West Baton Rouge Parish School Board

3761 Rosedale Road

Port Allen, LA 70767

Louisiana Striving Readers Comprehensive Literacy

Full Application

Due Date: February 1, 2012, 4:00 p.m. CST

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Part 1: Application Narrative

1) Need for project and rationale for selecting cluster feeder system

a) *Schools/sites with highest number/percentage of disadvantaged youth* After analyzing West

Baton Rouge Parish's (WBR) data/needs analysis (refer to Appendix B), the Port Allen schools

and non-profit providers "cluster" feeder were selected to participate in the SRCL. This cluster

consists of Port Allen Elementary (PAES) Head Start-1st, Cohn Elementary (Cohn) 2nd-4th, Port

Allen Middle (PAMS) 5th-8th, and Port Allen High (PAHS) 9th-12th, encompasses the greatest

population of disadvantaged youth. 91% of the students in the cluster receive free/reduced lunch

as compared to 65% of the students in the non-cluster schools. This indicates that 26% more of

the students in the cluster live in poverty. While the cluster's limited-English proficient (1.5%)

and disabilities (10.25%) percentages compare to the non-cluster, 4.65% more of the cluster

families are homeless. Only 59% of the students in the cluster graduate on time as compared to

82% of the students in the non-cluster schools, which indicates a gap of 23% percent.

Additionally, the cluster serves 7% more over age 9th graders and 15% more Connections

students than the non-cluster.

b) Achievement results and data trends WBR's chosen cluster participated in the state's

   Literacy Pilot from 2006-2011. Students in the cluster have shown greater gains than the

   state as a whole.

2009-2011 LEAP and *i*LEAP ELA gains in students scoring Basic and above

ELA "09-'11	3rd	4th	5th	6th	7th	8th	9th*
WBR Cluster Gain	0%	4%	9%	6%	11%	10%	24%
Statewide Gain	2%	2%	2%	3%	7%	5%	7%

*9th grade data is from 2007-2010

A review of the achievement results in Appendix B: Table 3 shows gains in the cluster. Limited

growth was made in 3rd grade (1%) and 4th grade (4%) between 2009 and 2011, consistent

growth was made in 5th-12th grades. Growth for these grades over a 3 year period range from 6% to 24%.

c) *Evidence of cluster school/site connections (Appendix B)* Since WBR is the Head Start (HS) grantee, PAES has a HS center on its school campus that served 51 three year olds in 2010-2011. Of the 51 HS students, 49 students (**96%**) continued on to PAES PreK. Cohn's 2nd grade class of 2011-2012 contains 83 students, 74 students (**89%**) came from PAES. PAMS' 5th grade class of 2011-2012 contains 79 students, 69 students (**87%**) came from Cohn. Of the 67 2010-2011 PAMS' 8th graders, 65 (**97%**) of these students moved on to PAHS. PAHS' 9th grade class of 2011-2012 contains 102 students, 65 students (64%) came from PAMS. Based on this data, **92%** of the students are more likely to matriculate through the PA cluster.

2) *Plans to expand project (Appendix A, Table 2)*

a) *Proposed sites/populations to add to the cluster in Year 2* The Erwinville schools, Chamberlin Elementary (CES) and Devall Middle (DMS), and non-profit providers "cluster" feeder were selected to participate in Year 2 of the SRCL. These schools are located in a rural portion of WBR and serve families from low socio-economic backgrounds. CES serves 299 students in HS- 4th grade. The population of the school consists of 56% White, 43% Black and 1.4% Hispanic. DMS serves 180 students in 5th -8th grade. The population of the school consists of 57% White, 39% Black and 3.3% Hispanic.

b) *Rationale and cluster school/site connections* After analyzing the two non-clusters' data/needs analysis, the Erwinville cluster was chosen to participate in Year 2 of SRCL because this feeder cluster would enable WBR to serve all students who matriculate to PAHS. This will provide cohesive and coherent literacy instruction and support to the greatest population of disadvantaged youth. 83% of the students in the Erwinville cluster receive free/reduced lunch as

compared to 56% of the students in the non-cluster. This indicates that 27% more of the students in the cluster live in poverty. While the cluster's limited-English (ELL) proficiency rate of 2.1% and disabilities (SWD) rate of 10.4% are slightly higher than the non-cluster's rates of 1.7% and 9.4% respectively, 2.5% more of the cluster families are homeless. Since this cluster feeds into PAHS, it contributes to the achievement gaps in students graduating on time, over age 9th graders, and over age 7th and 8th graders in Connections. (Refer to question 1 for data).

c) ***Steps for Year 1 transitioning*** Although the non-cluster schools will not receive SRCL funds, they will be required to address SRCL goals and implement the project with existing resources. Literacy Leadership Teams (LLT) will be organized at each school made up of principals, literacy leaders, teachers, speech-language pathologists, parents, and community members in order to promote a shared literacy vision. The LLT will participate in all state-sponsored literacy webinars and face-to-face sessions. The DLLT will provide assistance and support to the LLT as they schedule time to meet, plan, analyze student data and work products, and determine instructional modifications and interventions. The LLT will be invited to conduct site visits to the Port Allen (PA) cluster. Additionally, all staff members will participate in literacy professional development. Participation in these activities will ensure a seamless and effective Year 2 transition.

3) ***Needs Assessment (Appendix B)***

a) ***Measures used and data collected*** The DLLT utilized a comprehensive needs assessment (CNA) and LACLiP as the framework for planning and designing the SRCL program. The CNA is comprised of the following sources of data: student achievement, including subgroup data (Brigance, DSC, DIBELS, *i*LEAP, LEAP, GEE, EOC), surveys (Literacy Capacity Survey) and questionnaires for parents, staff and administrators, archival data (attendance, retention rates,

drop-outs, graduation rates, post secondary, over age 9th graders, homeless, discipline),

classroom observations and evaluations, and community and district demographic and

environmental factors.

b) Needs assessment process and use of results WBR utilized a CNA process to examine

multiple sources of data to identify the most disadvantage population and prioritize needs for the

cluster schools. The DLLT members collected and analyzed data from multiple sources. The

CNA were used to develop the literacy goals and action plan for the SRCL.

c) Participation of stakeholders in the process The CNA included stakeholders included: the

 superintendent, central office staff, principals, teachers, paraprofessionals, staff, parents, child

care providers, community members, and students all contributed information to ensure the

process was inclusive.

4) Clearly define goals for improving student literacy outcomes

a) Relationship of ambitious goals to identify needs (outcomes)

WBR's literacy goals align with the state's goals and Louisiana's Education Reform Plan.

	Louisiana's Goals for Improving Literacy	**Current Rate**	
		State	**Cluster**
1	Students enter kindergarten with the pre-literacy skills ready to learn.	46%	66%
2	Students are reading on grade level by 3rd grade.	69%	60%
3	Students enter 4th grade on time and on grade level in reading and math.	77%	75%
4	Students perform at or above grade level in ELA by 8th grade.	67%	63%
5	Students graduate on time.	67%	59%
6	Students enroll in post-secondary education or graduate work force-ready.	48%	48%
7	Students successfully complete at least 1 year of post-secondary education.	52%	**
8	Students achieve all eight goals regardless of race or class.	**	**

WBR's highest needs of at risk students lie in achievement gaps for both SWD and students who

are disadvantaged due to race or income level. **Goal 1: Students enter kindergarten with the**

pre-literacy schools ready to learn. A review of the Kindergarten readiness indicator shows

that PAES has met the state target. WBR set a new target of **75%** for students meeting Fall

Benchmark on DIBELS Next by 2014. WBR will accomplish this by setting incremental targets of **71%** for 2013 and **75%** for 2014. Recruitment of the district's most at risk students for HS and PreK will be key, as well as offering strong PL for parents and local daycare providers. After the Fall administration of the TELD-3, WBR will create a two year goal for Spring TELD-3 results for PAES HS and PreK classes. **Goal 2: Students are reading on grade level by 3rd grade.** 3rd grade *i*LEAP reveals that WBR needs to improve its percentage of students scoring Basic and above in all subgroup areas for this cluster. **60%** of Cohn's 3rd graders scored Basic and above as compared to the state's average of **69%**. WBR set a target of **72%** of students performing on or above grade level on *i*LEAP by 2014. WBR has set incremental targets of **66%** for 2013 and **72%** for 2014. **Goal 3: Students enter 4th grade on time and on grade level in reading and math.** The cluster needs to improve the percentage of students scoring Basic and above in all subgroups. WBR has set a target of **85%** of the Kindergartners reaching 4th grade on time. By focusing on all subgroups for both ELA and math in grades K-3, WBR will accomplish this by setting incremental targets of **80%** for 2013 and **85%** for 2014. **Goal 4: Students perform at or above grade level in English language arts by 8th grade.** 5th grade *i*LEAP scores for PAMS, revealed that **44%** scored Basic and above which is below the state average of **68%**. WBR has set a target of **60%** of students scoring Basic and above on LEAP by 2014. WBR will accomplish this by setting incremental targets of **52%** for 2013 and **60%** for 2014. WBR will focus on every child in this cluster to ensure that we meet the state goals by 2014. **63%** of 8th graders at PAMS scored Basic and above. WBR has set a target of **75%** for the students scoring Basic and above LEAP by 2014. WBR will accomplish this by setting incremental targets of **69%** for 2013 and **75%.** WBR will focus on all subgroups in this cluster to ensure that state goals are met by 2014. **Goal 5: Students graduate on time. 59%** of PAHS

students graduate on time. Analysis of the Cohort Tracking Report shows that **31%** of the 2010-2011cohort dropped out of school. WBR will target cohort in order to ensure an increase in the graduation rate. Further data reveals that the PAHS truancy rate is **30%** which is above the state average of **25%.** WBR will also target this population of students. Additionally, PAHS will increase End of Course (EOC) English II passage rate from **93%** to **95%** by Spring 2013, by obtaining an achievement level of Fair or better. PAHS will also increase the percentage of students scoring achievement level of Excellent/Good on EOC English II from **64%** to **69%** by Spring 2013. In addition, after the Spring 2012 first year results for EOC English III, WBR will create a goal for EOC English III Spring 2013 to ensure that we meet the evaluation measures outlined by SRCL. **Goal 6: Students enroll in post-secondary education or graduate work force-ready. 48%** of PAHS students enrolled in post-secondary education or graduate work force-ready. WBR will focus on the drop-out and truancy populations in order to meet the state goal of **65%** of high school students enrolling in post secondary education. WBR will accomplish this by setting incremental goals of **57%** for 2013 and **65%** for 2014. **Goal 7: Students successfully complete at least one year of post-secondary education.** PAHS had **94%** of the above mentioned cohort attending post-secondary education in good standing at the end of their first semester.WBR will tie this goal to Goal 6. Additionally, the "Cluster" 3rd -12th grade data revealed that WBR gifted and SWD are underperforming as compared to the state averages. SWD are scoring an average of **13%** Basic and above as compared to the state average of **35%. 63%** of the gifted students scored Mastery or Advanced on state testing while the state average for this same population is **85%.** WBR will target SWD and gifted students to increase student achievement scores.

b) *Use of measurement systems and alternative assessments* WBR will use the Test of Early

Language Development (TELD-3) to assess literacy skills for 3 and 4 year olds. WBR will use common benchmarking systems to identify at risk students. The Dynamic Indication of Basic Early Literacy Skills (DIBELS) assessment and data management will be used to assess grades K-3. The System to Enhance Education Performance (STEEP) will be used to assess grades 4-12. DIBELS and STEEP will allow data management of benchmark and progress monitoring data to determine student growth. STEEP will identify students with lack of skill and/or lack of motivation. Following established state guidelines as referenced in the Louisiana Access Guide (Access Guide), WBR also utilizes the Intervention Planning Tool by Don Johnson, Inc. as an alternative assessment to DIBELS and STEEP when those respective assessments are deemed inappropriate. The Access Guide will be used to guide selection of additional assessments, to further align assessment plans for SWD to ensure that informed literacy decisions occur.

c) ***Strategies to disseminate share information with stakeholders*** WBR will report student outcome data, progress data and program achievements to parents, students, the community, and other stakeholders on a quarterly basis. Three times per year, the DLLT will meet with all stakeholders to review progress towards grant goals. A review of all assessment data from PreK-12th grades (following FERPA guidelines) and state reports will be provided at these sessions.

5) ***Clearly articulate steps for reaching goals SIPs – in narrative and attached (Appendix C)***
The LEA has created a plan aligned with LACLiP and the SIPs (refer to Appendix C) that clearly delineates the steps and activities to improve outcomes for all children, define responsibilities of stakeholders, and incorporate timelines and milestones for accomplishing project tasks.

Objective 1: Improve school readiness and success through grade 12 in the area of language and literacy development for disadvantaged students.			
Evaluation measure 1: The program enhances children's literacy outcomes and demonstrates best practices for program implementation, teacher characteristics, classroom quality, and student characteristics			
Activities	**Responsible**	**Timeline**	**Milestones**

		Party		
Implement high-quality evidence-based literacy plan aligned with LACLiP.	Supervisors, Principals, LIS	Apr 2012-Sept 2016 Within 3 mths Within 6 mths	Hire school based literacy staff. Materials/curricula selected and purchase based on alignment with LACLiP and State standards.
		May 2012	Attend LDOE T/TA sessions to gain knowledge of evidence based practices aligned with LACLiP.
		Three times per year	Innovation Configuration to ensure implementation fidelity of program components aligned with LACLiP
		Ongoing	Implement a collaborative transition plan to ensure consistent student support from school to school to ensure seamless literacy instruction

Objective 2: Enable data-based decision-making to improve instruction practices, policies, and outcomes for all students, ensuring disadvantaged students receive maximum benefits.

Evaluation Measure 2: The program provides high quality professional development leading to high quality education services

Evaluation Measure 3: The program enhances the use of data driven decision making by teachers, school and district staff

Activities	Responsible Party	Timeline	Milestones
Ensure use of data to implement a comprehensive and coherent literacy program that serves students in the birth-12th grade continuum	Supervisors Principals LIS Teachers Picard Center CDL	**Summits:** Annually **Follow up:** Quarterly Quarterly	Attend state data summits to analyze data and needs assessment results Attend prof. dev. and follow up provided by LDOE on the use of DIBELS, STEEP, LETRS, and data systems to evaluate student outcomes and inform decisions to adjust practices
		Ongoing	Utilize non-profit providers to provide ongoing, job embedded prof. dev. to all stakeholders birth-12th grade based on data and needs assessment.
		At least quarterly	Data collected and complied used to inform prof. dev. and improve teaching and learning
		Ongoing	Analysis and dissemination of LDOE reports to share with stakeholders
		Ongoing	Data driven assessment and outcome data used to improve program activities ensuring successful implementation of LACLiP

		.	Adherence to written plan to ensure continuation of literacy practices
Make program results public	Superintendent Supervisors	As available	Publish reports via a variety of media to keep stakeholders informed

Objective 3: Use technology to address student learning challenges, to increase student engagement and achievement, to increase teacher effectiveness, ensuring the needs of disadvantaged populations are addressed

Evaluation Measures 1, 2, and 3: Technology will support the outcomes assessed for all evaluation measures

Activities	**Responsible Party**	**Timeline**	**Milestones**
Ensure the implementation of UDL principles to address student learning challenges	Supervisors Principal LIS Providers	Awareness sessions Year 1 Ongoing In-depth training	Attend LDOE UDL Prof Devel and follow up.
	Supervisors Principal	Annually	Disseminate information about LDOE regional training on UDL
Implement technologies that support the curriculum and standards outlined in LACLiP targeted toward increasing student engagement and effectiveness	WBR Technology Dept District Supervisors Principals LIS Pupil Appraisal	Ongoing and as requested	Training and technical support will be provided by LDOE and WBR Tech. Dept. to support school level implementation of cutting-edge technology tools. PD provided face to face, web-based, online community networking sties, e-mentoring, and webinars

6) *Description of existing state and LEA priorities that improve literacy outcomes*

Existing Priorities: Cecil J. Picard LA4 Program	
Rationale	Provides high quality educational opportunities for at-risk 4 year olds.
School(s)	PAES
Goals	1
Improvement and Need	An early intervention program that offer high quality, developmentally appropriate educational opportunities and experiences to at-risk four-year-old children.
LACLiP Alignment	LA4 provides full school year services in an inclusive setting for all students using a developmentally appropriate research-based curriculum
Existing Priorities: Positive Behavioral Intervention Support (PBIS)	
Rationale	Provides school wide strategies for implementing positive behavior approaches
School(s)	PAES, Cohn, PAMS, and PAHS
Goals	1, 2, 3, 4 and 5
Improvement and Need	Creates more positive school climate which increase academic performance (*i*LEAP, LEAP, GEE scores) while decreasing negative outcomes (suspensions, expulsions, low-attendance rates, and grade-level retention rates).

LACLiP Alignment	PBIS ensures differentiate practices and developmental interventions meet the individual needs of children.
Existing Priorities: Teacher Advancement Program (TAP)	
Rationale	Provides professional development to staff providing strategies that directly address identified student academic needs.
School(s)	PAES and PAMS; PAHS is Pre-TAP
Goals	2, 3, 4 and 5
Improvement and Need	Whole school reform structure designed to improve teacher quality through job-embedded professional development driven by the needs of the students.
LACLiP Alignment	Provides uninterrupted, quality learning time to establish school goals based on the needs of the students. Master and mentor teachers provide support to teachers.
Existing Priorities: Freshmen Academies/Middle Transitions and Everybody Graduates	
Rationale	Provide interventions to improve outcomes and ensure on-time graduation.
School(s)	PAMS and PAHS
Goals	4 and 5
Improvement and Need	Dropout prevention program designed to increase the high school readiness of 8th and 9th grade students.
LACLiP Alignment	Utilize data to identify at-risk students and provide interventions to assure that more students receive an on-time promotion and ultimately graduate.
Existing Priorities: Career and Technical Education Industry-Based Certification (CTE IBC)	
Rationale	Students earning an IBC are likely to graduate and continue education
School(s)	PAHS
Goals	5, 6 and 7
Improvement and Need	Instruction that incorporates academic concepts into career specific skills to earn IBC and dual enrollment that provide "a jump start" to a postsecondary education
LACLiP Alignment	CTE exposes and motivates students to read career related materials that would otherwise be considered too difficult or above their reading levels.
Existing Priorities: Jobs for American's Graduates (JAG-LA)	
Rationale	Reduce dropout rate by keeping students in age-appropriate educational settings.
School(s)	PAMS and PAHS
Goals	5
Improvement and Need	A dropout prevention and recovery program that assist at-risk students to help them earn a high school diploma or a GED and marketable skills.
LACLiP Alignment	JAG-LA provides academic remediation, mentoring and attaining employability skills for students who are most at-risk of dropping out of school.
Existing Priorities: Accelerated Student Achievement Pathways and LA Virtual Schools	
Rationale	Reduces dropout rate by allowing students to graduate from high school in 3 years.
School(s)	PAHS
Goals	5
Improvement and Need	A dropout prevention plan that allows flexible scheduling and earn elective credits through Louisiana Virtual Schools for over age students. Students receive targeted reading interventions while earning core credits. Resulting in college-and-career-ready graduates with an increased level of literacy.
LACLiP Alignment	These courses adhere to the standards-based curriculum, with attention to reading and writing in all content areas, and exposure to diverse texts.

7) *Curricula and intervention materials aligned with state standards*

a) *Current materials and strategies, plans to address alignment in gaps* WBR has developed

a cohesive literacy plan modeled after LACLiP which integrates RTI. Success for All (SFA) is

utilized as core instruction in HS-8th grade and the LCC is utilized in 9th-12th grades. SFA

materials have been aligned to LA PreK Standards, and the Standards. These materials provide

evidence-based, literacy instruction that incorporate the principles of universal design. Students

identified as at risk, based on assessment data and/or not making progress, receive increasingly

intense levels of targeted interventions (multi-tiered) according to individual needs (refer to

question 10f). In order to ensure all standards are addressed, the LISs will review the curriculum

materials, create scope and sequences, and identify gaps in the curriculum. Identified gaps will

be documented and approved SRCL materials will be purchased to address these gaps.

Beginning in 2012-2013, the transitional LCC in English will be utilized in 9th-12th grades.

b) *Processes for selecting, and acquiring new materials aligned with State standards* WBR

will use the CNA and the identified gaps in the curricula to determine the need for new materials.

To ensure compliance with the grant guidelines, WBR will only purchase approved SRCL

materials. Utilizing a rubric, the LISs will rate and select materials that best support student

learning and attainment of the standards.

c) *Lessons learned in the past to improve implementation of new materials* Despite the

overwhelming support and professional development (PD) provided with previous literacy

initiatives, the following lessons were discovered: 1) literacy instruction is being taught in

isolation because not enough emphasis was placed on creating a literacy culture that requires

literacy instruction throughout the day 2) there was a lack of careful selection of intervention

materials and fidelity of implementation of intervention and monitoring intervention. SRCL will

allow WBR an opportunity to ensure that there is a seamless transition within the cluster which provides job embedded PD to ensure literacy skills are taught.

8) *Language and text-rich learning environments*

*a) **School and classroom libraries*** WBR classrooms provide print rich libraries at emergent, elementary and adolescent levels. The classroom libraries are designed utilizing LACLiP. These libraries will be aesthetically inviting and contain the following materials to ensure accessibility to all students: books with rhyme and repetition, texts with a variety of difficulty levels on a wide range of topics, variety of informational texts, magazines, newspapers, audio recordings and online audio books, e-readers, iPads, iTouchs, text-to-speech software, etc. Classroom libraries will be regularly updated to maintain student interest and align with learning objectives. Funding will be allocated to update classroom book collections.

*b) **Materials and activities to engage and motivate literacy alignment with State standards***
SFA's ***Curiosity Corner 3 and 4 year old programs*** and ***KinderCorner*** emphasize language-related activities and the discussion of thematic concepts to promote the children's phonological awareness, phonemic awareness, receptive and expressive language development. These activities include: interactive storytelling, action songs and rhymes, verbal guessing games, and writing activities. Learning Labs are used to engage children in developing oral and written language. SFA's ***Reading Roots*** systematically teaches phonics supported by decodable stories, with instruction in fluency and comprehension. Students are provided rich literature experiences, extensive oral-language development, and thematically focused writing instruction. SFA's ***Reading Wings*** focuses on vocabulary development, reading comprehension, fluency, oral language development, and written expression within narrative and expository text. Comprehension strategies, such as summarization, clarification, graphic organizers, story structure, and prediction help students become strategic readers. SFA's ***Reading Edge*** is

designed to help students develop fluency, comprehension strategies, study skills, vocabulary, and a love for reading by exploring exciting novels with peers. High schools utilize the *LCC* in all content areas and integrate literacy strategies throughout the day to enhance literacy development.

c) *Appropriate use of technology* The WBR Assistive Technology Department works closely with the Louisiana Region II Assistive Technology Center in order to ensure all classroom libraries contain print material in different formats via assistive technology.

9) *Effective use of accommodations, including technology, to promote high achievement*

a) *Appropriate application of UDL principles* WBR integrates technology and the three principles of Universal Design for Learning (UDL). Multiple methods of presentation, participation, and expression are utilized to differentiate learning experiences for students. UDL is used to strengthen acquisition of the Standards and to facilitate the students' ability to demonstrate their knowledge using preferred formats. Teachers utilize a variety of instructional materials, including technology. Materials are selected based on student need, preference, and best fit/best practice in order to demonstrate concepts being taught.

b) *Incorporation of resources for best practice such as the Louisiana Access Guide*
WBR's Accessible Instructional Materials (AIM) Coordinator ensures that all students have access to the general curriculum. The Louisiana Access Guide is used to select assistive technology to ensure best practices. Supports currently being provided are: visual prompts, large-print textbooks, assistive technology devices (e.g. iPAD, Neo, laptops, ClassMate Readers), text to speech programs, Kurzweil 3000 access, Bookshare, Audio Overdrive and audio recordings of short stories/novels.

c) *Partnerships with LA Assistive Technology Centers and Accessible Instructional Materials*

The WBR AT Coordinator meets quarterly with Region II AT and AIM Coordinators. AT and AIM Coordinators along with selected teachers and speech therapists attend LATI (Louisiana Assistive Technology Initiative) and LASARD (Louisiana Autism Spectrum and Related Disorders) summer institutes and take online courses for PD.WBR has a lending library with devices and equipment that staff can borrow to use with students to address UDL. Region II AT Center has a large lending library to try equipment prior to purchasing. Ongoing training is provided for all assistive technology.

10) Coherent assessment and data management system to guide instructional decisions

a) Screening, progress monitoring and diagnostic assessments currently used

WBR has a comprehensive assessment schedule. The schools currently utilize Brigance (HS), Developing Skills Checklist-DSC (PreK), DIBELS Next (K-4th), and STEEP (4th-12th) to screen, progress monitor and diagnose student needs. The district uses the Phonological Awareness Screener for Intervention (PASI) or the Phonics Screener for Intervention (PSI) to diagnose accuracy issues. WBR utilizes curriculum-based measures (CBM) to determine if students have mastered skills and to provide specific information to guide instruction.

b) Use of data to drive instruction and intervention
The LIS collects and enters assessment data into web-based data management systems in order to generate school, class and individual student reports. Data is analyzed systematically on a bi-monthly, monthly and quarterly basis. The schools LLT, along with classroom teachers, systematically analyze reports, to make instructional decisions. Core content data along with DSC/DIBELS/STEEP are analyzed to make decisions that refine daily instructional practices. DIBELS/STEEP benchmarking and progress monitoring, diagnostic screening, and classroom assessment data are analyzed to determine if there is a class issue or a core issue that needs attention. Data is further analyzed to group

students for intervention according to similar skill deficits. Additionally, CBM, state assessments, and observations coupled with teacher feedback assists in determining targeted job-embedded PD. The SIP's Louisiana Measure of Progress (The LAMP), will be used at each school site by the LLT to chart monthly progress towards school's literacy goals.

c) ***Sharing data with stakeholders*** Students (K-12th grade) are given feedback on benchmarking and progress monitoring data (DIBELS/STEEP) at each assessment phase, via individual conferences with the assessor. Parents are given information about their child's reading progress at each benchmarking period or more frequently as needed via a parent friendly letter. DIBELS/STEEP reports can be attached to the letter. Parents also receive feedback during the parent teacher conferences that are held twice a year (HS-8th grade). The DLLT will share progress toward goals to all stakeholders three times per year after each benchmarking period.

d) ***How new assessments will be implemented into the current assessment schedule***

The only new assessment that will need to be added to the current assessment schedule will be the TELD-3 to assess HS and PreK students. This assessment will be administered in the Fall, Winter, and Spring based on state timelines. The district will work this assessment around other program requirement assessments.

e) ***Training that teachers will need to implement any new assessments*** A LEA team will be trained in the summer to administer the TELD-3 per LDOE guidelines. Additional staff will be trained through our PD partnership with the Picard Center.

f) ***Tiered ELA instructional schedule*** WBR's RTI process is organized into levels that represent an increase in the amount of instructional support based on assessment data. **Tier I:** Explicit literacy instruction provided to all students in reading class (SFA Reading K-8th grade). All 9th graders participate in a core reading class and English class. In addition in 3rd -12th grade, explicit vocabulary and comprehension strategies are imbedded in ELA and content area classes.

Tier II-Targeted research-based literacy instruction provided to students who fail to meet reading benchmarks on school-wide screening procedures and by review of state assessments (4th-12th). **Tier III**-Intensive literacy instruction provided to students who have not adequately responded to Tier I and Tier II instruction. RTI requires frequent progress monitoring to instruction to determine movement from one level of support to the next. This grant would allow WBR to provide targeted PD to strengthen the tiered approach, as well as purchase additional intervention materials.

Grade Levels: K-3 (PAES and Cohn)	
Tier I	90-120 min. of Success for All Reading
Tier II	30 min. of small group (6-8 students) Intervention Materials: LETRS Activities, 95% Group Blueprint for Intervention Phonological Awareness and Phonics, Read Naturally Progress Monitored every 2 to 3 weeks
Tier III	60 min. of small group (1-4 students) Intervention Materials: Phonics Boost, Headsprout, LETRS Activities, 95% Group Blueprint for Intervention Phonological Awareness and Phonics, Read Naturally Progress Monitored weekly or bi-weekly
Grade Levels: 4th -5th (Cohn)	
Tier I	90 min. of Success for All Reading
Tier II	45 min. of small group (6-10 students) Intervention Materials: 95% Group Blueprint for Intervention Phonological Awareness and Phonics, Read Naturally, Scholastic Fluency Formula Progress Monitored every 2 to 3 weeks
Tier III	45 min. of small group 4-6 students Intervention Materials: Phonics Blitz, Read Naturally Progress Monitored weekly or bi-weekly
Grade Levels: 6th-12th (PAMS and PAHS)	
Tier I	60 min. of Success for All Reading PAMS (6th-8th) 50 min. Core Reading Class PAHS (9th grade only)
Tier II	50 min. (10-15 students) Intervention Materials: Voyager Passport Journeys (PAHS) ,6 Minute Solutions, Scholastic Fluency Formula, Reading Advantage Progress Monitored 2 to 3 weeks (PAMS) Monthly at (PAHS)
Tier III	40-50 min. (Up to 6 students) Intervention Materials: Direct Instruction, Phonics Blitz, 6 Minute Solutions, Reading Advantage Progress Monitored weekly or bi-weekly

g) ***Effective use of technology*** WBR will provide technology equipment, such as laptops,

computers, iPads, and training support services for LIS and principals to input and use the

TELD-3, DIBELS, STEEP, and program data. This will allow immediate analysis of all

programmatic data to inform instruction, interventions, and PD to ensure improvement.

11) Transition plans of how cluster schools/sites support students

a) Coordinated with input and engagement of all partners and stakeholders

WBR has identified promising practices that will be used to transition students from school to

school. WBR recognizes that transitions from school to school are an extended process that

involves school administrators, teachers, parents, and students. Beginning in January of each

school year, the LIS will conduct at least two classroom co-observations at the sending feeder

school to examine the literacy strategies being implemented and student responsiveness. By

April of each school year, the core teachers from the sending school will complete individual

student profiles on all students known to be transitioning. By May of each school year, the

sending LIS and receiving LIS will meet to examine student data and grouping within core

instruction and tiered interventions in order to begin the transition process. By August of each

school year, the sending LIS and receiving LIS will meet to examine any changes to student data

and grouping within core instruction and tiered interventions so that student placements may be

finalized. By October of each school year, the sending LIS will visit the receiving feeder school

and co-observe the transitioning students to offer support to struggling students.

b) Transitional strategies that target children and parents in new school settings

Sp Ed teachers will meet with receiving teachers to discuss student profiles. Sp Ed teachers will

conduct at least one observation of the students they will be receiving from the feeder school. In

August of each school year, the schools will host a parent and student meeting for incoming

students to tour the school, meet teachers and to review policies and procedures unique to the

school.

c) *Activities that directly involve children* By May of each school year, students from the sending school will visit the receiving school to tour the school under the guidance of the principal and teachers. During the summer SWD will be transported to their new school, greeted by the teachers and tour their classroom.

12) Roles of partners and school/site staff and early childhood education providers

a) Partnership benefits to childcare providers, parents, caregivers, community members WBR has established partnerships with all stakeholders in an effort to incorporate the entire community. **Childcare providers** and **caregivers** will be invited to participate in PD aligned with LACLiP. **Parents/families** will be provided information and training on language and literacy development. **Community members** such as the **Center for Development and Learning's (CDL),** will provide professional learning (PL) to address student and educator needs and design plans of action. **New Beginnings (NB)** links the school, home and community by providing after school and summer enrichment to children. NB staff will be invited to participate in PL aligned with LACLiP. WBR entered a Professional Development Schools (PDS) agreement with **Louisiana State University (LSU)** which provides pre-service teachers with opportunities to observe and interact with students. **Families Helping Families (FHF)** is a family directed resource center for individuals/families with disabilities. They will provide information on literacy within a special-needs framework. These partnerships will benefit all stakeholders by: building a shared vision for literacy improvement, examining the impact of current literacy practices, providing PL to ensure students meet the Standards and SRCL goals, providing networking opportunities and sharing resources.

b) Leveraging of expertise and resources WBR partners with childcare providers to leverage the expertise and resources of speech-language pathologists, spe ed teachers, early childhood specialists, school psychologists, occupational therapists, physical therapists. Leveraging allows

children and families to reap the benefits of a wide range of services that they could not access.

The services included: screening and identification, early interventions, literacy based PL. This

partnership will allow childcare providers to lay a stronger foundation for students entering

WBR schools.

c) Responsibilities, roles and collaboration of district and school/site staff

District Level Staff: WBR formed a DLLT composed of multiple stakeholders in order to

articulate the district's goals for literacy improvement. **David Corona**, the **Superintendent**,

participates as member of the DLLT and shares the district's literacy goals with all stakeholders.

He is visible in all the schools and community. The **SRCL Coordinator, Cindy Ourso**,

coordinates all SRCL activities, PL, and assessments within WBR and seeks technical assistance

if needed from the LDOE. She facilitates district LIS' and DLLT meetings to discuss research-

based strategies, monitor literacy instruction and interventions, and discuss data-driven decision

making. She participates in all SRCL PL, supports schools in implementing literacy instruction

and interventions, provides technical assistance, analyzes student data to determine instructional

modifications and interventions, and will conduct monthly financial audits. She will schedule on-

site observations utilizing LDOE's Instructional Visit Checklist (IVC) and meetings between

feeder schools to enable LIS, teachers, and interventionists to share results, provide feedback and

discuss best practices. These results will be utilized to tailor PL for the cluster schools and/or

individual teachers. The LEA will facilitate transitional meetings between the cluster in May to

ensure the implementation of high-quality, comprehensive and seamless literacy instruction. The

Supervisor of PreK/Head Start Director, Crystal Leon and the **Special Education**

Supervisor, Dr. David Strauss will assist in implementing all components of SRCL and

participate in all SRCL activities. **School/Site Staff**: The **principals** will work collaboratively

with WBR by participating in the DLLT, sharing the district's literacy goals with all

stakeholders, and participate in all SRCL PL. The principals will form a school LLT to improve literacy outcomes for all students and provide support to the LIS, teachers, and interventionists. Principals will provide time for teachers and staff to participate in cluster meetings allowing staff to research evidence-based instructional practices, analyze student data, use data to monitor and adjust instruction, etc. Principals will conduct literacy observations using the LDOE's IVC during all content areas and interventions to ensure fidelity. Feedback will be provided to staff and the LIS to improve instruction and tailor PL. The **Literacy Integration Specialists (LIS)** will provide on-going job embedded PL through cluster meetings, in-class coaching, and modeling lessons to ensure the implementation of high quality literacy instruction. They will conduct observations utilizing the LDOE's IVC and provide vital feedback to staff to improve literacy instruction. The LIS will participate in all SRCL PL, collect and analyze student data in order to drive instruction.

d) Proof of educator commitment (Appendix D)

The LEA is committed to improve learning outcomes for all children birth- 12th grade. This will be accomplished by supporting schools in implementing LACLiP, managing and analyzing data driven decisions, utilizing technology to address learning challenges, and providing seamless PL to all stakeholders. David Corona has committed the financial and human resources of the system to implementing SRCL. Further support includes, signed commitments from educators within the cluster and letters of support from community members (refer to Appendix D and E).

e) Statement of common vision and community needs around preschool services

WBR believes that the path to literacy begins in infancy. All stakeholders will support children's language and literacy development by providing developmentally appropriate opportunities in authentic settings.

f) Channels of ongoing communication In order to ensure effective channels of ongoing communication regarding literacy outcomes, the LEA will provide: DLLT meetings, LLT meetings, LIS meetings, Head Start sponsored meetings, PreK collaborative meetings, open house, home visits, parent/teacher conferences, newsletters, emails, newspaper articles, literacy trainings, etc..

g) Strategies to develop a common language and understanding of best practices
Through collaborative meetings, the DLLT will help establish consistent expectations and learning experiences to support young children's literacy development by creating a common vision of language and literacy. The State's kindergarten readiness definition, the early learning guidelines and standards, and the stages of language development will be utilized to plan literacy improvements for children from birth to PreK. Joint trainings for parents, teachers, and caregivers will provide strategies on how to increase the use of age-appropriate literacy materials at home and school and provide time to collaborate. Shared planning, peer observations and debriefing sessions will allow stakeholders to analyze the effectiveness of literacy practices.

13) Engagement of nonprofit, community-based organizations and agencies

a) Process, rational and need for nonprofit community based partners based on
According to the CNA, WBR lacked sufficient resources and services for families with children birth to 3. The DLLT researched non-profit organizations within the community with a proven track record for improving early literacy development of children and providing professional development in early literacy. The **Cecil J. Picard Center for Child Development and Lifelong Learning (Picard Center)** and **the Louisiana Endowment for Humanities (LEH)** were selected to address the CNA gaps because of their demonstrated record of effectiveness. The **Picard Center** will provide highly qualified professionals to facilitate PL resources that are aligned with scientific, evidence-based research. They will utilize data-driven decision-making

and incorporate technology in order to improve the early literacy development of children.

Through this partnership WBR anticipates that PL will help teachers and childcare providers

develop and apply the knowledge and skills necessary to help students learn by engaging in

meaningful learning. **LEH's PRIME TIME FAMILY READING TIME (PRIME TIME)** is a

humanities-based program of reading, discussion, and storytelling that emphasizes the

importance of families reading together to discuss significant cultural and ethical themes. WBR

public library will provide the PRIME TIME Model for families and children ages 3- 4th grade

and teachers PreK-4th grade. Teacher training will include critical analysis of outstanding

children's literature and applied practice of the PRIME TIME questioning methodology. WBR

foresees that this partnership will provide PD for teachers in order to enhance their ability to

teach reading and critical thinking skills to enhance student achievement.

b) *Demonstrated record of effectiveness for each organization or agency*

The **Picard Center** completed the Beginning with Babies pilot in September of 2011 with the

Department of Children and Family Services. 360 participants from 90 childcare centers

throughout the state received professional development, including *Right from Birth* facilitated by

CDL. Initial pilot results indicate a 50% - 60% growth of participants who receive customized

professional development. Each participant had a pre- and post- *Four Diamond Infant/Toddler*

Observation Checklist completed to track growth. LEH has collaborated with local partners to

bring 22 programs to the community, each program reaching an average of 411 at-risk families.

"Stemming the Tide of Intergenerational Illiteracy: A Ten-Year Impact Study of PRIME TIME

FAMILY READING TIME" showed that students who participated in **PRIME TIME** were

largely at-risk (78%) and outperformed the district norm in virtually every grade from 3 through

12, (based on *i*LEAP, LEAP, and GEE). There was a 94% participant retention rate across

programs, 85% of families experience increase in positive family interactions and 80% of

families had a positive change in attitude towards reading. 78% of participants implemented

activities within the first year; 70% observed an increase in student interest in humanities-based

activities.

14) Unique contributions and responsibilities in the design and implementation of project The

DLLT is comprised of multiple stakeholders with expertise in literacy development and

education of children from birth through grade 12. The DLLT includes: the superintendent, LEA

supervisors, PreK Supervisor/Head Start Director, literacy staff, principals, assistant principals,

teachers, paraprofessionals, parents, childcare providers, LSU, FHF, The Picard Center, CDL

and WBR Parish Library.

Stakeholders	Roles/Responsibilities	Diverse Contributions
FHF	Provides information on literacy within a special-needs framework, including use of Assistive Technology and differentiation in education. Serves as a contact point for parents of students with disabilities.	Provide resources to families for children with disabilities
The Picard Center/CDL	Utilize data-driven decision-making and incorporates technology in order to improve early literacy development.	Provide birth to 3 services and PD
LSU	Provides PD and support regarding inclusion models to provide instruction to SWD in the least restrictive environment.	Provide preservice teachers for tutoring and assist with recruitment
WBR Library/LEH	Provides storytelling to promote family reading together to discuss cultural and ethical themes.	Promotes family literacy and provides PD to families and teachers

15) Provides effective professional development PD in literacy will be provided for all educators,

including administrators; LIS; reading, special education, and content area teachers; speech-

language pathologists; paraprofessionals; and early childcare providers based on identified needs

in order to improve student outcomes. Large group PD will be provided based on results from

the LCS. Data from the LCS determined the need for training in UDL and creating a common

cohesive writing framework. School-wide writing rubrics will be developed. Each school has

teachers with varying degrees of need. New teachers will attend SFA training. Each school's

master schedule has protected time for the LIS to facilitate weekly cluster meetings to provide

information and modeling of effective literacy strategies to enhance student engagement. LIS

will provide opportunities for peer classroom observations. Student data, classroom observations

and LACLiP will determine the direction of support. Staff will participate in vertical PLCs

periodically throughout the school year to align curriculum to standards, review student work,

and discuss the transition plan. WBR will provide ongoing UDL, differentiated instruction and

accessible instructional material training/support/follow up to all staff members. WBR will

provide PD through a variety of media: online workshops, web-based, text-supported, etc.

16) A plan to attract and retain effective teachers and leaders. Addresses:

a)   Current teacher and leader retention rates

WBR's retention rate for teachers is 90% and for leaders, 77%.

b)Processes for selecting teacher and leader candidates In WBR, selection of effective teachers

begins at the recruitment stage, and proceeds through a two-step interview process. WBR Staff

participate in teacher recruitment days at universities. Once the candidate's application is

received, district- level interviews are scheduled and conducted by instructional supervisors. The

interview is done using a series of questions and a rubric which is based on *Louisiana Teacher*

Competencies and Performance Standards. Candidates rate satisfactory will become part of an

available and will proceed to school-based interviews which are done by principals and teams of

teachers. During the school-based interview, principals ask candidates to provide sample lessons,

writing samples, or other information. Principals, except in rare instances, make the final

decision for placement, using input from appropriate staff.

c) ***Evaluation tools to measure performance*** WBR adheres to *Bulletin 130* requirements for Personnel evaluations for teachers and leaders. "Fifty percent of the evaluation shall be composed of applicable measures of growth in student learning. The remaining fifty percent shall be based upon a qualitative assessment of teacher or administrator performance." Since WBR participates in the ***Comprehensive Performance Management System,*** **(COMPASS)** pilot we plan to implement it with fidelity in order to evaluate teachers and leaders.

d) ***Strategy to partner with the most effective teacher preparation programs***

WBR partners with teacher preparation programs to identify and fill our needs and to provide support as they transition into teaching. WBR works closely with the Louisiana Resource Center for Educators and Teach for America to access potential candidates.

e) ***Strategy to develop pipeline with LEA to fill critical cluster roles***

WBR's internal "pipeline for hiring" begins when principals notify Human Resources (HR) of an upcoming vacancy. HR recommends qualified candidates who are rated Satisfactory, or from other sources such as the pipeline established by TEACH Louisiana. Alternative preparation programs may also be contacted and accessed. Vacancies are posted on our website, on the TEACH Louisiana website, and in local and regional newspapers.

f) ***Hiring processes, including school leader role***

WBR hires candidates through the mutual consent of school leaders. In most instances, the principal along with other school-based staff, have the final say in placement of teachers.

g) ***Incentives to recruit and retain effective teacher and leaders***

We have two schools in the first year of TAP (PAES and PAMS) and one school Pre-TAP (PAHS). It is our hope that the incentives embodied in this program will help recruit and retain teachers and leaders in these schools. For schools not involved in TAP, we have a strong

induction program for new teachers, along with PD that provides support with staff retention. We

provide monetary incentives for teachers in all schools achieving their annual growth target and

for those teachers with perfect attendance.

h) Compensation based on demonstrated effectiveness in the school/classroom

TAP schools will be using the specific compensation structure embodied in the program that

exists for the most effective teachers and leaders.

i)   Data analysis to identify teacher and leader needs and support based on student outcomes

After careful data analysis of system-wide student and teacher needs, WBR develops a plan to

address those identified areas in need of support. Individual teacher and student needs are

identified through school-based data. Support is provided in PLCs which exist in all schools.

17) Evaluation plan The evaluation of SRCL will provide the essential, ongoing framework and

summative data that will be used to improve the design and implementation of the project, and to

assess the extent to which program goals are met.

	Louisiana's Goals for Improving Literacy	Measures	Annual Targets
1	Students enter kindergarten ready to learn.	DIBELS	70%
2	Students are reading on grade level by 3rd grade.	*i*LEAP	66%
3	Students enter 4th grade on time	Retention Rate	80%
4	Students perform at or above grade level in ELA by 8th grade.	LEAP	69%
5	Students graduate on time.	English II EOC	95%
6	Students enroll in post-secondary education or graduate work force-ready.	First-Time College Freshman Report	57%

The SRCL Coordinator along with Assistant SRCL Coordinators will analyze student data to

determine instructional modifications and interventions with adherence to FERPA. Qualitative

and quantitative data will be analyzed to determine progress to meet goals, it determines

weaknesses in curriculum and instruction. Plans will be addressed to determine needs for

additional support to schools in leadership building and PD both large group and targeted. The

LDOE, with support from the Picard Center, will be devising annual reports featuring simplified charts featuring achievement scores for 4 year olds-11th grade. These reports will be the framework the DLLT will use to provide information to all stakeholders.

18) *Project management*

a) *Timeline for goal implementation and budget*

Refer to pages 8 and 9 for a detailed plan with clearly defined responsibilities of individuals responsible for operations, timelines, and milestones for accomplishing project tasks.

b) *Coordination of project tasks with existing priorities (other reforms or initiatives)*

To improve literacy outcomes, management of the SRCL will be coordinated by the Elementary SRCL Coordinator, with support from the Assistant SRCL Coordinators. The SRCL Coordinator will conduct monthly financial reviews to ensure all activities take place within budget and that the total amount of grant funds is allocated according to the statutorily mandated distribution. The DLLT will work with LDOE to ensure that the use of data guides, effective classroom literacy instruction, technology, student engagement, learner outcomes and teacher effectiveness are addressed. They will also ensure all existing initiatives are aligned with the literacy goals (refer to pages 9 and 10 for WBR's Existing Priorities).

c) *Brief description of roles and qualifications for key personnel in narrative (Appendix F)*

Key Personnel	Position	Training Experience
Cindy Ourso	Elementary School Supervisor and SRCL Coordinator	DIBELS next, LETRS, Thinking Maps Trainer of Trainer
Crystal Leon	Supervisor of PreK/Head Start Director and Asst. SRCL Coordinator	LETRS, Thinking Maps, DIBELS, LiPS
David Strauss	Supervisor of Special Education and Asst. SRCL Coordinator	RTI, PBIS, DI, LiPS
Dawn Henry	Supervisor of Secondary Education and Asst. SRCL Coordinator	Literacy Strategies, SIM Model, High School Redesign
Michelle Kauffman	PAES Principal	PLCS, LETRS, TAP
Cassy Brou	Cohn Elementary Principal	LETRS, RTI, PLCs
Jonathon Szymanski	PAMS Principal	TAP, PLCs, SFA

Warren LeJeune	PAHS Principal	Everybody Graduates, PLCs
Heidi Grissom	ECD Literacy Integration Specialist	LETRS Early Childhood Trainer
Dana Dugas	PAES Literacy Integration Specialist	LETRS Early Childhood Trainer,
Miriam Sims	Cohn Literacy Integration Specialist	DIBELS next Trainer, LETRS
Liquiesha Williams	PAMS Literacy Integration Specialist	TAP, A+ Six Traits Writing, RTI
Scarlet Callicoatte	PAHS Literacy Integration Specialist	SIM Model, iSTEEP

19) Budget narrative

a) Use of personnel, resources, and services aligned with cluster needs and goals

Funds will be used to hire 4 LIS, 4 Literacy Interventionists for each cluster school. Trainings for

staff will include: STEEP, LETRS, LETRS for Early Childhood Educators, LETRS for Teaching

English Learners, LACLiP, Common Core State Standards, UDL, etc. Funds will be used to

purchase resources and supplies to enhance literacy development. TELD-3 oral language

assessment kits and record forms will be purchased to assess HS and PreK children. Laptops,

computers, Promethean Boards, iPads, Visual Presenters, and Active Expressions are all

technology resources that will help motivate student achievement. Funds will be used to expand

and enhance existing classroom libraries. Based on needs from the CNA, The Picard Center will

devise professional learning for our birth to age 3 teachers to enhance literacy and oral language

development. Curriculum, materials, training will be provided through Content Literacy

Strategies and SFA for core and intervention programs. UDL training provided to all teachers so

all children can access the curriculum in multiple ways. PRIME TIME will enhance book

awareness and create a love of reading for families.

b)Leveraging of specific local, state and federal funds (alignment with budget in Appendix G)

In accordance with the *Tools for Integrating Education Funds*, WBR will leverage existing

resources by braiding funding sources to support SRCL activities in order to achieve the greatest

impact (Refer to Appendix D, Table 4). **Title I - $484,316:** Salaries-$302,428, Benefits-

$137,463, Other Professional Services/TA-$16,080, Supplies-$28,345; **Head Start - $222,239:**

Salaries-$146,391, Benefits- $63,575, Other Professional Services-$2.010, Supplies-$10,262;

PreK/LA4 - $292,593: Salaries-$206,968, Benefits- $85,625; **IDEA - $32,841:** Salaries-$6,000,

Benefits- $1,300, Other Professional Services/TA-$5,000, Supplies-$20,541; **TAP- $83,250:**

Salaries-$66,520, Benefits- $16,730; **Title II - $131,863:** Salaries-$97,066, Benefits- $30,767,

Supplies-$4,000; **General Fund - $240,823** Salaries-$171,670, Benefits- $69,153

b) Processes and personnel to ensure budgets adhere to funding distributions:

The SRCL project is designed so that at least 15% of the subgrant funds will be used to serve

children from birth to 5, at least 40% of the funds are used to serve students in K-5th and at least

40% of the funds are used to serve students in 6[th-] 12th grade, including an equitable distribution

of funds between middle and high schools. WBR's grant management system, Alio, will allow

us to code the allocated percentages per school and per category. This will enable us to track

expenditures on a daily, weekly, and monthly basis. The SRCL Coordinator with support from

WBR's business manager, will conduct a monthly financial review to ensure all activities take

place within budget and that the total amount of grant funds is allocated according to the

statutorily mandated distribution. The DLLT with review monthly expenditure reports to

determine progress towards SRCL goals.

20) Sustainability plan

a) Process for determining how to sustain project with reduced SRCL funds over time

The DLLT will conduct strategic meetings to create a 5 year sustainability plan to address the

incremental reduction of funds. At the end of each program year, the SRCL Coordinator along

with the Assistant SRCL Coordinators will analyze expenditures to see if there are any

nonrecurring expenditures. Reoccurring expenses which are vital to implementing literacy

development will be a priority when projecting the budget. A projected budget will then be

developed based on the upcoming year's reduced allocation. Decisions will be made on how to leverage funds.

b) *Other funds that will be used in greater amounts to sustain the project*

WBR is committed to leveraging Title I and General Fund funds in order to sustain LIS and Interventionists at cluster schools. Title II, IDEA, District funds and Head Start will all leverage funds in order to provide literacy based professional development.

c) *Expenditure responsibilities for central office and school level*

Literacy will be the priority in WBR so all district level and school level funds and initiatives will leveraged in order to sustain the literacy initiative.

d) *Strategies for expanding the emphasis and promoting sustainability of the plan*

In order to promote the sustainability of this project, WBR will focus on building capacity, leverage funds and develop new partnerships. WBR will work with the Picard Center to identify and train teachers who have demonstrated exceptional teaching skills and train these teachers to become mentors. This will be part of the foundation of the continuation of this program. Principals and administrators will continue to participate in targeted professional development to address the goals of this project. Funding sources will be leveraged, braided, and combined to maximize implementation of SRCL. WBR will integrate the planning and implementation of this project into other planning already being conducted by the district (SIP, budget, staffing, etc.) so that implementation of SRCL will become the norm.

e) *Communication plan of sustainability efforts to inform all partners and stakeholders*

Ongoing communication will be provided to all of our stakeholders in order to inform them of our sustainability plan in an effort to elicit support. This will be accomplished during DLLT meetings, LLT meetings, Open House, School Board Meetings, newsletters, newspaper articles, presentations at community functions, etc.

Part 2: Appendices   **Page No.**

LEA Name:	Cluster School Names	

LEA Name:

West Baton Rouge Parish

Superintendent: RECD FEB - 1 2012
_David Corona_____
Print Name

David Corona (signature)

Signature

Office Phone _(225) 343-8309___

Other Phone _(225) 938-2114___

Email

david.corona@wbrschools.net_

LEA SRCL Contact Person:

Name _Cindy Ourso_____

Position _Elementary Supervisor_

Phone _(225) 343-8309_____

Email_cindy.ourso@wbrschools.net_

LEA Physical Address:

West Baton Rouge Parish Schools

3761 Rosedale Road_____

Port Allen, LA 70767__

LEA Mailing Address:

_West Baton Rouge Parish Schools

3761 Rosedale Road_____

Port Allen, LA 70767_

Congressional District:

      6th Congressional District__

Cluster School Names

Non-Profit Early Childhood Education Provider (providing direct services to children):
1.West Baton Rouge Parish Schools
Age Span _3 yrs.-4 yrs._
Number of Four-Year-Olds ___
Number of Three-Year-Olds 51_
Number of Children Ages 0-2 ___
Director _Crystal Leon_____
Phone _(225) 343-8309_____
Email _crystal.leon@wbrschools.net_
Physical Address:
_609 Rosedale Road_____
_Port Allen, LA 70767_____
Mailing Address:
_3761 Rosedale Road_____
_Port Allen, LA 70767_____

2. _West Baton Rouge Parish Schools
Age Span _4 yrs._____
Number of Four-Year-Olds _80__
Number of Three-Year-Olds ____
Number of Children Ages 0-2 ___
Director _Crystal Leon_____
Phone __(225) 343-8309_____
Email _crystal.leon@wbrschools.net
Physical Address:
_609 Rosedale Road_____
_Port Allen, LA 70767_____

Mailing Address:
_3761 Rosedale Road_____
_Port Allen, LA 70767_____

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:
_____

Elementary _Port Allen Elementary___
Principal _Michelle Kauffman_____
Grades _K-1____ # of Students _196_
Phone _(225) 343-7586_____
Email michelle.kauffman@wbrschools.net
Physical Address:
_609 Rosedale Road_____
_Port Allen, LA 70767_____
Mailing Address:
_609 Rosedale Road_____
_Port Allen, LA 70767_____

Elementary _Cohn Elementary_____
Principal _Cassy Brou_____
Grades _2-4_ # of Students _227__
Phone _(225) 343-7164_____
Email _cassy.brou@wbrschools.net_
Physical Address:
_805 North 14th Street_____
_Port Allen, LA 70767_____
Mailing Address:
_805 North 14th Street_____
_Port Allen, LA 70767__

Middle _Port Allen Middle School___
Principal Jonathon Szymanski_____
Grades 5-8_ # of Students _322__
Phone (225) 383-5777_____
Email Jonathon.szymanski@wbrschools.net
Physical Address:
_610 Rosedale Road_____
_Port Allen, LA 70767_____
Mailing Address:
_610 Rosedale Road_____
_Port Allen, LA 70767_____

High_ Port Allen High School_____
Principal Warren Lejeune_____
Grade Configuration _9-12_____
Number of Students _467_____
Phone (225) 383-1107_____
Email _warren.lejeune@wbrschools.net
Physical Address:
_3553 Rosedale Road_____
_Port Allen, LA 70767_____
Mailing Address:
_3553 Rosedale Road_____
_Port Allen, LA 70767_____

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 Chamberlin Elementary Principal _Joni Nabors_ Grades <u>HS-4th</u> # of Students _223_ Phone _225 627-6691_ Email joni.nabors@wbrschools.net Physical Address: _6024 Section Road_ _Port Allen, LA 70767_ Mailing Address: _6024 Section Road_ _Port Allen, LA 70767_	1. _Cecil J. Picard Center for Child Development_ Director _Billy R. Stokes_ Phone _337 482-1567_ Email billy.stokes@louisiana.edu Physical Address: _200 East Devalcourt Street_ _Lafayette. LA 70506_ Mailing Address: _P.O. Box 42730_ _Lafayette, LA 70504-2730_	1. _Louisiana State University_ Director _Laura F. Lindsay_ Phone (225) 578-2043 Email _aclind@lsu.edu_ Physical Address: _221 Peabody Hall_ _Baton Rouge, LA 70803_ Mailing Address: _221 Peabody Hall_ _Baton Rouge, LA 70803_
Middle Devall Middle School Principal _Dawn Henry_ Grades 5th-8th # of Students _180_ Phone _(225) 627-4268_ Email _dawn.henry@wbrschools.net_ Physical Address: _11851 North River Road_ _Port Allen, LA 70767_ Mailing Address: _11851 North River Road_ _Port Allen, LA 70767_	2. <u>LEH/Prime Time Family Reading Time</u> Director _Miranda Restovic_ Phone (800) 909-7990 Email _restovic@leh.org_ Physical Address: _938 Lafayette Street, Suite 300_ New Orleans, LA 70113-1782 Mailing Address: _938 Lafayette Street, Suite 300_ New Orleans, LA 70113-1782	2. <u>Center for Development and Learning (CDL)</u> Director _Alice Thomas_ Phone _(504) 840-9786_ Email _athomas@cdl.org_ Physical Address: _One Galleria Boulevard_ _Suite 903, Metairie. LA 70001_ Mailing Address: _One Galleria Boulevard_ _Suite 903, Metairie. LA 70001_
High Principal _____ Grades _____ # of Students _____ Phone _____ Email _____ Physical Address: _____ Mailing Address: _____	3. <u>West Baton Rouge Parish Public Library</u> Director _Judy Boyce_ Phone _(225) 342-7920_ Email _JBoyce@wbrlibrary.us_ Physical Address: _830 North Alexander Avenue_ _Port Allen, LA 70767_ Mailing Address: _830 North Alexander Avenue_ _Port Allen, LA 70767_	3. _____ Director _____ Phone _____ Email _____ Physical Address: _____ Mailing Address: _____
	Proposed population to expand project in Year 2 *(Use spaces as appropriate)* The proposed expansion would include would include Chamberlin Elementary Head Start and Pre-K Programs that are housed on the Chamberlin Elementary Campus. Local for profit Daycares will be offered professional development services.	

LEA Name: <u>West Baton Rouge Parish Schools</u>

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 Connections Students	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Port Allen Elementary (Head Start)	51	100%	0	0%	3	6%	0	0%						
Port Allen Elementary (Pre-Kindergarten)	78	99%	2	3%	4	5%	1	1%						
Port Allen Elementary (Kindergarten -1st grade)	190	97%	4	4%	16	8%	9	5%						
Cohn Elementary (2nd grade -4th grade)	216	95%	6	3%	22	10%	17	8%						
Port Allen Middle (5th grade - 8th grade)	303	93%	2	1%	34	10%	30	9%						
Port Allen High School (9th grade – 12th grade)	370	79%	1	0%	65	14%	13	3%		59%	22	15%	39	27%

* OTHER: MIGRANT, NEW IMMIGRANTS, FOSTER CARE, PREGNANT OR TEENAGE PARENTS, PREVIOUSLY INCARCERATED, CONNECTIONS STUDENTS (OVERAGE 7TH AND 8TH GRADERS ON HIGH SCHOOL CAMPUS)

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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 Connections Students	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elementary	Chamberlin Elementary (Erwinville Cluster)	216	84%	4	2%	29	10%	8	3%						
	Brusly Elementary	331	62%	22	3%	61	9%	2	0%						
	Lukeville Upper Elementary	278	61%	13	3%	45	10%	4	1%						
Middle	Devall Middle School (Erwinville Cluster)	147	82%	6	3%	21	12%	4	2%						
	Brusly Middle School	256	55%	1	0%	43	9%	3	1%						
High	Brusly High School	236	45%	0	0%	51	10%	2	0%		82%	15	8%	20	12%

* OTHER: MIGRANT, NEW IMMIGRANTS, FOSTER CARE, PREGNANT OR TEENAGE PARENTS, PREVIOUSLY INCARCERATED, CONNECTIONS STUDENTS (OVERAGE 7TH AND 8TH GRADERS ON HIGH SCHOOL CAMPUS)

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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. Port Allen Elementary (Pre-K)	PK	DSC EOY Language Post-Test National Percentile Rank	59%	92%	81%
A. Port Allen Elementary (K-1)	K	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	87%	93%	85%**
	1st		69%	62%	62%**
A. Cohn Elementary (2-4)	2nd		48%	42%	42%**
	3rd		61%	29%	34%**

**2010-2011 DIBELS EOY Distribution Report reflects the first year of DIBELS Next. 2008-2009 and 2009-2010 DIBELS EOY Distribution Report reflects DIBELS 6th edition.

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

School/Site Name	Grade	Assessment	2008-2009	2009-2010	2010-2011
A. Cohn Elementary (2nd-4th)	3rd	*i*LEAP	59%	54%	60%
	4th	LEAP	60%	69%	64%
A. Port Allen Middle School (5th-8th)	4th**	LEAP	N/A	N/A	43%
	5th	*i*LEAP	35%	40%	44%
	6th	*i*LEAP	53%	66%	59%
	7th	*i*LEAP	44%	46%	55%
	8th	LEAP	53%	53%	63%
A. Port Allen High School (9th-12th)	9th	*i*LEAP	48%	72%	N/A
	10th	GEE	67%	66%	65%
Graduation Rate	% Cohort		63%	60%	59%

**Fourth-grade students who do not meet the state's 4th grade promotional standard may participate in a Fourth-Grade Transitional Program, which is designed to provide students with remedial 4th grade class work and regular 5th grade course work. If students meet certain criteria through their participation in the Transitional Program, they are eligible to advance to the 6th grade.