

St. Bernard Parish Public Schools

*A Life Promise for
St. Bernard Students*

Striving Readers' Comprehensive Literacy Grant
Final Application – February 1, 2012

Table of Contents

Need for Project.....	1
Project Expansion.....	2
Goals for the Project.....	4
Project Goals.....	4
Action Steps to Reach SRCL Goals.....	6
Existing LEA Priorities.....	9
Curricula and Intervention Materials.....	10
Assessment and Data Management.....	12
Transition Plans.....	15
SRCL Partners.....	17
Professional Development.....	20
Evaluation and Project Management.....	26
Sustainability.....	30
Appendices.....	31

A *LIFE* Promise for St. Bernard Students

Student demographics in St. Bernard Parish have changed dramatically in the wake of Hurricane Katrina. The percentage of students in poverty has grown from 48% in 2004-2005 to over 74% this year. To meet the diverse needs of our students we must offer data-driven programs focusing on literacy for all students and job-embedded training for educators. The *Striving Readers' Comprehensive Literacy* (SRCL) grant will provide us that focus.

Need for Project: Our proposed cluster includes Smith and Gauthier Elementary Schools whose students feed into St. Bernard Middle and then into Chalmette High. The cluster includes 3 of the 5 schools with the largest percentages of free/reduced lunch students. Appendix B, Tables 1 and 2 show that Smith serves the largest percentage (12%) of students with disabilities (SWD) among elementary schools, and, more importantly, this subgroup did not meet AYP in 2011. Gauthier is ranked 3rd in the percentage of SWD. The Tables show that 33% of homeless students attend cluster schools, as do 56% of students 2 or more grade levels behind peers and targeted as potential dropouts in our DEWS (Drop-out Early Warning System) data.

Appendix B also shows that cluster schools **demonstrate the highest percentages of disadvantaged students**. Arabi and Chalmette Elementary Schools also have high percentages but also larger enrollments, leading one to surmise that a more disadvantaged cluster would include these two elementary schools. However, a new elementary school will open in August, and Arabi and Chalmette Elementary Schools will be reconfigured. The schools' demographics will change and enrollments will decrease. We would find ourselves in the position, then, of not serving our most disadvantaged students if we begin Year 1 with this alternate cluster.

Our cluster schools' students **have made meaningful academic progress**. For example, Appendix B, Table 3 indicates that the same group of Smith students moved from 43% proficient

in ELA as 3rd graders in 2009 to 70% proficient as 5th graders in 2011. At Smith, 42% of kindergarteners in 2009 were at benchmark in spring progress monitoring using DIBELS; however, 71% of those same students were at benchmark as 2nd graders in 2011 spring testing. St. Bernard Middle's students moved from 60% proficient as 6th graders to 73% proficient as 8th graders. Overall, the percentage of 10th graders at Chalmette High proficient in ELA increased from 63% to 76%. Our students at Gauthier Elementary, in terms of *i*LEAP and LEAP scores, remained fairly flat; however, scores from 2011 show that over 80% of all students at Gauthier in tested grade levels scored basic or above in ELA. Because of those scores, Gauthier has received designation from the state as a High-Performing/High-Poverty School.

Appendix B, Table 4 illustrates a true **feeder program**. Over 91% of kindergarteners at Smith and Gauthier attended 3- and 4-year-old programs at those same sites. Similarly, 90% of 6th graders at St. Bernard attended Smith or Gauthier for 5th grade. Approximately 25% of 9th graders at Chalmette High School attended St. Bernard Middle; remaining students attended one of our other two middle schools, transferred in from other districts, or were retained.

As we **expand** Year 2, we would include our alternative school C.F. Rowley as our additional site/population. Year 1 application guidelines stipulate the inclusion of only one middle and one high school for the cluster, which excludes Rowley from consideration in Year 1. Appendix B, Table 2 shows, though, that of its students, 86% are from disadvantaged homes, 31% are SWD, 78% of 9th graders are over-aged, and 26% are 2 or more grade levels behind. Students district-wide in grades 4-8 who are 2 or more years behind are routed to Rowley for remediation and acceleration, if possible. Rowley also houses the *Connections* program, providing remediation for 8th graders; the GED and State Skills Certificate alternate diploma pathways programs; and, our program for expelled students. Currently, 26% of the 4th-12th grade

students attending Rowley have a cluster school as a home school; the remaining students were routed from our other 6 schools. So the **cluster connection** includes 4th and 5th grade students from Smith and Gauthier who are routed to Rowley, as are St. Bernard and Chalmette High students who are in need of alternative diploma pathways or who have been expelled. Also, if funding is available, we will add an additional cluster: Arabi or Chalmette Elementary Schools, depending on greatest need, along with their students' middle school, Andrew Jackson. The decision regarding the additional cluster will be made as we approach Year 2.

During Year 1, a **transition year**, Rowley's administrators and teachers will attend training provided through the grant. The principal will participate in focus groups to ensure future implementation of our program with fidelity and will be part of the professional learning community (PLC) planned for cluster administrators. We will involve teachers in professional development (PD) aimed at meeting their needs, i.e., strategies for reaching all students that are in keeping with *Universal Design for Learning* (UDL) and strategies to increase rigor for our brightest students. Additionally, the project Coordinator would work to prepare Rowley for the program, completing walkthroughs during spring 2013 to begin a focus on SRCL priorities.

Additional measures and data were collected in developing our proposal: LACLIP's *Literacy Capacity Survey*, Value-Added Model (VAM) teacher data, and parent and student surveys. All teachers in the district were administered the *Literacy Capacity Survey*, and while results varied school to school, there were commonalities. Cluster teachers want more input into planning and designing PD, along with training in strategies for UDL and additional training for our paraeducators.

Our **needs assessment process** also included VAM scores. Scores indicate that teachers in grades 3-5 are weakest in teaching reading, though their students are competitive with peers

across the state in other content areas. Additionally, scores for honors teachers indicate that their students do not achieve at the same levels as their peers. This is also reflected in ACT scores which show students in the lowest quartile perform above the national average, while our students in the upper quartile are two points below the national average.

Finally, in addition to including teachers, we included our **primary stakeholders**, students and parents. Results of parent surveys indicate that parents are satisfied (83.2%) with instruction provided to their students in ELA. However, they feel that students should read more (72.3%) and that teachers need to provide additional assistance to struggling students (67%) through at-lunch and after-school tutoring. Student surveys indicate positive feedback (74.6%) regarding ELA instruction. Students are encouraged to do outside reading (87%), and they would like additional assistance when they do not understand concepts (64%). Overwhelmingly, data has shaped our cluster and informed the plans for our proposal.

Goals for the Project: Stakeholders designed our application centering on three ideas:

- Using data to drive all decision-making;
- Job-embedded training and the use of technology to meet the diverse needs of students;
- Improved literacy outcomes for all students.

Very specific goals are in place in terms of desired **learner outcomes**:

Goals
1. To increase the % of students proficient on 3 rd grade ELA iLEAP from 73% to 77% at Smith and 83% to 87% at Gauthier by 2013, with an increase of 2% in each subsequent year
2. To increase the % of students proficient on 4 th grade ELA LEAP from 62% to 66% at Smith and 80% to 84% at Gauthier by 2013, with an increase of 2% in each subsequent year
3. To increase the % of students proficient on 5 th grade ELA iLEAP from 70% to 74% at Smith and 84% to 88% at Gauthier by 2013, with an increase of 2% in each subsequent year
4. To increase the % of students proficient on 8 th grade ELA LEAP from 73% to 77% at St. Bernard by 2013, with an increase of 2% in each subsequent year
5. To increase the % of students proficient on EOC English II from 76% to 80% at Chalmette by 2013, with an increase of 2% in each subsequent year (add English III year 2)

6. To increase the percentage of students scoring Mastery in ELA by 2% at all cluster schools and at each tested grade level by 2013, with an increase of 2% in each subsequent year
7. To increase by 2013 the percentage of students scoring Advanced in ELA by 2% at all cluster schools and at each tested grade level with an increase of 2% in each subsequent year
8. To close the gap in ELA scores between regular/special education students by 2% in 2013 at all cluster schools and at each tested grade level, with a decrease of 1% in each subsequent year
9. To increase to 75% the number of cluster-member 4-year-olds who are at benchmark upon entry into kindergarten as measured on the fall DIBELS NEXT assessment
10. To increase the performance level of 50% of 1 st and 2 nd grade students by at least one level (to Approaching Basic, Basic, Mastery or Advanced) from winter to spring benchmark testing

These goals complement the state's critical goals for school improvement, those in the state's SRCL grant application, and those in our district's Strategic Plan. More students must score at the higher levels of Mastery/Advanced. In 2011, 32% of academically gifted students scored Basic in ELA, and value-added data and ACT scores indicate that honors students achieve at lower levels than their peers throughout the state. If we are to be a better district, teachers must be trained to teach rigorous lessons, to focus on critical reading and writing, and to raise expectations for our brightest and best (Ramirez). Additionally, we must address the achievement gap between regular and special education students. The gap here is greater than it is state-wide at every grade level but 7th, 10th and 11th. We must focus on training teachers to meet the diverse needs of students, and we can do this through PD in the principles of UDL (Rose). Finally, we crafted a goal for preschool students because it is universally recognized that literacy must be developed at early ages (Connor). Attaining of all of our goals will lead to increases in student achievement, a reduction in retentions, and increases in the graduation rate.

The **measurement systems** used to determine final goal attainment are varied: *i*LEAP, LEAP, EOC (End of Course tests), DIBELS NEXT, and grades 1-2 benchmark tests. Alternate assessments include LAA1 and LAA2. **Alternate assessments** to determine the effectiveness of instructional strategies include STEEP, ACT, and locally designed benchmark assessments,

grades 3-12. Lexiles will also be used to monitor progress. Students with “test read aloud” modifications access assessments via *Kurzweil* software.

Information regarding the progress of our literacy efforts will be disseminated through a designated *Striving Readers* link on our district’s website. This will give stakeholders access to information concerning our grant application, our goals, and our progress in reaching the goals. Additional **strategies to share information with stakeholders** include a brochure for parents regarding our emphasis on literacy and a cable television show dedicated to the new program to air on PEN-TV, a local channel provided to the schools. These efforts at informing stakeholders are geared to increasing their investment in the program.

In an effort to **align our steps for reaching our goals with LACLiP and to delineate steps for stakeholder engagement**, we have planned using LACLiP components and format:

Action Steps to Reach SRCL Goals (SH) = Stakeholder benefit (NA)= Responds to Needs Assessment	Phase	Grant Year
Leadership		
<ul style="list-style-type: none"> • Establish School Literacy Teams • Protect and schedule collaborative planning time • Engage in PLC focusing on Literacy Leadership (SH) • Establish common goals/language for literacy program • Select skilled coaches and interventionists • Identify weaknesses of disadvantaged subgroups weakness (SH) • Identify PD providers 	Planning	1
<ul style="list-style-type: none"> • Protect extended time in the schedule for literacy instruction • Conduct walkthroughs to review data binders/implementation • Implement research-based interventions • Provide PD based on data; planned/designed by teachers (NA/SH) • Develop options for partnerships with higher education • Provide incentives to teachers when students grow in Lexile ranges 	Implementation	2
<ul style="list-style-type: none"> • Provide time for teachers to conduct peer observations (SH) • Create school-based PLC’s to study best practices in literacy • Match student/teacher data from walkthroughs and benchmarks • Establish resource library for parents emphasizing literacy (SH) 	Expansion	3-4
<ul style="list-style-type: none"> • Collaborate with schools both inside and outside the district • Continue to grow a school culture that is data-driven 	Sustaining	3 and beyond

<ul style="list-style-type: none"> • Seek additional funding sources for implementation 		
Standards-based Curriculum		
<ul style="list-style-type: none"> • Establish literacy goals for each grade level with teacher teams • Establish a framework for teaching reading and writing (NA) • Continue work on transition to Common Core • Identify Lexiles for students and all class materials • Research best practices for teaching vocabulary • Work to address gaps through vertical/horizontal alignment teams 	Planning	1
<ul style="list-style-type: none"> • Implement core program with fidelity • Include class time for students to read books at appropriate Lexiles • Use technology to implement diverse lessons • Increase rigor in honors classes (NA) • Continue to emphasize writing portfolios • Teach vocabulary in a systematic way • Continue Family Literacy Nights (SH) • Ensure materials are developmentally appropriate and rigorous 	Implementation	2-4
<ul style="list-style-type: none"> • Implement guided reading and meaningful engaged learning • Have students present to enhance listening/speaking skills • Select/integrate multiple media texts to reach all students • Introduce the study of vocabulary across the curriculum • Give student assignments based on choice (SH) • Train additional teachers in using Socratic discussion 	Expansion	3-4
<ul style="list-style-type: none"> • Secure funding for replacement of materials • Continue to revise pacing, assessments, lessons based on data • Revise strategies based on current research and best practices • Continue to examine any gaps in curriculum identified by data 	Sustaining	3 and beyond
Formative and Summative Assessment		
<ul style="list-style-type: none"> • Pilot eRTI to establish need for intervention based on data • Clearly identify diagnostic tools • Prepare benchmarks for EOC/ACT courses • Establish protocol for examining student work to assess literacy 	Planning	1
<ul style="list-style-type: none"> • Monitor interventions and their effectiveness (NA) • Implement eRTI to identify students for intervention • Revise pacing, interventions, benchmark tests based on data • Analyze progress of subgroups (NA) • Upgrade technology to support assessment 	Implementation	2-4
<ul style="list-style-type: none"> • Reward students showing progress (SH) • Use data from assessments to introduce other literacy components • Establish protocols for assessing literacy work across curriculum • Revise benchmarks to reflect PARCC (new state assessments) 	Expansion	3-4
<ul style="list-style-type: none"> • Require literacy goals for Non-Tested Grade/Subjects teachers • Refine literacy program goals based on data • Use data to close curriculum gaps 	Sustaining	3 and beyond

RTI and Intervention		
<ul style="list-style-type: none"> • Use multiple data sources to identify students for intervention • Finish pilot on eRTI and revise as necessary • Conduct a literacy audit for quality and amount of reading/writing • Continue to identify research-based interventions • Prioritize UDL strategies for implementation • Identify technology as a diverse source for interventions 	Planning	1
<ul style="list-style-type: none"> • Inform students/ parents of RTI process (SH) • Implement 1 UDL strategy in one subject area • Assess tools for decoding and comprehension effectiveness • Target/chart student progress in concert with students (SH) • Use multiple media texts to address student needs 	Implementation	2-4
<ul style="list-style-type: none"> • Expand use of UDL principles • Establish literacy as a priority in all classes • Expand use of technology in meeting students' needs • Solicit community to provide student awards for progress (SH) 	Expansion	3-4
<ul style="list-style-type: none"> • Continue use of data to identify student needs • Stay ahead of research regarding best practices • Monitor to ensure UDL principles implemented in all classes 	Sustaining	3 and beyond
Professional Development		
<ul style="list-style-type: none"> • Train teachers to use/identify intervention tools effectively (NA) • Introduce teachers to UDL/guided reading (NA) • Create framework for teaching reading/ writing (NA) • Train honors teachers to challenge the brightest and best (NA) • Train designated staff in assessment and screening • Provide training for paraeducators in roles/responsibilities (NA) • Begin dialogue about meaningful, engaged learning 	Planning	1
<ul style="list-style-type: none"> • Literacy Specialist provides job-embedded PD • Collaboratively review student work • Begin to establish professional library lost in Katrina (SH) • Work with teachers whose data show they are struggling (SH) • Work with honors teachers to provide rigor in instruction (NA) 	Implementation	2-4
<ul style="list-style-type: none"> • Establish mentors for new teachers (SH) • Revise PD plans as needed based on student and teacher needs • Provide intensive assistance for those teachers in need (SH) • Have a plan in place to train new staff members on initiatives 	Expansion	3-4
<ul style="list-style-type: none"> • Establish school-based PLC's focused on best practices • Continue to monitor teacher/student behaviors for relationships 	Sustaining	3 and beyond

The steps delineated here **address those needs identified** in preparation of the proposal, including allowing teachers to design and plan their own PD, providing PD for paraeducators,

training in UDL, and developing strategies to increase achievement levels of our brightest students. It also addresses **roles for stakeholders**.

Each of the cluster schools' **School Improvement Plans** includes literacy goals. Gauthier has two: increasing the 4th grade ELA index and increasing ELA scores of SWD. Smith has three: increasing ELA scores across all grades, increasing ELA scores of SWD, and increasing the numbers of students at benchmark on the spring, K-3, DIBELS NEXT by 8%. St. Bernard Middle has these goals: increasing whole school ELA index scores and the % of SWD scoring proficient in ELA. Finally, Chalmette High has three: increasing EOC % proficient in English II, increasing EOC ELA scores for SWD by 6%, and increasing the ELA score on ACT to the national average. Copies of plans are included in Appendix C. If we are successful in our planning and implementation phases, our schools will reach their goals.

Literacy has been a priority in our district since 2006 when we were selected for the state's literacy pilot program. **Existing priorities** that support our literacy efforts include the Teacher Advancement Program (TAP) at two cluster schools, our 9th Grade Academy focus on high school reform, an extended day/year program in place through a School Improvement Grant (SIG) at Smith, our district's culture of job-embedded PD, and our application for and selection to participate in the state's Common Core State Standards (CCSS) and Act 54 Integration pilot.

Each **priority program works to improve literacy**. TAP allows teachers at Smith and St. Bernard to participate in job-embedded PD organized during cluster meetings by Master Teachers and supported by Mentor Teachers. Both schools have identified improvement in ELA as a target and, to that end, have field-tested and implemented strategies aimed at improving comprehension. At Smith, 45 minutes per day has been added to available ELA instructional time, and ten additional instructional days have been added to their calendar through SIG. The

9th Grade Academy is piloting the tools provided for in the CCSS pilot's *Literacy Design Collaborative*, emphasizing reading and writing as primary in ELA, science, and social studies.

These **priorities align with LACLIP**. For example, TAP teachers use data to drive *Planning*, an element of LACLIP's *Assessment* component. The extended learning time at Smith is devoted to *Intervention*, an element of the *RTI* component, as well as the *Extended Time for Literacy* element of *Leadership*. At the 9th Grade Academy, struggling students are scheduled into additional ELA instructional time based on recommendations of collaborative teacher teams. These actions address the *Collaborative Teams* element within *Leadership* and the *Intervention* element of *RTI*. Finally, our transition to CCSS includes literacy instruction in ELA, science, and social studies, aligning with the *Literacy in All Subjects* and *Diverse Texts* elements of *Standards-based Curriculum* as well as the *Professional Learning* component of LACLIP.

Our district uses **instructional and intervention materials aligned with state standards and LACLIP**. We adhere to state curriculum documents¹ and teach for mastery of grade-level expectations (GLE's) using materials aligned with those GLE's. Teachers use research-based intervention tools from LACLIP's recommended resources list (Literacy Office – LDOE) to **help close achievement gaps**. Those resources include, but are not limited to: *Read 180* and *System 44* which allow teachers to track student progress by Lexiles, and *Lexia* and *The Six-Minute Solution*, which focus on enhancing fluency and comprehension. Work begins this summer to determine if curriculum gaps exist either vertically or horizontally.

The district's **process for selecting and acquiring new materials** is the one suggested by the *Florida Center for Reading Research* (www.fcrr.org). The process originates at the

¹ Our instructional program follows the LA Comprehensive Curriculum, the LA Early Learning Guides and Program Standards: Birth-3, the Head Start Child Development and Learning Framework, and the LA Standards for servicing 4-Year-Old Children. All documents are referenced within LACLIP.

school when intervention tools are not helping students. The school's data team alerts the supervisor, who brings the concern to the district curriculum team's next meeting. At that meeting, the procurement process is completed as we determine alternative materials with evidence of effectiveness, using research from FCCR and the US Department of Education's *What Works Clearinghouse* (<http://ies.ed.gov>). New materials must be listed on the LDOE list of approved intervention products. Then PD is planned, a pilot site is selected, and a funding source is named. This process is followed because **lessons learned in the past** have taught us first to train the school's instructional coach and one or two teachers in its use, pilot implementation with those teachers, and collect data to determine effectiveness. If the material proves effective, it will then be rolled out district-wide after appropriate PD. Follow-up with job-embedded PD then becomes a priority. As dollars become scarcer, it is imperative that we purchase materials that work and address the literacy needs of children as defined by the data.

Our students enjoy **language- and text-rich classrooms**. Every cluster school has a library, and each has received a grant to replace lost library materials through the *Laura Bush Foundation Katrina Relief Fund*. Each school library has a student-to-book ratio of approximately 1:10, as recommended by the state (Standards). Over 75% of ELA classrooms, including the high school, have classroom **libraries**, and students produce a writing portfolio in every class, reflecting their written analysis of informational texts.

Students engage in writing competitions and participate in theater programs at all grade levels. The high school requires a *Senior Project* for designated students, Sustained Silent Reading (SSR) for all, and Read-Write-Respond activities on every lesson plan. Through SRCL, we will train teachers in providing students choice in assignments, as noted in the *Literacy Capacity Survey*, implementing Socratic discussion, and including more student presentations to

enhance listening and speaking skills. We will also provide core area classrooms with content-specific libraries to complement introduction to the *Literacy Design Collaborative*.

Our **technology-rich classrooms meet children's diverse learning needs**. Preschoolers use *Hatch* to specifically address early childhood literacy. Every classroom has a Promethean board, Elmo, and 5 stand-alone computers to facilitate individual or small group instruction. Teachers create Promethean *Flip-charts* to re-teach concepts, and these are in English, Spanish, and Arabic. We have installed *Kurzweil* and *TextHelp* to read text aloud to students, and we have worked to provide multiple ways to present materials, allow multiple means of action, and engage students in multiple ways - the three principles of UDL. We also participate in *Bookshare.org*, a conduit to the *National Center on Accessible Instructional Materials (AIM)*, which helps us procure textbooks in alternate formats. These actions have been spurred by our **partnership with LA Assistive Technology Center**.

Future plans for supporting diverse learning needs include a move to electronic RTI, developed by our technology department and a consulting psychometrician. RTI creates automated RTI reports within *eSchool*, our student data management system. The report examines 3 years of student assessment data and makes recommendations regarding the need for intervention. SRCL funding will allow us to train teachers in its use. Also, we will train teachers to meet diverse needs of students by using the **Louisiana Access Guide**, and we will continue to create additional language-appropriate *Flip-charts* for re-teaching skills.

We have a **coherent assessment and data management system** guiding instructional decisions. Current **screening, progress monitoring, and diagnostic assessments** vary by grade level. In preschool we use the Developing Skills Checklist and individual student portfolios, among other assessments, to document overall student development. The district uses DIBELS

NEXT, grades K-3, and STEEP, grades 4-8, to screen and monitor ELA progress. At middle school, we use *Gates* as a diagnostic tool. Our own benchmark assessments correlate with LEAP and *iLEAP* outcomes with scores between .56 - .81R, and their predictive validity is high. Future plans include using the *Scholastic Reading Inventory* to determine Lexile ranges for every student, identifying a more appropriate diagnostic tool to use with students when intervention is not working, and creating benchmarks for EOC in English II and III and the ACT.

Teachers and school administrators receive data reports on a bi-weekly basis as students complete quizzes that monitor GLE mastery. Students' scores are entered into *EduSoft*, our schools' assessment management system, and reports are generated which then **drive instruction and intervention**. Teachers also administer district-wide benchmark assessments each nine-weeks. Those scores are entered into *eSchool* and resulting reports compare benchmark scores with students' previous benchmarks and state test history to reveal performance trends. The district curriculum team monitors benchmark scores to identify weaknesses in the instructional program and to provide support where teachers and students are struggling. **Assessment results are shared** with students, to increase their investment in their own learning; they are shared with teachers who collaboratively examine data to inform instruction; they are shared with administrators who work together with teachers to identify gaps in the curriculum; and they are shared with parents via *Home Access Center* to engage them in their child's academic progress.

Additional data sources are used to foster improvement. Preschool uses the *Early Childhood Environmental Rating Scale* to assess environment. School data teams monitor progress based on formative assessments and then make revisions to School Improvement Plans. Walkthroughs, conducted monthly by central office and school administrators, are based on an

Effective Teacher checklist which includes indicators from LACLiP. Every June, the district hosts DATA FEST where data teams receive: all student assessment results by subgroups; discipline and absenteeism reports; parent, teacher, and student survey results; and school walkthrough reports. This data guides teams to create School Improvement Plans for the coming year. By participating in SRCL, in the future we will be able to bring data teams together for week-long training and exploration of data and strategies to meet our students' diverse needs.

The **integration of new assessments and subsequent implementation** is made easier because of our culture of data-driven decision-making. It is completed by training staff, providing assessment information to students and parents, and including results in the eRTI student profile. We download all assessment results into one data-base (weekly quizzes, benchmarks, report card grades, iLEAP, LEAP, DIBELS NEXT, STEEP, GATES, PLAN, EXPLORE, ACT), and then use school district norms to identify students in need of interventions. Teacher recommendation still comes into play, but data drives decisions. Therefore, it is imperative that staff have adequate training to administer assessments so results are reliable and valid. Through SRCL, we envision incorporating into our eSchool data-base TELD results, SRI data, and additional benchmarks identified above - a very coherent **use of technology** in identifying the need for intervention and in driving instructional decisions.

The **minutes per day/grade level/ intervention schedule** adheres to this scheme:

Level	Event	Time	Tier
K-5	Core reading program – every student	90 min. per day	1
K-3	Reading enrichment/remediation – every student	30 min. per day	1
K-3	Interventionist works with At-Risk students during cultural arts/science/social studies time	30 min./4 x's week in addition to above	2
4-5	At-Risk students are scheduled for READ 180 during cultural arts/science/social studies time	60 min. per day in addition to core	2
6-8	ELA/Reading block – every student	103 min. per day	1
6-8	Reading Remediation – students scoring unsat.	Extra 54 min. per day	2

6-8	Interventionist works with At-Risk students	30 min./4 x's week	2
9-10	ELA block – 2 semesters – every student	90 min. per day	1
9	Reading Remediation – students scoring unsat.	90 min./1 semester	2
9-10	Interventionist works with At-Risk students	30 min./4 x's week	2

At Tier 3, certified interventionists work with students 1:1 or 2:1 to provide intensive remediation for 3 additional hours weekly. Also, the school's student assistance team examines performance data and may make recommendations regarding evaluation for special needs. Counselors work with Tier 3 students to develop a profile for academic and behavioral needs. Intervention materials include *A+ Learning System*, which addresses Lexile growth and *Reading Plus*, *Read 180*, and *System 44*, which address comprehension. These are **technology tools** that students can access at home via our district website and *Cloud* technology. Interventionists also work with students using materials to address specific students' needs.

In addition to the extra time built into the ELA schedule at every school, after-school tutoring programs are available twice per week. At Smith, the day is extended an extra 45 minutes for ELA instruction 4 days per week, with an additional 10 days of ELA/math instruction for every child beyond the regular school year. Each elementary and middle school employs 3-5 interventionists, and at the high school, 9th and 10th graders enroll in 90-minutes of ELA instruction daily the entire year. Struggling 9th graders also take a reading class for an additional semester. In the future, interventions for students will be based on the *eRTI* program under development and, hopefully, will include a component that provides automated remedial prescriptions. The continued preparation/purchase of multi-language intervention resources is also a priority.

The district has long-advocated smooth and **appropriate transitions from level to level** that are coordinated and planned by students, parents, and staff of both the sending and receiving

schools. Our 3- and 4-year-old preschoolers are housed in the same schools where they will attend kindergarten, and their transition to school includes home visits, ½ days at first, and then full days of school. By attending the same school, the transition to kindergarten is easier, with classroom visits occurring regularly during the second part of the school year for 4-year-olds. At the elementary level, 5th grade is the exit year, and those students are treated to visits from middle school performing groups and athletes during the second half of the year. Fifth-graders also visit the middle schools, and there are spring parent nights to transition parents as well. Once at middle school, 6th graders enjoy orientation activities during the first week of school.

At the middle school, where the exit year is 8th grade, a similar process is repeated. Students from the high school performing groups, Student Council, JROTC, etc., visit the middle school during the spring to excite 8th graders about their transition to high school. There is an evening 8th Grade Open House for students and parents at our 9th Grade Academy in November, and there are an additional 3 days of student visitation days to the high school in the spring and summer. The 9th Grade Academy holds its own orientation for students the first week of school. It should also be noted that *Early Steps*, our birth-3 provider, uses our facilities to work with students and to hold parent training sessions, easing those students and parents into our schools. Our purpose is to **involve students and parents** in as many positive transitions as possible.

The district's protocol for transitioning students from school to school includes a visit to the sending school by the receiving school counselor and special education department chairpersons. These visits serve to provide data and profiles regarding students' special needs so that the faculty of the receiving school is knowledgeable and ready to receive their new students each fall. These visit dates are always part of the regular school calendars. Parents of rising students also receive welcoming notes and phone calls from their new schools.

The district promotes collaborative partnerships that benefit parents, community partners and school staff. Parents view student progress in real time through *Home Access Center*. They attend Family Literacy Nights, *Prime Time Reading*, and *Hand-in-Hand* meetings which foster understanding of high stakes testing. They receive newsletters from their schools and can access parenting programs on our cable channel. The St. Bernard Reading Council, led by our teachers, is active in promoting literacy in our community. Our high school complex houses the parish library, making it accessible to students for research during the day and until 9:00 p.m. each evening and on weekends. We also link school and home by giving students access to instructional software through the *Cloud*, meaning they can hone their skills at home.

We partner with *United Way* and *Early Steps* to bring literacy and additional services to students and families. *United Way* works with our preschool to ensure that parents are aware of services, and, currently, there is a literacy pilot underway with our 4-year-olds for which *United Way* has provided PD and lesson plans for our teachers and books for our students. Additionally, *Early Steps*, a division of the Department of Health and Hospitals, has provided PD for our preschool and special education staff, and their workers have attended our PD as well. *Early Steps* currently serves 52 children ages 0-3 in St. Bernard. By partnering in this fashion, we **leverage the expertise and resources** of these two partners and the district to benefit all parties.

As we move forward with implementation, **the responsibilities, roles, and collaboration** of the district and cluster schools will be paramount to success. Our Literacy Coordinator will provide technical assistance and oversee implementation with fidelity. The Coordinator will visit classrooms and meet with data teams at least monthly, and he/she will work with teachers and specialists to determine effectiveness of interventions and assist administrators in effecting change should such be necessary. The Coordinator will work with

teachers and specialists to identify best practices for intervention and job-embedded training, including modeling, management, use of technology, and differentiated instruction. He/she will report to the Assistant Superintendent, providing monthly progress reports on implementation, student achievement, and work with partners in providing services to disadvantaged children. The Coordinator and the Assistant Superintendent will monitor funds monthly, ensuring they are spent appropriately and within the guidelines stipulated in the grant.

Each school will be staffed with a literacy integration specialist. Those individuals will have the responsibility to oversee interventions at their site, provide job-embedded PD to staff, work with community partners, and coordinate implementation efforts with the principal and Coordinator. The specialist will schedule collaborative planning time, help teachers examine student work, and identify gaps in instruction based on data. Also, the schools' principals, with the Coordinator and specialists, will participate in a PLC exploring best practices in literacy and implementation of SRCL with fidelity, thereby engaging them in the roles of literacy leaders.

Our ideas here have been endorsed by cluster teachers, and they have **indicated by their signatures a strong, personal commitment** to improved literacy instruction for all students (Appendix D). We will continue to impress upon them the importance of their efforts in providing appropriate Tier 1 interventions, of providing time for students to read in class, of differentiating instruction, and arranging student grouping. These tasks will be reviewed through job-embedded PD provided by the specialist.

Through the leveraging of LA4, Title I, Head Start, EEF, and local dollars, we have put together a seamless universal 4-year-old program with a **common vision**: *a better future for preschoolers lies in the opportunity of personal potential through enhancement of personal skills, knowledge of increased resources, and the elimination of controllable obstacles.* The

Preschool Coordinator directs the program and works closely with a parent advisory council that oversees program policies, and procedures. The program also provides services to 115 three-year-olds through Head Start. The staff also includes an early childhood learning specialist, nurse, social worker, special education services provider, teachers and aides. A child's entry into the 3-year-old program begins with a home visit, and a lengthy profile of data regarding specific educational needs is developed for every child. The Coordinator, along with our special education department, works with *Early Steps* to transition children from home into the 3-year-old program as easily as possible. Our preschool program is highly respected within the community, and it is a high priority for the Superintendent's Advisory Committee.

Communication of our literacy initiative will be open and fluid. The Superintendent's Cabinet, which meets bi-weekly, consists of finance, personnel, and curriculum leaders who continually study, among other issues, student performance data. Those curriculum leaders then meet with the central office curriculum team usually twice per month and work to offer solutions and directions when gaps are found. These team members are then liaisons with the principals and teachers. Similarly, teachers have an open, direct line in decision-making through their weekly meetings with central office curriculum team members. Principals also meet with the Superintendent on a monthly basis, and all school student assistance teams meet together quarterly to discuss common concerns. As literacy becomes a primary focus in the district with SRCL implementation, it will always be on agendas for discussion and support.

Additionally, the Superintendent meets quarterly with a community/parent advisory group to keep them abreast of initiatives and to hear their concerns as well. Schools also have advisory groups for the same purpose. PLC's and literacy teams, formed as a result of SRCL, will bring a high priority to literacy among stakeholders as well. Again, newsletters, television

programs, the St. Bernard Reading Council, and having the public library housed within our building make the schools the focal point for the community's involvement in literacy.

Through these avenues, through constant examination of data, and through prioritizing literacy, we hope to establish a **common language and understanding of best practices** regarding our initiatives. This is, in fact, our district's literacy weakness; we lack a common voice with a common purpose in our efforts. Our PLC, on-going communication with stakeholders, job-embedded PD, and literacy teams will develop that common language so that throughout implementation, it will be there, understood by stakeholders, and result in achievement of the goals we have outlined here.

As outlined on Page 17, the district will partner with *United Way* as its **non-profit community-based agency**. The partnership, thus far, has resulted in **professional learning opportunities** for our preschool teachers through *United Way's* partner, the LSU Health Sciences Center (LSUHSC). Our staff works with them to pilot mental health care programs through literacy initiatives. Their insight has helped our teachers learn to identify markers for mental health concerns through sharing designated books with students. For *United Way's* purposes, the pilot is monitoring our preschoolers to determine what, if any effects, their latest initiative is having on preschool student literacy. So it is a partnership that will lead to further exploration among *United Way*, LSUHSC, and our preschool to help students cope with various fears and concerns through reading. And given the high poverty rate of our cluster schools, the **rationale** for continuing this initiative is to strengthen diverse services to our students.

United Way has a **record of effectiveness** in that over 72% of students being serviced in their childcare centers demonstrate, in end-of-year data, readiness to learn when they enter kindergarten in the fall (*United Way – Community Impact Outcomes*). Their partnerships with

local universities, including UNO, Loyola, Xavier, LSUHSC, and Dillard give them the avenue to provide PD to their early childhood staff members and to teachers within the agencies with whom they work (United Way). For our preschool teachers, the tie has been to LSUHSC.

Our remaining partnership is with *Early Steps*, a provider of early literacy training to children with disabilities. Their Annual Performance Report, June 2010, indicates they exceeded by almost 10% the targeted percent of children functioning within age expectations in terms of early language/communication by the time they exited the program (DHH). *Early Steps* works with the special education department, sharing PD expertise – ours in terms of strategies and functional capacity for readiness for school and theirs in terms of strategies teachers can use to transition students and meet their needs from a physical and emotional standpoint.

To create this proposal, we relied on the **diverse contributions of our stakeholders**. Ideas for this proposal were first generated among staff at cluster schools and our district's literacy team. From there, ideas were discussed with the Superintendent's Advisory Team which includes parents and community leaders, and her Cabinet. School Improvement Teams also had input into the proposal as we relied on school goals to direct activities. The Assistant Superintendent met with cluster schools' leadership to craft ideas and strategies, and the Early Childhood Coordinator, the Special Education Supervisor, the Title I Literacy Specialist, the Elementary, Middle, and High School Supervisors, and the Assistant Superintendent have taken all of those ideas and collaborated in the formation of the proposal.

We also have support from higher education. Dr. Mary Banbury of Southeastern Louisiana University began work in January with honors teachers to increase their students' achievement levels. Nunez Community College uses our preschool as a training ground for its Early Childhood program, and teachers receive training in LTRS, endorsed in LACLIP, and

DIBELS NEXT from Dr. Karen Chauvin of Nicholls State. Their **letters of support** are included in Appendix E. Finally, this application was endorsed by our teachers' union, the St. Bernard Association of Educators, who will partner with us in the planning and design of PD.

In order to **plan for effective professional development**, a central office Supervisor leads a PD Committee in planning seven training days during the school year and additional summer training. Plans are based on **multiple data sources**, including student achievement data, walkthrough data, and teacher/administrator surveys. **Follow-up is job-embedded** and provided by instructional and technology coaches, and, at TAP Schools, master teachers share best practices in cluster meetings. This helps teachers take training back to the classroom and mold it to fit the diverse needs of students, be it through the use of technology, presentations to small or large groups, or individual practice. Future plans for our **teachers and administrators** are outlined in the leadership and professional development sections of our Action Steps on page 6.

Training for **large groups, which is aligned with our SRCL project**, includes training in the basics of reading instruction, including strategies to teach comprehension – a need identified in VAM data; training in challenging our brightest students, also from VAM data; training in using and identifying intervention tools effectively, UDL, differentiated instruction, and AIM, from the surveys; and training in literacy integration across all disciplines, part of CCSS. We will train designated teachers in assessment administration and our literacy integration specialists in creating capacity for implementation. Plans also include a PLC for administrators. They have examined *Results Now* and *Data Wise*; however, they need on-going discussion regarding best literacy practices and, therefore, they will become part of a new PLC, along with the central office team and specialists. We also will train our paraeducators as to their roles and responsibilities in the teaching/learning environment.

As we move toward the implementation of Act 54, the new teacher evaluation law, we will also be mindful of **targeted, need-based PD for teachers**. These efforts will be data-driven, based on class student achievement data and data compiled during walkthroughs and observations. Teachers will also be encouraged, as they set goals and write professional growth plans, to seek assistance in those areas that they perceive to be their weaknesses.

Teacher teams are allotted collaboration time during the day. Elementary teams have a common planning period by grade-level each day to examine data and student work. At Smith, teachers have an additional hour of planning time on Friday afternoons, and our 2 TAP cluster schools hold meetings for teachers to examine student work twice weekly. At the 9th Grade Academy, teacher teams meet twice weekly, and other high school teachers meet weekly in 90-minute planning meetings. Future plans for collaboration time include scheduling 10th through 12th grade ELA teachers for common department meetings and, through SRCL, vertical curriculum alignment work addressing literacy in science and social studies.

We align PD with state standards and LACLIP by focusing heavily on job-embedded activities provided by support staff from central office and instructional coaches at the school sites. Through this initiative we will reintroduce PLC's as part of PD and rely on our network of partners to assist us. We have technology coaches who assist teachers as they use technology to meet diverse learning needs of students. We will use state-identified providers for additional PD in UDL, differentiated instruction, and meaningful, engaged learning. With the introduction of eRTI and the blending of data to match student outcomes with teacher behaviors identified in walkthroughs, we bring the use of technology to a higher level in terms of matching teacher and student data to improve instruction and PD. Finally, the specialists, along with data and literacy teams, will assure that literacy remains a priority as each cluster school site.

Future plans include the transition to **CCSS**. We are a pilot site for that transition and, with SRCL funding, all middle/high school ELA teachers will be trained to design instructional units mirroring those of the *Literacy Design Collaborative*, incorporating critical reading, discussion, and writing revolving around anchor texts. Units will include supporting selections to enhance students' comprehension of informational texts. Additionally, we will plan training to design a framework and rubric for writing, asked for in the *Literacy Capacity Survey*.

A final PD opportunity will include an introduction to and gradual implementation of **meaningful, engaged learning**. While we all agree that it is important for teachers to engage all students in learning, implementation of meaningful, engaged learning will be a large undertaking for most of our teachers. It is important that we create a paradigm shift, moving them from information-givers to facilitators of learning (Jones, et.al.). Our plan is to introduce teachers to meaningful engaged learning in pilot form and let them develop tasks and assessment strategies over the four years of SRCL. Because strategies, instructional models, and the context of learning differ from traditional models, implementation needs to move forward with teachers who have an interest in the processes and, with data supporting their success, who can then act as mentors to others and chart a course for transition as implementation moves forward.

Important to our plan to improve literacy is our ability to **attract and retain effective teachers and leaders**. We are still reeling from the loss of a large number of mid-career teachers in the after-math of Katrina, resulting in a staff that is very veteran or very young. Additionally, those mid-career people looking to move into administration are no longer with us; leadership candidates are limited. Therefore, this criterion takes on additional importance.

Fortunately, we do not suffer from a large **teacher/leader turnover**. The leadership at our cluster schools has been very stable, with the current principals at Smith, Gauthier, and St.

Bernard being those who opened the schools in the last 3-4 years. Our high school principal has served in that capacity for 39 years, and the high school curriculum leader, who will oversee this initiative at that site, has been in her position since 1991. Also, teacher turnover is low, typically less than 5% per year. When a position does become available, however, the district screens applicants and sends highly qualified, certified candidates to the principal for interview and selection. Principals enjoy autonomy in staff selection.

For administrative positions, all qualified applicants are invited to apply for the position. The Superintendent meets with school stakeholders in order to determine their perceptions of what the school needs in terms of new leadership, and then an intensive interview is conducted, and a writing component is completed. Additionally, past success in the classroom is validated through student achievement data and/or past evaluations. A profile is established for each candidate, and the Superintendent then tries to match the best candidate to what is most needed at the site in order for it to move forward. Principals are awarded two-year contracts, and policy suggests that schools must move forward in order for contracts to be renewed.

Our **Personnel Evaluation Plan** requires all certified staff, 0-3 years in their current capacities, be observed twice and evaluated once annually. Those with 4 or more years of experience are observed annually and evaluated once every three years. With the implementation of ACT 54 in fall 2012, all teachers will be observed and evaluated annually. While local evaluation tools are currently used, ACT 54 will measure teacher effectiveness on two scales: 50% of the evaluation based on teacher effectiveness as measured by a state-wide observation rubric; and, 50% based on growth of student achievement measures using VAM. Because ACT 54 requires evaluation based on student achievement, it will be easier for the district to use VAM **data to identify teacher and leader needs**. We have already addressed

how VAM data was used in our needs assessment to identify PD needs of teachers, and similar conclusions will be possible as we identify teacher and leader needs to support student outcomes.

To develop **a pipeline to fill critical roles**, the district has initiated several programs. First, St. Bernard and Smith's teachers and leaders have more opportunities for PD and to receive additional **compensation based on effectiveness** because they are TAP schools. Additionally, because Smith teachers work an additional hour per day, teachers there receive an additional \$6,000-\$10,000 per year to work there through SIG. Additional **incentives** at St. Bernard, Gauthier, and Smith are opportunities to move into leadership roles including those of specialist, coaches, master, and mentor teachers. Through SRCL, the district would also provide recognition and a financial **incentive** of \$1000 to ELA teachers when 75% of their students experience more than one year's expected growth.

Most of our teachers are recruited through UNO's Teacher Education program. According to Dr. Kyle Scafide, Director of Unit Effectiveness for the College of Education:

"The University of New Orleans graduates more educators for the region than any other college or university. The teacher preparation program has been accredited by NCATE since 1977, and it has the highest number of nationally recognized teacher education programs in the state. The average PRAXIS scores of completers of the teacher education program are consistently above the national median, and recent value-added studies have provided positive results regarding teachers who attended UNO for training."

To complete an appropriate and thorough evaluation, we will assess both processes and outcomes using a participative evaluation approach. The Coordinator will monitor all activities to ensure **alignment with the measurable goals** listed on pages 4-5, and he/she will

gauge continuous progress toward targeted **student outcomes**. He/she will be responsible for **collecting and analyzing data** and ensuring that student and teacher **confidentiality is protected**. Formative assessments will be used quarterly to determine progress and, should it not be satisfactory, mid-course corrections such as additional training or modifications in student services will be made. Consistent with participative evaluation, key stakeholders will be involved in surveys and focus groups to assess efficacy of training and provide recommendations for future improvements. Student **outcomes** will be evaluated using designated results at the indicated grade levels, and these multiple sources of data will give us the opportunity to **improve project design mid-cycle** and craft more appropriate implementation strategies. The district will publish a *Request for Qualifications* to identify an evaluator to assist in evaluation of the project.

Appropriate **project management** is vital to the success of this plan. Achieving our goals (pages 4-5) begins with PD opportunities with our leaders and teachers. PD tasks for Year 1 of the grant, outlined in project action steps listed on pages 6-8, include:

Task	Milestone	Person(s) Responsible
Training in effective use of interventions	2012-13 Progress monitoring shows student success in Tier 1	Coordinator, Specialists, teachers, principals
Training in challenging honors students	2012-13 Benchmark scores; summative assessments	Coordinator, Specialists, teachers, principals
Training for paraeducators	Teacher, paraeducator surveys	Coordinator, Sp. Ed. Supv.
Training in assessment administration	2012-13 formative assessments	Coordinator, Specialists, designated teachers
Introduction to UDL, AIM, Guided Reading and MEL	2012-13 end-of-year survey of teachers participating in pilot implementation	Coordinator, Specialists, designated teachers
Development of a framework for teaching reading/writing	2012-13 end-of-year survey of all teachers	Coordinator, Specialists, designated teachers
Initial work to vertically align curriculum	2012-13 end-of-year survey of all teachers	Coordinator, Specialists, designated teachers
Transition to CCSS	2012-13 end-of-year survey of designated teachers	Coordinator, Specialists, designated teachers
Establish PLC for administrators	2012-13 focus groups and end-of-year teacher surveys	Asst. Supt, Coordinator, Specialists, principals

Project Management responsibilities rest primarily with the Coordinator, in association with the principals and specialists at each site. Once Year 1 milestones are reviewed for effectiveness of tasks and formative evaluation results are gathered, then planning for management of Year 2, including the introduction of the new cluster population, will take place. It should be noted here that the first benchmark for project goals is at the end of the 2012-13 school year.

These designated tasks align with existing priorities. Teachers at Smith and St. Bernard are in a culture of continual training and field-testing strategies as a TAP school. Gauthier, as a High Performing/High Poverty school, has its own culture of data-driven instruction and job-embedded PD that has made it successful. Teachers at the high school continually work as collaborative teams to enact high school reform initiatives underway in the state's College and Career Readiness program. Literacy has been a priority in the district since 2006, and we have grade-level teams across the district that work during the summer months to revise curriculum and formative assessments. Additionally, summer PD programs have been in place for 5 years.

The cluster schools have remarkable human capital resources for project implementation. Smith's principal **Dedra Bailey** was trained as a middle school language arts teacher. She was a Title I literacy facilitator for 11 years and an administrator in different capacities for 11 years. She is TAP-trained and was instrumental in securing SIG for her school. She has been a presenter at the TAP and National Association of Elementary School Principals' conferences. Gauthier's principal, **Lisa Young**, was also a Title I literacy facilitator for 4 years prior to moving into administration in 2004. Her Master's Degree is in Curriculum and Instruction. Her school has been recognized as a High Performing/High Poverty school, and during her tenure her School Performance Score has increased from 102 to 114. St. Bernard's principal, **Susan Deffes** also began her career as a middle school language arts teacher. She is trained in TAP and SIM

(comprehension), and she is an SRA direct instruction trainer. She has been an administrator for 7 years, and she has presented at various conferences on reading strategies. **Carole Mundt** assumes primary responsibility for curriculum implementation at Chalmette High. She is a certified English teacher and school librarian. An administrator since 1991, she has presented at two state literacy conferences on *Writing Activities for Students Post-Katrina* and *Literacy Techniques across the Curriculum*. Resumes for these individuals, along with those of our Special Education Supervisor and Early Childhood Coordinator, are available in Appendix F. Job descriptions for the Coordinator and specialists, yet to be named, are also included there.

Existing district **human capital will be leveraged** in implementation of the SRCL grant. The Assistant Superintendent, a former language arts teacher, will assume oversight of the Coordinator, and the school data team and student assistance team (formerly SBL's) will assist the Specialists with program implementation as well. We already have a district-wide literacy team in place and that group will merge its efforts with SRCL.

State and federal funds will be leveraged to maximize the impact of the grant. Head Start and Title I funds will support preschool literacy efforts, 0-5, as will LA4 funds, including PD, materials, and parent involvement; Title I and IDEA funds will complement efforts in Title I schools through the purchase of materials, parent involvement activities, and PD and with special needs children through the purchase of technology and PD; Title I, IDEA, and Title II will support PD, as will our TAP grant; our *Everybody Graduates* grant and our local *Youth Rescue Initiative* will support middle/high schools with materials and supplies; 21st Century Community Learning Centers and EEF will assist with tutoring; and SIG will support extended time at Smith.

Budget expenditures will be examined monthly by the Coordinator in collaboration with the Assistant Superintendent and all actions will be available to stakeholders upon request. It

will be their responsibility to ensure that the program adheres to the following funding distributions: 15% to serve children 0-5; 40% to serve students in K-5; and 40% for students in grades 6-12, with an equitable distribution among middle/high schools.

As with any new initiative, **sustainability** is a concern. Our action plan calls for efforts toward sustainability to begin with the third year of the 4-year grant cycle. The leadership for this will rest with the Assistant Superintendent and Coordinator who will begin to explore avenues to sustain the program. It is planned that much of the **financial responsibility will be shifted** to other federal dollars, including Title I, Title II, and IDEA, and to local dollars. It is hoped that teachers will be trained well enough in program components that they can provide support for new teachers. Replacement materials will become a **local instructional expense**. Our district is adept at leveraging funds to support programs as evidenced by our ability to offer a universal 4-year-old program funded through Title I, EEF, LA4, Head Start and local funds. All stakeholders will be involved in Year 3 discussions regarding sustainability.

Our students, as a whole group, are achieving. St. Bernard is gaining recognition for its continuing progress, and we live our motto: *Vision...Effort...Success*. Yet examination of data reveals that too many disadvantaged students struggle each day. In order to be truly a school district that makes a difference, we have to address the needs of each child, every day. This year we have challenged our teachers to: *Take a Chance....Make a Change...Be the Difference*. This application has helped us shape a new **vision**. Our **effort**, in partnership with the state through the SRCL grant, will mean **success** for disadvantaged children.

APPENDIX A

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

LEA Name:	Cluster School Names	
<p>St. Bernard Parish Public Schools</p> <p>REC'D FEB - 1 2012</p> <p>Superintendent: Doris Voitier</p> <p>Print Name <i>Doris Voitier</i></p> <p>Signature</p> <p>Office Phone 504-301-2000</p> <p>Other Phone 504-818-8930</p> <p>E-mail dvoitier@sbpsb.org</p> <p>LEA SRCL Contact Person: Name Beverly Lawrason Position Assistant Superintendent Phone 504-301-2000 E-mail blawrason@sbpsb.org</p> <p>LEA Physical Address: St. Bernard Parish Public Schools 200 E. St. Bernard Highway Chalmette, LA 70043</p> <p>LEA Mailing Address: St. Bernard Parish Public Schools 200 E. St. Bernard Highway Chalmette, LA 70043</p> <p>Congressional District: District 103 - 3rd Federal</p>	<p>Non-Profit <u>Early Childhood Education Provider</u> (providing direct services to children):</p> <p>1. <u>Early Steps</u> Age Span 0-3 Number of Four-Year-Olds _____ Number of Three-Year-Olds _____ Number of Children Ages 0-2 52 Director Joyce Frank-Ridgeway Phone 504-595-3408 Email joyce.ridgeway@la.gov</p> <p>Physical Address: 1010 Common Street New Orleans, LA 70112</p> <p>Mailing Address: 1010 Common Street New Orleans, LA 70112</p> <p>2. <u>St. Bernard Schools Preschool</u> Age Span 3-4 Number of Four-Year-Olds 407 Number of Three-Year-Olds 112 Number of Children Ages 0-2 _____ Director Deborah Seibert Phone 504-267-3310 Email dseibert@sbpsb.org</p> <p>Physical Address: 4101 Mistrot Drive Meraux, LA 70075</p> <p>Mailing Address: 200 E. St. Bernard Highway Chalmette, LA 70043</p> <p>3. _____ Age Span _____ Number of Four-Year-Olds _____ Number of Three-Year-Olds _____ Number of Children Ages 0-2 _____ Director _____ Phone _____ Email _____ Physical Address: _____ Mailing Address: _____</p>	<p>Elementary <u>J.F. Gauthier Elementary</u> Principal Lisa Young Grades PK-5 # of Students 566 Phone 504-272-0700 Email lyoung@sbpsb.org Physical Address: 1200 E. Louisiana Highway 46 St. Bernard, LA 70085 Mailing Address: 1200 E. Louisiana Highway 46 St. Bernard, LA 70085</p> <p>Elementary <u>W. Smith Jr. Elementary</u> Principal Dedra Bailey Grades PK-5 # of Students 390 Phone 504-302-1000 Email dbailey@sbpsb.org Physical Address: 6701 E St. Bernard Highway Violet, LA 70092 Mailing Address: 6701 E St. Bernard Highway Violet, LA 70092</p> <p>Middle <u>St. Bernard Middle School</u> Principal Susan Deffes Grades 6-8 # of Students 390 Phone 504-302-1000 Email sdeffes@sbpsb.org Physical Address: 2601 Torres Drive St. Bernard, LA 70085 Mailing Address: 2601 Torres Drive St. Bernard, LA 70085</p> <p>High <u>Chalmette High School</u> Principal Wayne Warner Grade Configuration 9-12 Number of Students 1472 Phone 504-301-2600 Email wwanner@sbpsb.org Physical Address: 1110 E. Judge Perez Drive Chalmette, LA 70043 Mailing Address: 1110 E. Judge Perez Drive Chalmette, LA 70043</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></p>	<p>Other Partners <i>(Use spaces as appropriate)</i></p>
<p>Elementary C.F. Rowley Alternative</p>	<p>Non-Profit Organization or Agency (providing <i>early</i> literacy services to caregivers, families, and children)</p>	<p>Non-Profit Organization or Agency (providing <i>other</i> literacy services to subgrantee or schools within the cluster)</p>
<p>Principal <u>Patricia Pourciau</u> Grades <u>4-8</u> # of Students <u>179</u> Phone <u>504-301-4001</u> Email <u>ppourciau</u></p>	<p>1. <u>United Way - St. Bernard</u></p>	<p>1. <u>Southeastern LA University</u></p>
<p>Physical Address: <u>49 Madison Avenue</u> <u>Chalmette, LA 70043</u></p>	<p>Director <u>Gary Huettmann</u> Phone <u>504-827-8867</u> Email <u>GaryH@unitedwaysela.org</u> Physical Address: <u>2515 Canal Street</u> <u>New Orleans, LA 70119</u></p>	<p>Director <u>Dr. Mary Banbury</u> Phone <u>985-549-2217</u> Email <u>mary.banbury@selu.edu</u> Physical Address: <u>1300 N. General Pershing</u> <u>Hammond, LA 70402</u></p>
<p>Mailing Address: <u>49 Madison Avenue</u> <u>Chalmette, LA 70043</u></p>	<p>Mailing Address: <u>2515 Canal Street</u> <u>New Orleans, LA 70119</u></p>	<p>Mailing Address: <u>SLU - 10671</u> <u>Hammond, LA 70402</u></p>
<p>Middle</p>	<p>2. <u>Early Steps (DHH) - NO Region</u></p>	<p>2. <u>LA Center for Dyslexia</u></p>
<p>Principal _____ Grades _____ # of Students _____ Phone _____ Email _____</p>	<p>Director <u>Joyce Frank-Ridgeway</u> Phone <u>504-595-3408</u> Email <u>joyce.ridgeway@la.gov</u> Physical Address: <u>1010 Common Street</u> <u>New Orleans, LA 70112</u></p>	<p>Director <u>Dr. Karen Chauvin</u> Phone <u>985-448-4212</u> Email <u>karen.chauvin@nicholls.edu</u> Physical Address: <u>906 E. 1st Street</u> <u>Thibodaux, LA 70310</u></p>
<p>Physical Address: _____ _____</p>	<p>Mailing Address: <u>1010 Common Street</u> <u>New Orleans, LA 70112</u></p>	<p>Mailing Address: <u>P.O. Box 2050</u> <u>Thibodaux, LA 70310</u></p>
<p>Mailing Address: _____ _____</p>	<p>3. _____ Director _____ Phone _____ Email _____ Physical Address: _____ _____ Mailing Address: _____ _____</p>	<p>3. <u>Nunez Community College</u> Director <u>Tonia Loria</u> Phone <u>278-6287</u> Email <u>tonia.loria@nunez.edu</u> Physical Address: <u>3710 Paris Road</u> <u>Chalmette, LA 70043</u></p>
<p>High</p>	<p>Director _____ Phone _____ Email _____ Physical Address: _____ _____ Mailing Address: _____ _____</p>	<p>Physical Address: <u>3710 Paris Road</u> <u>Chalmette, LA 70043</u> Mailing Address: <u>3710 Paris Road</u> <u>Chalmette, LA 70043</u></p>
<p>Principal _____ Grades _____ # of Students _____ Phone _____ Email _____</p>	<p>Physical Address: _____ _____ Mailing Address: _____ _____</p>	<p>Mailing Address: <u>3710 Paris Road</u> <u>Chalmette, LA 70043</u></p>
<p>Physical Address: _____ _____</p>	<p>Mailing Address: _____ _____</p>	<p>Mailing Address: <u>3710 Paris Road</u> <u>Chalmette, LA 70043</u></p>
<p>Mailing Address: _____ _____</p>	<p>Proposed population to expand project in Year 2 <i>(Use spaces as appropriate)</i> C.F. Rowley Alternative School - Grades 4-12</p>	
<p>_____</p>	<p>If funding permits, Arabi and/or Chalmette Elementary Schools and Andrew Jackson Middle School - Grades PreK-8</p>	

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

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

"Cluster" Feeder System School/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	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Smith Elementary		96%	9	2%	48	12%	7	2%		0.00%		0.00%	8	2%
Gauthier Elementary		79%	2	<1%	56	10%	2	<1%		0.00%		0.00%	7	1%
St. Bernard Middle		77%	0	0	18	7%	1	<1%		0.00%		0.00%	9	3%
Chalmette High School		67%	9	<1%	127	9%	11	1%	278	85%	131	30%	114	8%
		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%

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

Other represents students who are 2 or more years academically behind chronological age peers

APPENDIX B

LEA Name: St. Bernard Parish Public 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		Other	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elementary	Arabi Elementary, PreK-5*	620	83%	8	<1%	68	9%	8	<1%		0.00%		0.00%	13	2%
	Chalmette Elementary, PreK-5*	699	77%	5	<1%	72	8%	14	2%		0.00%		0.00%	8	<1%
	Davies Elementary, PreK-5	528	67%	7	1%	88	11%	5	<1%		0.00%		0.00%	10	1%
			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
	C.F. Rowley Alternative School, 4-12	155	86	2	1%	55	31%	4	2%	4	5%	35	78%	47	26%
			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	
Middle	Andrew Jackson Middle, 6-8	321	76%	9	2%	37	9%	7	1%		0.00%		0.00%	20	5%
	N.P. Trist Middle School, 6-8	317	67%	6	<1%	44	9%	4	<1%		0.00%		0.00%	11	2%
			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
High			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%
			0.00%		0.00%		0.00%		0.00%		0.00%		0.00%		0.00%

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

* Arabi and Chalmette are closing at the end of the year for reconfiguration

Other represents students who are 2 or more years behind chronological age peers

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. Smith	PK	DSC EOY Language Post-Test National Percentile Rank	48	64	84
B. (optional) Gauthier	PK		71	58	71
A. Smith	K	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	42%	79%	68%
B. (optional) Gauthier	K		73%	64%	74%
A. Smith	1 st		43%	52%	64%
B. (optional) Gauthier	1 st		47%	62%	62%
A. Smith	2 nd		52%	58%	71%
B. (optional) Gauthier	2 nd		47%	54%	56%
A. Smith	3 rd		38%	61%	60%
B. (optional) Gauthier	3 rd		54%	53%	47%

APPENDIX B

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

School Name	Grade	Assessment	2008-2009	2009-2010	2010-2011
A. Smith Elementary School	3 rd	iLEAP	43%	59%	73%
B. (optional) Gauthier Elementary School	3 rd	iLEAP	84%	64%	83%
A. Smith Elementary School	4 th	LEAP	52%	56%	62%
B. (optional) Gauthier Elementary School	4 th	LEAP	77%	85%	80%
A. Smith Elementary School	5 th	iLEAP	52%	87%	70%
B. (optional) Gauthier Elementary School	5 th	iLEAP	83%	77%	84%
St. Bernard Middle School	6 th	iLEAP	60%	72%	76%
	7 th	iLEAP	60%	58%	73%
	8 th	LEAP	53%	70%	73%
	9 th	iLEAP	69%	69%	N/A
	10 th	GEE	63%	71%	76%
Graduation Rate	% Cohort		78.6%	81.2%	85.2%

APPENDIX B

LEA Name: St. Bernard Parish Public 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>Smith Elementary, PK-5 390 students (58/63)</p>	<p>Gauthier Elementary PreK-5 566 Students (90/98)</p>	<p>St. Bernard Middle 6-8 264 Students (95/106)</p>	<p>Chalmette High 9-12 1472 Students (109/436)</p>		
<p>Of the current 63 kindergarten students, 58 (92%) were Smith PreK students last year</p>	<p>Of the current 98 kindergarten students, 90 (91%) were Gauthier PreK students last year</p>	<p>Of the current 106 6th graders, 95 (90%) were in 5th grade at Smith or Gauthier last year</p>	<p>Of the current 436 9th graders, 109 (25%) were enrolled at St. Bernard last year</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 C

School Improvement Plans:

Chalmette High School

St. Bernard Middle School

Smith Elementary School

Gauthier Elementary School
