January 31, 2012

Louisiana Department of Education
Attention: Jill Slack, PhD, Director
Literacy Goal Office; Room 4-164
1201 North Third St.
Baton rouge, LA 70802

Dear Dr. Slack:

Enclosed are the original and four copies of the Striving Readers Comprehensive Literacy
Program Subgrant Application for St. Charles Parish Public Schools. Thank you for this
opportunity to advance literacy skills for youth from birth through grade 12.

Do not hesitate to contact me if you need additional information about this application.

Sincerely,

Rachel J. Allemand
Assistant Superintendent
Curriculum, Instruction and Assessment

ADVANC ED
Advancing Excellence in Education Worldwide

# Striving Readers Comprehensive Literacy

# Program Subgrant Application

**Submitted by St. Charles Parish Public Schools**

**13855 River Road**

**Luling, LA  70057**

Contact Person:  Rachel J. Allemand

Assistant Superintendent

Curriculum, Instruction and Assessment

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February 1, 2012

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**Application Narrative**

**1. Need for Project and Rationale**

**a)** The cluster feeder system consists of Carver Early Learning Center (a Head Start program for birth to 5 year olds operated by the school district and an LA4 class), Luling Elementary (3 year olds to grade 5), R. K. Smith Middle (grades 6-8), and Hahnville High (repeating 8th graders to grade 12). This feeder system was selected because it has the highest percentage of disadvantaged students among the 18 schools in the district. The table below indicates how each school ranks relative to other schools in the district based on various indicators of disadvantage and the percentage of students in each category.

|  | Carver | | Luling | | Smith | | Hahnville | |
|---|---|---|---|---|---|---|---|---|
| **Indicators** | **Rank** | **%** | **Rank** | **%** | **Rank** | **%** | **Rank** | **%** |
| Free/Reduced Lunch | 1 | 100% | 2 | 77.6% | 5 | 69.6% | 15 | 40.9% |
| Limited English Proficient | 2 | 4.5% | 7 | .8% | 8 | .6% | 9 | .4% |
| Students with Disabilities | 18 | 5.6% | 4 | 11.9% | 5 | 11.8% | 14 | 8/3% |
| Homeless | 1 | 4.5% | 2 | .8% | 4 | .6% | 6 | .4% |
| Over Age 9th Graders | NA | NA | NA | NA | NA | NA | 1 | 42/7% |
| Previously Incarcerated | NA | NA | NA | NA | 1 | 2.8% | 2 | .3% |

This cluster system includes many students who live in rural areas with limited access to literacy resources such as reading materials in their homes and life experiences that build schema for language development and literacy.

**b)** Despite these obstacles, students in this cluster system attend school regularly. In the first quarter of 2011-2012, average daily student attendance rates ranged from 96.1% to 97.6% in the cluster system. As indicated in the tables below, the combined efforts of school personnel, the community, and families are resulting in increased student achievement. Although achievement in this cluster system is increasing, it is still below state and district expectations.

| All Students | | | | |
|---|---|---|---|---|
| **Site** | **Assessment** | **Grade** | **Change Fall 2010 to Spring 2011** | **Growth** |

| Carver | ELAP[1] | Birth-3 yrs. | +8 months of average growth in Language | Meaningful |
|---|---|---|---|---|
| Luling | DIBELS | K | +17% at benchmark | Meaningful |
| Luling | DIBELS | 1 | +1% at benchmark | Minimal |
| Luling | DIBELS | 2 | -7% at benchmark | Decline |
| Luling | DIBELS | 3 | -20% at benchmark | Decline |
| **Site** | **Assessment** | **Grade** | **Change Spring 09 to Spring 11** | **Growth** |
| Carver | DSC | PK | +7 percentiles in Language | Meaningful |
| Luling | DSC | PK | +10 percentiles in Language | Meaningful |
| Luling | Iowa Tests of Basic Skills (ITBS) | 2 | +3 percentiles in Reading Total<br>+7 percentiles in Language Total | Meaningful |
| Luling | iLEAP | 3 | +11% Basic or above in English Language Arts (ELA) | Meaningful |
| Luling | LEAP | 4 | +18% Basic or above in ELA<br>+7% Mastery or Advanced | Meaningful |
| Luling | iLEAP | 5 | No change in the percent Basic or above in ELA<br>+6% Mastery or Advanced | Minimal |
| Smith | iLEAP | 6 | No change in the percent Basic or above in ELA<br>+4% Mastery or Advanced | Minimal |
| Smith | iLEAP | 7 | +3% Basic and above in ELA<br>+4% Mastery or Advanced | Meaningful |
| Smith | LEAP | 8 | +8% Basic and above in ELA<br>+8% Mastery or Advanced | Meaningful |
| Hahnville | GEE | 10 | -1% Basic or above in ELA<br>+3% Mastery or Advanced | Minimal |

| **Students Receiving Free/Reduced Lunch** (Note. Subgroup data are not available for DIBELS.) | | | | |
|---|---|---|---|---|
| **Site** | **Assessment** | **Grade** | **Change Fall 2010 to Spring 2011** | **Growth** |
| Carver | ELAP | Birth-3 yrs. | +8 months growth in Language | Meaningful |
| Carver | DSC | PK | +7 percentiles in Language | Meaningful |
| **Site** | **Assessment** | **Grade** | **Change Spring 09 to Spring 11** | **Growth** |
| Luling | ITBS | 2 | +3 percentiles in Reading Total<br>+2 percentiles in Language Total | Meaningful |
| Luling | iLEAP | 3 | +11% Basic or above in ELA | Meaningful |
| Luling | LEAP | 4 | +23% Basic or above in ELA | Meaningful |
| Luling | iLEAP | 5 | +6% Basic or above in ELA | Meaningful |
| Smith | iLEAP | 6 | +7% Basic or above in ELA | Meaningful |
| Smith | iLEAP | 7 | +4% Basic and above in ELA | Meaningful |
| Smith | LEAP | 8 | +6% Basic and above in ELA | Meaningful |

| Hahnville | GEE | 10 | +8% Basic or above in ELA | Meaningful |
|-----------|-----|----|-----------------------------|------------|

| Students with Disabilities (Note: DIBELS and Carver data are not available.) | | | | |
|------|------------|-------|-----------------------------------|--------|
| Site | Assessment | Grade | Change Spring 09 to Spring 11 | Growth |
| Luling | ITBS | 2 | +12 percentiles in Reading Total and 24 percentiles in Language Total | Meaningful |
| Luling | iLEAP | 3 | +10% Basic or above in ELA | Meaningful |
| Luling | LEAP | 4 | -8% Basic or above in ELA | Decline |
| Luling | iLEAP | 5 | +2% Basic or above in ELA | Minimal |
| Smith | iLEAP | 6 | +24% Basic or above in ELA | Meaningful |
| Smith | iLEAP | 7 | +7% Basic and above in ELA | Meaningful |
| Smith | LEAP | 8 | +75% Basic and above in ELA | Meaningful |
| Hahnville | GEE | 10 | +4% Basic or above in ELA | Meaningful |

Although Hahnville's graduation rate of 78.8% doesn't yet meet the state's goal of 80% by 2014, student-to-student mentors and graduation teams meet regularly to monitor student performance. At the end of the 2010-11 school year, 84% of 11th graders were "on-track" to graduate in 2012.

c) All cluster schools receive students from the communities of Killona, Luling, Ama, and Hahnville. 79% of kindergarten students at Luling attended preschool classes at Carver or Luling. All of the current 6th graders at Smith previously attended Luling and all 8th graders at Smith in 2010-2011 are now enrolled at Hahnville as 9th graders or repeating 8th graders.

## 2. Plans to Expand the Project in 2013-2014

a) The project will be expanded to include St. Rose Elementary, a school that educates 644 students in grades PK-5. It has a free/reduced lunch rate of 72.8%, and 6% of its students are Limited English Proficient.

b) St. Rose was selected because of its similarity to Luling (i.e., free/reduced lunch rate, grade configuration, enrollment). It has the highest percentage of Limited English Proficient students in the district and includes preschool as well as school-age children. The project will impact a large number of students since St. Rose is the district's second largest elementary school.

**c)** Steps to include St. Rose in Year 1 activities include their participation in SRCL-funded professional development (PD) at Luling, attendance at monthly networking meetings facilitated by the District Literacy Leader, observations of project implementation (e.g., STEEP, Burst Interventions, Fast ForWord), and access to the Blackboard site for schools in the cluster system.

### 3. Needs Assessments and Its Use in Project Development

**a)** The needs assessment included analyses of achievement, literacy capacity, instructional effectiveness, student opinions, parent and community perceptions, and other data. Achievement data included analysis of trends in performance on state-mandated tests and district benchmark assessments. Input was gathered from teachers and administrators through *The Literacy Capacity Surveys* included in Louisiana's Comprehensive Literacy Plan (LACLiP) and the AdvancED Survey that assesses perspectives on the quality of instructional programs, support for student learning, school climate, relationships with school personnel, and fiscal management. Input was received from parents through the AdvancED Survey and formal/informal meetings that also included community members and school business partners. Students provided their perspectives through the student version of the AdvancED Survey and participation in the Gallup Student Poll on Hope, Engagement, and Wellbeing. Data from formal and informal observations, learning walks, and external assessments[2] provided trends for the needs assessment. Other data included subgroup achievement data, attendance rates, promotion/course passing rates, highly qualified status of teachers, and staff participation in PD and implementation of effective practices.

**b)** During the needs assessment process, the directors of the Head Start programs and district staff reviewed Carver's annual Program Improvement Plan, analyzed achievement data of current and former students, and consulted with staff members, community partners, and parents.

Administrators at each school and district staff reviewed current School Improvement Plans,

analyzed the data indicated in Part A above, and consulted with staff members, parents, and

school business partners, the district's Superintendent and School Board. District and school

personnel met to identify each school's needs and those for the cluster system as a whole.

Results were used to identify strengths, challenges, and the following high priority needs.

| Priority Needs | Applicable Schools |
|---|---|
| 1. To identify and implement a comprehensive data driven process at each school to improve core ELA instruction and interventions for disadvantaged students, including students with limited English proficiency and/or disabilities | Carver, Luling, Smith, Hahnville |
| 2. To provide job embedded PD to support all educators in the effective use of content knowledge, higher order thinking skills, assessments, data management skills, and technology in teaching Louisiana's new PK standards, the transitional curriculum, and the Common Core State Standards (CCSS). | Carver, Luling, Smith, Hahnville |
| 3. To use technology to support student engagement in learning and effective data management by educators | Carver, Luling, Smith, Hahnville |
| 4. To increase kindergarten readiness for birth to 5 year olds who will be enrolled at cluster schools, in private and non-profit day care, and at home through parent education, PD for day care providers, and collaboration with United Way of St. Charles. | Carver, Luling |

c) District and school personnel, students, parents, community members, community

organizations, and school business partners participated in the needs assessment.

**4. Goals for Improving Student Literacy Outcomes**

**a)** Based on the priorities identified through the needs assessment, the following goals have been

established for the cluster schools in this project:

| Goal | Goals |
|---|---|
| 1 | Year 1: 80% of birth to 3 year olds in Early Head Start will demonstrate 9 months' growth from fall to spring as measured by ELAP. Year 2 Goal: 85% Year 3 Goal: 90% (Related to Needs 1, 2, 3, and 4) |
| 2 | Year 1: 80% of PK students at Carver and Luling will increase expressive and receptive language skills as indicated by spring composite scores at or above the mean on TELD-3. Year 2 Goal: 85% Year 3 Goal: 90% (Related to Needs 1, 2, 3, and 4) |

| 3 | Year 1: 65% of entering kindergarten students at Luling will demonstrate readiness in ELA by scoring at the benchmark level on DIBELS administered in the fall. Year 2 Goal: 70%   Year 3 Goal: 75%   (Related to Needs 1, 2, 3, and 4) |
|---|---|
| 4 | Year 1, 2, and 3: The percent of students scoring basic or above on iLEAP and LEAP in grades 3 through 8 at Luling and Smith will increase by 4% each year. (See baseline data in Appendix B, Table 3)   (Related to Needs 1, 2, and 3) |
| 5. | Year 1: 60% of students with disabilities in grades 3-11 at Luling and Smith who participate in alternate assessments (LAA1 or LAA2) will increase their ELA achievement levels when comparing spring to spring test results. Year 2 Goal: 65%   Year 3 Goal: 70%   (Related to Needs 1, 2, and 3) |
| 6. | Year 1: 70% of students enrolled in English II and III at Hahnville will demonstrate on-grade level reading and writing skills as indicated by scoring at the Excellent or Good levels on End-of-Course state assessments. (The baseline for English 2 is 66%. Performance standards for English 3 will be established in September 2012. Year 2 Goal: 74%    Year 3 Goal: 76%   (Related to Needs 1, 2, and 3) |
| 7. | Year 1: The graduation cohort rate at Hahnville will equal or exceed 80% as reported by the La. Department of Education. Year 2 Goal: 82%    Year 3 Goal: 84%   (Related to Needs 1, 2, and 3) |
| 8 | Year 1: 48% of students with limited English proficiency enrolled at Luling, Smith, and Hahnville will increase their achievement levels as indicated by increases in English Language Development Assessment (ELDA) scores from spring to spring. Year 2 Goal: 49%   Year 3 Goal: 50%   (Related to Needs 1, 2, and 3 |

**b)** Goals will be measured using valid and reliable assessments, including ELAP, TELD-3, DIBELS, iLEAP, LEAP, ELDA, state-mandated End-of-Course Tests, and cohort graduation data provided by the Louisiana Department of Education. The Louisiana Alternate Assessments 1 and 2 (LAA1, LAA2) will be used to measure the performance of students whose achievement can not be accurately assessed with other instruments.

**c)** Information about project goals and targets will be disseminated to stakeholders through district and school websites, school newsletters, cable TV, e-mails, a Blackboard site for cluster schools, parent/teacher meetings, partnership collaborations, and periodic reports to the school board at meetings that are open to the public.

## 5. Steps for Reaching Goals

**a) and b)**  Stakeholders include the School Board, school and district administrators, Head Start administrators, school staff, parents, and community members.  Engagement of all stakeholders will be facilitated by the District and School Literacy Teams. (The District Literacy Team includes the Superintendent; Assistant Superintendent of Secondary Schools and Quality Assurance; Assistant Superintendent of Curriculum, Instruction and Assessment; Executive Director of Elementary Schools, Directors of Special Education, Federal Programs, Head Start, and Early Intervention; Supervisor of English as a Second Language Programs and Libraries; Curriculum Specialists; Curriculum and Assessment Facilitators; and representatives from the School Literacy Teams.  The School Literacy Teams include the principal, other school administrators, general education teachers, and special education personnel.)  With implementation of this project, the District Literacy Leader and Literacy Integration Specialists will become members of the District and School Literacy Teams. Interventionists will become members of the School Literacy Teams.  To assure implementation of LACLiP, the District and School Literacy Teams will work together to improve outcomes for children, including students with limited English proficiency and disabilities, by implementing the following action steps. Areas of closest alignment with LACLiP are indicated below.

| Aligned Goal(s) | Action Steps | Stakeholders Engaged |
|---|---|---|
| 1, 2, 3, 4, 5, 6, 7, 8 | 1.  By July 1, 2012, a District Literacy Leader will be employed to coordinate project implementation.  (See job description for specific responsibilities.) (LACLiP – Emergent, Elementary, Adolescent - page 5) | District and School Literacy Teams |
| 1, 2, 3, 4, 5, 6, 7, 8 | 2.  By August 1, 2012, Literacy Integration Specialists will be employed for the cluster system to lead PD, assessment of learning, analysis of data, and coordination of selection/implementation of interventions.  Interventionists will be employed to work directly with students.  (See job description for specific responsibilities.) (LACLiP – page vi – Job Embedded PD; Emergent page 13, Elementary page 16, Adolescent page 15 – Assessment System; Emergent page 17, Elementary page 20, Adolescent page 19 – | District and School Literacy Teams |

| Aligned Goal(s) | Action Steps | Stakeholders Engaged |
|---|---|---|
| | Instruction and Intervention ) | |
| 4,5,8 | 3.  By August 1, 2012, a Family Literacy Mentor will be employed for Luling to increase communication between the school and home.  The Mentor will make home visits, model literacy techniques for family members, and provide literacy coaching for families. | District and School Literacy Team, Families |
| 1, 2, 3, 4, 5, 6, 7, 8 | 4.  Beginning in July 2012, assessment, instruction, and intervention materials will be purchased and used to support literacy development.  Materials to be purchased include, but are not limited to, the following:<br>Birth to 5 year olds:  TELD-3, iPods to play music, children's books, LeapPads for interactive learning, iPads for collecting and analyzing data and locating instructional resources; Bye Bye Buggies for community field trips for infants/toddlers<br>Elementary:  mClass: DIBELs Next software for grades K-2, Burst: Reading for interventions, LAS Links Benchmark Assessments[3] for English language learners; iPads for collecting and analyzing data and locating instructional resources, e-readers to engage students in more reading, STEEP for grades 3-5, classroom library books, magazines, and other instructional materials to support implementation of the Common Core State Standards (CCSS) in ELA and literacy in the content areas<br>Middle:  STEEP for grades 6-8;  LAS Links Benchmark Assessments for English language learners; e-readers and iPads to engage students in more reading and writing; classroom library books, magazines, and other instructional materials to support the implementation of the CCSS in ELA and literacy in the content areas<br>High:  STEEP for grades 9-12, LAS Links Benchmark Assessments for English language learners; iPads and classroom library books/magazines to promote reading, writing, and research, laptop computers for use in the Credit Recovery Intervention Program.for students who previously failed English II or III<br><br>(LaCLiP - Emergent page 17, Elementary page 20, Adolescent page 19  – Instruction and Intervention ) | District and School Literacy Teams; Director of Instructional Technology, Students; Teacher Facilitators of Technology; ESL Teachers |
| 1, 2, 3, 4, 5, 6, 7, 8 | 5.  In August, January, and May, universal screenings for ELA will be administered and results analyzed to identify students in need of more in-depth assessment and instructional support.<br>Birth to Three Year Olds:  ELAP<br>Four Year Olds:  DSC and TELD-3<br>Grades K-2:  DSC, DIBELS, District Assessments, LAS Benchmarks<br>Grades 3-12:  STEEP, District Assessments, LAS Benchmarks | District and School Literacy Teams; Trained Assessors; Parents; Students |

| Aligned Goal(s) | Action Steps | Stakeholders Engaged |
|---|---|---|
| | LACLiP - Emergent page 17, Elementary page 20, Adolescent page 19 – Instruction and Intervention ) | |
| 1, 2, 3, 4, 5, 6, 7, 8 | 6. Throughout the school year, a data review process will be used at each cluster school to inform literacy decision-making. <br>Birth to Five Year Olds:  Screening and achievement data will be analyzed during monthly Management Team meetings and plans developed to address learning needs. <br>Grades K – 12:  The data team process currently used successfully in math will be expanded to ELA. Through the data team process, groups of teachers working with Literacy Integration Specialists will implement the following process developed by the Leadership and Learning Center to provide Tier 1 interventions. <br>a.  Identify high-priority learning targets and develop/administer short formative assessments (pretests). <br>b.  Score assessments and chart/display the data <br>c.  Analyze pretest data, set SMART goals, select common instructional strategies to address learning challenges, and identify evidence of effectiveness (i.e., what adults and students will do when the strategies are implemented). <br>d.  Monitor the effectiveness of instructional strategies and make adjustments if needed <br>e.  Administer and score posttests <br>f.  Analyze posttest data and determine next steps (e.g., continued instruction, RTI for students who have not demonstrated mastery of the high-priority learning targets) <br><br>Tier 1, 2 and 3 interventions will be designed and implemented for students identified as at-risk from universal screening and diagnostic assessments. <br><br>(LACLiP – page vi – RTI and Data Driven Decsion-Making; Emergent page 19 – Developmental Interventions; Elementary and Adolescent page 6 – Collaborative Teams; Elementary page 16 – Assessment Systems; Adolescent – page 15 – Assessment Systems; Elementary Page 25-27 – Interventions; Adolescent page 19 – Instruction and Interventions) | District and School Literacy Teams; Head Start Management Team; Teachers and Support Personnel; Students . |
| 1, 2, 3, 4, 5, 6, 7, 8 | 7. Throughout the school year, educators in the cluster system will participate in in-depth PD as described in section 15 of this project application. <br><br>(LACLiP – page vi – Job-embedded PD; Emergent page 25, Elementary page 31, Adolescent page 30 – Professional Learning and Resources) | District and School Literacy Teams; Teachers; Support Personnel |

| Aligned Goal(s) | Action Steps | Stakeholders Engaged |
|---|---|---|
| | | |
| 1, 2, 3, 4, 5, 6, 7, 8 | 8. Throughout the year, families will be informed about student progress and empowered to become active participants in literacy development through implementation of the following steps:<br><br>Birth to Five Year Olds:  Parent Partnership Agreements, home visits and workshops provided by Family Service Workers, parent/teacher conferences, standards based reports, monthly meetings with parents of limited English proficient students, phone calls, e-mails, partnership with United Way of St. Charles<br>Grades K – 5:  Home visits provided by a Family Literacy Mentor, workshops for parents, monthly meetings with parents of limited English proficient students, IEP conferences, parent/teacher conferences, newsletters, Parent Portal that provides on-line access to grades, phone calls, e-mails, partnership with St. Charles Reading Council and St. Charles Parish Public Library<br>Grades 6 – 8:  Family Fun Day, parent/teacher conferences, written progress reports, family/student book clubs, workshops for parents, meetings held to develop Education and Career Portfolios, phone calls, e-mails, Parent Portal, monthly meetings with parents of limited English proficient students, partnership with St. Charles Reading Council and St. Charles Parish Public Library<br>Grades 9-12:  Parent information nights, parent/teacher conferences, Parent Portal, progress reports, meetings held to update Education and Career Portfolios, monthly meetings with parents of limited English proficient students, partnerships with St. Charles Reading Council and St. Charles Parish Public Library<br><br>(LACLiP – Emergent page 6 – Collaborative Partnerships; Emergent page 27 –Family Literacy Interventions; Elementary page 33 – Home Connections; Adolescent page 13 –Family Nights) | Parents; Families; Students; United Way of St. Charles; Teachers; Parents; Students; St. Charles Reading Council, St. Charles Parish Public Library; District Literacy Team; School Literacy Teams |
| 3 | 9. To increase the number of students, including those who are not enrolled in district-operated preschool programs, who enter school with kindergarten readiness skills, the following steps will be implemented.<br><br>a.  A summer literacy program for at-risk incoming kindergarten students will be held for 3 weeks at Luling Elementary.<br><br>b.  Through a partnership with United Way of St. Charles, PD for Child Development Associate (CDA) National Credentialing will be provided for private and non-profit day care providers, and community-based activities for parent education will be provided. See Memorandum of Understanding with United Way of St. | Day care and Home care providers; Families, United Way of St. Charles; District Literacy Team; Carver Literacy Team |

| Aligned Goal(s) | Action Steps | Stakeholders Engaged |
|---|---|---|
| | Charles. | |
| | c. Through the partnership with United Way of St. Charles, preschoolers in school, day care, and home settings will receive an age-appropriate book each month through Imagination Library for shared reading with family members and development of early literacy skills. | |
| | (LaCLiP – Elementary page 6 – Transition programs; Emergent page 5 – Leadership and Sustainability; Emergent page 6 – Collaborative Partnerships; Emergent page 27 – Family Literacy) | |

**c)** The action steps above are closely aligned with current Program Improvement Plans for Carver and the School Improvement Plans (SIP) for Luling, Smith, and Hahnville. In 2011-2012, the Carver staff has been learning more about the new *Head Start Child Development and Early Learning Framework* and the new Louisiana PK grade level expectations. Luling's SIP includes steps for improving achievement in writing across the curriculum, use of LEXIA[4] and Fast ForWord[5] software to increase reading skills, and implementation of the data team process. Smith's SIP includes steps for a Family Literacy Night, effective use of data, implementation of Fast ForWord, and development of common formative assessments. Hahnville's SIP includes a pilot of the data team process, implementation of Tier 1 and 2 interventions, vertical articulation of curriculum, and instruction in text marking to enhance comprehension. This project is aligned with the current improvement plans and extends these plans to achieve greater student outcomes in 2012-2013. (See action plans in Appendix C.)

## 6. Existing State and LEA Priorities

**a)** Existing state and local priorities that will be continued include quality early childhood programs, kindergarten readiness, RTI, literacy, and college and career readiness. The rationale

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for supporting these priorities is that each contributes to achievement of the district's mission of enabling its students to become responsible, productive citizens.

**b)** Early childhood programs improve student readiness for kindergarten and the more challenging expectations of the CCSS and help to address the cluster's need for higher achievement in literacy. RTI works in collaboration with literacy to provide a mechanism to address the needs of all learners. RTI and literacy address the goals for more cluster students to demonstrate higher levels of learning by scoring basic or higher on state tests. Dropout prevention improves college and career readiness and addresses the cluster goal of meeting/exceeding a cohort graduation target of 80%.

**c)** The availability of early childhood programs aligns with the action plan for emergent literacy wherein it is acknowledged that "each child's potential must be recognized and developed from infancy". Interventions and differentiated instruction are key elements at all three levels of LACLiP and recommended district practices. The dropout prevention priority aligns with the goal of college and career readiness identified in the introduction to the adolescent level of LACLiP.

**7. Curricula and intervention materials aligned with Louisiana State standards**

**a)** Materials currently used at the PK and elementary levels include *Lexia Early Reading, Fast ForWord, Storytown Reading,* and *Strategies for Writers. Literature* is used in grades 6-12. *Write* Source is used in grades 6-8, and *Elements of Language* is used in grades 9-12. These texts are approved by the Louisiana Board of Elementary and Secondary Education. Publishers correlated these materials with state standards. Gaps are addressed through the development of supplementary materials and collaborative planning by teacher teams. As the CCSS are implemented, new materials will be adopted.

**b)** New materials will be evaluated by committees consisting of teachers, school administrators, parents, students (at the high school level), and district Curriculum and Instruction staff prior to adoption by the school board. These committees will ensure alignment with State standards. Evaluations will be conducted using rubrics of quality indicators, and teachers will pilot some of the lessons with their students. New materials are acquired through the Distribution Center using local, state, and federal funds.

**c)** Prior experience has taught us that it is generally better to implement new materials on a limited basis before using them district-wide so that issues may be identified and solutions sought. We have also learned that literacy must be taught across all content areas and throughout the day to maximize learning. Lastly, we have learned that close alignment between the student's needs, the selected intervention, and methods of progress monitoring are necessary.

**8. Language and text-rich classroom, school, and early learning environments**

**a)** From birth to age 3, the emphasis will be on creating environments that are rich in oral language, broadening students' experiences through field trips, and learning through adult-child interactions and play. Materials to be purchased include iPods with children's music for singing and movement, Bye Bye Buggies for mini-field trips into the community, developmentally appropriate books/magazines, and big books. At the 3 to 5 year old level, emphasis will be on oral and written language. In addition to the techniques indicated for birth to 3 year olds, adults will model reading and writing, provide books and writing materials in accessible places, and furnish the classroom with child-friendly comfortable seating. Materials to be purchased include appropriate books/magazines for classroom libraries, computers with interactive software, LEAP Pads, props for storytelling, and writing supplies. At grades K-12, teachers will create language and text-rich environments by modeling reading and writing, making diverse reading materials

of various levels of complexity and genres available in classroom libraries, displaying student work, and providing comfortable places for students to read and write. Materials to be purchased include non-fiction literature to prepare students for the increased emphasis on this genre in CCSS, a variety of texts written at varying levels of difficulty for classroom libraries in ELA and content area classes, and mentor texts for teaching reading and writing.

**b) and c)** At the birth to age 5 level, materials such as LEAP Pads will be used to engage students in speaking, listening, reading, and writing activities. Through collaborative planning, teachers will develop lessons about high-interest topics and use authentic materials to generate student curiosity and engagement. Movement and music will be used frequently. At the K-2 level, teachers will provide students with some choice of reading materials and time for independent reading and writing daily. Through morning meetings, students will participate in listening and speaking activities daily. Students will access online learning that adapts to the needs of individual students (i.e., *Lexia Reading* and *Fast ForWord*) to support reading skill development in the 5 areas of instruction identified by the National Reading Panel. At grades 3 - 12, all classrooms will have current, appealing materials appropriate to the subject area. Students will engage in activities that allow self-selection of reading materials and time for independent reading daily. Socratic Seminars, turn and talk, and cooperative learning will engage students in speaking and listening activities. They will also have time daily for writing and sharing their compositions through author's chair. In addition, students will use e-readers and iPads to read independently, research topics, and communicate in writing. School Literacy teams, lead by the principal, will ensure alignment with state standards.

**9. Effective use of accommodations to promote high achievement**

**a)** Universal Design for Learning principles are frequently used in the cluster schools to give students equal opportunities to learn. Some examples include the use of word processors for students with writing disabilities, Kurzweil Text-to-Speech Readers for students with reading disabilities, augmentative communication devices for students with expressive language deficiencies, and magnifiers or large print materials for students who are visually impaired. This has been included in the PD plans because the needs assessment indicated staff in cluster schools needed more information.

**b)** Access to the *Louisiana Access Guide* for students with disabilities is available through the Department of Education's web site. The resources are used in adapting curriculum, instruction, and assessment. As recommended in the *Access Guide*, a literacy folder is used to organize assessments, progress information, and writing samples for students with significant disabilities. This includes alternate assessments for students unable to complete DIBELS Next.

**c)** The district partners with the Region 1 Assistive Technology Center. District employees attend quarterly meetings at the Center to address topics related to Assistive Technology and Accessible Instructional Materials. Personnel from the Center have also provided PD on topics such as talking books and Microsoft accessibility options.

**10. Coherent assessment and data management system to guide instructional decisions**

**a)** The following literacy assessments are currently used in the cluster system. (S=Screening, P=Progress monitoring, D=Diagnostic, M=Mastery/Summative)

| Assessment | Grade | | | | | | | | | Purpose |
|---|---|---|---|---|---|---|---|---|---|---|
| | Birth to Age 3 | Age 3-4 | K | 1 | 2 | 3 | 4-5 | 6-8 | 9-12 | |
| ELAP* | X | | | | | | | | | S/D/P |
| DSC | | X | X | | | | | | | S/P |
| DIBELS Next | | | X | X | X | X | | | | S/P |
| Phonemic Awareness* | | | X | | | | | | | S/P |
| Running Records* | | | X | X | X | | | | | D/P |

| Assessment | | | | | | | | | | Source |
|---|---|---|---|---|---|---|---|---|---|---|
| Sentence Dictation* | | | X | | | | | | | D/P |
| Alphabet Knowledge* | | | X | | | | | | | D/P |
| DRA 2* | | | | | X | | | | | D/P |
| Diagnostic Writing* | | | | | X | X | X | | | D |
| District Reading* | | | | X | X | X | X | X | | M/S |
| District Writing* | | | | X | X | X | X | X | | M/S |
| Core Midterm Exams* | | | | | | | | | X | M/S |
| ITBS | | | | | X | | | | | M/S |
| iLEAP/LEAP | | | | | X | X | X | | | M/S |
| End-of-Course Test for English 2 and 3 | | | | | | | | | X | M/S |
| La. Alternate Assmt. 1 | | | | | X | X | X | X | | M |
| La. Alternate Assmt. 2 | | | | | | X | X | X | | M |
| Pre LAS 2000/LAS | | | X | X | X | X | X | X | X | D/P |
| ELDA[6] | | | X | X | X | X | X | X | X | m/s |

Assessments marked with * are mandated by the district. Others are mandated by the state.

**b)** Data from district and state mandated assessments are used to identify students in need of interventions, diagnose learning needs, complete report cards, and communicate progress to students, parents, and the community. Within two weeks following administration of a district-assessment, results are entered on a management card/folder in grades K-2. Results from district-assessments in grades 3 – 8 are entered in the online Inform Data Management System. State assessment data for grades 3-12 are also entered in Inform. Since district assessments are correlated to specific Louisiana standards, teachers use these to identify needs for reteaching and progress from one assessment to the next. District and state assessment results are also used weekly in individual and collaborative lesson planning and grouping for instruction. School and district administrators use the data quarterly to monitor student learning. Data conferences are held quarterly with each principal and his/her supervisor. The district Curriculum and Instruction staff uses the data quarterly to monitor the pacing of instruction, review student achievement, and identify PD needs. School board members receive an annual report on student achievement using this data.

c) Assessment data will be shared with parents through conferences, phone calls, e-mails, report cards, and the online Parent Portal. School and district staff will receive assessment data electronically and through printed reports. Other stakeholders will receive data through formal presentations to the board, newspaper articles, and district and school web sites.

d) mClass: DIBELS Next, STEEP, and LAS Links Benchmark assessments will supplement current assessments. mClass: DIBELS Next will be used to progress monitor K-3 students receiving interventions. STEEP will be used to progress monitor students in grades 4-12 who scored below Basic on state assessments or identified as at-risk through other screening measures. LAS Links Benchmark assessments will be used to measure progress in English proficiency three times per year. These assessments will be administered by the Interventionists, Literacy Integration Specialists, and English as a Second Language (ESL) teachers..

e) Interventionists and Literacy Integration Specialists will need training on administration of mCLASS: DIBELS Next and STEEP. They, along with classroom teachers, will need training on the interpretation of results and alignment of interventions with instructional needs.

f) Birth to five year olds are immersed in language and literacy all day. Students in grades K-3 receive 165 minutes of core literacy instruction daily. Students in grades 4-8 receive 120 minutes of core literacy instruction daily. Students in grades 9 – 12 are on an A/B block schedule and receive 90 minutes of core literacy instruction every other day. Up to 30 minutes of Tier 2 and 60 minutes of Tier 3 instruction may be received daily in grades PK-12.

g) The online Inform Data Management System is used to record and analyze state and district assessments in grades 3 – 12. Excel is currently used to analyze common formative assessment data in grades K-12. The Prosper Assessment System is used in grades 9-12 to score and analyze test data. Use of Excel and Prosper will be expanded with the implementation of data teams in

ELA. The technology included in mClass: DIBELS Next and STEEP will also be used to more

efficiently administer and score assessments, analyze data, and guide instructional decisions..

## 11. Transition plans to support students as they progress through the cluster

**a)** Each spring, principals meet to coordinate transition activities throughout the cluster system.

Input is sought from family involvement staff, families, and business partners to generate the

transition action plan.

**b)** Strategies that will help students/parents adjust to new settings include the following.

| Transition | Transition Strategies for Children and Parents |
|---|---|
| From home or daycare to Carver | Parent orientation; home visits and family activities by Family Service Workers |
| Carver to Luling | Spring kindergarten registration, kindergarten orientation, get-to-know you time with students before first day of school, summer program for incoming kindergarten students |
| Luling to Smith | Smith administrators visit Luling students in spring, "meet and greet" with students and parents before school starts in August; parent/teacher conferences |
| Smith to Hahnville | Parent night; scheduling with high school counselors, student-to-student mentoring, community volunteers as mentors, open house, parent/teacher conferences; open house; formal networking sessions for teachers from both schools |

**c)** Some of the transition activities that will involve children are indicated above. Others include

student participation in the Preschool Reading Carnival, the Community Empowerment Fair at

Smith, student visits to receiving schools, the Smith band and choir performances at Luling, and

welcome letters sent from students in receiving schools to incoming students.

## 12. Itemized roles of partners and school/site staff and early childhood education providers

**a)** United Way and the school district will provide PD for childcare providers, homecare

providers, parents, and community members in developmentally appropriate literacy practices

and state standards so children will be ready for kindergarten.

**b)** Special education staff with expertise in assistive technology will provide UDL workshops for the cluster system. Speech-language pathologists will be involved in designing interventions. School counselors and nurses will address behavioral, medical, and nutritional obstacles to learning. The district's RTI committee and Pupil Appraisal staff (e.g., psychologists) will continue to provide PD for school RTI teams.

**c)** Each School Literacy Team, which is lead by the principals, will implement its specific action plan. The District Literacy Team, including the District Literacy Leader, will assist each school, coordinate alignment of the project across schools, and conduct the program evaluation. (See job description for District Literacy Leader.) The Literacy Integration Specialists and Interventionists will provide support for teachers and students. The District Literacy Leader will conduct monthly meetings with representatives from the cluster schools' Literacy Teams to facilitate collaboration. Schools will also collaborate through shared PD. The District Literacy Team will provide support and collaborate with School Literacy Teams and monitor the project to ensure implementation within timelines and with fidelity.

**d)** The Superintendent and more than 300 other educators support this project as indicated by their signatures on the commitment forms and letter in Appendix D. Support from higher education is evident in the letter of support from Dr. Troy Allen, a university instructor who is working with the school district to address achievement gaps. (See Appendix E.) The commitment of United Way of St. Charles, St. Charles Parish Public Library, and St. Charles Reading Council is delineated in the Memorandums of Understanding in Appendix E.

**e)** Through its long-range strategic planning process, a committee of educators, parents, and community members has developed a vision that provides a clear target for programs and practices and guides decision-making for preschool services. Carver also conducts an annual

community needs assessment and develops action plans to address identified priorities. The common vision with United Way has lead to the partnership described in this project.

**f)** Although frequent communication among cluster schools and district staff currently exists, the District Literacy Team will meet quarterly with the School Literacy Teams and community partners to ensure coordination. The District Literacy Leader will meet monthly with each school's literacy team to provide PD and monitor program implementation. Other ongoing communication will occur through community events, PD, school site visits, phone calls, e-mails, and formal written correspondence.

**g)** The district's literacy vision and joint participation in on-going PD enable the development of a common language and understanding of best practices. Learning walks with feedback on implementation of best practices, discussions about professional literature, and study groups focused on topics such as data teams contribute to the development of a common language. Collaborative meetings with personnel from across the cluster system and additional shared PD (e.g., data teams, common formative assessment, CCSS) will strengthen stakeholders' development of common language and use of best practices. At each school, teachers will have regularly allotted time for collaborative planning.

**13. Engagement of nonprofit, community-based organizations and agencies**

**a)** To select a non-profit community-based organization, the district reviewed its partnership agreements with 26 agencies/organizations to identify the one that could have the largest impact on school readiness for preschoolers who were not enrolled in district-operated programs. Since 47% of the current kindergartners at Luling who previously attended private and non-public preschools or stayed home scored below benchmark on the fall DIBELS Next assessment, the district wants to empower children in these settings as well as those enrolled at Carver and

Luling to enter kindergarten with readiness skills. United Way of St. Charles was selected as the partnering agency because of its sustained commitment to ensuring that all children are ready to succeed in school. Through its Success by 6™ initiative, the United Way of St. Charles has provided PD for childcare teachers seeking Child Development Associate's credentials, sponsored a child care center mentor program, provided children's books for over 1,400 preschoolers each month through Imagination Library, and conducted parent education sessions.

**b)** A study conducted by the Picard Center for Child Development found improvement in family reading and children's enthusiasm about reading as a result of participation in Imagination Library in St. Charles Parish and other districts. Twenty-four childcare teachers, representing 11 different daycares, are currently enrolled in United Way's Child Development Associate Training Program. In prior years, twenty childcare providers have earned CDA credentials following participation in similar programs taught by the United Way instructor.

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

**a)** Stakeholders contributing to the design of this project include families, the School and District Literacy Teams, United Way, St. Charles Parish Public Library, and St. Charles Reading Council, a university instructor, local businesses, and churches. School and District Literacy Teams, families, preschool providers, United Way, St. Charles Parish Public Library, and the St. Charles Reading Council will implement the project.

**b)** Specific roles and responsibilities of agency/organization partners are included in the Memorandums of Understanding in Appendix E. The District Literacy Leader will ensure proper implementation of the program at each cluster school and meet regularly with each School Literacy Team. The District Literacy Team will guide implementation, coordinate alignment of the project across schools, conduct the program evaluation, inform the community

about the project, and ensure quality PD for teachers and school/district administrators. Each

School Literacy Team will implement its specific action plan. The Literacy Integration

Specialists and Interventionists will provide support for teachers and students. (See letters of

support in Appendix E for involvement of other stakeholders.)

c) Diverse contributions of stakeholders include parents and church groups who serve as "key

communicators" to inform the community about the project, teachers and school/district

administrators who participate in PD and implement effective instructional practices, the public

library that provides services to promote literacy beyond the school day, and the St. Charles

Reading Council that sponsors a Young Authors' Contest and recognition ceremony to

encourage writing. The contributions continue with community organizations that provide

tutoring for students and learning opportunities for parents and extended family members,

daycare providers and stay-at-home parents.

## 15. Effective professional development

a) PD will be provided for all educators in the cluster system as well as childcare providers in

the community. Major topics to be address through PD include the following:

| Group | Major Professional Development Topics |
|---|---|
| Day care providers | Child Development Associate credentialing focused on competencies including advancement of cognitive, communicative, physical, and creative skills in preschoolers, early literacy strategies, and state standards |
| Carver | LETRS for Early Childhood Educators, UDL, strategies for teaching children who are limited English proficient, new state PK literacy standards, use of technology for literacy development, data collection and analysis |
| Luling | LETRS Foundations, the data team process including development of common formative assessments and selection of effective instructional practices, writers' workshop and writing in the content areas, use of diverse texts in ELA and content classes, CCSS for ELA and literacy in the content areas, use of technology for literacy development, mCLASS: DIBELS Next, Burst Reading Interventions |
| Smith | Oral reading fluency and comprehension for struggling readers, the data team process including development of common formative assessments and selection of effective instructional practices, writers' workshop and writing in the content areas, use of diverse texts in ELA and content classes, CCSS for ELA and literacy in the |

| | content areas, use of technology for literacy development, STEEP |
|---|---|
| Hahnville | The data team process including the development of common formative assessments and selection of effective instructional practices, use of diverse texts in ELA and content classes, CCSS for ELA and literacy in the content areas, UDL; STEEP |

**b)** Data from the needs assessment, learning walk observations, formal observations, professional growth plans, assessments of student learning, and participants' requests were used and will continue to be used to identify needs for large groups of educators.

**c)** Job responsibilities, data from formal and informal observations, student achievement, participants' requests, and professional growth plans were used and will continue to be used to identify individual needs and plan for necessary support.

**d)** The PD addresses the SRCL priorities for improving literacy learning outcomes for children from birth to grade 12, collection, analysis and use of data to improve instructional practices and student outcomes, and effective use of technology to address student learning challenges and teacher effectiveness.

**e)** Job-embedded activities include media and methods such as on-line resources (e.g., *Pathways for Advancing Adolescent Literacy*, videotaping of data team meetings for feedback by the Leadership and Learning Center, a Blackboard site for cluster system participants, professional journals and reference texts, study groups using Accountable Talk™, lesson study[7] learning walks, collaborative lesson planning, development of common formative assessments, mentoring, demonstration lessons, observations with debriefing, and coaching.

**f)** Each school has 45 minutes to 2 hours per day for teacher collaboration and lesson preparations built into its schedule. In addition, students at Smith and Hahnville have "late take-in" days twice per month to allow uninterrupted time for teacher collaboration.

**g)** The PD topics and methods of delivery align with recommendations in LACLiP and include transition to the new PK standards and CCSS.

**h)** The principles of meaningful engagement of students (e.g., challenging tasks, interactive instruction, collaboration) are embedded in each of the PD activities. PD will enhance student engagement by incorporating technology such as e-readers, iPads, and iPods for learning.

**i)** Further knowledge of the principles of UDL and Accessible Instructional Materials will be developed through PD facilitated by special educators. Differentiation of instruction will be addressed through all of the PD topics.

## 16. Plan to attract and retain effective teachers and leaders

**a)** The 2010-2011 teacher retention rates were 86% at Carver, 80% at Luling, 82% at Smith, and 88% at Hahnville. The 2010-2011 leader retention rates were 100% at Carver, Luling, and Hahnville, and 66% at Smith because an assistant principal was transferred to another school.

**b)** Applicants are screened by Human Resources personnel based on certification, prior work experience, highly qualified status, position preference, references, and scores on the online Polaris Teacher Fit Inventory[8]. Committees of school administrators and teachers then conduct interviews using competency-based questions. Applicants present demonstration lessons and complete written compositions. The compositions are scored by the interview committee. Recommendations for employment are made to the Human Resources Department, references are checked, and board approval is sought. Applicants for leadership positions are interviewed by district-level administrators using competency-based questions, complete an on-line assessment, respond in writing to specific questions about previous leadership experiences, and submit references from three sources. Approved applicants are then placed on a list that is used to fill vacancies as they become available.

**c)** In 2012-2013, the district will be implementing the state's new teacher and leader evaluation process that includes value-added measures of student achievement as well as observations and completion of portfolios.

**d)** Strong relationships have been established with 18 regional universities. College students are welcomed in our schools to complete pre-service observations and student teaching. Human Resources personnel and others participate in non-traditional methods of recruitment such as speaking in education classes, vertical articulation meetings with universities, and "meet and greet" activities on college campuses. Human Resources personnel track the universities from which recent employees graduated, and use this data to schedule future recruitment visits.

**e)** The Students Teaching and Reaching (STAR) Program allows high school students to earn college credit toward degrees in education. Previous high school students are now returning as certified teachers within the cluster schools. The district recruits at historically black colleges and the National Alliance of Black School Educators Conference to ensure that the cluster schools' teaching staff reflects the diversity of the student population.

**f)** Applicants are interviewed by a committee of school level personnel (including the principal) that then recommends teachers for employment. The Human Resources Department contacts the potential employee to verify interest in the available position, checks references, and submits the recommendation to the Superintendent for board approval.

**g)** Working conditions, the availability of instructional materials and technology, the salary schedule and benefits, shared leadership, and the quality of PD are incentives in recruitment and retention of teachers and leaders in the district.

**h)** Effective teachers have opportunities to earn additional compensation by serving in

leadership roles on the school improvement teams, as Teacher Support Leaders, and as

facilitators for PD. National Board certified teachers receive salary supplements.

**i)** Data from needs assessments, external assessments, personnel evaluations, PD, and student

achievement are analyzed to identify the need for additional support.

## 17. Evaluation plan

**a)** The project evaluation will be centered on student outcomes, PD, and data-driven decision-

making addressed in project goals and annual targets.

**b)** School and district staff will ensure that students' personal information is safeguarded in

accordance with the Family Education Rights and Privacy Act. The table below describes the

evaluation questions, types of data to be collected, and benchmarks for year one.

| Goal | Focus Question | Types of Data | Year 1 Benchmarks |
|------|----------------|---------------|-------------------|
| 1 | To what extent have infants/toddlers increased their oral language skills? | Analysis of growth in oral language skills as indicated by fall and spring scores on ELAP | 80% of infants/toddlers demonstrate 9 months' growth |
| 2 | What percent of 4 year olds at Carver and Luling demonstrated growth in expressive and receptive language? | Analysis of language skills as measured by fall to spring TELD-3 scores | 80% of PK students score at or above the composite mean on spring TELD-3 |
| 3 | What percent of incoming kindergarten students demonstrate readiness for kindergarten level instruction? | Analysis of fall DIBELS scores | 65% of incoming K student score at benchmark on fall DIBELS |
| 4 | To what extent has the percent of $3^{rd}$ through $8^{th}$ grade students scoring at or above Basic in ELA increased? | Analysis of spring 2013 iLEAP and LEAP data | Increase of 4% at each grade level scoring Basic or above on iLEAP/LEAP |
| 5 | What percent of students with disabilities in grades 3-11 have increased their ELA achievement levels on state alternate assessments? | Analysis of changes in achievement levels from spring to spring on LAA1 and LAA2 | 60% of LAA1/LAA2 increase ELA achievement levels from spring to spring |
| 6 | What percent of students taking English 2 and English 3 End-of- | Analysis of spring achievement levels on | 70% of English II and III students score |

| | Course tests scored at the Excellent or Good level? | state End-of-Course tests for English 2 and 3 | Excellent or Good on EOC tests in spring |
|---|---|---|---|
| 7 | What percent of Hahnville students graduated within a 4 year span of time? | Analysis of cohort graduation rates provided by the La. Department of Education | 80% cohort graduation rate |
| 8 | What percent of students at Luling, Smith, and Hahnville increased their English language proficiency? | Analysis of ELDA data | 48% of students demonstrating increase in achievement levels from spring to spring |
| 1 – 7 | To what extent has high-quality PD been provided and the adult learning become embedded in classroom literacy instruction? | Analysis of participants' evaluations and observational data from learning walks | Positive feedback from participants and increase in the number of effective practices observed during learning walks (fall to spring) |
| 8 | To what extent have district and school personnel used data effectively to identify children who are at risk for literacy and failure and to inform instructional practice? | Analysis of pre- and posttest information from data teams and analysis of DIBELS, STEEP, and LAS data | Decrease in the number of at-risk students in ELA and increase in English proficiency |

c) The District Literacy Leader, with assistance from the District and School Literacy Teams, will be responsible for collecting and organizing the data with assistance provided by the Literacy Integration Specialists.

d) Ongoing formative and summative data will be analyzed by teachers and District and School Literacy Teams to improve the design/implementation of the project, assess achievement of the goals, and determine continuation of specific practices beyond the first year of the grant.

e) Reports on project outcomes, including disaggregated data, will be presented to stakeholders through face-to-face interactions, school and district websites, and printed materials.

## 18. Project management

a) Management of the project will be coordinated by the District Literacy Leader with support

from the District and School Literacy Teams. The District Literacy Leader will approve all

expenditures, ensure that activities take place within timelines, and coordinate PD. The Leader

will work closely with the Federal Programs bookkeeper to monitor expenditures and meet

reporting timelines. The Leader will be assisted by the Literacy Integration Specialists and the

Interventionists in implementing project activities and collecting/analyzing evaluation data.

Milestones and the primary person responsible for each action step delineated in section 5 of this

application are described below.

| Goals | Milestones for Accomplishing Tasks and Timelines | Primary Person Responsible |
|-------|--------------------------------------------------|----------------------------|
| 1 - 8 | Board approval of employment of District Literacy Leader (July 2012) | Assistant Superintendent |
| 1 - 8 | Board approval of employment of Literacy Integration Specialists and Interventionists (August 212) | Assistant Superintendent |
| 1 - 8 | Materials aligned with LACLiP purchased and utilized (Beginning July 2012) | Literacy Integration Specialists |
| 1 - 8 | Screenings administered according to instructions (August 2012, January 2013, April-May 2013) | Literacy Integration Specialists |
| 1 - 8 | Common formative assessments and completed data team documents (Beginning August 2012) | Literacy Integration Specialists |
| 1 - 8 | Completed contracts and PD provided within timelines (July 2012 and onging) | District Literacy Leaders |
| 1 - 8 | Documented contact with families throughout the year (August 2012 – May 2013) | Literacy Integration Specialists |
| 1 - 8 | Implementation of memorandum of understanding with Untied Way of St. Charles and other partners (July 2012) | Literacy Integration Specialist for Carver |

b) Project tasks (e.g., Data Teams, literacy PD) are aligned with district priorities. Coordination

of activities makes project implementation an integral part of the district's plans for improving

learning, using data, and accessing technology.

c) The project will be supervised by the Assistant Superintendents, Executive Director of

Elementary Schools, and school administrators who have extensive experience in literacy PD,

data management, and resource allocation. Other District and School Literacy Team members

(See job descriptions in Appendix F) who have training and experience in assessment, identification and use of quality instructional materials, and use of technology for learning and data management will be actively involved in project planning, implementation, and evaluation.

**19. Budget projections showing alignment with LACLiP, integration of SRCL funds, etc.**

**a)** Personnel, resources, and services were included in the project to address cluster needs and are aligned with LACLiP as indicated in section 5 of this application. Costs were estimated based on current expenditures for similar positions, activities, and materials.

**b)** Funds from Title 1 ($74,945), IDEA ($40,000), Head Start ($10,000) and district funds ($167,158) have been leveraged to provide 25% of the cost of salaries and benefits for project employees. In-kind contributions from federal and local sources include leadership from the District and School Leadership Teams, shared PD, technical assistance from the Instructional Technology Department, and support activities facilitated by partnering agencies.

**c)** The budget was based on an allocation of $1 million plus $300 per student for a total of 2,643 students enrolled in the cluster system. The Business Office will maintain separate account numbers to document each school's expenditures, which will be available for public viewing on Board Docs, an online program. Since the budget worksheet did not include a separate column to report the 5% administrative funds (i.e., District Literacy Leader), district and school administrators divided those costs proportionally across the levels. The following table indicates the percentages with and without the administrative costs.

| Location | # of Students | Budget | Percent of Total with Administrative Cost | Percent of Total without Administrative Cost |
|---|---|---|---|---|
| Carver and Luling (Birth to 5) | 203 | $283,277.13 | 15.79% | 15% |
| Luling (K- Grade 5) | 632 | $754,936.69 | 42.10% | 40% |
| Smith and Hahnville | 1,808 | $754,685.96 | 42.09% | 40% |

| (Grades 6-12 | | | | |
|---|---|---|---|---|
| Totals | 2,643 | $1,792,899.78 | | |

**20. Plan for assuming greater responsibility for sustaining the program**

**a)** On January 17, 2012, the local school board agreed to leverage federal, state, and local funds to assume greater responsibility for sustaining this program over the years. Annually, student outcomes and the effectiveness of personnel and program activities will be assessed to determine if continuation is warranted. Through the budgeting process, district and school personnel will make decisions about how to sustain the program.

**b)** District, Title 1, Head Start and IDEA funds will be used in greater amounts to sustain the project.

**c)** School level personnel will make requests for expenditures which will be reviewed and approved by the District Literacy Leader and Assistant Superintendent based on alignment with the project goals and budget.

**d)** The district's long-range strategic planning process will be used to evaluate the effectiveness of the project action steps, to determine what is to be sustained, the resources needed, and sources for funding. Four strategies will be used to expand the emphasis and promote sustainability of the plan. These include (1) certification training for district employees so that they may conduct PD (e.g., Data Teams) within the district in the future, (2) access to additional funding through projected future growth in property tax revenues generated from industry expansions, (3) program evaluations and re-allocation of existing resources, and (4) application for funding from community partners and grants (e.g., LaSIG).

**e)** An annual written report will be made to partners and stakeholders to explain the achievement of outcomes, expenditures of funds, and plans for sustainability.

| LEA Name: | Cluster School Names | |
|---|---|---|

**LEA Name:** St. Charles Parish Public Schools

RECD FEB - 1 2012

Superintendent:

Dr. Rodney Lafon
Print Name

*[signature]*
Signature

Office Phone (985) 785-3102

Other Phone (985) 785-6289

E-mail rlafon@stcharles.k12.la.us

LEA SRCL Contact Person:

Name Rachel J. Allemand

Position Assistant Superintendent

Phone (985) 785-3198

E-mail

rallemand@stcharles.k12.la.us

LEA Physical Address:

13855 River Road

Luling, LA 70070

LEA Mailing Address:

13855 River Road

Luling, LA 70070

Congressional District:

3

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**Cluster School Names**

Non-Profit Early Childhood Education Provider (providing direct services to children):

1. Carver Early Learning Center
Age Span Birth to 4 year olds
Number of Four-Year-Olds 120
Number of Three-Year-Olds 17
Number of Children Ages 0-2 41
Director Dr. Tamanika Odinga and Sylvia Zeno
Phone (985) 783-6617
Email todinga@stcharles.k12.la.us; szeno@stcharles.k12.la.us

Physical Address:
337 Gum Street
Hahnville, LA 70057

Mailing Address:
337 Gum Street
Hahnville, LA 70057

2. Luling Elementary School
Age Span 3 to 4 year olds
Number of Four-Year-Olds 23
Number of Three-Year-Olds 2
Number of Children Ages 0-2 0
Director Ajit Pethe
Phone (985) 785-6086
Email apethe@stcharles.k12.la.us

Physical Address:
904 Sugarhouse Road
Luling, LA 70070

Mailing Address:
904 Sugarhouse Road
Luling, LA 70070

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:

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Elementary Luling Elementary School
Principal Ajit Pethe
Grades K-5        # of Students  632
Phone (985) 785-6086
Email apethe@stcharles.k12.la.us
Physical Address:
904 Sugarhouse Road
Luling, LA 70070
Mailing Address:
904 Sugarhouse Road
Luling, LA 70070

Elementary
Principal
Grades         # of Students
Phone
Email
Physical Address:

Mailing Address:

Middle R. K. Smith Middle School
Principal Harold Blood
Grades 6-8        # of Students  322
Phone (985) 331-1018
Email hblood@stcharles.k12.la.us
Physical Address:
281 Judge Edward Dufresne Parkway
Luling, LA 70070
Mailing Address:
281 Judge Edward Dufresne Parkway
Luling, LA 70070

High Hahnville High School
Principal Kenneth Oertling
Grade Configuration Repeating 8th to 12th Grade
Number of Students 1,486
Phone (985) 758-7537
Email koertling@stcharles.k12.la.us
Physical Address:
200 Tiger Drive
Boutte, LA 70039
Mailing Address:
200 Tiger Drive
Boutte, LA 70039

| 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   St. Rose Elementary School** Principal Merlyna Valentine Grades PK - 5   # of Students 644 Phone (504) 464-9254 Email mvalentine@stcharles.k12.la.us<br><br>Physical Address: 230 Pirate Drive St. Rose, LA  70087<br><br>Mailing Address: 230 Pirate Drive St. Rose, LA  70087 | 1. United Way of St. Charles<br><br>Director John Dias Phone  (985) 331-9063 Email johnd@uwaysc.org Physical Address: 13207 River Road Luling, LA  70070 Mailing Address: 13207 River Road Luling, LA  70070 | 1. St. Charles Reading Council (IRA affiliate)<br><br>Director Shannon Diodene<br><br>Phone (985) 764-9946 Email sdiodene@stcharles.k12.la.us Physical Address: #1 Wildcat Lane Destrehan, LA  70047 Mailing Address: #1 Wildcat Lane Destrehan, LA  70047 |
| **Middle** Principal _____ Grades ____ # of Students ____ Phone _____ Email _____<br><br>Physical Address:<br><br>Mailing Address: | 2. _____<br><br>Director _____ Phone _____ Email _____ Physical Address:<br><br>Mailing Address: | 2. St. Charles Parish Public Library<br><br>Director Mary desBordes Phone (985) 764-2366 Email LibraryBoard. Secretary@stcharles.lib.la.us Physical Address: 106 Campus Dr. Destrehan, LA  70047 Mailing Address: 106 Campus Dr. Destrehan, LA  70047 |
| **High** Principal _____ Grades ____ # of Students ____ Phone _____ Email _____ Physical Address: Mailing Address: | 3. _____<br><br>Director _____ Phone _____ Email _____ Physical Address: Mailing Address: | 3. _____<br><br>Director _____ Phone _____ Email _____ Physical Address: Mailing Address: |
| | Proposed population to expand project in Year 2 *(Use spaces as appropriate)* | |

## 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 Previously Incarcerated | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Carver Early Learning Center (Birth to Four Year Olds) | 178 | 100 | 8 | 4.5 | 10 | 5.6 | 2 | 1.1 | NA | NA | NA | NA | 0 | 0 |
| Luling Elementary School (PK through Grade 5) | 510 | 77.6 | 5 | .8 | 78 | 11.9 | 3 | .5 | NA | NA | NA | NA | 0 | 0 |
| R. K. Smith Middle School (Grades 6 through 8) | 224 | 69.6 | 2 | .6 | 38 | 11.8 | 1 | .3 | NA | NA | NA | NA | 9 | 2.8 |
| Hahnville High School (Repeating 8th Graders through Grade 12) | 608 | 40.9 | 6 | .4 | 108 | 7.3 | 6 | .4 | 307 | 78.8 | 171 | 42.7 | 5 | .3 |
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\* OTHER: **PREVIOUSLY INCARCERATED**

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 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Elementary | Allemands Elementary (PK – Grade 2) | 181 | 59.1 | 1 | .3 | 31 | 10.8 | 1 | .3 | NA | NA | NA | NA | 0 | 0 |
| | R. J. Vial Elementary (Grades 3-6) | 187 | 55.6 | 6 | 1.7 | 30 | 8.9 | 0 | 0 | NA | NA | NA | NA | 0 | 0 |
| | A. A. Songy Kindergarten (PK – K) | 102 | 45.5 | 2 | 1.0 | 39 | 20.1 | 1 | .5 | NA | NA | NA | NA | 0 | 0 |
| | Mimosa Park Elementary (Grades 1-3) | 217 | 37.6 | 8 | 1.3 | 47 | 8.1 | 4 | .6 | NA | NA | NA | NA | 0 | 0 |
| | Lakewood Elementary (Grades 4-6) | 250 | 41.7 | 2 | .3 | 50 | 8.3 | 3 | .5 | NA | NA | NA | NA | 0 | 0 |
| | St. Rose Elementary (PK – Grade 5) | 469 | 72.8 | 37 | 6.0 | 49 | 7.9 | 1 | .1 | NA | NA | NA | NA | 0 | 0 |
| | New Sarpy Elementary (PK – Grade 3) | 258 | 46.8 | 5 | .9 | 73 | 13.8 | 0 | 0 | NA | NA | NA | NA | 0 | 0 |
| | Schoeffner Elementary (Grades 4-6) | 187 | 42.9 | 3 | .6 | 39 | 8.9 | 0 | 0 | NA | NA | NA | NA | 0 | 0 |
| | Norco K-3 Elementary (PK – Grade 3) | 168 | 47.1 | 1 | .3 | 45 | 13.7 | 1 | .3 | NA | NA | NA | NA | 0 | 0 |
| | Norco 4-6 Elementary (Grades 4-6) | 130 | 46.5 | 0 | 0 | 26 | 9.3 | 0 | 0 | NA | NA | NA | NA | 0 | 0 |
| Middle | J. B. Martin Middle (Grades 7-8) | 202 | 36.4 | 0 | 0 | 36 | 6.4 | 1 | .1 | NA | NA | NA | NA | 0 | 0 |
| | Cammon Middle (Grades 6-8) | 229 | 72.9 | 3 | .9 | 21 | 6.6 | 1 | .3 | NA | NA | NA | NA | 0 | 0 |
| | Hurst Middle (Grades 7-8) | 198 | 42.4 | 0 | 0 | 43 | 9.2 | 0 | 0 | NA | NA | NA | NA | 0 | 0 |
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| High | Destrehan High (Grades 8 – 12) | 582 | 39.5 | 11 | .7 | 101 | 6.8 | 2 | .1 | 306 | 78.1 | 169 | 41.2 | 0 | 0 |
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\* OTHER: **PREVIOUSLY INCARCERATED**

# APPENDIX B

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

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

| School/Site Name | Grade | Assessment | 2008-2009 | 2009-2010 | 2010-2011 |
|---|---|---|---|---|---|
| A.Carver Early Learning Center | PK | DSC EOY Language Post-Test National Percentile Rank | 43 | 43 | 50 |
| B. Luling Elementary School | PK | | 59 | 59 | 69 |
| A. Luling Elementary School | K | DIBELS EOY Distribution Report Instructional Recommendations % Benchmark | *Did Not Administer DIBELS | Did Not Administer DIBELS | DIBELS: 54% |
| B. (optional) | K | | | | |
| A. Luling Elementary School | 1st | | DRA: 70% on or above grade level | DRA: 73% on or above grade level | DIBELS: 42% |
| B. (optional) | 1st | | | | |
| A. Luling Elementary School | 2nd | | DRA: 85% on or above grade level | DRA: 85% on or above grade level | DIBELS: 51% |
| B. (optional) | 2nd | | | | |
| A. Luling Elementary School | 3rd | | DRA: 76% on or above grade level | DRA: 66% on or above grade level | DIBELS: 35% |
| B. (optional) | 3rd | | | | |

*Note: The St. Charles Parish Public School System was not required to administer DIBELS in 2008-2010. The Developmental Reading Assessment (DRA) was administered to students in grades 1-3.

# 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. Luling Elementary School | 3rd | iLEAP | 61% | 61% | 72% |
| B. (optional) | 3rd | iLEAP | | | |
| A.Luling Elementary School | 4th | LEAP | 60% | 65% | 78% |
| B. (optional) | 4th | LEAP | | | |
| A.Luling Elementary School | 5th | iLEAP | 61% | 48% | 61% |
| B. (optional) | 5th | iLEAP | | | |
| R. K. Smith Middle School | 6th | iLEAP | 72% | 71% | 72% |
| R. K. Smith Middle School | 7th | iLEAP | 66% | 72% | 69% |
| R. K. Smith Middle School | 8th | LEAP | 64% | 69% | 72% |
| Hahnville High School | 9th | iLEAP | 73% | 72% | NA |
| Hahnville High School | 10th | GEE | 75% | 71% | 74% |
| Graduation Rate | % Cohort | | 84.5% | 77.2% | 78.8% |

LEA Name: St. Charles 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 |
|---|---|---|---|---|---|
| **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 $2^{nd}$ *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 $9^{th}$ *graders* at this school, 178 came from Mighty Middle | |
| **Carver Early Learning Center (Birth to 4 year olds in Early Head Start, Head Start, and LA4 classes)** (41 students in infant/toddler program, 17 in 3 year-old program, 120 in 4 year-old program | **Luling Elementary School (K-5)** (57/93) Note: Of the 98 kindergartners at Luling, 57 came from Carver Early Learning Center and 21 came from the PK classes at Luling Elementary | **R. K. Smith Middle School (6-8)** (111/111) Note: all of the $6^{th}$ grades at R. K. Smith Middle School came from Luling Elementary. | **Hahnville High (Repeating $8^{th}$ Graders to Grade 12)** (99/425) Note: Of the 425 students enrolled as or $9^{th}$ graders or repeating $8^{th}$ graders at HHS, 99 came from R. K. Smith. All students who were $8^{th}$ graders at RKS in 2010-2011 are now enrolled at Hahnville as $9^{th}$ graders or repeating $8^{th}$ graders. | | |
| | | | | | |

* 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.