Calcasieu Parish Public Schools

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CALCASIEU
PARISH SCHOOL SYSTEM
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Striving Readers Comprehensive Literacy Program Application

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

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SRCL FULL APPLICATION

1. As of October 1, 2011, the Calcasieu Parish School System (CPSS), the 5th largest school district in Louisiana, has 32,671 students attending 33 elementary schools, 13 middle schools, and 11 high schools in addition to 1 alternative, 2 technical facilities, and 1 academy of learning. Of those 32,671 students, over half (59.4%) receive free or reduced lunch. All schools in CPSS (See Appendix B, Tables 1 & 2) have subgroups of Economically Disadvantaged (ED) and Students with Disabilities (SWD). The fastest growing subgroup in our district is Limited English Proficient (LEP). Many clusters were considered for the Striving Readers Comprehensive Literacy Grant (SRCL) pre-application based on the data of these three subgroups. In certain schools, some percentages may be higher for ED while others had larger percentages of LEP and/or SWD. It may initially appear that those schools would have better qualified for this consideration. However, the data indicate the greatest population fitting the **LIFE Promise** definition of *disadvantaged youth* applies to the cluster of A.A. Nelson Elementary (AAN), M.J. Kaufman Elementary (MJK), S.J. Welsh Middle (SJW), and A.M. Barbe High (AMB) Schools. Of the 4,268 students in the cluster over two-thirds (68.8%) are identified as disadvantaged. Additional data for the last 3 years indicate that 27/147 (18.36%) students who enrolled in Calcasieu Parish's School Age Mother Program were from this cluster district. CPSS supports the **Louisiana Comprehensive Literacy Plan (Lacily)** and is working to implement and to align its practices and programs with it. CPSS recognizes the importance of Emergent Literacy (0-5) and has been a pioneer in advancing Perk programs. AAN has 71 students in its 3 regular PreK classes of 60 students and a reverse mainstream PreK class of 6 regular students and 5 IEP students. MJK has 2 PreK classes that serve 40 students. A small number of students in PreK have attended CPSS Headstart Program which is out-of-zone (OOZ) for these two elementary schools.

Three year trend data for the targeted cluster indicate that each school has achieved SPS growth: AAN, +8.4; MJK, +7.7; SJW, +7.7; and AMB, +10. Appendix B, Table 3 for PreK reflects NPR growth, 6% and 4%

with 3 and 4 year olds, respectively, over the past three years on the Developmental Skills Checklist. It also shows an increase in the percentage of the students at benchmark on DIBELS from Spring 2009 to Spring 2011 for both AAN and MJK. The state iLEAP/LEAP ELA trend data shows AAN had a slight decrease in percent proficient in grades 3 and 4, but an increase in grade 5. MJK experienced significant growth in percent proficient for the past 3 years. SJW percent proficient for ELA in grades 6-8 increased. AMB experienced a slight decrease in students scoring percent proficient on the ELA portion of the GEE. Its preliminary cohort graduation rate of 85.9 indicates a slight decline of 1% over three years but is still above the district average of 78 and the state average of 70.9.

Table 1.1 illustrates three year trend data for the cluster school subgroups of LEP, ED, and SWD as they compare to the Whole student population. While some of the subgroups have shown growth, all subgroups score specifically below the total population. The large achievement gap indicates a need for professional learning in and implementation of research-based instructional strategies as recommended by the LDOE. CPSS is *atypical* in which students may move through clusters (Appendix B, Table 4). The system is under a court order that allows students who are in a majority to attend a school where they are in a minority by attending school out-of-zone (OOZ). The schools in this cluster have large numbers of OOZ students with higher concentrations in middle and high as a result of majority-to-minority (MM). Some schools referred to as "high need" have a large population of students who attend schools out of zone instead of remaining in their zoned school. This has a high impact on student movement through the cluster. In the targeted cluster, AAN has 55 MM/200 OOZ; MJK has 14 MM/48 OOZ; SJW has 352 MM/361OOZ; and AMB has 428 MM/448 OOZ. Virtually all students who attend PreK at AAN (71/112) and MJK (40/49) continue on for kindergarten. SJW, which is fed by 7 in-zone elementary schools has 100/480 sixth graders who attended AAN and MJK. AMB, which is fed by 3 in-zone middle schools receives 355/559 freshmen who attended SJW. The two elementary schools, AAN and MJK, are the only schools in the cluster that receive Title I funds.

Table 1.1

Nelson Elementary					Kaufman Elementary				
Year	Total Pop.	LEP	ED	SWD	Year	Total Pop.	LEP	ED	SWD
2009	85.6	81.0	83.4	64.5	2009	76.8	*	75.6	69.2
2010	89.8	82.1	86.3	61.3	2010	87.2	*	84.0	69.6
2011	87.5	78.1	84.3	62.9	2011	87.8	*	85.8	56.5
3 yr	+1.9	-2.9	+0.9	-1.6	3 yr	+11.0	*	+10.2	-12.7
2011 Compare to total pop		-9.4	-3.2	-24.6	2011 Compare to total pop		*	-2.0	-31.3
S.J. Welsh Middle School					F.K. White Middle School				
Year	Total Pop.	LEP	ED	SWD	Year	Total Pop.	LEP	ED	SWD
2009	77.1	80.0	66.8	32.8	2009	64.9	33.3	56.5	28.1
2010	76.9	67.9	65.7	38.1	2010	64.4	36.4	62.1	33.8
2011	81.9	61.9	73.5	52.1	2011	66.5	60.0	59.8	47.0
3 yr	+4.8	-18.1	+6.7	+19.3	3 yr	-1.6	+26.7	+3.3	+18.9
2011 Compare to total pop		-2.0	-8.4	-39.8	2011 Compare to total pop		-6.5	-6.7	-19.5
Barbe High School									
Year	Total Pop.	LEP	ED	SWD					
2009	78.7	25.0	70.6	43.8					
2010	79.1	33.3	69.9	12.5					
2011	74.8	*	66.0	37.9					
3 yr	-3.9	+8.3	-4.6	-5.9					
2011 Compare to total pop		*	-8.8	-36.9					

2. The data in Appendix B Table 2 and Table 1.1, FKW has a large population of disadvantaged youth as defined by LIFE Promise who are scoring significantly below the total population. The school has shown steady SPS growth. FKW is a logical choice to add to the SRCL cluster in Year 2 as it receives sixth grade students (38 in 2011) from AAN and MJK. FKW also feeds students (46 in 2011) to AMB.

FKW is currently participating in the **Adolescent Literacy Partnership Project (ALPP)** whose goal is to increase the percent of students scoring proficient on the ELA portion of the LEAP test. The ALPP uses the System to Enhance Educational Performance (STEEP) RTI Data Management System to screen, define

appropriate interventions for, and progress monitor targeted students. Assessment data indicates a need for continued and expanded interventions.

The literacy coach at FKW currently coordinates intervention and instructional strategies for the school's targeted population. The coach has participated in district SRCL discussions and planning meetings and will continue to be involved in professional learning involving the district's literacy initiatives. Other funds will be leveraged to include FKW in SRCL activities for Year 1. The DLL will communicate regularly with FKW to ensure that it is included in all SRCL planning and training activities with Year 1 cluster schools.

3. Initiation of the needs assessment (Appendix B) for this project began by collecting data on every school in the district, looking at each school's state ELA scores for the % of students scoring basic and above, and the number of students in the disadvantaged categories as described in Section1.

After consideration of many possible clusters, the one having the *largest number* of disadvantaged youth, having demonstrated capacity and having shown evidence of growth was the cluster of schools chosen. All schools completed the **LACLiP's** Literacy Capacity Survey and obtained results from LDOE to complete the Item Analysis Template, one component in writing a school literacy plan aligning with the SIP, data from state assessments was analyzed to determine student sub-group weaknesses and needed instructional adjustments. Information used from Louisiana Needs Assessments (LANAs) gathered through classroom and contextual observations; stakeholder interviews and surveys including parents, members of the community, students, teachers, and administrators. Data trends help determine student needs and influence needs for educator PD which impacts changes in instruction that increase student outcomes. Personnel from all CPSS departments, cluster schools, and community partners met frequently to focus on literacy needs, to gather data and align services.

4. CPSS will improve literacy outcomes by embracing the state's Critical Goals (CG), using data-driven decision making, providing high-quality professional development and including the family as a partner in

addressing student. CPSS's ultimate goal is to have 100% of its students meeting Louisiana's CG by 2016. The SRCL cluster is on track to exceed the state's immediate goals and is progressing toward the state's ultimate goals as shown in Table 4.1.

Table 4.1					
Critical Goal	School Current Status	District Current Status	State Current Status	State Immediate Goal	State Ultimate Goal
CG1	AAN = 75%	51%	46%	50% by 2012-2013	75%
	MJK = 71%				
CG2	AAN = 88%	77%	69%	72% by 2011-2012	90%
	MJK = 97%				
CG3	AAN = 88%	81%	77%	75% by 2014-2015	90%
	MJK – 88%				
CG4	SJW = 90%	76%	67%	75% by 2013-2014	90%
CG5	SJW = 84%	67%	60%	70% by 2013-2014	90%
CG6	AMB = 86%	79%	71%	80% by 2013-2014	85%
CG7	AMB = 61%	51%	47%	55% by 2016-2017	55%
CG8	AMB = 885	N/A	N/A	N/A	N/A

To meet the goals Formal assessments as outlined in the LIFE Promise guidelines will be used as well as district assessments, formative and summative, currently being used. Consistent, documented use of research-based instructional strategies and evidence-based literacy programs with fidelity will provide qualitative data toward identifying student needs and progress toward goals. SIP plans of SRCL schools will be aligned and contain professional learning opportunities and follow-up activities. A minimum of four literacy-based family activities will be hosted by the schools to include the family as a partner in addressing student needs which are impacted by family life and environment. By cooperating with Child Welfare and Attendance's Juvenile Justice Truancy Assessment Center (TASC), CPSS goals for 2016 are to increase attendance to **97%**; decrease dropouts by **5%**; decrease retention by **5%**; decrease suspensions by **5%**; decrease expulsions by **2%** by 2016; and decrease placement in alternative settings to **10%** by 2016. Students will maintain portfolios that contain assessment data from which the student can set personal goals based on individual strengths and weaknesses. On-going tracking of progress toward the goals will

be kept in the portfolio. The portfolios will be available for parent/guardian review periodically. Yearly, student-led conferences will encourage parents/guardians as partners in the students' learning processes so the learning goals can be supported and reinforced at home. Being cognizant of FERPA and student privacy laws, CPSS may utilize all or some of the following approaches to share overall goals and targets with stakeholders in literacy efforts without identifying individual students: web-based postings via publications on CPSB website, podcasts, emails, Classroom/School Blackboard sites as well as communicating through School Messenger; news releases to public media; cluster and classroom newsletters, letters to individuals and/or groups, announcements at school board meetings, literacy team meetings, community/civic meetings, parent nights, open houses, etc.

5. Beginning with a feeder cluster of schools, CPSS will implement a comprehensive, coordinated, and cohesive parish plan based on LACLiP to address the continuous developmental progression of literacy needs for children from birth to grade 12. The absolute priorities of LACLiP of Improving Learner Outcomes, Enabling More Data-Based Decision-Making, and Using Technology Effectively are essential in creating the change that is needed to realize the overarching critical goals.

Efforts at LDOE for school improvement are intertwined and aligned. Research-based strategies, correlated with LACLiP components, are recommended and specifically aligned to the critical goals. The SRCL schools have selected strategies and aligned the SIPs to meet the literacy needs of the cluster schools (Appendix 4). A variety of data was used to establish SIP goals, design PD, and to determine activities that meet the needs of the targeted population, remove access barriers, and align with the expected outcomes. Early screening of all students to identify those at risk will take place in the first few weeks of school. Progress monitoring will be essential to identify trends and to determine interventions based on 3 tier RTI model. Students will be made aware of personal strengths and weaknesses and will develop goals based on the data. Efforts for school-wide awareness of selected research-based instructional practices will be provided through job-embedded activities aligned with selected outcomes. Weekly PLC meetings will

analyze available data and share experiences to improve student outcome. Quality, research-based

instruction aligned to state standards and SIP goals will be differentiated and technology infused to meet

the needs of the individual students. Students will be presented with challenging, authentic, problem-based

curriculum through a selection of multi-disciplinary learning tasks that are culturally and linguistically

diverse. Parental involvement and engagement will be encouraged through varied activities. A variety of

communication methods will be used to inform, encourage, and assist parents/guardians in effort to support

learning. Stakeholder input will be solicited to determine the success of the methods and activities used.

6. Table 6.1 includes descriptions of existing priorities alignment with LACLiP and cluster school

involvement, and Critical Goals addressed:

Table 6.1 Existing Priorities		
Priority & Description	LACLip Alignment	Cluster Involvement
Early Childhood Development Programs: a) Cecil J. Picard LA4 Early Childhood Program b) 8(g) Student Enhancement Block Grant Program: Serve 4-year olds at-risk of not meeting CG1; Priority to EcoD; Significant LEP population; Decrease achievement gap	Emergent Literacy Plan: Language & Literacy Development; Language & Print-rich environment; Early Learning Standards & Curriculum;Differentiated Practices; Developmental Interventions, Screening & Diagnostic, Performance, & Observational Assessments; Coordinated Partnerships; Coordinated Support	Kaufman Elementary Nelson Elementary Supports CG 1:Students enter kindergarten ready to learn
Ensuring Literacy for All (ELFA): Serves K - Grade 3; includes frequent assesments of student performance & progress for early identification of struggling students; provides group and individual interventions; Provides extensive PD & support for teachers.	Elementary Literacy Plan: Data-Based Decision Making drives Instruction; aligns with RTI; Suppports Oral Language Development; phonological awareness; phonics, fluency, vocabulary, comprehension, and writing ; Addresses needs of SWD & LEP students	Kaufman Elementary Supports CG2 : Students are literate by 3rd Grade & CG3: Students enter 4th Grade on time

After School Interventions: Provides after school and extended learning sevices to students from high-poverty areas	Elementary & Adolescent Literacy Plans: Provides focused interventions based on assessments and extra time for literacy, including for ESL students	Nelson Elementary 1 day a week Supports CGs 1, 2 & 3 (See above)
2011-2012 Adolescent Literacy Partnership Project (ALPP) : for Grades 6-8; Primary focus to increase the % of students scoring basic or above in ELA on LEAP to 75% by 2014; Provides no funds; Provides ALPP PD & support in improving literacy outcomes	Adolescent Literacy Plan: Focuses on Leadership & Sustainability , Standards-Based Curriculum, Assessment, Instruction & Intervention, & Professional Learning & Resources;	F.K. White MS (Year 2) Supports CG 4: Students perform at or above grade level in ELA by 8th Grade
Literacy Strategies in the Louisiana Comprehensive Curriculum (Cross walk to Common Core): Instructional Practces that combine reading, writing, & thinking with content material from the disciplines; teach students independent strategic reading and writing processes for content learning; derived from sound evidence-based principles of literacy and learning and require teacher modeling interaction, and moitoring; Aligns content, instruction, and assessment; based on Best Practices for Teaching; Strategies derived from sound, evidence-based principles of literacy and learning.Provides performance-based classroom assessments to determine progress of specific skills at each grade level.	All Levels of LACLip Contains focus on literacy instruction in all content areas and throughout the day; Curriculum-Based Instruction; Instruction (RTI); Assessment; Best Pratices; Data-Driven Decisions;	All Cluster Schools Support for all CGs

Response to Intervention (RTI): Uses a 3-tiered approach designed to meet the needs of all learners including the advanced (with DI) and those needing strategic and intensive remediation; uses data to drive instruction; provides extra time for those students ; needing interventions. Especially helpful for disadvantaged students who need more support; gives added, individualized assistance	All Levels of LACLip	ALL Cluster Schools Supports all CGs
Advanced Placement Program: Opportunity for students to take one or more college level courses while still in high school	Adolescent Literacy Plan: Allows appropriate learning opportunities for the advanced student who needs a challenge; it encourages that student to stay in school and to continue higher education	A.M.Barbe High School Supports CG 6 (CPSS shows a concerted effort to involve at-risk populations in these programs by offering preAP classes in Middle School and in lower grades of high school.)
Everybody Graduates: Assists schools and students in reaching their graduation goals; supports theuse of data to identify at-risk students & provides them with interventions to insure they ultimately graduate with their 9th grade cohort; incorporates Best Practices such as the use of data systems to track and monitor student progress; offer Freshmen Academies, and other successful strategies. ·	Adolescent Literacy Plan: Use of data to drive instruction; assessment systems for ttacking and monitoring; interventions & support for at-risk students.	A.M. Barbe High Supports CG 6

Career & Technical Ed: Focuses on providing high school students with Career and Technical Education that prepares them for immediate entry into the workforce, job training, or postsecondary education; allows students to pursue Career Endorsements upon graduation.	Adolescent Level : Focus on informational texts increases literacy in the work place with real world application of reading handbooks and manuals, for example	Barbe HS Supports CG 6 and CG 7: Students enroll in post secondary education or graduate work force ready. (Allows Dual Enrollment for students to take classes at Sowela Technical College or at McNeese State University)

7. With its ultimate goal of preparing all students for college and career readiness, CPSS currently aligns classroom curricula and intervention materials with the LCC which is being revamped to reflect the rigor of the CCSS. All programs and materials, including core reading programs and those used for interventions, are state-approved and aligned with the LCC. With the transition from the LCC to CCSS, teachers who are receiving Professional Development in the standards are aware of the expectations for reading, writing, speaking, listening, and language applicable to a range of subjects. CPSS is attempting, with varying success, to meet the needs of all learners through the use of DI, UDL, and RTI. The *Louisiana Standards Programs Serving Four-Year-Old Children and the LCC* and *Creative Curriculum* serve as major frameworks for literacy instruction in CPSS's Pre-Kindergarten. Headstart *Child Development and Learning Framework, Creative Curriculum,* as well as the *LCC* are used in Headstart to prepare students for kindergarten. All standards and frameworks are designed to provide comprehensive support for *all* children. The PreK program has implemented the Louisiana Literacy Checklist. Several PreK programs are piloting a Tier II scripted research based program to meet individual needs. The kindergarten classes are currently using *"My Sidewalks,"* as the research intensive reading intervention program that addresses the needs of Tier II & III. Technological innovated resources such as *Starfalls, (Head Start and Pre-K), HeadSprouts (Emergent), Sucessmaker, & Scantron Net Tracker (Elementary and Adolescent), and Read 180 – (Elementary and Adolescent* are currently being used to bridge the gaps of achievement. The highly

interactive lessons keep students engaged and motivated about learning to read while the adaptive

software automatically adjusts to child needs. The technology tools provide systematic instruction for all

students. The middle school uses *Brain Pop, United Streaming, Holt Reading Series* core basal,

WriteSource 2000, Prentice Hall text, websites and core reading supplemental text. In order to support

students with diverse learning needs the schools implement speech to text, school-wide RTI time, one on

one instruction and *LANGUAGE!*, a comprehensive Literacy Curriculum to assist struggling readers. The

high school uses as a core text *Glencoe English Series*, using strategies such as think-alouds and

questioning techniques. Flexible/cooperative grouping, Kagan strategies, Power Notes CD, and School

Tube, are successful strategies in the schools. Cluster schools meet in PLC's to plan collaboratively and

analyze student data. Portfolio assessment and centers are used in the emergent level classes to assess

pre-writing skills. Classroom libraries incorporate high interest and various levels of text that is age and

developmental appropriate.

Future purchasing of new materials will include consulting *LACLiP's Implementation Guide: Standards-*

Based Curriculum at appropriate levels, the Literacy Capacity survey results, LLC, and CCS. Childcare

providers and community agencies will be surveyed for instructional needs to enhance literacy. Pre-literacy

materials will be purchased to assist with the implementation of grant objectives and address the five

components of Literacy. Childcare providers will be encouraged to participate in *LETRS* training. For use

with SWD, schools will increase use of **The Access Guide** (TAG) for the Clearinghouse of Supplemental

and Intervention (Reading). Instructional resources will continue to be aligned with the LACliP's

Implementation Guide. The district hosted a Vendor's fair where vendors were invited to provide

presentations on products designed to enhance the five components of the LACliP. A brainstorming

session was held to gain input from various stakeholders for the design and implementation of the grant.

The group included but was not limited to departments, early childhood stakeholders, community services

employees, and nonprofits. Literacy instruction in all areas, the use of diverse texts, DI, intervention and

technology will continue to be focal points to adjust curriculum and instruction. Childcare providers and a literacy parent center will be implemented to provide for awareness 'kindergarten readiness" definition as well as pre-literacy strategies for children birth to three. The birth to three non-profit stakeholders will assist with selection of materials, professional development, peer visits, training for parents and technical assistance. *LA Early Learning Guidelines, Program Standards for Children Birth to Three* and LACliP will be the framework to assist with selection of materials. Plans also include job-embedded PD regarding the CCSS, **LACliP**, reading and writing in all content areas, direct, and explicit instruction.

CPSS plans to continue using current materials that focus on student data in pinpointing specific needs which are constantly changing. Progress monitoring assessments have provided information to make informed decisions on adjusting instruction for individual student's needs. Collaborative, data- based decision making among all stakeholders will continue to drive implementation of new materials. Another important step in moving forward is to ensure that the foundational knowledge and skills outlined in the Infant/Toddler Learning Development is aligned with CCSS to maximize kindergarten readiness for children. Materials and interventions should provide a seamless system that supports the family and child as the child transitions from infancy to grade twelve. Additional efforts will be made to provide screenings to determine early signs of reading difficulties in children. Curriculum changes will require greater inclusion of informational texts, of multileveled texts, of the increased use of differentiated instruction and RTI, of literacy instruction across the curriculum and throughout the day, and of academic vocabularies. New technologies will be used to expand accessibility to all students, especially those with special needs and those who lag in literacy competency.

8. Language and text-rich classrooms will become more prevalent in CPSS cluster schools where positive environments will encourage language and communication development. All cluster schools will incorporate classroom libraries with literacy materials focusing on the CCSS and LACLiP elements for each appropriate grade level. **Emergent** Literacy classrooms and the Parent Literacy Early Learning Center foster positive

relationships with caring adults who stimulate communication; offer literacy activities with developmental writing, puppets with flannel boards, early learning literacy circle time, story time, field trips including the library; various technologies offering new concepts through the use of interactive tables, audio books, and Apps for reading and music for student learning in first sound fluency and letter name recognition. In **Elementary and Adolescent** Literacy, *print rich* connotates not only printed material but also a literate environment with diverse materials and technologies that conform to LCC and transition to CCSS where time and opportunity for multiple literacy activities, books from CCSS reading lists and Accelerated Reader titles, including fiction and nonfiction, listening to stories being read as well as recording themselves reading for playback, and using iPads, laptops, kindles, and MP3 in comfortable places around the school and literacy centers. Literacy has a wide variety of relevant engaging topics and leveled materials for self-selection, interest, and real-world topics; thus SJW and AMB will schedule more time for the sharing of reading, writing and interventions by students and adults. Classrooms libraries will provide diverse texts, a variety of relevant and motivating reading material with various reading levels and interests in all content. Reading, writing, listening, and speaking will be priorities at all levels and across the content areas with the use of interactive whiteboards. The libraries have conducted surveys; in the area of "enough quality resources to fill my needs," with 80% being the target, cluster libraries have the following scores: MJK, 76.5%; AAN, 77.8%; SJW, 72%; and AMB 74.9%. Therefore, future goals include surveying the students according to their interests and choosing titles based on those that meet CCSS.

Classroom technology will be expanded to provide many technology-enabled learning experiences allowing students to access websites with relevant content to increase student engagement and motivation; and to enhance flexibility in instruction, curriculum, and assessment. The use of interactive whiteboards with flipcharts, websites and student response systems, iPads, laptops, MP3 players, CDs with books, digital cameras, software (Movie Maker, Power Notes CD, School Tube, School House Rock, Kagan Grouping Software, etc.), will also increase learning interest.

9. To ensure that the needs of all learners, including SWD are met, cluster schools will partner with the Louisiana Assistive Technology Center (LATC) to help educators receive PD in the use of Universal Design for Learning **(UDL)**, the Access Center, and the Literacy Clearing House. While increasing student engagement, the use of technology enhances flexibility in instruction, curriculum, and assessment which is needed in providing accommodations for students with learning challenges. **UDL** is a framework that offers students multiple means of representation, action, expression, and engagement – all of which increase motivation by offering more opportunities to learn, to demonstrate learning, and to have learning choices. LDOE's online Access Guide identifies appropriate accommodations, strategies, and interventions for use with SWD. The LATC offers expertise, trains teachers and works with students using various technology-based approaches which includes converting text to speech and speech to text, organizing ideas using visual prompts and templates (visual thinking software); and providing texts in alternate formats. The Literacy Clearing House identifies LDOE approved materials and offers support in choosing appropriate assistive technologies. All of the Best Practices, (i.e. Meaningful Engaged Learning, RTI, Data-Driven Decision Making, Curriculum Alignment, and Job-Embedded PD) greatly increase the potential for success for all students. Use of these sites and materials will help improve literacy outcomes for this subgroup.

10. The use of a coherent assessment and data management system will guide instructional decisions. CPSS realizes a need to use data to inform instruction and interventions. CPSS will use a common benchmarking system in implementation of LACLiP: DIBELS for grades K-3 and STEEP for grades 4 -12. They will be used to monitor implementation and outcomes, to identify students in need of instructional support, and assess data on a student-by-student basis to determine the effectiveness of and to drive instruction. TELD-3 which is currently used in the parish will also be used as the instrument to assess literacy skills of 3- and 4-year-olds. Professional development is needed to implement STEEP, and to use protocols in making Data-Driven Decision Making.

CPSS currently uses a number of valid and reliable assessments to screen, progress monitor, and

diagnose. The Developing Skills Checklist is used for PreK and K. CPSS uses Scantron as a screener for grades 2 -12 and DIBELS for K – Grade 3 to determine benchmark levels. If a student is two or more years below grade level in reading, he is a candidate for a special pull-out reading class/intervention. CPSS utilizes Star Reading assessments for progress monitoring and for interventions. The Access Guide offers interventions and strategies for SWD. CPSS is developing a Data Warehouse that will enable appropriate staff to have access to all of a student's assessment scores in one place, which will be of great value in data-based decision making. Ensuring student literacy achievement depends on using frequent measures to gauge progress and to adjust instruction and curricula based on the results. The data should drive the instruction.

AAN, MJK and SJW have regularly scheduled times for weekly teacher/staff collaboration in Professional Learning Communities. They have daily time for teaming. The teachers in its Freshman Academy at AMB also collaborates daily. They plan to adjust next year's schedule to build in time for collaboration for all staff. For DI/RTI, teachers make daily decisions through formative assessments. Progress monitoring occurs usually after several weeks of implementing an intervention unless observations or student work indicates that the intervention has worked and that the student has mastered his target goal. New district assessments for students will be coordinated with the Supervisor of Assessment for the parish to ensure lack of conflicts in the testing schedule and availability of computers. Assessment data in user-friendly format should be shared frequently with parents to keep them abreast of student progress. Communication should be in laymen's terms or in the parent's native language if possible - if other than English.

Effective use of instructional technology includes the ability to expand student access to print (such as with Kurzweil in converting text to speech, et al– See Section 9.); to increase student engagement; and among other uses - to access periodicals for student and teacher use for instruction. In **Emergent Literacy**, technology can be used as a way to expand, enrich, implement, individualize, and differentiate language and literacy development. In **Elementary Literacy**, in addition to the aforementioned assistive technology

uses in Section 9, technology-enabled learning experiences are accompanied by face-to-face support in a blended learning model to improve student mastery of standards. This model enhances flexibility in instruction, curriculum, and assessment according to student needs and interests, while increasing student engagement. Effective **adolescent** literacy programs use technology as both an instructional tool and instructional topic. As a tool, literacy software can provide instructional reinforcement and opportunities for guided practice to help students improve fluency, vocabulary, comprehension, and writing.

RTI is a three-tiered intervention model designed to meet the needs of all students. Differentiated Instruction should occur in Tier 1; strategic intervention, Tier 2; intensive intervention, Tier 3. Tiers 2 and 3 require extra time for instruction outside the normal class period. MJK and AAN implement RTI with more fidelity than do SJW and AMB. The MS and HS have emerging RTI plans; they are developing. SJW and AMB are examining master schedules to include tiered RTI for next year.

Table 10.1 M J Kaufman (MJK) Elementary RTI Schedule 2011-2012				
	Grade - class	Tier 3 (red)	Tier 2 (yellow)	Tier 1 (green)
8:00-8:30	*	*	*	*
8:30-9:00	4-Guillory	Guillory (MS)	Kristy (MS)	French/Lab
9:10-9:40	4-Ware/Mire	Ware (MS)	Mire (MS)	Berryhill/French/Lab
9:00-9:30	3-Fontenot	I. Fontenot (S)	Kristy (MS)	CAI Lab
9:30-10:00	3-Jeffers/Touchstone	Sensat(Project Read)	Kristy(MS)	CAI Lab/Jeffers/Touchstone
9:45-10:15	5-Coleman	*	Coleman(MS)	French/Lab
10:15-10:45	5-Hackler	Chapman(MS)	Hackler(S)	French/Lab
10:35-11:05	1-Welch/Nunez	N. Fontenot (MS)	Kristy/Berryhill(MS)	Welch/Nunez
11:00-11:30	2-Langley	Authement(MS)	Kristy(MS)	Langley/Berryhill
11:30-12:00	K- Bankens	N. Fontenot(MS)	Kristy(MS)	Bankens
12:00-12:30	2-Adair	Adair(Project Read)	Kristy(MS)	Berryhill
12:30-1:00	K-Fontenot	Berryhill(MS)	Kristy(MS)	L. Fontenot
1:00-1:15	*	*	*	*
1:15-1:45	K-Nolen	N. Fontenot(MS)	Kristy(MS)	Nolen
1:45-2:15	1-Croxdale	Authement/Chapman(MS)	Kristy(MS)	Croxdale
2:15-2:50	** tier 3 additional	*	*	

Table 10.2 A. A. Nelson (AAN) Elementary RTI Schedule			
	Time		**Time**
Kindergarten		**3rd Grade**	
Barbara Lungaro	1:45	Laura Kravchuk	12:20, 1:00, 8:30, 8:00
Tammy Bordelon	10:10 and 1:30	Erin Chapman	12:20
Patti Portie	1:30	Shellie Eskew	8:00
Leisa Walker	12:00	Holly Foshee	8:00
Brittani Stine	1:30		
1st Grade		**4th Grade**	
Laurie Cunningham	2:00 and 10:00	Dea Anne Kay	9:25 with Fontenot
Kay Courrege	2:00	Julie Fontenot	9:25
Stephanie Rhodes	8:00	Shiela Pizzolatto	9:25
Hope LeDoux	8:15	Dana McGee	9:25 and 1:40
Sue Braman	8:00		
2nd Grade		**5th Grade**	
Tara Parra	7:50	Brian Smith	8:20
Phyllis Edwards	2:00	Leslie Comeaux	11:30
Kim Burcham	8:05	Dea O'Rourke	7:45
Crystal Caldwell	10:00	Rachel Marceaux	No RTI students
Julia Scalisi	8:00	Elizabeth Glass	7:45

Table 10.3 S.J. Welsh (SJW) Colt Time		
Period	Time	Grade
4th Period	10:20 – 10:50	6th Grade Colt Time
5th Period	11:20 – 11:50	7th Grade Colt Time
6th Period	12:50 – 1:20	8th Grade Colt Time

Table 10.4 Barbe (AMB) High RTI Time		
Day	Period	Time
Monday	**1st Hour**	**8:40-8:45**
Tuesday	**2nd Hour**	**9:36 – 9:51**
Wednesday	**3rd Hour**	**10:37 – 10:52**
Thursday	**5th Hour**	**12:12 – 12:27**
Friday	**6th Hour**	**1:08 – 1:23**

11. Representatives from CPSS's cluster have met and will continue to meet to share ideas, including those culled from stakeholders from each site, to formulate and strengthen plans for transitional activities within the cluster. Each site plans and executes its own transitions between grades to help children and parents adjust to the new school setting. Both elementary schools have PreK and K classes. Some of the transitional activities for PreK and K are as suggested by LACLiP: Orientation sessions for students and their parents; visits by PreK classes to K classes; and individual meetings between teachers and parents. For all elementary grades, the schools plan visits by the incoming class to "next year's" class in the spring before transitioning in the fall. Orientation sessions per grade/classroom are held for parents and students

before the start of a new term. The middle and the high schools hold orientation sessions for parents and

incoming 6th graders and 9th graders respectively. All schools hold open houses early in the school year.

Transitions from elementary to middle school and from middle school to high school are coordinated

between each feeder and target school. Counselors share student data information from school to school to

aid in smooth transitions. With the implementation of Calcasieu Parish's Data Warehouse, teachers and

appropriate educational personnel will be able to access multiple student data at one site as well.

12. Partnerships among childcare providers, parents, caregivers, community members and schools will

help to establish consistent expectations and learning experiences. To support young children's literacy

development and a smooth transition into kindergarten, the collaboration of partners will capitalize on

maximizing resources, expanding services, and minimizing any barriers that exist. Parents will be

encouraged to engage as partners in fostering a child's optimal development. Sharing the plan, soliciting

input, and involving the stakeholders will help to create buy-in and a shared vision. Educating the

stakeholders about early childhood development and learning strategies creates a common vision around

preschool services. By enlisting the support of instructional specialists, speech-language pathologists,

mentors, and other community professionals who can implement effective strategies, and by leveraging

available services, children will be able to receive adequate and appropriate services to meet their needs.

The district literacy team will provide technical assistance and coordinate a system of support to schools

and to early childhood providers in the cluster to implement a high-quality comprehensive literacy program

that improves early literacy and student achievement in core academic subjects focused on **LACLiP.**

In addition to funding a **District Literacy Leader** (DLL) who will oversee the entire cluster project and lead

the district literacy team, (Appendix F-job description 1), CPSS will add a **Literacy Integration Specialist**

(Appendix F-job description 2), at each school who will work closely with teachers to integrate literacy

instruction in all subjects throughout the day, work closely with the DLL to be the voice for the teachers and

students needs; and provide support to **Literacy Interventionist**(s) (Appendix F-job description 3) who will

work directly with identified students at each school. Speech-language pathologists, early intervening reading specialists, library media specialists, and district appraisal staff will be called upon to fully utilize their services at targeted schools. Literacy materials for every child will be supplied; resources related to language and literacy development will be provided for families, and technologies needed for programs, assessment, data collection, and evaluation of the program will be made available. Adequate funding to support ongoing literacy efforts will be afforded. CPSS will coordinate professional development that will help teachers and literacy leaders incorporate literacy strategies into all content areas. All school literacy leadership teams will include parents and students, representatives from partners in education, and from the general community. Parents and other community stakeholders will be viewed as partners for improving literacy for all children, birth to grade 12. The district will support a broad district literacy group where membership will be solicited from all local groups concerned with literacy, including professional personnel that can offer support services and professional development.

All stakeholders, Superintendent Wayne Savoy, principals of cluster schools, teachers, paraprofessionals, literacy leaders, auxiliary personnel, parents, and nonprofits will work as a team to implement the **LACLiP** and to bring to fruition the goals of **LIFE Promise** in Calcasieu. Faculties and staff at the cluster schools have signed Memorandums of Understanding in support (100%) of the LACLiP's implementation.

13. In the area of Emergent Literacy, Calcasieu Parish School System has cooperated with several nonprofit, community-based agencies and organizations (Appendix E). These organizations have been instrumental in gathering data identifying the need for community involvement and have been successful in improving the early literacy development of children birth through Kindergarten: *Success by Six*, a United Way affiliate focusing on early childhood initiatives by ensuring and preparing children under the age of six for successful school entrances; *EarlySteps Program* for early intervention (0-3 years of age), of individuals with disabilities to enhance child development for addressing their literacy needs to improve transition, thus providing training for staff and contract faculty in infant and toddler care for more than three

hundred families in the community; the *Calcasieu Parish Public Library System,* an entity that supports

phonological awareness and oral language development at the Emergent Literacy Level and encourages

continued literacy development into adulthood; and **Early Literacy Station (ELS)**, an all-in-one digital

learning solution for children ages 2-8, which features more than 50 Educational software programs

spanning seven curricular areas. The *Headstart program*, a national organization that is part of CPSS that

promotes school readiness by enhancing the social and cognitive development through the provision of

educational, health, social and other services to enrolled children and families.

14. Parents are key stakeholders and parental involvement is a critical component to student success.

CPSS offers parent centers with support resources and encourages parent volunteerism. MJK Elementary

is involved in the National Network of Partnerships Schools and annually hosts Family Time Reading

Nights where many parents and members of the community actively participate. AAN Elementary sponsors

math/science parent nights, LEAP parent nights, two family nights per grade per year, grandparents' day

lunches, Banners Series (through MSU) Programs, Big Brothers & Big Sisters, lunch buddies, and Junior

Achievement in a Day. AAN Elementary has Renaissance Home Connect, Pearson, and the Home Access

Center. It also utilizes Blackboard. AAN, SJW, the Builders Club, BETA Club, and Student Council assist

with fundraisers to buy materials for classrooms and to help with tutoring. AMB currently utilizes Home

Access Center and School Messenger to communicate grades, attendance, discipline, and school event

information. AAN plans to establish a parent center in the front office, obtain Rosetta Stone for parents of

LEP students, obtain a Spanish teacher to assist students and their families, and hold classes for parents.

All cluster schools plan to share literacy strategies with parents to strengthen parental involvement.

CPSS's Headstart and PreK programs collaborate with a multitude of stakeholders and community based

nonprofit agencies. The PreK program requires home visits and invites daycare workers to participate in its

in-services. The program also partners with United Way's "Born Learning" and other youth programs. The

CPSS Early Childhood Department collaborates with EarlySteps, Louisiana's early intervention system,

which provides services to families with infants and toddlers who have developmental delays. Calcasieu Parish Pupil Appraisal works to identify children who need special services, provides transition with EarlySteps, provides parent training and professional development, and gives instructional services in homes, daycares, Headstart, and schools. Families Helping Families of SWLA is a resource center that provides direct referral to agencies and services such as BrightStart, Family and Youth Counseling, Southwest Louisiana Center for Health Services, and LaCHIP. CPSS's World Language Department, the SWLA Literacy Council, and *La Famillia* are additional community agencies that support LEP students and their families by providing ESL teacher/family tool kits.

15. District and school leaders in CPSS utilize multiple data sources to help make informed decisions about professional development. Much of the information is gathered through surveys such as the LaCLiP Literacy Capacity Survey, the Southwest Educational Development Laboratory (SEDL) technology survey, a Federal Programs Needs Survey and stakeholder surveys for continuous improvement. Student performance data is also used as a driving tool in determining the professional learning needs of teachers, administrators, literacy interventionists and coaches, speech-language pathologists, paraprofessionals and early childcare providers and others. Types of student performance data used include the following assessments: LEAP/iLEAP, IOWA Test of Basic Skills, Developmental Skills Checklist, Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next), Scantron, STAR Early Literacy, STEEP, EOC Tests. All four schools in the cluster utilize at least three or more of the above sources to identify the professional learning needs of individuals and groups of educators as well.

District and school data and survey results indicate a high need for additional support and learning in the areas of meaning engaged learning and differentiated instruction. School and department employees will work collaboratively to design and implement customized training to meet individual and group needs. Workshops to help educators know how to better incorporate instructional strategies and content that meet individual differences will be offered. Using technology as a tool, teachers, curriculum specialists, and

administrators will learn ways to differentiate instruction and improve student achievement. The CCSS will begin to serve as the focus for learning. Educators will engage in face-to-face workshops and technology-based activities designed to meet literacy goals as outlined in Louisiana's Critical Goals and the LaCLiP. Using the LLC and the new CCSS as the focus for literacy instruction, educators will participate in professional learning opportunities designed around the Understanding by Design (UbD) model. The training will be geared at assisting teachers in ways to utilize the "Backwards Design" as an approach in writing high-quality, technology-connected lessons aligned with the standards.

Time will be allocated during the day for teachers and administrators to collaborate in PLCs within and among the cluster schools, using substitutes and paying stipends if and when necessary. They will participate in job-embedded activities that will help to identify best practices for effective instruction. These activities will include, but not be limited to, examining the standards, planning lessons, looking at student data to make instructional decisions, and looking at student work.

In addition to the professional learning opportunities described above, and to assist schools in their concerted efforts to strengthen the educational opportunities of all students, comprehensive support will be given for each and all of the reform challenges that the CCSS may present. The professional development in literacy for all educators will help to expand literacy instruction to teachers other than just ELA instructors, which will contribute to increased student learning for the disadvantaged youth populations.

16. CPSS employs numerous strategies to recruit and retain highly effective teachers. Currently, all four SRCL schools have maintained an above 95% average retention rate for the past three years. Efforts to retain teachers and to improve teacher quality are coordinated between the district and the school. The parish has a New Teacher Academy (NTA) to provide assistance to teachers during the first three years of teaching. The NTA Program, First Sight, is for beginning teachers and new teachers to the district. Teachers are provided incentives for each year of the three year commitment, stipends for after school PD, and instructional coaches for on-site mentoring/modeling and collegial collaboration.

As part of CPSS Technology Plan web-based technology is supported to improve efficiency and productivity. Blackboard facilitates communication within online PLCs in which best practices are shared without affecting instructional time. Online lesson plan resources and lesson planning tools focused on infused technologies are posted and constantly updated. Appropriate support for assessment, acquisition, and implementation of Assistive Technology as outlined in the *Louisiana Pupil Appraisal Handbook, Bulletin 1508* is provided. Technology training classes are offered at no cost to the teacher.

CPSS provides numerous professional learning opportunities. Stipends and/or substitutes are available through Title I & II, General Fund, and NTA Grant funds. Job-embedded PD (JEPD) centered on issues of actual practice is offered within the school day at least once a week. JEPD utilizes data to drive instruction and to make instructional changes. Teachers have 24 hour access to Teacher Access Center for online grading. Best practices are recognized and posted regularly to school and district websites. SRCL Leader, Specialists and Interventionist candidates will be selected as outlined in the district's job descriptions (Appendix F) with adherence to CPSS hiring policies for highly qualified personnel. The district will employ a Literacy Leader to coordinate district literacy efforts and to assist the Literacy Integration Specialist (LIS) and Literacy Interventionist (LI) at each school with the school's literacy goals. Weekly PLCs will be guided by the LIS with emphasis on data analysis of benchmark assessments and progress monitoring for instructional changes and interventions to enhance student performance. Informal snapshots and classroom observations as well as student assessment data and school performance results will be reviewed to measure teacher and leader performance.

17. The evaluation for CPSS's Literacy Project will center around three key areas: Student outcomes, professional development, and data-driven decision making. Evaluation of its progress in improving achievement in literacy for children served by the project will use a common benchmark system: TELD-3 will be the instrument to assess literacy skills for 3 and 4 year olds; DIBELS for grades K-3; and STEEP for grades 4-12. The effectiveness of the program will be determined by the percentage of participating 4-year-

old children who achieve significant gains in literacy skills on the TELD-3; by the percentage of students in grades 3-8 scoring proficient on the ELA section of the iLEAP/LEAP; and the percentage of high school students who meet or exceed proficiency on ELA End of Course state assessments. The description of research, evaluation, methods, and data sources from LIFE Promise will be used as a model for evaluation. Goals set in the School Improvement Plans use test measures to determine the success of the goals. Current SIPs will be revised (Appendix C) to include DIBELS and STEEP. Scantron and state benchmark tests will continue to be included. A CPSS assessment team composed of 3 members will administer TELD-3 to PreK children in the program three times a year (fall, winter, and spring).

Data will be collected in CPSS Data Warehouse and will be analyzed by assessment teams to determine student growth of the targeted populations. Additional data will be gathered from classroom observations and snapshots, training evaluations, fidelity checks of adopted programs/materials/resources, stakeholder surveys and interviews, and input gathered during PLCs. An additional measure involves the effectiveness of the program based on the cost per child participating in the program who achieves significant goals. This data will allow measurement not only of the effectiveness of the LDOE's plan in impacting GRPA measures, but also the efficiency of the model for future replication.

The evaluation data will be consistently tracked and analyzed to assess the state-level efforts, delineate trends in CPSS results, and make changes/adjustments in instructional strategies or interventions. Maintaining a constant vision of program outcomes will allow LDOE to drive continuous improvement based on direct, single entry data where results of the program's implementation are immediately available for analysis. Collection of data will adhere to FERPA.

18. Management of CPSS's SRCL grant will be coordinated by the District Literacy Leader with oversight by SRCL Program Director Barbara Bankens, Administrative Director of Assessment, Research, Disproportionality, & RTI; CPSS Grant Consultant Yvette Ardoin; Chief Financial Officer Karl Bruchhaus. Sheryl Piper, CPSS Early Childhood Director, will work closely with the Emergent Literacy Plan. The Grant

Consultant and District Literacy Leader will review monthly financial reports to ensure all activities take place within budget and that all grant funds are allocated according to mandated distribution. The District Literacy Leader will ensure activities take place within established timelines (see Table 18 a below); seek ways to leverage funds; grow and sustain the program; coordinate with existing and new priorities; publish district results; coordinate all professional development and evaluations; coordinate actions within cluster; work with larger community to promote literacy growth; establish a district literacy team; communicate with school board and broader community; coordinate with LDOE; ensure that SRCL cluster schools have appropriate and adequate personnel including literacy interventionists to work with students and literacy integration specialists to work with LDOE "data coaches" and to integrate literacy into all content areas throughout the day.

Table 18.1 CPSS Project Management Timeline for SRCL Grant
Objective 1: Improve school readiness and success birth through grade 12 in the area of language and literacy development for disadvantaged students
Evaluation measure 1.1: The program enhances children's literacy outcomes and demonstrates best practices for program implementation, teacher characteristics, classroom quality, and student characteristics.
Activity: Develop and continuously improve a comprehensive CPSS literacy plan aligned with LACLiP to address pre-literacy and literacy needs of children birth through grade 12 that aligns policies, resources, and practice; contains clear instructional goals and sets high expectations for all students and student subgroups
Responsible Party: CPSS SRCL program director; SRCL district literacy leader; CPSS literacy team including administration and staff from cluster schools; partners,
community reps, parents, students, support personnel such as speech-pathologists, librarians, literacy specialists **Timeline:** Fall 2011 – ongoing
Milestone: Attended awareness meeting on LACLiP; all CPSS schools administered SRCL Literacy Capacity Survey & received reports; collected and reviewed data; wrote literacy plans for sites; formed working literacy teams from schools; formed broader district literacy team; wrote pre-application and full
Activity: Align the use of Federal and State funds and programs within CPSS to support a coherent approach to funding and implementing literacy instruction and practices for disadvantaged youth application for SRCL Grant
Responsible Party: CPSS Grant Consultant; SRCL Program Director; Federal Programs Director; SpEd Director, Cluster School Literacy Team, Non-Profit Partners 0-5
Timeline: Jan. 2012   Cohort 1: April 2012-Sept. 2016 Cohort 2: Jan 2013; June 2013 - Sept. 2016
Milestone: Plan tentative budget to submit with full application for SRCL grant; Innovation Configuration used to ensure implementation fidelity of key program components aligned with LACLiP

Objective 2: Obtain subgrant funding for CPSS to implement high-quality, evidence-based literacy plan aligned with LACLiP that creates a sustainable birth to grade 12 cluster that includes feeder schools with the greatest number of disadvantaged children, highest levels of needs, and capacity for improvement to serve as model demonstration site/s for district and other LEAs

Evaluation Measures: The program provides high quality professional development leading to high quality educational services. The program enhances the use of data-driven decision-making by teachers and program staff

Activity: Ensure data are used to implement a comprehensive and coherent literacy program that serves students in the birth through grade 12 continuum

Responsible Party: LDOE Literacy Staff; CPSS SRCL Program Director; DLL; LIS; Literacy Interventionists; Cluster Admin. and staff; Picard PD Team

Summits: Annually (Leadership: July 17-20, 2012)   **Follow Up**: Quarterly

Milestone: Professional development and follow up provided for CPSS & other LEAs on use of DIBELS, STEEP, LETRS and data systems to evaluate student outcomes and inform decisions to adjust practices   **Timeline**: Annual kickoff PD in summer, and follow up at least quarterly

Milestone: Professional development and follow up provided for CPSS & other LEAs on use of DIBELS, STEEP, LETRS and data systems to evaluate student outcomes and inform decisions to adjust practices **Timeline**: Annual kickoff PD in summer, and follow up at least quarterly

Milestone: Data collected and compiled from CPSS and used to inform professional development and improve teaching and learning   **Timeline**: Timely, specialized reports for CPSS and key stakeholders prepared and disseminated

Milestone: Assessment and outcome data used to improve program activities, ensuring successful implementation of LACLiP **Timeline**: At least quarterly

Milestone: CPSS policy developed to ensure continuation of strong literacy practices
Timeline: As needed

Milestone: Professional development and follow up provided for CPSS & other LEAs on use of DIBELS, STEEP, LETRS and data systems to evaluate student outcomes and inform decisions to adjust practices **Timeline**: Annual kickoff PD in summer, and follow up at least quarterly

Milestone: Data collected and compiled from CPSS and used to inform professional development and improve teaching and learning   **Timeline**: Timely, specialized reports for CPSS and key stakeholders prepared and disseminated

Milestone: Assessment and outcome data used to improve program activities, ensuring successful implementation of LACLiP **Timeline**: At least quarterly

Milestone: CPSS policy developed to ensure continuation of strong literacy practices
Timeline: As needed

Activity: Obtain subgrant funding for CPSS to implement high-quality, evidence-based literacy plan aligned with LACLiP that creates a sustainable birth to grade 12 cluster that includes feeder schools with the greatest number of disadvantaged children, highest levels of needs, and capacity for improvement to serve as model demonstration site/s for district and other LEAs

Responsible Party: Grant Dept Staff, SRCL Program Director, Assessment Dept Staff, Early Childhood Director, Grant writing team; CPSS administration and Board

Milestone: Write and submit full application for SRCL Grant for Cohort 1
Timeline: Jan. 2012 - Feb. 1, 2012
Milestone: Write and submit Pre-application for SRCL Grant for Cohort 2
Timeline: Jan. 2013 - Feb. 20, 2013
Milestone: Write and submit application for SRCL Grant Cohort 2 **Timeline**: March 8 - April 24, 2013

Activity: Implement an evidence-based literacy program aligned with LACLiP
Responsible Party: CPSS Grant Dept Staff; SRCL Program Director; District Literacy Leader; Early Childhood Director; LDOE; Evaluators for Cohorts 1 & 2
Timeline: Cohort 1: April 2012-Sept. 2016 Cohort 2: June 2013 - Sept. 2016
Milestone: CPSS district and school-based literacy staff hired **Timeline**: Within first 3 months
Milestone: Materials/curricula selected and purchased, based on alignment with LACLiP and State standards **Timeline**: Within first 6 months (Begin in May 2012)
Milestone: Assessment systems purchased **Timeline**: Within first 6 months
Milestone: Professional development and technical assistance sessions provided to ensure comprehensive knowledge of evidence-based practices aligned with LACLiP
Timeline: Monthly, beginning immediately after receiving funds
Milestone: Leadership Summit **Timeline**: July 17 -20, 2012
Activity: Make program results publicly available
Responsible Party: SRCL Program Director, DLL Leader, Literacy Staff, Public Information Office
Milestone: Reports published using a variety of media types to support research and policy, and to keep key stakeholders abreast of program progress **Timeline**: As available

Objective 3: Use technology to address student learning challenges, to increase student engagement and achievement, and to increase teacher effectiveness, ensuring needs of disadvantaged populations are particularly addressed
Evaluation Measures: Technology will support the outcomes assessed for all evaluation measures
Activity: Ensure the implementation of Universal Design for Learning (UDL) principles to address student learning challenges **Timeline**: Awareness sessions Year 1, in-depth training in Years 2-5
Milestone: UDL professional development and follow-up provided for CPSS SRCL staff
Responsible Party: LDOE Literacy Staff; CPSS SRCL staff; CPSS Special Ed staff; LDOE Regional Technology Center staff
Activity: Implement technologies that support the curriculum and standards outlined in LACLiP targeted toward increasing student engagement and increasing teacher effectiveness
Responsible Party: LDOE Literacy and Information Technology Staff; CPSS SRCL staff; CPSS Technology staff
Milestone: Regional training provided for families on UDL **Timeline:** At least annually
Milestone: Training and technical support provided to CPSS staff on implementing cutting-edge technology tools **Timeline:** Ongoing and as requested
Milestone: PD provided via Web-based learning and online community networking sites, e-mentoring, and quarterly webinars

Implementation of LACLiP is intertwined with other LDOE-sponsored existing priorities in CPSS (See

Section 6). Coordination of priorities will occur through communication and cooperation with the

supervisors/consultants/directors of these initiatives. Managers will meet regularly as part of the District

Literacy Team to discuss coordination and leveraging of funds to support student outcomes, share PD,

data, and other resources to reach the common goals of improving learning outcomes, enabling more data-based decision making, and/or using technology effectively.

SRCL Grant team (Appendix F) will be led by Barbara Bankens, CP Administrative Director, who will serve as SRCL Program Director ensuring all schools work together for necessary alignment. Other SRCL leadership team will include cluster school principals, Director of Early Childhood, Grant Consultant, DLL, LIS for each cluster school, and Literacy Interventionists. As evidenced by their resumes, all principals of cluster schools have strong educational qualifications including advanced degrees and experience. Principals will create needed schedule changes and will provide leadership, support, and assistance with program implementation.

19. Projections of SRCL funds by levels (Emergent, Elementary, Middle/High) were calculated to ensure the budget reflects expenditures according to percentages stated in the grant. Our projected funding amount calculated to be **$2,280,400**; allocating a minimum amount of $342,060 (15%) for Emergent, $912,160 (40%) for Elementary, $912,160 (40%) for Middle/High, leaving a maximum of $114,020 (5%) for Administrative. After determining each allocation amount, the school's student population was used to determine each school allocation amount. Other funding sources (Title I & II, IDEA, Education Excellence Fund (EEF), Special Education Early Intervening, and General Funds (GF) will be used to support these schools. As explained in Appendix G, of the calculated $2,280,400 grant funds, approximately 20% will go towards hiring personnel, 23% for PD and benefits; 52% for supplies including technology, and the remaining for other expenses for the initiative.

A minimum of **$781,759** of leverage funds will be used to directly impact students in this literacy initiative; $729,608 for the 25% required matching Personnel funds along with 10.5 additional interventionists who will work directly with targeted students. PreK, Title I, EEF and GF will allocate $36,000 for Professional Learning workshops; $18,241 for materials to assist with braiding funds to enhance the success and sustainability; and an additional $29,600 for stipends and substitutes will be provided by GF, EEF, and Title

I & II for professional learning through the school year. The entire funding amount for the SRCL Initiative is $3,132,089. Expenditures will be maintained and tracked by the Grant Department which will be reflected by school allocations to adhere to budget caps and will be available upon request to ensure transparency. Allocations are reasonable according to cluster goals and the number of disadvantaged youth served by the SRCL Grant. Each school in the cluster will add a Literacy Integrationist and a Literacy Interventionist. To bolster its Emergent Literacy, one school will also add an additional PreK classroom with a teacher and paraprofessional. A Literacy Leader will be added at the district level. Some needs for Professional Development have already been identified in training for: STEEP; LETRS (Introduction to Language and Literacy, Early Childhood, and Teaching English Learners); LA Comprehensive Literacy Plan; Data Summit; Common Core State Standards; and Universal Design for Learning. Costs for Testing (TELD & DIBELS) and Intervention materials have already been determined. iPads for entering STEEP data are required purchases. Classrooms need to be language- and text– rich, requiring libraries and technologies. Other tentative purchases for technologies, services, and materials have already been tied to needs such as BURST (Wireless Generation) that offers interventions for needs identified by DIBELS.

20. As with the creation of any new in-depth initiative, startup costs are always greater in the infant stage. The SRCL five year grant will kick start the success of the project because of its focus, starting at birth. This early intervention will help ensure that we have fewer literacy issues to maintain as the targeted students progress in school; therefore, much of the large costs (technology, training, multiple interventionists, and materials) will be purchased within the first three to five years allowing the need of fewer dollars beyond that. Being an innovative district, we consistently exert energies to proactively pursue funds to meet the needs of our children. Being a large school district, central office personnel and school administrators are consciously conservative with funds in doing more with less as needed; and, we have supportive Partners In Education that assist with supplementing our schools with the needs of our children. Calcasieu's Curriculum and Instruction (C & I) Department for the past five years has focused on a quality

process in the alignment of curriculum, programs, and funding sources for our schools through the use of the Balance School Score Card and the LA Components of Effective Teaching which will help in leveraging funds to sustain the needs of the literacy initiative once SRCL funding diminishes. The newly formed district literacy leadership team will strategize to expand the emphasis and sustain the needs of the initiative, determining and pursuing leveraging with district and grant funds through communicating with the C & I Task Force. The District Literacy Leader will lead the promotion of this communication plan through semi-annual reporting to the Task Force, communication with the schools where they will use their schools' newsletters to inform all partners and stakeholders, and through the district's annual report. Components will be written in Title I & II and the EEF grants to leverage the funding necessary for each school's Literacy Integration Specialist and Interventionists. The Grant Coordinator will work closely with schools and the SRCL director in overseeing allocations and expenditures for the SRCL grant to ensure that all proceeds allocated to the grant according to guidelines are maintained including all leveraged funding. CPSS has a reputation for quality implementation of programs and effective use of monies awarded upholding the integrity of the project and has maintained 23+ years of excellence in financial reporting.

LEA Name:	Cluster School Names	
Calcasieu Parish School System	**Non-Profit Early Childhood Education Provider** (providing direct services to children):	Elementary AA Nelson Elementary

LEA Name: Calcasieu Parish School System

REC'D FEB - 1 2012

Superintendent:
Mr. Wayne Savoy

Print Name

[signature]

Signature

Office Phone (337) 217-4000

Other Phone N/A

E-mail wayne.savoy@cpsb.org

LEA SRCL Contact Person:

Name Barbara Bankens

Position Administrative Director

Phone (337) 217-4200 x 2701

E-mail barbara.bankens@cpsb.org

LEA Physical Address:

3310 Broad Street

Lake Charles, LA 76015

LEA Mailing Address:

PO Box 800

Lake Charles, LA 70602

Congressional District:

District 7

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

1. CPSB Headstart

Age Span 3-4
Number of Four-Year-Olds 144
Number of Three-Year-Olds 311
Number of Children Ages 0-2 n/a
Director Sheryl Piper
Phone (337) 217-4210
Email sheryl.piper@cpsb.org

Physical Address:
1618 E Mill St
Lake Charles, LA 70601

Mailing Address:
3310 Broad Street
Lake Charles, LA 70607

2. CPSB Pre-K

Age Span 4
Number of Four-Year-Olds 2,382
Number of Three-Year-Olds n/a
Number of Children Ages 0-2 n/a
Director Sheryl Piper
Phone (337) 217-4210
Email sheryl.piper@cpsb.org

Physical Address:
1618 E Mill St
Lake Charles, LA 70601

Mailing Address:
3310 Broad Street
Lake Charles, LA 70607

3.
Age Span
Number of Four-Year-Olds
Number of Three-Year-Olds
Number of Children Ages 0-2 n/a
Director
Phone
Email
Physical Address:

Mailing Address:

Elementary AA Nelson Elementary
Principal Jacqueline Smith
Grades Pre K - 5   # of Students 719
Phone (337) 217-4790 x 6252
Email jacqueline.smith@cpsb.org
Physical Address:
1001 Country Club Rd
Lake Charles, LA 70605-6098
Mailing Address:
Same

Elementary MJ Kaufman Elementary
Principal Lynn Hamilton
Grades Pre K - 5   # of Students 333
Phone (337) 217-4740 x 6003
Email lynn.hamilton@cpsb.org
Physical Address:
301 Tekel St
Lake Charles, LA 70607
Mailing Address:
Same

Middle SJ Welsh
Principal Bobby Jack Thompson
Grades 6 - 8   # of Students 1295
Phone (337) 217-4410 x 1224
Email bj.thompson@cpsb.org
Physical Address:
1500 W McNeese St
Lake Charles, LA 70605
Mailing Address:
Same

High AM Barbe High
Principal Beth Fraser
Grade Configuration 9 - 12
Number of Students 1921
Phone (337) 217-4460 x 1425
Email beth.fraser@cpsb.org
Physical Address:
2200 W McNeese St
Lake Charles, LA 70605
Mailing Address:
Same

Appendix A: LEA "Cluster"

Proposed site to expand project--Year 2 *(Use spaces as appropriate)*	**Birth – PreK Partners** *(Use spaces as appropriate)* Non-Profit Organization or Agency (providing *early* literacy services to caregivers, families, and children)	**Other Partners** *(Use spaces as appropriate)* Non-Profit Organization or Agency (providing *other* literacy services to subgrantee or schools within the cluster)
Elementary _____ Principal _____ Grades _____ # of Students ___ Phone _____ Email _____ Physical Address: _____ Mailing Address:	1. Families Helping Families Director Susan Benoit Phone (337) 436-2570 Email smbenoit@fhfswla.org Physical Address: 2927 Hodges Street Lake Charles, LA 70601 Mailing Address: Same	1. Calcasieu Parish Public Libraries Director Nancy Khoury Phone (337) 721-7116 Email nkhoury@calcasieu.lib.la.us Physical Address: 301 West Claude Street Lake Charles, LA 70605 Mailing Address: Same
Middle FK White Principal Christopher Fontenot Grades 6 - 8 # of Students 579 Phone (337) 217-4810 x 6352 Email chris.fontenot@cpsb.org Physical Address: 1000 E McNeese St Lake Charles, LA 70607 Mailing Address:	2. EarlySteps Director Steven Ivey Phone (337) 475-8045 Email _____ Physical Address: 3501 Fifth Ave, Ste C-2 Lake Charles, LA 70607 Mailing Address: Same	2. The Literacy Council of SWLA, Inc. Director Tommeka Simien Phone (337) 494-7000 Email tsemien@literacyswla.org Physical Address: 800 Kirby Street Lake Charles, LA 70601 Mailing Address: Same
High _____ Principal _____ Grades _____ # of Students _____ Phone _____ Email _____ Physical Address: _____ Mailing Address:	3. United Way Director Phyllis Hess Phone (337) 433-1088 Email give@unitedwayswla.org Physical Address: 715 Ryan Street, Ste 102 Lake Charles, LA 70601 Mailing Address: Same	3. McNeese State University Director Dr. Wayne Fetter, Dean Phone (337) 475-5432 Email _____ Physical Address: PO Box 93255 Lake Charles, LA 70609 Mailing Address: Same
	Proposed population to expand project in Year 2 *(Use spaces as appropriate)* FK White Middle School Year 2 - 6th Grade - 207 students Year 3 - 7th Grade - 193 students Year 4 - 8th Grade - 179 students	

Appendix B:
Data Tables

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

Table 1: Disadvantaged Populations for all LEA "Cluster" Feeder System Schools   LEA Name: _____ Calcasieu Parish Schools

"Cluster" Feeder System School 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		Oct 1, 2011 Cohort Graduation Rate		Oct 1, 2011 Over Age Students in 9th Grade		*Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
CPSS HEADSTART PROGRAM	455	100.0%	1	0.2%	45	10.0%	3	0.7%						
CPSS PRE-K PROGRAM	1985	80.0%	59	0.024%	490	20.0%	62	0.024%						
MJ KAUFMAN ELEMENTARY	271	81.4%	4	1.2%	50	15.0%	26	7.8%						
AA NELSON ELEMENTARY	456	63.4%	67	9.3%	65	9.0%	54	7.5%						
SJ WELSH MIDDLE	701	54.1%	19	1.5%	149	11.5%	53	4.1%						
AM BARBE HIGH	665	34.6%	13	0.7%	144	7.5%	12	0.6%	1616	84.1%	186	33.1%		
*Total Teen Parents for Calcasieu Parish in 2000 - 17.4% of females age 15-19; 1,260 total births														
*Total Juvenile Detention Admissions for Calcasieu Parish in 2010 - 8% of youth ages 10-17; 268 previously incarcerated														

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

Table 2: Disadvantaged Populations for all LEA "Non-Cluster" Schools													LEA Name: Calcasieu Parish Schools		
Non-Cluster LEA Schools School 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		Oct 1, 2011 Cohort Graduation Rate		Oct 1, 2011 Over Age Students in 9th Grade		*Other	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
CPSS PRE-K PROGRAM	455	100%	1	0.2%	45	10%	3	0.7%						
CPSS HEADSTART PROGRAM	0	0.0%	0	0.0%	0	0.0%	0	0.0%						
BARBE ELEM	325	97.0%	4	1.2%	56	16.7%	51	15.2%						
BRENTWOOD	455	95.0%	0	0.0%	61	12.7%	43	9.0%						
J.D. CLIFTON	370	96.9%	0	0.0%	37	9.7%	34	8.9%						
COLLEGE OAKS	258	82.7%	5	1.6%	68	21.7%	53	16.9%						
D.A. COMBRE	365	97.9%	1	0.3%	46	12.3%	56	15.0%						
T.S. COOLEY	80	26.6%	0	0.0%	15	5.0%	1	0.3%						
CYPRESS COVE	205	83.3%	5	2.0%	64	26.0%	34	13.8%						
DEQUINCY Pre K - 2nd	257	65.9%	0	0.0%	23	5.9%	36	9.2%						
DEQUINCY 3rd - 5th	206	60.2%	0	0.0%	61	17.8%	6	1.8%						
DOLBY	329	62.8%	8	1.5%	45	8.6%	8	1.5%						
FAIRVIEW	349	86.8%	2	0.5%	70	17.4%	21	5.2%						
FRASCH	355	52.3%	7	1.0%	101	14.9%	13	1.9%						
GILLIS	452	56.7%	3	0.4%	92	11.5%	40	5.0%						
HENNING	288	72.9%	7	1.8%	67	17.0%	13	3.3%						
HENRY HEIGHTS	306	77.1%	11	2.8%	39	9.8%	19	4.8%						
J.J. JOHNSON	350	98.3%	0	0.0%	44	12.4%	52	14.6%						
KENNEDY	226	99.1%	1	0.4%	27	11.8%	10	4.4%						
E.K. KEY	387	75.6%	4	0.8%	80	15.6%	13	2.5%						
LEBLEU SETTLEMENT	297	68.6%	3	0.7%	67	15.5%	20	4.6%						
MOSS BLUFF ELEM	403	43.9%	9	1.0%	92	10.0%	6	0.7%						
OAK PARK ELEM	395	92.1%	1	0.2%	59	13.8%	44	10.3%						
PRIEN LAKE	201	39.2%	7	1.4%	44	8.6%	0	0.0%						
ST. JOHN	520	56.2%	10	1.1%	104	11.2%	27	2.9%						
VINCENT SETTLEMENT	260	46.2%	2	0.4%	59	10.5%		0.0%						
R.W. VINCENT	331	73.9%	5	1.1%	63	14.1%	9	2.0%						
VINTON ELEM	395	76.8%	14	2.7%	88	17.1%	51	9.9%						
WATKINS	295	94.6%	0	0.0%	28	9.0%		0.0%						
PEARL WATSON	351	96.4%	6	1.6%	72	19.8%	36	9.9%						
WESTERN HEIGHTS	262	73.6%	0	0.0%	63	17.7%		0.0%						
WESTWOOD	397	64.6%	3	0.5%	99	16.1%	15	2.4%						
RALPH WILSON	218	96.9%	1	0.4%	36	16.0%	14	6.2%						

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

Non-Cluster LEA Schools School 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		Oct 1, 2011 Cohort Graduation Rate		Oct 1, 2011 Over Age Students in 9th Grade		*Other	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Middle	S P ARNETT	266	61.7%	0	0.0%	53	12.3%	4	0.9%						
	DEQUINCY MIDDLE	181	56.4%	0	0.0%	55	17.1%	2	0.6%						
	W.W. LEWIS	379	42.5%	2	0.2%	125	14.0%	5	0.6%						
	LEBLANC	271	70.0%	1	0.3%	78	20.2%	23	5.9%						
	MAPLEWOOD	586	50.3%	12	1.0%	128	11.0%	23	2.0%						
	MOLO MIDDLE	341	94.7%	1	0.3%	75	20.8%	41	11.4%						
	MOSS BLUFF MIDDLE	390	42.7%	5	0.5%	95	10.4%	6	0.7%						
	OAK PARK MIDDLE	451	91.3%	3	0.6%	89	18.0%	19	3.8%						
	REYNAUD	150	98.7%	1	0.7%	40	26.3%	43	28.3%						
	VINTON MIDDLE	159	70.0%	2	0.9%	47	20.7%	3	1.3%						
	JI WATSON	695	73.5%	5	0.5%	125	13.2%	36	3.8%						
	FK WHITE	407	70.3%	8	1.4%	91	15.7%	48	8.3%						
High	BELL CITY HIGH	342	53.6%	5	0.8%	78	12.2%	26	4.1%	498	78.1%	22	43.1%		
	DEQUINCY HIGH	195	50.8%	0	0.0%	55	14.3%	0	0.0%	318	82.7%	52	40.3%		
	SAM HOUSTON HIGH	355	30.6%	2	0.2%	112	9.7%	36	3.1%	954	82.3%	106	34.3%		
	IOWA HIGH	343	61.7%	1	0.2%	65	11.7%	2	0.4%	447	80.4%	62	41.6%		
	LAGRANGE SENIOR HIGH	783	77.0%	14	1.4%	150	14.7%	43	4.2%	623	61.3%	159	57.0%		
	STARKS HIGH	252	65.6%	0	0.0%	54	14.1%	14	3.6%	334	87.0%	11	44.0%		
	SULPHUR HIGH	716	37.3%	9	0.5%	221	11.5%	13	0.7%	1596	83.1%	246	42.4%		
	VINTON HIGH	139	53.3%	2	0.8%	31	11.9%	2	0.8%	218	83.6%	39	48.8%		
	WASHINGTON/MARION HIGH	604	88.3%	0	0.0%	101	14.8%	64	9.4%	438	64.1%	138	63.9%		
	WESTLAKE HIGH	223	48.0%	2	0.4%	47	10.1%	7	1.5%	423	91.0%	46	34.1%		

*Total Teen Parents for Calcasieu Parish in 2000 - 17.4% of females age 15-19; 1,260 total births

*Total Juvenile Detention Admissions for Calcasieu Parish in 2010 - 8% of youth ages 10-17; 268 previously incarcerated

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

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

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

School Name	Grade	Assessment	2008-2009 %	2009-2010 %	2010-2011 %
HEADSTART - 3 YR OLDS	PK	DSC EOY Language Post-Test National Percentile Rank	87%	87%	93%
PRE-K - 4 YR OLDS	PK		83%	87%	87%
AA NELSON ELEMENTARY	K	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	73%	79%	75%
MJ KAUFMAN ELEMENTARY	K		60%	94%	71%
AA NELSON ELEMENTARY	1st		78%	83%	81%
MJ KAUFMAN ELEMENTARY	1st		67%	71%	84%
AA NELSON ELEMENTARY	2nd		76%	70%	89%
MJ KAUFMAN ELEMENTARY	2nd		59%	70%	61%
AA NELSON ELEMENTARY	3rd		55%	50%	61%
MJ KAUFMAN ELEMENTARY	3rd		44%	52%	57%

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

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

School Name	Grade	Assessment	2008-2009 %	2009-2010 %	2010-2011 %
AA NELSON ELEMENTARY	3rd	*i*LEAP	89%	88%	88%
MJ KAUFMAN ELEMENTARY	3rd	*i*LEAP	75%	88%	88%
AA NELSON ELEMENTARY	4th	LEAP	84%	87%	81%
MJ KAUFMAN ELEMENTARY	4th	LEAP	83%	82%	95%
AA NELSON ELEMENTARY	5th	*i*LEAP	83%	90%	90%
MJ KAUFMAN ELEMENTARY	5th	*i*LEAP	72%	90%	89%
SJ WELSH MIDDLE	6th	*i*LEAP	80%	79%	84%
SJ WELSH MIDDLE	7th	*i*LEAP	77%	73%	80%
SJ WELSH MIDDLE	8th	LEAP	76%	76%	86%
AM BARBE HIGH	9th	*i*LEAP	75%	76%	▮▮▮
AM BARBE HIGH	10th	GEE	80%	78%	75%
Graduation Rate	% Cohort		86.9%	84.1%	85.9%