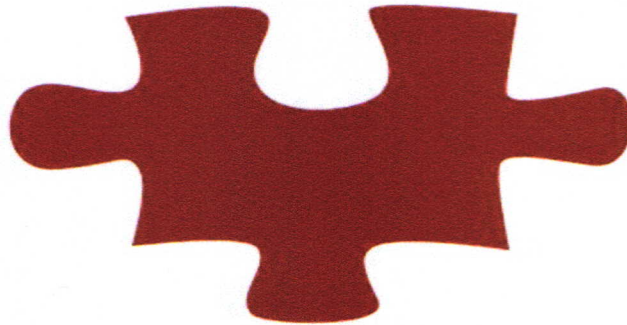




Striving Readers Comprehensive Literacy The Big "PIECE" of the Puzzle



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Need of Project: IBERVILLE PARISH School System will take full advantage of the Striving Readers Comprehensive Literacy (SRCL) program to increase student achievement on the Common Core State Standards in literacy by targeting the greatest student population of disadvantaged youth. In order to develop this comprehensive plan for supporting emergent literacy in our disadvantage cluster, we recognize the need to extend literacy partners serving birth to kindergarten entry. We will partner with a nonprofit, community based organization, The Center for Development and Learning who has a demonstrated record of effectiveness.

The targeted feeder system identified is Sonshine Daycare and Learning Center, Iberville Head Start, LA4 PK Programs at Crescent Elementary and Iberville Elementary, Crescent Elementary (K-6), Iberville Elementary (K-6) and Plaquemine High School (7-12) have been identified as the targeted feeder system. Ninety-two percent of the students from the feeder schools will move to Plaquemine High School (Appendix B: Table 1).

The combined enrollments of these three schools account for 3,003 or 65% of the district's student population and 2,497 of the **disadvantaged** students in Iberville Parish. IPSS plans to expand this project to add North Iberville Elementary School in 2014-2015. This school has an enrollment of 239 students Pre-K through 6th grade. Of that number, 88% are on free and reduced lunch, and 11% are identified as students with disabilities. North Iberville Elementary is also the only other elementary school that feeds into Plaquemine High School. Significant risk factors summarized in Chart 1 further support rationale for selection of this cluster.

Chart 1: Risk Factor	% Cluster	District
Free and Reduced Lunch	84%	84%
Limited English Proficiency	.20%	.36%
Students with Disabilities	8.2%	8.8%
Below grade level	18.5%	18.4%
Cohort Graduation Rate	59%	55.6%
Over age 9 th Grade Students	4.3%	4%
Total Population	3003	4613

Trend data indicate that ELA results and DIBELS benchmark percentages have fluctuated over the past three years due to the lack of consistent, targeted, and focused interventions based on benchmark and progress monitoring results (Appendix B: Table 3A). Certified Literacy Interventionists were in place at the elementary schools until a reduction in force took place. At (PHS) interventionists were not written into the general fund budget and interventions did not occur daily until this school year. DIBELS data indicates some improvement from 2010-11 in the percentage of students scoring Benchmark on the EOY assessment in grades 1-3 at Iberville Elementary, while Crescent Elementary only demonstrated growth in grades 1 and 3. According to state assessment data, scores at Crescent improved in fifth grade from 2010-11 and scores at Iberville increased in grade 6. PHS increased EOC assessment scores in grades 10 and 11 from 2010-11. The Cohort Graduation Rate also increased by 4% from 2010-11. Although 2 of the cluster schools are “D” schools, there is evidence of meaningful growth as indicated by increasing School Performance Scores (SPS).

Within the targeted feeder system, a large population of **disadvantaged** children begins kindergarten behind their peers and face **widening achievement gaps** throughout their academic careers. Evidence of the 2012 achievement gaps between white students and disadvantaged students are provided in Chart 2.

Chart 2: Achievement Risk Factors										
School	2011 SPS	2012 SPS	Achieved Growth Target	Point Gain	2012 Letter Grade	2012 % Proficiency in ELA				
						White	Free/Reduced	Special Educatio	African American	Hispanic
Crescent Elementary	102.1	101.4	No	-0.7	C	79%	75%	36%	71%	NA
Iberville Elementary	79.8	85	No	5.2	D	84%	56%	18%	56%	NA
Plaquemine High	74.8	86.5	Yes	11.7	D	72%	54%	26%	51%	NA

Project Goals: Literacy data from state assessments, LA CLiP's *Literacy Capacity Survey*, VAM added data, and the District Focus Area Assessment results were used to identify gaps, prioritize literacy needs and identify specific solutions for the development of this project.

Chart 3: Achievement Gaps/Resolutions

1. **Currently only 58 % of the students in the Plaquemine High Cluster score benchmark on DIBELS Next upon entering kindergarten.** Partnering with Sonshine Daycare and Iberville Head Start, through collaboration and joint professional learning, will allow us to focus on early skills needed to prepare children at the emergent level to enter Kindergarten ready to learn. The Nemours Bright Start program will be utilized with PK and K students during small group differentiated instruction to provide explicit, multisensory, early interventions.
2. **A large achievement gap is seen between end of the year DIBELS scores in Kindergarten and First Grade. (Appendix B)** With the addition of Literacy Interventionists and a Literacy Data Specialist, more attention can be given to K and first grade reading deficiencies with a focus on small group differentiated reading instruction at the elementary level. The iRead research based program has been selected to ensure mastery of all K-2 foundational reading skills of the CCSS. Daily 30 minute personalized lessons will be provided to Tier II students and 60 minutes to Tier III students. Incorporates software aligned with the UDL and a home connection piece.
3. **Currently only 60% of the third grade students, 60% of the fifth grade students, 76% of the sixth grade students, and 69% of the seventh grade students in the Plaquemine High Cluster are performing at or above grade level in ELA on iLEAP.** With the selection of research based, CCSS aligned Tier II and Tier III intervention programs (Read 180 and System 44); highly skilled interventionists can address the elementary gap by providing 45 minute intervention lessons daily. Read 180 allows teachers to provide data driven differentiated instruction with UDL technology features.
4. **Currently only 67% of the fourth grade students and 49% of the eighth grade students in the Plaquemine High Cluster are performing at or above grade level in ELA on LEAP.** After leaving the elementary feeder site, use of intervention programs and tiered intervention services decrease. With the selection of research based, CCSS aligned Tier II and Tier III intervention programs (Read 180 and System 44); highly skilled interventionists can address the adolescent gap by providing 45 minute intervention lessons daily. System 44 emphasizes nonfiction text and scaffolds close reading on complex text.
5. **Currently this cluster graduates only 59% of their students on time.** The principal at Plaquemine High has designed a schedule requiring all students in grades 7-8 to schedule a reading course as well as a designated intervention session as required coursework. Teachers in core subjects (grades 9-12) will implement the Literacy Design Collaborative (LDC) to ensure all lessons are aligned to the CCSS and integrate reading and writing. With the use of the module creator from the LDC, intense professional development, and teacher collaboration more students should graduate on time. Current research based literacy programs used to provide Tier I instructions are: Houghton Mifflin PK, Harcourt Storytown (K-6), and McDougal Little 7-12). Teachers employ whole group, small group, and blended learning during literacy instruction. The district is in the process of reviewing core literacy programs and will soon determine if a new program will be purchased or if teams will work to create aligned units themselves. The levels covered by the Read 180 and System 44 programs promote cohesive literacy instruction through the feeder system.

Stakeholders designed this application centering on three ideas: Using data to drive all decision making; job-embedded training and the use of technology to meet the diverse needs of

students. The goals listed below are measurable, time bound, ambitious, able to support attainment of IPSS district goals and are aligned to the Louisiana *Believes* goals.

Goals	Current Rate	Rank in State	2014 Target	2015 Target	2016 Target
1. Four year olds will increase oral language skills as measured by the TELD-3.	No Data Available	N/A	Increase in scores from pretest to posttest		
2. Students enter kindergarten will perform on benchmark for DIBELS.	66%	8th	68%	70%	72%
3. Students enter 4 th grade on grade level in literacy skills as measured by % scoring basic or above on 3rd grade state assessments (iLEAP./PARCC)	69%	43rd	72%	74%	76%
4. Students enter 9 th grade on grade level in literacy as measured by % scoring basic or above on 8th grade state assessments (LEAP/PARCC)	48%	57 th	54%	56%	58%
5. Students on tract to college in 11 th grade as measured by achieving 18 on composite ACT	37%	N/A	42%	47%	50%
6. Students graduate on time. (Cohort Graduation Rate)	55.6%	66 th	65%	75%	80%
7. Achievement gap of disadvantage students (race, F/R, Students with disabilities) at each tested grade will decrease as measured by ELA scores on state assessment.	N/A	N/A	Achievement gap by race, F/R, and students with disabilities will fall 10% per year on state assessment.		
8. Increase the number of teachers scoring at effective or above in the Teacher Evaluation System at Cluster Schools.	90%	N/A	94%	96%	98%
9. Increase the number of administrators scoring effective or above in the Compass Evaluation System at Cluster Schools.	Data not available until July	N/A	Targets will be set after review of Compass Leader scores July 15, 2013		

Project Design: The **purpose** of the Iberville Striving Readers Comprehensive Literacy (SRCL) program is to increase student achievement on the Common Core State Standards in literacy for students across our parish. The focus of this program aligns with the state' *Louisiana Believes* plan: in order for students to achieve, those closest to them should be empowered to make the decisions necessary to support their achievement. As such, Iberville Parish School System (IPSS) is focused on ensuring teachers have the tools they need in order to set goals, plan, instruct and collaborate with each other. IPSS will partner with the Louisiana Department of Education, Network 5 District Support Team to focus on ensuring that systems are established to support teachers in this work. The IPSS SRCL program will focus on four key focus areas across

the birth through 12th grade continuum: *School Leader and Teacher Learning Targets; Assessment and Curriculum; School and Teacher Collaboration and Compass Observation and Feedback.*

School & Teacher Collaboration: During the past 2 years, collaborative culture has been established with protective time for teachers to meet and work together during the regular school day supported by the Teacher Incentive Fund. The district will create shared leadership and plans for organizing, implementing, and sustaining an *effective approach to literacy* by continuing the Teacher Advancement Program (TAP). Data from TAP end of year program review revealed Iberville Parish did a great job developing the quality of post conferences provided to teachers. Models for instructional improvement were clear, concise, high quality, and focused on student achievement. Master teachers consistently provided sound “models” of new learning from field testing and critical attributes to use as they developed new learning for classrooms.

All cluster

schools conduct weekly teacher collaboration meetings led by master teachers, which analyze state data to determine general areas of need and create summative assessments and benchmark tests to determine student deficiencies that provide quantitative and qualitative data. School Leadership Teams decide what instructional interventions are necessary, master teachers field test literacy interventions, and teachers implement them in order to increase student achievement. Weekly collaboration meetings are data driven and follow the Five Steps of Effective Teaching as meeting protocol. Master Teachers identify a need, present new learning, and provide time for strategy development during cluster meetings. Following cluster, teachers apply new learning in classrooms and master teachers follow up with job-embedded coaching. The process is evaluated with formative assessments analyzed weekly in cluster to gather more quantitative and qualitative data, which in turn drives the next cluster meeting. Master teachers, Mentor Teachers and Literacy Integration Data Specialists will provide real time coaching in classrooms by

stepping in at points in a lesson where student achievement could be impacted if changes were not made. Teacher needs will be addressed at the moment as evidenced by student engagement, perception, or non-mastery of an objective. By evaluating the impact of the instructional changes made, real time coaching proves to be a reflective practice. Continuing the TAP program ensures each cluster school has time for collaboration and designated leaders. The District Focus Area Assessment identified principal collaboration as an area needing improvement; therefore it will be one of the focuses of the SRCL grant. Iberville Parish has designated Alison Junot, principal of Crescent Elementary, a member of the Louisiana Teacher Leader Cadre. Ms. Junot will lead the district's principals in the effective implementation of CCSS and Compass. The collaboration that will take place will follow the TAP Steps for Effective Learning. Those steps are *Identify the Need, Obtain New Learning, Develop New Learning, Apply New Learning, and Evaluate the Impact on Student Performance*. To ensure successful implementation of CCSS, Compass and literacy improvement, the principal leader will attend professional development provided by the Louisiana Department of Education. The Principal Leader will meet with district principals to provide the new learning through the TAP process. Principals will collaborate on this new learning to close the gap between current practice and new instructional strategies. Principals will develop a deeper understanding of the new learning through studying strategies to meet their teachers' needs. Support will be given to all principals through developing collaborative interaction around the new learning. The application portion is designed to ensure new learning is being applied accurately. Principals will use collaboration time to analyze student work to measure the effectiveness of strategies presented. Modifications will be made as determined by teacher and student data. Evaluation of effective learning consists of identifying the relationship between new learning and its impact on student performance.

Ongoing evaluation is critical to reaching our district goals. In order to provide support structures to ensure successful transitions for children; for example, preschool to elementary school, elementary school to high school, Principal Transition Teams will meet quarterly to look at literacy data trends and discuss accommodating the needs of incoming students. Field trips to transition campuses and getting acquainted activities will be planned to support students' adjustments during these critical times. A District Literacy Leadership Team which includes: superintendent, SRCL program director, principals, LDS, parents, early interventionists, partner program directors, supervisors, and community network partners will meet quarterly to review program implementation, data, and effectiveness. Iberville Parish will work to establish a collaborative culture where all teams work toward a common goal-increasing student literacy achievement.

Iberville

Parish is in the process of creating a long-range plan for principal and teacher PD days that prioritize content aligned to the CCSS and Compass. Summer meetings to increase knowledge of teachers and principals are being carefully planned. Our goal is to build the capacity of all administrators and teachers, including special education teachers, speech-language pathologists, paraprofessionals, early childhood educators, and pupil appraisal staff to provide standards-based literacy instruction within all content areas since the *Literacy Capacity Survey* identified this as a weakness. To build capacity, literacy staff will be provided the opportunity to increase their knowledge levels and enroll in graduate studies. With the expertise of a data consultant, state assessment, intervention, progress monitoring, and district benchmark data will be analyzed to determine follow up PD and next steps. A Literacy Data Specialist will be hired at each cluster site to provide job embedded support to staff, which includes co-planning, modeling, and feedback. District Master Teachers will train new staff members on the administration and state

scoring rubric of the newly aligned District Writing Assessment that includes CCSS writing shifts. Staff will receive training on newly selected intervention programs and a team of assessors will be identified and trained to administer the TELD-3/STEEP assessment tools. District assigned Master Teachers (EMT) will train master teachers to examine current core assessments to ensure alignment with CCSS. Classroom observation data has consistently shown a need for teachers to receive PD in the area of differentiating literacy instruction. Training and support will be provided through the the Center for Development and Learning (CDL). Principals and literacy staff will receive PD from (CDL) on program evaluation tools to ensure Iberville Parish is providing a language and print rich environment with differentiated practices and developmental interventions. The Classroom Assessment Scoring System (CLASS) ensures interactive conversations occur frequently and consistently between teachers and children and children and their peers. How teachers use transitions as opportunities to engage in literacy activities and how activities are structured to allow children to question, predict, hypothesize and use language to process information are also evaluated with the CLASS. Receptive and expressive language will be assessed to identify strengths and weaknesses in our emergent learners with the TELD-3. The Early Language & Literacy Classroom Observation (ELLCO) ensures that students are exposed to fiction and nonfiction book selections, books and writing materials are placed in various classroom centers, and opportunities are provided for students to see that print has a variety of functions. By using these assessment tools for program evaluation, children in Iberville Parish will be provided with a language and print rich environment accompanied by stimulating interactions with caring adults.

Providing teachers opportunities to visit classrooms implementing high quality literacy activities aligned to the CCSS will be another type of PD provided to staff members. The Central

Office Leadership Team (COLT) will examine TAP/Compass data to determine areas that need strengthening and PD will be differentiated based on needs. All PD sessions will have desired outcomes and expected follow up. The Iberville Community network currently works collaboratively with the Southeast Assistive Technology Center whose primary goal is to promote the development of teachers, support staff and parents in the use and implementation of assistive technology and UDL strategies to promote students with disabilities' access to the curriculum. The Southeast Assistive Technology Center recognizes the importance that the ability to communicate plays in all children's development. In 2012, the center received grant funding to purchase assistive technology for children with communication issues in the Pre-K age range. The equipment is used for training purposes and consultations in regard to individual student needs. Early interventionists who service students in school based Pre-K programs, Head Start, and childcare centers utilize the center's Pre-K Toolbox to increase communication and ascertain the proper technology tools. Currently, a pilot is being conducted at Plaquemine High School by the Southeast Assistive Technology Center with the use of MyOn Reader (online books by interest and appropriate lexile level for 7-8 grades at PHS to address the needs of struggling readers.

Another weakness identified in the Literacy Capacity Survey was teachers not being familiar with the UDL principles and materials. The Southeast Assistive Technology Center will offer professional learning to staff that incorporates technology and, as appropriate, principles of Universal Design for Learning to support transition to the CCSS. Professional learning can be face-to-face, hands on, lecture style or through a webinar/online module. By taking advantage of these PD sessions, Iberville Parish can learn to use technology to address student-learning challenges, increase engagement and achievement, and increase teacher effectiveness.

Project Management Plan: To improve literacy outcomes for all students, management of this plan will be coordinated by the IPSS Early Childhood Director, with support from the IPSS District Leadership Team, Principal Leader from the IPSS Teacher/Leader Cadre, LDOE Network 5 Coach, and non-profit and profit stakeholders. The Program Director will review monthly financial reports to ensure all activities take place within budget and that the total amount of grant funds is allocated according to the statutorily mandated distribution. Check points of August 1st, November 1st, February 1st, and May 1st will be established to ensure timely reporting and dissemination of relevant results to key stakeholders to inform continuous improvement, decision making, and sustainability of a quality literacy program for the identified disadvantage students. To help achieve the program goals, IPSS will use award funds to hire 3-FTE Literacy Integration Data Specialists to guarantee that the use of data guides effective literacy instruction in all classrooms, and 6-FTE Literacy Interventionists to provide differentiated instruction to the identified students (Attachment C). Title I, Title II, IDEA and state funds will be used to leverage 25% of all SRCL staff in Year 1 and 2 and 35% in Year 3.

To improve learner outcomes, the SRCL Literacy Integration Data Specialists will work closely with the 4 FTE-Early Interventionists and 9-Master Teachers assigned to the cluster schools to facilitate data-driven decisions and support the implementation of effective literacy practices in the grade-level cluster meetings. Teacher Incentive Funds (TIF), Title I, Title II, IDEA funds are braided to pay these additional salaries of \$1, 040,000. Job descriptions and level of effort records for literacy integration specialists, literacy interventionists, and other personnel paid with SRCL funds will be maintained in the Human Resource Office.

Using the results of the District Focus Areas Assessment relative to the characteristics of high functioning school systems, the Iberville District Leadership Team identified the specific