Natchitoches Parish School Board

310 Royal Street

Natchitoches, LA 71458

Striving Readers Comprehensive Literacy Program
Subgrant Application

February 1, 2012

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Natchitoches Parish School Board (NPSB) recognizes that literacy is a continuous developmental progression from birth to 12th grade. The Striving Readers Comprehensive Literacy (SRCL) district project is based on the Louisiana Comprehensive Literacy Plan (LACLiP) which represents a plan of action for Emergent, Elementary, and Adolescent Literacy. The plan is a concrete and comprehensive approach that will ensure we are able to provide a continuum of strategies and best practices to meet the literacy needs of disadvantaged youth, including English language learners (ELL) and students with disabilities. The action plan will prepare students to enter college and the workforce ready to succeed.

1) The rationale for choosing the cluster schools was based on greatest number of disadvantaged youth, achievement results, and data trends. Data for disadvantaged populations in the cluster schools is shown.(Appendix B, Tables 1 & 2) There is an inter-agency agreement with NPSB and the Natchitoches Parish Police Jury Office of Community Services Head Start Program. Martin Luther King (MLK) Head Start and Northwestern State University (NSU) Head Start sites serve as feeder systems to the two cluster elementary schools. The district chose Weaver Elementary as a cluster school because it is the largest provider of early childhood education. Weaver (PreK-3) serves 115 PreK students with three LA4 classrooms (60 students) of disadvantaged youth. Weaver serves the largest number (10%) of English language learners (ELL) and employs a full-time ELL tutor. Weaver also serves the highest number (16%) of homeless students within the cluster. Weaver feeds into East Natchitoches Elementary/Jr. High School (ENJH) (4 – 8) which feeds into Natchitoches Central High School (NCHS) (9 -12). Since NCHS is the largest high school in Natchitoches Parish, it was chosen as the cluster high school. Parks Elementary/Jr. High School (Parks) (PreK – 8) also feeds into NCHS and is the district's elementary/junior high school with the greatest population of disadvantaged youth,

99% of which are free and reduced lunch. NCHS and Parks provide Right Start for 2 and 3-year-olds. With the SRCL project NPSB will extend the current program to include Early Head Start (birth to 2) at the cluster high school. Opening a birth to 2-year-old class at NCHS will expand literacy services to teen moms and give them the opportunity to finish their education. The babies will be cared for in the Early Head Start nursery class on NCHS campus. At age 2, the children will be transferred to Parks to continue services. All schools in the cluster have from 12% to 18% students with disabilities. The cluster schools have a minimal number of migrant students who will also be served by the SRCL project. Data trends in student achievement from 2008-11 indicate mixed results as shown in Appendix B, Table 3. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) data for Weaver showed meaningful growth in most grade levels while Parks data showed meaningful growth in 2009-10, but a decline for 2010-11. The 3rd, 5th, and 6th grade iLEAP proficiency rate (Basic and above) in the cluster schools (Parks and ENJH) increased in 2010-11; but, declined in 4th grade elementary cluster schools. NCHS students scoring (Basic and above) on 9th grade iLEAP fell from 65% to 54% *Proficient* from 2009-2010. NCHS 10th grade GEE scores remained constant (65%) in 2008-10, but declined in 2010-11. The Cohort Graduation Rate continued to improve from 61% to 72% in 2009-11.

The Natchitoches SRCL Literacy Project outlined by the district will serve over 2,000 disadvantaged students from birth to 12th grade. The distribution of the cluster schools "feeder system" is shown in Appendix B, Table 4. Data indicated 57 students from MLK Head Start enrolled in kindergarten at the two feeder elementary schools with the following numbers: 15 at Parks and 30 at Weaver. Of the 157 kindergarten students at Weaver, 12 came from NSU Head Start. All 130 4th graders at ENJH came from Weaver. Of the 410 9th graders enrolled at NCHS, 72 came from ENJH and 35 from Parks.

2) The LEA expansion plans include adding Breda Head Start site and L. P. Vaughn
Elementary/Jr. High School (LPV) (PreK–8) to the cluster school formation in 2013-14. Breda
Head Start serves 17 disadvantaged 4-year-old students. As shown on Appendix B, Table 2 LPV
is the next school in the district with a large population of disadvantaged youth. With an
enrollment of approximately 700 students, 95% or 610 students are eligible for free or reduced
lunch and 11% or 97 students are students with disabilities. LPV administrators, faculty and staff
will participate in all SRCL funded professional development (PD) organized for cluster
schools/sites. A SRCL contact representative from LPV will be selected and serve as a contact
between the school and district SRCL activities/ PD.

3) Achievement data, observation data, and student/parent/teacher surveys were used to develop
the literacy project. Needs assessments as part of the school improvement planning process were
analyzed and incorporated in developing district initiatives. The district systematically uses
student achievement data from formative and summative assessments at the class, school, district
and state levels to focus instructional improvement decisions. Multiple sources such as DIBELS,
System to Enhance Educational Performance (STEEP), iLEAP/LEAP strand data are used to
inform instruction, interventions, PD and program improvement. Formal and informal
observation data of classroom instruction by district and school level administrators is collected
using the district's *eWalk* technology system. ELA coaches collect informal data regarding
classroom instruction using the Louisiana Department of Education (LDOE) Primary and
Adolescent Instructional Visit Checklists. Data is analyzed by school and district leadership
teams to provide teacher feedback and help form more effective instructional decisions. Parent
and teacher surveys are instrumental in defining learning outcomes based on student need. SIP
leadership teams meet monthly with parent and local business representatives to monitor and

evaluate progress of school goals. NPSB principals and teachers at the cluster schools completed

the Literacy Capacity Survey. Current practices, resources, strengths and challenges were

identified to develop the SRCL project. The results of the literacy surveys, as well as the other

sources of internal data previously mentioned, were prioritized according to the five LACLiP

core components. Completed literacy survey results for the four cluster schools were compared

at Elementary and Adolescent Levels. Detailed results are shown. (Appendix H, Table 1 & 2)

Professional Learning and Resources was the area of greatest need identified by the trend data in

both surveys. *Standards-Based Curriculum* and *Instruction and Intervention* were the next key

components indicating needs. In the *Instruction and Intervention* section, teacher data reflected

the need for training in the Universal Design for Learning (UDL) to allow for differentiated

instruction. These areas of need are addressed in the PD plan for the district.

4) NPSB adopted Louisiana's goals as a measurement for student achievement which includes

ELL students and students with disabilities.

Table 1: Natchitoches' Adopted State Goals for Improving Literacy

Louisiana Goal	Cluster School Current Rate	2013 School/ District Targets	2013 Cluster Schools' Goals
Students enter kindergarten with the pre-literacy skills ready to learn	Parks 29% Weaver 44%	35% 50%	Kindergartners will increase 5 percentage points at the benchmark level on DIBELS
Students are reading on grade level by 3rd grade	Parks 24% Weaver 52%	35% 58%	3rd graders will increase 5 percentage points in proficiency(on or above grade level) on *i*LEAP
Students enter 4th grade on time and on grade level in reading and math	Parish-wide 71%	75%	75% of kindergartners will reach the 4th grade on time
Students perform at or above grade level in English language arts by 8th grade	Parks 62% East 55%	67% 60%	At least 60% of 8th graders will perform on or above grade level on the ELA LEAP test
Students graduate on time			At least 70% of students entering

	NCHS 72%	77%	high school in 2013 will graduate on time in 2017
Students enroll in post-secondary education or graduate workforce-ready	Parish-wide 55%	60%	60% of high school graduates will enroll in postsecondary education
Students successfully complete at least one year of post-secondary education	District Data unavailable for NCHS	70%	70% of high school graduates who enroll in postsecondary education will complete 1 yr. of college
Students achieve all eight goals, regardless of race or class	**	<10%	Achievement gaps by race and class will fall 10% per year for each goal

(**Achievement gap discussed below)

NPSB closely monitors achievement gap data by addressing the specific needs of disadvantaged students and students with disabilities in accordance with the Louisiana Education Reform Plan and LACLiP. Based on the aggregation data collected from the Literacy Capacity Survey, DIBELS, STEEP data, iLEAP/LEAP data and other data sources, determining factors indicated that the cluster schools are performing below state expectations. A state goal is that students must enter Kindergarten ready to learn as evidenced by the Fall DIBELS Benchmark. In the past, PreK students' language skills were post-tested using the Developmental Skills Checklist (DSC). PreK students participating in the SRCL project will be assessed using the *Test of Early Language Development* (TELD-3). Another state goal requires students to be literate by 3rd grade as evidenced by earning *Basic* and above on iLEAP English Language Arts (ELA) assessment. Student progress will be monitored using DIBELS, formative and summative assessments based on a Scientific Based Reading Research (SBRR) reading curriculum. Students with severe disabilities will be assessed using *The Bridge* which is an early literacy and language assessment framework based on observation and portfolio development/analysis. The Louisiana Access Guide is used to provide support for teachers through a variety of suggestions, resources, and tools to maximize higher academic achievement for all students. Students enter 4th grade on time

is a critical state goal. This goal is influenced by the adoption of the "No Retention Policy" for grades K–3 that the NPSB approved. Transition classes will be instrumental in allowing students to accelerate their learning. The next state goals mandate that students perform at or above grade level in ELA by 8th grade as evidenced by scoring *Basic* or above on *LEAP* ELA and graduate on time. These goals will be accomplished by teaching reading comprehension and writing skills in all content areas based on Common Core State Standards (CCSS). NCHS student progress is monitored using STEEP, EAGLE, Edusoft, Scholastic Reading Inventory and informal Oral Reading Inventories. Intervention is provided using *Read 180* using the data system *Scholastic Achievement Manager*. NCHS students identified with disabilities participate in LAA1 or LAA2 in lieu of, or in addition to, the Graduate Exit Exam (GEE) or the End Of Course (EOC) testing. The alternate testing allows the student an opportunity to demonstrate their academic skills and progress toward graduation. As of spring 2011, NCHS students decreased the number of failing grades in ELA, and the graduation rate has increased 11 points. The NCHS drop-out rate has decreased almost 3% over the past year. The LEA Supervisor of Child Welfare and Attendance collaborates and supports school site administrators with truancy monitoring processes and placement of students in alternative settings according to the Pupil Progression Plan. The NPSB RTI plan includes a behavioral component aligned with Positive Behavior Intervention Support (PBIS) initiative. NPSB implemented the behavioral curriculum *GoLeaps* to decrease the number of suspensions and retentions. A variety of data teams will be used to disseminate information regarding goals and targets to all stakeholders. Community and district leadership teams meet quarterly, school leadership and faculty data studies meet monthly, and grade level meetings occur weekly. During scheduled protected time, teachers examine data, student written work, standards, and plan tiered data-driven lessons to close individual student learning gaps.

5) Recognizing that literacy is a continuous developmental progression from birth to 12th grade, the NPSB based the steps to meet the district SRCL goals on LACLiP. It represents a plan of action for Emergent, Elementary, and Adolescent Literacy which ensures a continuum of strategies and best practices to meet the needs of disadvantaged youth, including ELL and students with disabilities. The **Emergent Literacy Plan** of the district SRCL Project is to provide developmentally appropriate early childhood services and prepare children for success in regular school programs serving children birth through five years old. Emphasis will be placed on oral language and vocabulary development. The goal that "all children will begin kindergarten ready to learn" will be accomplished by the following steps at the cluster preschool programs: 1) all children are screened; 2) each child has an individual literacy plan; 3) early intervention services are provided; 4) all children receive the scientific, researched-based curriculum delivered by highly trained teachers; 5) families are involved in their children's reading development; 6) home literacy activities are synchronized with school-based activities; 7) each child's progress is actively documented, and 8) systematic pre-and post-evaluations. Staff members from NPSB and Head Start will attend trainings, planning sessions and meetings to collaborate and coordinate PreK services. In the **Elementary Literacy Plan**, the most important goals are to help 3rd grade students gain the skills they need to read grade level text fluently and reach 4th grade on time. In order to meet these rigorous expectations our project steps for all students are: 1) screened using formative assessments; 2) instructed using a scientifically-based core reading program; 3) progress monitored for any deficits; 4) instructed at point of need according to data based decisions; 5) placed in interventions using a three-tiered RTI model that incorporates constant monitoring of academic and behavioral data, and 6) systematically pre- and post-tested using summative assessments. The **Adolescent Literacy**

Plan follows the Elementary Plan with the exception of a shared interdisciplinary approach to ensure that all students meet the end-of-year expectations set forth in the CCSS that will enable them to be college and career ready. All cluster schools have aligned their School Improvement Plan (SIP) goals and activities to the district's SRCL project goals. (SIPs, Appendix C) Through these clearly articulated steps for ongoing instruction and monitoring, all stakeholders will be actively involved. The LEA has formed partnerships with Northwestern State University (NSU), Northwest Louisiana Technical College (NWLTC) and Natchitoches Parish Library to implement, support and sustain a quality literacy program. Through collective efforts of the LEA staff, parents and partners, student achievement will improve.

6) The LEA adopted the following state priorities: 1) improving learning outcomes, 2) enabling more data-based decision-making, and 3) using technology effectively. To sustain these priorities, the cluster includes the Ensuring Literacy For All (ELFA) initiative at Weaver, The System for Teacher and Student Advancement (TAP) at Parks, and Jobs for America's Graduates (JAG) at NCHS. Cluster needs and goals for improving learning outcomes are aligned with LACLiP through these existing LEA priorities. Parks and Weaver school leadership teams meet weekly/monthly as evidence of alignment with the **Leadership and Sustainability** component. Leadership teams analyze the effectiveness of the **Standards-Based Curriculum** while utilizing valid and reliable **Assessment Systems** in diagnosing and prescribing **Instruction and Intervention** in accordance with data indicators. Intervention results are collected, reviewed, and aggregated to affect significant change in learner outcomes. The Professional Learning Community (PLC) approach (district leadership, school leadership, faculty data studies, and grade level meetings) is the district framework for **Professional Learning and Resources**. The

PLC enables more data-based decision-making and provides the process for educational staff to improve instructional effectiveness in meeting the literacy needs of disadvantaged youth. Weaver participated in an ELFA grant for three years. Through this process the Weaver principal, literacy coach, teachers, early childhood educators, speech-language pathologist, reading interventionists, and pupil appraisal staff have been provided PD opportunities including *Language Essentials for Teachers of Reading and Spelling (LETRS)*. Through the ELFA framework, all five LACLiP core components were addressed. Parks has participated in TAP for four years. This school reform system builds quality leaders by providing opportunities for career advancement, professional growth, instructionally focused accountability and competitive compensation for teachers. Through the implementation of these four key elements, teachers are improving their instruction and the achievement of their students. JAG addresses opportunities for NCHS students to obtain employment through collaborative measures in conjunction with businesses in the parish. The students participating in JAG are learning to create their resume', complete job applications, and conduct job interviews.

7) The Louisiana Comprehensive Curriculum (LCC) currently drives the PreK to 12th grade literacy program. Two and three-year-olds use *The Investigator Club* which is correlated to the LCC while the 4-year-old PreK literacy program is the LCC. Explicit, systematic core instruction and intervention support materials in K to 5th is based on *Harcourt Storytown*. Grades 4 and 5 utilize *Gourmet Curriculum Lesson Maker*, Florida Center for Reading Research (FCRR) activities and Harcourt intervention materials. *Glencoe Literature* is the core curriculum for Reading/ELA in the 6th- 8th grades. Glencoe intervention materials, *A+ Learning* and *Read 180* are being used in the three-tiered RTI model. *Prentice Hall* is the provider of the core curriculum at the high school level. Interventions for Tier II and III are implemented with *Read*

180, A+ Learning and *Six Minute Solution*. NCHS is currently using Cambium *Journeys for Language Arts* intervention program. It is taught during Reading I class to build stronger literacy/grammatical skills for students designated for specific 9th and 10th grade tutorial classes. Reading/ELA core and reading interventions materials have been aligned to the LCC. Gaps in current literacy resources are being addressed through district developed Natchitoches Curriculum Guides (NCC) using the LCC. The LEA will adopt new SBRR literacy instruction and intervention materials from the state approved list that is aligned to the CCSS. A district textbook adoption committee, consisting of district personnel, will follow district protocol in selecting curricula with a 2011 copyright. Plans for the summer 2012 include alignment of the NCC to the CCSS by district personnel. From past experience, the LEA learned that more emphasis needed to be placed on direct and explicit **core** instruction implementation of new curricula. Performance-based observations showed a strong need for further support of effective teaching using core materials with differentiated instruction. Research shows students need more time *actually reading text* on their independent reading level. Classroom libraries will be supplemented mainly with non-fiction reading materials.

8) The district goal is for all classrooms to provide a language and text-rich learning environment. At the emergent and elementary levels, classroom libraries will consist of magazines, anthologies, big books, decodable readers, leveled readers including ELL and a variety of genres with over 50% nonfiction text. An SBRR core program will include materials and activities that engage and motivate children in speaking, listening, reading and writing. A variety of student engagement opportunities include "turn and talk", individual and small group work, book talks, Readers' theater and reading logs. Research confirms that student motivation is a key factor in successful reading at the adolescent level. Students should be encouraged to

participate in vocabulary games, writing and speaking workshops and collaborate in small- and large-group discussions in conjunction with reading. Adolescents will have a choice of other content-related materials that have educational, cultural, social, and economic relevance. Grades 6–12 classroom libraries should include over 70% nonfiction text with a variety of trade books, technical materials, novels, reference materials, magazines, and newspapers. Visual sources including charts, graphs, the internet and other multimedia will be used as engaging formats. Reading materials at the appropriate difficulty level encourages successful independent reading. The LEA will select standards-based literacy programs which incorporate technology that creates diverse and technologically fluent students. Highly motivational and engaging digital resources will be available for students, teachers, and parents. Resources such as eBooks, iPads, online websites, interactive whiteboard lessons, audio books, eCharts, flip video cameras and other interactive reading activities offer yet another level of access to the core content. Literacy programs at the adolescent level include media studies integrated into instruction where students learn to be critical consumers and producers of multimedia presentations that reinforce literacy skills. The literacy program must also contain a variety of features and components with effective options for addressing students who demonstrate a need for enrichment or acceleration. **9)** Universal Design of Learning's (UDL) central premise is "that a curriculum should include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied texts". (LDOE, 2006) UDL reduces barriers in instruction and remediation for students with disabilities and students who are ELL. In accordance with state regulations to provide Accessible Instructional Materials (AIM), Special Education parish teachers have recently received technology training on the *Unique Learning System* which is an online, dynamic, standards-based curriculum specifically designed for

disadvantaged youth. The Louisiana Access Guide is also used to provide support for educators through a variety of suggestions, resources, and tools to maximize higher academic achievement for all students, especially those students with learning challenges. NPSB has partnered with the regional Louisiana Assistive Technology Initiative Center for district- and school-wide PD.

10) An assessment protocol has been established by the district using valid and reliable screening and benchmarks, progress monitoring, formal and informal diagnostics and outcome assessments including curriculum based measures as shown below:

Table 2: Purposeful Data Sources

Level/Diagnostic Tools	Age	Screening/ Benchmark	Progress Monitoring	Diagnostic	Informal Diagnostic	Outcome
Emergent						
Investigator Club	2/3 yrs.	✓	✓	✓	✓	
Peabody	4 yr.	✓				
Brigance	4 yr.	✓				
*TELD-3	4 yr.	✓				✓
Elementary						
DIBELS Next	K-3	✓	✓			
STEEP	4-5	✓	✓			
EAGLE	3-5		✓	✓		
*Edusoft	3-5	✓	✓	✓		✓
Harcourt Storytown	K-5		✓	✓	✓	
LEAP/iLEAP	3-5					✓
Adolescent						
STEEP	6-10	✓	✓			
EAGLE	6-12				✓	
*Edusoft	6-12	✓		✓	✓	✓
*Read 180/Sys. 44 Scholastic Rdg Inv.	6-12	✓		✓	✓	
Journeys/Cambium	6-12	✓		✓	✓	
LEAP/iLEAP/ GEE/EOC	6-12					✓

*Future plans to expand or to initiate

Administrative and all other instructional staff uses multiple sources of data in the form of item analysis to inform instruction, intervention and PD. The District Data Team reviews benchmark,

screening and summative data to establish district-wide data trends. Data is reviewed at least

quarterly and plans are formulated to address district needs. School data teams meet weekly to

review formative and summative assessment data such screening, progress monitoring and

diagnostic assessments. Teachers, principals, literacy coaches and other service providers

analyze data collected to plan student instruction and interventions. School Data Leadership

Teams meet monthly or as needed to review student progress. Decisions about movement

between the Tiers can be made by school data teams based on student need. Data collected

informs continuous student improvement during whole group, small group, and individual

instruction as shown by the district's RTI charts. (Timeline, Framework, Appendix H) The

district RTI plan requires all schools to send letters to parents informing them of student

screening assessment scores. Letters regarding intervention placement or tier movement are also

mandatory. Parents are encouraged to meet with teachers and administrators to plan for student

outcomes. Throughout the school year, assessment data is disseminated to parents through

parent-teacher conferences, student agendas, district website, and phone calls. Using the

district's data management system, Multiple Teaching Systems (MTS), and with the support of

LDOE data management system, the LEA will provide data for internal evaluation purposes, as

well as consistent and meaningful reporting to the LDOE, the public and cluster stakeholders.

The SRCL project requires four-year-old children to be assessed in oral language skills using the

TELD-3. Since this a new assessment instrument in the district, a three member team from the

LEA will be trained by the Picard Center. This team will administer the TELD-3 in the cluster

schools three times a year (fall, winter, and spring). The Picard Center will analyze the data and

provide results for the cluster schools. A Rapides Foundation grant for science, technology,

engineering and math requires benchmark tests in grades 5-8. The district will expand

benchmark testing in ELA for grades 3–12 using Edusoft and assessment materials from the new literacy programs. PD will be provided on Edusoft testing and data analysis procedures. Representatives from the new literacy programs will provide PD in using assessments effectively. Tier II and III interventions are provided to students whose data indicates gaps in meeting state standards. The PLC approach provides the process for all instructional staff to continuously inform instructional needs for disadvantaged youth. Interventions implemented throughout the district are illustrated in the following RTI schedules:

Weaver Elementary

Kindergarten	First Grade	Second Grade	Third Grade
Tier I Reading/ELA 155 Minutes Daily	Tier I Reading/ELA 180 Minutes Daily	Tier I Reading 145 Minutes Daily	Tier I Reading 150 Minutes Daily
Tier II Reading/ELA 30 Minutes Daily	Tier II Reading/ELA 30 Minutes Daily	Tier II Reading/ELA 30 Minutes Daily	Tier II Reading/ELA 30 Minutes Daily
Tier III varies based on teacher/st needs 30 minutes per day	Tier III varies based on teacher/st needs 30 minutes per day	Tier III Reading/ELA 30 Minutes Daily	Tier III Reading/ELA 30 Minutes Daily

East Natchitoches Elementary/Junior High School

Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Tier I Reading/ELA 120 Minutes Daily	Tier I Reading/ELA 100 Minutes Daily	Tier I Reading/ELA 100 Minutes Daily	Tier I Reading/ELA 110 Minutes Daily	Tier I Reading/ELA 110 Minutes Daily
Tier II Reading/ELA 30 Minutes Daily				

George L. Parks Elementary/ Junior High School

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade
Tier I Reading/ELA 130 Minutes Daily	Tier I Reading/ELA 135 Minutes Daily	Tier I Reading/ELA 150 Minutes Daily	Tier I Reading/ELA 165 Minutes Daily	Tier I Reading/ELA 110 Minutes Daily
Tier II Reading/ELA 30 Minutes Daily				
Fifth Grade	Sixth Grade		Seventh Grade	Eighth Grade
Tier I Reading/ELA 110 Minutes Daily	Tier I Reading/ELA 110 Minutes Daily		Tier I Reading/ELA 110 Minutes Daily	Tier I Reading/ELA 110 Minutes Daily

Tier II Reading/ELA 30 Minutes Daily

Natchitoches Central High School

English I, II, III, IV
Tier I Reading/ELA 90 Minutes Daily per Block/Semester
Tier II Reading/ELA (Read 180 Lab) 90 Minutes Daily

Differentiated instruction occurs in whole and small group settings as well as literacy centers during protected core time. A three-tiered RTI model will be implemented to provide the most appropriate types of intervention for students demonstrating deficiencies and/or enrichment in literacy. An after-school tutoring and enrichment program through the district's 21st Century Learning Center Grant provides additional opportunities for literacy and math instruction and drill.

11) Natchitoches Parish has a district transition plan that supports students as they progress through the cluster. The common elements are: 1) students and/or parents visit the receiving school; 2) annual IEP addresses transitional plans for any Special Education student; 3) schools ensure updated student portfolios for receiving teachers to view student work, test scores, etc.; 4) NPSB website includes information such as, expectations, district policies, registration forms, school supply lists, school calendars, etc.; 5) NPSB provides a Parent Command Center which is an electronic communication between teachers and parents, and 6) all LEA schools hold an Open House for parents and students at the beginning of the school year. The SCRL project includes two LEA preschools and two Head Start sites. Staggered kindergarten entrance schedule provides a coordinated transition from PreK to K. Kindergarten teachers will have TELD-3 data for evaluating incoming students' early literacy skills. NCHS staff and selected students visit 8th grade classes to explain scheduling, programs, and opportunities available. NCHS offers a Kick-

Off Mentoring program to feeder schools in the spring with the 8th graders to prepare for transition into 9th grade. The program continues through May of the next school year. Another transition activity offered in the district includes the Dual-Enrollment classes with NSU and NWLTC. The district Transition Coordinator works closely with the guidance counselors at NCHS and partnering schools to foster relationships.

12) In order to provide a continuum of literacy instruction with a commitment to shared responsibility for ensuring literacy development for each child from birth through 12th grade, the district SRCL team held a number of meetings. The roles of partners, school/site staff and early childhood education providers (ECEPs) were discussed in length. Information about the SRCL project and LACLiP was shared and interested parties offered their expertise and services to the LEA. District literacy leaders will oversee all activities and ensure that all staff is working closely to provide a cohesive system of support throughout the cluster. The district superintendent, directors and supervisors embrace the SRCL goals within their respective areas of expertise and responsibilities. They will provide leadership and training on the five core components of LACLiP. With the assistance of the Louisiana Literacy Team, the district will educate all literacy leaders at the cluster schools/sites, partners and stakeholders on the common language found in LACLiP. Each level of LACLiP (Emergent, Elementary and Adolescent) contains an Implementation Guide addressing SRCL Components and includes action step tables. The LACLiP will serve as a plan for a concrete and comprehensive approach to ensure district students meet the literacy expectations set forth in the CCSS and will prepare them to enter college and the workforce ready to succeed. Another main focus for the district will be the leveraging of funds to ensure sustainability of literacy efforts. District administrators will monitor fidelity of implementation of the SRCL project. Follow-up and support will be provided

by district staff as needed. The SRCL District Literacy Team, which will meet quarterly, will be comprised of the SRCL District Contact (Federal Programs Supervisor), the two SRCL Program Coordinators, SRCL Data Coordinator, Special Education Coordinator, Head Start Director, SRCL cluster schools' principals and Early Childhood Coordinator. The team will collaborate to evaluate the effectiveness of the SRCL project and a report will be submitted to the superintendent. SRCL school/site personnel will use the LACLiP action step tables listing best practices to improve literacy outcomes for all students in their respective level. School literacy leaders at the cluster schools will guarantee that School Improvement Plans' goals and objectives align to the SRCL goals. SIPs include activities, resources, timelines, and persons responsible to support and expand literacy learning for all students. Principals will serve as instructional leaders and collaborate with Literacy Integration Specialists, grade level team leaders, and other service providers. School Literacy Leadership Teams will meet monthly to analyze multiple forms of student, school, and teacher data and plan strategies for improving results. Principals will assign teachers to Data Teams which will meet weekly to analyze student data and plan for instruction and evaluate the effectiveness of specific tiers and interventions. For collaboration with other cluster schools and SRCL stakeholders, principals will serve on the SRCL District Literacy Team. (SRCL Proof of Commitment educator rosters, Appendix D) The Head Start Director will serve as the instructional leader and collaborate with the Early Childhood Coordinator to jointly plan a comprehensive literacy program based on LACLiP. The action steps table in the Emergent Level will serve as a guide to implement the SRCL project. The director will meet quarterly with the NPSB District Literacy Team. (Letter of support, Appendix E) The common vision of the NPSB SRCL project and parish ECEPs is to pull together the existing resources and expand them to coordinate a realistic and integrated community-wide effort. Ongoing communication

between community partners and collaborators will prevent duplication of services. A comprehensive program needs a strong partnership of service providers who will jointly take responsibility for providing services and developing new relationships to improve all services to partners. Due to the inter-agency agreement with NPSB and the Natchitoches Head Start Program, the expertise and resources of both programs are being leveraged. NPSB's Special Education Department provides speech screening for Head Start, and Head Start provides placement of preschool children with disabilities if the need arises. Preschool Natchitoches programs have access to expertise from speech pathologist, social workers, school psychologist, educational diagnosticians, teacher's funded by IDEA.

13) As a way of extending literacy education into the cluster schools, NPSB will partner with Region 7 Nurse-Family Partnership Program. (A memorandum of understanding, Appendix E) Published research confirms the level of effectiveness demonstrated by this program is unsurpassed in evidence-based home visitation programs. Through this federally funded program, Supervisor Kathy Carter will train young mothers in pre-literacy activities to promote early oral language development in the home setting. One program literacy strategy encourages pregnant mothers to read to their unborn babies and they provide new mothers the book, *Goodnight Moon*. The mothers attending NCHS will be required to enroll in the Family and Consumer Science Home Economic class which will serve as a nursery and a learning laboratory for caregiver preparation. With the support of the Nurse-Family Supervisor, the mothers will be taught parenting and oral language skills. The Natchitoches SRCL grant will help fund a Family Resource Coordinator to work closely with the Nurse-Family Supervisor to provide services and information to families in the cluster schools. Teen moms will learn strategies for literacy development (ways to develop oral language, alphabetic code and print concepts), the foundation

to academic success, which they can use in the home. In this way, the Natchitoches Parish SRCL Project will allow High School parents with infants or toddlers, an opportunity to continue their education at NCHS, while their children attend an early childhood setting on the same campus. The NPSB partnership will continue with Natchitoches Parish Library. The library sponsors a summer reading program, Children's Book Week and provides book mobiles to rural schools during the school year. Their record of effectiveness shows that over 700 children have participated in the summer reading program over the past 3 years. (A letter of support, Appendix E) An ancillary partnership exists between NPSB and the Boys and Girls Clubs to provide after school tutoring. All of these partners will be encouraged to attend district sponsored trainings and project meetings for the SRCL project.

14) Our SRCL project includes unique contributions and responsibilities of various stakeholders committed to its implementation. Roles of stakeholders such as families, teachers, and ECEPs have already been addressed. One stakeholder, NWLTC of Natchitoches through collaboration with NCHS currently offers an Industry Based Certificate (IBC) in Child Care. (A memorandum of understanding, Appendix E) The students receive coursework instruction at the NWLTC and then participate in practicum laboratory hours in the 3-year-old program at NCHS. Through the SRCL project, more courses and additional certifications will be offered with a birth to two-year-old program on NCHS campus. Adding the Early Head Start program will assist in retaining more teenage mothers on campus completing criteria for graduation thus increasing graduation rates. The 3-year-old program will be moved to Parks, another cluster school, where NCHS students will continue to earn an IBC in Right Start. NPSB has coordinated efforts with NSU Family and Consumer Science internship program that provides interns to work with the two and three-year-old class at Parks. These students earn Carnegie Unit for graduation and an IBC.

Another stakeholder, NSU College of Education and Human Development has a collaborative

agreement with NPSB. All cluster schools are approved sites for field experiences. NSU students

use these sites for observational and tutoring hours. Methods students and student teachers are

assigned to the cluster school sites. (Letter of support, Appendix E) In June of 2007, *The Early*

Childhood Education Committee of the Natchitoches Chamber of Commerce was formed as a

result of a presentation given by Dr. Pat Cooper. (Letter of support, Appendix E) Dr. Cooper

presented the Center for Disease Control model on how to improve education and the significant

positive results of those efforts in McComb, Mississippi. The purpose of the local committee was

to determine the best way to support the education of young children in Natchitoches Parish by

using and implementing this model. The subcommittee (consisting of educators, parents, early

childcare providers and local business owners) works with Daycare Centers in Natchitoches

urging them to work toward a 4 Star rating in the Quality Start Program. A variety of district

personnel are committee members including the Superintendent, the Early Childhood

Coordinator, the Personnel Director, and the Director of Curriculum and Instruction. Through

collaboration on the SRCL project, day care providers and Head Start educators will receive

early literacy training aligned to the CCSS. *The Early Childhood Education Committee* will

provide funds for the state approved trainer and training materials from monies donated by local

businesses (Proof of donation letter, Appendix E) The NPSB will provide training facilities.

NPSB is one of nine school districts that has contracted directly with the LSU Health Science

Center (HSC) Human Development Center (HDC) to participate in the Louisiana Autism

Spectrum and Related Disabilities (LASARD) Project. The LASARD Project is a collaborative

effort between LSU HSC/HDC and LDOE. They are developing PD electronic modules as part

of the LASARD project. Three of four cluster schools implement LASARD action plans and are demonstration sites. (Contract, Appendix E)

15) NPSB had the cluster schools administrators and educators complete the Literacy Capacity Survey as the starting point for identifying current practices, resources, strengths and challenges for implementing district PD. The results of the literacy surveys as well as student achievement data, formal and informal observations were prioritized according to LACLiP's five core components. Completed literacy survey results for the four cluster schools were compared in elementary and adolescent levels and are shown in detail. (Appendix H, Table 1 & 2) For *Leadership and Sustainability* areas of greatest need are: 1) fiscal resources for literacy improvement; 2) specific protocol for examining student work, and 3) active partnerships with parents and community members. In *Standards-Based Curriculum* component, educators indicated the following: 1) common framework for teaching and assessing writing; 2) enlarge classroom libraries, and 3) differentiated instruction. For the *Assessment System* component, two areas of concern were 1) data management and dissemination and 2) diagnostic measures for in-depth individual student data. For Instruction and Intervention (RTI) component, educators indicated the following needs: 1) teachers use of UDL to differentiate and 2) teaching writing skills to improve comprehension. In *Professional Learning and Resources*, areas of greatest need were: 1) paraprofessionals included in PD and 2) teachers involved in planning PD. With the development of the SRCL project, the district's first step will be to provide awareness training on LACLIP and the SRCL project. The LEA will ensure that all levels of the educational community understand LACLiP and their roles in supporting its initiatives and implementing the SRCL project goals. Through formal and informal observations and walk-throughs, district administrators and principals determined areas of individual need. Literacy Coaches, mentor

teachers, district personnel provided support through modeling lessons, team-teaching, and web-based targeted PD. This past year, performance-based monitoring indicated a need for professional training on meaningful engagement of students which included the following areas: *Kagan Structures*, Smart Board, and Positive Behavior Intervention Support (PBIS). *LETRS* Para-training was provided district-wide for all paraprofessionals and tutors. Schools will schedule more job-embedded training in all subject/content areas using the SRCL goals to scaffold student literacy skills. Principals, Literacy Integration Specialists, teachers, and reading interventionists will use protected time during the day for collaboration and PD.

With the adoption of CCSS, a selected district team has attended webinars and regional sessions on the new standards. Information has been redelivered to parish administrators and educators during PD days and faculty meetings. The team will attend CCSS summer trainings sponsored by LDOE and work with district literacy leaders to ensure that curricula and materials aligned with the LCC and the CCSS. Future plans include additional PD for administrators, teachers, support staff, parents, and caregivers in the transition to the CCSS.

The NPSB has already partnered with the Region VI Assistive Technology Center. Numerous workshops instructing teachers and administration on AIM, technology tools, websites, and techniques to connect instruction and curriculum. The LEA will extend PD with the assistance of LDOE or providers who have been endorsed by LDOE. Specific training will be provided on UDL, Assistive Technologies, and use of Louisiana's Access Guide. Teachers and paraprofessionals of four-year-old children will receive job-embedded PD based on student needs determined from the Developmental Skills Checklist (DSC) and the TELD-3 assessment. Staff members from NPSB and Head Start will be required to attend best practice trainings, planning sessions and meetings.

16) NPSB is committed to providing competent, highly-qualified teachers and leaders. The retention rate of teachers and leaders in the four cluster schools is shown in Table 3.

Table 3: Teacher and Leader Retention Rates

Cluster School	2008-09	2009-10	2010-11
Weaver Elementary	Teachers: 87%	Teachers: 76%	Teachers: 99%
Parks Elementary/Middle	Teachers: 92%	Teachers: 77%	Teachers: 77%
East Middle	Teachers: 90%	Teachers: 70%	Teachers: 78%
Natchitoches Central High	Teachers: 92%	Teachers: 90%	Teachers: 88%
Cluster School Leaders	100% retention		

The district has a process for selecting effective teacher and leader candidates which includes the posting of positions on Teach LA, the district website, and advertising positions in newspapers throughout the state. The "Pipeline" on the LDOE website is used to check candidate credentials. The LDOE *Teach Louisiana* site, an online clearinghouse for information on teacher recruitment, certification and PD, is a valuable resource. Additionally, the human resource director uses this site to access teacher credential data, including certification status and Praxis scores. During interviews led by district personnel and principals, the candidates are required to answer competency-based questions, to respond to writing a prompt, and produce data showing effectiveness in previous educational settings. Personnel evaluations include walk-though data based on effective teaching research and formal evaluations by district and school administrators. Literacy coaches, master teachers, and instructional coordinators use informal walk-throughs to monitor district initiatives and effective classroom strategies. The district uses Mx Web, a data collection system to collect, analyze, and store data. District leaders are evaluated by the superintendent using evaluation forms correlated to job descriptions. The evaluation data is used

to plan PD and to provide mentoring to teachers and leaders who need more support. The district

partners with the local university, NSU, which is fully accredited according to National Council

for Accreditation of Teacher Education (NCATE). Student teachers, education majors, and

alternative certified teachers are placed in district schools. A large number of NSU graduates are

employed by NPSB. The cluster schools district leadership teams will meet quarterly. One

priority is to create a "pipeline" to fill critical roles in the cluster schools. Personnel data is

analyzed and discussed to ensure that only the most highly qualified teachers and leaders are

employed to teach the disadvantaged youth in the cluster. Hiring practices are implemented that

includes the mutual consent and school leaders autonomy in selecting staff. The district works

with principals in the recommendation, interview and hiring process. Natchitoches Parish is

committed to the challenge of ensuring that all teachers of core subjects meet the Highly

Qualified requirement through a coordinated and inter-related set of strategies across department

divisions and offices. Teachers who are certified, but not Highly Qualified are provided PD and

mentoring while they complete coursework and internship. Professional learning communities

and teacher coaches within the schools provide on-going support for teachers. The director of

personnel, superintendent, and principals attend job fairs to recruit experienced and highly

qualified teachers. The district also holds a Natchitoches Job Fair in the spring. Funds from an

8(g) Local Teacher Quality Block Grant are used to support teacher quality efforts by focusing

financial resources for teachers who are working toward state certification through university

coursework, Praxis preparation and registration, and PD initiatives. TAP supports and facilitates

the PD of teachers, provides opportunities to learn the most effective teaching strategies, and

holds the teachers accountable for classroom performance while providing opportunities, to earn

higher salaries. Teachers in TAP (Parks) schools participate in intensive, effective PD as part of

their daily work in order to enhance their professional skills to support teacher quality. The compensation structure within this model is based on demonstrated effectiveness in the classroom and the effectiveness of the leadership and the school as a whole. Support and development of teachers and leaders based on student and leader needs will continue to be a priority at the district and school levels to ensure that only the most highly qualified teachers and leaders are employed to teach the disadvantaged youth in the cluster schools. NPSB will follow the state Act 54 using the evaluation model Clear, Overall Measure of their Performance to Analyze and Support Success (COMPASS).

17) The LEA's evaluation plan will be aligned with the district cluster school goals shown in Table1. To evaluate the SRCL goals, an assessment team, comprised of three members, will administer TELD-3 to PreK children in the cluster three times per year. Student progress in grades 3, 5, 8, 10, and 11 will be monitored using student performance data on assessments, specifically iLEAP, LEAP, English II and III End-of-Course, respectively. All data will be collected and analyzed with adherence to Family Educational Rights and Privacy Act (FERPA). At the school level, the principal and Literacy Integration Specialists will collect, organize and prepare reports on the evaluation data. They will conduct classroom observations using LDOE's Instructional Visit Checklists to monitor, improve, and sustain LACLIP action plan activities. A SRCL Data Coordinator, paid with SRCL and Title 1 funds, will assist SRCL Project Coordinators to evaluate student progress. Reports will be submitted to the District Literacy Team to analyze data to make informed, instructional decisions. Reports on student outcome data will be available to stakeholders through letters, meetings, newspaper and NPSB website. All stakeholders will be encouraged to read reports on the LDOE website to keep abreast on the SRCL project's progress.

18) The SRCL project will be managed by two SRCL Project Coordinators and ECE Coordinator with support from the SRCL District Contact/Title 1 Supervisor. The SRCL Project Coordinators will ensure that all activities take place within the established timeline. (Table 4) ELFA, TAP and JAG are existing priorities that will be sustained in the implementation of the SRCL project. All SIPs for the LEA cluster schools have aligned their ELA goals, objectives, and action plans to the Louisiana Goals. Cluster SIPs include activities to improve student achievement, analyze data and design PD. A variety of school-wide activities is planned at all cluster schools to engage parents. (SIPs, Appendix C) Qualifications include relevant training and experience of key personnel curriculum vitas for all key personnel. (Appendix F)

Laura McClain, Supervisor of Title I, will be the **District SRCL Contact** and will be responsible for the overall management of the Natchitoches SRCL Project. She will ensure that all staff is working closely to provide a cohesive system of support throughout the cluster. Ms. McClain serves as K-3 Supervisor, Accountability Contact, School Improvement Coordinator, Positive Behavior Support Coordinator, LEP, Migrant and RTI District Leader.

Evie Posey, SRCL Project Coordinator (K-5), currently serves as a Literacy Coach at Weaver. Ms. Posey has been an integral part of ELFA implementation since the beginning of Weaver's participation. Ms. Posey works collaboratively with teachers with data analysis, intervention, appropriate instruction, and literacy strategies. She is knowledgeable about DIBELS Next, STEEP, formative and summative assessments and effective instruction.

Table 4: Goals and Activities, Responsibilities, Timeline, Milestones

Priority/Goals and Activities	Responsible Party	Timeline	Milestones
Priority/Goal 1: Improve school readiness/success through 12th gr. in the areas of language/literacy development for disadvantaged students			**Evaluation Measure 1:**The project enhances children's literacy outcomes and demonstrates best practices
Develop and continuously improve a District SRCL Project to meet the goals	SRCL Team	11/ 2011 - ongoing	Create District SRCL Project based on LACLiP
Align use of Federal and State funds/ programs	NPSB/State staff ;District Literacy Team (DLT)	7/2012 –6/2013	Budget plan completed and implemented with SRCL funds
Implement an evidence-based literacy program aligned with LACLiP	DLT; NPSB staff; MLK and NSU Head Start Director, teachers, and tutors	4/1/2012-9/2016 -Within the first 3 mos -Within first 6 months -Monthly after receiving funds	LEA and school-based literacy staff hired -Materials/curricula selected and purchased -Assessment systems purchased -Attend PD and technical assistance sessions
Priority/Goal 2: Enable data-based decision-making to improve instructional practices, policies, and outcomes			**Evaluation Measure 2:** The project provides high quality PD **Evaluation Measure 3:** The project enhances the use of data driven decision-making
Ensure data are used to implement the literacy project	DLT; Data Coor.District	**Summits:** Annually	Attend LDOE Data Summits in analyzing and using data gathered in needs assessment

	Data Team	**Follow Up:** -Quarterly -Kick-off PD and follow up at least quarterly -Ongoing -Quarterly At least quarterly	Attend PD on the use of DIBELS, STEEP, LETRS, and data systems to evaluate student outcomes -Data collected/compiled/used to inform and improve teaching/ learning -Timely, specialized reports for cluster schools and key stakeholders -Assessment and outcome data used to improve program activities,
Make program results publicly available	DLT and Tech. Staff	As available	Reports published using a variety of media types to inform stakeholders
Priority/Goal 3: Use tech. to address student learning challenges, to increase student engagement and achievement, and to increase teacher effectiveness			**Evaluation Measure 3:** Technology will support the outcomes assessed for all evaluation measures
Ensure the implementation of Universal Design for Learning (UDL)	DLT; Regional VI technology center	Awareness sessions Year 1, followed by training in future yrs.	Attend UDL PD and redeliver to district/ Head Start educators
Implement technologies that support the curriculum and standards outlined in LACLiP targeted toward increasing student engagement and increasing teacher effectiveness	SRCL Project Coordinators	Ongoing, and as requested	Attend training on implementing cutting-edge technology tools Attend PD provided via Web-based learning and online community networking sites, e-mentoring, and quarterly webinars

Kathleen Bundrick, SRCL Project Coordinator (6-12), currently serves as the District Literacy Curriculum Coordinator. Ms. Bundrick's responsibilities include providing teachers with training and materials necessary to implement the curriculum and to use effective teaching practices. She serves as the District TAP Contact for Parks and has experience facilitating previous reading grants for Natchitoches Parish.

Christine Prewitt, Early Childhood Education Coordinator (birth – 5), will collaborate with the Head Start director in planning, designing and implementing an effective early childhood program. She will guide the efforts to increase the outcomes of at-risk preschool children, with particular emphasis on language skills, in an effort to ensure they enter Kindergarten ready to learn. She has over 35 years experience in early childhood education and family literacy grants.

19) To improve literacy outcomes for all students, NPSB will utilize funds from SRCL, IDEA, Title I, Rapides Foundation and general funds. Detailed budget projections, aligned to LACLiP, are included in Appendix G as follows. At least 15% of SRCL funds will serve children from birth through age 5. At least 40% of SRCL funds will serve students in Kindergarten through grade 5. At least 40% of SRCL funds will serve students in grades 6-12, including an equitable distribution of funds between middle and high schools. **SRCL Project Coordinators and Literacy Integration Specialists** will be funded with 75% of SRCL funds and 25% Title I funds. The **SRCL Data Coordinator** will be funded with 50% SRCL funds and 50% Title I funds. The **Early Childhood Education (ECE) Coordinator** position will be funded with 75% SRCL funds and 25% LA4 funds. Part-time **Literacy Interventionists** and *Read 180* **Intervention Teachers** will be funded with 75% SRCL funds and 25% IDEA funds. An additional *Read 180* Intervention Teacher at NCHS is funded with general fund. Materials and supplies are aligned with SRCL goals and CCSS. Efforts to improve technology are included

through the addition of tablet pc's, iPads, smart boards, flip video cameras, etc. for collaborative use by SRCL project coordinators, school site leadership teams and classroom use. *Read 180, System 44*, STEEP, TELD-3, classroom libraries and intervention materials are included. Funds for travel, stipends and substitutes have been allocated to ensure on-going PD and follow up is provided to improve student learning at all instructional levels. Family communication materials have also been included to address at home learning opportunities. The SRCL grant will allow expansion of early childhood educational efforts. Materials and supplies for an infant class, a 2-year-old class and 3-year-old class have been included in SRCL budget. TELD-3 assessment materials and comprehensive curriculum aligned with SRCL and CCSS will be purchased. Early Head Start will pay the nursery teacher salary and Title I will pay for the paraprofessional. An itinerant special education teacher, funded by IDEA, serves in the preschool classroom settings.

20) This project design includes integration of SRCL funds and other district funds to share in and offset increasing project costs. The District SRCL Contact will meet with the Finance Manager to ensure understanding and allocation fidelity to SRCL mandates and distribution of funds. Quarterly meetings will be held with SRCL Project Coordinators, ECE Coordinator, Data Coordinator, Literacy Integration Specialists and Principals to analyze data and effective use of resources. Sustaining funds for personnel, materials and supplies will be coordinated with Directors of Curriculum and Instruction, Finance, IDEA and Title I during yearly budgeting processes pertaining to their respective programs. Existing priorities including TAP, ELFA, and JAG will continue to improve literacy outcomes. The LEA partnership with NSU, Natchitoches Chamber Early Education Committee and NWLTC will allow in-kind participation in PD opportunities. The District Leadership team will meet quarterly to inform all partners and stakeholders of sustainability efforts.

APPENDICES

APPENDICES

APPENDIX A

LEA Name: Natchitoches Parish	**Cluster School Names**	
Natchitoches Parish School Board **Superintendent:** Dr. Derwood Duke Print Name RECD FEB - 1 2012 *Derwood Duke* (signature) **Signature** **Office Phone** (318)352-2358 **Other Phone** (318)352-8389 **E-mail** duke@nat.k12.la.us **LEA SRCL Contact Person:** **Name** Laura McClain **Position** Supervisor of Title I **Phone** (318)352-8389 **E-mail** lmcclain@nat.k12.la.us **LEA Physical Address:** 310a Royal Street.; Natchitoches, LA 71458 **LEA Mailing Address:** P.O. Box 16; Natchitoches, LA 71457 **Congressional District:** LA 4th Congressional District: Representative: John C. Fleming	**Non-Profit Early Childhood Education Provider** (providing direct services to children): 1. **MLK Head Start** **Age Span:** 3-4 year olds **Number of Four-Year-Olds:** 54 **Number of Three-Year-Olds:** 88 **Number of Children Ages 0-2:** 0 **Director:** Judie Barnum **Phone:** (318)357-2213 **Email** : judieb@nppj.org **Physical Address:** 415 Martin Luther King Drive; Natchitoches, LA 71457 **Mailing Address:** Same as above 2. **NSU Head Start** **Age Span:** 3-4 year olds **Number of Four-Year-Olds:** 16 **Number of Three-Year-Olds:** 16 **Number of Children Ages 0-2:** 0 **Director:** Judie Barnum **Phone:** (318)357-2213 **Email:** judieb@nppj.org **Physical Address:** 350 Sam Sibley Drive; Natchitoches, LA 71457 **Mailing Address:** P. O.Box 799; Natchitoches, LA 71457	**Elementary:** M. R. Weaver Elem. **Principal:** Ray Gandy **Grades:** PreK - 3 **# of Students:** 650 **Phone:** (318) 352-3623 **Email:** rgandy@nat.k12.la.us **Physical Address:** 520 St. Maurice Lane Natchitoches, LA 71457 **Mailing Address:** Same as above **Middle:** East Natchitoches Elem & Junior High **Principal:** Carolyn Benefield **Grades:** 4 - 8 **# of Students:** 472 **Phone:** (318) 352-4516 **Email:** cbenefield@nat.k12.la.us **Physical Address:** 1001 East Fifth Street Natchitoches, LA 71457 **Mailing Address:** Same as above **Elementary:** Parks Elementary/Jr High **Principal:** Dr. Alvin Brossette **Grades:** PreK - 8 **# of Students:** 526 **Phone** : (318)352-2764 **Email:** abrossette@nat.k12.la.us **Physical Address:** 800 Koonce Natchitoches, LA 71457 **Mailing Address:** Same as above **High:** Natchitoches Central High **Principal:** Dale Skinner **Grade Configuration:** 9th – 12th **Number of Students:** 1308 **Phone:** (318) 352-2211 **Email:** jskinner@nat.k12.la.us **Physical Address:** 6513 Highway 1 Bypass Natchitoches, LA 71457 **Mailing Address:** Same as above

Proposed site to expand project--Year 2 *(Use spaces as appropriate)*	**Birth – PreK Partners** *(Use spaces as appropriate)* Non-Profit Organization or Agency (providing *early* literacy services to caregivers, families, and children)	**Other Partners** *(Use spaces as appropriate)* Non-Profit Organization or Agency (providing *other* literacy services to subgrantee or schools within the cluster)
Elementary/Junior High _____ L.P. Vaughn Elementary/Junior High **Principals**: Cynthia Cole - Elementary Angela Jimenez – Junior High **Grades**: Prek-8 **# of Students**: 646 **Phone**: (318) 352-2369 **Email**: ccole0@nat.k12.la.us ajemenez@nat.k12.la.us **Physical Address**: 1500 Gold Street Natchitoches, LA 71457 **Mailing Address**: Same as above	**Breda Head Start** **Age Span**: 3-4 year olds **Number of Four-Year-Olds**: 7 **Number of Three-Year-Olds**: 11 **Director**: Judie Barnum **Phone**: (318)357-2213 **Email** : judieb@nppj.org **Physical Address**: 1204 Ash Street Natchitoches, LA 71457 **Mailing Address**: P. O. Box 799 Natchitoches, LA 71457	1. **Natchitoches Louisiana Technical College** **Director**: Laurie Morrow **Phone**: (318) 357-3162 **Email**: laurie.morrow@nwltc.edu **Physical Address**: 6587 Hwy 1 Bypass Natchitoches, LA 71457 **Mailing Address**: P. O. Box 657 Natchitoches, LA 71457
		2. **Northwestern State University** **Director**: Dr. Vickie Gentry **Phone**: (318) 357-6288 **Email**: gentry@nsula.edu **Physical Address**: 150 Tarlton Drive Natchitoches, LA 71457 **Mailing Address**: Same as above
	Proposed population to expand project in Year 2 *(Use spaces as appropriate)*	3. **Natchitoches Parish Library** **Director**: Martha Uchino **Phone**: (318) 357-3280 **Email**: martha@natchitoches.lib.la.us **Physical Address**: 450 Second Street Natchitoches, LA 71457 **Mailing Address**: Same as above

APPENDIX B

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 9th Grade		*Other Migrant	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
M. R. Weaver Elementary (Grades Prek-3rd)	523	80	6	10	85	13	104	16	N/A	N/A	N/A	N/A	1	.15
George L. Parks Elem./Jr. High (Grades PreK-8th)	507	99	0	0	59	12	0	0	N/A	N/A	N/A	N/A	6	1.2
East Natchitoches Elem. /Jr. (Grades 4th -8th)	409	88	2	.4	81	18	36	8	N/A	N/A	N/A	N/A	8	1.7
Natchitoches Central High (Grades 9th-12th)	839	64	2	.2	236	18	11	.8	212	72	208	50	23	1.7

APPENDIX B   LEA Name: __Natchitoches Parish 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 9th Grade		Other Migrant	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elementary	Fairview Alpha Elem/Jr. High (PreK-8th)	559	86	0	0	61	10	0	0	N/A	N/A	N/A	N/A	3	.5
	Goldonna Elem/Jr. High (PreK-8th)	147	73	0	0	29	14	2	10	N/A	N/A	N/A	N/A	23	11.4
	L. P. Vaughn (Prek-8th)	610	95	13	2	97	15	2	.3	N/A	N/A	N/A	N/A	18	2.8
	Marthaville Elem.Jr. High (Prek-8th)	235	68	6	2	40	12	0	0	N/A	N/A	N/A	N/A	15	4.3
	Natchitoches Magnet (1st-8th)	175	55	0	0	44	14	4	1.3	N/A	N/A	N/A	N/A	2	.6
	NSU – Elementary (K-5th)	58	20	0	0	39	13	0	0	N/A	N/A	N/A	N/A	0	0
	Provencal Elem/Jr. High (Prek-8th)	33	65	0	0	58	11.3	0	0	N/A	N/A	N/A	N/A	2	.4
	Cloutierville Elem/Jr. High (PreK-8th)	296	92	0	0	59	12	0	0	N/A	N/A	N/A	N/A	7	2.2
Middle	FRJTC Alternative/Connections	101	94	0	0	39	36	0	0	N/A	N/A	94	99	7	6.5
	Lakeview Annex Alt./Connections	13	72	0	0	5	28	1	5.6	N/A	N/A	6	100	1	5.6
	NSU – Middle School (6th -8th)	45	25	0	0	57	31	0	0	N/A	N/A	N/A	N/A	0	0
High	Lakeview High School (9th-12th)	211	71	1	.3	26	8.7	2	.7	65	88	51	53.1	9	3.0

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.M. R. Weaver Elementary	PK	DSC EOY Language Post-Test National Percentile Rank	98.6	94.7	90.5
B. George L. Parks Elem/Jr. High	PK		76.7	86.7	88.9
A.M. R. Weaver Elementary	K	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	72	84	80
B. George L. Parks Elem/Jr. High	K		55	62	50
A. M. R. Weaver Elementary	1st		52	52	61
B. George L. Parks Elem/Jr. High	1st		28	16	26
A. M. R. Weaver Elementary	2nd		40	49	40
B. George L. Parks Elem/Jr. High	2nd		17	26	12
A. M. R. Weaver Elementary	3rd		36	46	49
B. George L. Parks Elem/Jr. High	3rd		11	18	16

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

School/Site Name	Grade	Assessment	2008-2009	2009-2010	2010-2011
A.M. R. Weaver Elementary	3rd	*i*LEAP	59	61	52
B. George L. Parks Elem/Jr. High	3rd	*i*LEAP	36	27	24
A George L. Parks Elem/Jr. High	4th	LEAP	51	40	27
B. East Natchitoches Elem./Jr. High	4th	LEAP	68	65	53
A. George L. Parks Elem/Jr. High	5th	*i*LEAP	32	38	33
B. East Natchitoches Elem./Jr. High	5th	*i*LEAP	39	35	52
A. Parks/East Natchitoches	6th	*i*LEAP	42/59	38/53	37/34
A. Parks/East Natchitoches	7th	*i*LEAP	65/46	44/63	42/51
A. Parks/East Natchitoches	8th	LEAP	64/51	66/47	62/55
A.Natchitoches Central High School	9th	*i*LEAP	65	54	N/A
A.Natchitoches Central High School	10th	GEE	65	65	51
Graduation Rate	% Cohort	N/A	61	60	72.2

APPENDIX B

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
Sample Cluster: ABC Head Start (57 students in the 4-year-old program)	Precious Primary K-1 (52/93) Note: Of the 93 *kindergarteners* at this school, 52 came from ABC Head Start	Elite Elem. 2-5 (89/175) Note: Of the 175 2nd *graders* at this school, 89 came from Precious Primary	Mighty Middle 6-8 (95/185) Note: Of the 185 *6th graders* at this school, 95 came from Elite Elementary	Hero High 9-12 (178/325) Note: Of the 325 9th *graders* at this school, 178 came from Mighty Middle	
MLK Head Start (58 Students in the 4-year-old program) **NSU Head Start** (32 Students in the 4-year- old program)	Parks Elementary (PreK-8) (15 /54) (0/54)	N/A	N/A	Natchitoches Central High School (9th-12) Parks 35/410	N/A
MLK Head Start (58 Students in the 4-year old program) **NSU Head Start** (32 Students in the 4-year- old program)	Weaver (PreK-3rd) (30/157) (12/157)	N/A	East Natchitoches (4th-8th) (130/130)	Natchitoches Central High School (9th-12th) East 72/410	N/A