

**St. Tammany Parish Public School System  
321 Theard Street  
P.O. Box 940  
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**Striving Readers Comprehensive Literacy Program  
*Literacy is for Everyone LIFE Promise*  
Subgrant Application**

**February 1, 2012**

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### Part 2: Appendices

### #1) Need for Project and Selection Rationale

a) The cluster of public schools includes Abney Early Childhood Center (AECC), Abney Elementary (AE), St. Tammany Junior High (STJH), and Salmen High (SHS). On the 2011 Performance Labels released by the State, seven of the District's 55 schools received a "D". All of the cluster schools (with the exception of AECC, a new school as of August 2011) are "D" schools. Significant risk factors summarized below further support rationale for selection of this cluster (Appendix B, Tables 1, 2).

Risk Factor	Cluster %	District %
Free and Reduced Lunch	> 65.33	46.69
Limited English Proficiency	1.96	1.51
Students with Disabilities (SWD)	15.50	15.34
Cohort Graduation Rate	72.30	79.30
Over age 9 <sup>th</sup> Grade Students	4.38	< 4.19
Pregnant or Teenage Parents	1.30	< 0.51

In addition to the AECC LA4 program in the cluster, non-profit early childhood education providers include Slidell Early Head Start (SEHS), United Way East St. Tammany Rainbow Childcare (RC), and Slidell-Pearl River Head Start (SPRHS). These providers serve children birth to age four and their families within the same disadvantaged population. b) Although the cluster schools received "D" performance labels in 2011, there is evidence of meaningful growth as indicated by increasing School Performance Scores (SPS) in these schools over the past three years.

SCHOOL	2008 SPS	2011 SPS	SPS Growth
Abney Elementary	84.4	88.7	+ 4.3 points
St. Tammany Junior High	81.4	88.4	+ 7.3 points
Salmen High	75.8	88.0	+ 12.2 points

Trend data also indicates all cluster schools have shown growth in ELA from 2009 - 2011. AE's third grade ELA increased by 4.4%, fourth grade increased by 7.2%, and fifth grade increased by 8.8%. STJH's seventh grade ELA increased by 12.1% and SHS's tenth grade ELA increased by 3.7% since 2009. From 2010 to 2011, STJH's sixth grade ELA has increased by 3.1% and eighth grade ELA has increased by 16.8%. The SHS Cohort Graduation Rate has increased by 8% since 2010 (Appendix B,

Table 3). DIBELS testing data indicates some improvement in the percentage of students scoring Benchmark on the EOY assessment in kindergarten, first, and third grades from 2010 to 2011. The percentage of students scoring benchmark increased in kindergarten by 15%, increased in first grade by 11%, and increased in third grade by 3%. The only grade that did not indicate an increase in the percentage of Benchmark during EOY testing was second grade. This inconsistent pattern of growth is largely due to the need for consistent, targeted, and focused interventions based on benchmark and progress monitoring results. c) The number of children moving through all of the schools within the cluster is significant. AECC serves 89 PK children, the largest LA4 site in our District. Of the 139 kindergarten students at AECC, 15 came from RC, 15 from SPRHS, and 57 from the LA4 program. Of the 169 first grade students at AE, 116 came from kindergarten now housed at AECC. Of the 211 sixth graders at STJH, 172 came from AE. Of the 288 ninth graders at SHS, 140 came from STJH.

(Appendix B, Table 4)

## #2 Plans to Expand the Project

a) In 2013-2014, we plan to expand the project by adding Brock Elementary to the cluster schools. Brock is a PK to fifth grade school with an enrollment of 353 students. b) An added benefit of including Brock is that we will be able to obtain data on those students who previously attended SEHS, RC, and SPRHS. Additionally Brock's fifth grade students feed into STJH when promoted to sixth grade. Currently 40 of the 209 sixth graders at STJH attended Brock in the fifth grade based on October 1, 2011 data. The free/reduced percentage attending Brock is 92.63%. The percentage of ELL students attending Brock is 1.98% and the percentage of disabled students is 13.60%.

Risk Factor	Brock %	Cluster %	District %
Free and Reduced Lunch	92.63	> 65.33	46.69
Limited English Proficiency	1.98	1.96	1.51
Students with Disabilities	13.60	15.50	15.34

On the 2011 Performance Labels released by the State, Brock Elementary received a "D-". Despite the

“D-“ performance label in 2011, there was evidence of growth as indicated by increasing School Performance Scores (SPS) at Brock from 2008 to 2010.

SCHOOL	2008 SPS	2009 SPS	2010 SPS	SPS Growth
Brock Elementary	89.8	91.6	91.7	+ 1.9 points

Trend data indicates that ELA index results and DIBELS benchmark percentages have fluctuated over the past three years due to the need for consistent, targeted, and focused interventions based on benchmark and progress monitoring results.

<b>Brock – ELA Index Scores</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
3 <sup>rd</sup> Grade CRT Index: ELA	100.0	102.0	76.7
4 <sup>th</sup> Grade CRT Index: ELA	113.6	91.0	91.2
5 <sup>th</sup> Grade CRT Index: ELA	92.5	78.0	80.4

<b>Brock – DIBELS Benchmark Results</b>	<b>Spring 2009</b>	<b>Spring 2010</b>	<b>Spring 2011</b>
Kindergarten	45%	58%	42%
First Grade	45%	46%	47%
Second Grade	37%	29%	35%
Third Grade	33%	33%	26%

c) Our plans to transition Brock Elementary are twofold. First, educators from Brock Elementary will be included in all professional learning during year 1. Next, in conjunction with the 21<sup>st</sup> Century Community Learning Center Summer Program, Brock students will be offered a summer bridge program.

### # 3 Assessing Need for Project

a) Measures used and data collected to assess needs critical for project development are referenced in Appendix B. Data from summative assessments was also used, as well as, teacher data collected through Literacy Capacity Surveys completed by all cluster sites. Library circulation indicated limited student use of literacy materials. Environmental data assessing materials at each setting in the cluster noted a need for materials and diverse texts focusing on language and literacy development.

Stakeholder and parent surveys reported a lack of proficiency in the areas of reading, writing, listening, and speaking needed for success. Parents of children entering K completed a survey noting the setting prior to entering school. 19% of children in this cluster attended no formal preschool.

b) Compiled results were used to develop the project. Most pressing needs directed the project focus to provide a coordinated system of support to link early literacy resources with parents and caregivers; provide protected time for teachers to analyze student data and plan interventions for learners; supply non-fiction and diverse complex texts in classroom and school libraries; implement consistent writing instruction and rubrics across content areas and levels; and enhance diagnostic measures to provide more in-depth information about students. c) Stakeholder surveys were completed by 35 community partners, including the mayor, parents, principals, teachers, school board members and representatives from the parish council, technical college, university, public library, and health care facilities.

Stakeholder surveys noted needs to: prepare students to enter college and the workplace with more proficient reading, writing, listening, and speaking skills; enlist highly effective teachers for our disadvantaged population in order to have them reach their highest potential; provide literacy materials in the home, coupled with instruction and support, so caregivers read to their children and value this time; and helping families increase vocabulary and strengthen literacy in their children.

#### #4 Goals for Improved Student Literacy Outcomes

a) Goals	Relationship of Goals to Student Literacy Outcomes	b) Measurement systems/alternative assessment
Increase the number of children entering K with pre-literacy skills and ready to learn as evidenced by 50% of children entering K scoring benchmark on DIBELS Next or alternative assessments by 2014	Currently 38% score benchmark on DIBELS Next upon entering kindergarten. The need to raise literacy proficiency is evident in order to develop skills needed to be ready to learn upon entering K.	<b>Benchmark Assessments:</b> DIBELS Next three x per year <b>Formative Assessment:</b> Monthly Progress Monitoring <b>Alternative Benchmark Assessments:</b> Maze,

		Large Print DIBELS Next, Jerry L. Johns
Increase the number of third graders performing at or above grade level in ELA on iLEAP to 80% by 2014; increase the number eighth graders performing at or above grade level in ELA on LEAP to 80% by 2014	Currently 66.4% of children are performing at or above grade level in ELA on iLEAP and 70.8% of eighth graders perform at or above grade level in ELA on LEAP. There is a need to increase literacy performance to increase the number of students progressing to the next grade with their age appropriate peers.	<b>Summative Assessments:</b> iLEAP, LEAP <b>Alternative Assessment:</b> Louisiana Alternative Assessment (LAA 2) <b>Formative Assessments:</b> District Checkpoints Quarterly Exams
Increase proficiency in applying literacy skills to real-life situations resulting in 80% of students graduating on time by 2104	Currently this cluster graduates 72.3 % of students on time. Increasing literacy proficiency in all content areas will build success in students and enable them to graduate on time.	<b>Summative Assessment:</b> End of Course Tests (EOC) <b>Alternative Assessment:</b> (LAA2) <b>Formative Assessment:</b> Quarterly Exams
Increase the use of research-based literacy instruction addressing needs of disadvantaged youth resulting in a 10% decrease in achievement gaps by 2014	The gap for SWD continues to increase. Literacy is for everyone. All students will graduate proficient in literacy skills.	<b>Summative Assessment:</b> iLEAP, LEAP, EOC <b>Alternative Assessments:</b> LAA 1, LAA 2 <b>Formative Assessments:</b> Progress Monitoring, Quarterly Exams
Increase by 8% the number of students who enroll in postsecondary education or graduate workforce-ready by 2014	Decrease the dropout rate from the current 19% to 11% by 2014. Literacy competency will increase number of children staying in school and graduating college or workforce ready.	ACT test takers Students enrolled in dual enrollments Work Keys Assessments

c) Information on clearly defined goals for improving student literacy outcomes was shared with stakeholders at the community meetings. During the project, stakeholders will receive updates on school websites and newsletters regarding SRCL outcomes and will be invited to participate in ongoing needs assessments.

**# 5 Steps for Reaching Goals in Alignment with Plans**

a) In order to increase student achievement, we must join hands and form solid partnerships with our stakeholders. A solid partnership leverages partners’ expertise and resources to support a high quality

program.<sup>11</sup> Currently we partner with Early Childhood Supports and Services (ECSS) and participate in staff meetings bi-monthly to service young children and families. Steps for stakeholder engagement include the following:

- Establish early literacy as an element of need at ECSS staffing
- Provide resources through Reach Out and Read, as described in Section 13.
- Notify all agencies and offer training such as Beginning with Babies and Right from Birth through Center for Development and Learning (CDL) and the Picard Center for Child Development and Lifelong Learning (Picard Center) as described in Section 15
- Invite all families to the public library story-time, working with adolescents using informational resources described in Section 14
- Conduct Parent Reading Belief survey for families
- Share strategies and note literacy progress with parents/caregivers through fall, winter, and spring conferences
- Offer incentives for parent participation, such as, literacy games, books, and LEAP Frog Fridge Phonics
- Build lending libraries which include books and electronic media in the home language with suggestions for use with the materials along with offering incentives for returning them
- Create a family literacy resource center at each site
- Follow up using quarterly informational meetings, website postings, newsletters, and social media to review progress and outcomes.
- Plan biannual literacy celebrations where students share their proficiency with stakeholders

**b)** The following steps will assure alignment with LACLIP: creating a thorough understanding for stakeholders (especially primary caregivers) of the importance of early literacy, including the



foundational skills that children develop from birth; clearly articulating to stakeholders the district goals for literacy improvement and steps for attainment; and forming a district literacy team composed of multiple stakeholders, including administrators and higher education partners, to create a plan to support literacy. **c)** These steps align with school improvement plans, as evidenced in Appendix C, ensuring literacy achievement and therefore meeting critical goals. Steps begin with data analysis and implementation of interventions. Progress monitoring includes assessment with a variety of measures. Parents and community members will be engaged in making decisions for learning.

#### **# 6 State and LEA Priorities that Improve Literacy Outcomes**

**a)** The current State and LEA priorities which we propose to continue include: LA4 Early Childhood (LA4), Teacher Advancement Program (TAP), Jobs for America's Graduates (JAG), 9<sup>th</sup> Grade Academy, Strategic Instruction Model (SIM), and Speech and Language Success for All (SALSA). The existing LA4 Program addresses the needs and goals for improving literacy outcomes by targeting an at-risk 4 year old population. DSC pretests indicate only 6.3% of the children in this cluster entering LA4 scored above the 50% percentile in language. Posttest data provides strong evidence of the program's success, indicating that 67.1% of the same students scored above the 50<sup>th</sup> percentile in language at the end of PK. TAP merits continuation as it aligns with Response to Intervention (RTI), implementing research-based strategies, support for teachers, and professional learning. Abney Elementary received the TAP year one achievement award. The 9<sup>th</sup> Grade Academy identifies at-risk students and builds relationships between school and home. Data indicates a decrease in suspensions and expulsions. SIM strategies target the three tiers of RTI. National data demonstrates 35 years of proven success. SALSA utilizes speech therapists to support students with language deficits. SALSA facilitates collaborative efforts between parents, therapists, and teachers giving opportunities to use consistent strategies throughout the day. **b)** LA4 addresses the needs and goals of

the cluster by providing high-quality, developmentally appropriate, language and print-rich environment enabling children to enter K ready to learn. The TAP program addresses the needs and goals of the cluster by providing quantifiable measures that diagnose literacy needs and indicate valid measures for progress monitoring, in combination with researched-based interventions. This increases literacy skills, allowing more children to perform at or above grade level. JAG provides students with opportunities to apply literacy to real-life situations, increasing the number of children who stay in school. Increasing literacy skills enables students to be college or workforce ready. The 9<sup>th</sup> Grade Academy helps teachers plan differentiated instruction, meeting the needs of diverse learners resulting in a decrease in achievement gaps. SIM targets the three tiers of RTI by adding instructional routines and direct, explicit instruction. Nearly all deficits can be overcome with interventions matched with the deficit and based upon direct, explicit instruction. <sup>8</sup> SALSA supports students with deficits in language which will increase the number of students remaining in school with age-appropriate peers. c) Priorities align with LACLIP by the following: LA4 focuses on literacy proficiency in oral language, alphabetic code, and print concepts. These skills are identified by the National Institute for Early Education Research <sup>9</sup> as key predictors of school success. TAP gives teachers tools to differentiate instruction using data-based decision making. JAG is aligned with RTI and utilizes instructional coaching, providing support to learners by modeling, observing, and giving feedback. 9<sup>th</sup> Grade Academy helps each student connect to school and the team to optimize participation and achievement. SIM utilizes data-based decisions to focus on a few purposeful literacy strategies to enhance student learning. SALSA models the use of curriculum to teach language and employs evidence-based practices to enable students to learn alongside peers.

#### **#7 Curricula and Intervention Materials Aligned with State Standards**

a) Curricula and intervention materials aligned with Louisiana State Standards to be used at each level

include the following. The elementary level uses Treasures as the core reading program and Triumphs for Tier II and III learners. The adolescent level uses McDougal Littell as the core reading program. Intervention programs include Earobics, Voyager, Fast Forward, My Reading Coach, Read and Write Gold, and SRA Corrective Reading. Strategies and interventions from the Florida Center for Reading Research (FCRR) are used as interventions to attain proficiency in DIBELS measures. Study skills and an additional reading period as an elective using the RTI approach is in place for adolescents. Tutoring during the school year and in the summer is provided. Due to a gap in the consistency of skills taught to all children at the emergent level, a research-based core reading program will be purchased along with training in effective use of materials. The gap at the elementary level is not due to a lack of materials but to a lack of expertise in analyzing data and knowing which intervention best matches the instructional need. Professional learning will be provided to address this gap. Additionally we will provide researched-based software that will analyze data from DIBELS, group children based on need, and give scripted lessons to supply interventions. The gap at the adolescent level is that the reading period offered to Tier II and Tier III students is an elective. In order to address this, student data will be analyzed, and students will be assigned to a class where they receive an additional second period of instruction in literacy by a highly qualified reading teacher. **b)** At each level, a selection committee of literacy coaches, instructional interventionists, teachers, administrators, district leaders, and curriculum specialists conduct an intensive comparison of the materials and the standards, as well as, data analysis of assessments conducted after using the interventions. **c)** Based on past implementation of materials we have learned that the most effective element for student achievement is a well-trained and highly-qualified teacher who can analyze data and implement differentiated instruction to meet all student needs.<sup>9</sup>

## # 8 Language and Text-Rich Learning Environments

a) Language and text-rich school and classroom libraries will include a variety of resources. Materials to be purchased are: fiction and nonfiction texts on diverse topics to motivate learners; books to read aloud and leveled books providing a balanced book and resource collection; puppets, board books, listening library, photo library, electronic books, take-home books, predictable books, poetry, rhymes, chants, songs, finger plays; research-based core reading program and materials such as DLM Early Childhood Express for PK; texts based on the Common Core State Standards (CCSS) at all levels; Achieve 3000; Write from the Beginning and Write for the Future materials; Voyager Tutoring materials; computers; text-to-speech and speech to text software such as Read and Write Gold; and Thinking Maps software to organize ideas. b) Early learning environments based on relationship-building require materials to engage babies in listening and talking. Research has found that language experiences in the first three years are one of the most reliable ways to predict reading ability by third grade.<sup>4</sup> The need for a comprehensive child-centered curriculum aligned with CCSS enabling children to distinguish sounds within words, recognize letters and sounds, match spoken words with letters, build background vocabulary and oral language is needed as evidenced by DIBELS and DSC data. Language-infused classrooms continue to be a focus as students progress through the grades. Funds will be used to purchase a research-based core reading program and materials aligned with the CCSS. We will purchase high-interest, motivating texts that are age and topic appropriate with a wide variety of cultural, linguistic, and demographic groups including read-aloud informational texts, stories, poetry, and historical and scientific authentic primary source documents. School Literacy Leadership teams will match pre-assessed student Lexile reading levels using Achieve 3000 at the high school level. Using this program consistently will increase reading fluency in all content areas. Read and Write Gold software, Thinking Maps, Write from the Beginning, and Write for the Future will be implemented

with fidelity to help students organize thoughts, connect learning to life experiences and translate knowledge into written texts for authentic purposes. SIM will be utilized to provide direct, explicit instruction for strategies and routines such as summarizing, paraphrasing, and word learning in all content areas throughout the day. c) Technology will be supplied in early childhood classrooms and be used to help students identify letters, recognize rhythm in music, and access software to expand, enrich, individualize, and differentiate literacy development. Resources such as iStartSmart Mobile, HeadSprouts, and Earobics will support literacy outcomes for children. Computers and software, such as Read and Write Gold will support text-to speech, multi-media glossaries, electronic dictionaries and encyclopedias, and language translation capabilities. This technology will be used to deliver diverse texts in alternative formats.

#### **# 9 Accommodating Students with Learning Challenges for High Achievement**

a) To serve all students, including those with learning challenges, high-quality instruction and intervention aligned with the standards (RTI) will improve literacy in all students.<sup>3</sup> We will apply RTI using Universal Design for Learning (UDL) principles. The UDL principles are embedded in the professional learning for teachers in all grade levels. Teachers will provide multiple means of representation for all learners including those with sensory or learning needs and language or cultural differences. They will provide options for expression and how children learn, addressing needs of those who learn differently. Teachers will design work that engages and motivates learners by minimizing barriers and maximizing access to both information and learning. This UDL framework will guide the development of curricula that is flexible and supportive of all students. These same principles are utilized to address technology that supports effective literacy development and instruction for all learners. b) Resources to make learning accessible to all, as well as a systematic approach to sharing and using best practices, are important components for high achievement among learners, especially

challenged learners. Every student with an Individual Accommodation Plan (IAP) or an Individual Education Plan (IEP) has a documented plan for the implementation and data collection of accommodation. All teachers are trained in the Access Guide (AG). The link to the AG is embedded into our curriculum. We use the Blackboard website for curriculum examples of best practices. c) We have an Assistive Technology (AT) team working with the consortium universities, including Southeastern Louisiana University and Louisiana State University. The AT team also works closely with Louisiana Assistive Technology Access Network (LATAN) and Louisiana Assistive Technology Initiative (LATI). The team utilizes a UDL approach for all students with the use of Read and Write Gold, which are tools for reading, writing, and study skills; however, the team primarily focuses on those identified students who must have AT tools. In 2010, we established a team to identify students who have a print disability and may need Accessible Instructional Materials (AIM). Collaboration with Regional LATI 2 has been key in our endeavor to address parish-wide implementation for students needing AIM. This collaboration has helped St. Tammany keep abreast of current and best practices for AT and AIM.

#### **#10 Assessment and Data Management for Instructional Decisions**

a) Current screenings and diagnostic assessments for emergent students include DSC in fall and spring. Students scoring below the 50<sup>th</sup> percentile are progress monitored monthly using student work and observations. Progress is noted in student portfolios. The elementary level assessment currently used is DIBELS Next for grades K-3, and progress monitoring for students scoring below benchmark is conducted monthly. Student achievement in grades 3 and 5 is currently evaluated using iLEAP and student achievement in grade 4 is measured using LEAP. Currently, achievement at the adolescent level is assessed at the end of the school year: grades 6 and 7 using iLEAP, grade 8 using LEAP, grade 10 using End of Course English II, and grade 11 using End of Course English III. b) Administrators,

teachers, literacy interventionists, literacy integration specialists, and literacy coaches along with CDL and Picard Center experts, will analyze data monthly during Whole Faculty Study Groups (WFSG). Literacy coaches, interventionists, and integration specialists will assist teachers in determining the intervention for each level and will observe teachers twice a month to monitor needs, model strategies, and coach. The RTI Coordinator will manage data collection monthly and guide Literacy Interventionists in matching intervention to increase literacy performance. **c)** We will share data with parents and all stakeholders by posting school literacy achievement quarterly on the school websites and in newsletters. Instructions will be included to assure that parents and stakeholders can easily interpret performance results. Collaborative meetings will be held three times a year with all community stakeholders invited to analyze data and promote continued literacy improvement.

**d)** “Changing schools from places that merely sort pupils based on achievement into places that assure that all pupils meet Standards brings with it the challenge of rethinking the dynamics of assessment.”<sup>10</sup> Implementation and integration of new assessments into the schedule will include TELD-3 and STEEP in fall, winter, and spring. In this cluster, we will add a winter assessment using DSC for PK to assure language proficiency. The eLAP will be used to gauge developmental language milestones from infancy to age two. Infant and toddler classroom observation twice a year will be based on information from ITERS-R. The ELLCO tool will be used twice a year to assess the literacy environment of 3-5 year olds. The Early Childhood Coordinator will work with the Picard Center to conduct these assessments, review data and provide high-quality literacy environments. **e)** Teachers and speech pathologists will be trained to assess and analyze data. These assessments will be considered an important part of language development and will drive instruction. Teacher training, provided by STEEP, will include administering, interpreting, and using data effectively for student growth. All trainings will be accessed through e-learning courses and webinars. CDL/Picard will provide mentoring

and coaching to support teachers. **f)** The tiered ELA instructional schedule provides Tier II learners with 30 minutes per day intervention and Tier III learners with 60 minutes per day. All interventions are in addition to the core literacy and language program. Adolescent level students will be provided with an additional class period to provide literacy intervention. Intensity of instruction and group size will be determined by needs of learners. **g)** Technology will be upgraded to support assessment administration and dissemination of results. The district will provide training in the data management system to all stakeholders in this feeder system. To support interventions and monitor progress, software that manages data, groups students based on DIBELS Next, and provides interventions will be purchased. Tablets for all classrooms in the cluster with apps that address areas of need to strengthen language and literacy will be purchased leveraging school funds with SRCL funds. Technology equipment will include touch screens and computers to address diverse learning.

#### **#11 Transition Plan for Student Progression**

**a)** Cluster schools/sites will work together to support students as they progress through the cluster. Input and engagement of all partners will assure children and parents adjust to new school settings. At mid-year, a transition cluster team including the Early Childhood Coordinator, childcare providers, administrators, district leaders, parents, and students from grade four and up will create a plan to assure transition is smooth for children and families. **b)** Transitional strategies that target children and parents in new settings include: teachers, staff, and administrators visit one another's schools to share pertinent information; orientation sessions for children and caregivers; home visits by school personnel; invitations for new parents to serve on committees and join PTAs; and individual meetings between teachers and parents. Strategies to help ease transition of any age and grade: during the first weeks of school, teachers will develop positive relationships with students, employ constructive management and create rich learning environments.<sup>2</sup> **c)** Activities directly involving children will include: field trips



to tour the next site; students coming for a welcome day where existing students partner with new students and share information about the new grade or site; partnerships between classrooms using Skype to visually connect, welcome, answer questions, and provide information; family picnics; and teachers sending a welcome letter to incoming students. At the elementary and adolescent levels, the transition plan will include a summer bridge program for a minimum of two hours per day for one week where at-risk students receive targeted interventions in literacy by a teacher team of one ELA teacher from the feeder school and one ELA teacher from the receiving school. In this cluster 11% of students are new to St. Tammany and have had not been prepared using the current state GLEs. In order to support transition and provide immediate interventions, each will be assessed within the first weeks of school and a plan will be developed to close any gaps.

#### **#12 Roles of Partners and School/Site Staff and Early Childhood Education Providers**

a) Educational partnerships are mutually beneficial. At the emergent level childcare providers and LA4 will assure all children are provided a high-quality early childhood literacy experience. Partnering with our early childcare providers through collaboration and joint professional learning, we will focus on skills needed to be ready for K. By collaborating with parents and caregivers, we will provide literacy-enriched environments for our children. b) Quality, evidence-based programming supported by CDL, Picard Center, and Reach Out and Read will be leveraged with the existing and highly successful LA4 Program for parent resource offerings and for incorporation of families into literacy activities.

c) District staff responsibilities will be coordinating collaboration among all school sites in the cluster, developing strong relationships among all schools in the cluster. The District Literacy team, comprised of district and school personnel, will provide support and increase accountability for academic achievement. Schools will implement the literacy plan and provide literacy instruction and application across content areas. Teachers will collaborate with teams in grades above and below their grade to

work together to ensure effective literacy development. **d)** Educators in all cluster sites have signed a commitment to teach literacy strategies across all settings (Appendix D). **e)** Our common vision is to have every child in this cluster enter K ready to learn. To this end we must provide high-quality preschool programs and offer research-based effective literacy strategies to children in childcare centers or the home. **f)** Cluster meetings will begin upon notification of grant award and will continue monthly. **g)** Strategies to develop a common language and implement best practices will occur through PL and technical assistance.

### **#13 Engagement of Nonprofit, Community-Based Organizations and Agencies**

**a)** In creating a cohesive and comprehensive plan for supporting emergent literacy in our disadvantaged cluster, we recognize the need for extended literacy partners serving birth to kindergarten entry. 19% of students entering AECC kindergarten and 45% of students entering AECC LA4 PK in 2011 reported no previous preschool placement. This offers an opportunity to reach out and support early literacy development for all. **b)** We will engage nonprofit, community-based organizations and agencies with a demonstrated record of effectiveness in **i)** improving the early literacy development of children, birth through kindergarten entry and **ii)** providing professional development in early literacy. The Picard Center will partner with CDL in providing the evidenced-based Beginning with Babies and Right from Birth to families and providers. Highly-qualified professionals will facilitate learning on general knowledge, skills, strategies and tactics that will meet specific literacy needs of disadvantaged children. In our community, disadvantaged children, birth to age five, can be referred to Early Childhood Supports and Services (ECSS) for case management and infant mental health services. ECSS is closely networked with LA4, Preschool Early Intervention, Families Helping Families, Department of Children and Family Services, Nurse Family Partnership, the federal (WIC) Women, Infants, and Children program, hospital parenting centers and many other

providers of services for children. All of these agencies have referral capabilities to direct families of infants and preschool-aged children to emergent literacy resources and programming coordinated by the LA4 program office. Additionally, pediatricians associated with Slidell Memorial Hospital will offer Reach Out and Read enrollment for families receiving medical care through their practices. This evidence-based model trains pediatricians to prescribe reading aloud to infants and young children as part of each well-child visit beginning at age six months. Books are given and literacy tracking is maintained. Multiple studies confirm that the Reach Out and Read model leads to increased home reading by families and increased vocabulary and language skills in children, birth to kindergarten entry. <sup>7</sup>

#### **# 14 Stakeholder Contributions and Responsibilities**

a) Stakeholders provide unique contributions and responsibilities toward project enhancement. Two stakeholder community meetings were held to invite participation in design and implementation of SRCL. News media coverage of one of the meetings enabled wide-spread community awareness and interest in SRCL opportunities. Completed surveys from teachers, parents, government leaders, school system personnel, university and technical college educators, early childhood education providers, librarians, healthcare providers, workforce agencies, early childhood support services, school to work coordinators, business managers, and other stakeholders offered a focused look at student workplace and college readiness. b) Stakeholders submitted letters of support for the SRCL plan and the potential positive impact of literacy for cluster (Appendix E). Stakeholder roles in contributing to project success include: the St. Tammany Public Library offering Prime Time Reading for family engagement in reading. Since Hurricane Katrina, the public library in this neighborhood has not been rebuilt and there is no public transportation, resulting in limited use of the library. Collaborating with the public library, we will provide families, including infants, with story-times, information to help foster literacy skills at

all levels for all children, and other resources to promote literacy. Collaboratively, we will supply teacher/parent resource centers on each school campus, connecting home and school with books, computers, and software to support literacy and learning. Parents and PTA/PTSA leaders from each cluster school will support and promote literacy initiatives at home and school. Slidell Memorial Hospital, Parenting Center and networked pediatric practices will offer books to families of newborns, literacy classes for families and trained volunteers to read to children in waiting rooms. The earlier parents become involved in children's literacy practices, the more profound the results and the longer lasting the effects.<sup>5</sup> Agency partners in the ECSS network make client referrals to early childhood literacy programs. ECSS supports pregnant or parenting teens with family needs as well as adults in acquiring a GED. Community donors will sponsor family literacy events at all school levels. Area businesses will provide student learning and career exploration opportunities. All stakeholders will be invited to take part in ongoing needs assessment as the project progresses. Northshore Technical College and Southeastern Louisiana University provide the opportunity to enrich learning experiences through dual enrollment. c) Surveys identified diversity in stakeholder contributions ranging from program design by university partners to donations to sustain technology from business owners. We are pleased that stakeholder contributions will extend to all learners, including English language learners and students with disabilities.

#### **# 15 Professional Development**

a) All educators will be involved in the PL cycle based on student data, rigorous research and alignment with the standards. PL will provide knowledge and skills that will help change dispositions so all working with children have a broader repertoire of effective strategies to meet performance expectations and increase student learning.<sup>6</sup> These include PL in the following areas: data-based decision making; core literacy knowledge; need for and effective use of diverse texts; student

motivation and meaningful engagement; parents as partners; strengthen teacher teams; leverage literacy instructional time by studying ways to incorporate reading and writing in all content areas. All educators will have PL in implementation of Common Core Standards.

Educators	Areas for Professional Learning (PL) aligned with LACLIP
Administrators	Developing skills to evaluate teachers' use of effective literacy strategies; developing collaboration skills to open doors and partner with community-based organizations to promote literacy; fostering instructional leadership; Using effective collaboration strategies among teachers across content areas
Literacy Integration Specialists	Developing literacy leadership skills; coordinating literacy for all caregivers and teachers; forming collaborative partnerships; fostering instructional leadership; coordinating literacy support
Literacy Interventionists	Conducting screening and diagnostic assessments; making data-based decision; identifying need and matching interventions; selecting and monitoring effective interventions using data; fostering instructional leadership in teachers
Reading teachers	Providing systematic, explicit instruction; making data based decision; implementing diverse texts across content areas; teaching reading and writing fiction and nonfiction; teaching 6+1 traits of writing
Special Education teachers	Selecting and monitoring effective interventions; making data-based based decision
Content area teachers	Including reading and writing literacy instruction in all subjects; utilizing writing to learn, writing to demonstrate and authentic writing as 6+1 traits of writing
Speech pathologists	Administering assessments; using effective interventions; making decisions based on data
Paraprofessionals	Providing interventions with fidelity and diagnosed frequency; working with teachers to form cohesive instructional literacy teams
Early Childcare Providers and Early Childhood teachers	Applying language and literacy development skills; establishing language- and print-rich environments with ELLCO, ECERS and ITERS training; using differentiated practices and developmental interventions; making data-based decision; establishing relationships using Parents as Partners, Right from Birth, and Beginning with Babies for children 0-3; using a core reading program and Early LETRS; providing a standards based curriculum with consistency;
District Leaders	Establishing a system for evaluating quality of PL by partnering with providers who have a proven record of success in increasing literacy achievement; planning PL and site visits to assure implementation of project with increased student success including ELL and SWD; providing continuous and varied opportunities for literacy development by assuring literacy skills are applied all day in all areas; providing literacy during

	after-school or summer programs; consulting scheduling experts to maximize time and materials for effective literacy instruction and protected collaboration time
Pre-Service teachers	Applying core literacy knowledge; integrating literacy in the content areas; developing skills to collaborate with fellow teachers; continuing education and opportunities for support as beginning teachers

**b and c)** Data from assessments, surveys, progress monitoring will be analyzed and professional learning needs within specific LACLIP literacy elements will be identified, and growth goals and objectives will be set for the whole group of educators, small groups of educators or individual educators at a cluster school/childcare facility. **d)** All professional development will be aligned with goals as PL will be analyzed using student data to determine PL needs to increase capacity in developing and strengthening literacy to students. Using Early Language and Literacy Classroom Observation (ELLCO) and Literacy environment checklists data will be analyzed and PL developed.

**e)** Job-embedded activities include effective use of diverse media and methods, knowledge building sessions, collaborative data study and lesson planning, coaching and modeling, co-teaching, e-mentoring, teleconferencing, and webinars. Sharing using Wikis and Blackboard will be implemented. **f)** Teacher collaboration will be provided with protected time in the schedule.

Collaborative Whole Faculty Study Groups meet monthly during the school day; teams of teachers cross cluster sites will be formed to analyze data and note PL needs to assure continued literacy achievement for all students including ELL. Job-embedded PL will be required and scheduled during the school day or prior to the opening of school with teacher compensation. Consultation with scheduling experts will help maximize time and materials for effective literacy instruction.

**g)** All professional development listed in the chart aligns with LACLIP, state standards and transition to Common Core. As we reach these goals our children will enter K ready to learn and be literate by third grade. They will progress from grade to grade on time and perform at or above grade level by eighth grade. Students will be prepared for college and careers. Providers of professional development will be

endorsed by LDOE to assure alignment. **h)** Professional development for key educators will include meaningful engagement of students. Our district has contracted with the Schlechty Center to build capacity and a common language in designing work based on state standards that will engage learners.

**i)** Professional development will incorporate the three principles of UDL: providing multiple means of representation where all children, including those with sensory disabilities, learning disabilities, language or cultural differences, have opportunities and means to represent learning; providing multiple means of action and expressions that include learners with significant movement impairments, language barriers, etc. providing options how they learn.; provide multiple means of engagement. The goal of education in the 21<sup>st</sup> century is not just mastery of content or use of new technology but mastery of the learning process. <sup>1</sup>

#### **# 16 Effective Teachers and Leaders**

**a)** The current teacher retention rate in the St. Tammany Parish Public Schools is 75%. **b)** HR department recruits at colleges and universities searching for the best and assigns teachers to serve as mentors for student-teachers. **c)** Performance measures for teachers and leaders include the use of formal observations, end of the year evaluations, and every other year district and school teams conduct Quality Assurance Review visits. **d)** LEA will partner with effective preparation programs at Southeastern Louisiana University, University of New Orleans, Tulane, Xavier University, Southern University, University of Southern Mississippi and Louisiana State University. We meet with department leaders at the university level to share input about pre-service teachers. Together we share as administrators visit universities to answer questions about programs and strategies used in our schools. We collaborate to create a plan of action for field experience opportunities. **e)** Development of a pipeline within the LEA to fill critical cluster roles through LEAD Academy where professionals interested in becoming school leaders participate in PL and field work in the area of school leadership

and provide high-quality professional development with effective teachers sharing what works to increase academic achievement. **f)** School leaders are hired by the superintendent with input from teacher and parent representatives from the school community. Teachers are hired by the school principals. **g)** Incentives to recruit and retain effective teachers and develop leaders we offer stipends for teachers to conduct trainings that demonstrate effective strategies. Incentives for school leaders consist of the Legacy Leaders Program where new administrators meet and learn from experienced administrators. They provide support as they develop relationships. **h)** Teacher and leader compensation will be based on demonstrated effectiveness as required in Act 54. **i)** Review of student outcome data will identify teacher and leader needs and support. Data analysis will include iLEAP, LEAP, and EOC testing as summative assessments.

#### **#17 Evaluation Plan**

**a)** The LEA evaluation plan aligns with goals, outcomes and annual targets to improve literacy as indicated in Section 4 assessing each goal. Summative assessments provide data that indicates literacy proficiency for students. Curriculum-based assessments (District Checkpoints) evaluate how well the students have mastered the skills to date. Formative assessments to screen, progress monitor, and diagnose student needs to target instruction are listed in Section 4. Based on monthly outcome data, PL revisions are made to improve instruction and learning outcomes. **b)** Data collection and analysis will adhere to Family Educational Rights and Privacy Act as all data is on our district server. All data available to parents is password protected assuring privacy. Parents are informed at the beginning of the school year of the procedures to access their student's data and are made aware of the secure measures to assure privacy. **c)** Data collection and analysis will be lead by the RTI Coordinator whose position is leveraged through early intervening funds from the IDEA budget. **d)** Data collected and analyzed will be used to improve the project and implementation. It is important that data drives decisions.



Administrators, project director, district leadership teams, reading, content-area teachers, paraprofessionals, Literacy Integration Specialists, Literacy Interventionists, RTI Coordinator, and special education teachers will form collaborative teams to analyze data and determine needs. This team will develop ways to prioritize instructional time; target intervention support; determine effectiveness of instruction; refine instructional methods; and determine staffing needs. The district leadership team supports data- based decisions to increase literacy. e) Stakeholders will be informed of evaluation results and its impact to the project outcomes. School report cards and yearly tests results are posted on the district and school websites each year. In this cluster we will disseminate data through the school websites quarterly. Stakeholders will meet three times per year to review data and share input on ways to increase literacy.

**#18 Project Management**

a) Goals are in the chart in Section 4. All goals have a timeline of 2014. These steps will start as soon as project begins.

<b>Budget</b>	<b>Milestones</b>	<b>Timeline</b>	<b>Persons Responsible</b>
\$217,640.00	Facilitate and work with teachers to build knowledge and implement literacy across content areas and throughout the entire day across settings	Progress monitor effectiveness of implementation monthly	Literacy Integration Specialists
\$1,958.76	Analyze data and provide research-based interventions for students in order to develop literacy proficiency for all during monthly WFSG	Literacy leaders will meet twice a month to analyze data prior to WFSG meetings. They will assure progress monitoring and interventions are in place monthly	Literacy Interventionists
\$18,000.00	Conduct assessments and plan PL based on data for families and child care providers developing and extending literacy for children from	Assess student or child literacy development monthly and revise	Picard Center

	birth through K.	PL based on demonstrated need	
\$325,000.00	Provide large and small group and individual PL using coaching, mentoring, and e-learning	Upon receiving funds the District Leadership Team and School leaders will meet and analyze data to plan PL; Assessing and revising PL monthly based on student achievement	Center for Development and Learning
\$ 2,000.00	Universal Design for Learning training and the implementation of the 3 principals of UDL	Informal evaluations monthly and formal evaluations quarterly	UDL trainer Project director is responsible for finding the trainer.
\$3,500.00	Reach babies in the home by providing books along with parent training	Quarterly reports	Reach Out and Read
\$1,000.00	Effective use of core reading program with all of the materials based on standards	Fall, Winter, and Spring Benchmark assessments	Teachers/ Literacy Interventionists, Integrationists, and Coaches
\$1,000.00	Build knowledge in current effective literacy strategies for all educators	General knowledge sessions beginning at the start of the school year and as needed throughout; strategy implementation monitored monthly and sessions conducted based on need	Curriculum Specialists/ Interventionists, and Integrationists, and Coaches and District Literacy Team
No funds needed	District literacy team meets to assess progress across the cluster	Monthly cluster meetings	Project director
\$ 500.00	Effective use of interventions directly based on student achievement data and learning needs	Progress monitor and plan interventions monthly	RTI trainer Literacy Interventionists

b) Project tasks will be coordinated with the existing priorities focusing on literacy. CCSS are a current priority and aligns with our project because there is a need to increase literacy so children start school

ready to learn and graduate ready to compete in college and the workforce. LACLiP is an excellent plan and gives the framework for assuring literacy for all. Leadership and sustainability steps give clear ways to organize, implement, and sustain an effective approach to literacy. This plan examines the standards and curriculum through the lens of literacy.

c) Roles and qualifications:

**Elizabeth Laine** is the project director. She is currently serving as Supervisor of Elementary Instruction. Her experiences include that of principal, assistant principal, early childhood coordinator, kindergarten, transitional first grade teacher, first grade teacher, and non-graded primary teachers. She has a Masters' Plus 30 and is certified as supervisor, principal, reading specialist, kindergarten and elementary grade teacher and supervisor of student teaching. She has attained National Board Certification – Early Childhood Generalist. Areas of expertise include planning and presenting professional development in fiction and nonfiction for teachers at the K-5 level; she has planned and presented workshops at the district, state and national level at IRA and for Staff Development for Educators (SDE). As early childhood coordinator she has mentored teachers in the use of language-and print-rich environments and extending language through play. She participated in LEAD-Tech and implemented the integration of technology where technology is in the hands of learners to provide diverse means of learning and demonstrating knowledge. She was a founding member of St. Tammany E. C. S. S. network partner panel. She currently coordinates the administration of DIBELS Next at the district level. **Jeanne Bower** will serve the project as budget manager and supervise progress and interventions for SWD and analyze need for PL. She will be a member of the district literacy team. She is a SIM certified trainer. **Terry Meyer** supports this grant as she assists in leveraging funds using Title I and II funds and she assists in the coordination of the literacy interventionists and collaboration among these and the current literacy coaches. She serves on the district leadership team to ensure

literacy for all. She provides PL for all literacy coaches determined by school and district literacy needs in Title I schools. Her experiences include elementary and special education teacher, special education program coordinator, and IEP facilitator, assistant supervisor of special education, and supervisor of the district's curriculum and instruction department and supervisor of federal programs. She is certified in elementary grades, mild/moderate special education, and supervisor of student teaching, parish/city supervisor of instruction and director of special education. **Denise Parker** is the district supervisor for high school and will assure the project is effective for students at the adolescent level. She will work with community partners to provide internships opportunities for students, and supervise the School to Work program. She will serve the district leadership team and analyze data and work on the district leadership team to assure implementation of PL. She is Senior Supervisor of Curriculum and Instruction. She supervises three high schools including this cluster school, two alternative programs, and eight grants and has twenty-seven years of experience. Her expertise is in working with guidance counselors, Dual Enrollment, School to Work and Vocational programs, Graduation Coaches and In School GED program. **Regina Sanford** will work collaboratively with Denise Parker at the adolescent level ensuring children increase literacy proficiency and graduate on time. She is a supervisor of instruction with a Ph. D. in curriculum and instruction. She has experience in supervising guidance counselors, Graduation Coaches, Curriculum Specialists. She is a member of the district leadership team and oversees the district's Virtual Academy which targets credit deficient students. Her certifications include teacher, principal, and supervision. **Roxanne Lagarde** will serve as the elementary supervisor and the ELL leader to assure we meet the needs of diverse learners. She is serving as elementary supervisor of Curriculum and Instruction. Her experience in human resources LATAAP training will benefit as she supports administrators in hiring effective teachers. She serves on the district leadership team to lead and support literacy proficiency at the elementary level. She is

certified as supervisor, principal, and elementary teacher for grades 1-8. **Johnnie Alford** is the Early Childhood Coordinator for our district and will work with the non-profit childcare providers and Reach Out and Read. She will oversee the emergent level of literacy and will give training to teachers and staff in the use of developmentally appropriate practices to develop literacy. She will build relationships with community agencies, conduct parent trainings and coordinate professional development for our parents and caregivers. She has thirty years of experience in early childhood education. She is a district trainer for LETRS for Early Childhood Teachers and will coordinate this training for all teachers of children ages 4 and 5 years old. She is a trainer of ECERS and will train early childhood providers in the use of this tool to have developmentally appropriate, language- and print- rich environments. She has a Masters of Education and is certified in K and the elementary grades. **Susan Spring** is the Executive Director of Regina Coeli Child Development Center. She will serve this project by facilitating collaboration and training among educators of children in the emergent level. With a Ph.D. in Family and Consumer Sciences Susan serves this project in developing strong family relationships. **Dionne Graham** is Executive Director of United Way East St. Tammany Rainbow Child Care. Her expertise is in public relations and communications. She serves this project as liaison with community partners. **Nina Tyner** serves as the principal at Abney Early Childhood. She serves this project as early childhood principal. **Robert Alford** serves as principal at Abney Elementary. His school is in the TAP program. He will serve this project as principal and leader in analyzing data and providing protected collaboration time. **Vincent DiCarlo** is principal at the middle school grades 6-8. He serves this project as leader and sharing his expertise in building a community of partnerships within the school to maintain high-quality instruction. **Terri Wortmann** is principal at Salmen High School. Her experience is in working with community partners and promoting parent involvement. She serves this project as leader and developing community partnerships. **Vanice Zenon** serves as the center director

of the Head Start in the cluster. She has expertise as an infant mental health specialist and will serve this project by collaborating with families to increase literacy in the home and across settings. **Frederick Taylor** is the center director of the Slidell Early Head Start in this cluster which services children beginning of the age of 6 weeks. He is a Louisiana Pathways trainer. He serves this project as leader at the center and determining developmentally PL for educators and families. **Jennifer Wood** is the center director at Rainbow Child Care. She serves this project by updating and training personnel to advance in teaching literacy skills. Her expertise is in staff management and budgeting. **Judy Hankel** is a literacy coach and supports this project working building capacity among teachers in increasing literacy. She is a TAP Master Teacher at Abney and works with teachers to analyze data to drive instruction, as well as a certified DIBELS Next Trainer of Assessors. **Tracy Rao** serves as a literacy coach at the adolescent level. She will support this project with implementing literacy across all content areas. **Nancy Gervais** will serve this project as the RTI Coordinator. She has a reading specialist degree and her expertise is literacy and interventions. **Kim Priola** serves as the speech/language therapy program liaison for our district. She coordinates training and special programs for the SLP. She serves this project as SALSA coordinator, administration of TELD-3 and coordinating SLP's to work with teachers and analyze data to implement interventions increasing language proficiency. **Emily Homer** is the coordinator of the speech/language therapy program in our district. She serve the cluster in training and in implementing TELD-3 data and interventions.

### **#19 Budget**

The budget and the narrative in Appendix G show alignment with LACLiP integration of SCRL funds with other funds and adherence to budget caps and funding distributions. a) Literacy Integration Specialists will be hired for each school for 12 months and be paid at 75%. The remaining 25% of these salaries and benefits will be paid with IDEA /EIS funds. One of the Literacy Interventionists for

the High School setting will be paid at 75 % SRCL funds and 25% from IDEA/EIS monies. The three other Literacy Interventionists will be paid salaries and benefits at 50% SRCL and 50% Title I funds. All staff will work 100% on accomplishing the goals of the SRCL grant. Every line item in the budget is directly related to the goals and needs listed throughout the SRCL grant. The three main areas of need that have been identified fall into the three budget categories of materials, training and follow up and technology. Referring to the budget in Appendix G, materials, contracts, travel and personnel are strategically aligned and adhere to the principles of SRCL and LACLiP. b) One Literacy Integrationists will be hired at 75 % SRCL and 25 % IDEA as well as one of the Literacy Interventionists. Three additional Literacy Interventionists will be hired at 50% SRCL funds and 50% Title I Funds. The additional money to meet the indirect cost of .05579% over the SRCL of 5% will be leveraged by money from the General Fund. In addition to school budgets, each cluster will have their own budget managed by each school administrator. c) The budget will clearly adhere to and reflect the budgeted monies for that campus. i) The emergent budget, 15%, will be directly overseen by the Coordinator of Early Childhood. ii) The K-5 budget at 40%, iii) the middle at 20%, and the High School at 20%, will be overseen by administrators, supervisors, special education and Title I staff. Monthly checks and balance systems will be implemented in the district Munis system to ensure the adherence to the budget caps and distributions.

### **#20 Program Sustainability**

The plan for sustainability with increased leveraging and reduced SRCL funds is as follows.

a) By establishing district and school literacy teams comprised of highly effective literacy leaders, we will maintain effective literacy strategies for all children and a process for monitoring continued successful implementation of literacy across all content areas. Existing funds will support ongoing training to assure current literacy practices are in place for all children including those who learn


differently. Administrators will know what effective literacy looks like across the school and will reward effective teachers and celebrate student achievement. At the district and school level, collaborative meetings will continue with all stakeholders to engage input and use data to drive decisions and support of literacy. **b)** Through existing Title I and IDEA funding literacy leaders will sustain the implementation of successful literacy strategies based on student achievement. Title I, IDEA /EIS and general fund monies will be utilized in greater percentages as the years progress. Additional funds for Career, JAG and graduation coaches will continue to be utilized from the budgets currently in place to fund these supports. **c)** The District Leadership team will be the responsible party to ensure that the SRCL budget is expedited with strict adherence to the guidelines. The Central Office district finance manager will work closely with the team. The budget will be entered in the Munis system for management. The District and School teams will have access and will be required to monthly balance and adjust the budget. Proper documentation of contracts, purchase orders, timesheets, PAR reports, etc. will be required for each line item expended. **d)** The model of *I do, we do, and you do* will be the mantra for this cluster. Implemented fidelity checklists establish baselines for all interventions and strategies and completed quarterly to track progress. Monthly progress monitoring will continue. A coaching and mentoring model will be established. **e)** Information will continue to be provided to partners and stakeholders through publicity campaigns on our websites and in local newspapers. We will share project impact and sustainability with principals, curriculum team members, and stakeholders at monthly meetings. This model will serve as a demonstration site for schools in our district and across the state.



APPENDIX A:  
“Cluster” Feeder System Schools and Partners

**APPENDIX A**

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

LEA Name:	Cluster School Names	
<p>St. Tammany Parish Public Schools</p> <hr/> <p style="text-align: center;"><b>REC'D FEB - 1 2012</b></p> <p>Superintendent: William "Trey" Folsie, III</p> <hr/> <p>Print Name </p> <hr/> <p>Signature</p> <hr/> <p>Office Phone 985-892-2276</p> <hr/> <p>Other Phone 985-898-3214</p> <hr/> <p>E-mail <u>trey.folsie@stpsb.org</u></p> <hr/> <p>LEA SRCL Contact Person:</p> <p>Name <u>Elizabeth Laine</u></p> <hr/> <p>Position <u>Elementary Supervisor</u></p> <hr/> <p>Phone <u>985-898-6479</u></p> <hr/> <p>E-mail <u>elizabeth.laine@stpsb.org</u></p> <hr/> <p><u>LEA Physical Address:</u></p> <p>321 N. Theard Street</p> <hr/> <p>Covington, LA 70433</p> <hr/> <p><u>LEA Mailing Address:</u></p> <p>P. O. Box 940</p> <hr/> <p>Covington, LA 70434</p> <hr/> <p>Congressional District: District 1</p> <hr/>	<p>Non-Profit <u>Early Childhood Education Provider</u> (providing direct services to children):</p> <p>Slidell Early Head Start</p> <p>1. _____</p> <p>Age Span <u>0-2 years</u></p> <p>Number of Four-Year-Olds <u>0</u></p> <p>Number of Three-Year-Olds <u>0</u></p> <p>Number of Children Ages 0-2 <u>48</u></p> <p>Director <u>Charlotte Landry</u></p> <p>Phone <u>985-605-5070</u></p> <p>Email <u>clandry@rccdc.org</u></p> <hr/> <p>Physical Address: 61260 Airport Road Slidell, LA 70460</p> <hr/> <p>Mailing Address: 61260 Airport Road Slidell, LA 70460</p> <hr/> <p>East St. Tammany Rainbow Child</p> <p>2. Care Center</p> <p>Age Span <u>1-4 years</u></p> <p>Number of Four-Year-Olds <u>19</u></p> <p>Number of Three-Year-Olds <u>23</u></p> <p>Number of Children Ages 0-2 <u>24</u></p> <p>Director <u>Dionne Graham</u></p> <p>Phone <u>985-646-1603</u></p> <p>Email <u>rainbowchildcarecenter@yahoo.com</u></p> <hr/> <p>Physical Address: 121 Kingspoint Blvd. Slidell, LA 70461</p> <hr/> <p>Mailing Address: 121 Kingspoint Blvd. Slidell, LA 70461</p> <hr/> <p>Slidell/Pearl River Head Start</p> <p>3. _____</p> <p>Age Span <u>3-4 years</u></p> <p>Number of Four-Year-Olds <u>91</u></p> <p>Number of Three-Year-Olds <u>41</u></p> <p>Number of Children Ages 0-2 <u>0</u></p> <p>Director <u>Vanice Zenon</u></p> <p>Phone <u>985-863-3660</u></p> <p>Email <u>vzenon@rccdc.org</u></p> <p>Physical Address: 63631 Highway 11 Pearl River, LA 70452</p> <hr/> <p>Mailing Address: 63631 Highway 11 Pearl River, LA 70452</p>	<p>Elementary <u>Abney Early Childhood Center</u></p> <p>Principal <u>Nina Tyner</u></p> <p>Grades <u>PreK-K</u> # of Students <u>244</u></p> <p>Phone <u>985-649-1858</u></p> <p>Email <u>nina.tyner@stpsb.org</u></p> <p>Physical Address: 829 Kostmayer Avenue Slidell, LA 70458</p> <hr/> <p>Mailing Address: 829 Kostmayer Avenue Slidell, LA 70458</p> <hr/> <p>Elementary <u>Abney Elementary</u></p> <p>Principal <u>Robert "Mike" Alford</u></p> <p>Grades <u>1-5</u> # of Students <u>842</u></p> <p>Phone <u>985-643-4044</u></p> <p>Email <u>robert.alford2@stpsb.org</u></p> <p>Physical Address: 825 Kostmayer Avenue Slidell, LA 70458</p> <hr/> <p>Mailing Address: 825 Kostmayer Avenue Slidell, LA 70458</p> <hr/> <p>Middle <u>St. Tammany Junior High</u></p> <p>Principal <u>Vincent DiCarlo</u></p> <p>Grades <u>6-8</u> # of Students <u>646</u></p> <p>Phone <u>985-643-1592</u></p> <p>Email <u>vincent.dicarlo@stpsb.org</u></p> <p>Physical Address: 701 Cleveland Avenue Slidell, LA 70458</p> <hr/> <p>Mailing Address: 701 Cleveland Avenue Slidell, LA 70458</p> <hr/> <p>High <u>Salmen High</u></p> <p>Principal <u>Terri Wortmann</u></p> <p>Grade Configuration <u>9-12</u></p> <p>Number of Students <u>920</u></p> <p>Phone <u>985-643-7359</u></p> <p>Email <u>terri.wortmann@stpsb.org</u></p> <p>Physical Address: 300 Spartan Drive Slidell, LA 70458</p> <hr/> <p>Mailing Address: 300 Spartan Drive Slidell, LA 70458</p>

**APPENDIX A**

**Table 2. LEA "CLUSTER" PARTNERS AND ADDED POPULATION**

<p>Proposed site to expand project--Year 2 (Use spaces as appropriate)</p>	<p><b>Birth – PreK Partners</b> (Use spaces as appropriate) Non-Profit Organization or Agency (providing <i>early</i> literacy services to caregivers, families, and children)</p>	<p><b>Other Partners</b> (Use spaces as appropriate) Non-Profit Organization or Agency (providing <i>other</i> literacy services to subgrantee or schools within the cluster)</p>
<p><b>Elementary</b> Principal <u>Brock Elementary</u> Grades <u>PreK-5</u> # of Students <u>350</u> Phone <u>985-643-5166</u> Email <u>rose.smith@stpsb.org</u></p> <p>Physical Address: <u>259 Brakefield Street</u> <u>Slidell, LA 70458</u></p> <p>Mailing Address: <u>259 Brakefield Street</u> <u>Slidell, LA 70458</u></p>	<p>1. <u>Reach Out and Read</u> Director <u>Ellen O. Beyer</u> Phone <u>504-312-1104</u> Email <u>RORLouisiana@gmail.com</u> Physical Address: <u>6221 South Claiborne Avenue</u> <u>New Orleans, LA 70125</u> Mailing Address: <u>P. O. Box 479, 6221 South Claiborne Avenue</u> <u>New Orleans, LA 70125</u></p>	<p>1. <u>Northshore Technical Community College</u> Director <u>William S. Wainwright, Chancellor</u> Phone <u>985-732-6640</u> Email _____ Physical Address: <u>1710 Sullivan Drive</u> <u>Bogalusa, LA 70427</u> Mailing Address: <u>1710 Sullivan Drive</u> <u>Bogalusa, LA 70427</u></p>
<p><b>Middle</b> Principal _____ Grades _____ # of Students _____ Phone _____ Email _____</p> <p>Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>	<p>2. <u>Center for Development and Learning</u> Director <u>Alice Thomas</u> Phone <u>504-840-9786</u> Email <u>athomas@cdl.org</u> Physical Address: <u>1 Galleria Blvd.; Suite 903</u> <u>Metairie, LA 70001</u> Mailing Address: <u>1 Galleria Blvd.; Suite 903</u> <u>Metairie, LA 70001</u></p>	<p>2. <u>St. Tammany Early Childhood Supports and Services</u> Director <u>In-Gyu Jang, Program Monitor</u> Phone <u>985-624-4140</u> Email <u>Ingyu.Jang@LA.gov</u> Physical Address: <u>3916 Highway 22, Suite 1</u> <u>Mandeville, LA 70471</u> Mailing Address: <u>3916 Highway 22, Suite 1</u> <u>Mandeville, LA 70471</u></p>
<p><b>High</b> Principal _____ Grades _____ # of Students _____ Phone _____ Email _____</p> <p>Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>	<p>3. <u>Cecil J. Picard Center for Child Development and Lifelong Learning</u> Director <u>Libbie Sonnier-Netto</u> Phone <u>504-840-9786</u> Email <u>libbiesonnier-netto@louisiana.edu</u> Physical Address: <u>1 Galleria Blvd.; Suite 903</u> <u>Metairie, LA 70001</u> Mailing Address: <u>1 Galleria Blvd.; Suite 903</u> <u>Metairie, LA 70001</u></p>	<p>3. <u>Southeastern LA University</u> Director <u>Dr. John Crain, President</u> Phone <u>985-549-2280</u> Email <u>jcrain@selu.edu</u> Physical Address: <u>SLU Box 10784, Dyson Hall, Room 106</u> <u>Hammond, LA 70402</u> Mailing Address: <u>SLU Box 10784, Dyson Hall, Room 106</u> <u>Hammond, LA 70402</u></p>
<p>Mailing Address: _____ _____</p>	<p>Proposed population to expand project in Year 2 (Use spaces as appropriate)</p>	

**APPENDIX A**

Table 2. LEA "CLUSTER" PARTNERS AND ADDED POPULATION

<p>Proposed site to expand project--Year 2 <i>(Use spaces as appropriate)</i></p>	<p><b>Birth – PreK Partners</b> <i>(Use spaces as appropriate)</i></p>	<p><b>Other Partners</b> <i>(Use spaces as appropriate)</i></p>
<p><b>Elementary</b></p> <p>Principal _____</p> <p>Grades _____ # of Students _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>	<p>Non-Profit Organization or Agency (providing <i>early</i> literacy services to caregivers, families, and children)</p> <p>4. _____</p> <p>Director _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>	<p>Non-Profit Organization or Agency (providing <i>other</i> literacy services to subgrantee or schools within the cluster)</p> <p>4. St. Tammany Parish Library</p> <p>Director Donald Westmoreland _____</p> <p>Phone 985-871-1219 _____</p> <p>Email donald@stpl.us _____</p> <p>Physical Address: 310 West 21st Avenue _____ Covington, LA 70433 _____</p> <p>Mailing Address: 310 West 21st Avenue _____ Covington, LA 70433 _____</p>
<p><b>Middle</b></p> <p>Principal _____</p> <p>Grades _____ # of Students _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>	<p>5. _____</p> <p>Director _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>	<p>5. _____</p> <p>Director _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>
<p><b>High</b></p> <p>Principal _____</p> <p>Grades _____ # of Students _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>	<p>6. _____</p> <p>Director _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>	<p>6. _____</p> <p>Director _____</p> <p>Phone _____</p> <p>Email _____</p> <p>Physical Address: _____ _____</p> <p>Mailing Address: _____ _____</p>
<p>Mailing Address: _____ _____</p>	<p>Proposed population to expand project in Year 2 <i>(Use spaces as appropriate)</i></p>	

APPENDIX B:  
Data Tables

Table 1: Disadvantaged Populations for LEA “Cluster” Feeder System Schools

Table 2: Disadvantaged Populations for All LEA “Non-Cluster” Schools

Table 3: Achievement Results for LEA “Cluster” Feeder System Schools

Table 4: “Cluster” Feeder System Flow Through

**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 9 <sup>th</sup> Grade		Pregnant or Teenage Parents	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Early Head Start (0-2 years)	48	100%	0	0.00%	0	0.00%	2	4.17%	---	---	---	---	---	---
East St. Tammany Rainbow Child Care Center, Inc. (1-4 years)	66	100%	1	1.50%	1	1.50%	0	0.00%	---	---	---	---	---	---
Slidell-Pearl River Head Start (3-4 years)	132	100%	12	9.09%	26	19.70%	4	3.03%	---	---	---	---	---	---
Abney Early Childhood Center (Grades PreK-K)	204	83.61%	9	3.69%	42	17.21%	0	0.00%	---	---	---	---	---	---
Abney Elementary (Grades 1-5)	668	79.33%	16	1.90%	161	19.12%	26	3.09%	---	---	---	---	---	---
St. Tammany Junior High (Grades 6-8)	503	77.86%	13	2.01%	99	15.33%	10	1.55%	---	---	---	---	1	0.15%
Salmen High (Grades 9-12)	601	65.33%	14	1.52%	109	11.85%	18	1.96%	---	72.3%	41	4.38%	12	1.30%

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

**APPENDIX B**

LEA Name: St. Tammany Parish Public Schools

**TABLE 2: DISADVANTAGED POPULATIONS FOR ALL LEA “NON-CLUSTER” SCHOOLS**

Non-Cluster LEA Schools	Oct. 1, 2011 Free and Reduced Lunch		Oct. 1, 2011 Limited- English Proficient		Oct. 1, 2011 Students with Disabilities		Oct. 1, 2011 Homeless		2010-2011 Cohort Graduation Rate		2010-2011 Over Age Students in 9 <sup>th</sup> Grade		Pregnant or Teenage Parents	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Abita Springs Elementary (PreK-3)	432	59.26%	7	0.96%	80	10.97%	23	3.16%	---	---	---	---	---	---
Abita Springs Middle (4-6)	265	54.19%	8	1.64%	63	12.88%	13	2.66%	---	---	---	---	---	---
Alton Elementary (PreK-5)	209	95.43%	3	1.37%	66	30.14%	7	3.20%	---	---	---	---	---	---
Bayou Lacombe Middle (4-6)	169	86.67%	4	2.05%	33	16.92%	12	6.15%	---	---	---	---	---	---
Bayou Woods Elementary (PreK-3)	351	80.14%	6	1.37%	83	18.95%	22	5.02%	---	---	---	---	---	---
Bonne Ecole Elementary (PreK-6)	382	50.07%	18	2.36%	154	20.18%	20	2.62%	---	---	---	---	---	---
Brock Elementary (PreK-5)	327	92.63%	7	1.98%	48	13.60%	19	5.38%	---	---	---	---	---	---
Carolyn Park Middle (4-6)	318	77.00%	6	1.45%	72	17.43%	19	4.60%	---	---	---	---	---	---
Chahta-Ima Elementary (PreK-3)	268	87.58%	0	0.00%	54	17.65%	21	6.86%	---	---	---	---	---	---
Clearwood Junior High (4-8)	336	52.09%	7	1.09%	110	17.05%	14	2.17%	---	---	---	---	---	---
Covington Elementary (PreK-3)	408	68.69%	14	2.36%	103	17.34%	29	4.88%	---	---	---	---	---	---
Cypress Cove Elementary (K-1)	345	47.46%	29	3.99%	135	18.57%	22	3.03%	---	---	---	---	---	---
Fifth Ward Junior High (PreK-8)	332	57.34%	0	0.00%	95	16.41%	27	4.66%	---	---	---	---	---	---

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

**APPENDIX B**

LEA Name: St. Tammany Parish Public Schools

**TABLE 2: DISADVANTAGED POPULATIONS FOR ALL LEA “NON-CLUSTER” SCHOOLS**

Non-Cluster LEA Schools		Oct. 1, 2011 Free and Reduced Lunch		Oct. 1, 2011 Limited- English Proficient		Oct. 1, 2011 Students with Disabilities		Oct. 1, 2011 Homeless		2010-2011 Cohort Graduation Rate		2010-2011 Over Age Students in 9 <sup>th</sup> Grade		Pregnant or Teenage Parents	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elementary	Florida Avenue Elementary (PreK-6)	411	74.86%	27	4.92%	114	20.77%	18	3.28%	---	---	---	---	---	---
	Folsom Elementary (PreK-5)	353	68.28%	5	0.97%	85	16.44%	52	10.06%	---	---	---	---	---	---
	Honey Island Elementary (2-3)	284	43.03%	24	3.64%	107	16.21%	18	2.73%	---	---	---	---	---	---
	Lake Harbor Middle (4-6)	161	24.25%	9	1.36%	104	15.66%	17	2.56%	---	---	---	---	---	---
	Lancaster Elementary (2-4)	181	30.12%	2	0.33%	101	16.81%	7	1.16%	---	---	---	---	---	---
	Lee Road Junior High (K-8)	480	61.86%	8	1.03%	126	16.24%	38	4.90%	---	---	---	---	---	---
	Little Oak Middle (4-6)	376	37.30%	15	1.49%	178	17.66%	16	1.59%	---	---	---	---	---	---
	Little Pearl Elementary (PreK-K)	151	87.28%	3	1.73%	35	20.23%	12	6.94%	---	---	---	---	---	---
	Lyon Elementary (K-3)	459	79.97%	46	8.01%	121	21.08%	34	5.92%	---	---	---	---	---	---
	Madisonville Elementary (PreK-1)	135	28.13%	3	0.63%	75	16.53%	13	2.71%	---	---	---	---	---	---
	Magnolia Trace Elementary (2-3)	115	24.63%	5	1.07%	73	15.63%	2	0.43%	---	---	---	---	---	---
	Mandeville Elementary (PreK-3)	214	37.48%	21	3.68%	93	16.29%	19	3.33%	---	---	---	---	---	---
	Mandeville Middle (4-6)	149	18.88%	9	1.14%	104	13.18%	9	1.14%	---	---	---	---	---	---

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



**TABLE 2: DISADVANTAGED POPULATIONS FOR ALL LEA “NON-CLUSTER” SCHOOLS**

Non-Cluster LEA Schools		Oct. 1, 2011 Free and Reduced Lunch		Oct. 1, 2011 Limited- English Proficient		Oct. 1, 2011 Students with Disabilities		Oct. 1, 2011 Homeless		2010-2011 Cohort Graduation Rate		2010-2011 Over Age Students in 9 <sup>th</sup> Grade		Pregnant or Teenage Parents	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Elementary	Marigny Elementary (PreK-1)	135	30.54%	4	0.90%	64	14.48%	10	2.26%	---	---	---	---	---	---
	Mayfield Elementary (PreK-5)	373	63.44%	3	0.51%	93	15.82%	18	3.06%	---	---	---	---	---	---
	Pine View Middle (4-6)	436	68.02%	21	3.28%	153	23.87%	38	5.93%	---	---	---	---	---	---
	Pontchartrain Elementary (PreK-3)	139	17.87%	17	2.19%	121	15.55%	16	2.06%	---	---	---	---	---	---
	Riverside Elementary (1-5)	312	71.56%	5	1.15%	100	22.94%	24	5.50%	---	---	---	---	---	---
	Sixth Ward Elementary (PreK-5)	335	84.17%	1	0.25%	82	20.60%	7	1.76%	---	---	---	---	---	---
	Tchefuncte Middle (4-6)	151	18.06%	8	0.96%	134	16.03%	7	0.84%	---	---	---	---	---	---
	Whispering Forest Elem. (PreK-3)	284	54.93%	9	1.94%	98	18.96%	11	2.13%	---	---	---	---	---	---
	Woodlake Elementary (PreK-3)	221	33.03%	10	1.49%	160	23.92%	27	4.04%	---	---	---	---	---	---
Middle	Boyet Junior High (7-8)	241	34.14%	12	1.70%	83	11.76%	12	1.70%	---	---	---	---	---	---
	Creekside Junior High (6-8)	367	67.71%	2	0.37%	122	22.51%	6	1.11%	---	---	---	---	---	---
	Folsom Junior High (6-8)	147	65.92%	0	0.00%	44	19.73%	14	6.28%	---	---	---	---	---	---
	Fontainebleau Junior High (7-8)	314	33.55%	13	1.39%	109	11.65%	27	2.88%	---	---	---	---	---	---

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

**TABLE 2: DISADVANTAGED POPULATIONS FOR ALL LEA “NON-CLUSTER” SCHOOLS**

Non-Cluster LEA Schools		Oct. 1, 2011 Free and Reduced Lunch		Oct. 1, 2011 Limited-English Proficient		Oct. 1, 2011 Students with Disabilities		Oct. 1, 2011 Homeless		2010-2011 Cohort Graduation Rate		2010-2011 Over Age Students in 9 <sup>th</sup> Grade		Pregnant or Teenage Parents	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Middle Schools	Madisonville Junior High (5-8)	193	27.69%	5	0.72%	113	16.21%	1	0.14%	---	---	---	---	---	---
	Mandeville Junior High (7-8)	138	20.00%	9	1.30%	84	12.17%	6	0.87%	---	---	---	---	---	---
	Monteleone Junior High (7-8)	177	31.83%	2	0.36%	65	11.69%	9	1.62%	---	---	---	---	---	---
	Pitcher Junior High (7-8)	229	65.99%	8	2.31%	92	26.51%	9	2.59%	---	---	---	---	---	---
	Slidell Junior High (7-8)	457	63.30%	6	0.83%	102	14.13%	22	3.05%	---	---	---	---	---	---
High Schools	Covington High (9-12)	742	49.11%	15	0.99%	221	14.63%	21	1.39%	---	70.0%	52	3.34%	7	0.46%
	Fontainebleau High (9-12)	407	24.97%	18	1.10%	137	8.40%	31	1.90%	---	87.1%	36	2.00%	4	0.25%
	Lakeshore High (9-12)	266	30.16%	11	1.25%	121	13.72%	23	2.61%	---	N/A	28	4.19%	2	0.23%
	Mandeville High (9-12)	235	14.04%	16	0.96%	170	10.16%	5	0.30%	---	90.6%	15	0.91%	4	0.24%
	Northshore High (9-12)	377	25.49%	13	0.88%	125	8.45%	11	0.74%	---	82.1%	24	1.55%	2	0.14%
	Pearl River High (9-12)	434	55.71%	4	0.51%	103	13.22%	11	1.41%	---	77.3%	32	4.12%	4	0.51%
	Slidell High (9-12)	774	46.13%	14	0.83%	202	12.04%	25	1.49%	---	76.7%	54	3.15%	5	0.30%

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

**APPENDIX B**

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

School/Site Name	Grade	Assessment	2008-2009	2009-2010	2010-2011
A.Abney Early Childhood Center	PK	DSC EOY Language Post-Test National Percentile Rank	54.5%	81.0%	69.0%
B. (optional)	PK				
A.Abney Elementary	K	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	35%	35%	50%
B. (optional)	K				
A. Abney Elementary	1 <sup>st</sup>		49%	34%	45%
B. (optional)	1 <sup>st</sup>				
A. Abney Elementary	2 <sup>nd</sup>		40%	51%	34%
B. (optional)	2 <sup>nd</sup>				
A. Abney Elementary	3 <sup>rd</sup>		36%	34%	37%
B. (optional)	3 <sup>rd</sup>				

**APPENDIX B**

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

School/Site Name	Grade	Assessment	2008-2009	2009-2010	2010-2011
A. Abney Elementary	3 <sup>rd</sup>	iLEAP	62.00%	63.70%	66.40%
B. (optional)	3 <sup>rd</sup>	iLEAP	0.00%	0.00%	0.00%
A. Abney Elementary	4 <sup>th</sup>	LEAP	69.00%	67.60%	76.20%
B. (optional)	4 <sup>th</sup>	LEAP	0.00%	0.00%	0.00%
A. Abney Elementary	5 <sup>th</sup>	iLEAP	57.00%	60.30%	65.80%
B. (optional)	5 <sup>th</sup>	iLEAP	0.00%	0.00%	0.00%
St. Tammany Junior High	6 <sup>th</sup>	iLEAP	71.00%	59.00%	62.10%
St. Tammany Junior High	7 <sup>th</sup>	iLEAP	50.00%	66.70%	62.10%
St. Tammany Junior High	8 <sup>th</sup>	LEAP	75.00%	54.00%	70.80%
Salmen High	9 <sup>th</sup>	iLEAP	62.00%	62.10%	N/A
Salmen High	10 <sup>th</sup>	GEE	54.00%	66.30%	57.70%
Graduation Rate	% Cohort	Graduation Rate	N/A	64.30%	72.30%

**APPENDIX B**

LEA Name: St. Tammany Parish Schools

TABLE 4: "CLUSTER FEEDER SYSTEM FLOW THROUGH

School Name And Configuration	School Name And Configuration	School Name And Configuration	School Name And Configuration	School Name And Configuration	School Name And Configuration
Early Head Start 0-2 yr. 48 children	East St. Tammany Rainbow Childcare Center 1-4 yr. 66 children  Slidell/Pearl River Head Start 3-4 yrs. (8/41)	Abney Early Childhood Center Pre-K-K PK Numbers (4 from RC and 8 from SPRHS/105) K Numbers:(30/139), (57/139)	Abney Elementary 1 <sup>st</sup> -5 <sup>th</sup> grades (116/169)	St. Tammany Junior High 6 <sup>th</sup> -8 <sup>th</sup> grades (172/211)	Salmen High School 9 <sup>th</sup> -12 <sup>th</sup> grades (140/288)
	Of the 41 three-year olds at Slidell/Pearl River Head Start, 8 came from Early Head Start.	Of the 105 Pre-K students at this school, 4 came from Rainbow Childcare and 8 came from Slidell/Pearl River Head Start.	Of the 169 1 <sup>st</sup> grade students at this school, 116 came from Abney Early Childhood Center.	Of the 211 6 <sup>th</sup> grade students at this school, 172 came from Abney Elementary.	Of the 288 9 <sup>th</sup> grade students at this school, 140 came from St. Tammany Junior High.
		Of the 139 Kindergarten students at this school, 15 came from Rainbow Childcare, 15 came from Slidell/Pearl River Head Start, and 57 came from the school's preschool program.			

\*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.