraries across the district of 86,613 with an average number of books checked-out this year-to-date of 77,961. 21st Century Technology Resources and Tools, when implemented and used appropriately, can greatly enhance the learning

atmosphere by supporting individualize instruction and differentiate learning for all students at all literacy levels. 21st Century tools in place such as interactive white boards, document cameras, classroom performance system and computers, coupled with rich, multimedia web sites such as *World Book Online - Early World of Learning*, *Thinkfinity* and *readwritethink* will be inviting to all learners. Adding iPods, iPads, laptops and various media programs at strategic levels of literacy would support a continued interest in learning for all learners.

9) **Effective use of accommodations/ technology for students with learning challenges.**

In MCS 81 % of the students with disabilities are educated in the regular classroom for 80% of the day or more. All of these students receive accommodations. Inclusion teachers and paraprofessionals go into many core classes to assure that accommodations are provided for instruction and assessment. **a) Application of Universal Design for Learning principles.**

Each student with disabilities has a specifically designed Individual Education Plan (IEP) to guide all educators to provide differentiated instruction so that the student with disabilities is offered in different formats to accommodate for learning difficulties. MCS has adequate technology to provide for this. Students have access to computers and software programs to provide instruction in different formats and at different levels. White Boards, document cameras, and computers are available in each classroom to provide varied instruction methods as well as engagement activities that are appropriate for special needs student. Instruction and needed accommodations in alignment with UDL principals can be provided in this manner to accommodate visual, auditory, or tactile learners. Smart boards are very interactive allowing for a high level of student engagement. **b) Resources for best practice.** Teachers of students with significant disabilities have received training in the use of the access guide for several years. One of our staff members has served on the Significant Disabilities Literacy Committee

which has provided additional information to the district's teachers. This year the focus has been on training teachers of students with all types of disabilities in the use of the access guide. As our district has access to extensive technology the teachers can readily consult the guide for help in all areas of instruction.

c) Specific to students with disabilities/partnership. MCS signs on to support the Regional Assistive Technology Center every year. The staff members at the Region VIII Assistive Technology Center have provided professional development to staff, both at the school level and at the regional level. Many staff members have attended offered trainings in the region. All teachers, not just special education teachers, in the cluster feeder schools will be trained in the use of the Accessible Instructional Materials and the resources available at the Assistive Technology Center. The district has designed and utilized an Accessible Instructional Materials Guide that pulls together available materials that are developmentally appropriate and content referenced.

10) Assessment and data management system to guide instructional decisions. MCS adheres to the premise that assessment is a critical element of effective instruction and learning. An analysis of the skills and concepts that the student knows at a certain time of the year and with a certain level of instruction "paints a picture of the student" so the teacher knows how to develop instruction for optimal learning. **a) Assessment tools.** To gage progress of MCS' Learning Goals, a comprehensive assessment system is implemented and consistently monitored with assessments that are accurate, timely, reliable and valid. The screening and progress monitoring assessments used as primary formative assessments are: DSC (PreK), DIAL-3/SRT, DIBELS Next (K-Grade 3), and iSTEPP (Grades 6-8). Primary

summative assessments in all subject areas used in MCS are: knowledge check-ups, core assessments, and iLEAP, LEAP, and EOC assessments. **b) Use of data.** The effective analysis of testing data is a major professional learning activity that supports the MCS Literacy Goals. Data wall construction with interpretation and Tetra Data are the two main tools that picture and summarize data. Data Walls are a purposeful and productive way to display data. The use of data walls ensure that analysis of student data is not isolated but becomes a continuous part of faculty and administrative decision-making in PLCs, faculty meetings, School Improvement discussions, IEP conferences, etc. TetraData is a suite of educational data analysis, management, and vision alignment tools purchased by the district to help drive systemic and aids in continuously measuring progress. All data, formative and summative, is analyzed to create the appropriate instructional plan and provide explicit, systematic instruction and interventions for all students to achieve success. Student assessment data is also used in MCS to determine the effectiveness of the teacher and principal. As part of the Comprehensive Performance Management System (COMPASS) pilot project, data will be gathered to assess not only the educators' effectiveness but to identify opportunities for professional development. **c) Distribution of data.** Members in the ELFA project developed some grade-appropriate letters to send to elementary parents informing them of the results of the DIBELS benchmark screening assessments and activities to strengthen the skills. Data walls are used in all schools to record data and are monitored on monthly walkthroughs. Informative letters from the LDOE are sent to parents concerning iLEAP and LEAP results. Parents are given a code and they can access grades, homework, and other vital information from JPAMS, a part of MCS website. Each school has a website with corresponding teacher websites that has data concerning the school. **d) New assessments.** According to the literacy

plans developed by the cluster feeder schools, the only new assessments will be the TELD-3 for 3 and 4 year old students. Quick Phonics Screener for K-5, and iSTEEP for students in grades 4-5. These assessments will be given at the beginning, middle, and end of the year with the other benchmark screening assessments. All of the other grades have appropriate formative and summative assessments that are aligned to the Louisiana Common Core Standards as the Standards are developing. **e) New assessment training.** All teachers who have not been trained with the benchmark screening assessment will be trained before school starts in the fall. All teachers who have been trained will be updated. Both groups of teachers will be trained to implement benchmark screening assessed skills in instruction across the curriculum. Testing teams will be developed at each school with careful implementation of LDOE guidelines for administering the benchmark screening assessments. **f) Tiered ELA schedule.** All students in Tier 1 receive scientifically-based, reading researched reading instruction. Assessments are administered periodically and used to evaluate student progress. Data from these assessments can help design instruction delivered in flexible grouping to meet the needs of individual students. Using benchmark screening data, some students need instruction in addition to the core. Students who need this additional instruction are classified as being Tier II, and receive 30 minutes of intervention aligned to the skills identified in the benchmark screening assessment and the core assessments. Students who do not achieve in Tier I and Tier II are classified as Tier III. These students need intensive diagnostic and progress monitoring assessment to determine the learning activities for interventions. If progress is not made, these students may be referred for further evaluation and additional services. All students must be progress monitored either by the benchmark screening progress monitoring or core assessments to document progress. **g) Effective use of technology.** Technology facilitates

administering the assessments and analyzing the data in a very positive way. iPads will be purchased to administer DIBELS utilizing Wireless Generation capacities to create reports and professional development aligned to the reading core for grades K-3. iSTEEP assessments are online and the reports generated. Core assessments are taken through Achievement Series and the reports are generated electronically. Technology also facilitates the interventions that are needed as a result of the assessments. Applying the concepts of the UDL, all phases of technology such as computers, iPads, iPods, Kendles, tape/cd players, smartboards, listening centers, cameras, video recorders, etc. make learning accessible and appropriate for students with different learning styles, abilities and disabilities, and experiences.

11) Transition plan. A coordinated, comprehensive MCS Transition Plan will be implemented with the cluster feeder schools. This plan includes (1) Transition 1, students move from day care, Head Start, or home into prekindergarten or kindergarten at Clara Hall; (2) Transition 2, students move from 2nd grade at Clara Hall to 3rd grade at Thomas Jefferson Upper Elementary; (3) Transition 3, students move from 5th grade at Thomas Jefferson Upper Elementary to 6th grade at Martin Luther King Middle School; Transition 4, students move from 8th grade at Martin Luther King Middle School to 9th grade at Wossman High School.

a/b/c) Coordinated transition plan with collaborative strategies and activities. In order for the Transition Plan to be successful, every employee at the school sites must be a vital part of the transition process. The routine of the transition process is very important. With the exception of entrance into prekindergarten or kindergarten, transitions will be very similar so that students will be prepared for the next transition. The MCS Transition Plan includes at least the following activities that begins in January that involve both the students transitioning and

the students that are already in the transitioning grade: (1) Initial contact through a Power Point presentation showing pictures of the school, classrooms, teachers, and students and give the students a brochure with vital information ; (2) visits and tour of the school(3) create a picture wall of transitioning students on the first day of school; and (3) have meetings with stakeholders utilizing a speaker and a quick survey of the students and parents addressing transitional concerns. In order to enroll the students in prekindergarten and kindergarten, the students must be located. Contact with Little Shining Stars and Thomas & Wilson Street Head Start Center as well as a community survey will help to locate the students. Clara Hall will have a pre-enrollment day for students zoned for Clara Hall in order to locate and keep students in the cluster feeder schools. After students are located, many of the activities in the Transition Plan will be carried out with the 3- and 4-year old students.

12) **Early childhood education providers.** Children enter the world equipped and eager to learn. The child is an active participant, exploring the environment, communicating, and beginning to construct ideas about how things work in their surrounding world. **a) Providers and partnerships.** Cluster feeder schools begin with the small, nonprofit, neighborhood day care, Little Shining Stars Developmental Academy, birth to 5 years, Thomas and Wilson Street Head Start Center, 3-4 years, and prekindergarten at Clara Hall, ages 4 years. All stakeholders, especially parents, need an understanding of the cluster feeder schools seamless transition from early childhood through graduation that will provide a climate of stability, security, and confidence.

b) Leveraging. Transition meetings will supply the parents with information concerning early intervening services provided by school personnel as well as community partners. With the focus on the student's need, support personnel e.g., nurse, speech teacher, social workers, early

childhood specialists, etc. can provide some UDL strategies that would benefit the child. c)

Responsibilities of district and school site staff. SRCL Coordinator will meet with the cluster feeder schools on a regular basis to support PLCs, interventions, and core instruction.

Moodle Courses will be developed to extend all stakeholders knowledge of early childhood expectations. d) **Educator commitment.** Memorandums of Understanding (MOU)

supporting MCS SRCL project are included from Little Shining Stars Development Academy, Head Start, and the Children's Coalition supporting early literacy. A MOU from ULM is

supportive of the of pregnant teens and teenage parents at MLK Middle School and Wossman High School. e) **Common vision and needs.** The common vision for the emergent literacy

plan is an action plan that recognizes that for all students to meet the literacy expectations stated in the Common Core State Standards, each child's potential must be recognized and

developed from infancy. f) **Communication.** Ongoing communication will take various

forms in order meet the needs of the stakeholders. Contact will take the form of letters, flyers, telephone calls, email, meetings, and website developed by the SRCL Coordinator. g)

Strategies to develop a collaborative relationship. Along with the varied forms of

communication, events at the school such as Donuts for Dads, Lunch with Mom, Reading

Night, etc. would be beneficial in developing a common language about early childhood

education and an understanding of concepts that are being taught.

13) **Engagement of nonprofit, community-based organizations and agencies.** Many nonprofit, community-based organizations provide needed services for children.

a/b) **Identification and effectiveness.** As needs occur, research into solutions reveal services that can be provided through previously unknown sources. This is the primary way that

organizations can be identified. Also, sources for assistance can be identified through fund-

raisers or informational articles and events. The Children's Coalition, a community-based 501 (c) 3 nonprofit organization with proven effectiveness for 13 years, will provide training and support for day care workers to get their CDA license, support day care centers to obtain Quality Start ratings, provide All's Pals, Kids Make Healthy Choices, to all teachers of 4 year old children, and to support pregnant teens and teen parents through the efforts of a Parent Trainer and Group Facilitator. ULM will provide services through professional development and give support with counseling and referral services to pregnant teens and teenage parents. This is a new endowed chair with support from the ULM counseling center, accredited with CACREP and NCATE, with data-driven researched methods. The Little Shining Stars day care, a nonprofit day care located within a block of the elementary feeder cluster, began in February, 2011. The partnership with this day care will give access to infants, toddlers, and caregivers. Professional development, developmentally appropriate materials, and instruction will be delivered to enhance emergent literacy skills. Thomas & Wilson Street Head Start, day care center of 100 3-4 year old children, has a history of effective preschool instruction for 8 years in this community. Professional development, technology, and developmentally appropriate materials and instruction will be provided to begin the students learning in the identified cluster feeder schools. As the focus of pre-emergent literacy skills begins to widen, partnerships should be formed with other organizations to support student needs.

14) **Unique contributions/responsibilities in proposed project.** In MCS there are many varied people that touch children's lives; thereby, impacting the basic LACLIP premise that success in literacy is a combination of early care and experiences before school that is followed by formal education in school settings. To be successful, there must be collaboration among many organizations and entities within the school setting. **a/b/c) Stakeholders**

responsibilities/contributions. There are a number of stakeholders involved in the education of students in MCS. Two unique external stakeholders are the United Way, who provides community volunteer readers and have included MCS in their 2011-2012 early literacy project and the Monroe City Police Department, who provides truancy officers who work with parents of students in prekindergarten through twelfth grade who have five unexcused absences. Two unique internal stakeholders that support literacy are the Carmel Hill Fund, which supports and funds reading programs in high poverty areas and provides interns who assist with improvements in student reading levels and school performance, and 21st Century Community Learning Centers, and after school, literacy-focused partnership that provides materials, technology, tutoring, and an opportunity to extend instruction. MCS employs a Parental Involvement/Homeless Liaison who performs unique braided services to parents, students, teachers, principals, and the community. Parents are encouraged to participate and support literacy initiatives through Positive Parenting Mentoring Curriculum and school-wide Parent Nights. Clothes including uniforms, food, shelter, and referrals are provided to homeless students which enable students to attend school.

15) **Professional development.** MCS has a District Plan for Professional Learning that is designed to create an accountability system of professional learning that moves toward a culture of excellence and high expectations resulting in increased achievement for all students including disadvantaged, identified special needs, and low-achieving students. The plan, based on the *Standards for Professional Learning*, outlines the criteria and expectations to which all district personnel should adhere with professional development initiatives. **a/b) Professional development and data use for large groups.** Literacy professional development began with a district wide training on the LACLiP for principals and district administrators. Schools

administered the Literacy Capacity Survey and results were brought to a second principals' meeting for guided analysis. The results of this meeting and data from the Survey were given to teachers in PLCs for analysis. The Survey will be given again at the end of the year and data from this survey will determine the literacy professional development offered before the 2012-2013 school year. In depth professional development will be provided for all stakeholders in the SRCL grant e.g., principals, teachers, Literacy Integration Specialist, Interventionist, paraprofessionals, etc. in relationship to the population that the educator serves. c)

Professional development for individual areas. Using principal evaluations, district walkthroughs, professional growth plans and the teacher's request, literacy professional development can be easily provided through PD360 or taking one of the 166 classes offered by the district. ELA curriculum facilitators at the elementary and secondary level are available for professional development. d) **Professional development aligned with SRCL goals.** With the volume of literacy information, the LACLiP provides resources and structure for the SRCL project. Using the Survey to identify talking points and areas of need as well as interest, educators can use the LACLiP to find information and resources to align with SRCL goal of advancing literacy skills of disadvantaged youth from birth through graduation. e/f) **Job-embedded/ protected time.** All schools have weekly PLCs embedded during the day for collaboration. The times for these meetings are posted in order to allow district administrators to support these meetings. With a literacy focus, these meetings are used to analyze data, generate online data reports, view PD 360 professional development series, use Microsoft LYNCS to communicate between groups, use Moddle to conduct book study, research strategies to enhance learning, etc. g) **Alignment with LACLiP, standards, Common Core.** Each of the levels of literacy focus, Pre-emergent/ Emergent, Elementary, and Adolescent, has

a section in LACLiP with pertinent information and resources to create an alignment to the SRCL. LDOE is providing a crosswalk between the state standards and the Common Core Standards to administrators who are redelivering this information during PLCs. A priority is professional development for kindergarten and first grades who will implement Common Core Standards in fall 2012. **h) Engagement of students.** Meaningful student engagement is a large component of the observations in Observation 360, district evaluation, and COMPASS. If there are concerns, the teacher will have an opportunity for professional development through videos, research articles, observing another teacher, taking a university course, etc. An indicator of need for professional development with student engagement is the number of behavior referrals. Cluster feeder schools will have an identified engagement strategy that will be used from birth through graduation. This identified strategy will be taught, monitored, and evaluated consistently. **i) UDL, differentiated instruction and AIM.** In all phases of professional development, the focus should be on the students not the teacher or leader. The teacher or leader should be the facilitator not the stand-alone product. Weaving multiple and varied recognition, strategic, and affective network principles into all professional development will enhance teaching and learning. UDL, differentiated instruction and AIM have a common premise of variety and multiple exposures.

16) Employment and Retention of effective teachers and leaders. Research shows that differences in teacher effectiveness were found to be the dominate factor affecting student academic gain. There is strong empirical evidence to support the positive impact of the teacher's management, questioning, and evaluation as well as use of mastery learning and advance organizers. Studies provide evidence that the quality of a principal affects a range of

school outcomes including teachers' satisfaction and their decisions about where to work, parents' perceptions about the schools their children attend, and, ultimately, the academic performance of the school (Dyer & Carothers, 2000). **a/b) 2011-2012 retention/effective teacher and leader selection.** The MCS 2010-2011 retention rate for teachers is 90% and for principals is 99%. Due to proximity to ULM and availability of highly qualified teachers, the selection process for effective teachers is a rigorous one. All teachers must present current data that supports their credentials. The principal interviews and narrows a list of highly qualified teachers to two or three. A grade appropriate teacher committee and principal interviews the applicant using competency-based questions and priority-based questions unique to each school. When the choice is made, the applicant must be fingerprinted and pass a background check. The school board must approve all teaching positions. The principal follows a similar process except a community forum is held. The superintendent makes the final choice for principal and the board makes the final approval. **c) Teacher and leader evaluations.** From November 2011-June, 2012, MCS will participate with 10 schools districts in the pilot of the Comprehensive Performance Management System (COMPASS), a robust evaluation model that includes revised standards for teachers and leaders with scoring rubrics, various tools, and an online information system. Assessment of effectiveness of educators and identification of areas for professional growth is the purpose of COMPASS. Observation 360 is online tool used to gather formative classroom environment and teaching data. With Observation 360, iPads used by administrators to conduct walkthroughs to determine concerns and recommend support from PD 360. MCS has an evaluation form completed by the supervisor amassing data from the principal and the principal completes the form for the teacher. This school-based

evaluation and the teacher's Professional Growth Plan are part of the teacher's portfolio. **d)**

Teacher preparation programs. The majority of the teachers employed by MCS graduate from the teacher preparation programs at ULM. In 2012, News and World Report ranked ULM in the Top Online Graduate Education Programs. ULM was the only institution from Louisiana to be recognized in all four categories; faculty credentials and training, student services and technology, student engagement and accreditation, and admissions selectivity. Due to the close proximity to the university and teacher's tuition exemption, many teachers have their master's, plus 30, and specialist degrees which gives them a good knowledge base for teaching. **e) Strategy to fill critical roles.** In 2006, the Carmel Hill Fund Education Program established a partnership with the ULM to create an intern program. This intern program has grown from eight students in 2006 to twenty five students in January 2012. Through ULM, interns are employed as student workers to work with schools within MCS. The Carmel Hill Fund Education Program provides annual funding in the amount of \$65,500.00. This funding includes payment to the students, the cost of fingerprinting and background checks of the students as well as payroll fees. After training, they are placed in MCS. This program has been extremely beneficial in attracting students to work in the field of education. Ninety-five percent of our interns have found employment with school districts within the area. Louisiana Statewide Staffing Initiative (LSSI) is a Gates Foundation funded partnership with The New Teacher Project currently being implemented in 4 geographically dispersed school districts, one of which is MCS. Key strategies used in LSSI are (1) direct priority applicants to target schools, (2) train principals in effective hiring, (3) provide personalized staffing assistance, (4) minimize staffing barriers, and (5) increase the rigor of retention decisions.

17) **Evaluation plan.** MCS evaluation plan for the SRCL project has a strong scope and sequence infrastructure. Utilizing formative and summative data from the beginning to the end of the year gives the skills that the student has mastered and ones that needs further instruction.

a) Alignment with goals. Specific goals will be identified for each student in the cluster feeder schools. As the year progresses, progress monitoring will be done to further define the

instruction and interventions. **b/c) Data and contact person.** The progress of early literacy

skills will be identified through benchmark screening and progress monitoring of TELD-3,

DIBELS, Skills Checklist based on Harcourt Scope and Sequence, content weekly

assessments, Harcourt Unit Tests, and knowledge checkups. Upper elementary and secondary

students will be evaluated by benchmark screening and progress monitoring of iSTEEP,

content weekly assessments, 6-week assessments, mid-term and final assessments, iLEAP,

LEAP, and EOC assessments. All students will be evaluated for progress by schools, content

areas, grade levels, gender, race, socio-economic status, transition, and suspensions/expulsions.

The Literacy Integration Specialist with assistance from the interventionist will be responsible for collecting and organizing the routine of assessment, assessing, and organizing the data

(Knight, 2007). The SRCL Coordinator will have the same responsibilities at the district level.

d) Evaluation data to inform design and implementation. During weekly PLCs, educators

consistently analyze and manage the data. The PLCs will meet weekly with same grade level

teachers, and they will also meet periodically vertically with teachers in the grades above and

below their class. With Microsoft LYNC, classes will meet together online to discuss all facets

of the assessment system including “next steps”. **e) Dissemination of information.**

Simplified reports will be prepared for parents and other stakeholders after each benchmark

screening and state evaluations. Teachers will be knowledgeable of the screenings and other

assessments in order to effectively conference concerning the child progress. Meetings will be held with the Head Start Center, the Little Shining Stars daycare center, and the SRCL Coordinator to discuss the population of students that is at that center and evaluate progress.

18) **Project management.** Evidenced by past experiences with other literacy-based projects, the success of this project is dependent on the commitment and passion of the managers who must work tirelessly and think creatively to support student learning and teacher instruction from birth to graduation. a) **Management plan.** School-based managers are the School Literacy Team comprised of a teacher from each grade level, curriculum coordinator, Interventionist, Literacy Integration Specialist, and principal. The Literacy Integration Specialist will be the point of contact and responsible for overseeing grant implementation with principal supervision. The Literacy Integration Specialist at Clara Hall will work with Little Shining Stars and the Thomas & Wilson Street Head Start. The School Literacy Team is a part of the Monroe City Literacy Leadership Team, composed of district and community partners that meet in the fall and spring. All School Literacy Teams will participate in professional development and will meet as a cluster feeder group to establish common routines and procedures for effective transitions. The Teams will use Microsoft LYNC to communicate and Moodle to design common courses. The LEA SRCL contact person will be the SRCL Coordinator who will implement the grant conceptually and monetarily with fidelity and support from the LDOE and the Regional SRCL Coordinator. b) **Coordination.** As all priorities are designed to enhance literacy, the district will continue to be involved in the priorities. The Literacy Integration Specialist at Clara Hall will be the literacy coach for ELFA, the Interventionist at Martin Luther King Middle School will be the contact person for ALPP, and teachers will continue to be involved in the MSP, JAG-LA, and Race to the Top projects.

c) Qualifications of Key Personnel. The most influential persons in this literacy initiative are the principals whose leadership is necessary to SRCL's success. Principals will be a part of all professional development and will function as the literacy leader in the school. *Mrs. Lametria Robinson*, principal at Clara Hall Elementary, a former Reading First coach with extensive training in research-based strategies, supports Reading First best practices. *Mrs. Jacquelyn Flood-Anderson*, principal of Thomas Jefferson Elementary, utilized a reading interventionist with district support until funding became unavailable. She is providing interventions through classroom teachers and ancillary staff. *Mr. Alvin Williams*, a principal at MLK Middle School, is a strong supporter of literacy through Louisiana ALPP which has used the iSTEEP assessment to identify at-risk youth. He will have a new Read 180 lab in place by the middle of February. *Mr. Sam Moore*, principal at Wosmann High School, developed a school-wide literacy focus with this question: "WHS, are you READY?" READY is an acronym for Reading to Enhance Academic Development Yearly. The Literacy Integration Specialists and Interventionists guide the literacy plan and their job descriptions are included in Appendix F. *Dr. Lynn Morris*, the district literacy specialist, has extensive experience teaching reading from prekindergarten to university; served as Reading First and ELFA Coordinator; and currently THE ELA specialist and SIM Coordinator. All four key personnel have a positive working relationship and are planning collaborative opportunities for the feeder cluster. *Mrs. Karla Bowlin*, director of Instructional Support Services, supports this project through Title I funding and supervision of curriculum. *Mrs. Vickie Irwin*, director of Student Support Services, supports this project with early intervening funds and services to special need students. The district financial officer, *Mrs. Derenda Flowers*, and the SRCL financial officer, *Mrs. Gloria*

Harris, support this project through application of accurate and efficient budgetary procedures.

All resumes are included in Appendix F in the order named in this section 18c.

19) **Detailed budget projections.** The budget for the SRCL grant was developed from each SIP, results of the Comprehensive Literacy Survey, and analysis of student data. The consensus of the “cluster” schools is to coordinate literacy plans and strategies to create a seamless connection between the three levels of literacy development – emergent, elementary, and adolescent. The budget reflects the costs for services such as READ 180 for elementary and adolescent students and DIBELS Next for early childhood; professional development needs such as: iSTEOP, LETRS, and Content Literacy strategies. Some supplies listed in the budget are relative the development of literacy – TELD-3 oral language kits, DIBELS Next materials and READ 180 libraries. The budget adheres to the funding distribution guidelines as stated in the application. Personnel salaries are consistent with the district’s salary schedule for similar positions and are aligned with the budget cap of 75%. The other 25% of personnel salaries will be paid by district general funds. **a) Use of personnel, resources, and services.** Literacy Interventionist and Integration Specialists will be employed at each cluster school to assist school administrators and instructional staff in the implementation of evidenced-based strategies and best practices designed to help children succeed in literacy and life. SRCL personnel will work with classroom teachers to develop lesson plans and assist DIBELS and READ 180 teachers with prescriptive interventions to address students’ literacy needs. Literacy will be taught across the curriculum with emphasis on strengthening literacy in Science and Social Studies. MCS partnership with the ULM will provide additional teacher professional development in addition to that provided for by the SRCL grant. MCS will also sponsor 30 hours of job-embedded professional development that correlates with the needs

identified in the Literacy survey results. The cluster schools will utilize STAR assessments generated by the district's Accelerated Reader program to provide additional data that supports the response to intervention plans. **b) Leveraging of specific funds.** MCS is committed to paying 100% of the salary of the SRCL grant project coordinator's salary. One of the primary sources of data regarding the cluster students' literacy strengths and weaknesses – Accelerated Reader's STAR assessment software, is paid for by Carmel Hill, a non-profit, private foundation. Read 180 teachers' salaries are paid by the school district. A portion of Race to The Top funds recently received by the school district has been pledged to support the cluster schools with technology, professional development and other supplies in the development of students' literacy skills. MCS is also committed to leverage Louisiana and U.S. DOE funds to support activities outlined in this program. Salaries for four literacy integration specialists and interventionists required for the program are offset by district funds of 25% in the first and second years, 30% the third year, 35% the fourth year, and 40% the fifth year. Title I and LA4 funds will be used to provide teachers, supplies, and para in prekindergarten classes. Title I, Title II, IDEA, and general funds will be used to support literacy instruction and learning with early intervening services, intervention materials and training, iSTEEP materials, teachers, professional development, technology, transportation, trained substitutes, etc. Title I funds pay the salary of the bookkeeper who will serve as financial secretary to the grant's coordinator.

c) Processes/Personnel. Literacy Integration Specialists and Interventionists will work with Birth -2nd grade, grades 3-5, grades 6-8, and grades 9-12. Salaries of the Integration Specialists and Interventionists adhere to the budget cap of .75 of the salary consistent with similar positions on the MCS salary schedule. Pregnant teens and teenage parents will be served in the appropriate grade level via a partnership with the Children's Coalition and the

ULM. MCS Chief Financial Officer, Derenda Flowers, SRCL Grant Coordinator, and district Title I bookkeeper will ensure that funds are allocated in the designated manner. Total funding will be divided into designated percentages and used for allowable expenditures with consideration given to services of the Literacy Integration Specialists and Interventionists as well as professional development expenditures that can overlap the designated categories. Allocation of funds will be consistent with the distribution guidelines set forth in the application with at least 15% used to serve children from birth to age 5; 40% to serve students in kindergarten to age 5; at least 40% to serve students in grades 6 -12 with an equal distribution between middle (20%) and high (20%) schools.

20) Sustainability Plan. In developing the SRCL project plan, sustainability was a critical component due to previous experience with Reading First. Several difficult decisions were made in the design of the plan to keep costs minimal especially involving personnel.

a) Process. The Sustainability Plan begins with a Sustainability Literacy Team whose job is to be the fiscal arm of the project. The members of this team are: Superintendent, District Financial Director, Director of Student Support Services, Principals, and SRCL Coordinator.

The team will meet in the fall and spring to discuss current budget and next steps. The Superintendent will make final decisions. **b/c) Funds and central office/school level**

expenditures. As the project continues, more of the district's general funds and Title I funds will be used. General funds will absorb the designated percentages required for salaries. Title I will continue to provide funding for the SRCL Coordinator and paraprofessionals. School level Title I funds will be utilized more to provide travel, stipends, professional development, etc.

IDEA funding will be used more extensively with Early Intervening Services. **d) Expansion.**

All schools in the district will be invited to participate in the professional development that the

SRCL project provides. As effectiveness and creative ideas are shared, more SRCL based strategies and activities will be used at the nonSRCL schools, increasing the literacy capacity of the district without using SRCL funds. The Sustainability Literacy Team will determine what is to be sustained, what resources are needed, and how to access those resources. The team will also consider funding and services offered by Children's Coalition and ULM to support a child care/prekindergarten center and pregnant teens and teen parents.

e) Sustainability Communication Plan. Decisions concerning sustainability, effectiveness of the project, and need for support will be communicated to all partners, stakeholders, and future partners through a newsletter and District Literacy Leadership Meetings. As literacy will be a focus for the district, all national, state, and local avenues of support will be investigated to discover new support services. All funding coming to the district will be examined for potential support to the SRCL project.

Appendix A

APPENDIX A

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

LEA Name:	Cluster School Names	
<p><u>Monroe City Schools</u></p> <p>Superintendent: <u>Dr. Kathleen Harris</u></p> <p>Print Name <u>Kathleen Harris</u></p> <p>Signature <i>Kathleen Harris</i></p> <p>Office Phone <u>318-325-0601</u></p> <p>Other Phone <u>816-305-4337</u></p> <p><u>Kathleen.harris@mcschools.net</u></p> <p>LEA SRCL Contact Person: Name <u>Dr. Lynn Morris</u></p> <p>Position <u>ELA Curriculum</u></p> <p>Facilitator _____</p> <p>Phone <u>318-387-6511</u></p> <p><u>lynn.morris@mcschools.net</u></p> <p>LEA Physical Address: <u>2009 Tower Drive</u> <u>Monroe, LA 71201</u></p> <p>LEA Mailing Address: <u>P.O. Box 4180</u> <u>Monroe, Louisiana 71201</u></p> <p>Congressional District: <u>Fifth Congressional District</u></p>	<p>Non-Profit <u>Early Childhood Education Provider</u> (providing direct services to children):</p> <p>1. <u>Little Shining Stars Develop. Center</u> Age Span <u>0-5</u> Number of Four-Year-Olds <u>1</u> Number of Three-Year-Olds <u>5</u> Number of Children Ages 0-2 <u>20</u> Director <u>Sharon Neal</u> Phone <u>318-387-2490</u> Email _____</p> <p>Physical Address: <u>1504 South 8th Street</u> <u>Monroe, LA 712012</u></p> <p>Mailing Address: <u>1504 South 8th Street</u> <u>Monroe, LA 712012</u></p> <p>2. <u>Thomas & Wilson Street Head Start</u> Age Span <u>3-4</u> Number of Four-Year-Olds <u>49</u> Number of Three-Year-Olds <u>48</u> Number of Children Ages 0-2 <u>0</u> Director <u>Bettye Gene</u> Phone <u>318-398-0612</u> Email _____</p> <p>Physical Address: <u>1111 Thomas Avenue</u> <u>Monroe, LA 71202</u></p> <p>Mailing Address: <u>1111 Thomas Avenue</u> <u>Monroe, LA 71202</u></p> <p>3. <u>n/a</u></p> <p>age Span _____ Number of Four-Year-Olds _____ Number of Three-Year-Olds _____ Number of Children Ages 0-2 _____ Director _____ Phone _____ Email _____</p> <p>Physical Address: _____</p>	<p><u>Elementary Clara Hall Elementary</u> Principal <u>Lametria Robinson</u> Grades <u>PreK-2</u> # of Students <u>357</u> Phone <u>318-322-8501</u> Email <u>Lametria.robinson@mcschools.net</u> Physical Address: <u>1000 Plum Street</u> <u>Monroe, LA ;71202</u> Mailing Address: <u>Same</u></p> <p><u>Elementary Thomas Jefferson Elem.</u> Principal <u>Jacquelyn Flood-Anderson</u> Grades <u>3-5</u> # of Students <u>223</u> Phone <u>318-410-1378</u> <u>jacquelyn.anderson@mcschools.net</u> Physical Address: <u>1001 Pecan Street</u> <u>Monroe, LA 71202</u> Mailing Address: <u>Same</u></p> <p><u>Middle Martin Luther King, Jr. Middle</u> Principal <u>Alvin Williams</u> Grades <u>6-8</u> # of Students <u>561</u> Phone <u>318-387-1825</u> Email <u>Alvin.williams@mcschools.net</u> Physical Address: <u>3716 Nutland Road</u> <u>Monroe, LA 71202</u> Mailing Address: <u>Same</u></p> <p><u>High Wossman High</u> Principal <u>Sam Moore</u> Grade Configuration <u>9-12</u> Number of Students <u>676</u> Phone <u>318-387-2932</u> <u>sam.moore@mcschools.net</u> <u>1600 Arizona Street</u> <u>Monroe, LA 71202</u> Mailing Address: <u>Same</u></p>

<p>Proposed site to expand project--Year 2 <i>(Use spaces as appropriate)</i></p>	<p>Birth – PreK Partners <i>(Use spaces as appropriate)</i> Non-Profit Organization or Agency (providing <i>early</i> literacy services to caregivers, families, and children)</p>	<p>Other Partners <i>(Use spaces as appropriate)</i> Non-Profit Organization or Agency (providing <i>other</i> literacy services to subgrantee or schools within the cluster)</p>
<p><u>Elementary</u> <u>Minnie Ruffin</u> Principal <u>Sylvia Brass</u> Grades: <u>PreK-5</u> # of Students <u>572</u> Phone <u>318-322-3447</u> Email <u>Sylvia.brass@mcschools.net</u></p> <p>Physical Address: <u>1801 Parkview Drive</u> <u>Monroe, LA 71202</u></p> <p>Mailing Address: <u>1801 Parkview Drive</u> <u>Monroe, LA 71202</u></p>	<p>1. <u>Children’s Coalition</u> Director <u>Linda Gavioli</u> Phone <u>318-323-8775</u> Email <u>childrenscoalition.org</u> Physical Address: <u>136 Louisville Avenue</u> <u>Monroe, LA 71201</u> Mailing Address: <u>136 Louisville Avenue</u> <u>Monroe, LA 71201</u></p>	<p>1. <u>ULM</u> Director <u>Thilla Sivakumaran</u> Phone <u>318-342-1242</u> Email <u>sivakumaran@ulm.edu</u> Physical Address: <u>260 Strauss Hall</u> <u>Monroe, LA 71203</u> Mailing Address: <u>260 Strauss Hall</u> <u>Monroe, LA 71203</u></p>
<p>Middle Principal _____ Grades _____ # of Students _____ Phone _____ Email _____</p> <p>Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>	<p>2. <u>United Way</u> Director <u>Janet Durden</u> Phone <u>318-325-3869</u> Email _____ <u>uwnela.org</u> Physical Address: <u>1201 Hudson Lane</u> <u>Monroe, LA 71201</u> Mailing Address: <u>1201 Hudson Lane</u> <u>Monroe, LA 71201</u></p>	<p>2. _____ Director _____ Phone _____ Email _____ Physical Address: _____ _____ Mailing Address: _____ _____</p>
<p>High Principal _____ Grades _____ # of Students _____ Phone _____ Email _____</p> <p>Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>	<p>3. _____ Director _____ Phone _____ Email _____ Physical Address: _____ _____ Mailing Address: _____ _____</p>	<p>3. _____ Director _____ Phone _____ Email _____ Physical Address: _____ _____ Mailing Address: _____ _____</p>
<p>Mailing Address: _____ _____</p>	<p>Proposed population to expand project in Year 2 <i>(Use spaces as appropriate)</i></p> <p>Minnie Ruffin Elementary School</p>	

APPENDIX B

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

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

"Cluster" Feeder System School/Site Name and Grade Configuration	Oct. 1, 2011 Free and Reduced Lunch		Oct. 1, 2011 Limited-English Proficient		Oct. 1, 2011 Students with Disabilities		Oct. 1, 2011 Homeless		2010-2011 Cohort Graduation Rate		2010-2011 Over Age Students in 9 th Grade		*Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Thomas & Wilson Street Head Start Center 3 – 4 year olds														
Little Shining Stars Age Span 0-5 years old														
Clara Hall Elementary Pre K - 2	343	97.4	4	1.1	54	15.9	5	1.4						
Thomas Jefferson 3 – 5	212	95.0	0	0	43	21.0	3	1.3						
Martin Luther King, Jr. Middle	518	95.2	1	0	96	17.6	7	1.4					2	1
Wossman High 9 – 12	595	88.2	2	0.29	145	21.5	8	1.2	112	71.3	92	35.9	13	2

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

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LEA Name: Monroe City Schools

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

Non-Cluster LEA Schools		Oct. 1, 2011 Free and Reduced Lunch		Oct. 1, 2011 Limited- English Proficient		Oct. 1, 2011 Students with Disabilities		Oct. 1, 2011 Homeless		2010-2011 Cohort Graduation Rate		2010-2011 Over Age Students in 9 th Grade		Pregnant Teens/ Teen Parents	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elementary	Barkdull Faulk	247	98	0	0	34	15	6	24						
	Berg Jones Elementary	406	99	0	0	60	15	0	0	406	99	0			
	Carver	398	99	0	0	55	13.6	6	1.5	398	99	0			
	J.S. Clark	389	77	0	0	30	5.9	3	0.6	389	77	0			
	Lexington	312	42	0	0	59	8.2	4	0.5	312	42	0			
	Lincoln	443	99	0	0	70	16.4	1	0.2	443	99	0			
	Sallie Humble	357	80	0	0	87	20.4	4	0.9	357	80	0			
	Minnie Ruffin	543	95	0	0	59	10.4	9	1.6	543	95	0			
	Cypress Point	392	92	0	0	44	10.6	0	0	392	92	0			
	Madison Foster														
Middle	Carroll Junior	299	92	0	0	47	15	2	0.6	Carroll	299	92			
	Lee Junior	297	63	4	0.9	54	12	4	0.9	Lee	297	63			
High	Carroll High	516	85	0	0	106	18.6	2	0.3	81	64.5	116	46	15	3
	Neville High	444	44	4	0.4	106	11	3	0.3	155	84	57	19	0	0

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

APPENDIX B

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

School/Site Name	Grade	Assessment	2008-2009	2009-2010	2010-2011
A. Clara Hall Elementary	PK	DSC EOY Language Post-Test National Percentile Rank	81.0	81.0	50.0
B. (optional)	PK				
A. Clara Hall Elementary	K	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	80%	86%	94%
B. (optional)	K				
A. Clara Hall Elementary	1 st		59%	67%	71%
B. (optional)	1 st				
A. Clara Hall Elementary	2 nd		41%	59%	63%
B. (optional)	2 nd				
A. Jefferson Upper Elementary	3 rd		72%	58%	75%
B. (optional)	3 rd				

APPENDIX B

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

School/Site Name	Grade	Assessment	2008-2009	2009-2010	2010-2011
A. Jefferson Upper Elementary	3 rd	iLEAP 65%	iLEAP 59%	iLEAP 71%	iLEAP 65%
B. (optional)	3 rd	iLEAP	iLEAP	iLEAP	iLEAP
A. Jefferson Upper Elementary	4 th	LEAP 68%	LEAP 76%	LEAP 58%	LEAP 68%
B. (optional)	4 th	LEAP	LEAP	LEAP	LEAP
A. Jefferson Upper Elementary	5 th	iLEAP 81%	iLEAP 75%	iLEAP 50%	iLEAP 81%
B. (optional)	5 th	iLEAP	iLEAP	iLEAP	iLEAP
Martin Luther King Middle	6 th	iLEAP 57%	iLEAP 58%	iLEAP 52%	iLEAP 57%
Martin Luther King Middle	7 th	iLEAP 45%	iLEAP 47%	iLEAP 47%	iLEAP 45%
Martin Luther King Middle	8 th	LEAP 29%	LEAP 29%	LEAP 44%	LEAP 29%
Wossman High	9 th	iLEAP 49%	iLEAP 52%	iLEAP 52.3%	iLEAP 49%
Wossman High	10 th	GEE 40%	GEE 49%	GEE 60%	GEE 40%
Graduation Rate	% Cohort	58.5%	62.6%	65.6%	73.4%

APPENDIX B

LEA Name: Monroe City Schools

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
<p>Sample Cluster: ABC Head Start (57 students in the 4-year-old program)</p>	<p>Precious Primary K-1 (52/93) <u>Note:</u> Of the 93 <i>kindergarteners</i> at this school, 52 came from ABC Head Start</p>	<p>Elite Elem. 2-5 (89/175) <u>Note:</u> Of the 175 <i>2nd graders</i> at this school, 89 came from Precious Primary</p>	<p>Mighty Middle 6-8 (95/185) <u>Note:</u> Of the 185 <i>6th graders</i> at this school, 95 came from Elite Elementary</p>	<p>Hero High 9-12 (178/325) <u>Note:</u> Of the 325 <i>9th graders</i> at this school, 178 came from Mighty Middle</p>	
<p>Thomas & Wilson Street Head Start (49 students in 4-year-old program, 48 students in 3-year-old program.)</p>	<p>Clara Hall Pre-K – 2 <u>Note:</u> Of the 100 Pre-K students, 8 came from Head Start. Of the 97 K students, 37 came from Clara Hall Pre-K.</p>	<p>Jefferson Upper 3 – 5 <u>Note:</u> Of the 77 <i>2nd graders</i>; all came from Clara Hall.</p>	<p>Martin Luther King 6 -8 <u>Note:</u> Of the 170 <i>6th graders</i> 74 came from Jefferson Upper.</p>	<p>Wossman High 9-12 <u>Note:</u> Of the 243 <i>9th graders</i>; 157 came from MLK.</p>	

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

APPENDIX B

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

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

School/Site Name	Grade	Assessment	2008-2009	2009-2010	2010-2011
A.	PK	DSC EOY Language Post-Test National Percentile Rank		92%	81%
B. (optional)	PK				
A.	K	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	59%	30%	34%
B. (optional)	K				
A.	1 st		42%	72%	44%
B. (optional)	1 st				
A.	2 nd		44%	37%	51%
B. (optional)	2 nd				
A.	3 rd		22%	25%	20%
B. (optional)	3 rd				

LEA Name: _____

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

School/Site Name	Grade	Assessment	2008-2009	2009-2010	2010-2011
A.	3 rd	iLEAP	60%	70%	63%
B. (optional)	3 rd	iLEAP			
A.	4 th	LEAP	86%	76%	76%
B. (optional)	4 th	LEAP			
A.	5 th	iLEAP	69%	74%	65%
B. (optional)	5 th	iLEAP			
	6 th	iLEAP			
	7 th	iLEAP			
	8 th	LEAP			
	9 th	iLEAP			
	10 th	GEE			
Graduation Rate	% Cohort				