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 ORIGINAL



**Striving Readers Comprehensive Literacy
(SRCL)
Subgrant Application
Cohort 2**

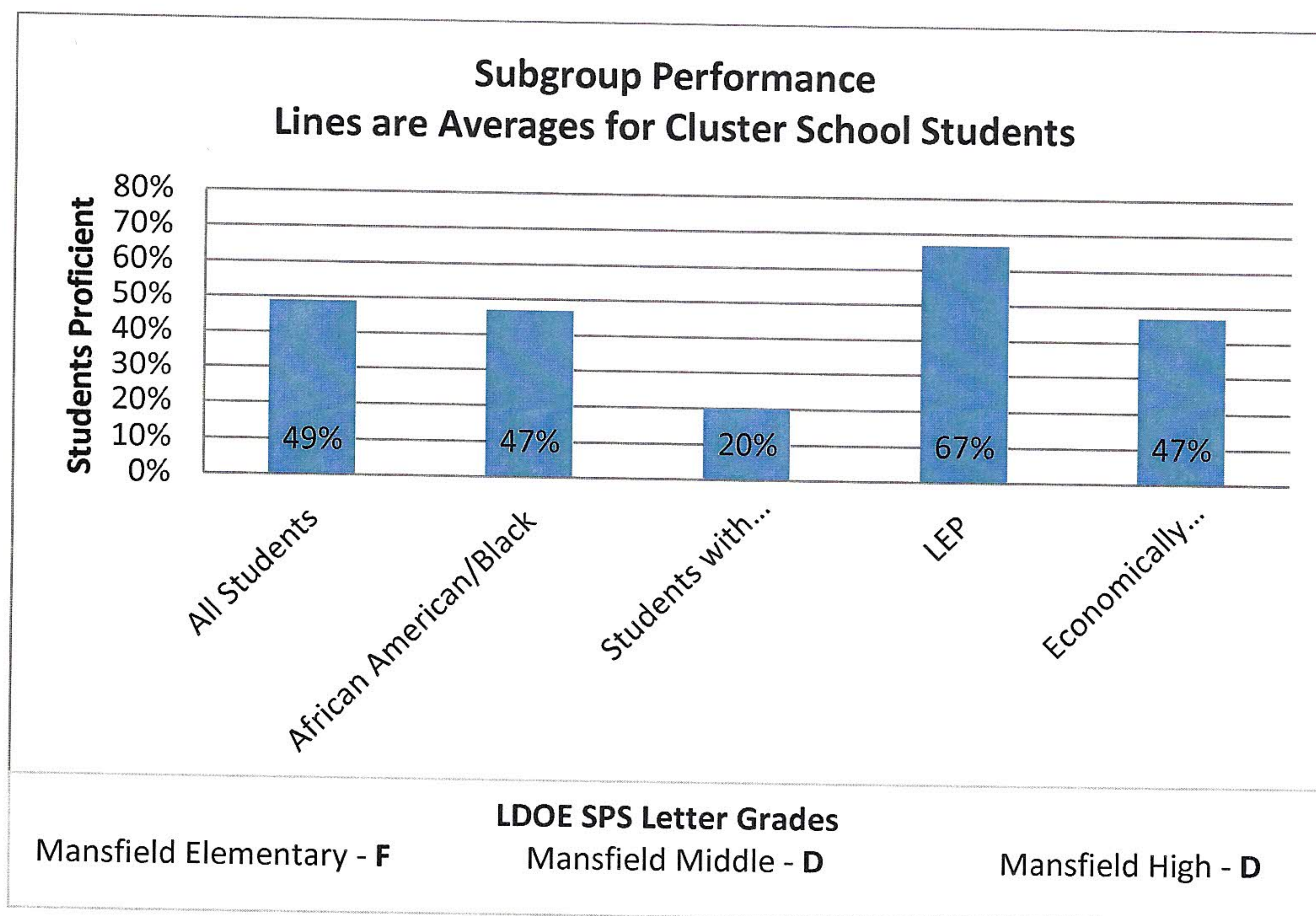
April, 2013

I. Need for the Project: The Desoto Parish School System is located in a rural district in northwest Louisiana and serves 5,247 students in 11 schools. The school system includes a number of **high-need schools with disadvantaged youth**; however, this project will concentrate its efforts on the following schools for the **cluster feeder system**: Mansfield Elementary (Grades PK-4), Mansfield Middle (Grades 5-8), and Mansfield High School (Grades 9-12). The students within this cluster are categorized among the following ethnicities: Black 90.2%, White 8.3%, Hispanic 1.3%, Asian 0.2%, and American Indian 0.04%. The cluster schools are all Title I school-wide schools with 91.7% of the students receiving free and reduced lunches. The Mansfield Head Start Center is included in the cluster feeder group as indicated in Appendix A and Appendix B (Table 4). All students enrolled at the Head Start Center qualify to receive free and reduced lunches.

All schools, including the Head Start Center, **feed their total enrollments** to the following school in the cluster system. Enrollment patterns (see Appendix B, Table 4) indicate that 100% of students from Mansfield Head Start Center feed into Mansfield Elementary with 81% of these students feeding into Mansfield Middle School and 83% of the middle school students feeding into Mansfield High School. Student enrollments at the sites are: Mansfield Head Start (52), Mansfield Elementary (735), Mansfield Middle (466), and Mansfield High (425). This cluster makes up approximately one-third of the District's population.

DeSoto provides full-day universal preschool education to all 4-year olds that enroll at no cost to parents. This cluster feeder system serves more high-needs population of preschool children than other sites within the district. The preschool population enters the cluster with a low percentage (9%) of students scoring in the "benchmark" percentile range in the Developing Skills Checklist (DSC) "Language" total.

All Mansfield cluster sites serve a high-needs population. Not only is there a significant number of **disadvantaged youth** as defined by high poverty, but the student population served in this feeder system holds a large percentage of subgroups that are **clearly performing below proficiency in the area of literacy**. Students with disabilities (SWD) contribute to 12.1% of the makeup of population at these cluster sites. This percentage represents approximately one-third of the District's SWD population. Limited-English Proficient students contribute to 0.01% of the population. Also, 48% of DeSoto's Homeless population is located in this cluster of feeder schools. The chart below illustrates the average percentage of proficiency for the subgroups within this cluster and the School Performance Letter Grades (as issued by the LDOE). The bar graph illustrates the **significant gaps in literacy achievement** for the subgroups of All Students, African-American/Black, Students with Disabilities, Limited-English Proficient and Economically Disadvantaged. **A review of literacy achievement results** indicates the student population of the targeted cluster sites demonstrates significant need for **support in implementing a comprehensive literacy plan**.



In 2014-15, the SRCL project will **expand to include the feeder system** with the next greatest need, Logansport Elementary (Grades PK-6) and Logansport High School (Grades 7-12). This cluster of schools includes Title I school-wide schools with 67% of the students receiving free and reduced lunches. These schools hold the largest population of Limited-English Proficient students in the District and serve 16% of the District's SWD population. Approximately 25% of the Logansport cluster population is not proficient in the English Language Arts tested areas of state assessments.

II. Project Goals: DeSoto has aligned district goals with Louisiana's mission "to have all students ready for college or a professional career" as referenced in the LDOE's Classroom Support Toolbox. The District mission is: *DeSoto serves to care for our students, ensure their learning, and celebrate their graduation as citizens prepared to transform their dreams into realities.* To meet this mission, DeSoto has established goals for the SRCL project based on the state's critical goals that focus in the literacy area:

Louisiana's Critical Goals	DeSoto's Literacy Goals
Students enter kindergarten ready	<ol style="list-style-type: none"> 100% of participating birth to 3-year olds will be provided with printed materials. Mansfield Elementary 3-year olds TELD-3 pretest to posttest will show growth of a minimum of 10% above the mean for the composite score. Mansfield Elementary 4-year olds TELD-3 pretest to posttest will show growth of a minimum of 10% above the mean for the composite score. 70% of students entering Kindergarten will perform at or above benchmark on DIBELS by Fall 2015.
Students arrive at 4 th grade on-time and on-level	<ol style="list-style-type: none"> Mansfield Elementary 3rd grade iLEAP ELA Proficiency (% Basic and Above) will increase from 49% Spring 2012 to 61% Spring 2014 (Spring 2013 data not available until May 2013). 75% of students entering 4th grade will perform at or above benchmark on 3rd grade DIBELS by Spring 2015.
Students arrive 9 th grade on-time and on-level; Students on track to college in 9 th grade	<ol style="list-style-type: none"> Mansfield Middle School 5th grade iLEAP ELA Proficiency (% Basic and Above) will increase from 54% on Spring 2012 to 64% on Spring 2014. (Spring 2013 data not available until May 2013). Mansfield Middle Schools 8th Grade LEAP ELA Proficiency (% Basic and Above) will increase from 49% on Spring 2012 to 61% on Spring 2014. (Spring 2013 data not available until May 2013).
Students on track to college in 11 th grade; Students will graduate on time	<ol style="list-style-type: none"> Mansfield High School 10th Grade English II EOC (% Fair and Above) will increase from 82% Spring 2012. Mansfield High School 11th Grade English III EOC (% Fair and Above) will increase from 74% Spring 2012.

Mansfield High School's trend data has shown improvement over a three year period in English II and English III EOC scoring. 2011-12 data shows 82% of English II and 74% of English III students scored "fair and above". These scores represent the lowest in our district.

Mansfield Middle School's three-year trend data shows a decline in ELA performance in grades 6, 7, and 8 and represents a high percentage of students in the district not proficient on the ELA state assessments. **Mansfield Elementary's DIBELS/iLEAP/LEAP trend data** shows ELA growth in grades 2, 3, and 4, but a decline in grades K and 1.

Based on the literacy trend data review, **performance gaps** within this cluster tied to our current state assessments are a cause for concern with transition of assessment and curriculum to Partnership for Assessment of Readiness for College and Careers (PARCC) and Common Core State Standards (CCSS). The increase of rigor, text complexity, and building evidence in writing from informational texts draws attention to the ELA deficit in the Mansfield cluster of schools. The **determination to align SRCL project goals** to the LDOE's focus area of **assessment and curriculum** was made from this review.

III. Project Design: To meet Louisiana's mission to have all students ready for college or a professional career and to empower school administrators and teachers to make decisions needed to support student achievement, the state outlined four focus areas that districts should operate with to be successful. As stated in the "Project Goals", the focus area of the SRCL project in DeSoto Parish will be **Assessment and Curriculum**. With the instructional shifts to the CCSS, increased assessment rigor, the need for constructing scope and sequence aligned to CCSS, and the need to improve student literacy skills in the Mansfield cluster system, implementing a functional system aligned to the assessment and curriculum focus area will be imperative.

As the State concentrates on creating district systems and processes that will move the four focus areas forward, DeSoto and the Mansfield cluster will be addressing the development of a vision package aligned to the State’s plan and the SRCL grant purpose. DeSoto Parish is a fully implemented Student and Teacher Advancement System (TAP) supported by the National Institute for Excellence in Teaching (NIET). This district-wide systematic reform process provides strength to three of the four LDOE’s focus areas through implementing the TAP model with fidelity. **School Leader & Teacher Learning Targets, School & Teacher Collaboration and the Compass Observation & Feedback** are the three focus areas supported in the Mansfield cluster of schools through the TAP process and are summarized as strengths below.

<p>School Leader and Teacher Learning Targets (SLTs)</p>	<p>TAP structure provides district-wide system of creating and setting SLTs. Principals set school level TAP goals each year, which have now become their School Leader Targets.</p> <ul style="list-style-type: none"> • Building leadership capacity – Operation LEAD is a 2-year locally organized leadership training led by the Superintendent. Four of the seven Mansfield School leaders are participants in Cohort 2. • School Leaders set two SLTs based on meeting School Performance Growth Scores and yearly evaluations are completed by the Superintendent. • State assessments and/or district-created common assessments (EAGLE) are used to establish SLTs. • Two SLTs per teacher are finalized by each October for year-long and fall courses and by each February for spring courses. • Teachers and principals review, collaborate and set SLTs via weekly job-embedded TAP cluster meetings and through one-on-one meetings for progress monitoring at least quarterly. • SLTs starting points are based on prior spring state testing data or EAGLE pre-tests, when available, or teacher-created when not available.
<p>School and Teacher Collaboration</p>	<p>TAP allows DeSoto’s professional development to be “in house” and not contracted out for educational services. This builds capacity at the school level and across the district.</p> <ul style="list-style-type: none"> • A 90 minute weekly job-embedded collaboration time (cluster meetings) led by Master Teachers is ensured at each school. This time is used to focus upon analyzing student work and implementing strategies in order to close the student achievement gaps. • During weekly Leadership Team Meetings, data is analyzed and the content focus for cluster meetings is developed to improve instruction and increase student achievement. • As part of the SRCL grant, the Literacy Design Collaborative (LDC) will become part of the cluster meetings and district designated professional development days. Master Teacher Literacy Strategists and Master/Mentor Teachers will redeliver as well as provide follow-up support in the classrooms. • Master Teachers and the SRCL Master Teacher Literacy Strategists will be a cohesive group that will be assigned as District Teacher Leaders feed into the Louisiana Teacher Leaders. This group will share the redelivery of LDOE trainings and resources in curricular shifts in implementing CCSS through the principles of Universal Design for Learning (UDL) during cluster meetings and on designated PD days. • Collaboration will take place at all levels of the Mansfield cluster schools – from birth

	to 12 th grade. The feeder system is one continuous educational flow. School personnel will meet regularly between campuses next year to address student needs. All students are everybody's students.
Compass Observation and Feedback	<p>The TAP instructional rubric has been approved by the LDOE to be used in the place of the Danielson Instructional Rubric in the Compass Observation and Feedback system.</p> <ul style="list-style-type: none"> • Multiple observers, administrators and master and/or mentor teachers, evaluate teacher instruction four times a year in announced and unannounced settings. • Inter-rater reliability for teacher observations is built into the TAP system. TAP Core Training, TAP Evaluator Certification, and Paired Team Observations (members of the school and/or district leadership teams) are held on-going through each school year. This ensures rigor of the observation/feedback process. • Administrators and teachers periodically analyze student data to compare observation ratings against student achievement. These same comparisons are made at the end of the year through teacher and administrator reflection and collaboration. • The observations conducted during the year and the analysis of student data from district-created checkpoint assessments allow struggling teachers and leaders to be identified for plans of assistance. Individual growth plans are then provided until student achievement improves.

SRCL Grant Priority Area – Assessment and Curriculum – DeSoto will leverage funds from federal, state, and local monies to advance the literacy skills of children from birth to twelfth grade. **The main focus area** of the Striving Readers Comprehensive Literacy initiative **will be assessment and curriculum.** Emphasis for improving this area will concentrate on 1) strong core instruction aligned to CCSS, 2) student interventions (RtI) and extensions, and 3) family and community partnerships.

A. Strong Core Instruction Aligned to CCSS – DeSoto plans to improve literacy outcomes in the Mansfield cluster schools using a progress monitoring system to gauge student success. In Pre-Kindergarten a state-created literacy indicators checklist will be used quarterly. Checkpoint performance indicators in Kindergarten as well as district-created EAGLE benchmark assessments across the other grade levels in ELA will occur every nine-weeks. These formative assessments are presently aligned to grade level expectations, and now must be revised to align with CCSS. This process will take place through the district's teacher leader group participation in the Louisiana Teacher Leaders training. Revised assessments will be provided to the principals and teachers for review along with the year-long scope and sequence aligned to the

CCSS. Benchmark assessments will be administered during a two week window at the end of each nine-week grading period. Data from these assessments will be analyzed to determine student needs. Along with the benchmark assessments, upon receipt of this SRCL grant, the cluster schools will utilize age/grade appropriate Universal Literacy Screenings. These screening instruments include the “Test of Early Language Development – 3rd Edition (TELD3) for birth to 3-year olds, DSC and TELD3 for PreK, DSC and DIBELS Next for Kindergarten through grade 3. For grades 3-9, the reading sub-scores on the LEAP/iLEAP will be used with the 8th grade reading sub-scores for 10th grade. The 11th grade universal literacy screener will be PLAN and English II EOC.

Using the Teacher Support Toolbox – In 2013-14, assessment rigor will increase with the implementation of the CCSS. To assist with this implementation, the set of resources in the “Classroom Support Toolbox” developed by the LDOE will be utilized. TAP cluster meetings will be led by a Master Teacher Literacy Specialist. Analysis of the assessment guides, reviewing student work samples, and studying ELA test specifications will determine discussion and alignment to classroom practices. The writing prompt rubrics will be utilized by teachers and students in understanding components to be successful writers. Teachers will also be trained on using the year-long scope and sequence plans, the unit assessment and planning resources as well as the lesson assessment and planning resources to support their planning and instruction.

Master Teacher Literacy Strategists (MTLS) – DeSoto will select highly trained “Literacy Integration Specialists” to be titled “Master Teacher Literacy Strategists” at each cluster school who are currently employed in other district roles. MTLS not highly trained will actively seek certification as Reading Specialist, with tuition reimbursement from future SRCL grant funds in combination with district funds. MTLS responsibilities include supervision of instruction of

tiered intervention groups, providing support to the Literacy Interventionists, managing and overseeing intervention accountability, field testing literacy strategies with student groups, leading job-embedded professional development through cluster meetings and creating partnerships with parents/caregivers/non-profits. To be a MTLs, candidates must be TAP core trained, certified evaluators with the TAP instructional rubric, and currently employed in other roles in the district. They will work closely with teachers to provide extensive, on-going support by modeling and coaching to ensure effective literacy instruction aligned to CCSS is fully integrated in all grades and content areas. MTLs will lead training and collaboration with all teachers on how to deconstruct the CCSS literacy standards to determine what students should know at each grade level, strategies to implement, and progression of standards toward student mastery. A “mastery model” for deconstruction will allow teachers to communicate standards and expectation of mastery to the students while providing deep understanding to the teacher. MTLs will ensure that ELA benchmark assessments are ready for use at the beginning of the 2013-2014 school year. Teachers will administer benchmark assessments quarterly followed by job-embedded data analysis led by MTLs. MTLs and selected staff will participate in the LDC. This training will be redelivered and follow-up support will be provided to teachers at each cluster school.

Developing a Literacy Culture - The CCSS advocate “to build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and information texts”. To build this foundation, students will read, write, and speak about literature every day. Resources for classrooms and school libraries will be implemented, including materials for literacy centers, e-books and e-readers, as well as family literacy activities and resources that engage the students and adults.

SRCL grant funds will be used to supply classroom libraries with language and text-rich resources to broaden the scope of literature available.

B. Student Interventions (RtI) and Extensions will be the focus of the district created “Whatever I Need” (WIN) initiative. This is a 45 minute block of time in each school’s daily master schedule to enrich and advance achievement of students who demonstrate proficiency on assessments/screening instruments and provide strategic interventions (RtI) to students identified as non-proficient. This time is in addition to core instruction. WIN utilizes data to identify academic needs followed by implementation of targeted, strategic, research-based interventions, combined with continuous progress monitoring to gauge student response to the interventions and calibrate adjustments needed to prepare students for meeting the CCSS and impact student achievement. By refining and strengthening WIN through the SRCL project, and with trained personnel to provide interventions, Mansfield teachers and leaders will provide a structure to ensure that ALL students are provided with support to improve literacy outcomes and foster academic success.

Literacy Interventionists – Selected literacy interventionists will be certified teachers who have knowledge of reading intervention strategies. Literacy Interventionists will collaborate with MTLS and classroom teachers to provide instruction to below grade level students within flexible groups for Tier II and Tier III interventions as well as analyze progress monitoring data.

Progress monitoring – Students who do not demonstrate proficiency on state assessments will be further screened using Informal Reading Inventories, programmatic assessments, and the System to Enhance Educational Performance (STEEP) to clearly identify needs. These students will receive explicit, targeted interventions in a Tier II or Tier III intervention group during WIN time. On-going progress monitoring and data analysis using TELD-3, DIBELS Next, and STEEP

will support data-based decisions to foster flexible grouping of students based on literacy strengths and weaknesses. Cluster schools will use the DIBELS or STEEP web-based data management systems to record, chart, and track student data for making instructional decisions.

Extended school year & Summer Reading Academy – Research indicates that children who do not read over the summer will lose more than two months of reading achievement. With the award of the SRCL grant, the cluster schools will provide a four-week extended school year, or “Summer Journey”, for students in grades K-12 that do not demonstrate ELA proficiency on state assessments to prevent summer reading loss and intervene and remediate on specific, individually-targeted areas of literacy weaknesses. A Summer Reading Academy for students that are proficient in ELA standards will also be hosted with SRCL funds. The goal of the Summer Reading Academy is to “Travel the World through Books” by promoting reading for enrichment and enjoyment.

C. Family and Community Partnerships will begin with collaboration between the cluster schools and non-profit organizations: Early Steps, Prime Time Family Reading, and DeSoto Parish Library. Each of these partners promotes literacy growth for all ages through workshops, classes, events, and activities. (See Appendix E for records of effectiveness for Early Steps and Prime Time.)

Since implementing TAP, DeSoto has been named a “TAP District of Distinction”. DeSoto has also shown steady growth in student achievement over the past five years with an increase last year of 15.9 SPS points while having the largest district reduction in dropouts. This made DeSoto the top district in the state in “district performance growth”. However, the Mansfield cluster still lags in SPS compared to other schools in the district. With DeSoto’s proven

capacity and history for results, the SRCL grant funds will help accelerate the growth for the Mansfield schools.

IV. Project Management Plan: The implementation of the SRCL grant will be coordinated by a full time Project Director, with support of the LEA. The director will review monthly financial reports with the Director of Finance, or his designee, for adherence to the budget guidelines. The Project Director will also collaborate with the District and School Literacy Leadership Teams to ensure that all activities take place within the proposed timelines, coordinate professional development, and analyze data to determine progress toward project goals. An outline of actions and milestones for implementing SRCL in DeSoto is found on page 11. Job descriptions and resumes of all key personnel paid for with SRCL funds are found in Appendix C.

To improve the literacy outcomes for all children, ages birth to grade twelve, DeSoto proposes the following actions:

Action (including, but not limited to)	Responsible Party	Timeline	Milestones
Establish District and School Leadership Teams <ul style="list-style-type: none"> • Analyze student and teacher data • Plan and conduct job-embedded PD • Create assessment schedules • Establish observation timelines, plan for teacher collaboration and support • Partner with non-profits 	Project Director, Master Teacher Literacy Strategists supported by School Administrators	Beginning in July, 2013 District Team meet quarterly; School Teams meet bi-weekly – on-going	Established system for data-based decision making to improve instructional practices and student outcomes; Capacity of teachers and interventionists to provide standards-based literacy instruction in all content areas; Benchmark Assessments, Literacy-based family engagement
Master Teacher Literacy Strategists attend DeSoto TAP Summer Institute, Literacy Design Collaborative, Master Teacher Leader PD and required SRCL training	Louisiana Executive Master Teachers; LDOE	June/July, 2013 and on-going as scheduled	“In-house” PD targeted to CCSS aligned core instruction and effective interventions to advance students’ literacy achievement.
Analyze current programs/materials for core instruction and intervention; Evaluate programs/resources and purchase to meet needs	Project Director, School Literacy Leadership Teams, Teachers, Department of Student Learning	June/July and continue as needed	Strong core instruction aligned to CCSS and targeted interventions that impact student success.

Two-day Summer SRCL Academy for each school site	School Literacy Leadership Teams	July, 2013	Realizing project goals, objectives, and activities
Implement WIN Time (RtI – Extension) <ul style="list-style-type: none"> • Universal Screening data analysis • Progress Monitor using TELD-3, DIBELS Next, STEEP or programmatic assessments 	Master Teacher Literacy Strategists, Teachers and Interventionists supported by School and District Administrators	August, 2013 and beyond the grant period; Progress Monitor a minimum of every three weeks	Students below grade level will receive services they need to increase the percentage of students scoring proficient on ELA State Assessments.
School Leaders and Teachers set Learning Targets	District and School Administrators	By October/Feb of each school year and progress monitored at least quarterly	Meeting School's Growth Target including sub-group performance
Extended School Year (RtI) Summer Reading Academy (Enrichment)	DeSoto Department of Student Learning	June, 2014 and beyond the grant period	Prevent summer reading loss; Students reading for enrichment and enjoyment
Identify Reinforcements and Refinements; Revise Plans yearly according to data needs.	School Leadership Teams	Quarterly and End-of-Year - ongoing	School Improvement Plans aligned to SRCL Goals

V. Project Budget Narrative: The budget will be divided as follows: 15% for birth to age 5, 40% for K-5, 20% for 6-8, and 20% for high school. Meetings will occur between the project director, the lead site administrators, the federal programs director (SRCL Program Contact), and the business department to monitor the budget. Funds will be allocated as described in Appendix D to meet the project goals listed in this application. Auditors hired by the district will assist in determining that guidelines for spending and budgeting are in accord.

Currently Title I (master teachers), Title II (mentor teachers 'substitutes, travel) and Teacher Incentive Funds –TIF (master and mentor teacher addendums, teacher performance payouts) are used to operate the TAP system in DeSoto. Title I (RtI materials, stipends) and local funds have been used to operate the WIN structure for RtI. These funds will continue to operate as described and 25% of the listed groups will be leveraged toward the funding of the Project Director, Master Teacher Literacy Specialist, and the Literacy Interventionist as well as pay teachers stipends.

APPENDIX A: LEA PROPOSED FEEDER SCHOOLS/SITES Number of Students and Contact Information

LEA Name: DeSoto Parish			
SUPERINTENDENT		NON-PROFIT EARLY CHILDHOOD SITES (childcare or Head Start) or Schools with PreK classes	
Name: Dr. Cade Brumley		1. Mansfield HeadStart Center	2. Mansfield Elementary PK-4
Office Phone: 318-872-2836		Age Span: 3 -4	Age Span: 3-4 years old
Other Phone: 318-286-7705		Number of Four-Year-Olds: 24	Number of Four-Year-Olds: 89
E-mail: cade.brumley@desotopsb.com		Number of Three-Year-Olds: 26	Number of Three-Year-Olds: 28
LEA SRCL CONTACT PERSON		Number of Children Ages 0-2: 0	Number of Children Ages 0-2: 0
Name: Sheila Clark		Director: Judie Barnum	Director: Debbie Fuller (Principal)
Position: Project Director		Phone: 318-357-2213	Phone: 318-872-1772
Phone: 318-872-1198		Email: hsdire@nppj.org	Email: debbie.fuller@desotopsb.com
E-mail: sheclark@desotopsb.com		Address: 115 Richards	Address: 1915 McArthur Drive
LEA MAILING ADDRESS:		City: Mansfield ZIP: 71052	City: Mansfield ZIP: 71052
DeSoto Parish School Board		3.	4.
201 Crosby Street		Age Span:	Age Span:
Mansfield, LA 71052		Number of Four-Year-Olds:	Number of Four-Year-Olds:
		Number of Three-Year-Olds:	Number of Three-Year-Olds:
		Number of Children Ages 0-2:	Number of Children Ages 0-2:
		Director:	Director:
		Phone:	Phone:
		Email:	Email:
		Address:	Address:
		City: ZIP:	City: ZIP:
ELEMENTARY, MIDDLE, AND HIGH SCHOOL SITES			
Elementary: Mansfield Elementary PK-4 (*PreK #s represented above)			
Grades: *K-4	# of Students*: 555	Principal: Debbie Fuller	
Phone: 318-872-1772		Address: 1915 McArthur Drive	
Email: debbie.fuller@desotopsb.com		City: Mansfield, LA	ZIP 71052
Elementary:			
Grades:	# of Students*:	Principal:	
Phone:		Address:	
Email:		City:	ZIP
Middle: Mansfield Middle School			
Grades: 5-8	# of Students*: 466	Principal: Grayson Collins	
Phone: 318-872-1309		Address: 1915 McArthur Drive	
Email: gcollins@desotopsb.com		City: Mansfield, LA	ZIP 71052
High: Mansfield High School			
Grades: 9-12	# of Students*: 425	Principal: Sedric Clark	
Phone: 318-872-0793		Address: 401 Kings Highway	
Email: sedric.clark@desotopsb.com		City: Mansfield, LA	ZIP 71052
Proposed expansion school(s) or population(s) for Year 2:			
Logansport Elementary (PK-6): 360 Logansport High School (7-12): 291			

* Pre-school/PreK children should only be included in the Non-Profit Early Childhood Sites section. Do not include with the elementary, middle, or high school counts.

Table 1: Proposed Feeder Schools with Greatest Number/Percentage of Disadvantaged Youth

Feeder School/Site Name and Grade Configuration (List in order: preschools/ early childhood, elementary, middle, and high schools)*	Oct. 1, 2012		Free and Reduced Lunch		Oct. 1, 2012		Proficient Limited-English		Oct. 1, 2012		Students with Disabilities		Oct. 1, 2012		Homeless		Students Not Proficient** on ELA State Assessments (LEAP, LEAP, EOC)		2011-2012 Over Age Students in 9th Grade		Other***		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Mansfield Elementary PK-4	699	95	1	0	108	15	9	1	156	21											n/a		
Mansfield Middle School 5-8	438	94	9	2	40	9	4	1	223	48											n/a		
Mansfield High School 9-12	367	86	1	0	50	12	4	1	53	12											12	n/a	

* Maximum four preschools/early childhood centers, two elementary schools (K-5), one middle school (6-8), one high school (9-12)
 ** Below Basic on /LEAP and LEAP and Needs Improvement on EOC
 *** OTHER: MIGRANT, NEW IMMIGRANTS, FOSTER CARE, PREGNANT OR TEENAGE PARENTS, PREVIOUSLY INCARCERATED

Table 2A: Disadvantaged Youth in Comparison Feeder Schools

Provide data for a feeder school system with the next highest number and percentage of disadvantaged youth by category.

Feeder School/Site Name and Grade Configuration (List in order: preschools/early childhood, elementary, middle, and high schools)*	Oct. 1, 2012		Free and Reduced Lunch		Oct. 1, 2012		Limited-English Proficient		Oct. 1, 2012		Students with Disabilities		Oct. 1, 2012		Homeless		2011-2012 Students Not Proficient** on ELA State Assessments (LEAP, LEAP, EOC)		2011-2012 Over Age Students in 9th Grade		Other***		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Logansport Elementary PK-6	269	68	6	2	61	15	3	3	1	63	16										4	1	
Logansport High School 7-12	192	66	8	3	29	10	1	1	0	42	14										6	2	

* Maximum four preschools/early childhood centers, two elementary schools (K-5), one middle school (6-8), one high school (9-12)
 ** Below Basic on /LEAP and LEAP and Needs Improvement on EOC
 *** OTHER: MIGRANT, NEW IMMIGRANTS, FOSTER CARE, PREGNANT OR TEENAGE PARENTS, PREVIOUSLY INCARCERATED

Table 2B: Disadvantaged Youth in Comparison Feeder Schools

Provide data for a feeder school system with the next highest number and percentage of disadvantaged youth by category.

Feeder School/Site Name and Grade Configuration (List in order: preschools/early childhood, elementary, middle, and high schools)*	Oct. 1, 2012		Oct. 1, 2012		Oct. 1, 2012		Oct. 1, 2012		Oct. 1, 2012		Oct. 1, 2012		2011-2012		2011-2012		Other***
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
North DeSoto Elementary PK-2	321	48	0	0	67	10	1	1	0	0							
North DeSoto Elementary 3-5	284	53	6	6	37	7	1	1	0	0	137	26					
North DeSoto Middle School 6-8	282	52	7	7	40	7	2	2	0	0	97	18					1
North DeSoto High School 9-12	255	41	8	8	33	5	2	2	0	0	7	1	67	11	2	2	.3

* Maximum four preschools/early childhood centers, two elementary schools (K-5), one middle school (6-8), one high school (9-12)

** Below Basic on /LEAP and LEAP and Needs Improvement on EOC

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

Table 3A: Literacy Achievement Results for Proposed Feeder Schools*

School/site Name	Grade	Assessment	2009-2010	2010-2011	2011-2012
A. Mansfield Elementary School	PK	DSC EOY Language Post-Test National Percentile Rank (add rows if necessary)	61	68	68
B. Mansfield Elementary School	PK				
A. Mansfield Elementary School	K	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	79	77	45
B. Mansfield Elementary School	K				
A. Mansfield Elementary School	1 st				
B. Mansfield Elementary School	1 st				
A. Mansfield Elementary School	2 nd				
B. Mansfield Elementary School	2 nd				
A. Mansfield Elementary School	3 rd				
B. Mansfield Elementary School	3 rd				
A. Mansfield Elementary School	3 rd				
B. Mansfield Elementary School	3 rd				

* Provide for years available

Table 3A: Literacy Achievement Results for Proposed Feeder Schools*
 EIA Scores, % Basic and Above for /LEAP and LEAP, and % Fair and Above for EOC Assessments listed

School/ Site Name	Grade	Assessment	2009-2010	2010-2011	2011-2012
A. Mansfield Elementary School	3 rd	/LEAP	39	44	49
B.	3 rd	/LEAP			
A. Mansfield Elementary School	4 th	LEAP	39	46	52
B.	4 th	LEAP			
A. Mansfield Middle School	5 th	/LEAP	54	36	54
B.	5 th	/LEAP			
Mansfield Middle School	6 th	/LEAP	53	47	43
Mansfield Middle School	7 th	/LEAP	66	55	42
Mansfield Middle School	8 th	LEAP	58	40	49
Mansfield High School	10 th	EOC English 2	64	74	82
Mansfield High School	11 th	EOC English 3	0	10	74
Graduation Rate	% Cohort				

* Provide for years available

Table 4: Proposed Feeder Schools Flow Through

Include the name and grade configuration of your chosen cluster schools using October 1, 2012 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.

School Name and Configuration	School Name and Configuration	School Name and Configuration	School Name and Configuration	School Name and Configuration	School Name and Configuration
Sample Cluster: ABC Head Start (57 students in the 4-year-old program)	Precious Primary K-1 (52/93) Note: Of the 93 kindergarteners at this school, 52 came from ABC Head Start	Elite Elem. 2-5 (89/175) Note: Of the 175 2 nd graders at this school, 89 came from Precious Primary	Mighty Middle 6-8 (95/185) Note: Of the 185 6 th graders at this school, 95 came from Elite Elementary	Hero High 9-12 (178/325) Note: Of the 325 9 th graders at this school, 178 came from Mighty Middle	Mansfield Head Start Center (29 students in the 2011 3-year old program fed into the 2012 Mansfield Elementary Pre-K classes.)
	Mansfield Elementary PK-4 29/89 Note: Of the 89 PK students at this school, 29 came from Mansfield Head Start.	Mansfield Middle School 5-8 70/87 Note: Of the 87 5 th grade students at this school, 70 came from Mansfield Elementary PK-4.	Mansfield High School 9-12 88/106 Note: Of the 106 9 th grade students at this school, 88 came from Mansfield Middle School.		

Each feeder system may include up to four preschools/early childhood centers, two elementary schools (K-5), a middle school (6-8), and a high school (9-12), or a similar configuration that represents all levels. Provide the number of students and contact information for each site.

Appendix C

Job Descriptions
Resumes

TITLE: SRCL Project Director

QUALIFICATIONS:

1. Master's Degree in relevant academic discipline (preferred).
2. At least five years of successful teaching.
3. TAP Core Trained and Certified TAP Evaluator
4. Demonstrated expertise in literacy content, curriculum development, student learning, test analysis, mentoring and professional development, as demonstrated by an advanced degree, advanced training and/or career experience.
5. Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional interventions.
6. Instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains.
7. Excellent communication skills and an understanding of how to facilitate growth in adults.
8. Proven experience in strategic planning

REPORTS TO: Director of Student Learning

SUPERVISES: As directed by Director of Student Learning

JOB GOAL: Works under the supervision of a director and is responsible for the daily operation of the assigned SRCL Grant project including, but not limited to supervision and evaluation of assigned staff, fiscal accountability and instructional leadership. The Project Director is primarily responsible for all aspects of the SRCL Grant including assisting school staff in scheduling and in general ensuring project's success. Accomplishes project objectives by planning and evaluating project activities.

PERFORMANCE RESPONSIBILITIES

1. Oversee the project to ensure quality; including program delivery, scheduling, and curriculum development.
2. Regularly scheduled meetings with instructional staff to create goals based on the district's vision and mission.
3. Responsible for planning, tracking and reporting on progress of the project's goals.
4. Achieves operational objectives by contributing information and recommendations to strategic plans and reviews; preparing and completing action plans; resolving problems; identifying trends; determining system improvements; implementing change.
5. Maintains accurate, complete, and correct records as required.
6. Accepts constructive criticism as an evaluative element of professional and instructional improvement.
7. Exhibits loyalty and maintains a positive attitude in the promotion of the school/system's goals.
8. Reports job-related injuries within 48 hours of work accident to the immediate supervisor.
9. Develops and implements an Individual Growth Plan based on CLU requirements, the School Improvement Plan and the previous year's observation and evaluation recommendations.
10. Completes a self-evaluation annually.

PROFESSIONAL DEVELOPMENT

While the Project Director is expected to come to the position with a high level of knowledge, he/she will be expected to work with the Principals, Master Teacher Literacy Strategists, Literacy Interventionists, Master Teachers, and/or District Consultants/Supervisors to enhance skills and be able to provide other staff guidance in the best instructional interventions and strategies.

PROFESSIONAL ETHICS

1. Maintains good attendance.
2. Reports to work on time.
3. Adheres to parish dress code.
4. Promotes harmony between: teachers, students, teacher and student.
5. Accepts and supports school administration decisions.
6. Displays professional ethics on and off duty.
7. Maintains a positive attitude of promoting school and community relations.
8. Fosters good public relations.
9. Participates in harmonious working relationship with peers, parents and community members.
10. Adheres to the DeSoto Parish School Board's Sexual Harassment Policy to be found at File: GAEAA.

TERMS OF EMPLOYMENT: 12 months

EVALUATION: All certified and other professional personnel are evaluated in writing each year.

REVIEWED AND AGREED TO: _____ **DATE** _____
Employee

APPROVED: _____ **DATE** _____
Evaluator

TITLE: Master Teacher Literacy Strategist

QUALIFICATIONS:

1. Master's Degree in relevant academic discipline (preferred).
2. At least five years of successful teaching.
3. For teachers currently in TAP schools, exemplary evaluation scores on the TAP instructional rubric.
4. Demonstrated expertise in literacy content, curriculum development, student learning, data analysis, mentoring and professional development, as demonstrated by an advanced degree, advanced training and/or career experience.
5. Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional interventions.
6. Instructional expertise demonstrated through model teaching, team teaching, video presentations and student achievement gains.
7. Classroom demonstrations and external observations.
8. Proof of contribution to profession, such as research, publications, university teaching, presentations and awards.
9. Excellent communication skills and an understanding of how to facilitate growth in adults.

REPORTS TO: Principal

SUPERVISES: None

JOB GOAL: Work with students and teachers by providing reading strategies/interventions to impact student achievement and to provide ELA and Literacy teachers on-site professional development during the school day and to conduct classroom observations and teacher conferences. While the Master Teacher Literacy Strategist is modeling/teaching, the requirements of the ELA/Literacy teacher job description must be utilized and evaluated using the TAP Instructional Rubric.

PERFORMANCE RESPONSIBILITIES

1. Assist with providing interventions to students and collaborate with classroom teachers to provide instruction within flexible groups for effective Tier II and Tier III interventions for students.
2. Administer and analyze data from Progress Monitoring to provide individual student literacy needs to monitor effectiveness;
4. Attend the Literacy Design Collaborative and provide Literacy Design Collaborative training for school-wide implementation.
5. Monitor goal setting, activities, classroom follow-up and goal attainment for literacy cluster groups and for ELA/Literacy teachers' growth plans.
6. To work with other members of the leadership team and mentors, if assigned.
7. To work an expanded calendar year.
8. Assist in creating partnerships with parents/caregivers and colleagues by providing support to:
 - Provide clear and timely information to parents/caregivers and colleagues regarding school expectations and ways they can assist learning.
 - Encourage parents/caregivers to become active partners in their children's literacy education and to become involved in school and classroom activities.
 - Seek community involvement in literacy instructional program.

CLUSTER GROUP PLANNING AND IMPLEMENTATION

As a cluster group leader, the Master Teacher Literacy Strategists will be responsible for:

1. Developing long-range cluster plans, weekly cluster group meeting records and activities with other members of the leadership team.
2. Conducting appropriate field testing of strategies/interventions before presenting to cluster members.
3. Overseeing the planning, facilitation and follow-up of literacy cluster group meetings during professional growth blocks.
4. Providing appropriate follow-up in the classroom.
5. Overseeing WIN (RtI) and ELA groups of teachers in developing goals, providing instructional literacy interventions with proven results, facilitating teacher proficiency with new strategies through classroom-based follow up, and ensuring that the progress of teacher skill development is aligned with changing student learning needs.

EVALUATIONS/CONFERCING

The Master Teacher Literacy Strategists will conduct classroom observations/evaluations using TAP instructional rubrics and pre/post conferences with the classroom teachers.

CLASSROOM FOLLOW-UP

The Master Teacher Literacy Strategists will provide support in the form of observation/feedback, model teaching, demonstration lessons and/or team-teaching following cluster learning, including assistance and coaching toward meeting ELA/Literacy teacher's individual growth plan goals.

PROFESSIONAL DEVELOPMENT

While the Master Teacher Literacy Strategist is expected to come to the position with a high level of knowledge, he/she will be expected to work with the Director, Teachers, and/or District Consultants/Supervisors to enhance skills and be able to provide the teachers assigned to them the best instructional interventions and strategies.

PROFESSIONAL RESPONSIBILITIES

1. Functions professionally and harmoniously with parents, school personnel, and students.
2. Maintains accurate, complete, and correct records as required.
3. Provides for communication with students and parents outside the instructional day as determined by administrative policy.
4. Performs class and duty assignments dependably and punctually.
5. Accepts constructive criticism as an evaluative element of professional and instructional improvement.
6. Exhibits loyalty and maintains a positive attitude in the promotion of the school/system's goals.
7. Reports job-related injuries within 48 hours of work accident to the immediate supervisor.
8. Develops and implements an Individual Growth Plan based on CLU requirements, the School Improvement Plan and the previous year's observation and evaluation recommendations.
9. Completes a self-evaluation annually.

PROFESSIONAL ETHICS

1. Maintains good attendance.
2. Reports to work on time.
3. Adheres to parish dress code.
4. Promotes harmony between: teachers, students, teacher and student.
5. Accepts and supports school administration decisions.
6. Displays professional ethics on and off duty.
7. Maintains a positive attitude of promoting school and community relations.
8. Fosters good public relations.
9. Participates in harmonious working relationship with peers, parents and community members.
10. Adheres to the DeSoto Parish School Board's Sexual Harassment Policy to be found at File: GAEAA.

TERMS OF EMPLOYMENT: Ten months

EVALUATION: All certified and other professional personnel are evaluated in writing each year.

REVIEWED AND AGREED TO: _____ **DATE** _____
Employee

APPROVED: _____ **DATE** _____
Evaluator

TITLE: Literacy Interventionist

QUALIFICATIONS:

1. Extensive Knowledge of Reading Intervention Strategies
2. Experienced Certified Teacher who has demonstrated excellence in reading instruction
3. Willingness to attend initial and ongoing training
4. Ability and willingness to model Reading Intervention strategies
5. Ability to implement the process of change at the school level
6. Ability to communicate and work collaboratively with others
7. Student data that illustrates the teacher's ability to increase student achievement through utilizing specific instructional interventions.

REPORTS TO: Principal

SUPERVISES: None

JOB GOAL: Improve Literacy skills of students by providing effective reading interventions.

PERFORMANCE RESPONSIBILITIES:

1. Provide interventions to students within flexible groups for effective Tier II and Tier III interventions for students.
2. Collaborate with classroom teachers to provide instruction within flexible groups for Tier II and Tier III intervention for students.
3. Collaborate with others to analyze assessments to monitor program effectiveness.
4. Administer and analyze data from Progress Monitoring to provide student literacy need.
6. Attend and stay current of literacy professional development opportunities.
7. Complete a Self-Evaluation annually.

PROFESSIONAL ETHICS:

1. Adheres to the parish dress code
2. Accepts and supports administrative decisions
3. Displays professional ethics on and off duty
4. Fosters good community relations
5. Participates in harmonious working relationship with peers, parents, and community members
6. Maintains a positive attitude of promoting school and community relations
7. Adheres to the DeSoto Parish School Board's Sexual Harassment Policy

PROFESSIONAL RESPONSIBILITIES

1. Functions professionally and harmoniously with parents, school personnel, and students.
2. Maintains accurate, complete, and correct records as required.
3. Provides for communication with students and parents outside the instructional day as determined by administrative policy.
4. Performs class and duty assignments dependably and punctually.
5. Accepts constructive criticism as an evaluative element of professional and instructional improvement.
6. Exhibits loyalty and maintains a positive attitude in the promotion of the school/system's goals.
7. Reports job-related injuries within 48 hours of work accident to the immediate supervisor.
8. Develops and implements an Individual Growth Plan based on CLU requirements, the School Improvement Plan and the previous year's observation and evaluation recommendations.
9. Completes a self-evaluation annually.

PROFESSIONAL ETHICS

1. Maintains good attendance.
2. Reports to work on time.
3. Adheres to parish dress code.
4. Promotes harmony between: teachers, students, teacher and student.
5. Accepts and supports school administration decisions.
6. Displays professional ethics on and off duty.
7. Maintains a positive attitude of promoting school and community relations.
8. Fosters good public relations.
9. Participates in harmonious working relationship with peers, parents and community members.
10. Adheres to the DeSoto Parish School Board's Sexual Harassment Policy to be found at File: GAEAA.

TERMS OF EMPLOYMENT: Nine months

EVALUATION: All certified and other professional personnel are evaluated in writing each year.

REVIEWED AND AGREED TO: _____ **DATE** _____
Employee

APPROVED: _____ **DATE** _____
Evaluator

Rosie S. Claiborne
152 Shell Street
Mansfield, LA 71052
(318) 272-2829 Cell
rclaiborne@desotopsb.com

Profile

I'm currently in my first year at Mansfield Middle School as a master teacher. Much of my background in education, spanning twenty years, has been in elementary with a strong focus on developing and providing Reading intervention. I believe that reading intervention is important to the overall academic experience of a child because improved reading ability will help a child in all other subjects. When students are able to see their own progress, they become more confident in their abilities, which will increase their chances of being successful throughout school.

Education

- Master's + 30 hours/ Reading – University of Phoenix
- Reading Specialist Degree – University of Phoenix
- Master of Arts in Education/Curriculum and Instruction – University of Phoenix
- Alternative Education Program – Northwestern State University
- Bachelor of General Studies – Northwestern State University

Certification

- Elementary Grade(s): 1-8
- National Board Certification for Teachers (Literacy: Reading-Language Arts/Early and Middle Childhood)
- Middle School: English/Language Arts, Grade(s): 4-8
- Reading Specialist Grade(s): 1-12
- Supervisor of Student Teaching Grade(s): 1-12

Employment

- **TAP Master Teacher**
Mansfield Middle School, November 2012-Present
- **Literacy Coach**
Mansfield Elementary School, 2006-October 2012
- **Teacher (1st Grade)**
Mansfield Elementary School, 1999-2006
- **SPED Para-professional**
Mansfield Elementary School Grade(s): 2-5, 1991-1998

Key Qualifications

- Tap Certified Master Teacher and Evaluator
- DIBELS Coordinator/TOT/Assessor
- Literacy Observation Tool Training
- LETRS Trained

- Curriculum Alignment Committee (ELA)
- INTECH Trained
- LINCS Trained
- Project Read – Comprehension
- Project Read – Phonology
- DRA (Developmental Reading Assessment) Trained
- 504 Training
- Mentor Training
- Ensuring Literacy for All Training/July 2006
- Ensuring Literacy for ALL Presenter/August 2008
- CHAMPs Classroom Management Training
- EAGLE Training
- LIPS Phoneme Sequencing Program Trained
- Voyager VMath/Passport (ELA) Trained
- Gates-MacGinitie Reading Test Facilitator

Presentation

- Staff Development and In-Service Presenter (Mansfield Elementary School)
- TAP Cluster Leader/Presenter (Mansfield Middle School)

Other

- W.I.N. (Whatever I Need) Intervention Coordinator
- 504 Committee Chairperson

Sheila Clark
P.O. Box 933
Logansport, LA 71049
(318) 272-2158 Cell
sheclark@desotopsb.com

Profile

Currently a Coordinator with the DeSoto Parish Department of Student Learning with a focus on English Language Arts and Literacy. Previously served as a classroom teacher and Reading First/ Ensuring Literacy for All (ELFA) District Coordinator.

Education

- Master of Education – Louisiana State University (1981)
- Bachelor of Arts – Northwestern State University (1976)

Certification

- TAP – The System for Teacher and Student Advancement (2011)
- Reading Specialist – Louisiana State University (2004)
- Supervision of Student Teaching – Louisiana State University (1993)
- Kindergarten and Elementary Grades – Northwestern State University (1976)

Employment

- DeSoto Parish Curriculum Coordinator (2010 – Current)
- DeSoto Parish Reading First/ELFA Coordinator (2004-2010)
- DeSoto Parish Teacher - Kindergarten, 6th grade, Computer Lab, 3rd grade, 1st grade (1980-2004)
- Caddo Parish Teacher – 3rd Grade, 1st Grade, Kindergarten (1976-1980)

Professional Development Workshops and Presentation:

- TAP – The System for Teacher and Student Advancement
- DIBELS Administration and Scoring (Trainer of Trainers)
- LETRS – Language Essentials for Teachers of Reading and Spelling
- Literacy Observation Tool (LOT)
- Project Read – Phonology
- Lindamood Phoneme Sequencing (LiPS)
- 504 District Training
- LINCS Whole Faculty Study Groups
- INTECH Technology
- STAR Assessor Certification (System for Teaching and Learning Assistance and Review)
- Effective Schools Seminar Participant
- CHAMPS Classroom Management

Professional Organizations:

- International Reading Association
- Louisiana Reading Association
- DeSoto Reading Council
- International Dyslexia Association

Brooke C. Mik
213 Marcia Street
Mansfield, LA 71052
(318) 840-2259 Cell
brooke.mik@desotopsb.com

Professional Profile

Dedicated elementary educator with thirteen years educational experience developing results driven curriculum and delivering enthusiastic instruction of math, reading, writing, social studies and science for primary grade students. Extensive experience serving the needs of culturally, racially, and socio-economically diverse populations with wide-ranging experience in Reading.

Education

- Master's +30 hours/Reading – University of Phoenix
- Reading Specialist Degree – University of Phoenix
- Master of Arts in Education/Curriculum and Instruction – University of Phoenix
- Alternative Education Program – Louisiana State University in Shreveport
- Bachelor of General Studies – Louisiana State University in Shreveport

Certification

- Louisiana (Elementary Grades 1-8)

Employment

- **TAP Master Teacher**
Mansfield Elementary School, November 2012-Present
- **Literacy Coach**
Mansfield Elementary School, 2004-October 2012
- **Teacher (2nd Grade)**
Mansfield Elementary School, 2002-2004
- **Teacher (2nd Grade)**
Red River Elementary School, 2001-2002
- **Teacher (Physical Education)**
Mansfield Elementary School, 2000-2001

Key Qualifications

- Tap Certified Master Teacher and Evaluator
- DIBELS Coordinator/TOT/Assessor
- Literacy Observation Tool Training
- Slosson-R Gifted Training
- LETRS Trained
- Curriculum Alignment Committee (ELA)
- INTECH Trained
- LINC'S Trained

- Project Read – Comprehension
- Project Read – Phonology
- Direct Instruction In-serviced (participant & facilitator)
- DRA (Developmental Reading Assessment) Trained
- 504 Training
- Mentor Training
- Ensuring Literacy for All Training/July 2008
- Ensuring Literacy for ALL Presenter/August 2008
- CHAMPs Classroom Management Training
- EAGLE Training
- LiPS Phoneme Sequencing Program Trained
- Kagan Strategies In-Serviced
- Voyager VMath/Passport (ELA) Trained
- Gates-MacGinitie Reading Test Facilitator

Presentation

- Staff Development and In-Service Presenter (Mansfield Elementary/DeSoto Parish)
- TAP Cluster Leader/Presenter (Mansfield Elementary)

Other

- W.I.N. (Whatever I Need) Intervention Coordinator
- 504 Committee Chairperson
- Supervision of Student Teachers Certification
- Mansfield Elementary Teacher of the Year - 2005

Appendix D

Budget

SRCL Programmatic Assurances

Fiscal Assurances

Project Funds Cohort 2 Application

Budget Spreadsheet

**LOUISIANA STRIVING READERS COMPREHENSIVE LITERACY PROGRAM
CFDA 84.371C SUBGRANTEE PROGRAMMATIC ASSURANCES**

As a condition of the receipt of funds under the Louisiana Striving Readers Comprehensive Literacy (SRCL) Program, the applicant agrees to comply with the following Assurances:

1. Adhere to the 15/40/20/20 funding distribution.
2. Leverage SRCL funds with other federal and state funds to implement and sustain the project. For example, salaries for SRCL staff must be leveraged at least 25% with other funds in Years 1-2.
3. Submit monthly reimbursement requests electronically to Appropriation Control Division.
4. Allocate grant funds for a sufficient number of site-based literacy integration specialists and literacy interventionists.
5. Maintain job descriptions and level of effort records for literacy integration specialists, literacy interventionists, and other personnel paid with SRCL funds.
6. Expand the project in Year 2 to additional feeder school(s) or disadvantaged population(s), with no additional SRCL funds.
7. Implement the project's scope originally outlined in the application as funding was awarded based on the application submitted. Changes must receive approval.
8. Partner with public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness in
 - a. Improving the early literacy development of children from birth through Kindergarten entry, and
 - b. Providing professional development in early literacy.
9. Build capacity of all teachers, including special education teachers and speech-language pathologists, to provide standards-based literacy instruction within all content areas.
10. Select and use CCSS-aligned assessments, curriculum and instructional materials.
11. Incorporate technology and, as appropriate, principles of Universal Design for Learning to support transition to the CCSS.
12. Purchase and administer the Test of Early Language Development (TELD-3) to all three- and four-year olds; Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) for students in kindergarten through grade 3, and System to Enhance Educational Performance (STEEP) for students in grades 4-12.
13. Provide support structures to ensure successful transitions for children; for example, preschool to elementary school, elementary school to middle school, and middle school to high school.
14. Provide a comprehensive system of support for teachers, including use of Compass and teacher leaders, collaboration structures, and training to use CCSS-aligned materials effectively.
15. Provide language- and text-rich classroom, school, and early learning program environments that engage and motivate children and youth in speaking, listening, reading, and writing.
16. Enable data-based decision-making to improve instructional practices and outcomes for all students, ensuring disadvantaged students receive maximum benefits.
17. Implement interventions for children who are below grade level to ensure they achieve CCSS.



Superintendent's Signature

DeSoto Parish School System

LEA

RECIPIENT APPLICATION FOR FEDERAL FUNDS STATEMENT OF ASSURANCES

I, Cade Brumley, Superintendent/Administrator of DeSoto Parish Schools
(Print Name) (Recipient)

hereby assure the Louisiana Department of Education that DeSoto Parish School System
(Recipient)

is in compliance with all of the GENERAL and SPECIFIC ASSURANCES
enumerated on the preceding pages.

Cade Brumley
Signature of Person Authorized to receive grant

Fiscal Assurances

- The recipient assures that it has made application and has been approved to receive grant funding for Louisiana Striving Readers Comprehensive Literacy Program, CFDA #84.371C awarded by the U.S. Department of Education.
- The recipient has been informed of the requirements imposed by Federal laws, regulations, and the provisions of contracts or grant agreements as well as any supplemental requirements imposed by the Louisiana Department of Education.
- The recipient has provided the **TOTAL AMOUNT** (\$253,940.00 - insert amount here) of prior year expenditures of Federal Funds according to regulations issued by Office of Management and Budget Circular A-133 from all sources (described as funds received as direct or pass through funds).
- The recipient assures that it has been advised that subrecipients expending \$500,000 or more in Federal awards (funds received as direct or pass thru funds) during the subrecipient's fiscal year receive a single audit or program specific audit for that year according to regulations issued by Office of Management and Budget Circular A-133.
- The recipient assures that it will permit the Louisiana Department of Education, the Legislative Auditors, and all other required personnel to have access to the records and financial statements as necessary.
- The recipient agrees to maintain all books, records and other documents for at least (3) federal fiscal years after the final payment or as described in 4CFR 74.53(b) whichever is longest.

Section 427 GEPA (2001 (P.L. 107-110))

The applicant ensures equity of access and participation of students, teachers, and parents in all federal programs through the LEA Consolidated Application. All activities are without barriers that can impede equitable access or participation related to gender, race, national origin, color, disability or age. All activities of this program include equity concerns so as to involve full participation in this program without barriers, including provisions of native language translations and interpreters for participants. Activities are held in physical facilities that accommodate visually and physically challenged participants.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative

agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

DeSoto Parish School System

201 Crosby Street

Mansfield, LA 71052

Check if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 0348-0040

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§ 728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§ 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 23 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§ 501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.



STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
POST OFFICE BOX 94064, BATON ROUGE, LOUISIANA 70804-9064
Toll Free #: 1-877-453-2721
http://www.louisianaschools.net

APPLICATION FOR PROJECT FUNDS

Official Program Title: Louisiana Striving Readers Comprehensive Literacy Program
CFDA#: (If Federal Funds) 84.371C
Awarding Agency: U. S. Department of Education
Internal Program Title: Striving Readers Comprehensive Literacy Program
Project Number: 28-12-SO-
Funding Amount Applied for: \$253,940.00
Funding Period: June 18, 2013 – September 30, 2013

Agency Information:		
Recipient Organization:	DeSoto Parish School System	
Project Director:	Sheila Clark	
Fiscal Agent:	DeSoto Parish School Board	
Mailing Address:	201 Crosby Street	
Street Address:	201 Crosby Street	
City:	State:	Zip Code:
Mansfield	LA	71052
Program Contact Information:		
Name/Position:	Kathy Noel/Director of Student Learning	
Telephone Number:	318-872-2836	
	(Area Code) (Number)	(Extension)
Fax Number:	318-871-0305	
	(Area Code) (Number)	
Email Address:	knoel@desotopsb.com	

I hereby assure and certify that this agency will comply with the regulations, policies, guidelines and requirements, as they relate to the application, acceptance and use of funds for the federally assisted or state assisted project.

APPROVED (For State Agency Use Only):

Paula Carol B...
Approved Representative of the Applicant Agency Date

Program Division Director/Designee Date

Division of Education Finance /Designee Date

"An Equal Opportunity Employer"

Louisiana Department of Education
Budget Summary

Name of Eligible Recipient: Desoto Parish School Board
 Street Address: 201 Crosby Street
 Mailing Address: 201 Crosby Street
 City, State, Zip: Mansfield, LA 71052
 Source of Funds: Federal

Program: _____
 Program Fiscal Year: _____
 Submitted by: _____
 Telephone/Fax #: _____

Striving Readers Comprehensive Literacy Program
 2012/2013
 28-12-SO-
 Kathy Noel
 318-872-1198/ 318-871-0305

Object Code	Expenditure Category	STATE DEPARTMENT OF EDUCATION				PERCENTAGE OF TOTAL ALLOCATION	
		Birth - Age 5 Amount	K - Grade 5 Amount	Grades 6 - 8 Amount	Grades 9 - 12 Amount	Total Allocation Amount	Indirect Costs (if applicable) Approved %
100	Salaries	\$ 15,529.00	\$ 27,012.00	\$ 19,266.00	\$ 19,266.00	\$ 81,073.00	
200	Employee Benefits	\$ 5,699.54	\$ 11,575.52	\$ 7,236.40	\$ 7,236.40	\$ 31,747.86	
300	Purchased Professional/Tech Svcs.	\$ 2,000.00	\$ 3,000.00	\$ -	\$ -	\$ 5,000.00	
400	Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	
500	Other Purchased Services	\$ 3,905.00	\$ 10,414.00	\$ 5,207.00	\$ 5,207.00	\$ 24,733.00	
600	Supplies	\$ 9,350.00	\$ 39,181.00	\$ 17,774.00	\$ 17,774.00	\$ 84,079.00	
	Subtotal - Operating Budget	\$ 36,483.54	\$ 91,182.52	\$ 49,483.40	\$ 49,483.40	\$ 226,632.86	
	Indirect Costs (if applicable) Approved %	\$ 4,395.90	\$ 10,986.58	\$ 5,962.25	\$ 5,962.25	\$ 27,306.99	
700	Property	\$ -	\$ -	\$ -	\$ -	\$ -	
800	Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	
	GRAND TOTAL	\$ 40,879.45	\$ 102,169.10	\$ 55,445.65	\$ 55,445.65	\$ 253,939.85	
		16%	40%	22%	22%		

GRANTEE INFORMATION

Representative of the entity: *Praxton Wade Brumley*
 Date: *4/12/13*

Approved Division Director/Designee: _____ Date: _____
 Approved Grants Management: _____ Date: _____

SCAN AND EMAIL TO: DOEFederalBudgetRevisions@la.gov

Louisiana Department of Education
Budget Detail

Name of Eligible Recipient: Desoto Parish School Board
 Street Address: 201 Crosby Street
 Mailing Address: 201 Crosby Street
 City, State, Zip: Mansfield, LA 71052
 Source of Funds: Federal

Program: Striving Readers Comprehensive Literacy Program
 Program Fiscal Year: 2012/2013
 Project Number: 28-12-SO-
 Submitted by: Kathy Noel
 Telephone/Email: 318-872-1198/ knoel@desotopsb.com

Object Code	Expenditure Category	Birth - Age 5 Amount	K - Grade 5 Amount	Grades 6 - 8 Amount	Grades 9-12 Amount	Total Amount Budgeted
100	SALARIES					
	(Under each salary heading, provide the following:					\$0.00
	Denote # of full-time employees in each group and % Full Time.					\$0.00
	For part-time employees, provide applicable rates, with # of hours/months X # of hours/months.					\$0.00
	Attach a job description for all new positions.)					\$0.00
	Officials/Administrators/Managers					\$0.00
	(1) Project Director-12 month employee-100% time SRCL Grant (75% funded by SRCL)	\$1,758.00	\$4,688.00	\$2,344.00	\$2,344.00	\$11,134.00
	\$93,770 X 75% / 12 months X 2 months (August, September)					\$0.00
	Teachers					\$0.00
	(3) Literacy Strategists-10 month employees-100 % time SRCL Grant (75% funded by SRCL)	\$1,824.00	\$4,864.00	\$2,432.00	\$2,432.00	\$11,552.00
	\$64850 X 75% / 12 months X 1 month (September) X 3 people					\$0.00
	(6)Literacy Interventionists-9 month employees-100% time SRCL Grant (75% funded by SRCL)	\$3,307.00	\$8,820.00	\$4,410.00	\$4,410.00	\$20,947.00
	\$58,800 X 75% / 12 months X 1 month (September) X 6 people					\$0.00
	Clerical/Secretarial					\$0.00
	Aides/Paraprofessionals					\$0.00
	Substitutes (Provide daily rate X # of days or hourly rate X # of hours.) Purpose for subs:					\$0.00

Appendix E

Memorandum of Understandings
Letters of Support
Evidence of Effectiveness

**Partnership Agreement
Between
EarlySteps
Louisiana's Early Intervention Services, Part C
Office for Citizens with Developmental Disabilities
and
Desoto Parish School System**

Purpose

This agreement is written to assist EarlySteps and the DeSoto Parish School System, herein after referred to as LEA, in addressing their mutual commitment to serving young children with special needs and their families.

Public Awareness, Outreach and Recruitment

The LEA will provide informational material to families applying for and enrolling in the program (Early Head Start, Head Start, School-Based Health, Family Literacy) about EarlySteps for infants and toddlers with special needs. This will help ensure that infants and toddlers (birth to three) who have a need receive appropriate early intervention services.

EarlySteps will inform families of children with special needs who reside in Desoto Parish about the LEA as a possible option for early childhood development services, both center and home-based.

Training

The EarlySteps program will extend an invitation to the LEA staff to attend trainings that are being held in the region that would enhance the staff's ability to provide services for infants and toddlers with special needs and their families.

Service Delivery

The LEA will ensure that its center-based program is offered to early intervention providers as an environment in which to provide early intervention services. The LEA staff will cooperate and coordinate with Early Steps providers and parents in developing IFSPs and in incorporating the IFSP goals into the early childhood curriculum.

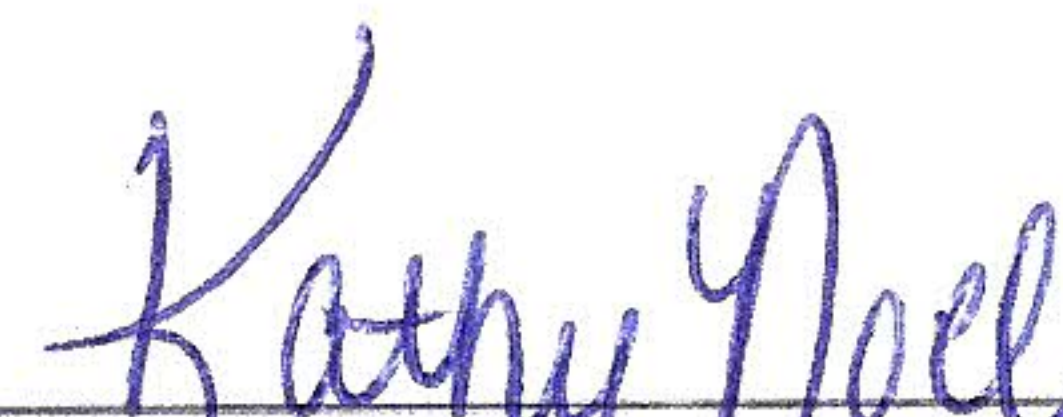
Communication

The EarlySteps program and the LEA will communicate regularly with each other about program services and updates. EarlySteps will share statistical data on Desoto Parish participants as a means to plan for services. There will be mutual participation on community and regional advisory/planning groups.



April Hearron, Regional Coordinator
Early Steps, Region VII

4/12/13
Date



Kathy Noel, Director of Student Learning
DeSoto Parish School System

4/12/13
Date



State of Louisiana

Department of Health and Hospitals

April 11, 2013

To Whom It May Concern:

I am pleased to announce that EarlySteps, Louisiana's Early Intervention Program, fully supports Desoto Parish in their Striving Readers Comprehensive Literacy (SRCL) grant application. EarlySteps will support literacy development in Desoto Parish through providing services to families with infants and toddlers aged birth to three years who have a medical condition likely to result in a developmental delay, or who have developmental delays. EarlySteps services are designed to improve the family's capacity to enhance their child's development. These services will be provided in the child's natural environment, such as the child's home or child care provider's location.

EarlySteps services are currently provided to a number of Desoto Parish children, and EarlySteps will continue our partnership with Desoto Parish to disseminate information about EarlySteps and resources for families through DeSoto Parish schools and other community partners. The EarlySteps Coordinator for Region VII will continue working closely with the district liaison to ensure that all eligible children will be identified and will receive EarlySteps services. We are confident that our partnership will ensure that all Desoto Parish students will have the best possible start on their journey to literacy.

Sincerely,

April Hearron

April Hearron
EarlySteps Regional Coordinator
Region VII
3018 Old Minden Road #1210
Bossier City, LA 71112

Record of Effectiveness of Louisiana EarlySteps:

EarlySteps provides services to families with infants and toddlers aged birth to three years who have a medical condition likely to result in a development delay, or who have developmental delays. Information provided by the State of Louisiana, Department of Health and Hospitals indicates that the Louisiana EarlySteps program exited 4,158 children in 2011-12, all of which began the program based on an identified developmental delay. Of those children, 47% exited with referrals to Part B and 37% exited without referrals. The 37% that exited without referrals were performing equal to the age of their typical peers. The remaining 16% were exited from the program for "Other" reasons. (i.e. family moving, death)

**DeSoto Parish School System & Head Start Interagency Agreement
Memorandum of Understanding (MOU) for
Literacy Advancement**

EFFECTIVE DATES: July, 2013-June, 2014

The DeSoto Parish School System (DPSS), herein after referred to as the LEA and the Natchitoches Parish Government Office of Community Services Head Start enter into the following agreement this 12th day of April, 2013. This document outlines the cooperative efforts of each party to ensure that children attending the Mansfield Head Start Center and who live in the Striving Readers Comprehensive Literacy (SRCL) selected feeder system will receive services related to the advancement of literacy skills, including pre-literacy skills, reading and writing.

THE DESOTO PARISH SCHOOL SYSTEM AGREES TO:

- Obtain written agreement through this MOU to partner with the Mansfield Head Start Center, upon receipt of the SRCL sub-grant, to advance literacy achievement of children attending the center.
- Identify person(s) to be the project lead(s) and to coordinate and communicate with the Head Start Agency.
- Provide staff to participate in planned SRCL partner meetings and activities.
- Provide professional learning workshops for district educators and Head Start childcare providers.
- Provide funding for travel and training for PRIME TIME Family Reading Implementation Team Members
- Provide stipends for PRIME TIME site-based team members.
- Provide transportation and incentives stipends for participating families.
- Provide PRIME TIME curriculum, materials, gift book sets, and certificates for participating families.

THE HEAD START INTERAGENCY AGREES TO:

- Partner with the DeSoto Parish School System, upon the LEA's receipt of the SRCL sub-grant, to advance literacy achievement of children attending the center.
- Identify person(s) to be the site-based project lead and to coordinate and communicate with the LEA and representatives of PRIME TIME Family Reading.
- Identify three persons to serve on the PRIME TIME Family Reading site-based Implementation Team.
- Ensure that all recruited team members are willing and able to attend the training workshop.
- Ensure that the PRIME TIME Family Reading activities are conducted with Head Start families.

SIGNATURES OF AUTHORIZING PERSONNEL:

Kathy Noel, DeSoto Parish Director of Student Learning
Shelia Clark, SRCL Project Director
Judie W. Barnum, Head Start Agency Director
Devi Rogers, Mansfield Head Start Center Supervisor

DESOTO PARISH SCHOOL SYSTEM & PRIME TIME - FAMILY READING TIME®
Memorandum of Understanding

DeSoto Parish School System (DPSS) and The Louisiana Endowment for the Humanities (LEH) hereby enter into the following agreement this 9th day of April, 2013 wherein DPSS agrees to retain and LEH agrees to provide services described hereafter and as detailed in the application to the Louisiana Department of Education's Striving Readers Comprehensive Literacy initiative. Parties agree to the following:

1. The LEH Shall Provide:

- Staff to participate in planned SRCL partner meetings,
- Professional learning workshops for district educators,
- Training for all PRIME TIME family literacy site-based team members,
- Oversight of all planned PRIME TIME family literacy program implementations,
- Stipends for all PRIME TIME site-based team members,
- Transportation and incentives stipends for participating families,
- Curriculum and materials,
- Materials stipends for participating sites,
- Customized fliers, brochures, and posters to aid in recruiting participants and generating community interest in and support for the program,
- Gift book sets and certificates for participating families, and
- Technical support during program planning and implementation to ensure the success of each program.

2. The DPSS Shall Provide:

- Identify person(s) to be the project lead(s) to coordinate and communicate with LEH,
- Applicable funding for the activities described above and outlined in the budget,
- Ensure that all selected district educators are willing and able to attend the professional learning workshops,
- Identify persons to be the program leads (program coordinator), one (1) at each implementing site,
- Identify additional qualified professionals to fill implementing team roles (community organizers, preschool program facilitators, etc.),
- Ensure that all recruited team members are willing and able to attend the training workshop,
- Secure or provide a space in which the program can take place comfortably.

3. Signatures of Authorizing Personnel:

Dr. Cade Brumley, Superintendent, DeSoto Parish School System

Signature: Preston Cade Brumley Date: 4/12/13

SRCL Project Director:

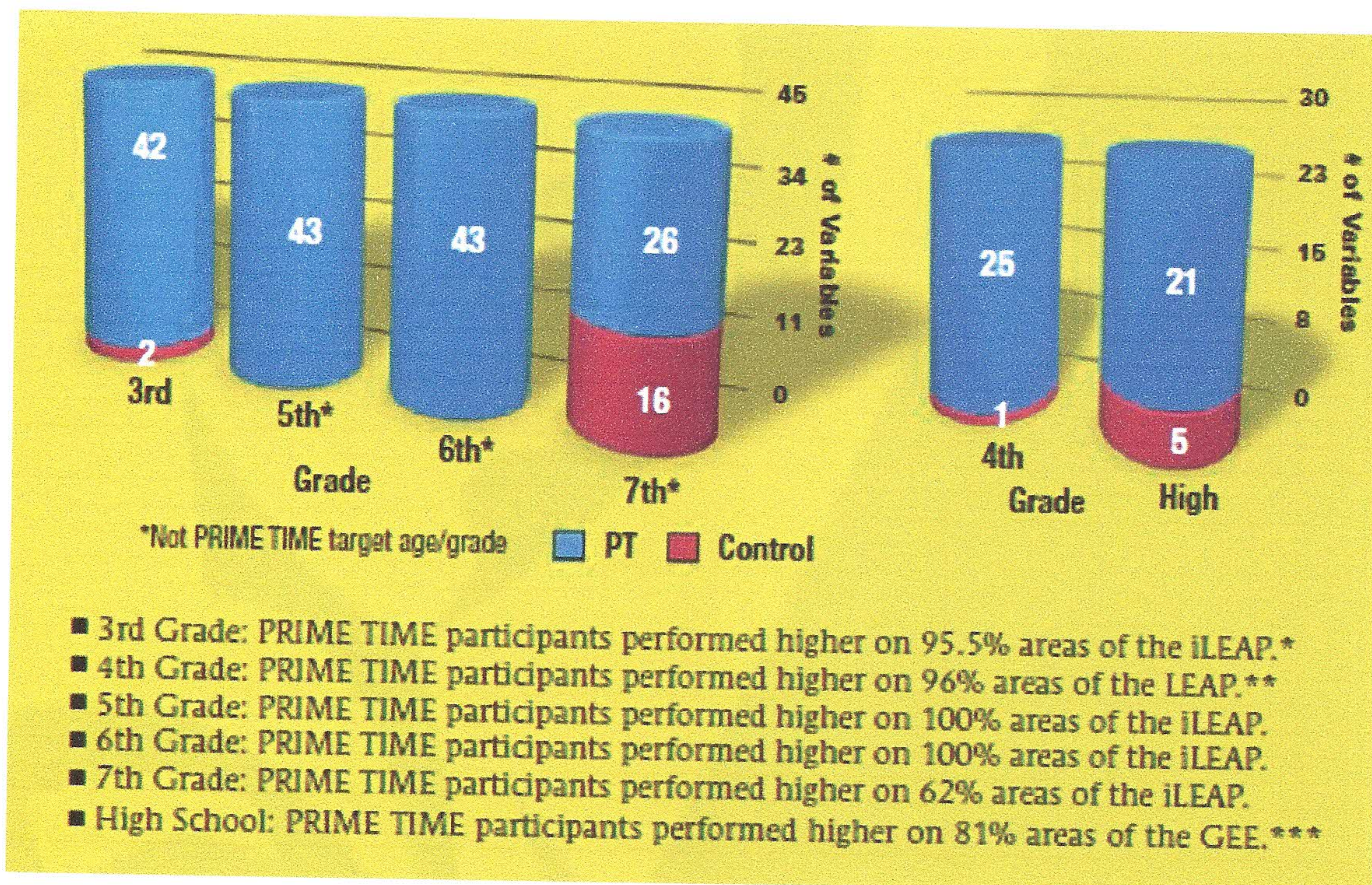
Signature: Sheila Clark Date: 4/9/2013

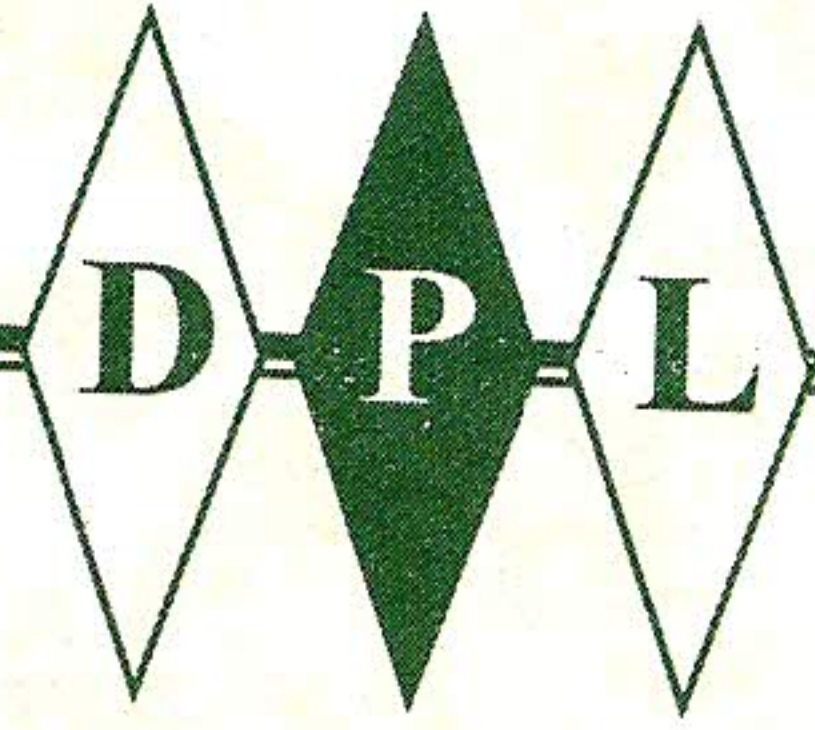
Miranda Restovic, Deputy Director, LEH

Signature: Miranda Restovic Date: April 9, 2013

Record of Effectiveness: Prime Time Family Reading

The cluster schools will partner with PRIME TIME PreSchool and Family Reading Time, a program created by the Louisiana Endowment for the Humanities. PRIME TIME PreK and Family Reading is an inter-generational family literacy program aimed at addressing the problem of illiteracy. An analysis of statistical data from a 10-year impact study of PRIME TIME Family Reading indicate a record of effectiveness that students who participate in the PRIME TIME program during their early years, performed at a higher level on state assessments than control groups of non-participants. The study compares statewide-standardized test scores of PRIME TIME participants to a control group and offers statistical evidence that PRIME TIME's preemptive approach to addressing the problem of intergenerational illiteracy can significantly impact and improve student learning.





DESOTO PARISH LIBRARY

109 Crosby Street Mansfield, LA 71052 (318) 872-6100 www.desotoparishlibrary.com

LOGANSPOUT BRANCH

203 Hwy. 5
Logansport, LA 71049
(318) 697-2311

PELICAN BRANCH

145 Jackson Ave.
Pelican, LA 71063
(318) 755-2353

STONEWALL BRANCH

808 Hwy. 171
Stonewall, LA 71078
(318) 925-9191

April 12, 2013

To Whom It May Concern:

DeSoto Parish Public Library is pleased to partner with the DeSoto Parish School System to promote literacy for children ages birth through grade 12 and fully support their application of the Striving Readers Comprehensive Literacy (SRCL) Grant. The Public Library supports literacy development in DeSoto Parish through numerous activities and events and the school system serves as an avenue of collaboration and communication. The following activities are only a few of the many offered to promote literacy through student and family engagement:

- Mobile Lib, our outreach service, provides picture book collections that are rotated on a regular basis to many daycares and pre-schools throughout the parish.
- Our webpage offers 24/7 homework assistance, tutoring, Tumblebooks & other e-resources.
- Weekly Story Hours and special events provide time for reading stories, participation in interactive stories, music, drama, puppets, games and dance. Library staff also offer programming for Head Start and daycares.
- "Youth Connection" provides weekly programs to promote reading, life skills and character building for youth ages 10 through 16.
- School visits are accomplished on a regular basis for book talks with the sixth grade students and to read stories to kindergarten students. Staff members also visit classes to promote the Summer Reading Program (SRP) and launch SRP with live entertainment at the schools.
- May Fest, a reading festival for all first graders complete with storytellers, drama and fun games, is held to promote the Summer Reading Program and motivate the children to stay involved and active in reading throughout the summer.
- After library closure events including "Hanging with the Boys" designated for some father/son bonding time and Girl's Night Out for girls and their moms to spend time together are just two of the special events we host to help promote literacy.
- Our Summer Reading Program, a 6-week program complete with fun, educational programs, involves children and youth of all ages to promote and encourage reading.

We look forward to continued partnership with the DeSoto Parish School System and feel confident that our collaboration will promote the literacy achievement of students in our district.

Linn Landis

Linn Landis

Director, DeSoto Parish Library