

**ORIGINAL**

Sabine Parish Schools

Striving Readers  
Comprehensive Literacy Program  
Subgrant Competition

Project E.X.C.E.L.

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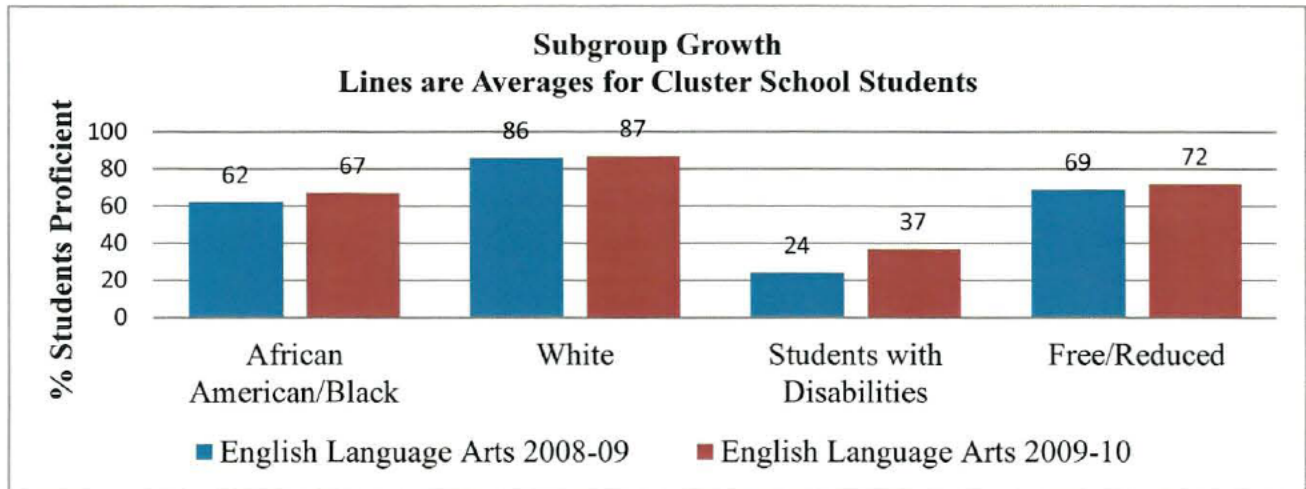
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**Need for the project and rationale for selecting the proposed cluster feeder schools/sites:**

Sabine Parish School District encompasses a number of **high-need schools with disadvantaged youth**; however for this grant project, chose to concentrate its efforts on four cluster feeder school/sites; Many Preschool Center, Many Elementary, Many Junior High, and Many High School (see Appendix B, Tables 1-2). The students within the cluster make up the following ethnicities: White 46.3%, Black 42.7%, American Indian 7.4%, Hispanic 3.5% and Asian 0.3%. Students with disabilities make up 8.9% of the student population. All cluster schools are Title I school-wide schools with at least 70% at-risk children at each participating campus, an average of 75% receiving free and reduced lunch, and a widening achievement gap; the cluster feeder sites serve a high-needs population including more preschool children than other sites within the district. According to the 2010 Census, 29.7% of all families in these cluster feeder school/ sites lives in poverty with 41.3% of the children living in poverty. As described in Appendix B the feeder system PreK, elementary, middle, and high schools serve one-third of Sabine Parish's high-poverty and Migrant students as well as students with disabilities and students less likely to graduate from high school.

Further investigations show that many subgroups are in dire need of the LDOE support in helping the targeted cluster sites and Head Start programs in implementing a comprehensive literacy plan. The data illustrated on page 2 show the average of the cluster school population who were enrolled and tested in grades 3-8 and/or 10 as well as the percent that scored proficient in ELA. The bar graphs illustrate the significant gaps in reading achievement for students who are economically disadvantaged, are African Americans, or have disabilities. The graphs also illustrate that African American students perform at lower levels of proficiency when compared to White students.



Issues such as income, poverty rate, single parent households, homelessness, migrant, and teen pregnancy affect family function, which is strongly linked to achievement. Although researchers consider poverty the best predictor of a child’s failure to achieve in school; research is also discovering that dropouts arise from an accumulation of various risk factors throughout children’s schooling that peak once in high school. It is increasingly evident that school dropout prevention must begin as early as possible. Some researchers have identified early predictors of dropout in children before they are enrolled in kindergarten<sup>i</sup>.

The Developmental Readiness Screening Program Developing Skills Checklist (DSC) end of year results reveals a low percentage of students scoring in the “benchmark” percentile range in the “Language” total. Three years of DIBELS End of Year Distribution Reports reveal Year 1 cluster school, Many Elementary, and Year 2 cluster school, Pleasant Hill, as having a wide percentage range of students at benchmark in grades K-3 (see Appendix B, Table 3). The data in Table 3 also demonstrates that although slight gains have been made on the ELA portion of *i*LEAP and LEAP, gains at the third grade level are not resulting in demonstrably higher levels of performance at the fourth grade level on the ELA portion of LEAP. A review of the performance trends for grades 5 through 7 on *i*LEAP indicates the decreases in grade 5 do not extend through grades 6 and 7. Instead, the trend in fifth grade shows a significant decline. By seventh grade, the trend was more level. Additionally, the spring 2011 LEAP results indicate

that eighth grade students did not fare as well as fourth grade students on the ELA portion of the LEAP. While it is true that 50 percent of eighth grade students are performing at the basic or higher achievement levels, these same students' performance lags behind their fourth grade counterparts by 5 percent. This clearly raises a concern as to whether the current instruction in the areas of ELA and reading in the middle grades in Sabine Parish is providing students with the explicit and systematic instruction in vocabulary and comprehension they need to meet the standards set by the state. The instructional needs of these adolescent learners enrolled in the middle grades must be addressed so gains earned in kindergarten through fourth grades will continue in those upper levels. By focusing on advancing the pre-literacy and literacy skills of Sabine Parish's most disadvantaged students from birth – grade 12 through our LIFE Promise project, entitled *Project E.X.C.E.L (Enrich. Xtend. Create. Experience. Literacy)*, we anticipate significant growth in our students' academic performance. All cluster sites offer technology-rich environments and are 21<sup>st</sup> Century Community Learning Center sites for extended day instruction, remediation and enrichment.

Historical data of enrollment patterns (see Appendix B, Table 4) indicates that approximately 38% of students from the Many Preschool Center feed into Many Elementary School with 92% of these students feeding into Many Junior High and 81% of the junior high students feeding into Many High School.

**Plans to expand the project:** Year 2 of *Project E.X.C.E.L* will expand to include Pleasant Hill High School (see Appendix A, Table 2). Pleasant Hill is a Prek-12 school with a student population of 277 of which 207, or 75%, have been identified at-risk in at least one or more indicator; academics, behavior, truancy, or poverty. The **rationale** for adding this site and population to the cluster stems from the evidence of poverty, academic deficiencies, truancy, and dropout rates. The students within PHS make up the following ethnicities: White 59.6%, Black 33.6%, American Indian 3.4%, and Hispanic 3.4%. As of October 1, 2011, 76% of the

student population received free or reduced lunches.

**Steps to include** Pleasant Hill High School in Year 1 activities includes participation in SRCL funded professional development organized for cluster schools/sites. Year 1 transitions include Action Plan Development Process. Each cluster school/site, Head Start, and other LEA preschool programs will complete an Action Plan based on the needs identified during the school improvement process and the literacy capacity survey. The action steps will define what is to be done, who will do it, and when it will be completed. This process of transition may be viewed as one of adaptation. Studies have shown that the best adaptation takes place when conditions are similar, communication is encouraged, and change takes place over time.

**Clearly defined needs assessment and its use in the development of the project:** Appendix B, Data Tables 1-3 reflect the measures used and the data collected to clearly define the needs assessment and its use in the development of the project. The centerpiece of the project design lies in *LACLiP*. It was critical in the development of *Project E.X.C.E.L.* that it aligns to the nine indicators as described in *LACLiP*. A critical component of project planning was for each member of the District Reading Leadership Team (DRLT) to evaluate *LACLiP* as it corresponded to their age and grade level and report on how it will be implemented at the emergent, elementary, and adolescent levels. The DLRT worked with cluster schools and agencies to identify the needed instructional and intervention materials to advance the pre-literacy and literacy skills of children birth-grade 12. However, during the evaluation of *LACLiP*, teachers in these schools identified a need to incorporate more technology to assist with progress monitoring and provide individualized instruction to address the following needs in order to deliver on *LACLiP*'s recommendations for effective literacy instruction: **Birth-age 5:** increase access to a literacy-rich environment, improve print awareness and book knowledge, and

promote early and continuous engagement of families and communities, **PreK-2:** improve oral language skills and phonological awareness, **Grades 3-8:** intensive intervention on all literacy skills, especially to get our at-risk students performing at grade-level, **Grades 9-12:** increase motivation to read for knowledge and to write across all texts genres, providing additional opportunities for writing.

The cluster feeder schools/sites for *Project E.X.C.E.L* are Title I School wide schools and are very familiar with identifying needs through a comprehensive needs assessment process. A school wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The emphasis of a school wide program is on serving all students, improving all structures that support student learning, and combining all resources, as allowed to achieve a common goal. The three core elements of a school wide program are the comprehensive needs assessment, the school improvement plan, and the continuous review.

*Project E.X.C.E.L* stakeholders' reexamined student achievement data, parent, teacher, administrator, and student surveys, and family and community involvement factors. Current needs assessment data demonstrate the critical need to provide aligned literacy instruction and coordinated support for successful transitions from year-to-year. In Louisiana, the feeder model has been shown to be an effective approach to ensure students receive cohesive and coherent literacy instruction and support. The model also develops a shared sense of responsibility among educators for all children birth-12th grade. The requirement that the LEAs select the schools and ECEPs ensures that on-the-ground knowledge of the feeder pattern with the greatest need is prioritized.

**Clearly defined goals for improving student literacy outcomes:** Sabine's proposed SRCL program, *Project E.X.C.E.L*, is based on the realization that literacy efforts cannot exist in a

vacuum. Without the positive influence of the home and the community, the child has few if any opportunities to view reading and learning in a positive light. Thus, *E.X.C.E.L* is not just school based; it is family and community based as well. It is designed to provide explicit and differentiated instruction to advance the literacy skills of all children, regardless of primary language or ability. We will implement **LACLiP** in *Project E.X.C.E.L* by 1) utilizing assessments to screen, diagnose, and monitor the progress of student; 2) implementing an effective tiered instruction model employing technology-based interventions to address oral language and phonological awareness needs in PreK-3, provide intervention in all literacy skills across grades 4-5, and to motivate students in grades 6-12 to read text across content areas and critically synthesize ideas in articulate written responses to text; and 3) providing staff with ongoing professional development in evidence-based literacy strategies.

Based upon the needs assessment, the *Project E.X.C.E.L* planning committee identified the goals outlined in Table 1 to improve the literacy outcomes for all children in the cluster feeder system. The committee also assessed each provider and school's capacity and commitment to implement change. The planning committee, including school teams will continue to meet throughout the implementation of the project to make data driven decisions in order to improve the literacy outcomes for all children in the cluster feeder system. All performance measures will be disaggregated by subgroups, to include ethnicity and gender, economically disadvantaged students, limited-English proficient students, and students with disabilities. Strategies to disseminate information about goals and targets to all stakeholders include accessibility to the District's website, parent meetings, community advisory council meetings, Head Start Advisory Council, parent/teacher conferences, school board meetings, and local newspapers.



**Table 1: Measurable Goals**

<b>Program Objective</b>	<b>Indicator/Measure</b>	<b>Data Source/Frequency</b>
100% of participating 0-age 5 children will have increased access to print materials in the home.	Books will be sent home via mail monthly to homes with 0-age 5 children.	Parent Surveys 2 time per year-winter and spring
Gains in the percent of 3 year olds oral language skills at or above the mean for the composite score pretest to posttest.	TELD-3	3 times per year –fall, winter, spring
Gains in the percent of 4 year olds oral language skills at or above the mean for the composite score pretest to posttest.	TELD-3	3 times per year –fall, winter, spring
90% of participating grade 3 students will score Basic or above on the ELA section of the iLEAP.	ELA iLEAP	State Assessment System/Annually
75% of participating grade 5 students will score Basic or above on the ELA section of the iLEAP.	ELA iLEAP	State Assessment System/Annually
75% of participating grade 8 students will score Basic or above on the ELA section of LEAP.	ELA LEAP	State Assessment System/Annually
Gains in the percent of 10th grade students meeting or exceeding the proficient level on English II EOC test.	English II EOC	State Assessment System/Annually
Gains in the percent of 11th grade students meeting or exceeding the proficient level on English III EOC test.	English III EOC	State Assessment System/Annually

***(5) Clearly articulated steps for reaching goals***

LACLIP Components	Steps for Reaching Goals
<p style="text-align: center;"><b>Leadership and Sustainability</b></p>	<p>Literacy leaders will work collaboratively to initiate, support, and supervise the improvement of literacy instruction birth to grade 12, including teachers, school administrators, literacy coaches, school librarians, central office administrators, directors of early childhood programs, university and college faculty, and consultants.</p> <ol style="list-style-type: none"> <li>1. Establish a Literacy Improvement Team at each school as part of its School Improvement Plan (SIP) that includes teachers from across grade levels and content areas as well as other stakeholders.</li> <li>2. All literacy leaders will work to build capacity within cluster schools/sites, examine research, align classroom instruction with the Common Core State Standards (CCSS), and use formative and summative assessments.</li> <li>3. Literacy leaders will allocate extended time in the master school schedule to maximize instructional time, provide sufficient time for interventions, provide and protect time for collaborative planning for teachers, and create literacy opportunities for students.</li> <li>4. <b>Form Family and Community Partnerships</b> – Literacy leaders will work together with families’ teachers and communities to expand opportunities for children, adolescents, and families. When schools, families, and communities work together, parents become empowered, teachers are more effective, schools improve, and the workforce grows strong.</li> <li>5. Provide for the coordination of instructional efforts as student progress through the feeder system (i.e. PreK to elementary, elementary to middle school, middle school to high school).</li> <li>6. Communicate strategies to support literacy learning for families with children beginning at birth.</li> <li>7. All teachers in the cluster school/sites will share the responsibility for student literacy development and will provide effective instruction that is aligned with CCSS. Summative and formative assessment data, ongoing progress monitoring data, and other relevant data will be used to inform and monitor decisions related to planning and implementing differentiated instructional strategies at the school district, school, classroom, small group, and individual student levels.</li> <li>8. Early childhood literacy leaders will support the emerging literacy development of children from birth through grade 3 by providing instruction that is appropriate for the development of young children and focused on progression through the stages of research-based developmental domains (Child Development Institute, 2010).</li> </ol>

	<p>9. Intermediate and adolescent literacy leaders will support the ongoing literacy development of students in grades 4 through 12; coordinate instructional efforts with elementary, middle, and high schools; monitor student progress; collaborate with content and specialty area teachers; and support families.</p>
<b>Standards-Based Curriculum</b>	<ol style="list-style-type: none"> <li>1. Using data to make informed decisions concerning school improvement goals which include literacy.</li> <li>2. Promote the understanding that data are important sources of information to guide improved achievement and instruction, curriculum implementation, and professional development.</li> <li>3. Support schools in implementing a Response-to-Instruction/Intervention (RTI) framework that identifies students at-risk for failure early in their education and provides targeted interventions to improve literacy achievement.</li> </ol>
<b>Assessment System</b>	<ol style="list-style-type: none"> <li>1. Promote engaging, language-rich literacy instruction in all classrooms.</li> <li>2. Work with cluster school/sites to develop enrichment activities for high achieving students.</li> </ol>
<b>Instruction and Intervention (RTI)</b>	<ol style="list-style-type: none"> <li>1. Differentiate literacy instruction and implement multi-tiered intervention and enrichment systems.</li> <li>2. Motivate and engage students while providing self-directed learning experiences.</li> <li>3. Use proven, high-yield content reading strategies in all classrooms, including strategies designed for English language learners and special education students.</li> <li>4. Promote the use of information, media, and instructional technology.</li> </ol>
<b>Professional Learning and Resources</b>	<ol style="list-style-type: none"> <li>1. Job-embedded professional development, collaborative teams, study groups, coaching and job shadowing.</li> <li>2. Coordinate instructional efforts with elementary, middle, and high schools.</li> <li>3. Targeted professional development, responding to needs identified in school plans and consistent with LACLiP.</li> </ol>

Stakeholders Include: District Literacy Leader, Project Manager, Cluster site principals and instructional staff, Early Childhood Director, Elementary and Secondary Supervisors, Parent Advisory Council Chairperson, Literacy Integration Specialists, Family Engagement Facilitator, School Counselors, Early Childhood Director, District Technology Staff, NSUWP staff and Non-Profits

Using the needs assessment, cluster school/site stakeholders determined the strengths and weaknesses of current practices and designed goals and activities to improve literacy instruction in each school's School Improvement Plan as evidenced in Appendix C. This needs assessment began with existing achievement data, and progress will be tracked across the grant period. Each school has a School Improvement Team (SIT) knowledgeable in the school improvement process including the School Improvement Strategies: Data-Driven Decision Making, Job-Embedded Professional Development, Response to Intervention (RTI), Curriculum Alignment, and Meaningful Engaged Learning. School Improvement Teams in most cases also serve as the Literacy Implementation Team and are required to use these strategies to facilitate the implementation of RTI model to address the literacy needs of the students as identified through the data analysis process. Each school's plan will be supported by the district literacy improvement team. Each school will continue to develop a School Improvement Plan that addresses the need to improve literacy achievement school wide, the strategies and activities to attend to this need, and the formative and summative measures of implementation and success. The School Improvement Plan must address the implementation of all of the key elements of the *LACLiP* appropriate to the grade-level configuration of the school and must include appropriate research-based strategies and instructional materials; a connection to extended learning opportunities provided to students by the school.

**Description of existing state and LEA priorities that improve literacy outcomes:** **Priority 1- Universal Prek Program:** Serving 3 and 4 year olds: (Head Start, LA4, 8G, and At-Risk MFP funds): The rationale to continue this program includes higher performance in children's cognitive and language functioning as well as the benefiting children's social and emotional development and health as well as a reduced aggressive behavior, and improved parent-child

relations. This program also increases parents' involvement in school and home activities. Participating children have been found to have achieved significant positive effects in vocabulary, math, and literacy skills at the beginning of kindergarten. Examples of how this priority aligns with LACLIP includes creating collaborative partnerships, early learning standards, an effective RTI system, providing a language and print-rich environment, an effective assessment system, and professional development. The program also implements a multi-tiered system of support to meet the needs of all learners with an emphasis on students in disadvantaged subgroups. **Priority 2- K-12 Literacy District-Wide Initiative** (includes K-12 Pilot and Ensuring Literacy for All): Sabine Parish School District has a long history of supporting early literacy and student success beyond high school, both through state initiatives and through careful stewardship of federal funds. Sabine Parish Schools currently implement a multi-tiered system of support to meet the needs of all learners with an emphasis on students in disadvantaged subgroups. K-3 intervention processes funded by 8G were put into place in 2005-2006. The project funded for two years and one of the first K-3 RTI projects in Louisiana, stressed high-quality, engaging instruction, and targeted interventions for children as well as extensive professional development for teachers, administrators and interventionist AND funded the first Literacy/Reading Coaches in the District. In 2006-2007, the District applied and was awarded the highly successful *K-12 Literacy Pilot* project grant. Sabine has been a part of this project since its inception. The District expanded the "pilot" program to every school in the parish by uniquely and effectively integrating funds (i.e. Title I, Title II, Title VII, REAP, 8G, IDEA, and local district funds), as early as 2006. Sabine was selected to participate in the state's *Ensuring Literacy for All (ELFA)* program in 2006 and has continued to implement the components of the *K-12 Literacy Pilot* and *ELFA* including frequent assessment of student

performance and progress for early identification of struggling students, intensive interventions to address individual and group weaknesses, and extensive professional development and support for teachers. Sabine also promotes collaborative problem-solving among educators in partnership with parents to assist in decision making. **This multi-tiered framework is designed to provide evidence-based instruction and targeted interventions that lead to student success in reading.** This priority aligns with all the components, elements, and actions of LACLIP.

**Priority 3- The School Improvement Process:** This process has three distinct phases: planning, implementing, and evaluating. It involves the change process and requires commitment to the vision of what the school can become. It is based on data, is continual and recursive. It reveals where the school is and where it must go. The process entails commitment by all stakeholders; administration, faculty, parents, students, and community. Although the process is led by the principal, all members of the staff and community are involved in the design and implementation. The Louisiana Department of Education (LDOE) recommends five research-based strategies: Response to Intervention, Data-Driven Decision Making, Job-Embedded Professional Development, Curriculum Alignment, and Meaningful Engaged Learning all of which have a connection to the LACLIP components.

**Curricula and intervention materials aligned with State standards to be used at each level:**

Sabine Parish adheres to the LDOE's curricula and materials adoption process. As reflected in Table 3, the district adopted Houghton Mifflin Reading (HMR) 2008 for grades K-6 and Glencoe Literature for grades 7-12. In conjunction with the Louisiana Comprehensive Curriculum, these programs serve as the primary instructional tools that teachers utilize.

**Table 3: Materials Currently Being Used**

School Cluster/ Site	Core Reading Program	Supplemental Reading Programs	Intervention Programs	Reading Instruction		Educational Software
				Minutes	Days/week	
<b>Many PreK Center</b>	Creative Curriculum	LCC, HWT, LETRS, BELLES		Integrated	5	Promethean Planet, Hatch, Jumpstart
<b>Many Elementary School (K-3)</b>	HMR	HMR Leveled Readers Kits, Project Read	HeadSprout Road to the Code, Phonics A-Z, Reading A-Z, Phonemic Awareness in Young Children	K = 175 1=185 2 = 195 3= 185	5	Accelerated Reader, Reading Center HeadSprout
<b>Many Junior High (4-8)</b>	HMR Glencoe Literature	Read 180, SRA Corrective Reading HMR Leveled Readers Kits, Project Read, Teacher developed using classroom libraries	Read 180, SRA Corrective Reading, Read Naturally, Six Minute Solution,	120	5	Accelerated Reader, Read 180, Reading Center Read Naturally
<b>Many High School (9-12)</b>	Glencoe Literature	Read 180 Teacher developed using classroom libraries	Read 180 Teacher developed using classroom libraries	50	5	Accelerated Reader, Read 180

Louisiana recently adopted the Common Core State Standards (CCSS). Sabine Parish is poised to receive training and prepare for implementation of the CCSS by identifying the gaps that will exist in the current materials being used. **Strategies for identifying** which standards are addressed and not addressed in the materials include utilizing the LDOE crosswalk and the establishment of curriculum committees(s)/alignment teams (subject area/grade level). These teams were established by the District CCSS Specialist and Head Start Director. Teachers received general awareness training and have started reviewing standards and crosswalk documents provided by the LDOE. The crosswalk documents identify changes between current standards/GLEs and the CCSS. The crosswalks are being used by our teams to identify what content stays the same, what is to be added and what is to be deleted at each grade level. Gaps in both the district's and Head Start's program curriculum documents are being identified and will be addressed by committee members by creating alignment documents that reflect the changes/gaps. Sabine Parish will follow the formal processes set forth by the LDOE **for identifying, selecting, and acquiring new materials** aligned with State standards which includes the formation of a district textbook adoption committee. **Lessons learned** include obtaining and maintaining "buy-in", individualizing subject/content area professional development, "scaling up" for sustainability, providing specifics for RTI, funding resources needed, allowing student data to drive instruction , and setting aside time to collaborate.

**Language and text-rich classroom, school, and early learning environments:** Children from birth to grade 2 will have increased access to a language- and text-rich classroom while improving their print awareness and book knowledge through the use of classroom and take-home materials. Children in PreK to grade 2 will receive 15-30 minutes per day of differentiated instruction via classroom computers on Common Core State Standards aligned curriculum



documented to improve the oral language skills and phonological awareness of all students.

**Early learning:** Children learn language through interactions with their physical environment.<sup>ii</sup>

In a well-equipped classroom environment, children construct their own learning using materials provided by the teacher, who designs meaningful, explicit classroom activities using what is in the classroom to scaffold learning.<sup>iii</sup> A language rich, literature based, developmentally

appropriate Tier 1 program for 3-and 4 year olds is necessary to *Project E.X.C.E.L's* success. To support a lifelong love for reading and to motivate students, classroom libraries will be stocked with books correlated to state GLEs and themes within each unit. Class libraries also include titles that are of particular interest to children of each grade level. School libraries support the GLEs and skills taught within the school. A variety of interactive technology (i.e. ActivBoards, ActivTable, ActivResponders) will be purchased to support a three-tiered instructional model and engage students in the learning process. **Elementary:** Researchers have found that student

engagement in literature is strongly connected to authentic questions and the incorporation of students' responses in the discussion. Cluster schools will be taught to implement student-led discussion groups with structure provided by the teacher (e.g., Book Clubs) for content area standards topics. A Book Club uses a set intervention structure: reading, writing, discussion, and instruction. A library supply of content area books and materials will be purchased which teachers can check out on an as-needed basis. Classroom reading materials for small group differentiated instruction will include decodable text, leveled readers, and authentic literature.

Technology such as computers for intervention software as well as extended learning, ipads for literacy centers, and a variety of interactive media will be purchased. **Adolescent:** Sabine currently uses the Brazo strategies. Content area readers require various strategies, including writing and discussion, when they study particular subject areas and read many kinds of

materials for different purposes. Content area reading instruction is designed to deliver reading-to-learn strategies. The use of multiple texts has the advantage of capturing students' interest because each text is a novel representation of an event. *Project E.X.C.E.L* will provide iPads and Kindle readers which would provide students with practice in the process of weighing evidence across multiple texts. Universal design technology resources such as CAST UDL Curriculum resources will be purchased to meet the needs of disadvantaged students. Teacher resources such as ActivView's (document camera) will be purchased for building background knowledge and mobile iPad labs for making learning relevant for students through real life connections to content. *Project E.X.C.E.L* considers technology applications as crucial for PreK children as well. We propose to expand technologies in the form of supplemental and intervention software, presentation tools, and assistive technology. Materials will be purchased on a variety of reading levels ensuring access for all students. The project will provide additional computer-assisted technology supports for children who struggle with developing the necessary pre-literacy skills. We will incorporate the use of technology in the following areas: electronic supports that provide access to print for struggling students (text-to-speech, electronic supports to build background knowledge, etc); and, supplemental technology software/programs to support teacher-directed interventions. Sabine Parish currently administers *DIBELS NEXT (K-3)*<sup>iv</sup> and *iSTEEP (4-12)* as universal screeners for benchmarking as well as progress monitoring. We will continue implementation of the standard protocol process. We will expand the use of the Scholastic Reading Inventory (SRI)<sup>v</sup> (which yields Lexile measures).

**Appropriate uses of technology** include using results from technology-based interventions, progress monitoring assessments, *DIBELS Next*, *iSTEEP*, and *SRI* to inform instructional decisions, determine professional development needs, and assist in indicating the success of

*Project E.X.C.E.L.* Currently our schools meet to analyze data three times per year. We propose to continue this practice.

**Effective use of accommodations, including technology, to promote high achievement for students with learning challenges:** *Project E.X.C.E.L* will use technology to **support the**

**appropriate use of the principles of universal design.** The Universal Design for Learning (UDL) is a set of principles for curriculum development that gives all individuals equal opportunities to learn. Based on the principles of the universal design for learning<sup>vi</sup>, our project will support and challenge students while minimizing barriers. From PreK to high school, UDL will support teachers' efforts to meet the challenge of diversity. By considering the what, how, and why of learning, teachers present information and content in different ways, differentiate the ways that students can express what they know, and stimulate interest and motivation for learning. Through the use of technology tools and the principles of UDL, teachers will be able to plan for learning opportunities that meet the needs of all students.

*Project E.X.C.E.L* cluster school/sites will incorporate a variety of best practice resources such as **the Louisiana Access Guide resources** to enhance instruction of **students with disabilities**. The Access Guide provides a variety of suggestions, resources and tools to maximize the likelihood of higher academic achievement for all students. The Central Office staff will continue to provide professional development for teachers regarding utilization of the Access Guide for their students, monitor the use of the Access Guide in classrooms and encourage the use of the webinars available on literacy on the site. Intensive, strategic, and core instruction activities are available for use to enhance instruction.

The District Assistive Technology Team will be responsible for providing assistive technology services. This team is comprised of the following disciplines including physical

therapy, occupational therapy and rehabilitation engineering, special education, and speech/language pathology. We partner with the regional Assistive Technology Center to provide professional development opportunities to district and school level educators. This partnership provides a gateway for informing district educators about the availability of assistive technology and accessible instructional materials.

**An outline defining the use of a coherent assessment and data management system to guide instructional decisions:** The purpose of assessment is to gather information that will be useful and meaningful in making decisions that will benefit the children of Sabine Parish. **Table 4** provides detailed information.

<b>Table 4: Required Assessments Currently Used for Educational Decisions</b>		
<b>Type</b>	<b>Required Assessment(s)</b>	<b>Use of Data</b>
<b>Screening</b>	Developing Skills Checklist (PreK-K) DIBELS NEXT (K-3); STEEP(4-12) iLEAP/LEAP/GEE/EOC State Test Scores from previous school year (3-11);	Benchmark data used by teachers, administration & coaches to identify which and how many students need support. (DIBELS & STEEP-3 times per year:Fall, Winter, Spring.)
<b>Progress Monitoring</b>	DIBELS Next (K-3) STEEP (4-12) Program assessments Intervention program assessments	Data used by teachers, administration, & coaches to evaluate and determine if the support is effective for individual students. Reviewed every 1-3 weeks.
<b>Diagnostic</b>	Program diagnostic assessments Intervention program diagnostic assessments DAYC: Developmental Assessment of Young Children (PreK); Goldman-Fristoe Test of Articulation-2 (PreK), ASQ PreK	Data used by teachers, administration & coaches to validate the need for student support and to assist in planning and implementing support. (i.e level of support, grouping, skills, instructional strategies).
<b>Outcome</b>	iLEAP/LEAP/GEE/EOC State Assessments(3-12) DIBELS NEXT (K-3); STEEP (4-12); Developing Skills Checklist (PreK)	Data used by school/district to determine the effectiveness of the core (Tier I) support, supplemental (Tier II) support, and intensive interventions (Tier III) support.

Assessment data will be **shared** with parents through, parent- teacher conferences (2 annually), Benchmark reports (fall, winter, spring), and progress monitoring reports. End of Year Assessment data will be shared with other stakeholders via the District website, local newspaper, and public school board meeting. **New assessments**, such as the TELD will be implemented into the assessment schedule as required by the state literacy team and the *Life Promise* grant. An assessment team, comprised of three members from the district will receive training in the administration of TELD 3 by Picard Center staff. Sabine will administer TELD 3 to all three and four year olds in the cluster school/sites.

**Table 5** below reflects the number of instructional minutes provided in the cluster school/sites at each TIER as reflected in each school’s schedule.

**Table 5: RTI and Tiered Instructional Schedule by Grade Level**

Grade	Tier I Core Instruction	Tier II Interventions	Tier III Interventions
Kindergarten	175	30	30
1 <sup>st</sup>	185	30	30
2 <sup>nd</sup>	195	30	30
3 <sup>rd</sup>	185	30	30
4 <sup>th</sup>	120	60	60
5 <sup>th</sup>	120	60	60
6 <sup>th</sup>	120	60	60
7 <sup>th</sup>	120	60	60
8 <sup>th</sup>	120	60	60
9 <sup>th</sup>	50	50	25
10 <sup>th</sup>	50	50	25
11 <sup>th</sup>	50	50	25
12 <sup>th</sup>	50	50	25

**Detailed transition plans to demonstrate how the cluster schools/sites will work together**

**to support students as they progress through the cluster:** All transition activities include school administration, staff, and community representatives. The preschool program provides for transitions within the preschool center through classroom tours during orientation and open house, parent and student meetings with the receiving teacher, handbooks that describe the

program and services, and transitional activities between 3-year-old and 4-year-old classes.

Students transitioning to the 4-year-old class at Many Elementary or transitioning to kindergarten are provided with field trips to the receiving classes and parents are provided with orientation

activities and a handbook describing the school program. Third grade students from

Many Elementary transitioning to 4th grade at Many Junior High School take a field trip to the receiving school so that students can meet school administration and staff, tour the campus, and

meet fourth grade teachers. Third grade students participate alongside current 4<sup>th</sup> grade students in learning activities facilitated by 4<sup>th</sup> grade teachers. The first day of school provides 4<sup>th</sup> grade

parents an opportunity to attend a few hours with their child to get acquainted with the teachers and surroundings. Open house activities and parent-teacher conferences provide further support

to the students and families. Many Junior High School and Many High School counselors work collaboratively to transition students from the 8th grade to 9th grade. The Many High counselor

visits with each 8th grade student to begin the development of an IGP (Individual Graduation Plan) and class schedule of freshman level courses. Parents receive information concerning

course offerings and graduation requirements during the development of the IGP and schedule.

Prior to meetings concerning IGPs and schedules, high school student teams meet with 8<sup>th</sup> grade students to discuss what students should expect when they enter high school. Summer orientation

for freshmen provides students and their family opportunity to meet school staff, receive

information concerning curriculum, extracurricular activities, and school policies. Mentoring

teachers meet a minimum of two times per month with their assigned high school students to

address individual and group needs.

**Itemized roles of partners and school/site staff and early childhood education providers:**

**Partnership benefits** of each partner involved in the project are evident. All partners are invited to training and school functions. Childcare providers and caregivers benefit by utilizing engaging activities and professional development helpful to care for children and families they serve. Parents learn ways to help their children become more successful through trainings offered. (Family Night, Ornament Workshop, Book Fairs) Community members benefit as we provide support to families as they become productive, goal-oriented members of the community. All cluster school/sites will host four Family Literacy Nights annually.

By **leveraging the expertise** of school personnel, social workers, nurses, librarians, and other members of the school community come together to assist each other and work toward a common goal. Parental Involvement staff work with families at each school in the feeder project to overlap services provided. The district utilizes key staff expertise. Through Family Partnership Agreements, we inadvertently bridge gaps. Each administrator and literacy coach at the individual schools within our feeder program fully support and collaborate literacy projects implemented. District supervisors, coordinators, and directors will support staff and provide training as needed. Responsibilities of the central office and school staff include supporting school improvement through assisting principals and/or school staff to understand and implement the structures. The coordination of family involvement and the establishment of a liaison between home and school are also joint responsibilities. Leadership among the many central office and school level stakeholders and contributors is essential to sustaining literacy improvement efforts. Efforts include implementing a literacy action plan, supporting teachers to improve instruction, use data to make decisions, building leadership capacity and allocation of resources. School leadership staff of cluster school sites will meet monthly to review progress

and plan activities to meet the goals and objectives of the grant. Cluster sites will initiate parental involvement activities and trainings utilizing preschool parental involvement staff. Literacy Integration Specialists (LIS) will assist in addressing district and school issues in reading reform at the cluster school/sites. *Project E.X.C.E.L.*'s planning committee assessed each provider and school's capacity and commitment to implement change. Teachers, administrators and early childcare education providers across the cluster were required to sign Appendix D indicating their **commitment of support** to the grant project goals for their grade level(s) and commit to achieve the goals. In addition, participating administrators and educators completed the Literacy Capacity Survey.

Sabine Parish is committed to utilizing braided funding of all preschool programs to provide a universal preschool program where all 4 year old children may attend. The district vision is to provide a high quality program for all and the upper standard of each preschool program is followed to ensure best practices are followed. A triennial community needs assessment is conducted by preschool staff to determine the current needs and available resources to assist children and families within the programs. Monthly principals meetings are held in addition to weekly district leadership team meetings consisting of the superintendent, directors, supervisors, and coordinators to pool resources and discuss common goals and issues. The meetings allow time for the leadership team to communicate and to establish a common ground for dispensing services in a time efficient and cost effective manner. Additionally, our literacy project is designed to enable feeder school administrators a common time for meeting weekly to coordinate services. District level personnel meet weekly to plan and develop information to disseminate to principals and teachers. District level personnel coordinate services through collaboration. District expectations demand consistent training of staff to



ensure best practices are adhered to within schools. Common grade level staff and school literacy coaches meet weekly and monthly for training and to discuss and plan the implementation of district initiatives. Planning and meeting together ensures a common language and best practices are followed.

**Engagement of nonprofit, community-based organizations and agencies:** Selecting non-profit, community-based organizations and agencies as partners for our school district is based on planning and community needs. Once a community assessment has been conducted, needs are reviewed and all stakeholders plan to address needs. Partners are recruited each year and we work together to meet the needs of children and families within our community. Preschool assessment data is used to determine the areas of greatest need and community partnerships are then established.

<b>Partner, Agency, Organization</b>	<b>Demonstrated Record of Effectiveness</b>
Sabine Parish Library	Provides continuing education workshops: Internet Usage, Storytelling, Summer Reading Programs serving over 1000 children per year, provide free access to e-books for students and parents.
Project Celebration	A non-profit organization provides parenting skills training; brain development classes, sensory processing and overall care.
Reach Out and Read Dr. Huseim Sukurek	Research shows that when pediatricians promote early literacy according to this model, there is a significant effect on parental behavior, beliefs, and attitudes towards reading aloud, as well as improvements in the language scores of at-risk young children who participate. These effects have been found in ethnically diverse low-income families, in all areas of the country, regardless of parental literacy. <a href="http://www.reachoutandread.org/FileRepository/Research_Summary.pdf">http://www.reachoutandread.org/FileRepository/Research_Summary.pdf</a>
Primetime	Works with schools and childcare providers to affect family attitudes, behaviors around reading and learning to significantly impact and improve student learning. Backed by a 2010 Ten-Year Impact Study conducted in collaboration with the West Baton Rouge Parish Schools and Library. <a href="http://www.leh.org/primetime/pt10yrstudy.pdf">http://www.leh.org/primetime/pt10yrstudy.pdf</a>

***Unique contributions and responsibilities in the design and implementation of the proposed***

***project:*** Responsibilities of the central office and school staff include supporting school improvement through assisting principals and/or school staff to understand and implement the structures. The coordination of family involvement and the establishment of a liaison between home and school are also joint responsibilities. Leadership among the many central office and school level stakeholders and contributors is essential to sustaining literacy improvement efforts. Efforts include implementing a literacy action plan, supporting teachers to improve instruction, use data to make decisions, building leadership capacity and allocation of resources. As evidenced in Appendices D, E, & F, our stakeholders are dedicated and committed to supporting *Project E.X.C.E.L.*

***Provides effective professional development:*** *Project E.X.C.E.L's* professional development plan is designed to train all birth-grade 12 educators in evidence-based literacy strategies, and support them in applying these practices to their classrooms and centers. **All key educators in the cluster**, including administrators, literacy integration specialists, reading, special education, and content area teachers; speech-language pathologists, paraprofessionals and early childcare providers will be trained in specific techniques to meet the needs of our at-risk students, such as scaffolding instruction, providing meaningful visuals, teaching academic language via explicit instruction, and creating peer-to-peer guided interactions as well as the use of interactive technologies to motivate student learning. The concept of collaboration carries over into partnerships we have established, and will continue to expand upon, with Project Celebration, Universal PreK (Headstart and LA4), the Sabine Parish Library, and Northwestern State University National Writing Project.

The use of data and data analysis to inform all decision making across our cluster sites is a critical component of our project. Currently our school teams meet to **analyze data** three times per year. This use of data helps to determine areas that large groups of educators such as teachers may need. We will continue this practice. The district leadership team will lead these meetings at each central meeting location. The purpose of the meetings is to evaluate assessment data and to initiate any subsequent revisions to the instructional program or professional development.

The **use of data** to determine individual areas of need and support through targeted and thoughtful activities begins in study groups. This is a protected time during the day for teacher collaboration. Cluster school/site principals develop set schedules for teachers to meet and adhere to those schedules. Grade or content level teacher teams meet bi-monthly in small-collaborative group meetings. These study groups focus on disaggregated student data to determine and prioritize teacher learning needs, to monitor student progress, and to plan for individual student intervention.

This plan aligns with the goals of *Project E.X.C.E.L* by focusing on improving the literacy outcomes for all children in the cluster feeder system and meeting the professional development needs of the educators. Teacher will receive training in Universal Designs for Learning, differentiated instruction and Accessible Instructional Materials (AIM). AIM supports students who are unable to learn from printed textbooks or other printed core instructional materials. The current formats include electronic (digital) text, large print, Braille and audio. Cluster school/sites currently implement many job-embedded activities such as study groups as described above and grade-level meetings for planning lessons. Other methods include working collaboratively with the Literacy Integration Specialist to team teach. A variety of job-embedded media will be used. For example, educators will participate in webinars related to LACLIP,

CCSS, reading instruction and strategies. . Through the use of technology tools and the principles of UDL, teachers will be able to plan for learning opportunities that meet the needs of all students.

**A plan to attract and retain effective teachers and leaders:** Sabine Parish identifies all available positions by posting information in selected newspapers, through the Teach Louisiana website, and the District website. All applicants are interviewed by a district committee, rated to determine strengths and weaknesses, and then placed in a hiring pool. Interview questions requiring a variety of answer options, including competency-based scenarios, are incorporated into the interview process. Once this process is complete, a comprehensive list of all approved teacher applicants is sent to principals. Each principal can then interview applicants and determine the best teacher for his/her campus and make a recommendation for hiring to the district superintendent. The same interview process is followed for school and district leader candidates, except that the interview committee will submit a comprehensive list of approved applicants to the superintendent to interview and then recommend for hiring.

A variety of performance and evaluation tools to measure teacher and leader performance are implemented. School and district leaders perform classroom walk-through observations, student engagement observations, informal observations, and formal evaluations to provide feedback to teachers and staff. The district superintendent and other district leaders conduct formal evaluations on school and district staff assigned to specific departments. Sabine Parish is an educational partner with the Northwestern State University (NSU) Education Department and works with university directors to recruit high-quality teacher candidates. Sabine participates in job fairs at other colleges and university systems such as Grambling, Louisiana College (LC), and LSU-Shreveport. Sabine also works closely with NSU and LC to help degreed but non-

certified teachers meet the teacher certification requirements. College tuition is paid from Title I and Title II monies for non-certified teachers to become certified.

While monetary compensation is not the major reason teachers enter the profession, it is an important factor in attracting and retaining the highest quality educators. In order to compete for top talent, we must offer competitive salaries to our staff, along with professional development and classroom support. New teachers will enter a mentoring program where master teachers will provide guidance and counseling. Interdisciplinary or team teaching and common planning time will give teachers opportunity for job-embedded professional development and support. A “Grow Your Own Teacher” program will be implemented to attract and retain teachers who are respected as professionals and are provided a hands-on approach to successful teaching. Teacher salaries on the type of degree and the number of years served. Teachers receive stipends for attending workshops and trainings, may qualify to receive classroom equipment and supplies if data indicates that a teacher is implementing a program or initiative effectively, or may receive extra compensation if selected to serve on district committees, such as curriculum development committees or portfolio assessment teams. A variety of data such as DIBELS, STEEP, walk-through and evaluation data, and student test data is analyzed to determine student and teacher needs. Building principals, school instructional coaches, and district staff work together to determine what types of professional development or instructional resources are needed to improve teacher and student performance at each school.

**Evaluation Plan:** Program evaluation includes collecting, analyzing, and reporting both formative and summative results from a variety of qualitative and quantitative data sources. Sabine Parish will “mirror” the LDOE’s evaluation of all data points listed previously listed, including TELD 3 assessment results of 3 and 4-year old children during their prekindergarten experience,

as well as when entering kindergarten, and 3rd, 5th, 8th, 10th, and 11th grade students' English language arts performance scores on assessments (following FERPA guidelines). The District project manager will collect data from site Literacy Integration Specialists and the District Literacy Team will organize the data. Data will be summarized to provide information to all stakeholders and to allow project personnel to make timely decisions regarding whether or not adjustments in program implementation are necessary. The design will also allow overall comparisons of how implementation of the grant affects the district's results on district and state assessments.

Information will be disseminated on *Project E.X.C.E.L's* outcomes in the form of a project "report card". Student data will be disaggregated by student subgroups and presented in graph and narrative formats that are easily understood by ALL stakeholders (i.e. parents, families, caregivers, school staff, and community members and business leaders). The report card will be accessible to ALL stakeholders via the District's website, parent and community meetings, community advisory council meetings, Head Start Advisory Council, parent/teacher conferences, school board meetings, and local newspapers.

**Project management:** The activities, indicators, and responsibilities included in Table 6 specify *Project E.X.C.E.L's* first year management timeline. *Project E.X.C.E.L's* Implementation Team will steer the implementation and management of this timeline and work in collaboration with the State level teams. The Implementation Team staff will meet regularly with the superintendent, principals, Head Start staff, and center leaders to review outcome and implementation data and plan for goal-focused continuous improvement (Table 6). The management plan for subsequent years will be based on first-year results.

<b>TABLE 6</b>	
<b>Actions</b>	<b>Milestones</b>
<b>July 2012</b>	
Purchase/install technology-enabled interventions and schedule program-based trainings	Set up for program implementation will begin
<i>Project E.X.C.E.L</i> online will go live to disseminate information, document activities and report outcomes	Website will be live by July 31 <sup>st</sup>
Monthly review meetings with the leadership team	Meetings will occur by the 31 <sup>st</sup> of each month
<b>August 2012</b>	
Bi-monthly meetings between the LEA supervisor and superintendent to discuss implementation, student progress, and needs to be addressed	Minutes will be posted to website by the 15 <sup>th</sup> of alternating months
Book distribution will begin for birth-age 5 and books will be added to the elementary school library	By Oct. 1 books will be sent home monthly with and books will be on shelves in library
Conduct assessments across birth-grade 12 and analyze results to identify areas to target with interventions and professional development	By Sept. 30 all children assessed and results compiled, analyzed, and distributed to lead administrators
<b>September 2012</b>	
First data analysis meeting will take place at each cluster site	By Sep. 14 <sup>th</sup> , each cluster site will conducted their 1 <sup>st</sup> data meeting and posted results online
Initiate <i>bi-weekly</i> team collaboration meetings to discuss implementation, CCSS, analyze data, plan lessons, and discuss intervention plans	Outcomes will be posted to website by the end of each week, beginning in September.
Students will be enrolled in and begin their respected technology-enabled intervention(s)	All PreK-grade 12 students will work in their intervention program(s) as evidenced by reports
<b>October 2012-June 2013</b>	
Teachers will review progress monitoring assessments, make adjustments, and report results of progress monitoring to site administrator (weekly)	Class progress monitoring reports will be posted to website by the 15 <sup>th</sup> of each month
<b>Actions</b>	<b>Milestones</b>
<b>October 2012-June 2013</b>	
A minimum of 2 more data meetings at each site	Sites conduct 2 <sup>nd</sup> and 3 <sup>rd</sup> data meetings

**Key personnel** include Debra Lee, Director Federal Programs and Project Manager, Melyssa Snelling, Director PreK and Project Co-Manager, Carla Parrie, Director SPED, Melissa Lee, Secondary Supervisor, Bridget Corley, Elementary Supervisor. All key personnel have been involved with the K-12 Literacy Pilot in Sabine Parish since its inception. Each was selected because of her experiences in district-wide literacy reform initiatives. Each has extensive experience in managing large-scale projects and knowledge

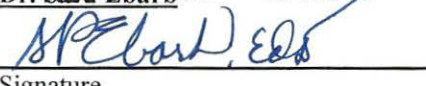
of literacy instruction (See Resumes Appendix F). **Detailed budget projections:** The budget will be divided accordingly: 15% for birth to age 5, 40% for K-5, and 40% will serve middle and high school. Monthly meetings will occur between the lead LEA supervisor, the lead site administrators, and the federal programs office to monitor the budget, ensure we operate within the budget, and allocate the funds as described. **Leveraging of funds;** Title I will set aside funds necessary to support the selected intervention programs. Title I and Title II will set aside 25% toward the funding of Literacy Integration Specialists and Interventionists as well as pay teachers stipends. Title II funds will also contribute funds for professional development to improve literacy outcomes as needed and pay tuition for teachers to become highly qualified or add-on reading specialist certification. All district staff travel will be paid from Title I and II funds. **Sustainability Plan:** **Project E.X.C.E.L's sustainability plan** is simple. Sustainability efforts drive every aspect of the daily program. All activities and all communication will be designed to lead to sustainability. The LEA, principals, other school personnel and parents strongly support the program for their children and the community. The Director of Federal Programs, who will serve as the project manager, will lead stakeholders to recruit more community supporters and work to expand the list of those committed to helping parents help their youngsters. An important element of this project is building local capacity to not only implement LACLiP, but to sustain it beyond the grant duration. *Project E.X.C.E.L* will drive long-term, systemic improvement by creating a foundation in Sabine Parish that will support and sustain improvement now and in the future. To demonstrate commitment to the project, Title I and II funds will be utilized as needed for the project. Our targeted sites also receive Title I funds which will be coordinated to supplement *Project E.X.C.E.L* initiatives.



APPENDIX A

LEA "Cluster Feeder System Schools and Partners

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

LEA Name:	Cluster School Names	
<p><b>Sabine Parish Schools</b></p> <hr/> <p>Superintendent:  <b>REC'D FEB - 1 2012</b>  <u>Dr. Sara Debra Lee</u>              Signature</p> <p>Office Phone <b>318-256-9228</b></p> <p>Other Phone _____</p> <p>Email <b>sara@sabine.k12.la.us</b></p> <p>LEA SRCL Contact Person:            Name <b>Debra Lee</b>            Position <b>Director</b>            Phone <b>318-256-9228 ext. 237</b></p> <p>LEA Physical Address:  <b>695 Peterson Street</b>  <b>Many, LA 71449</b></p> <p>LEA Mailing Address:  <b>P.O. Box 1079</b>  <b>Many, LA 71449</b></p> <p>Congressional District:  <b>04</b></p>	<p>1. Non-Profit Early Childhood Education Provider (providing direct services to children):  <b>Many PreK Center/Headstart/LA4</b></p> <p>Age Span <b>3 – 4 years</b>            Number of Four-Year Olds <b>44</b>            Number of Three-Year-Olds <b>57</b>            Number of Children Ages 0-2 _____            Director <b>Melyssa Snelling</b></p> <p>Phone <b>318-256-6143</b>            Email <b>melyssa@sabine.k12.la.us</b>            Physical Address:  <b>165 Sabine High Street</b>  <b>Many, LA 71449</b></p> <p>Mailing Address:  <b>P. O. Box 1079</b>  <b>Many, LA 71449</b></p>	<p>Elementary <b>Many Elementary</b>            Principal <b>Tanya C. Settle</b>            Grades <b>PreK-3</b> # of Students <b>410</b>            Phone <b>318-256-3450</b>            Email <b>settle@sabine.k12.la.us</b>            Physical Address:  <b>265 Middle Creek Road</b>  <b>Many, LA 71449</b></p> <p>Mailing Address:  <b>265 Middle Creek Road</b>  <b>Many, LA 71449</b></p> <p>Elementary _____            Principal _____            Grades _____ # of Students _____            Phone _____            Email _____            Physical Address: _____            _____            Mailing Address: _____            _____</p>
	<p>2. Non-Profit Early Childhood Education Provider (providing direct services to children):            _____</p> <p>Age Span _____            Number of Four-Year Olds _____            Number of Three-Year-Olds _____            Number of Children Ages 0-2 _____</p> <p>Director _____</p> <p>Phone _____            Email _____            Physical Address: _____            _____            Mailing Address: _____            _____</p>	<p>Middle <b>Many Junior High</b>            Principal <b>Madeline Owens</b>            Grades <b>4<sup>th</sup>-8<sup>th</sup></b> # of Students <b>287</b>            Phone <b>318-256-3573</b>            Email <b>owens@sabine.k12.la.us</b>            Physical Address:  <b>1801 Natchitoches Hwy.</b>  <b>Many, LA 71449</b></p> <p>Mailing Address:  <b>1801 Natchitoches Hwy.</b>  <b>Many, LA 71449</b></p>
		<p>High <b>Many High School</b>            Principal <b>Norman Booker, III</b>            Grade Configuration <b>9<sup>th</sup> – 12<sup>th</sup></b>            Number of Students <b>179</b>            Phone <b>318-256-2114</b>            Email <b>bookern@sabine.k12.la.us</b>            Physical Address:  <b>100 Tiger Drive</b>  <b>Many, LA 71449</b></p> <p>Mailing Address:  <b>100 Tiger Drive</b>  <b>Many, LA 71449</b></p>

**APPENDIX A** Table 2. LEA “CLUSTER” PARTNERS AND ADDED POPULATION

Proposed site to expand project-Year 2 (Use spaces as appropriate)	<b>Birth – PreK Partners</b> (Use spaces as appropriate)	<b>Other Partners</b> (Use spaces as appropriate)
<p><b>Elementary</b></p> <p>Principal <u>Mr. Joseph Self</u>            Grades <u>PreK-5</u> #of Students <u>146</u>            Phone <u>318-796-3670</u>            Email <u>selfj@sabine.k12.la.us</u>            Physical Address:  <u>2601 West 2<sup>nd</sup> Street</u>  <u>Pleasant Hill, LA 71065</u>            Mailing Address:  <u>P.O. Box 8</u>  <u>Pleasant Hill, LA 71065</u></p> <p><b>Middle</b></p> <p>Principal <u>Mr. Joseph Self</u>            Grades <u>6<sup>th</sup> – 8<sup>th</sup></u> #of Students <u>66</u>            Phone <u>318-796-3670</u>            Email <u>selfj@sabine.k12.la.us</u>            Physical Address:  <u>2601 West 2<sup>nd</sup> Street</u>  <u>Pleasant Hill, LA 71065</u>            Mailing Address:  <u>P.O. Box 8</u>  <u>Pleasant Hill, LA 71065</u></p>	<p>Non-Profit Organization or Agency (providing <i>early</i> literacy services to caregivers, families, and children)</p> <p>1. <u>Sabine Parish Library</u>            Director <u>Rebecca Morris</u>            Phone <u>318-256-4150</u>            Email <u>rmorris@state.lib.la.us</u>            Physical Address:  <u>705 Main Street</u>  <u>Many, LA 71449</u>            Mailing Address:  <u>705 Main Street</u>  <u>Many, LA 71449</u></p> <p>2. <u>Project Celebration, Inc.</u>            Director <u>Margaret Basco</u>            Phone <u>318-256-6242</u>            Email <u>wecare1@bellsouth.net</u>            Physical Address:  <u>580 Main Street</u>  <u>Many, LA 71449</u>            Mailing Address:  <u>580 Main Street</u>  <u>Many, LA 71449</u></p>	<p>Non-Profit Organization or Agency (providing <i>other</i> literacy services subgrantee or schools within the cluster)</p> <p>1. <u>Northwestern State University</u>            Director: <u>Lisa Rougeou</u>            Phone <u>318-357-6011</u>            Email: <u>rougeoul@nsula.edu</u>            Physical Address:  <u>715 University Parkway</u>  <u>Natchitoches, LA 71497</u>            Mailing Address:  <u>715 University Parkway</u>  <u>Natchitoches, LA 71497</u></p> <p>2.            Director            Phone            Email            Physical Address:            Mailing Address:</p>
<p><b>High</b></p> <p>Principal <u>Mr. Joseph Self</u>            Grades <u>9<sup>th</sup> – 12<sup>th</sup></u> #of Students <u>80</u>            Phone <u>318-796-3670</u>            Email <u>selfj@sabine.k12.la.us</u>            Physical Address:  <u>2601 West 2<sup>nd</sup> Street</u>  <u>Pleasant Hill, LA 71065</u>            Mailing Address:  <u>P.O. Box 8</u>  <u>Pleasant Hill, LA 71065</u></p>	<p>Proposed <i>added</i> disadvantaged population to expand project in Year 2 (Use spaces as appropriate)</p> <p>Year 2 of Project E.X.C.E.L will expand to include Pleasant Hill High School. Pleasant Hill is a Prek-12 school with a student population of 277 of which 207, or 75%, have been identified at-risk in at least one or more indicator; academics, behavior, truancy, or poverty. The rationale for adding this site and population to the cluster stems from the evidence of poverty, academic deficiencies, truancy, and dropout rates. The students within PHS make up the following ethnicities: White 59.6%, Black 33.6%, American Indian 3.4%, and Hispanic 3.4%. As of October 1, 2011, 76% of the student population received free or reduced lunches.</p>	



**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 Name and Grade Configuration	Oct. 1, 2011 Free and Reduced Lunch		Oct. 1, 2011 Limited- English Proficient		Oct. 1, 2011 Students with Disabilities		Oct. 1, 2011 Homeless		2010-2011 Cohort Graduation Rate		2010-2011 Over Age Students in 9th Grade		*Other Migrant	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Many Preschool Center 3 & 4 Year Olds	138	100	0	0	2	1.45	6	4.35					0	0
Many Elementary School Grades: PreK-3 <sup>rd</sup> Grade	255	69	10	2.71	43	11.7	2	0.54					12	3.25
Many Junior High School Grades 4 <sup>th</sup> -8 <sup>th</sup>	287	70	7	1.72	35	8.58	10	2.45					6	1.47
Many High School Grades: 9-12	176	59	2	0.67	41	13.8	1	0.34		83.3	4	4	4	1.35

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

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

TABLE 2: DISADVANTAGED POPULATIONS FOR ALL LEA "NON-CLUSTER" FEEDER SCHOOLS

Non-Cluster LEA Schools		Oct. 1, 2011 Free and Reduced Lunch		Oct. 1, 2011 Limited-English Proficient		Oct. 1, 2011 Students with Disabilities		Oct. 1, 2011 Homeless		2010-2011 Cohort Graduation Rate		2010-2011 Over Age Students in 9th Grade		*Other Migrant	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elementary	Zwolle Elementary	394	80	2	0.41	98	20	0	0					2	0.41
Middle															
High	Zwolle High School	163	53	2	0.65	51	16.6	2	0.65		64	3	4.84	0	0
	Converse High	296	61	0	0	53	10.9	9	1.85		87.1	2	5.41	0	0
	Ebarb School	238	81	1	0.34	42	14.2	1	0.34		70	1	4.76	0	0
	Florien High	298	55	1	0.18	67	12.4	10	1.85		73.5	1	2.2	0	0
	Negreet	271	57	1	0.21	47	9.87	2	0.42		88.9	1	3.03	0	0
	Pleasant Hill	210	76	1	0.36	44	15.9	0	0		65.2	2	9.09	3	1.08

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

**APPENDIX B**

LEA Name: Sabine Parish Schools

**TABLE 3: ACHIEVEMENT RESULTS FOR LEA “CLUSTER” FEEDER SYSTEM SCHOOLS**

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

School Name	Grade	2008-2009		2009-2010		2010-2011	
A. Many Preschool Center	PreK	DSC Post Test	94%	DSC Post Test	80%	DSC Post Test	74%
B. Many Elementary School	PreK	DSC Post Test	71%	DSC Post Test	60%	DSC Post Test	63%
A. Many Elementary School	K	DIBELS EOY-BM	81%	DIBELS EOY-BM	94%	DIBELS EOY-BM	84%
A. Many Elementary School	1 <sup>st</sup>	DIBELS EOY-BM	65%	DIBELS EOY-BM	80%	DIBELS EOY-BM	63%
A. Many Elementary School	2 <sup>nd</sup>	DIBELS EOY-BM	53%	DIBELS EOY-BM	72%	DIBELS EOY-BM	60%
A. Many Elementary School	3 <sup>rd</sup>	DIBELS EOY-BM	55%	DIBELS EOY-BM	54%	DIBELS EOY-BM	57%

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LEA Name: Sabine Parish Schools

**TABLE 3: ACHIEVEMENT RESULTS FOR LEA “CLUSTER” FEEDER SYSTEM SCHOOLS**

(ELA SCORES, % BASIC AND ABOVE, FOR STATE ASSESSMENTS LISTED (continued))

School Name	Grade	2008-2009		2009-2010		2010-2011	
A. Many Elementary School	3 <sup>rd</sup>	iLEAP	94%	iLEAP	92%	iLEAP	89%
A. Many Junior High School	4 <sup>th</sup>	LEAP	75%	LEAP	58%	LEAP	71%
A. Many Junior High School	5 <sup>th</sup>	iLEAP	72%	iLEAP	68%	iLEAP	61%
A. Many Junior High School	6 <sup>th</sup>	iLEAP	75%	iLEAP	82%	iLEAP	81%
A. Many Junior High School	7 <sup>th</sup>	iLEAP	69%	iLEAP	71%	iLEAP	73%
A. Many Junior High School	8 <sup>th</sup>	LEAP	66%	LEAP	52%	LEAP	66%
A. Many High School	9 <sup>th</sup>	iLEAP	65%	iLEAP	75%	N/A	
A. Many High School	10 <sup>th</sup>	GEE	58%	GEE	50%	GEE	58%
A. Many High School	% Cohort Grad Rate	77.5%		79.5%		83.3%	



APPENDIX B

LEA Name: Sabine Parish Schools

TABLE 4: "CLUSTER" FREEDER SYSTEM FLOW THROUGH

School Name And Configuration	School Name And Configuration	School Name And Configuration	School Name And Configuration
Many Preschool Center Configuration: 3 & 4 years old  *47 students in the 4-year-old program  *56 students in the 3-year-old program	Many Elementary School Configuration: PreK-3 <sup>rd</sup> Grade  (46/120) <u>Note:</u> Of the 120 kindergarteners at this school, 46 came from Many Preschool Center.	Many Junior High (69/75) Configuration: 4 <sup>th</sup> – 8 <sup>th</sup> Grade  <u>Note:</u> Of the 75 4th graders at the school 69 came from Many Elementary.	Many High School (79/98) Configuration: 9 <sup>th</sup> – 12 Grade  <u>Note:</u> Of the 98 9 <sup>th</sup> graders at this school, 79 came from Many Junior High.

\*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