

**Striving Reader Comprehensive Literacy Program
Assumption Parish Full Application**



Promoting LIFE (*Literacy Is For Everyone*) Along the Bayou

January 30, 2012

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A. Need for Project:

Assumption Parish is rich in history and culture. However, it has been classified as a parish in *persistent poverty*. For the past 50 years more than 20% of the population is identified as below the poverty level (Farrigan, 2011). Assumption has a child poverty rate of 31% in comparison with the state at 24.2% and nation at 17% (2011 Kids Count Data). Due to high poverty, resources are limited for the cluster population, and children are not exposed to a variety of experiences that would equip them with prior knowledge necessary to engage them meaningfully in reading and writing processes. Access to books, magazines, or any type of literature is scarce in the communities served by the district. These communities include Belle Rose, Pierre Part, Napoleonville, Labadieville and Bayou L'Ourse. Each has a primary school for a total of five primary schools district-wide, which feed into four middle schools. Middle school students then attend one centrally located high school. Belle Rose Primary, Belle Rose Middle, Napoleonville Primary and Assumption High have been chosen as the cluster system for this grant application.

The selected cluster schools indicate the highest number of disadvantaged youth in the district. In addition, the Assumption Parish School Board serves as the grantee of 102 economically challenged Head Start families and provides universal Pre-K services to all 4 year olds. According to the latest community assessment, Belle Rose Primary (BRP) generates the highest need and serves 34 of these children (2010 Census). The school has an enrollment of 300 students from Head Start to grade 4 and is comprised of 96.3% free and reduced lunch, 2.3% English language learners (ELL), and 13% special populations. The homeless population is 33% with the majority of children being raised by grandparents. Belle Rose Middle (BRM) is the feeder system for BRP serving 158 students from grades 5-8. BRM has a student population of

96.2% free and reduced lunch, 2% ELL, and 30% special populations. The homeless population matches the primary school demographics with 33%. BRM students feed into Assumption High School (AHS) with an enrollment of 1075 students from grades 9-12. The demographics of AHS are as follows: poverty level 61%, ELL 3%, and special populations 20%. The homeless population is currently 12%. Although the disadvantaged population data for the only high school in the district is not as compelling as the other schools in the cluster, the number of overage students entering grade 9 remains high justifying the need for alternate programs designed to prevent drop out. Among the four schools remaining in the district to be chosen as the cluster primary feeder school, Napoleonville Primary School's (NPS) data was the most convincing. The school is centrally located and serves a population of 463 students in Head Start-grade 4. Head Start serves 17 income eligible families with a waiting list of 14 families. Community assessments indicate the population of youth is increasing while funding to support numbers is becoming scarce. Of these students, 75.5% receive free and reduced lunch with a homeless rate of 25%. In addition, 14% of these students are special needs and .1% are ELL.

Careful analysis of achievement data reveals the specific literacy needs of students addressed in this project vary significantly. Achievement data consists of Developmental Skills Checklist (DSC), *DIBELS* assessments, standardized test results from Integrated Louisiana Educational Assessment Performance (iLEAP) and Louisiana Educational Assessment Performance (LEAP), and graduation cohort results. The DSC, used to determine a proficiency rate in the area of language for 3 – 4 year olds, indicates meaningful growth in that the cluster primary schools consistently score above the 80th percentile. *DIBELS* is used to determine benchmark results for students in grades K- 3. The results displayed in 2008-09, 2009-2010 were obtained utilizing *DIBEL* 6th edition, while *DIBELS* Next 7th edition was administered in 2010-

2011. In 2010-2011, *DIBELS* results were lower for each grade level at the cluster primary school sites indicating a decline in proficiency. Distribution data from both school sites indicates a need for additional resources and support to obtain the 80 – 90% recommended proficiency rate in a core curriculum (*DIBELS* Data System Team, 2011). Third grade iLEAP English Language Arts (ELA) numbers for BRP indicate meaningful growth since 2009 with a 14 % proficiency increase, while the LEAP at grade four remains consistent in ELA. Subgroup disaggregated data indicates that special needs students in 3rd and 4th grade failed to meet proficiency levels revealing a 59% gap between students with and without disabilities. Although proficiency rates in 5th grade at BRM have dropped 16% since 2009, cohort data indicates a 31% increase from grades 5-7. Grade eight LEAP proficiency data remains above 50% with an 8% growth since 2008. Combined subgroup Criterion Referenced Test (CRT) data for 5th – 8th grades indicates that 54% of regular education students score proficient as opposed to 25% of those with disabilities. CRT data trends for NPS indicate minimal growth and remain below the state proficiency average. Disaggregated sub-group data for NPS has revealed a 27% gap in proficiency rate between students without disabilities and students with disabilities. Most compelling is the growth in the graduation rate for AHS. Recent data addressing cohort graduation rate (Louisiana's Critical Goal #6) indicates a 26.8% increase for 2011 up from 45.9% in 2009 measuring the percentage of students graduating in four years. However, disaggregated subgroup data indicated that only 8.2% of the special education population is addressing this goal.

A total of 1,996 students are enrolled in the cluster school sites. These students advance through a network of feeder schools that provide transitional programs at each level. One-third of the ninth grade students entering Assumption High are in the cluster of schools served by the

proposed grant. Of the 275 ninth graders at AHS, 21% came from Napoleonville Middle School (NMS) and 11% came from BRM. Of the 67 fifth-grade students at NMS, 88% came from NPS. NPS currently serves 66 Kindergarten students, 94 four-year-olds in the *Pre-K Program*, and 21 three-year-olds in the *Head Start Program*. Of the 34 fifth grade students at BRM, 91% came from BRP. BRP currently serves 44 Kindergarten students, 47 four-year-olds in the Pre K Program, and 34 three-year-olds in the *Head Start Program*. BRM's population is significantly lower than BRP's due to the housing of early childhood programming (88 students out of 300), a 6% retention rate, and the amount of homeless families (33%) moving throughout the district.

B. Expansion of Project:

The expansion of this proposal in year 2 will involve the addition of feeder schools in most need of improved growth, including Napoleonville Middle (NMS), Labadieville Primary School (LPS), and Labadieville Middle School (LMS). Demographic information on the disadvantaged population indicates a homeless level and special needs percentage similar to or greater than other schools in the year 1 cluster. NPS (year 1 cluster) is a feeder school to NMS. NMS has 268 students enrolled in grades 5 – 8 and has a special needs population of 18%; free and reduced lunch, 69%; and homeless, 17%. LPS has 371 students enrolled in Head Start through grade 4 and has a disadvantaged youth population that entails a combined special needs population of 13%; free and reduced lunch, 86%; and homeless, 22%. This school also serves 17 income eligible Head Start students with a waiting list of 10. LPS is a feeder school to LMS (5th-8th Grade), LMS has 351 students with a combined special needs population of 26%; free and reduced lunch, 77%; and homeless, 27%. Both NMS and LMS feed into Assumption High School. Although these schools have shown academic growth, they consistently fail to make Adequate Yearly Progress (AYP); therefore, additional resources and support are necessary.

Administrators and members of the school leadership team from each selected site have taken steps in the development of this proposal through needs assessments, data analysis, action planning, and collaboration with all stakeholders. Results from their Literacy Capacity Surveys were combined with cluster one results to develop district literacy goals. These goals are aligned with LaCLiP to ensure consistency and continuity among all grade levels and ages. All schools in the year 2 cluster have committed to participating in year one district and job-embedded professional development proposed for the project.

C. Needs Assessment:

In 2009 the Assumption Parish School District began conducting annual Comprehensive School Needs Assessments at each school. The needs assessments include data from the following sources: Data Analysis Reports (DAR), which includes disaggregated achievement data for each school, survey data from the *We Survey Suite*, and observational data from the Collaborative Instructional Review (CIR) and the district walk-through observations. Achievement data are analyzed and combined into a DAR. Each school reviews all data components to revise the School Improvement Plan (SIP) for the development of measurable goals, objectives, and actions reflecting Louisiana's priority goals. Each school annually administers the *We Survey Suite* provided by International Center for Leadership in Education (ICLE). The surveys are administered to staff and students and the results are analyzed to help drive school improvement initiatives. The *We Support Survey* will be administered to parents and community members to monitor perceptions and expectations regarding school initiatives, school improvement, and literacy goals. The CIR is a classroom observation tool designed to measure learner engagement as it relates to literacy along with the levels of rigor and relevance of a developed lesson. To refine the goals of this proposal and address the components of the

Louisiana Comprehensive Literacy Plan (LACLiP), the Literacy Capacity Survey was administered to staff members (teachers, paraprofessionals, administrators, speech pathologists, school psychologists, social workers, educational diagnosticians, curriculum coordinators) at all cluster 1 and 2 schools.

The results of the needs assessment led the district to begin annual reviews of each data collection tool. This analysis resulted in the development of school-based leadership teams for comparing existing standards, assessments, instructional programs, technology use, accountability measures, and student achievement levels. The data were used to develop the following initiatives: a) Establish the roles and responsibilities of the leadership team at each school site; b) Expand the current literacy planning into a district-wide literacy plan across the curriculum emphasizing relevance and rigor through embedded professional development, c) Provide professional development in an inclusion model of instruction for students with disabilities that encourages co-teaching strategies; d) Create opportunities for interactions to foster the development of positive relationships between all district stakeholders through quarterly district literacy leadership meetings.

D. Goals:

The following goals for improving student literacy outcomes are provided with a measureable target and justification regarding the selection according to attainability.

| State / District Goals | Current Cluster Rate | Measurable Outcome Targets |
|--|-----------------------------|---|
| Aligns to Louisiana Critical Goal (LCG) 1: All students enter Kindergarten ready to learn. The district will begin to administer TELD in Fall of 2012. | N/A | Pre-K students will achieve gains in composite scores from pretest to posttest in oral language skills on the <i>Test of Early Language Development (TELD-3)</i> by the Spring of 2013. |

| State / District Goals | Current Cluster Rate | Measurable Outcome Targets |
|--|---|---|
| Aligns to LCG 1: All students enter Kindergarten ready to learn. | 54.4% (Below State goal of 75%) | 60% of Kindergarteners will meet benchmark or above on the end of the year DIBELS Next screening |
| Aligns to LCG 2: All students are literate by 3rd grade. | 56% (Below State goal of 90%) | 60% of third graders will earn Basic or above on iLEAP ELA by 2012-2013. |
| Aligns to LCG 3: Students will enter 4th on time. | 76.9 (Below State goal of 90%) | 80% of students will enter 4 th grade on time to measure reduction in retention. |
| Aligns to LCG 4: All students will perform at or above grade level in ELA by 8th grade. Including as a goal due to Proficiency rate of 5 th graders at the middle school cluster. | 25% (Represents a decrease over the last few years which ultimately affects 8 th grade achievement | 30% of fifth graders will earn Basic or above on iLEAP ELA by 2012-2013. |
| Aligns to LCG 4: All students will perform at or above grade level in ELA by eighth grade. States benchmark is 90% and the district is currently at 75%. | 51% (Below State goal of 90%) | 55% of eighth graders will earn Basic or above on LEAP ELA by 2012-2013. |
| Aligns to LCG 6: Students will graduate on time. | 59% (Below State goal of 85%) | 65% of tenth grade students will meet or exceed proficiency on the English II End of Course (EOC) state assessment. |
| Aligns to LCG 6: Students will graduate on time. EOC for English 3 was field tested in Spring 2011. | N/A | 55% of eleventh grade students will meet or exceed proficiency on the English III EOC state assessment. |
| Aligns to LCG 6: Students will graduate on time. | 72.7% (Below State goal of 85%) | 76.7% of students will graduate on time. |
| Aligns to LCG 9: Students will achieve all 8 goals regardless of race or class | 89.5% attendance; 25% suspension (Both measures below state averages of 93.9% and 12.3%) | Increase the cluster attendance rate to 91% while decreasing the suspension rate to 20% by Spring 2013 |

Table 1

A continuum of formative and summative assessments to measure student progress of critical literacy skills is essential to drive instruction. The district utilizes both types of assessments to formulate a measurement system accurately reflecting student learning from age 4 through grade 11. Formative assessments to be administered are: *TELD-3* (Pre-K), *DIBELS*

Next (Grades K – 2), and *Unique* (significant disabilities). Summative state assessments administered are: iLEAP (Grades 3-7 ELA), LEAP (Grades 4 and 8), LAA1 and LAA2 (significant disabilities) and End-of-Course Exams (EOC) (Grades 10 -11 ELA).

Alternate forms of summative and formative assessments are available for students who are unable to meet the measured standards at grades 4-11. *Unique*, a research standards-based measurement is utilized for benchmarking and progress monitoring of learning and literacy instruction. Data are provided to drive instruction beginning with early and emergent literacy skills and progressing to oral reading and writing. Students with severe cognitive disabilities are administered LEAP Alternate Assessment, Level 1 (LAA 1) while students who display persistent learning difficulties are administered LAA 2.

After careful analysis of student data, parents will be informed through the use of goal setting meetings to be held semi-annually for benchmark students in grade 4, grade 8, and quarterly for at-risk students in all grade levels. Students will discuss goals, share quality work as well as work needing improvement, and together with parents, teachers, and administrators will set goals for all assessments.

E. Steps for Reaching Goals:

Assumption Parish has actively participated in all federal and state initiatives sponsored by the Louisiana Department of Education (LDE). Therefore, the District Literacy Leadership Team was transformed into the Assumption Community Team (ACT) for LIFE (Literacy is for Everyone) to engage children, parents, staff, community members, businesses, organizations, and other educational institutions in the expansion and implementation of literacy initiatives to promote learning and increase student achievement. The following steps were designed, in alignment with LACLIP, to assure our goals are attained: 1) Expand current literacy planning

into a district-wide literacy-across-the-curriculum plan emphasizing Response to Intervention (RTI), Universal Design for Learning (UDL), and Data Driven instruction from the emergent to the adolescent level. 2) Focus professional development (multiple venues) to ensure consistency and continuity in age-appropriate literacy instruction from emergent through adolescent learners with an emphasis on the disadvantaged population including English Language Learners (ELL) and students with disabilities. 3) Provide ongoing sessions for all stakeholders to model strategies and activities that reverse the impact of poverty and disabilities from birth through adolescence. School Improvement Plans (SIP's) were amended to include an overall literacy goal aligned to Louisiana Critical Goals and the following research-based strategies: RTI, job-embedded professional development, data-driven decisions and UDL. School-based leadership teams collaborated to outline objectives, activities, timelines, funding, and ensure alignment of SIP's with goals and steps developed by ACT for LIFE. (See Appendix C)

F. Description of Existing State and LEA Priorities:

Assumption Parish School District has partnered with the International Center for Leadership in Education (ICLE) since 2008 to transform all of our schools for 21st Century learners. All stakeholders began with training on the Rigor/Relevance Framework designed to examine curriculum, instruction, and assessment. Schools were provided with executive coaching to analyze attitudinal and cognitive data formulated through an annual needs assessment. The priorities addressed in this partnership directly link with needs and goals of the cluster while aligning with LACLIP. Examples of these actions are as follows: School Improvement Plans are revised using data analysis, school leadership teams train and utilize the CIR, and action plans are developed to support inclusion of students with disabilities through the co-teaching model. Plans are to work collaboratively with subject area teachers across the

curriculum (K-12) in the development of units of study focusing on all students' progression of learning (activating prior knowledge, building background, scaffolding instruction, differentiated activities, assessments) as we prepare for Common Core State Standards (Marzano et al., 2001).

The continuation of the Louisiana Department of Education (LDE's) Response-to-Intervention (RTI) model is a key component of LACLIP. According to Knoff (2007), when students are not academically and/or behaviorally responding to effective classroom instruction or classroom management, schools and staff need to determine why they are not responding and how to develop, deliver, and evaluate more strategic or intensive instruction or intervention as needed. In the summer of 2011, Assumption Parish embraced this philosophy and developed an RTI2 plan to help teachers differentiate existing curriculum and skill modifications needed to provide interventions for students in the area of reading, math and social skills. The implementation of the plan is a ten step process that begins at the classroom level before moving to the grade level with school level meetings providing a documented plan to ensure student instructional and/or behavior accommodations are met. Grade level teachers along with special needs support (special education teachers, curriculum specialists, and speech therapists) along with an administrator are encouraged to meet weekly to determine students who are not progressing in the core. Literacy interventions are tracked and monitored to ensure remediation is successful. Plans are to further merge the RTI2 plan with the state Access Guide and UDL practices in lesson design.

To meet the needs of our disadvantaged population and increase the graduation index, the district provides a program called *Connections*. The program is a one-year process for overage students to receive targeted instruction and accelerated remediation aimed at helping students attain a high school diploma, GED, or state approved skills certificates. Our current *Connections*

Program serves 32 at risk students with 70% of the students identified as special education. Student instruction is based on the core curriculum with an emphasis on deficits in reading and/or math. The program also provides *Jobs for America's Graduate (JAG) AIM High* component that focuses on students with disabilities. Students are progress monitored throughout the year to provide individualized remediation in the area of reading and math using research-based intervention plans. Co-teaching is utilized to ensure all students are provided the needed accommodations and modifications. The Connections Program aligns with district literacy goals and LACLiP through the use of Data Driven Decisions and UDL as staff continues to adjust instruction for our disadvantaged adolescent population

G. Curricula and Intervention Materials:

Core curricula programs used to support instruction are as follows: *Creative Curriculum* (3 yr. olds), Pre-K Louisiana Comprehensive Curriculum (LCC) (4 yr. olds), *Harcourt Storytown* (grades K-6), *McDougal Littell Literature* (grades 7-8), and *Glencoe McGraw Hill Literature* (grades 9-12). The intervention materials currently being used are *LIPS* (phonemic awareness for emergent and students with disabilities), *Harcourt Strategic, Intensive, ELL Kits and supporting software* (grades K-6), *Read 180 and System 44* (grades 5-12), *Phonics Suite* (grades 3-12), *Read Naturally* (grades 2-12) and *Wilson Programming* (multi-sensory learners K-12).

To identify standards addressed and not addressed for curricular and intervention materials, the district will integrate technology through the use of *Next Navigator*, a software program provided by the *Successful Practice Network*. This software aligns the state Grade Level Expectations with CCSS and provides examples of activities and performance based assessments at grades K-12. As we transition into the CCSS next school year, this alignment will be used to examine the current Core Reading Programs and intervention programs for determining gaps in

each series to prepare for the Transition Documents developed by the LDE. In addition, *Publishers' Criteria for ELA Grades K-2* and *Grades 3-12* will be used to align instructional materials with CCSS. To address the gaps, teachers will be trained to develop units of study that will link the current core with the LDE Transition and CCSS at grades K-12. The lesson design will emphasize a progression of learning that addresses essential components of reading along with the implementation of literacy strategies. In addition, a writing framework that encompasses CCSS from K-12 will be created and implemented district-wide. Curricula materials for Head Start and PreK have been aligned to CCSS but will be reviewed using the *Publisher's Criteria for ELA Grades K-2* to ensure a smooth transition into Kindergarten.

H. Language and Text-Rich Learning Environments:

If new textbooks (curricula materials) are needed to address the move toward CCSS, the district will utilize Bulletin 1794 (LDE's State Textbook Adoption Policy and Procedure Manual) to examine core programs. State regulated guidelines must be met prior to proceeding with a full adoption at the district level (develop textbook committee, attend textbook caravan, carefully examine texts, vote on selection). *What Works Clearinghouse* and the *Florida Center for Reading Research* will be used to research the effectiveness of intervention program upgrades or new purchases prior to acquiring new materials.

Although the current core programs are based on scientific reading research and provide the teacher with materials to provide daily systematic instruction, we have found it difficult to communicate the importance of reading and writing across the content areas. To better address this gap, cluster school sites will revisit the integration of literacy strategies across academic disciplines in relation to CCSS. Adolescent learners must be mentored as readers, writers, and thinkers as we move from the concept "How well do I read?" to "What can I read well?"

(Buehl, 2011; p. 29). Further professional development is needed to integrate research-based interventions and literacy strategies to encompass all students at all grade levels.

A lack of district funding has resulted in the hiring of part-time library clerks at each cluster school with the exception of AHS. Funding to build collections at each school has been limited. A survey of available books for student use reveals a 45% gap between fiction and non-fiction texts both in the school and classroom libraries. In early childhood classrooms, the teacher's main focus is to promote oral language development throughout the day utilizing the following strategies: talking, singing, read-aloud, storytelling, and writing experiences. All content teachers promote a literate classroom by displaying student work, exposing students to various authentic writing opportunities, utilizing technology for research, and by modeling reading, writing, and thinking techniques. Elementary and secondary classrooms have a limited variety of books; both fiction and nonfiction, accessible in forms ranging from instructional materials to audible classroom libraries, and more materials are needed. Future plans include increasing the number and variety of paper and electronic reading materials. To choose materials, a reading interest inventory will be given to all students, and reading materials will be purchased based on their interests and appropriate Lexile reading levels. Additional classroom and school library materials will be purchased to ensure students are exposed to complex nonfiction reading materials as outlined in CCSS.

I. Accommodations:

Universal Design for Learning (UDL) is a set of principles for creating instructional goals, methods, materials, and assessments that give all students equal opportunities to learn through flexible approaches that can be based on individual needs (Rose and Gravel, 2010). Both special education and school based leadership teams have participated in embedded staff

development focusing on differentiated instructional strategies and lessons associated with UDL to be implemented. Parish-wide teams collaborate and share results. Future plans include the expansion of the UDL principles in lesson design through embedded staff development for all K-12 teachers. The district utilizes effective use of accommodations to promote high achievement for students with learning challenges by utilizing UDL principles in conjunction with the use of the LA Dept. of Educations' online Access Guide and technology. The Access Guide, used to help develop Individualized Education Plans (IEP), provides a variety of suggestions, resources, and tools to maximize the likelihood of higher academic achievement for all students, including struggling learners, students with significant disabilities, and those who need added rigor. In addition, Assumption Parish's Assistive Technology (AT) Team works closely with the Regional Service Center to incorporate the latest technologies through the use of the Assistive Technology Consideration Checklist (Co-Writer, Fusions, Communication Devices, switches, FM Devices). The Accessible Instructional Materials (AIM) checklist is completed for students requiring an alternate format of standard curriculum materials; such as digital text, Braille, large print, books on tape; allowing the student to access the general curriculum relative to same age peers. Kurzweil, a powerful tool for students who struggle with printed text, is currently used to provide students with access to curriculum materials so they can keep up with assigned reading, learn critical study skills, successfully complete writing projects and test independently. Efforts will continue in the areas of technology, utilization of the Access Guide, and UDL principles in the designing of units of study to meet the needs of all learners in a regular classroom setting.

J. Assessment and Data Management System:

A universal screening system, along with progress monitoring data, is used to drive instruction and to identify the appropriate intervention for each student. Screeners are used in

preschool before students enter the program and upon exiting. In Head Start, the *Brigance Screen II* is administered and, in Pre-K, the *Developmental Skills Checklist (DSC)* is given and tracked in a database for comparative data. The *Batelle* is administered through Pupil Appraisal staff to children who indicate developmental delays or concerns. Students in grades K-6 are universally screened in the fall, winter, and spring using *DIBELS Next*. In addition, grades 3-6, are administered *DIBELS DAZE*. Students in grades 7-12 who score approaching basic and unsatisfactory on the state administered iLeap, LEAP, or EOC are administered an *iSTEEP Maze* measure. *DIBELS Next* and *iSTEEP* probes are used to progress monitor students. The screening data along with summative and formative assessments are used to determine students requiring strategic (Tier 2) or intensive intervention (Tier 3). After Tier instruction is determined, students in grades K-3 are administered a phonemic awareness and phonics screener to determine placement in flexible group settings. Students in grades 4-12 showing a need for intervention based on universal screeners are provided a district decoding survey to determine intervention. All intervention students are progress monitored every 3 weeks by classroom teachers. Collaborative planning meetings are held bi-monthly to determine student progress for teachers, facilitators and administrators. Parents are also provided a letter with notification of the intervention times along with helpful hints to improve literacy levels at home.

The *TELD-3*, administered as a pre-post test measure, will be new to the district and teachers will be trained to administer the assessment during a summer academy. As indicated on the Literacy Capacity Survey, both teacher and paraprofessionals would like further training on diagnostic measures and progress monitoring of *DIBELS Next* and *iSTEEP*. These trainings will also be delivered in a summer academy and embedded through collaborative planning with the Literacy Integration Specialist in action planning meetings.

Pre-K students will receive embedded literacy instruction throughout the day and through targeted small group instruction that addresses the phonemic awareness continuum. Kindergarten students receive Tier 1 instruction in a 60-minute period and are provided Tier 2 interventions for 60 minutes in a flexible group setting, rotating small groups in 20-minute periods. Tier 3 interventions are provided for 30 minutes in small-group, for enhancing specific strategies to build the alphabetic principle. Students at grades 1-12 receive 90-minutes of Tier 1 instruction through core classes. Interventions for Tier 2 at grades 1-4 are provided for 60 minutes in 20-minute rotations. These interventions are provided in homogenous settings to address specific deficits indicated on diagnostic surveys, vocabulary building, and fluency. Utilizing *Read 180* for 60 minutes per day, Tier 2 interventions are provided for grades 5-8. Students who score below the recommended level for this program are placed in *System 44* for 60 minutes providing Tier 3 intervention. Grades 9-12 receive 90 minutes of Tier 2 intervention utilizing either *Read 180* or *System 44*. Additionally students at levels 5-12 are afforded opportunities to utilize *Read Naturally*, *Phonics Blitz* or a comprehension strategy based program if progress monitoring indicates a need. The technology-based data management systems provided by *DIBELS*, *iSTEEP*, and *Scholastic Management Systems* (SAM) are utilized by district and school level teams to make instructional decisions for all students.

K. Transition Plans:

Transitional activities that create a positive and caring environment at each new level of learning are provided for all stakeholders. Through the quarterly ACT meetings, stakeholders are involved in creating transitional plans for all school levels. Parents are informed of all transitional activities through home visits, phone calls, newsletters, school reach messages, newspaper articles, and individual school website and district website updates. At the emergent

level, parents and children meet with advocates to share stakeholder information (immunizations, early intervention, and mental health) at pre-registration. Prior to school starting, parents and children visit classrooms to meet teachers and discuss concerns. In addition, the Child Search Coordinator works in collaboration with Early Steps to place 3 year old children into the preschool program to accomplish goals as outlined on the child's Individual Education Plan (IEP). In preparation for Kindergarten, parents of children in early childhood settings are also provided with home visits and workshops designed to model developmentally appropriate literacy practices. At the elementary level, students from BRP and NPS are able to visit classrooms at BRM School and NMS respectively. Students in the 4th grade are invited to participate in extra-curricular activities such as field day, middle school dances, and sporting events. Summer remediation for 4th grade students from both cluster primary schools is held on the middle school campuses to allow students the opportunity to further explore the campus on a daily basis. Orientation day is also held for parents and students to learn more about middle school programs and activities at both campuses. In addition, Administrators from the primary schools visit the middle school campus within the first few weeks of the new school year to provide support for the 5th grade students. AHS teachers and administrators meet with 8th grade teachers and administrators from BRM and other feeder middle schools to coordinate transitions from middle to high school during professional development day sessions. These transition plans involve high school student visits to the 8th grade classrooms to encourage participation in extra-curricular activities as well as high school administrator and counselor visits to BRM's 8th grade classes and other feeder schools to explain course offerings, areas of concentration, and programs of study. The transitional plan also allows students from BRM in the 8th grade the opportunity to visit the high school during the regular school day to tour the campus and

participate in student activities. A summer Freshmen Orientation Day is also held at AHS in which incoming 9th grade students and their parents obtain new schedules, meet teachers, and participate in informational sessions regarding scheduling, the school rules and regulations, additional programs of study, and extra-curricular activities.

L. Early Childhood Education Providers:

A structured early childhood setting is critical to the development of young children living in poverty. As grantee of Head Start and a universal preschool program, Assumption Parish has made a concerted effort in the continuous engagement of families to become fully knowledgeable and empowered to effectively support their children's learning. To create a community of care and urgency, quarterly collaboration meetings are held with parents, caregivers, community, and agency partners to disseminate information about early childhood topics requested through parent surveys, community needs assessments, and teacher requests. Additional flyers, brochures, and electronic messages are disseminated periodically to further inform parents. The District's Preschool Coordinator is a Reading Specialist and has taken an active role by holding parent meetings to encourage reading in the home with book bags and literacy based activities being sent home nightly. Feedback offered by all stakeholders is analyzed to provide topics mutually beneficial for all.

Braided funding from Head Start, Title I, LA4, General Fund, and IDEA Part B are utilized to hire personnel, purchase materials, and facilitate student needs. Assumption Parish School Board provides in-kind services to preschool children through its Pupil Appraisal Staff. Speech therapists provide screening, diagnosis, and RTI activities to identified students. A Preschool Education Specialist, a Curriculum Specialist, and a Mental Health/Disabilities Coordinator initiate classroom observations to begin collaborative discussions with parents and

teachers in the development of an IEP. A Child Search Coordinator works closely with outreach programs such as *Early Steps* to provide services to children with disabilities and placement into the early childhood classrooms as their initial IEP is established.

District level staff actively implement, plan, and sustain a high quality literacy plan. District and school leaders conduct classroom walkthrough's and analyze results to monitor implementation of literacy initiatives. The Literacy Integration Specialists will offer support through teaming opportunities to analyze walk through data, target literacy strategies, and allow teachers to discuss professional development needs to support instruction. Monthly curriculum meetings will be held at the preschool office to provide a network for teachers of cluster schools to discuss curriculum needs and set up opportunities for peer mentoring. All preschool staff has committed to this project and signatures are evident in Appendix D.

The mission of the Assumption Parish School Board Preschool Program is to prepare children for school readiness and strengthen the social competence and well-being of children and their families by empowering families with the resources and skills necessary to become self sufficient. Parent involvement and shared planning takes place during collaboration meetings, transitional activities, Policy Council meetings, parent conferences, teaming opportunities, and professional development opportunities to provide ongoing channels of communication. Information obtained as a result of these collaborative efforts allows preschool staff to contact community partners to service the needs of families through informative workshops, brochures, flyers, or referrals to agencies such as *CART, Families Helping Families, Chez Hope, etc.*

The Preschool Coordinator merges information from the Head Start *Teacher Technical Assistance* plan with Preschool Professional Development plan to schedule professional learning that will empower teachers with research based strategies to improve student outcomes. Early

childhood teachers meet to analyze data and discuss needs to strengthen programming by comparing the LCC with current programming to explore ways of strengthening instructional methods. Results are shared during teacher orientation and serve as a springboard for curriculum meetings and mentoring opportunities to develop a common language and understanding.

M. Nonprofit, Community-Based Organizations and Agencies:

The school district has partnered with numerous community organizations to work collaboratively with all cluster school sites based on their ability to provide support and resources for the overall well-being of children in the community. These organizations include the *Early Steps* program, *Bayou Land Families Helping Families*, *LSU Agricultural Agency*, and various community medical facilities. As the grantee of Head Start, Assumption Parish has the capacity to connect parents to professional resources by empowering them to advocate for their children. To ensure that children begin school developmentally ready, the Child Search Coordinator partners with the *Early Steps* program and *Bayou Land Families Helping Families* to provide early intervention and professional outreach to children with special needs. Of the 52 children served in the past three years, 25% were placed in Head Start classrooms, 35% were placed in pre-k classrooms, 10% have entered into preschool inclusion three-year old classrooms, 13% have moved out of the district, and 17% are under the age of three and still receiving services from Early Steps for future placement into the preschool system. *Louisiana State University Agricultural Agency* provides teachers with professional development, materials and lessons on nutrition. Classes are offered to low income families to keep their child free from obesity. As a result, the obesity rate has decreased in the last three years from 28% to 12% enabling the child to have a healthy start in school. *Bayou Lands Families Helping Families* partners with the district to provide parents with contacts for additional professional resources

for children in need. Partnering with medical agencies such as Assumption Community Hospital, the Rural Health Clinic and Teche Action Clinic along with local pediatric dentists and ear, nose, and throat physicians provide services for the well being of our children. These agencies host workshops, provide one-on-one screenings, issue informational flyers, and host an annual health fair at no cost. Through these partnerships, 100% of our children have annual dental visits and physicals and are up-to-date with immunizations. A future endeavor will be to partner with *Louisiana Public Broadcasting Service* (LPB) to serve children and families, birth- grade 12.

N. Unique Contributions and Responsibilities:

Six years ago our district implemented a District Reading Leadership Team with a focus on promoting literacy. The unique focus of this team has since expanded to become the Assumption Community Team (ACT) for LIFE (Literacy Is for Everyone) and will continue to meet quarterly. In an effort to merge the school and community the following mission has been adopted: “Navigating a successful LIFE path for the students of today and the leaders of tomorrow.” Diverse contributions from stakeholders include literacy support and resources through our local school board, state politicians, the police jury, our parent advisory council, public library system, business representation from our Chamber of Commerce and McDermott, Inc. In addition, our school system has merged with the Sheriffs’ Office summer youth programs to promote literacy initiatives. Representation from Rosehill Baptist serves on behalf of pastors and church groups as a means of support and community outreach. Institutions of higher learning, such as our partnership with River Parish Community College, further support our literacy goals at the post secondary level. Local newspapers will publicize available school/community resources and celebrate program and individual student successes. Through the specific roles and responsibilities of stakeholders, collaborative efforts will include: increase

parent and community participation in school-wide decision and events, increase parent and community awareness of the impact of poverty on student success, and to provide parents and community members with strategies to reverse the impact of poverty on student achievement.

O. Professional Development:

The district is committed to a comprehensive professional development system, which shall include a tiered approach to professional learning opportunities in literacy for all stakeholders, including district personnel, administrators, Literacy Integration Specialist, pupil appraisal staff members, counselors, teachers, paraprofessionals, and other support personnel. Time is allocated for action planning, mandatory summer training academies, quarterly district professional development days, semi-annual parent empowerment sessions, development of professional growth plans, and annual book studies. Results from the Literacy Capacity Survey, student performance data on state-mandated tests, benchmark assessment results, and classroom observations will be analyzed to determine the professional learning needs of all. Continuing efforts already begun for all staff and leaders will include training from ICLE Instructional Coaches in the use the CIR based on the Rigor/Relevance Framework. This system will be used to assess and evaluate teachers' classroom performance and to identify further individual teacher professional development in the areas of content rigor, relevance, meaningful learner engagement, and literacy. Classroom observations are followed by professional dialogue regarding content knowledge and differentiated instructional strategies. To enable more data-based decision making, individual areas of need and support will also continue through the district initiated data analysis protocols and analysis of individual student achievement to improve learning outcomes. Job-embedded activities will continue to be provided through webinars, podcasts, and online training sessions. Methods will include collaborative lesson

planning, mentoring, lesson modeling, and instructional strategy coaching. Protected collaborative planning time will be offered to provide core academic teachers with demonstration of literacy and content area strategies embedded in the state LCC and LACLIP. Emphasis will also be placed on professional learning needs to transition to the CCSS. Additional topics for professional learning opportunities shall be based on district goals and will include cultural awareness topics such as the effect of poverty on student performance, RTI2, UDL, AIM (technology supported, digital, web-based, text-supported), and lesson design.

P. Attracting and Retaining Effective Teachers and Leaders:

In partnership with the LDOE's Trail Blazers initiative, the district devised a plan to train and recruit highly effective teachers and leaders. As a result the 2010-2011 boasted the following cluster-combined, retention rates: 96%, teachers and 100% leaders. As previously mentioned, each of our schools has developed a leadership team responsible for assisting the administration in the implementation of best practices. These teams have attended Leadership Academy's sponsored by ICLE to train them in the analysis of attitudinal, observational, and cognitive data. A Performance Monitoring Form is used to track progress monitoring in student achievement, climate and culture, professional development and family and community involvement. In addition to assisting in the collection and analysis of data to drive student achievement, this team is responsible for interviewing any new hire's along with the administration. Prospective district school leaders are chosen from a pool of qualifying school based leadership team members. Interviews at both school and district levels require candidates to submit a portfolio of artifacts relevant to the position for which they are interviewing (ex. writing samples, data, lesson plans, professional learning, etc). Competency-based questions that target the position to be filled are also developed and used in the interview process. A new process to measure teacher and leader

performance (Act 54) will be implemented in the 2012-2013 school year. This state mandate utilizes both quantitative and qualitative data to measure both teacher and leader effectiveness. *Clear Overall Measure of their Performance to Analyze and Support Success*, or *COMPASS* utilizes both a student growth outcome index (value-added model) and a site-based index (traditional classroom observations). The principal and leadership team at each cluster site has selected a committee of teachers to develop strategies for recruiting and supporting effective teachers.

The district Human Resource Director has set up a partnership with local universities (Nicholls State University, Louisiana State University, and Southern University) to actively recruit quality teachers at local and state job fairs. Potential hires with experience present artifacts depicting best practices with supporting data while novice teachers frequently submit electronic portfolios based on lessons taught in pre-service trainings. In addition, AHS provides high school juniors and seniors an opportunity to explore the field of education through a LDOE provided curriculum entitled STAR (Students Teaching and Reaching). Students who successfully complete STAR 1 and 2 can earn college credit in Introduction to Education.

To fill critical roles in the cluster school/sites, the district utilizes *Teach Louisiana*, created by the LDOE. This online system requires applicants to be screened and interviewed prior to placing qualifications in the database. Once selected as a potential applicant at the district level, the Human Resource Director checks the qualifications and certification for verification. Competency based interviews are then conducted at the school site.

The district provides school leaders with sufficient operating flexibility (including in staffing, calendars/time, and budgeting) for a comprehensive approach to substantially improve student achievement outcomes. Operating flexibility provides the principal with the autonomy needed to

effectively manage the school. The district has explored merit pay as an incentive to attracting and retaining effective teachers and leaders. Because of the inability to sustain this type of compensation, we have committed to providing the following: mentors for new teachers, fair teaching assignments, high quality professional development, and strong leadership.

A compensation schedule has been developed for teachers who significantly improve student performance. The compensation schedule contains provisions and qualifications for teachers to receive compensation for professional growth and an obligation that includes opportunities to become: mentor teachers, instructional demonstration teachers, Nationally Board Certified teachers, and Professional Learning Community leaders. The continued support and development of teachers and leaders is demonstrated as previously mentioned.

Q. Evaluation:

The District's Project Manager and Integration Specialist will utilize a progress report (prepared excel file) designed to measure literacy outcomes and annual goals. The targets cross-referenced in section 4 will be used to provide baseline data for the following components: student achievement evidenced by benchmarking and progress monitoring data; culture and climate evidenced by student/teacher attendance, tardiness and discipline data; professional development evidenced by total number of hours, session topic, venue, and percentage of staff attendance; and family and community involvement measured by venue, topic, and percentage of attendees. Anonymity will be used in the collection of this data that will be gathered by designated members of the school leadership team and the Integration Specialist. Attendance data will be generated utilizing JPAMS, (district's secure data management system); benchmarking and progress monitoring data will be generated through *DIBELS*, *iSTEEP*, *SAM*, *EAGLE* (state online testing system across all subject areas), and the CIR will be used to collect

lesson delivery data to target areas of professional development. Both professional development and the family/community involvement components will be tracked in table format for ease in calculating. The collected data will be submitted to the district office for monthly analysis. The team examining the data will include the District and School-Based Integration Specialist along with District and School Based administrators of each cluster school. These district led meetings will examine the data and make recommendations for improved outcomes throughout the implementation period. The District Integration Specialist along with the Project Manager will be responsible for disseminating project outcomes based on the disaggregated data collected to school level teams who will deliver in newsletters and quarterly literacy family nights to parents. ACT for LIFE will receive the data in presentation format to revise the team initiatives.

R. Project Management:

To improve literacy outcomes for all children, the management plan will be coordinated by the District Literacy/ Early Childhood Coordinator and the Director of Curriculum and Instruction. The Director will train each cluster school to develop and maintain a portfolio to document budget expenditures, professional development (sign-in's, evaluations, and agendas) and copies of purchase orders to support purchased materials. These documents will be reviewed at the monthly District Literacy Meeting to ensure that budgeted items are expended as planned. The District Literacy Coordinator will work with administrators and the Literacy Integration Specialist to ensure all steps of the SIP (aligned with LACLiP) are delivered according to the timeline established (Table 2). The District Director and Coordinator will work with the ICLE Executive/Instructional Coaches to provide embedded professional development on lesson design merging the Rigor and Relevance Framework with UDL practices for K-12 staff. The continuation of the RTI2 model and co-teaching practice will link teacher partners providing

effective instructional strategies for disadvantaged students.

| Milestones | Responsible Party | Timeline |
|---|--|--------------------------|
| District Literacy Team meets to set dates for Summer Institute | District Literacy Team/administrators | May 2012 |
| Hire Integration Specialist | Human Resource Department | June 2012 |
| Attend LDOE state sponsored leadership institute and National SRCL Conference | District Literacy Team/administrators Integration Specialists | July 2012 |
| Train committee for inventory of all books, previously purchased programs, and materials to identify and classify by lexile on each cluster campus. Implementation 2 months. | Administrators, Integration Specialist, Parent Volunteers | June-August 2012 |
| Schedule benchmarking, instructional coaching, ACT for LIFE quarterly meetings, District Leadership meetings | District Project Manager, District Literacy Specialist | July 2012 |
| Deliver Summer Institutes to the staff members of each cluster site and Pupil Appraisal Support on the following: revisit benchmarking and progress monitoring for DIBELS and iSTEOP, RTI2 (K-9); LETRS Foundations (grades K-3); Scholastic Product Diagnosing after screening (K-9): UDL to design unit of study through state Transitional Documents (K-12); Writing Progression for CCSS from K-12, Support for inclusion: co-teaching, Access Guide (K-12); touch screens and voice-activated programs to enhance technological literacy | District Project Manager, District Literacy Specialist, Administrators, Integration Specialist | 3 days early August 2012 |
| Meet with Integration Specialist/Interventionist to set school wide collaborative/action planning meetings for the year with protocol for analyzing student data, communication forms for grade level teachers/parents maintained to provide diagnostic information on individual students and to inform parents of students placement in Tier II and Tier III intervention and progress after monitoring | District Integration Specialist | August 2012 |
| Schedule parenting workshops on how to provide meaningful support for students in reading and writing | Title I Supervisor, LaSIG Family Facilitator | August 2012 |
| School year kick-off on cultural relevance Schedule professional learning community follow-ups at each site. | Project Manager | August 2012 |
| Train school leadership teams /integration specialist on the CIR model to effectively measure student engagement, literacy levels of rigor and relevance | Executive/instructional coaches | Sept 2012 |

Table 2

The Superintendent of Assumption Parish has a long history of literacy support and is committed to the implementation of a literacy campaign for all schools across the district. Not only does he participate in literacy initiatives at the local and state level, but he also empowers transformational leadership at the district and state level. He will be responsible for setting monthly community school board meetings at each school site for the dissemination of project outcomes. The Project Director has successfully served as project manager for all district literacy initiatives (*Reading First, Literacy Pilot, Ensuring Literacy for All, Adolescent Literacy Project Participant*). The Supervisor of Early Childhood will serve as the District Literacy Specialist. She has previously served the district in this capacity and is trained as a Trainer of Trainers' for *LETRS, iSTEOP*, and Early *DIBELS*. She and the Project Director have presented numerous literacy workshops throughout the district and state since Assumption began a literacy initiative. The Supervisor of Curriculum and the administrators of the cluster schools have a wide range of literacy leadership. Our Finance Director has successfully managed the fiscal operations of the district for the past 23 years. She has also created and implemented Student Based Budgeting as part of the state's pilot project for 2012-2013. Our Special Education/Title Programs Director works hard to provide an inclusive setting for special needs students enriching the district team with a wide range of programming ideas. To complete the District Literacy Leadership Team, literacy integration specialists and interventionists meeting the district expectations stated in the job descriptions, will be hired for each cluster site (See Appendix F).

S. Budget Projections:

Utilizing *Tools for Integrating Education Funds Guide* developed by the LDE, the Assumption Parish School Board is committed to leveraging federal, state, and local funds to support the activities outlined in this proposal. The District's administrative office is dedicating

existing resources to support LACLiP activities through the use of local, state, and other federal funds and programs within the district. Salaries of 6 full-time equivalents (FTE's), listed in the budget narrative, are to be leveraged by using local, state and other federal funds at 25% in the first and second years for the Literacy Integration Specialists and Literacy Interventionists, and 100% for the District Literacy Leader. Funding for the Literacy Integration Specialists will be leveraged by providing High Performing School Initiative grants for two of the cluster schools, Title I, Title II, and IDEA Part B. For the Literacy Interventionists, funding will be provided by Title I, REAP, IDEA Part B, and local tax dollars. For the District Literacy Leader, funding will be provided by Head Start and local tax dollars. Classroom resources will be provided through use of Head Start, LA 4, IDEA Pre-School, and local tax dollars for the early childhood classrooms. Classroom resources for all other grade levels will be provided through use of Title I, IDEA Part B, Rural Education Achievement Program, LA School Improvement Grant, Carl Perkins, High Performing School Initiative Grants, and local tax dollars. Professional development opportunities to include contractual obligations and travel-related expenditures will be leveraged using LA State Improvement Grant funds and local tax dollars. As evidenced in the budget detail, the spending by grade level meets the requirements of at least 15% for birth through age 5, at least 40% for kindergarten through grade 5, and at least 40% for grades 6 – 12. This task was accomplished through various meetings with principals, district project manager, and other administrative staff to ensure that funds were budgeted in the correct categories to meet the defined objectives.

T. Sustainability:

Administrative staff from central office and school sites meet annually to review school needs to meet instructional goals. All funding sources, to include but not limited to local tax

dollars, MFP dollars, LA – 4, 8(g) grants, Educational Excellence Funds, and federal grants, i.e., Title I, Title II, IDEA Part B, IDEA Pre-School, Head Start, Carl Perkins, LA State Improvement Grant, Title I 1003(g), Rural Education Achievement Program, etc. are utilized within the approved uses of each respective fund to meet those needs. It is anticipated that the SRCL program will be funded with available SRCL allocations as well as the funds aforementioned. With implementation of Student-Based Budgeting, of which Assumption Parish is a pilot district, school administrators will have more flexibility to meet the needs of their individual schools. A communication plan to inform partners and stakeholders about sustainability efforts occur at school board meetings on a semi-annual basis, through Chamber newsletters on an annual basis, through school open houses, and on the district’s website. School level sustainability efforts will be enhanced by recognizing and affirming teachers regularly based on data indicating that their efforts have resulted in increased student achievement. District level sustainability efforts will be done by district staff to present trends in reading achievement to the school board explaining factors that contributed to success.

As we prepare to implement ELA CCSS, it will be imperative for students to read and understand grade level text, independently and proficiently, while expressing the understanding of text through writing. For the struggling reader, it will be critical that a rigorous, academic curriculum be offered while simultaneously providing motivation, encouragement, remediation, and emotional support to improve learning. In order for this initiative to flourish, we must continue to *Promote LIFE Along the Bayou* and cultivate a literacy-rich environment in which the very young, as well as old will nurture and embrace success.

| LEA Name: | Cluster School Names | |
|---|---|--|
| <p>Assumption</p> <hr/> <p>NEUV, FEB = 1 2012</p> <p>Superintendent: Earl T. Martinez</p> <hr/> <p>Print Name</p> <p><i>Earl T. Martinez</i></p> <hr/> <p>Signature</p> <hr/> <p>Office Phone 985-369-7251</p> <hr/> <p>Other Phone _____</p> <hr/> <p>E-mail emartinez@assumptionschools.com</p> <hr/> <p>LEA SRCL Contact Person: Name <u>Dr. Joan Rodrigue</u></p> <hr/> <p>Position <u>Director of Instruction</u></p> <hr/> <p>Phone 985-369-7251</p> <hr/> <p>E-mail jrodrigue@assumptionschools.com</p> <hr/> <p>LEA Physical Address: 4901 Highway 308 Napoleonville, LA 70390</p> <hr/> <p>LEA Mailing Address: Same as above</p> <hr/> <p>Congressional District: 3</p> | <p>Non-Profit <u>Early Childhood Education Provider</u> (providing direct services to children): BRP-Headstart 1. <u>Preschool (LA4, T1, LF)</u> Age Span <u>3-4</u> Number of Four-Year-Olds <u>47</u> Number of Three-Year-Olds <u>34</u> Number of Children Ages 0-2 _____ Director <u>Katherine D. Hebert</u> Phone <u>985-369-9735</u> Email khebert@assumptionschools.com</p> <hr/> <p>Physical Address: <u>4891 Highway 308</u> <u>Napoleonville, LA 70390</u></p> <hr/> <p>Mailing Address: <u>4901 Highway 308</u> <u>Napoleonville, LA 70390</u></p> <hr/> <p>NPS Headstart 2. <u>Preschool (LA4, T1, LF, IDEA)</u> Age Span <u>3-4</u> Number of Four-Year-Olds <u>94</u> Number of Three-Year-Olds <u>21</u> Number of Children Ages 0-2 _____ Director <u>Katherine D. Hebert</u> Phone <u>985-369-9735</u> Email khebert@assumptionschools.com</p> <hr/> <p>Physical Address: <u>4891 Highway 308</u> <u>Napoleonville, LA 70390</u></p> <hr/> <p>Mailing Address: <u>4901 Highway 308</u> <u>Napoleonville, LA 70390</u></p> <hr/> <p>3. _____ Age Span _____ Number of Four-Year-Olds _____ Number of Three-Year-Olds _____ Number of Children Ages 0-2 _____ Director _____ Phone _____ Email _____ Physical Address: _____ Mailing Address: _____</p> | <p>Elementary <u>Belle Rose Primary</u> Principal <u>Angela Gregoire</u> Grades <u>K-4</u> # of Students <u>219</u> Phone <u>225-473-7706</u> Email agregoire@assumptionschools.com Physical Address: <u>7100 Hwy 308S</u> <u>Belle Rose, LA 70341</u> Mailing Address: Same as above</p> <hr/> <p>Elementary <u>Napoleonville Primary</u> Principal <u>Jessica Thibodeaux</u> Grades <u>K-4</u> # of Students <u>348</u> <u>985-369-6396</u> Email jthibodeaux@assumptionschools.com Physical Address: <u>4891 Highway 308</u> <u>Napoleonville, LA 70390</u> Mailing Address: Same as above</p> <hr/> <p>Middle <u>Belle Rose Middle</u> Principal <u>Stacy Garrison</u> Grades <u>5-8</u> # of Students <u>158</u> Phone <u>225-473-8917</u> Email sgarrison@assumptionschools.com Physical Address: <u>7177 Highway 308S</u> <u>Belle Rose, LA 70341</u> Mailing Address: <u>PO Box 229</u> <u>Belle Rose, LA 70341</u></p> |
| | <p>High Assumption High School Principal <u>Niles Riche</u> Grade Configuration <u>9-12</u> Number of Students <u>1075</u> Phone <u>985-369-2956</u> Email nriche@assumptionschools.com Physical Address: <u>4880 Highway 308</u> <u>Napoleonville, LA 70390</u> Mailing Address: Same as above</p> | |

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|---|---|--|
| <p>Proposed site to expand project--Year 2 (Use spaces as appropriate)</p> | <p>Birth – PreK Partners (Use spaces as appropriate) Non-Profit Organization or Agency (providing <i>early</i> literacy services to caregivers, families, and children)</p> | <p>Other Partners (Use spaces as appropriate) Non-Profit Organization or Agency (providing <i>other</i> literacy services to subgrantee or schools within the cluster)</p> |
| <p>Elementary Labadieville Primary Principal <u>Rachel Dugas</u> Grades <u>Hst -4</u> # of Students <u>371</u> Phone <u>985-526-8220</u> Email <u>rdugas@assumptionschools.com</u></p> <p>Physical Address: <u>3045 Highway 1</u> <u>Labadieville, LA 70372</u></p> <p>Mailing Address: <u>Same as above</u></p> | <p>1. <u>Early Steps</u> Director <u>Tim Butler</u> Phone <u>985-447-0895</u> Email <u>timothy.butler@la.gov</u> Physical Address: <u>602 Parish Rd.</u> <u>Thibodaux, LA 70301</u> Mailing Address: <u>Same as above</u></p> | <p>1. <u>LPB</u> Director <u>Ellen Wydra</u> Phone <u>800-272-8161 x-4453</u> Email <u>ewydra@lpb.org</u> Physical Address: <u>7733 Perkins Rd</u> <u>Baton Rouge, LA 70810</u> Mailing Address: <u>Same as above</u></p> |
| <p>Middle Labadieville Middle Principal <u>Susan Harrison</u> Grades <u>5-8</u> # of Students <u>351</u> Phone <u>985-526-4227</u> Email <u>sharrison@assumptionschools.com</u></p> <p>Physical Address: <u>2747 Highway 1</u> <u>Labadieville, LA 70372</u></p> <p>Mailing Address: <u>Same as above</u></p> | <p>2. <u>Bayouland Families Helping Families</u> Director <u>Kim Detillier</u> Phone <u>800-331-5570</u> Email <u>blfhf@bellsouth.net</u> Physical Address: <u>286 Highway 3185</u> <u>Thibodaux, LA 700301</u> Mailing Address: <u>Same as above</u></p> | <p>2. <u>Assumption Parish Library</u> Director <u>Barbara Cabellero</u> Phone <u>985-369-7070</u> Email <u>childrens.clas@state.lib.la.us</u> Physical Address: <u>293 Napoleon Avenue</u> <u>Napoleonville, LA 70390</u> Mailing Address: <u>Same as above</u></p> |
| <p>Middle Napoleonville Middle Principal <u>Shawn Preston</u> Grades <u>5-8</u> # of Students <u>268</u> Phone <u>985-369-6587</u> Email <u>spreston@assumptionschools.com</u></p> <p>Physical Address: <u>4847 Highway 1</u> <u>Napoleonville, LA 70390</u></p> <p>Mailing Address: <u>Same as above</u></p> | <p>3. <u>LSU Ag Center</u> Director <u>Robin Landry</u> Phone <u>985-369-6386</u> Email <u>rlandry@agcenter.lsu.edu</u> Physical Address: <u>119 Robin St.</u> <u>Napoleonville, LA 70390</u> Mailing Address: <u>Same as above</u></p> | <p>3. <u>River Parishes Community College</u> Director <u>Melba Kennedy</u> Phone <u>225-675-8270</u> Email <u>mkennedy@rpcc.edu</u> Physical Address: <u>7384 John Leblanc Blvd.</u> <u>Sorrento, LA 70778</u> Mailing Address: <u>Same as above</u></p> |
| <p>Proposed population to expand project in Year 2 (Use spaces as appropriate)</p> | <p>Proposed population to expand project in Year 2 (Use spaces as appropriate)</p> | |

APPENDIX B

LEA Name: Assumption

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

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

| "Cluster" Feeder System School/Site Name and Grade Configuration | Oct. 1, 2011 Free and Reduced Lunch | | Oct. 1, 2011 Limited-English Proficient | | Oct. 1, 2011 Students with Disabilities | | Oct. 1, 2011 Homeless | | 2010-2011 Cohort Graduation Rate | | 2010-2011 Over Age Students in 9 th Grade | | *Other 504 | |
|--|-------------------------------------|------|---|-----|---|------|-----------------------|------|----------------------------------|------|--|----|------------|------|
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Belle Rose Primary (300) | 289 | 96.3 | 7 | 2.3 | 35 | 11.6 | 100 | 33 | | | | | 4 | .1 |
| Napoleonville Primary (463) | 350 | 75.5 | 5 | .1 | 58 | 12.5 | 116 | 25 | | | | | 8 | .2 |
| Belle Rose Middle (158) | 152 | 96.2 | 3 | 2 | 30 | 19 | 53 | 33 | | | | | 18 | 11.4 |
| Assumption High (1075) | 656 | 61 | 4 | .03 | 141 | 13 | 135 | 12.5 | 277 | 72.7 | 126 | 45 | 71 | .6 |
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* OTHER: MIGRANT, NEW IMMIGRANTS, FOSTER CARE, PREGNANT OR TEENAGE PARENTS, PREVIOUSLY INCARCERATED

APPENDIX B

LEA Name: Assumption

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 1508 | | Oct. 1, 2011 Homeless | | 2010-2011 Cohort Graduation Rate | | 2010-2011 Over Age Students in 9 th Grade | | Other 504 | | |
|------------|--|-------------------------------------|----|---|----|---|------|-----------------------|----|----------------------------------|---|--|---|-----------|------|--|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | |
| Elementary | Bayou L'Ourse Primary (156) | 113 | 72 | 5 | 3 | 20 | 12.8 | 22 | 19 | | | | | 1 | .06 | |
| | Labadieville Primary (371) | 322 | 86 | 11 | 2 | 47 | 12.6 | 72 | 22 | | | | | 19 | .5 | |
| | Pierre Part Primary (447) | 226 | 50 | 0 | 0 | 57 | 12.7 | 40 | 8 | | | | | 10 | .2 | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | |
| Middle | Labadieville Middle (351) | 272 | 77 | 10 | .2 | 47 | 13.4 | 75 | 27 | | | | | 44 | 12.5 | |
| | Napoleonville Middle (268) | 185 | 69 | 4 | .1 | 46 | 17.1 | 47 | 17 | | | | | 16 | .6 | |
| | Pierre Part Middle (320) | 171 | 53 | 0 | 0 | 37 | 115 | 33 | 10 | | | | | 32 | 1 | |
| | | | | | | | | | | | | | | | | |
| High | Assumption Parish has only one high school | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | |

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

APPENDIX B

LEA Name: Assumption

**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. Belle Rose Primary | PK | DSC EOY Language Post-Test National Percentile Rank | DSC Post Test Results 81.9% | DSC Post Test Results 92.5% | DSC Post Test Results 86.6% |
| B. Napoleonville Primary | PK | | DSC Post Test Results 87.7% | DSC Post Test Results 98.2% | DSC Post Test Results 83.8% |
| A. Belle Rose Primary | K | DIBELS EOY Distribution Report Instructional Recommendations % Benchmark | DIBELS – Distribution Report End of Year 57% | DIBELS – Distribution Report End of Year 71% | DIBELS – Distribution Report End of Year 54% |
| B. Napoleonville Primary | K | | DIBELS – Distribution Report End of Year 86% | DIBELS – Distribution Report End of Year 80% | DIBELS – Distribution Report End of Year 75% |
| A. Belle Rose Primary | 1 st | | DIBELS – Distribution Report End of Year 44% | DIBELS – Distribution Report End of Year 47% | DIBELS – Distribution Report End of Year 61% |
| B. Napoleonville Primary | 1 st | | DIBELS – Distribution Report End of Year 53% | DIBELS – Distribution Report End of Year 61% | DIBELS – Distribution Report End of Year 49% |
| A. Belle Rose Primary | 2 nd | | DIBELS – Distribution Report End of Year 56% | DIBELS – Distribution Report End of Year 61% | DIBELS – Distribution Report End of Year 29% |
| B. Napoleonville Primary | 2 nd | | DIBELS – Distribution Report End of Year 48% | DIBELS – Distribution Report End of Year 51% | DIBELS – Distribution Report End of Year 46% |
| A. Belle Rose Primary | 3 rd | | DIBELS – Distribution Report End of Year 31% | DIBELS – Distribution Report End of Year 53% | DIBELS – Distribution Report End of Year 37% |
| B. Napoleonville Primary | 3 rd | | DIBELS – Distribution Report End of Year 40% | DIBELS – Distribution Report End of Year 35% | DIBELS – Distribution Report End of Year 46% |

APPENDIX B

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

| School/Site Name | Grade | Assessment | 2008-2009 | 2009-2010 | 2010-2011 |
|---------------------------------|------------------|------------|-----------|-----------|-----------|
| A. Belle Rose Primary | 3 rd | iLEAP | 35 | 53 | 49 |
| B. Napoleonville Primary | 3 rd | iLEAP | 72 | 52 | 63 |
| A. Belle Rose Primary | 4 th | LEAP | 56 | 48 | 53 |
| B. Napoleonville Primary | 4 th | LEAP | 74 | 62 | 56 |
| A. Belle Rose Middle | 5 th | iLEAP | 41 | 34 | 25 |
| | 5 th | iLEAP | | | |
| | 6 th | iLEAP | 67 | 66 | 55 |
| | 7 th | iLEAP | 63 | 78 | 72 |
| | 8 th | LEAP | 42 | 53 | 51 |
| Assumption High | 9 th | iLEAP | 64 | 60 | N/A |
| Assumption High | 10 th | GEE | 49 | 57 | 54 |
| Graduation Rate Assumption High | % Cohort | | 45.9 | 57.4 | 72.7 |

APPENDIX B

LEA Name: Assumption

TABLE 4: "CLUSTER" FEEDER SYSTEM FLOW THROUGH

| School Name and Configuration | School Name and Configuration | School Name and Configuration | School Name and Configuration | School Name and Configuration | School Name and Configuration |
|--|--|--|--|--|-------------------------------|
| Sample Cluster: ABC Head Start (57 students in the 4-year-old program) | Precious Primary K-1 (52/93) <i>Note:</i> Of the 93 <i>kindergarteners</i> at this school, 52 came from ABC Head Start | Elite Elem. 2-5 (89/175) <i>Note:</i> Of the 175 2 nd graders at this school, 89 came from Precious Primary | Mighty Middle 6-8 (95/185) <i>Note:</i> Of the 185 6 th graders at this school, 95 came from Elite Elementary | Hero High 9-12 (178/325) <i>Note:</i> Of the 325 9 th graders at this school, 178 came from Mighty Middle | |
| <u>Belle Rose Primary</u> 34 three year olds in Head Start 47 four year olds in IDEA PK (38 LA4; 9 T1) | <u>Belle Rose Middle</u> Of the 34 5 th grade students at this school, 31 came from Belle Rose Primary | <u>Assumption High School</u> Of the 275 9 th graders at this school, 29 came from Belle Rose Middle | | | |
| <u>Napoleonville Primary</u> 17 three year olds in Head Start 4 three year olds in IDEA PK 94 four year old (51 LA4, 42 T1, 1 LF) | <u>Napoleonville Middle</u> Of the 67 5 th graders at this school, 59 came from Napoleonville Primary | <u>Assumption High School</u> Of the 275 9 th graders at this school, 59 came from Napoleonville Middle | | | |

* Include the name and grade configuration of your chosen cluster schools using October 1, 2011 enrollment data. Also show the total enrollment for the lowest grade at each school and the number of those students who came from the previous cluster school.