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**Project DREAM:
Developing Reading, Engagement, Abilities and Mastery**

**As presented by
Vermilion Parish School Board**

This 30th day of January 2012

Vermilion Parish

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(1) Project DREAM: Developing Reading, Engagement, Abilities and Mastery is a literacy project/plan designed for a “cluster” feeder system including 2,607 students in Vermilion Parish. VPSB children are born into poverty to uneducated parents. They struggle even in preschool and are not proficient at important milestones – kindergarten readiness, 4th grade, 8th grade, and many do not graduate from high school. Generational poverty exists with the mean family income at \$17,156, generational illiteracy continues with 66% of adults obtaining a high school diploma, and crime in Abbeville is grim. Conditions are being perpetuated and literacy education is the remedy. The cluster feeder system includes United Way of Acadiana’s Early HeadStart Center, Precious Moments HeadStart Center, Eaton Park Elementary School, James A. Herod Elementary School, J.H. Williams Middle School, and Abbeville High School. These sites were chosen because they show the greatest district need based on demographics, student achievement, and the percentage of disadvantaged youth (See Appendix B, Tables 1 and 2).

The schools in the cluster have demonstrated growth over the past ten years by improving School Performance Scores (SPS) from 49.9 to 81.5 for EPES, 35.3 to 83.4 for HES, 62.1 to 84.3 for JHW, and 75.1 to 86.5 for AHS. Subgroup achievement has fluctuated over the past three years, but the schools have grown despite adverse situations (See Appendix B, Table 3). Various factors have affected students at the cluster sites including: hurricanes, rezoning, student mobility, rising poverty levels, and changes in administration. In reviewing subgroup achievement data, Students with Disabilities (SWD) and Limited English Proficient (LEP/ELL) subgroups demonstrate the greatest need throughout the cluster feeder system.

*Project DREAM, Chart 1 - Student Achievement Data

School	Subgroup	2009 % Proficient	2010 % Proficient	2011 % Proficient	Label
Eaton Park	Whole School	68	56	52	Decline

Eaton Park	LEP	56	36	42	Decline
Eaton Park	ED	66	53	50	Decline
Eaton Park	SWD	34	26	34	Minimal Growth
Herod	Whole School	62	59	64	Minimal Growth
Herod	LEP	57	*No data	58	Meaningful Growth
Herod	ED	59	55	62	Minimal Growth
Herod	SWD	39	45	25	Decline
JHW Williams	Whole School	54	60	62	Minimal Growth
JHW Williams	LEP	39	17	32	Decline
JHW Williams	ED	49	55	60	Minimal Growth
JHW Williams	SWD	7	17	26	Meaningful Growth
Abbeville High	Whole School	59	61	65	Minimal Growth
Abbeville High	LEP	12	17	0	Decline
Abbeville High	ED	50	52	63	Meaningful Growth
Abbeville High	SWD	12	15	20	Meaningful Growth

As represented by the flow-through chart (*See Appendix B, Table 4*), of the 112 students enrolled at Precious Moments HeadStart Center, 20 attended the Early HeadStart Center. Of the 130 Pre-K students in LA4 classrooms at Eaton Park Elementary School and James A. Herod Elementary, 40 students attended the Precious Moments HeadStart Center. Of the 233 sixth graders at JH Williams 80 students attended Eaton Park, and 56 students attended James A. Herod. 185 ninth grade students are enrolled at Abbeville High School, and of this number 138 students attended JH Williams. VPSB has a highly transient population, where many students enroll, drop, and re-enroll several times before graduation. This constant movement contributes to the fluctuations in numbers and the gaps in enrollment from one site to another.

(2) VPSB plans to expand the project in Year 2 to include an additional elementary school, LeBlanc Elementary School (PK-5) with a current enrollment of 615 students, and a Free and Reduced population of 370. The rationale for adding this site is to develop the capacity of all schools in the cluster system. This school feeds into the same middle school as Eaton Park and Herod, so adding LeBlanc Elementary expands the scope of early literacy development to all students in the feeder system. Funds have been allocated to enhance classroom libraries, and the school received a \$20,000 grant for the library collection. During Year 1, the district will include

LeBlanc Elementary staff in SRCL-funded professional development (PD) for cluster schools/sites and assess the four year old students with TELD-3 to determine the needs of the four-year-old program. The district will assist the school in systematic data study and implementing a plan which is literacy focused.

(3) VPSB has identified needs of the cluster feeder system using the Louisiana Needs Analysis (LANA) (observational), the School Literacy Capacity Survey from Louisiana Comprehensive Literacy Plan (LaCLIP) (survey), literacy walkthroughs, teacher observations, and assessment measures such as DIBELS Next, iLEAP, LEAP, and EOC/GEE (achievement) (Louisiana Department of Education, 2011). Parents, students, teachers, administrators, central office personnel, and community leaders were involved in completing surveys, conducting observations, submitting data, and gathering results for all assessments. Stakeholders analyzed data and developed a focused, multi-year literacy plan aligned with LaCLIP. Goals include:

*Project DREAM. Chart 2

(4) Project DREAM goals for improving student literacy outcomes		
State Goal	Current Rate (2010-11)	2014 Cluster Target
Students birth to three acquire pre-reading and oral language skills	NA (Baseline: Yr. 1)	TELD-3 will be administered to all three and four year olds three times per year. (Goals will be determined using baseline data.)
Students enter kindergarten with pre-literacy skills ready to learn.	District 60.5% Eaton Park 57% Herod 55%	75% entering kindergarteners will score "benchmark" on DIBELS Next.
Students are literate by 3 rd grade.	District 77% Eaton Park 52% Herod 48%	72% of 3 rd graders will score basic or above on the ELA portion of iLEAP.
Students perform at or above grade level in ELA by 5 th grade.	District 64% Eaton Park 55% Herod 65%	75% of 5 th graders will score basic or above on the ELA portion of iLEAP.
Students perform at or above grade level in ELA by 8 th grade.	District 77% JH Williams 71%	75% of 8 th graders will score basic or above on the ELA portion of LEAP.
Students graduate from high school on time.	District 81% Abbeville High 65.1%	85% of students entering high school in 2010 will graduate on time in 2014.

Students in grades 4-12 will increase basic comprehension skills	NA (Baseline: Year 1)	STEEP will be administered in grades 4-12 three times per year. (Goals will be determined using baseline data.)
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Measurable and ambitious goals for improving student literacy achievement are aligned with state goals and measure student literacy achievement. Information will be gathered using qualitative data and providing detailed descriptions of student performance. This will allow students to demonstrate exact levels of understanding and provide teachers a focus on areas to improve. Student portfolios, performance-based projects, and alternate assessments for SWD will be utilized. When traditional measures are not sufficient to determine areas of need, research-based alternate assessments or diagnostic assessments will be used to probe further into student deficiencies and identify pathways to achievement.

Strategies to disseminate information about goals and targets for the program include outreach to parents and community members through cluster site meetings. The district's plan and data will be posted on school and district websites and in public service announcements via newspaper. The Grant Coordinator will report evaluation activities, student performance assessments (disaggregated by student subgroup), and parent surveys to the Louisiana Department of Education (LDOE) and the District Literacy Leadership Team by October 1 of each year. The Grant Coordinator will also distribute an executive summary to all participating entities, and the full report will be posted on the district website by October 1 of each year.

(5) Clear steps for reaching goals begin with VPSB's District Literacy Leadership Team meeting at least three times per year to examine literacy practices and data in the district. The district team is partnered with a School Literacy Leadership Team at each cluster site, which meets once per month. Together, the teams include stakeholders who share a common vision for literacy instruction, support the development of an action plan, create goals for literacy

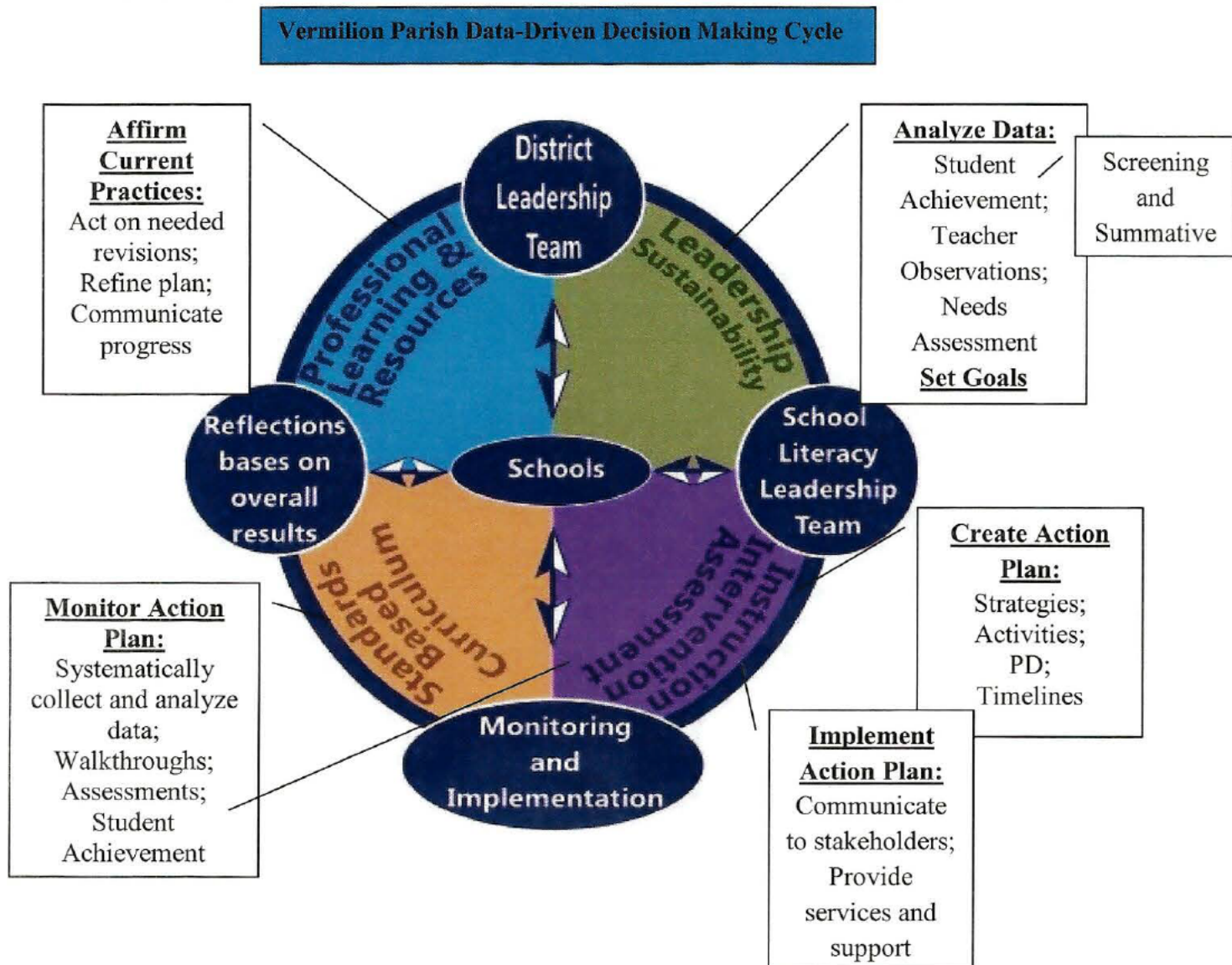
development, formulate professional development plans, recommend materials and interventions, and work to provide literacy experiences with a focus on ELL and SWD.

***Project DREAM, Chart 3**

District Literacy Leadership Team	School Literacy Leadership Team
Central Office Personnel and Superintendent Administrators	Parents
Teachers	Teachers
Parents	Administrators
Early Childhood Education Providers	Students
Library Media Specialists	Library Media Specialists
SPED personnel	Community Members
Literacy Integration Specialists	Literacy Integration Specialists
Literacy Interventionists	Literacy Interventionists
Title I Coordinator	ELL Representative
ELL Representative	SPED Personnel
BESE Board Member and Legislators	Central Office Representative
Community Members/ Business Leaders	Speech-Language Pathologist
Speech-Language Pathologist	Educational Diagnostician
Educational Diagnostician	RtI Chairperson (school-level)
Representation from University of Louisiana at Lafayette	School Building Level Chairperson
RtI Coordinator	

The stakeholders utilize a cyclical structure to make decisions based on data. VPSB employs this data-driven decision making cycle to determine literacy priorities and refine the district literacy plan based on Louisiana Comprehensive Curriculum and LaCLIP (See *Project DREAM, Chart 4*). The LCC is the standards based curriculum and is supported by LaCLIP. With each school/site as the hub of the cycle, personnel gather to formulate, implement, and monitor action plans, and reflect on the implementation of the plans by refining the process for the future. VPSB provides PD and follows the outline/ passing Action plans are specific to each school as they reflect student achievement data and align specifically with *School Improvement Plans* (SIP). Strategies and activities outlined in the SIP demonstrate similar needs throughout the cluster (See *Appendix C*).

*Project DREAM, Chart 4 based on (Louisiana Department of Education, 2011).



(6) VPSB has a history of supporting early literacy through existing and past federal and state initiatives/priorities and through careful stewardship of federal funds. In 2005, the district began a targeted reading initiative (Reading First). This initiative provided teacher training and curriculum implementation in scientifically based reading instruction (SBRI). Funding diminished and the state began its own initiative entitled Ensuring Literacy for All (ELFA). Funding for ELFA was withdrawn, but VPSB has continued practices with local funds. Other priorities include district and state initiatives such as Response to Intervention (RtI),

Universal Design for Learning (UDL), Jobs for America's Graduates (JAG), Everybody Graduates!, and Connections.

RtI offers differentiated instruction and targeted intervention for all children in grades PreK - 12 in the district. VPSB schools employ a combination of recommendations from the Institute of Education Sciences and LaCLIP data analysis, instruction, intervention, and progress monitoring to enhance the acquisition of reading skills (LaCLIP-Instruction and Intervention) (<http://www.interventioncentral.org/>, 2011). RtI has been a critical influence in VPSB as district staff witness tremendous growth.

Universal Design for Learning (UDL) is a process of offering access to all students by removing obstacles to curriculum access and providing alternative methods to demonstrate what students know. The district has been included in a UDL initiative since 2006 and is refining processes for offering access to all students, especially ELL and SWD. UDL offers SWD unique opportunities to access and produce information - aligns with district initiatives offering access and intervention to all students (LaCLIP-Instruction and Intervention) (Kentucky Department of Education, 2011).

JAG offers hope for a future to students who have lost purpose in their education pathway and help resolve the country's dropout and transition problems - career and college readiness, business to classroom connection, soft skills (JAG-Leadership and Sustainability) (www.jag.org, 2012). Everybody Graduates! and Connections (LDOE initiatives) offer forward thinking to high school completion with added time for literacy, reading and writing in all content areas, and intervention time at the middle and high school. These efforts assist in breaking down barriers to timely graduation - lost credits/grades, transitions, attendance, failures (LaCLIP-Standards Based Curriculum and Leadership and Sustainability) (Thinkfinity, 2011).

The district will maintain fidelity to these initiatives as they merge with Project DREAM and offer great promise for disadvantaged students.

(7) VPSB uses the following curricula and intervention materials aligned with standards and LaCLIP. Emerging: Literacy and print-rich environments, where children acquire literacy skills, are essential to proper development. Emergent literacy providers will align with *Louisiana's Early Learning Guidelines and Principles* (2006). Children engage in age-appropriate language and literacy activities throughout the day with providers introducing books, songs, and speech in routines. Pre-Kindergarten classrooms follow the Louisiana Comprehensive Curriculum (LCC). Teachers model and interact with students using printed text with activities throughout the day, and students engage in self-selected literacy centers. Interventions take place in small group settings and during center time (LaCLIP-Emergent Literacy). Elementary: Curricula currently used: Harcourt Trophies, Louisiana Comprehensive Curriculum (LCC). Interventions currently used: SIPPS, PALS, English in a Flash, Harcourt Intervention Program. Middle: Curricula currently used: Holt Elements of Literature, LCC. Interventions currently used: READ 180, Systems 44, Six Minute Fluency, Harcourt Intervention Program. High School: Curricula currently used: McDougall Littell Literature, LCC. Interventions currently used: Journeys Passport to Reading, Achieve 3000, Study Island.

Teacher and district staff collaborate to identify gaps and purchase supplemental materials to remedy concerns. Strategies for reviewing materials include forming teacher committees to study series or programs recommended for adoption. These committees meet at various times (after school or summer) to review alignment of materials with LCC, LaCLIP, and district pacing. Committee members review materials, attend textbook presentations, review standard alignment, and identify instructional strategies within each text and select materials.

During the review process of 2012-13, committee members will look for gaps in instruction and prepare a plan for addressing any gaps. *A Consumer's Guide to Analyzing a Core Reading Program* will be used along with recommendations and guiding questions included in LaCLIP as the district researches, selects, and adopts a new core reading program and intervention materials to align with and support CCSS (Simmons, Deborah J., & Kame'enui, Edward J., 2006).

VPSB has learned lessons from past experiences in selecting materials as teachers were not provided multiple opportunities to observe highly effective teachers using the selected materials in direct, explicit instruction. As a result, many teachers did not fully understand the effective use of the materials. In order to ensure differentiation and the appropriate use of materials, teachers must be afforded several opportunities to study various support materials. Another lesson learned involved identifying and addressing gaps in advance of implementation. For example, a reading series was adopted by a committee of teachers. When the materials were in place, it was determined the series lacked sufficient practice in poetry selections. It then became necessary for the district to purchase supplemental materials and formulate a plan to address gaps by addressing the discrepancy before the unit of instruction. When considering future materials, professional development and planning sessions will occur prior to implementation.

(8) Project DREAM is an opportunity to develop language and text-rich classrooms, schools, and early learning environments. Guided by CCSS, cluster sites will use SRCL funds to invest in developmentally appropriate classroom libraries (See chart below). In addition, school library collections will be updated to include more informational and content area text at varying levels of complexity using library funding and Minimum Foundation Program (MFP) dollars.

***Project DREAM, Chart 5 – Sample Materials to be purchased for Classroom Libraries (CCSS).**

Level	Fiction	Nonfiction (Informational Text)
Emergent	<i>Have You Seen My Cat</i> by Eric Carle <i>The Napping House</i> by Margaret Atwood <i>Chicka Chicka Boom Boom</i> by Bill Martin	<i>Marvin's Manners</i> by Anne Myers <i>I'm a Little Seed</i> by Kay Sands <i>We Make Cookies</i> by Katherine Mead <i>Crawl, Caterpillar, Crawl</i> by Kay Sands <i>Monkeys</i> by Susan Canizares <i>Before I Go To School</i> by Tom Williams
Elementary	<i>A Boy, a Dog, and a Frog</i> by Mercer Mayer <i>Pancakes for Breakfast</i> by Tomie Depaola <i>Frog and Toad Together</i> by Arnold Lobel <i>Hi! Fly Guy</i> by Tedd Arnold	<i>My Five Senses</i> by Alike <i>What Do You Do With a Tail Like This?</i> By Steve Jenkins and Robin Page <i>From Seed to Pumpkin</i> by Wendy Pfeffer <i>How People Learned to Fly</i> by Fran Hodgkins <i>Horse</i> by Seymour Simon
Adolescent	"The Road Not Taken" by Robert Frost <i>The Killer Angels</i> by Michael Shaara "The Raven" by Edgar Allan Poe <i>Their Eyes Were Watching God</i> by Zora Neal Hurston <i>Dragonwings</i> by Laurence Yep <i>Fahrenheit 451</i> by Ray Bradbury	<i>Travels with Charley: In Search of America</i> by John Steinbeck "Letter from Birmingham Jail" by Martin Luther King, Jr. "Politics and the English Language" by George Orwell "Take the Tortillas Out of Your Poetry" by Rudolfo Anaya Newspapers and Magazines

Text-rich classrooms include books at various reading levels with a large amount of informational text as well as time and opportunity to read. Through exposure to written language, children will develop an awareness of print, letter naming, and phonemic awareness. Emergence in oral language will enhance listening, comprehension, vocabulary, and language facility (Gunn, Simmons, & Kameenui, 1995). Intentional selection and use of materials will be central to the development of the literacy-rich environment in all content areas. Materials and activities that engage and motivate students will be integral to success in VPSB. Teachers will elicit conversations with students (especially 0-5), which probe for particular language asking students to interpret and transcribe that language (e.g. in Science, teachers may elicit hypothesis, observations, and conclusions). They will extend these literacy conversations with oral and written presentations. Teachers will connect literacy to all elements of classroom life enhancing

curricular topics with classroom library inventories to peak students' interest and expose them to various genres (International Reading Association [IRA] & the National Association for the Education of Young children [NAEYC], 1998). Classroom arrangements encourage interaction with literacy materials and activities to practice skills (Gunn, Simmons, & Kameenui, 1995) crucial to developing literacy growth for children. These activities include adults modeling reading and writing, books and writing materials placed in accessible venues, student work displayed around the rooms and schools, comfortable places to read and write, literacy centers in place and in use, adults reading to students and listening to students reading, and an exposure to both fiction and informational text.

The appropriate use of technology includes offering learning opportunities and educational experiences at the student's present level of functioning (Morrison, 1993), supplying a context for the learner that is challenging and stimulating (Malone, 1981), and presenting highly individualized instruction for students with a range of disabilities (Ellis & Sabornie, 1986). Technology resources will build reading skills and comprehension (intervention software), support access to curriculum (Accessible Instructive Materials), and conduct research through electronic resources (connection to real life). Project DREAM will make it possible for students to interact with audio books and extend literacy through interactive white board usage.

(9) Project DREAM will make effective use of accommodations, including technology, to promote high achievement for students with learning challenges. With SWD and ELL students, the most pressing issue in the district involves guaranteeing equal access to the curriculum. In an era of inclusion and collaboration, educators on all levels need information about the myriad ways in which technology can enhance the performance capabilities of these students, facilitate participation in instructional activities, and improve scholastic achievement

(Jackson, 2009). Technological solutions are available that can complement effective teaching strategies and respond to the individual needs of poor readers. To enhance the implementation of technology, a district team will attend a *CAL Solutions* session entitled "What's Different about Teaching Reading to Students Learning English?" preparing to train others.

VPSB utilizes UDL as a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a framework for aligning curriculum to individualized goals, methods, materials, and assessments. The district participated in a state-driven UDL initiative from 2006-2011. The initiative included professional development and lesson designs including several parts or access points: concrete, pictorial/representational, and abstract. To further enhance its knowledge base, the district plans to send a representative to the Center for Applied Special Technology (CAST) Institute in Boston in June 2012, and will redeliver information to all teachers, administrators, and literacy integration specialists.

Opportunities exist in the district with assistive technologies including iPads, Kurzweil, Skype, Classroom Suite, News-2-You and Unique. The iPad is part of daily therapy for many speech-language pathologists providing support in language comprehension aiding students in making transitions and processing emotions. iPads are also being utilized with ELL students to communicate in the students' native languages, providing highly customized materials at a significantly lower cost than previously (Harris, 2012). For struggling readers, ELL, and SWD, Kurzweil provides critical features for active and independent learning, participation in the integrated classroom, and more importantly, for keeping up with peers. Kurzweil provides content accessibility to students with dyslexia, learning disabilities, or attention deficit disorder through integrated visual and auditory software (<http://www.kurzweiled.com/k12.html>, 2012). Skype can be a wonderful opportunity to expand learning situations through voice, text and

video sessions (Piccolo, Louanne, 2012). Other software programs such as Classroom Suite, News-2-You, and Unique provide explicit instruction and real-world connections in a flexible tool environment helping students with learning challenges achieve mastery in reading, writing, and math.

The Louisiana Access Guide (LAG) includes resources used by VPSB regular and special education teachers. Teachers access social stories for students with disabilities to provide simulations about social situations they may find difficult or confusing. LAG helps teachers locate strategies and accommodations to use during core, strategic, and intensive instruction and is often used in writing Individualized Education Plans (IEP) for SWD. Parents are invited to visit Tools for Families to retrieve useful information and resources to assist in the advocacy process. LAG also incorporates enrichment opportunities for achieving students (<http://accessguide.doe.louisiana.gov/>).

The district utilizes the services of the Louisiana Assistive Technology Initiative (LATI) to develop capacity to offer Accessible Instructional Materials (AIM) to SWD. In 2008, LATI presented information on their resources to all district staff and Region IV LATI serve as liaison between schools and parents of print-disabled learners assisting them in bringing specialized formats of curricular content into their classrooms and homes. In July 2012, LATI will return to the district to train School Building Level Committee (SBLC) members from each school on AIM. From this point, SBLC members will share the information with teachers and parents providing teachers vital information on tools available to further assist SWD.

(10) VPSB uses a coherent data and management system to guide instruction. Valid and reliable assessments are currently used to screen, diagnose, and progress monitor student literacy acquisition. Screening instruments currently used are STAR Reading, DIBELS Next, and

curriculum-based assessments. The district progress monitors students in grades K-3 using DIBELS Next, and in grades 4-10 using STAR Reading. Refer to the Vermilion Parish Data-Driven Decision Making Cycle (*Project DREAM, Chart 4*) to identify protocol used in the ongoing district, school, and student literacy improvement efforts. Examples of diagnostic assessments include Quick Phonics Screener, DIBELS Next survey, and Dyslexia Screener.

Data from these assessments are used to determine needed intervention and correct placement in tiered instruction. Curriculum supervisors, Literacy Integration Specialists, teachers, and site administrators examine benchmark data three times a year. Targeted interventions and enrichment opportunities are determined, and students are placed in the appropriate instructional setting based on data. Suitable diagnostic measures are used to acquire data when creating intervention settings. Students in intervention are progress monitored every three weeks to determine further educational action and data is reviewed accordingly. If growth is not witnessed, further diagnostic measures are used to identify more severe deficiencies.

Assessment data is shared with parents a minimum of three times per year indicating results of benchmark screening. Letters are remitted more often for those receiving intervention, reporting progress monitoring scores. Summative data, results from standardized testing, are mailed home at the end of each school year. The data reporting forms are user-friendly and informative for parents. Other data, including curriculum-based assessments are communicated to parents through Parent Command Center, an online grade reporting system. Parents are also contacted through phone calls, newsletters, email, or one-on-one conferencing.

Future plans include adding new assessments for 3 and 4 year olds (TELD-3), Kindergarten (DSC), and grades 4-10 (iSTEOP). In addition, the district will increase the level of progress monitoring using iSTEOP to better identify students who need intervention. These

measures will be seamlessly added to the current assessment schedule as iSTEEP will accompany STAR Reading at the cluster schools (4th-12th grade) as a screening and progress monitoring tool. TELD-3 will be administered three times per year with three and four year old students in the cluster. DSC screening for Kindergarten will begin in 2012. DSC will be administered as a pre-test to Kindergarten as it determines readiness skills and progress.

VPSB and LDOE will provide training on the new instruments. Teachers and staff will attend professional development in the spring and summer of 2012 to learn how to administer the new assessments, how to record the data, and how to analyze the data gathered.

Tiered ELA schedules will include daily opportunities for intervention. Intervention requires staff collaboration. In ECEPs, interventions are interwoven through center time and small group instruction throughout the day. Elementary students receive intervention in a thirty and/or sixty minute session with a certified teacher including practice in five components of reading acquisition. In the middle and high school, struggling students are enrolled in 50-minute intervention classes and a twenty-minute intervention period with a content area teacher, which target specific skill deficits. Enrichment for gifted students occurs while others are receiving intervention services.

Technology is used to provide additional interventions using interactive software, which track student progress toward literacy goals. With the advanced technological capabilities of currently used benchmark assessments, staff members can access and identify weaknesses in literacy skills, plan for intervention, and carry out instruction.

(11) A detailed transition plan will govern how the cluster schools/sites work together to support students in their progress through the cluster. The challenges involved in school transitions shape students' development in positive and negative ways; therefore, coordinated

transition plans, with input from of all partners and stakeholders, will occur. Successful transitions prepare students and families with well-designed approaches maintaining the strong sense of belonging felt by students in previous settings (e.g. home or primary school) (<http://mhws.agca.com.au/documents/infosheet10.pdf>). Most importantly, schools and teachers have an open channel of communication through which data is shared by stakeholders. Four phases of the transition process include: Preparation (planning prior to the transfer), Transfer (time of student movement), Induction (time of arrival in the new setting), and Consolidation (initiative in the new setting that support students).

Specific VPSB transitional strategies which help children and parents adjust to a new school setting are: 1) parents and students attend family orientation sessions making students comfortable with their surroundings through interaction with the sending and receiving teachers, 2) conducting parent tours of the campuses and discussions of school policies and procedures, and 3) parents and students are involved in “meet and greet” sessions at schools familiarizing them with routines by mock walkthroughs of student schedules.

Activities that directly involve children include: 1) during the instructional day at each site in the cluster, teachers and outgoing students visit the receiving schools where they are introduced to policies and procedures, behavioral incentives, and their new surroundings, 2) outgoing eighth graders visit the high school campus where they meet a team of teachers who discuss scheduling, graduation tracks, athletics, physicals, and orientation. This team later inducts the students into Freshman Academy, where ninth graders are tracked in a school-within-a-school, and 3) personnel from receiving schools visit students in sending schools to develop relationships.

(12) Itemized roles of partners and school/site staff and ECEPs in Project DREAM will build the capacity for and develop instructional excellence in birth to 12th literacy. VPSB will

partner with the United Way Early HeadStart Center, Precious Moments HeadStart Center, and 1st Years Childhood Resources and Referral (a community agency) in delivering appropriate instruction including pre-reading skills in oral language, alphabetic principles, and phonological awareness. Student deficits will be addressed early allowing them to enter Kindergarten competent and ready to engage in age-appropriate tasks. Professional development (by providers and district staff) will provide the ECEPs training in incorporating literacy into all aspects of the school day. Parents will attend literacy integration sessions presented by ECEPs, district staff, and partnering agencies, and as a result will be able to emulate the process in their homes.

1st Years (a community agency) will invest time and interest in the foundational skills developed by ECEPs as they recognize the school system is developing a better prepared future workforce. Programs and services offered by 1st Years are as follows:

*Project DREAM, Chart 6

Early Literacy Professional Development	<ul style="list-style-type: none"> -Infant toddler emergent literacy research relating theory to classroom practice for classroom teachers and administrative staff. -Methods for encouraging parents to provide emergent literacy activities for their children at home. -Building vocabulary through everyday routines.
Mentoring and Technical Assistance	<ul style="list-style-type: none"> -Link workshop training to individualized teacher practice in the classroom. -Designing infant toddler emergent literacy classroom environments.
Birth to Three and Transition to preschool	<ul style="list-style-type: none"> -Coordinate development of transition plan from birth to three setting to preschool setting
Early Childhood Referral Procedures	<ul style="list-style-type: none"> -Purchase and distribute infant toddler emergent literacy resources to appropriate personnel

VPSB makes a commitment to Project DREAM by leveraging the expertise and resources of district staff who are prepared to assist the ECEPs in the following areas: early childhood education, speech-language pathology, elementary education, counseling, Special Education, learning disabilities, curriculum and instruction, and instructional technology. VPSB staff has

had multiple positive experiences in developing proficient skills and providing training at the school, district and state levels in the areas mentioned above.

District staff will reflect on and refine a plan aligned with LaCLIP to enhance literacy practices. They will foster collaboration between schools and ECEPs as they clarify the roles and responsibilities of support personnel to support literacy efforts. District staff will collaborate with cluster staff to provide PD, teacher support, materials, intervention/enrichment, monitoring, and project implementation. In turn, school leaders from all cluster sites will form an open channel of communication to share successes and work through issues regarding literacy development. All cluster sites, collaborative partners, and community agencies have convened and as a result have demonstrated a commitment to Project DREAM by providing letters of support and educator commitment forms (See Appendix D and E.)

VPSB and partnering agencies share a common vision in preparing children to enter kindergarten with pre-literacy skills ready to learn. Emergent literacy is based on the premise that literacy is a continuum of abilities that children develop as they learn to use symbols to represent aspects of reality (Bardige and Segal, 2005, LaCLIP). The Early HeadStart Center, Precious Moments HeadStart Center, and 1st Years will work with families to extend their visions into the homes.

Channels of ongoing communication are an important aspect in developing literacy in young children. Teachers and providers must also be mindful of barriers when dealing with parents and caregivers. While educational excellence is not a priority in many homes, showing families how to use developmentally-appropriate materials and strategies to promote literacy development is a key component for the success of ECEPs. Through weekly parent face-to-face contact, phone calls, and letters, ECEPs ensure communication is ongoing and delivered in a parent-friendly

manner. 1st Years staff, supported by this grant, will develop a system of communication with the VPSB to plan and execute all phases of this proposal.

Strategies to develop a common language and understanding of best practices include joint training, shared planning, and collaborative meetings as a part of the day-to-day operations of Project DREAM. Providers and district staff attend required trainings to collaborate and focus on data, working cohesively in implementing reading instruction. Specific roles and actions for all involved are outlined in a district plan. Time and opportunities are made available for sites to meet and discuss progress. Data gathered are utilized by administrators to collaboratively plan for literacy acquisition and interventions.

(13) VPSB will engage nonprofit or community-based agencies in Project DREAM. United Way of Acadiana (UWA), University of Louisiana at Lafayette (ULL), and 1st Years will assist the district based on their records of effectiveness and a complimentary working relationship. UWA funds the Early HeadStart Center, a cluster site. At the center, developmentally appropriate educational activities, weekly family visits, bi-monthly socialization meetings, and prenatal services for expectant mothers are offered. These services were integral in the selection of UWA by VPSB as a partner. VPSB and UWA will work closely in preparing children for kindergarten and sharing literacy strategies with stakeholders. With UWA's assistance, children will be entered into the networking and literacy efforts of the Dolly Parton Imagination Library (DPIL). DPIL is a nationally recognized book program designed to bring children's books into the homes of children less than five years of age. VPSB recognizes the importance of reading to children as reading aloud and shared book reading have been linked to young children's literacy ability and later positively affect children's reading success (Duursma, Augustyn, & Zuckerman, 2008). To date, UWA has enrolled 7,012 children in the DPIL project and have partnered with

the Picard Center for Child Development and Lifelong Learning in conducting a research study regarding the depth to which having books present in the home affects literacy levels. Through its findings, approximately 45% of parents read to their child every day before participating in the program; that percentage increased to 71% after enrollment and receiving books. The study concludes 98% of families surveyed feel their child is better prepared to enter kindergarten due to his/her participation in the project. VPSB ascertains the more immersed children are in every aspect of literacy, the better prepared the students are to enter kindergarten, as evidenced by the Hart and Risley study *Meaningful Differences*. This study identifies the tremendous gaps in the words heard by age four in children with affluent backgrounds (45 million words) versus children in poverty (13 million words) (Trelease, 2009). In addition, UWA has invested time, funding, and support in the schools of VPSB awarding Breakthrough Funding to three at-risk schools. Funds were used to purchase vocabulary development software designed for use with ELL students, but used by all students K-5 in cluster schools. Data is promising as high numbers of students are scoring 85% or better on vocabulary quizzes built into the program, as well as slight gains in DIBELS Next scores.

VPSB finds great credibility in the teacher preparation program at ULL. The dean of the college of education has convened a committee of university personnel and VPSB personnel to meet and establish common goals facilitating student literacy growth and determine pathways to achieve the following goals: 1) attract and retain new teachers – recruitment strategies were established and collaboration is ongoing to develop clinical sites within the cluster system, 2) PD opportunities for student interns – PD will include all components of literacy, student engagement, and differentiating instruction, 3) District Literacy Leadership Team – the university will have representation at district meetings three times per year, and 4) Early

Childhood – the university will support the district implementation of revised Pre-K standards checklists in senior level classes, and university staff will consult with district staff in collecting and analyzing data in the birth through Pre-K realm. 1st Years is a community-based agency offering resources and referral services for early literacy. (See Project DREAM, Chart 6.) They offer early literacy services to parents and ECEPs.

All agencies have a demonstrated record of effectiveness. UWA has conducted their own research by administering the Ages and Stages Questionnaire (ASQ-3) to students enrolled in UWA's Early HeadStart Center. The instrument is used to identify developmental delays. The average increase in scores of students enrolled twelve months or greater was 11.7 on the ASQ-3 scale. Data collected indicates positive student outcomes, which increases with length of enrollment. ULL, an accredited university, recently earned a level of distinction following NCATE evaluations. NCATE accreditation informs the public that an institution has a professional education unit that has met state, professional, and institutional standards of education quality. 1st Years' record of effectiveness in the Lake Charles Region is supported by Referrals (100%), Training Satisfaction (97%), Trainee Knowledge Increase (95%), and Technical Assistance Visits Satisfaction (100%). Since emergent literacy is a new venture for VPSB, the district intends to consult with ULL and contract 1st Years in providing PD support services to ECEPs and LA4 teachers. All parties will benefit by building a stronger literacy foundation for the young children of VPSB.

(14) Unique contributions and responsibilities in the design and implementation of Project DREAM are witnessed throughout the literacy plan. District staff, school level personnel, families, ECEPs, Institutes of Higher Education (IHE), and community-based agencies contributed to the development of Project DREAM. In October 2011, stakeholders met to learn

more about a comprehensive literacy program and provide input. Follow-up meetings were held in December 2011 and January 2012, where stakeholders discussed design and implementation of a literacy plan and reviewed benchmark data. VPSB elicited support of IHE, district and community leaders, lawmakers, and community-based agencies. As a result, each entity brought a unique contribution: ULL will prepare pre-service teachers and teacher interns in a clinical setting in the cluster sites, UWA provides cluster site services for early childhood, software for intervention programs, and ongoing support through DPIL, and 1st Years provides PD and support to ECEPs of children birth to age 5. Diverse contributions of stakeholders include a wide range of expertise and knowledge in servicing disadvantaged youth from birth to post-secondary. This input assures the development of a comprehensive plan.

(15) VPSB provides effective professional development (PD) and has a district-wide system for all educators increasing quality and student learning. Professional learning priorities including student, school, and district data are utilized to identify and prepare administrators and teachers to make informed instructional decisions. Student achievement, progress-monitoring measures, and universal screening determine individual areas of need and support the effectiveness of core and supplemental instruction. Ongoing PD will address areas of teacher and student needs.

Aligned with the goals of the SRCL project (Project DREAM, Chart 2), the district has created a PD Plan united with LACLIP. To assist in planning instruction and meeting the needs of diverse learners, job-embedded PD activities occur monthly and include the effective use of a variety of media and methods (e.g. technology integration, web-based PD, digital communications, collaborative data study, online lesson planning, cognitive coaching, and engagement). Common planning time for teacher teaming will also be ensured by administrators,

facilitating collaboration and cooperation focused on the project. Administrators participate in PD and embed the protected time in schedules, prior to the beginning of the school year.

LaCLIP, state standards, and CCSS implementation guidelines have been established and VPSB has identified areas where changes are needed in the present infrastructure. CCSS specialists have been identified by the district to attend state level meetings and report information to a parish committee. Presently, funds and materials are being leveraged to support the necessary requirements for the successful implementation of CCSS. PD topics will include how to implement the CCSS effectively, the assessment changes needed to support the new standards, the emphasis on nonfiction text and content area reading skills, the use of strategies to provide effective instruction, and methods to self-assess effective implementation of the CCSS.

Classroom contexts enhance the acquisition of literacy skills through the meaningful engagement of students. Teachers create contexts for engagement when they provide meaningful and relevant goals, real-world connections to reading, meaningful choices about what, when, and how to read, and interesting texts that are familiar, vivid, important, and relevant. Two of VPSB’s cluster sites share Meaningful Engaged Learning as their SIP strategy with activities to support their efforts. The district will provide engagement PD and strategies to all staff who work closely with students by following the outline below.

UDL, differentiated instruction (DI), and AIM are three areas of focus for the district PD plan. UDL engages students and this effort will ensure equal access to curriculum and maximizes each student’s ability to progress in the literacy effort. Ongoing PD will be offered with these areas interwoven in job-embedded PD.

*Project DREAM, Chart 7 Professional Development Plan

PD	Who will attend	When
LETRS	All staff members (birth-12 th)	Summer 2012
UDL, DI, AIM	All staff members (birth-12 th)	Job-embedded PD

LaCLIP	All staff members (birth-12 th)	Orientation May 2012
CAST Institute	District Team	Summer of 2012
CAL Solutions	District Team	June 2012
Leadership Institute	District Team	July 17-20
SRCL Conference	District Team	July 30-August 1
Core Reading Instruction	Core reading, content area teachers, principals	August 2012, ongoing
TELD-3	District Team	Summer 2012
STEEP	District Team, core teachers	Summer 2012
DSC	PreK and K teachers	May 2012
Evaluation Procedures	Supervisors, principals, LIS	Summer 2012

(16) Vermilion Parish takes pride in attracting and retaining effective teachers and leaders.

Teacher and leader retention rates are higher at the middle and high school (90-95%), while the elementary schools see 80-85% retention rate each year. Processes for selecting effective teacher and leader candidates include recruitment at the local universities and networking with potential candidates. Working with pre-service teachers and attending job fairs, district personnel offer points of interest attracting teachers to VPSB. Selection committees gather data on objective criteria during interviews via competency-based questions, information about job-specific skills, and for leaders, an interview plus response to writing prompt.

In 2012, LDOE will enact key legislation regulating qualitative and quantitative evaluation tools under Act 54. The legislation will include 50% of a teacher's evaluation based on student growth (value-added) and the other 50% based on other measures of effectiveness. Teachers will set goals, study standards, plan lessons for instruction, perform teaching duties, and work diligently to meet requirement of the legislation. The design of the COMPASS system lends itself to support and develop teachers based on either student needs (student achievement scores) or teacher needs (based on 11 performance standards) (www.act54.org).

Strategies to identify and partner with teacher preparation programs for recruitment purposes and support include the following: 1) partnering with ULL's college of education the district will offer cluster sites as PD schools and clinical settings to develop capacity of pre-service teachers,

2) by working with students in clinical settings, future teachers will benefit with hands-on experience and have a better understanding of the climate and culture at the cluster sites, and 3) pre-service teachers will have a clearer understanding of job recruitment and employment opportunities.

Critical to the success of the comprehensive literacy plan is developing a pipeline within the cluster feeder system placing literacy integration specialists, literacy interventionists, and qualified reading teachers in critical roles at each cluster site. Highly effective reading teachers will be placed in core reading classrooms utilizing effective materials aligned with standards. Open lines of communication between district staff and cluster sites will ensure critical roles are filled by qualified personnel. Hiring processes include mutual consent and school leader autonomy in recommending a candidate to the superintendent and then verification by school board vote. Recommendations are made based on credentials and scores on interview criteria.

Incentives to recruit and retain the most effective teachers and leaders in the cluster sites include low teacher to pupil ratios, infusion of technology, support staff (instructional literacy specialists, literacy interventionists, instructional coaches, and grade-level supervisors), and PD opportunities. In order to recruit leaders, highly effective teachers are often moved to lead teacher roles. These individuals attend Aspiring Administrators PD and are given additional roles and responsibilities. Compensation structures based on demonstrated effectiveness are not currently in place, but will be considered for the future based on progress toward literacy goals. VPSBs PD plan, support structures, and development of teachers and leaders are based on student and teacher needs as determined through data analysis (see Project DREAM, Charts 4 and 7).

(17) Evaluation Plan. Project DREAM aligns with goals for improving literacy outcomes and annual targets. This plan relies heavily on the infrastructure in place, the development and implementation of improvement, and the evaluation plan for determining effectiveness. Adhering to FERPA laws, the results of TELD-3, ELA iLEAP in grades 3 and 5, ELA LEAP in 8th, and English II and III EOC will be collected, analyzed, and reported yearly to LDOE and the District Literacy Leadership Team. The Grant Coordinator will collect and organize the data. The district and school literacy leadership teams will evaluate data and reflect on practices to determine instructional/intervention changes for the following school year. The information on project outcomes will be disaggregated by student subgroups and reported to the LDOE, VPSB, District Literacy Leadership Team, parents, and community members through an annual report submitted to LDOE and posted on the district's website by October 1 each year.

(18) Management of Project DREAM will be overseen by the Grant Coordinator with support from supervisory staff, special education personnel, pupil appraisal services, business and finance personnel, school administrators, literacy integration specialists, literacy interventionists, ECEP staff, classroom teachers and paraprofessionals. The Grant Coordinator, along with business and finance personnel, will review monthly financial reports to ensure all activities take place within mandated distribution parameters (15%, 40%, and 40%).

*Project DREAM, Chart 8 Timeline for Implementation

Criteria	Actions	Personnel	Timeline	Milestone
District goals and objectives for Students, Instructional Staff, Administrators, and Schools.	Establish policies; Adopt curriculum, standards, goals, and benchmarks; Leverage funds/adopt budget.	District and school Literacy Leadership Teams Grant Coordinator	Spring 2012	School Board accepts plans/budget Summer 2012
<u>Align Curriculum</u>	Study, review	LDOE	2012-2013	Curriculum scope

<ul style="list-style-type: none"> • Clarity and Specificity of Objectives • Delineation of the Prerequisite Essential Skills • Delineation of the Major Instructional Resources 	<p>and development of a curriculum</p>	<p>Central Office staff Teacher Committees</p>	<p>Initial Implementation</p>	<p>and sequence charts for all courses and subjects taught.</p>
<p><u>Align Curriculum Assessments</u></p> <ul style="list-style-type: none"> • Guide teachers' instruction • Guide students' learning; • Guide district and school programmatic decisions; • Communicate progress to parents /stakeholder 	<p>Implement assessment/data management system; Provide monthly analysis of data</p>	<p>LDOE, Central Office staff, Teacher Committees</p>	<p>2012-2013 Initial Implementation</p>	<p>Student outcome data/ Information management system that provides timely, efficient feedback on district assessment to students, teachers, parents, principals, and district administrators.</p>
<p><u>Align Instructional Strategies</u></p> <p>Identify research-based best practices, methodologies, developmental appropriateness, differentiation of instruction and priorities for use of instructional time in order to provide appropriate levels of challenge.</p>	<p>Provide district training opportunities. Schedule protected time for staff to discuss ideas and strategies. Provide articulation sessions between cluster sites.</p>	<p>Instructional Personnel; Teachers; Special education personnel; ELL staff; Administrators ECEPs</p>	<p>2012-2013 Initial Implementation Staff Development</p>	<ul style="list-style-type: none"> • Professional development plan • Individual PD plans • Schedule of PD activities <p>Observation of classrooms for strategy alignment.</p>
<p><u>Intervention/ Enrichment</u></p> <p>Differentiated Instruction, UDL, AIM</p>	<p>*Provide opportunities for PD to DI, UDL and AIM practices.</p>	<p>Cluster Site Staff</p>	<p>2012-2013 Initial Implementation</p>	<p>*Serve as clinical settings for pre-service teacher practice. *Close literacy gap with students' needs identified early.</p>
<p><u>Align Instructional Resources</u></p> <p>Instructional</p>	<p>Identify instructional resources;</p>	<p>Instructional Personnel; Teachers;</p>	<p>2012-2014</p>	<p>List of available and approved instructional</p>

resources selected for their congruence with the approved curriculum and student needs.	Adopt a research-based core reading program; Enrich libraries; Research-based intervention programs.	Special education personnel; ELL staff; Administrators		resources. Criteria and district processes for selecting textbooks and instructional resources.
<p><u>Connections</u> Provide connections for special programs so coordination and articulation occur by design. Connections to curriculum maps to assure an alignment of the curriculum.</p>	Provide teachers practical applications for content and skills. Identify strategies including technology for integrating the curriculum across other disciplines.	Instructional Personnel; Teachers; Special education personnel; ELL staff; Administrators	2013-2014	List of enrichment activities and modifications for re-teaching or accelerating the curriculum.

Key personnel for Project DREAM include Ann Hardy, the elementary supervisor (PreK-4) of Vermilion Parish School District, who will serve as District Lead Supervisor for the grant. She was instrumental in initiating and coordinating a literacy program (Reading First/ ELFA) in the district. Mrs. Hardy has attended, as well as presented, at local, state, and national conferences on RtI, Instructional Leadership, and effective literacy practices. Additional supervisors key to the operations of Project DREAM are Jeannie Cormier, middle school supervisor and Ellen Arceneaux, assistant superintendent of curriculum. Both work closely with teachers in job-embedded PD. HeadStart directors Amanda Caffery and Vanessa Espree work in the public sector with higher education credentials and oversee early childhood programs in the cluster. Regina Hebert will work as an Early Childhood Literacy Integration Specialist working with birth-5 in identifying student deficiencies and assigning interventions at an early age. Elementary principals Wendy Stoute and Patricia Gaspard contribute eleven years combined experience to the program. They have attended state and local professional development on

Ensuring Literacy for All including Guided Reading practices, interventions, and walkthrough observations. Middle school principal, Mikal Stall, and high school principal, Ivy Landry, bring an experienced level of commitment to the project promising a refined process of implementation, protected time for interventions, and focused professional development in content area reading strategies. Patricia Thibodeaux will work as Grant Coordinator compiling data and reporting yearly progress. In addition, six additional Literacy Integration Specialists will be hired to service students in grades K-12 equally. Literacy Interventionists will work directly with children in practicing reading skills (See Appendix F).

(19) VPSB submits a budget on a \$1 million base and \$300 per pupil allocation (2,607 students) for a year 1 total amount of \$1,782,100. See chart below for a description of budgetary requests aligned with LaCLIP and integrating SRCL funds with other funds. (See Appendix G).

***Project DREAM, Chart 9**

<p>Personnel 7 Literacy Integration Specialists (LIS) will be hired. (75% of salaries will be paid with SRCL funding and 25% of 6 will be paid by Title I funding. 25% of 1 LIS at the high school level will be paid by general fund.)</p>
<p>8 literacy interventionists to be distributed equally between the school sites. (75% of salaries will be paid with SRCL funding and 25% for 7 will be paid by Title I funding. 25% of 1 LIS at the high school level will be paid by general fund.)</p>
<p>Stipends will be paid to staff to attend professional development = \$49,800</p> <ul style="list-style-type: none"> • An additional Literacy Interventionist is in place at the middle school, and 100% of this salary is paid through the Educational Excellence Funds (EEF). • Four additional Literacy Interventionists are in place at the elementary level. These positions will be paid through Title I. • IDEA funding supports speech-language pathologists, special education personnel, educational diagnosticians, and school psychologists. • 2 ELL tutors are paid through Title III. • 2 Curriculum Facilitator (1 elementary and 1 between the middle and high school.) 1 is paid through REAP funding and 1 is paid through general fund. • Total Personnel \$634,050
<p>Substitutes will be utilized to replace teachers during PLCs (275 X \$75 per day = \$20,550.)</p>
<p>Fringe benefits (benefits will be paid at 26.45% of the employees' yearly salaries for teacher retirement and Medicare.) Total fringe for personnel and substitutes = \$271,834.13</p>
<p>Travel to various training sessions for cluster staff=\$185,800</p>

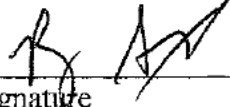
Supplies Assessment and intervention materials, technology = \$523,434.63
• Intervention materials (United Way of Acadiana Breakthrough Funding pays for online intervention software in the elementary schools - \$11,452.)
Contractual Family Literacy Services, Early Literacy PD = \$111,500
Total \$1,782,100

VPSB has processes and personnel involved to ensure budgets are transparent. A Chief Financial Officer, a Federal Programs Accountant, and several ancillary personnel use a computerized financial tracking system, which tracks salaries, expenditures, and allocations. The following formula will be used in the distribution of SRCL funds: 15% will be allocated to Birth to Pre-K, 40% will be allocated to elementary (Grades K-5), and 40% will be allocated to adolescent (Grades 6-12). The district's record of effectiveness with grant funding is commendable and VPSB will draw-down funds monthly to support this program, keeping close ties on all expenditures and allocations.

(20) VPSB will assume greater responsibility for sustaining the program each year with increased leveraging and reduced levels of SRCL funds. The Assistant Superintendent of Curriculum and Instruction and Federal Programs, will oversee budgets for Title I, Title II, Title III, IDEA, REAP, and EEF advising district personnel on leveraging funds to ensure a system of checks and balances is maintained to reap the greatest benefits from all funding sources. The district will leverage 25% of salaries in the first year, 30% in the second year, and 35% for the remaining years of the project. Title I, Title II, and IDEA funds will be utilized to implement PD opportunities to additional personnel throughout the district. In Year 2, the district will expand the project's scope to include LeBlanc Elementary School without additional SRCL funding. Continuing partnerships with ULL and UWA, VPSB will expand practices to all district schools through leveraging funds, sharing best practices, providing PD, and tracking progress. The District Literacy Leadership Team will meet with partners and stakeholders three times per year to communicate the district's sustainability efforts.

APPENDIX A

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

LEA Name:	Cluster School Names	
<p>Vermilion Parish School Board</p> <p>REC'D FEB - 1 2012</p> <p>Superintendent:</p> <p><u>Randy Schexnayder</u></p> <p>Print Name</p> <p></p> <p>Signature</p> <p>Office Phone (337) 898-5764</p> <p>Other Phone (337) 898-5755</p> <p>E-mail randys@vrml.k12.la.us</p> <p>LEA SRCL Contact Person:</p> <p>Name <u>Patricia Thibodeaux</u></p> <p>Position <u>Grant Coordinator</u></p> <p>Phone (337) 898-5814</p> <p>E-mail pthib@vrml.k12.la.us</p> <p>LEA Physical Address:</p> <p><u>220 S. Jefferson St.</u></p> <p><u>Abbeville, LA 70510</u></p> <p>LEA Mailing Address:</p> <p><u>P. O. Drawer 520</u></p> <p><u>Abbeville, LA 70511</u></p> <p>Congressional District: <u>7</u></p>	<p>Non-Profit <u>Early Childhood Education Provider</u> (providing direct services to children):</p> <p>1. <u>Early HeadStart Center</u></p> <p>Age Span <u>Birth - 2 years</u></p> <p>Number of Four-Year-Olds <u>0</u></p> <p>Number of Three-Year-Olds <u>0</u></p> <p>Number of Children Ages 0-2 <u>20</u></p> <p>Director <u>Vanessa Espree</u></p> <p>Phone (337) 706-1200</p> <p>Email Vanessa.espree@unitedwayofacadiana.org</p> <p>Physical Address:</p> <p><u>801 S. St. Valerie Street</u></p> <p><u>Abbeville, LA 70510</u></p> <p>Mailing Address:</p> <p><u>215 E. Pinhook Rd.</u></p> <p><u>Lafayette, LA 70501</u></p> <p>2. <u>Precious Moments HeadStart Center</u></p> <p>Age Span <u>3 years - 4 years</u></p> <p>Number of Four-Year-Olds <u>46</u></p> <p>Number of Three-Year-Olds <u>66</u></p> <p>Number of Children Ages 0-2 <u>0</u></p> <p>Director <u>Amanda Caffery</u></p> <p>Phone (337) 893-2528</p> <p>Email amandastmarycaa@aol.com</p> <p>Physical Address:</p> <p><u>1600 N. State St.</u></p> <p><u>Abbeville, LA 70510</u></p> <p>Mailing Address:</p> <p><u>Same</u></p> <p>3. <u>Vermilion Parish LA 4 PreK</u></p> <p>Age Span <u>4 years old</u></p> <p>Number of Four-Year-Olds <u>140</u></p> <p>Number of Three-Year-Olds <u>0</u></p> <p>Number of Children Ages 0-2 <u>0</u></p> <p>Director <u>Ann Hardy</u></p> <p>Phone <u>(337) 898-5757</u></p> <p>Email <u>ahardy@vrml.k12.la.us</u></p> <p>Physical Address:</p> <p><u>220 S. Jefferson St.</u></p> <p><u>Abbeville, LA 70510</u></p>	<p>Elementary <u>Eaton Park Elementary</u></p> <p>Principal <u>Wendy Stoute</u></p> <p>Grades <u>PK - 5</u> # of Students <u>599</u></p> <p>Phone <u>(337) 893-4978</u></p> <p>Email wstoute@vrml.k12.la.us</p> <p>Physical Address:</p> <p><u>1502 Sylvester St.</u></p> <p><u>Abbeville, LA 70510</u></p> <p>Mailing Address:</p> <p><u>Same</u></p> <p>Elementary <u>James A. Herod Elementary</u></p> <p>Principal <u>Patricia Gaspard</u></p> <p>Grades <u>PK - 5</u> # of Students <u>612</u></p> <p>Phone <u>(337) 893-4258</u></p> <p>Email pattyg@vrml.k12.la.us</p> <p>Physical Address:</p> <p><u>120 Odeco St.</u></p> <p><u>Abbeville, LA 70510</u></p> <p>Mailing Address:</p> <p><u>Same</u></p> <p>Middle <u>J.H. Williams Middle</u></p> <p>Principal <u>Mikal Stall</u></p> <p>Grades <u>6 - 8</u> # of Students <u>676</u></p> <p>Phone <u>(337) 893-3943</u></p> <p>Email mstall@vrml.k12.la.us</p> <p>Physical Address:</p> <p><u>1105 Prairie Ave.</u></p> <p><u>Abbeville, LA 70510</u></p> <p>Mailing Address:</p> <p><u>Same</u></p> <p>High <u>Abbeville High</u></p> <p>Principal <u>Ivy Landry</u></p> <p>Grade Configuration <u>9 - 12</u></p> <p>Number of Students <u>574</u></p> <p>Phone <u>(337) 893-1874</u></p> <p>Email ilandry@vrml.k12.la.us</p> <p>Physical Address:</p> <p><u>1305 Wildcat Dr.</u></p> <p><u>Abbeville, LA 70510</u></p> <p>Mailing Address:</p> <p><u>Same</u></p>

APPENDIX A

Table 2. LEA "CLUSTER" PARTNERS AND ADDED POPULATION

<p>Proposed site to expand project--Year 2 <i>(Use spaces as appropriate)</i></p>	<p>Birth – PreK Partners <i>(Use spaces as appropriate)</i> Non-Profit Organization or Agency (providing <i>early</i> literacy services to caregivers, families, and children)</p>	<p>Other Partners <i>(Use spaces as appropriate)</i> Non-Profit Organization or Agency (providing <i>other</i> literacy services to subgrantee or schools within the cluster)</p>
<p>Elementary <u>Leblanc Elementary</u> Principal <u>Dawn Amy</u> Grades <u>PK - 5</u> # of Students <u>615</u> Phone <u>(337) 937-8110</u> Email <u>dawna@vrml.k12.la.us</u></p> <p>Physical Address: <u>4511 E. LA Highway 338</u> <u>Abbeville, LA 70510</u></p> <p>Mailing Address: <u>Same</u></p>	<p>1. <u>First Years</u> Director <u>Betty Blaize</u> Phone <u>(337) 332-8551</u> Email <u>bbblaize@aol.com</u> Physical Address: <u>112 Washington St.</u> <u>Breaux Bridge, LA 70517</u> Mailing Address: <u>P. O. Box 1285</u> <u>Breaux Bridge, LA 70517</u></p>	<p>1. <u>United Way of Acadiana</u> Director <u>Margaret Trahan</u> Phone <u>(337) 706-1244</u> Email <u>margaret.trahan@unitedwayofacadiana.org</u> Physical Address: <u>215 E. Pinhook Rd.</u> <u>Lafayette, LA 70501</u> Mailing Address: <u>Same</u></p>
<p>Middle</p> <p>Principal _____ Grades _____ # of Students _____ Phone _____ Email _____</p> <p>Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>	<p>2. _____ Director _____ Phone _____ Email _____ Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>	<p>2. <u>University of Louisiana at Lafayette – College of Education</u> Associate Dean <u>Dr. Paula Montgomery</u> Phone <u>(337)482-6678</u> Email <u>psm3849@louisiana.edu</u> Physical Address: <u>104 University Circle</u> <u>Lafayette, LA 70504</u> Mailing Address: <u>PO Box 44872</u> <u>Lafayette, LA 70504-4872</u></p>
<p>High</p> <p>Principal _____ Grades _____ # of Students _____ Phone _____ Email _____</p> <p>Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>	<p>3. _____ Director _____ Phone _____ Email _____ Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>	<p>3. _____ Director _____ Phone _____ Email _____ Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>
<p>Proposed population to expand project in Year 2 <i>(Use spaces as appropriate)</i></p>		

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

TABLE 1: DISADVANTAGED POPULATIONS FOR LEA “CLUSTER” FEEDER SYSTEM SCHOOLS

“Cluster” Feeder System School/Site Name and Grade Configuration	Oct. 1, 2011 Free and Reduced Lunch		Oct. 1, 2011 Limited-English Proficient		Oct. 1, 2011 Students with Disabilities		Oct. 1, 2011 Homeless		2010-2011 Cohort Graduation Rate		2010-2011 Over Age Students in 9 th Grade		Other-Referred to Alternative Program (Behavior)	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Early HeadStart Center (Birth – 2 year olds)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Precious Moments HeadStart Center (3 – 4 year olds)	111	100	9	8.1	6	5.4	0	0	N/A	N/A	N/A	N/A	N/A	N/A
Eaton Park Elementary School (PK – 5 th Grade)	521	87	44	7	96	16	5	<1	N/A	N/A	N/A	N/A	11	2
James A. Herod Elementary School (PK – 5 th Grade)	571	93	30	5	92	15	6	<1	N/A	N/A	N/A	N/A	17	2.7
J.H. Williams Middle School (6 th – 8 th Grade)	542	80	30	4	82	12	8	<1	N/A	N/A	N/A	N/A	57	8
Abbeville High School (9 th – 12 th Grade)	407	71	13	2	67	12	4	<1	78	65.1	52	28.6	21	3.6

* OTHER: REFERRED TO ALTERNATIVE PROGRAM

APPENDIX B

LEA Name: Vermilion Parish School Board

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- Referred to Alternative Program (Behavior)	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elementary	Cecil Picard Elementary School (PK – 6 th Grade)	305	44	7	1	90	3	6	<1	N/A	N/A	N/A	N/A	1	<1
	Dozier Elementary School (PK – 5 th Grade)	262	84	14	2	45	8	0	0	N/A	N/A	N/A	N/A	0	0
	Forked Island/E. Broussard Elementary School (PK – 8 th Grade)	194	56	0	0	50	14	2	<1	N/A	N/A	N/A	N/A	1	<1
	Indian Bayou Elementary School (PK – 8 th Grade)	123	47	6	2	30	11	0	0	N/A	N/A	N/A	N/A	0	0
	Jesse Owens Elementary School (PK – 5 th Grade)	129	62	0	0	22	10	0	0	N/A	N/A	N/A	N/A	3	1.5
	Kaplan Elementary School (PK – 4 th Grade)	409	68	6	1	79	13	0	0	N/A	N/A	N/A	N/A	2	<1
	LeBlanc Elementary School (PK – 5 th Grade)	370	60	20	3	72	11.7	14	2	N/A	N/A	N/A	N/A	10	1.6
	Meaux Elementary School (PK – 6 th Grade)	167	39	0	0	31	7	0	0	N/A	N/A	N/A	N/A	0	0
	Seventh Ward Elementary School PK – 5 th Grade)	157	59	22	8	28	10	2	<1	N/A	N/A	N/A	N/A	2	<1
Middle	Erath Middle School (6 th – 8 th Grade)	177	39	5	1	54	11	1	<1	N/A	N/A	N/A	N/A	9	1.9
	Rene Rost Middle School (5 th – 8 th Grade)	267	63	1	<1	77	18	2	<1	N/A	N/A	N/A	N/A	9	2
High	Erath High School (9 th – 12 th Grade)	158	32	3	<1	39	7	3	<1	98	91.4	29	20	4	<1
	Gueydan High School (6 th – 12 th Grade)	122	58	0	0	29	12	2	<1	29	86.4	4	11	3	1.2
	Kaplan High School (9 th – 12 th Grade)	210	45	6	1	50	10	2	<1	75	77.8	26	19	2	<1
	North Vermilion High School 7 th -12 th grade	278	36	2	<1	98	12	3	<1	96	82.4	33	23	8	i

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. Eaton Park Elementary School	PK	DSC EOY Language Post-Test National Percentile Rank	50%	63%	73%
B. Herod Elementary School	PK		69%	72%	76%
A. Eaton Park Elementary School	K	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	81%	91%	75%
B. Herod Elementary School	K		80%	79%	71%
A. Eaton Park Elementary School	1 st		70%	67%	62%
B. Herod Elementary School	1 st		63%	53%	57%
A. Eaton Park Elementary School	2 nd		51%	53%	50%
B. Herod Elementary School	2 nd		69%	49%	52%
A. Eaton Park Elementary School	3 rd		63%	44%	54%
B. Herod Elementary School	3 rd		55%	47%	41%

APPENDIX B

LEA Name: Vermilion Parish School Board

**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. Eaton Park Elementary School	3 rd	iLEAP	74%	56.5%	52.6%
B. Herod Elementary School	3 rd	iLEAP	58.5%	49%	48.6%
A. Eaton Park Elementary School	4 th	LEAP	73%	56%	51%
B. Herod Elementary School	4 th	LEAP	69.6%	61%	76%
A. Eaton Park Elementary School	5 th	iLEAP	65%	55.5%	55%
B. Herod Elementary School	5 th	iLEAP	50%	47%	64%
J.H. Williams Middle School	6 th	iLEAP	50%	65.6%	58%
J.H. Williams Middle School	7 th	iLEAP	70%	54%	60.9%
J.H. Williams Middle School	8 th	LEAP	56.5%	59%	71%
Abbeville High School	9 th	iLEAP	49%	56%	N/A
Abbeville High School	10 th	GEE	60%	65%	63%
Graduation Rate	% Cohort		49.1%	73.2%	65.1%