



STATE OF LOUISIANA
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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: East Baton Rouge Parish School System		
Project Director: Jalynn Davis-Jones		
Fiscal Agent: East Baton Rouge Parish School System		
Mailing Address: PO Box 2050 / Baton Rouge LA 70821		
Street Address: 1050 South Foster Drive		
City: Baton Rouge	State: LA	Zip Code: 70806
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Fax Number: 225-226-7990	(Area Code) (Number)	
Email Address: pfriedri@ebschools.org		

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.

Dr. Bernard Leeper
Madame [Signature] 4/11/13

Approved Representative of the Applicant Agency Date

APPROVED (For State Agency Use Only):

Program Division Director/Designee

Date

Division of Education Finance /Designee

Date

“An Equal Opportunity Employer”

A. NEED FOR THE PROJECT:

The East Baton Rouge Parish School System (EBRPSS) serves 43,392 students in 84 schools including 2 dedicated pre-K centers, 47 elementary, 15 middle, 13 high, and 7 public charter schools across EBRPSS. Of the approximately 3,900 students participating in the kindergarten program, only 54% are kindergarten ready. EBRPSS is the second largest school system in Louisiana and among the top 100 nationally in school enrollment. Demographic data indicates the district serves a very high number of disadvantaged students (and their families): Poverty 35,102 (80.9%); English Language Learners 1527 (3.5%); Students with disabilities 4038 (9.3%); and Homeless 686 (1.6%).

Table 1- Demographic Disparity

	% Poverty	% African American	% White	% Hispanic	% Asian
East Baton Rouge Parish*	17.5	45.3	48.8	3.7	2.8
East Baton Rouge Parish Schools**	80.2	81.8	11.7	3.6	2.8

* U.S. Census Bureau, 2010

** LDOE website, 2010-11 data

The District Literacy Project Team included the Deputy Superintendent of the Office of Innovation and Reform, Executive Assistant to the Superintendent for Parental Involvement and Community Engagement, Associate Superintendent-Innovation and Reform, Executive Director for School Leadership, Director of Curriculum and Instruction, Director of Preschool Programs, Instructional Data Coordinator, Department of Exceptional Student Services, Technology Services, Office of Federal Programs including services for English Language Learners and homeless families and feeder school principals (with input from teachers). Analysis of demographic, literacy and feeder pattern data served as the basis for the team’s project design and framework.

Literacy Strategies: District surveys administered by kindergarten teachers to students indicate 40.59% (Labelle Aire) and 30% (Park Forest Elementary) of students have not had any formal early learning experiences or instruction (Head Start, school system, private, or parochial) prior

to entering kindergarten. District-wide, 54% enter kindergarten with the skills necessary for success. (DIBELS-Dynamic Indicator of Basic Early Literacy Skills 2013).

Table 2–School/District DIBELS

Cluster Elementary School	% At-Level (DIBELS)
LaBelle Aire	41
Park Forest	46
Greenbrier*	47
District	54

*Year-two project expansion school

iLEAP and LEAP results at Park Forest Elementary (all grade levels) and LaBelle Aire (grade five) indicate high percentages of non-proficiency in ELA. As feeder schools to Park Forest Middle, the trend continues as evidenced by high percentages of non-proficient students in sixth and seventh and eighth and continuing poor performance on EOC ELA II in high school.

Table 3- 2012 iLEAP/ LEAP/ EOC ELA Results

ELEMENTARY	% Non-Proficient Grade 3	% Non-Proficient Grade 4	% Non-Proficient Grade 5
LaBelle Aire ES	29	59	53
Park Forest ES	53	43	33
MIDDLE	% Non- Proficient Grade 6	% Non-Proficient. Grade 7	% Non-Proficient Grade 8
Park Forest MS	56	64	52
HIGH	% NI/Fair- EOC ELA II		
Belaire HS	62		

Feeder Patterns: Data supports that charter schools and Recovery School District (RSD)

schools intermingled among district schools have disrupted EBRPSS school-to-school feeder patterns. School choice has led to fragmentation and a disruption to traditional feeder patterns.

While all EBRPSS students would benefit from the inclusion of schools in SRCL grants, the team selected the pilot school cluster based on highest needs within an available continuous feeder pattern. Non-traditional alternative high schools were eliminated from possible selection due to district-wide enrollment and impending changes for 2013-14.

Following a detailed analysis of the remaining high schools’ feeder patterns, impending district reform initiatives, data regarding disadvantaged student populations, human capital, and

academic achievement data; three possible clusters emerged. Of high schools in these clusters, Belaire High School has the second highest percent of disadvantaged students educating the highest percentage of disadvantaged in five of the seven categories and second highest in the remaining two. Northeast High was eliminated due to the cluster’s unique feeder pattern of a 7-12 high school and one pre-k through 6th grade elementary school. The Belaire High School feeder cluster was selected as best meeting SRCL criteria with the capacity to improve literacy outcomes for all students including its disadvantaged population based on the Louisiana Comprehensive Literacy Plan.

Table 4- Disadvantaged data (by percent)

High School	Free/Reduced	Limited English Proficient	Students w/ disabilities	Homeless	Not proficient ELA Test	Overage 9 th graders	Other-New Immigrants
Broadmoor	75	7	11	1	8	17	1
Northeast	82	0	14	1	25	11	0
Belaire	79	6	14	2	11	19	5

Table 5- Feeder Information

School/Agency	% of Students	Came From Feeder School
Into Kindergarten		Pre-k/Head Start
Park Forest Elementary	24%	Park Forest Pre-k
LaBelle Aire Elementary	24%	LaBelle Aire Pre-k
Park Forest Elementary	11%	LaBelle Aire Head Start
LaBelle Aire Elementary	21%	
Into Grade 6		Elementary School
Park Forest Middle	18%	Park Forest Elementary
Park Forest Middle	16%	LaBelle Aire Elementary
Into Grade 9		Middle School
Belaire High	54%	Park Forest Middle

Greenwell Springs Road Regional Public Library actively serves the 0-4 age group (and beyond).

Its proven record of literacy service to children and their families include computer availability, educational software for 0-4, story time for pre-readers and their families, and structured weekly events for children and teens. The mission of East Baton Rouge Parish Library is to serve all parish residents as an educational, informational, recreational, and cultural center through a wide variety of resources, services, and programs. Greenwell Springs Road Regional Library records

indicate 4,214 children (0-11) have library cards. Each summer, all library branches offer a Children’s Summer Reading Program for ages 0-11. Children too young or unable to read may join the read-to-me program and have a parent, other adult or older child pledge to read to them. Completed reading logs earn children reading certificate, coupons from area vendors, and a chance to win a special prize from a local business. In 2012, fifty-eight percent (7,000 of 12,000) children enrolled in the program turned in a completed log (EBR Parish Library, 2013). The library will partner with EBRPSS as the project’s not-for-profit collaborator.

Expansion: The district will add Greenbrier Elementary School (the other school elementary school within this feeder pattern) in year two and plans to replicate the model among other feeder cluster schools in subsequent years. The district is examining the model for possible implementation in all high schools beginning in 2012-13.

Based on the available data EBRPSS’s Office of Parental Engagement and Community Support recognizes the need to increase involvement and support of parents and families in its schools and will do so through community literacy campaigns, newsletters, providing at-home literacy materials for check-out, and active recruitment of parent volunteers.

B. PROJECT GOALS

Table 6- Measurable Goals

Goal	Current Rate of Performance <i>2011-2012 rates</i>	Performance Targets
CG1. Students enter kindergarten ready to learn	State – 54% District – 54% LaBelle Aire ES – 41% Park Forest ES – 46% <i>(Fall 2012 data)</i>	60% of entering K at LaBelle Aire ES will perform at benchmark on DIBELS by Fall 2016. 65% of entering K at Park Forest ES will perform at benchmark on DIBELS by Fall 2016.
CG2. Students are reading on grade level by 3 rd grade	State – 69% District – 59% LaBelle Aire ES – 71% Park Forest ES – 47%	86% of 3 rd graders at LaBelle Aire ES will perform proficient on iLEAP ELA by Spring 2016. 57% of 3 rd graders at Park Forest ES will perform proficient on iLEAP ELA by Spring 2016.
CG3. Students in 4 th grade arrive on time and reading on grade level	State – 76% District – 66% LaBelle Aire ES – 41% Park Forest ES – 57%	50% of 4 th graders at LaBelle Aire ES will perform proficient on LEAP ELA by Spring 2016. 69% of 4 th graders at Park Forest ES will perform

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		proficient on LEAP ELA by Spring 2016.
CG3. Students arrive in 4 th grade on time and reading on grade level	Percent of cohort on time and on level: State – 56% District – 47% LaBelle Aire ES – 55% Park Forest ES –39% (Fall 2012 data)	67% of the 2011-12 LaBelle Aire ES kindergarten cohort will enter 4 th grade in fall 2015 with 3 rd grade iLEAP scores of Basic or above on both ELA and math assessments. 50% of the 2011-12 Park Forest ES kindergarten cohort will enter 4 th grade in fall 2015 with 3 rd grade iLEAP scores of Basic or above on both ELA and math assessments.
CG4. Students perform on grade level in English Language Arts by 8 th grade	State – 67% District – 59% Park Forest MS – 48%	58% of 8 th graders attending Park Forest Middle School will perform proficient on LEAP ELA by Spring 2016.
CG6. Students graduate on time	State – 71.4% District – 63.5% Belaire HS – 70%	80% of students entering Belaire High School in Fall 2013 will graduate in 2017.
CG6. Students graduate on time	State – 66% District – 55% Belaire HS – 39%	43 % of English II students attending Belaire HS School will perform on or above grade level on the EOC by 2014 . (This is > 10% increase in one year). Baseline data on PARCC Assessments will be secured Spring, 2015 and PARCC goals will be established for 2016.
CG6. Students graduate on time	State – 50% District – 40% Belaire HS – 17%	20 % of English III students attending Belaire HS School will perform on or above grade level on the EOC by 2014 . (This is >15% increase in one year). Baseline data on PARCC Assessments will be secured Spring, 2015 and PARCC goals will be established for 2016.

The overarching goal of the SRCL grant is to increase student literacy skills including pre-literacy, reading and writing for all students including disadvantaged children by targeting the above goals and measurable objectives. Although evaluations will be formative and on-going, most of the objectives are designed in two-year increments so that the students receive two full years of SRCL grant services prior to summative evaluation.

Gap Analysis and Common Data Trends: Gaps in performance in primary grades are not as substantial as in the upper grades; however, there is a clear correlation between numbers of underserved 0-3 year olds and academic readiness in pre-k and kindergarten. With targeted support, this populace can greatly increase the number of children entering kindergarten with basic skills needed for successful school achievement. The largest gaps in performance compared to state averages occur in grades 3 – 12, with the greatest gap evidenced at LaBelle Aire Elementary School, where only 41% of 4th grade students score at Basic or above on LEAP

in contrast to the state average of 76%. There is also a significant gap in performance at Belaire HS, where only 17% of students scored at proficient on the English III EOC Assessment, as opposed to the state average of 50%. In most categories, gaps are in the double-digit performance range. There is significant variance across schools based on feeder patterns that can be attributed to inconsistent implementation of instructional practices/strategies across schools, limited teacher/leader capacity, an ineffective system of goal setting, and insufficient resources.

Alignment Between Need/Gap and Project Design: School and Teacher Collaboration was selected as the focus area so that shared planning can be used across classrooms and schools, with assistance of data coaches, instructional specialists and interventionists. Through this collaboration, the schools will implement strategies, provide additional training and support, improve instructional delivery in the targeted areas as well as increase teachers' capacity to utilize the teacher toolbox of effective strategies. The opportunity for collaboration and data driven planning, in conjunction with common formative assessments, will allow the target schools to improve instructional practices across all classrooms and reach the goals and objectives set for these schools.

B. PROJECT DESIGN

Through the East Baton Rouge Parish School System (EBRPSS) Striving Readers Comprehensive Literacy (SRCL) Program, the district and selected cluster schools will embrace the use of "collective capacity" (Fullan 2010) by building school and teacher collaboration. This will be accomplished through targeted professional development, continuous support and meaningful evaluation. By teachers and leaders focusing on a culture of collaboration, shared mission, shared engagement, and high expectations, students will experience academic improvement. The district will work to ensure all students enter kindergarten with the foundational skills needed for long-term success in schools, progress at or above grade-level in

content-area reading throughout their school careers, become successful writers each year in school, and graduate from high school prepared as writers for college and career. In order to improve literacy outcomes and thereby raise student achievement, the grant will focus on literacy leadership, early learning standards, a comprehensive data-driven assessment system, interventions for at-risk learners, coordinated support for teachers and administrators, and meaningful professional development.

Current Strengths/Weaknesses: EBRPSS has four district Data Coaches currently serving all 84 schools. Each school in the project has a school instructional specialist (who reports to the Director of Curriculum and Instruction). Both positions provide targeted professional development and support. Schools are also supported through the Office of Professional Development, and Office of Innovation and Reform. Teachers meet in data meetings. There is however, a weakness in the impact made by the data coaches due to the large number of schools that each serves.

Cluster schools need additional support, training, and protected time to effectively engage in targeted comprehensive literacy and data planning across classrooms and schools. Funding will enable the district to employ literacy interventionists to work at each school. The interventionists and an additional data coach (assigned only to these four schools) will assist teachers and leaders implement strategies, improve instructional delivery, data analysis, and offer training and support-especially in the area of assistance for the disadvantaged populations.

Framework: EBRPSS will follow the Brockton High School Model for Comprehensive School Improvement. When the Massachusetts Comprehensive Assessment System (MCAS) was initiated, 44% of Brockton students failed ELA and 76% failed math. The school defied challenging demographics (73% Minority; 72% Free/Reduced Lunch, 35% ESL and 10%

Special Education) to become a model for student achievement through its core learning literacy initiative. EBRPSS will adapt this model to improve literacy skills in five areas: pre-reading, reading, writing, speaking, and reasoning across all disciplines. To best meet the needs of all students including the disadvantaged population, the district will use a train-the-trainer model to train every teacher in the cluster schools; implement literacy strategies across content areas; monitor through data analysis and student work; and implement a protected schedule for professional development, teacher/school collaboration, and data meetings.

Kindergarten through Grade 12 will include the following:

1. Teacher Leadership Team—One team per school led by teachers with principal support will act as a steering committee. Based on common goals for language and literacy development, and instructional data, the teams will identify literacy concerns; adjust pre-reading (0-4), reading, writing, speaking, and reasoning focused strategies; and plan literacy cycles that include targeted professional development. District Instructional Specialists will present research-based strategies regarding pre-reading (0-4), reading, writing, speaking, and reasoning to Teacher Leader Teams for selection. Teacher Leader Teams will prepare information to be used at Literacy Workshops. The teams will meet again at the end of each literacy strategy cycle (three cycles per school year) to review student samples submitted by teachers and prepare data report for school administrators.
2. Teacher Literacy Workshops – All teachers (including those serving special education needs, English Language Learners, and school librarians) will meet for job embedded professional development in cross-curricular groups. Each group will learn literacy strategies and focus discussions on how to use the strategies within their own content area. Workshops will be planned and facilitated by Teacher Leaders with support from the Instructional Data Coach,

Instructional Specialist, and Literacy Interventionist. Targeted training will also enable teachers to incorporate the use of technology thereby ensuring all students have 21st century technology skills (PARCC).

Literacy Workshops - Addressing Reading Strategies across Contents



3. Grade Level/Content Area Collaboration Meeting—All teachers (to include those serving students with disabilities, English Language Learners, and school librarians) will meet during protected time. Teachers will re-teach literacy strategies learned in the Literacy Workshop. Teachers will collaborate with each other and interventionists as they develop directions, rubrics, samples and expectations of student work designed to integrate literacy strategies. Meetings will be facilitated by Teacher Leaders and the school’s instructional specialist.

4. Teacher Data Meeting- Job embedded planning time for teacher collaboration will include weekly meetings in which all teachers meet in horizontal (elementary schools) and content specific (middle and high schools) data meetings. The interventionists, librarians, and teachers serving students with special need and English Language Learners will be included and provide input. Monitored by the instructional data coach, meetings will involve one of these sequential actions: develop and administer formative pre-assessments, unpack state standards, design instructional plan based on results of pre-assessment that includes learned instructional literacy strategies, conduct post-test, reevaluate, and/or design the RtI interventions based on post-test. The teams will assess student work and achievement data. Teacher Data Teams will gather and display data from formative assessment, plan for acceleration of all learners, identify strengths

and needs of students' performance (then formulate inferences based on data), prioritize team direction by focusing on most urgent needs of the learners, collectively set incremental goals, review and revise goals throughout data cycle, collaboratively identify research-based instructional strategies based on needs and create descriptors of successful strategy.

Pre-k and Head Start Center: At the beginning of the school year, EBRPSS curriculum teams and kindergarten teachers will administer Developing Skills Checklist (DSC), Dynamic Indicator of Basic Early Literacy Skills (DIBELS). Teachers, instructional coaches, site principals and site specific Education Directors will analyze data and set growth targets for successfully completing Louisiana Birth to Five Early Learning and Development Standards. Professional Development training will be developed by the Preschool Instructional Specialists based on the results. LaBelle Aire pre-k, Park Forest pre-k, and LaBelle Aire Head Start faculties will meet to develop site specific plans to improve their instruction in the noted deficient areas. Additionally, the nine for-profit childcare centers in the cluster region will be invited to participate.

Age 0-4- Research confirms summer reading prevents reading loss. For children living in poverty and of color, it is estimated 50-67% of the achievement gap is a result of a summer learning loss (Kim, Jimmy, 2004). For early learners, reading is an opportunity to close the gap before entering school. Public libraries are designed to make adjustments for individual children and their families. There are books available at all reading levels, recorded books, large print books and bilingual (English to Spanish) translations of American books. In addition, librarians can determine if a book meets Accelerated Reading Program criteria.

EBRPSS will foster and promote a collaborative partnership with the East Baton Rouge Parish Library Summer Reading Program (including Greenwell Springs Road Regional Branch) through the EBRPSS Website, EBRPSS Parental Involvement on-line newsletter, providing at-

home literacy materials for check-out, and flyers located at school; head start; and early head start centers. Special emphasis will be placed on encouraging families of 0-4 to participate.

Additional Professional Development

1. A re-delivery of *The Decision Making for Results / Data Teams Seminar* will be conducted by four EBRPSS Instructional Data Coaches for school administrators, school site instructional specialists and teachers (including Librarians, and teachers serving students with disabilities and English Language Learners) in effective use of data sharing and collaboration. The instructional data coach funded by SRCL will attend the seminar offered by the Leadership and Learning Center (the professional development and consulting services division of Houghton Mifflin Harcourt).
2. School, subject, and grade specific Job Embedded Professional Development (JEPD) will provide opportunities for addressing targeted needs, innovative practices, and effective use of data to drive instruction.
3. To mitigate negative impact on learning for English Language Learners, students with disabilities, and students experiencing social and/or emotional distracters such as homelessness and poverty can experience, targeted JEPD will be provided in these areas.
4. Book Studies- Two book studies facilitated by Teacher Leaders (kindergarten – grade 12) and Preschool Instructional Specialists (age 4) will focus on data driven instruction and literacy strategies. Book studies will be conducted during protected data team meetings.

Leveraging of Funds: Professional development and collaborative meetings will be available to the data coach through the current Data Coordinator. The project director is a current employee of the district and has the expertise and knowledge to facilitate this grant. The project director will provide schools with a process to effectively and efficiently implement collaborative data

teams and build site-based capacity for sustainability. As each year of the grant ends, schools will be more knowledgeable and better able to absorb the duties of the data coach and interventionists. Additionally, the project director will ensure initial milestones are met, leading to school ownership of all aspects of the project.

D. PROJECT MANAGEMENT PLAN

Milestone Event	Timeline	Person with Ownership
Hire Project Director	June 2013	Director of Curriculum and Instruction
Hire Data Coach	July 2013	Instructional Data Coordinator
Plan Literacy Initiative	June 2013– August 2013	Director of Curriculum and Instruction and Project Director
Order materials/supplies to include TELD and STEEP	July 2013	Project Director
Send new project data coach to PD – Decision Making for Results / Data Team Seminar	August 2013	Project Director
Form Teacher Leader Teams	August 2013	Principals of Belaire, Park Forest Middle, Park Forest Elementary, and LaBelle Aire
Re-delivery of Decision Making for Results/Data Team Seminar	September 2013	District Data Coaches / Instructional Data Coordinator
Develop Literacy Strategies	August 2013	District Instructional Specialist and interventionists
Administer TELD/STEEP	September	Project Director
Train Teacher Leader Teams on literacy strategies	On-going: Each Literacy Cycle (3 per year)	Director of Professional Development
Train teachers on literacy strategies	On-going: Each Literacy Cycle (3 per year)	Director of Professional Development and Teacher Leaders
Design Classroom Lessons	Weekly process	Principal /Teachers
Develop Professional Development for Pre-k	September 2013	Preschool Director
Conduct Professional Development for Pre-K	On-going	Preschool Director
Parent Support and Involvement	On-going	Assistant to Superintendent –Parent Engagement and Support and Executive Directors
Stakeholder Support of Library in terms of PR for summer program and resources	On-going	Assistant to Superintendent –Parent Engagement and Support and Executive Directors
Data analysis/reports/ budget revisions	On-going	Project Director
Monitor for program fidelity	On-going	Executive Directors/ Director of Professional Development and Director of Curriculum /Instruction

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

LEA Name:			
SUPERINTENDENT		NON-PROFIT EARLY CHILDHOOD SITES (childcare or Head Start) or Schools with PreK classes	
Name: Bernard Taylor		1. LaBelle Aire Head Start	2.
Office Phone: 225-922-5400		Age Span: 3 and 4 year olds	Age Span:
Other Phone:		Number of Four-Year-Olds: 173	Number of Four-Year-Olds:
E-mail: bernardtaylor@ebrschools.org		Number of Three-Year-Olds: 42	Number of Three-Year-Olds:
LEA SRCL CONTACT PERSON		Number of Children Ages 0-2: 0	Number of Children Ages 0-2:
Name: Patricia Friedrich		Director: Evangeline Hill	Director:
Position: Grant Writer		Phone: 275-0426	Phone:
Phone: 225-226-7905		Email: ehill@brgov.com	Email:
E-mail: pfriedri@ebrschools.org		Address: 1919 N. Cristy Drive	Address:
LEA MAILING ADDRESS:		City: Baton Rouge ZIP: 70815	City: ZIP:
		3.	4.
		Age Span:	Age Span:
		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: LaBelle Aire Elementary			
Grades: PreK - 5 # of Students*: 546		Principal: Cynthia Lipscomb	
Phone: 225-275-7480		Address: 12255 Tams Dr	
Email: dlipscomb@ebrschools.org		City: Baton Rouge	ZIP 70815
Elementary: Park Forest Elementary			
Grades: PreK - 5 # of Students*: 614		Principal: Pamela Dunlap	
Phone: 225-272-0814		Address: 10717 Elaine Drive	
Email: pdunlap@ebrschools.org		City: Baton Rouge	ZIP 70814
Middle: Park Forest Middle			
Grades: 6 - 8 # of Students*: 949		Principal: Curtis Walker	
Phone: 225-275-6650		Address: 3760 Aletha Drive	
Email: cwalker@ebrschools.org		City: Baton Rouge	ZIP 70814
High: Belaire High			
Grades: 9 - 12 # of Students*: 926		Principal: Angela Lee-Domingue	
Phone: 225-272-1860		Address: 12121 Tams drive	
Email: alee@ebrschools.org		City: Baton Rouge	ZIP 70815
Proposed expansion school(s) or population(s) for Year 2:			

* 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 Limited-English Proficient		Oct. 1, 2012 Students with Disabilities		Oct. 1, 2012 Homeless		2011-2012 Students Not Proficient** on ELA State Assessments (iLEAP, LEAP, EOC)		2011-2012 Over-Age Students in 9th Grade		Other***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
La Belaire Elementary (PreK - 5)	536	98%	100	18%	26	5%	9	2%	161	29%	0	0%	61	11%
Park Forest Elementary (PreK - 5)	575	94%	95	15%	49	8%	8	1%	117	19%	0	0%	20	3%
Park Forest Middle (6 - 8)	857	90%	40	4%	124	13%	20	2%	494	52%	0	0%	37	4%
Belaire High (9 - 12)	730	79%	51	6%	134	14%	16	2%	104	11%	177	19%	47	5%
													New	immigrants

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

** Below Basic on iLEAP 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***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Broadmoor Elem (PreK - 5)	589	92%	84	13%	52	8%	17	3%	123	19%	0	0%	5	1%
Howell Park (PreK - 5)	299	97%	4	1%	28	9%	15	5%	108	35%	0	0%	0	0%
Broadmoor Middle (6 - 8)	486	94%	28	5%	75	14%	14	3%	364	70%	0	0%	3	1%
Broadmoor High (9 - 12)	842	75%	81	7%	125	11%	15	1%	93	8%	192	17%	12	1%
													New	immigrants

* 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 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***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Northeast Elem (PreK - 6)	338	93%	4	1%	46	13%	6	2%	116	32%	0	0%	0	0%
White Hills Elem (PreK-5)	272	95%	0	0%	14	5%	1	0%	82	29%	0	0%	0	0%
Northeast High (7 - 12)	473	82%	1	0%	83	14%	3	1%	143	25%	62	11%	0	0%
													New	immigrants

* 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. La Belaire Elementary (PreK - 5)	PK	DSC EOY Language Post-Test National Percentile Rank (add rows if necessary)	50.32%	51.43%	50.65%
B. Park Forest Elementary (PreK - 5)	PK		70.86%	69.97%	61.08%
A. La Belaire Elementary (PreK - 5)	K	DIBELS EOY Distribution Report Instructions % Recommendations % Benchmark	74%	78%	41%
B. Park Forest Elementary (PreK - 5)	K		57%	49%	46%
A. La Belaire Elementary (PreK - 5)	1 st		39%	53%	54%
B. Park Forest Elementary (PreK - 5)	1 st		47%	43%	36%
A. La Belaire Elementary (PreK - 5)	2 nd		29%	34%	51%
B. Park Forest Elementary (PreK - 5)	2 nd		42%	39%	54%
A. La Belaire Elementary (PreK - 5)	3 rd		32%	38%	49%
B. Park Forest Elementary (PreK - 5)	3 rd		23%	26%	36%

* Provide for years available

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

School/Site Name	Grade	Assessment	2009-2010	2010-2011	2011-2012
A. La Belaire Elementary (PreK - 5)	3 rd	iLEAP	52%	48%	71%
B. Park Forest Elementary (PreK - 5)	3 rd	iLEAP	44%	45%	47%
A. La Belaire Elementary (PreK - 5)	4 th	LEAP	44%	48%	41%
B. Park Forest Elementary (PreK - 5)	4 th	LEAP	47%	58%	57%
A. La Belaire Elementary (PreK - 5)	5 th	iLEAP	45%	45%	47%
B. Park Forest Elementary (PreK - 5)	5 th	iLEAP	40%	52%	67%
Park Forest Middle (6 - 8)	6 th	iLEAP	45%	42%	44%
Park Forest Middle (6 - 8)	7 th	iLEAP	30%	44%	36%
Park Forest Middle (6 - 8)	8 th	LEAP	37%	41%	48%
Belaire High (9 - 12)	10 th	EOC English 2	56%	72%	82%
Belaire High (9 - 12)	11 th	EOC English 3	0%	0%	56%
Graduation Rate	% Cohort		57%	67%	70%

* Provide for years available

Table 3B: Evidence of Literacy Success For Cohort 1 Schools (Current SRCL Grantees Only)

Grade Level(s)	Metric	Success
Example: Grade 1	DIBELS	35% Benchmark/Core in Fall 58% Benchmark/Core in Winter
Example: Grade 9	iSTEEP	45% Average and Above in Fall 71% Average and Above in Winter

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
<p>Sample Cluster: ABC Head Start (57 students in the 4-year-old program)</p>	<p>Precious Primary K-1 (52/93) Note: Of the 93 <i>kindergartners</i> at this school, 52 came from ABC Head Start</p>	<p>Elite Elem. 2-5 (89/175) Note: Of the 175 <i>2nd graders</i> at this school, 89 came from Precious Primary</p>	<p>Mighty Middle 6-8 (95/185) Note: Of the 185 <i>6th graders</i> at this school, 95 came from Elite Elementary</p>	<p>Hero High 9-12 (178/325) Note: Of the 325 <i>9th graders</i> at this school, 178 came from Mighty Middle</p>	
<p>Park forest elementary Pre-K (40 students in the 4-year-old program)</p>	<p>Park Forest Elementary (25/105) Of the 105 kindergartners at this school, 25 came from Park Forest Elementary Pre-K</p>		<p>Park Forest Middle (53/299) Note: Of the 299 6th graders at this school, 53 came from Park Forest Elementary</p>	<p>Belaire High (152/283) Note: of the 283 9th graders at this school, 152 came from Park Forest Middle</p>	
<p>LaBelle Aire Head Start (173 students in the 4-year-old program)</p>	<p>Park Forest Elementary (12/105) Of the 105 kindergartners at this school, 12 came from LaBelle Aire Head Start</p>		<p>Park Forest Middle (48/299) Note: Of the 299 6th graders at this school, 48 came from LaBelle Aire Elementary</p>	<p>Belaire High (152/283) Note: of the 283 9th graders at this school, 152 came from Park Forest Middle</p>	
<p>LaBelle Aire elementary Pre-K (60 students in the 4-year-old program)</p>	<p>LaBelle Aire Elementary (25/106) Of the 106 kindergartners at this school, 25 came from LaBelle Aire Elementary Pre-K</p>		<p>Park Forest Middle (48/299) Note: Of the 299 6th graders at this school, 48 came from LaBelle Aire Elementary</p>	<p>Belaire High (152/283) Note: of the 283 9th graders at this school, 152 came from Park Forest Middle</p>	
<p>LaBelle Aire Head Start (173 students in the 4-year-old program)</p>	<p>LaBelle Aire Elementary (22/106) Of the 106 kindergartners at this school, 22 came from LaBelle Aire Head Start</p>		<p>Park Forest Middle (48/299) Note: Of the 299 6th graders at this school, 48 came from LaBelle Aire Elementary</p>	<p>Belaire High (152/283) Note: of the 283 9th graders at this school, 152 came from Park Forest Middle</p>	

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.

Jalynn Davis-Jones

1835 N. Vega Drive ■ Baton Rouge, La. 70815 ■ 225-328-7703 ■ Jdavis@ebschools.org

Instructional Specialist (Pre-K – 8)

Dedicated educator with a passion for teaching and learning; committed to facilitating instructional best practices to optimize student achievement.

Core Competencies

- Classroom Management
- Creative Lesson Planning
- Curriculum Implementation
- Problem Based/Project Based Instruction
- Instructional Best-Practices
- Learner Assessment
- Experiential Learning
- Instructional Coaching
- Program Monitoring

Experience

East Baton Rouge Parish School System Baton Rouge, La.

Instructional Specialist (English Language Arts, Pre-K -8), 08/12-Present

Elementary Teacher (PreK-3), 08/06 to 08/12

Parent Liaison, 08/05 to 05/06

Elementary Teacher (PreK-3), 10/04 to 05/05

Hired as a full-time teacher after receiving a Bachelor of Science in Speech Pathology and Audiology; instructing all academic subject areas to classrooms of up to 20 pre-kindergarten students. Left the classroom for one school year to pursue certification in Early Childhood Education as well as a master's degree; served as Parent Liaison while doing so. Currently employed with the East Baton Rouge Parish School System, Department of Curriculum and Instruction as an English Language Arts Instructional Specialist serving grades Pre-K -8.

Key Contributions:

- Works with the principal and teachers at the assigned schools in developing instructional plans that are consistent with the accountability plan.
- Demonstrates instructional strategies that promote cognitive and affective growth for all students stressing the balanced literacy approach and problem solving activities.
- Assists teachers in selecting and using effective teaching strategies to achieve the goals of the standards and benchmarks.
- Assists in the selection, production and use of instructional materials; including appropriate technologies that support the goals of the accountability plan.
- Designs, plans and conducts appropriate in-service programs at the assigned school(s).
- Assists in monitoring, analyzing and utilizing student data.
- Informs teachers of current learning techniques in implementing scientifically based research strategies.
- Provides small group instruction to accommodate individual student needs.
- Institutes school-wide programs that encourage family involvement that promote student achievement.
- Training instructional staff and monitoring READ 180 reading intervention.
- Served in the following capacities: Editor and publisher of the school newsletter; PBIS Team Leader (2009-2010); PBIS Team Member (2010-2011); Grade Level Chairperson (2007-2008)
- Worked with community agencies and programs to provide information to parents pertinent to the academic, social, mental and physical health and well-being of students

Education & Credentials

Southern University and A & M College — Baton Rouge, Louisiana

Master of Elementary Education, (concentration in Curriculum and Instruction) 2008

Louisiana Teacher Certification (Grades Pre K-3), 2008

BS in Speech Pathology and Audiology, 2004

"Teaching is leaving a vestige of one self in the development of another. And surely the student is a bank where you can deposit your most precious treasures."

~Eugene P. Bertin

"Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."

~ Albert Einstein

"Tell me and I'll forget; show me and I may remember; involve me and I'll understand."

~Chinese Proverb

"The greatest sign of success for a teacher... is to be able to say, "The children are now working as if I did not exist."

~ Maria Montessori

East Baton Rouge Parish Schools Position Description

Project Director (12 months)
Page 2

Job Title: Project Director (12 Months)
 Safe Schools/Healthy Students (SS/HS) Initiative
 U.S. Department of Education, U.S. Department of Health and Human Services and U.S. Department of Justice
 Reports To: Director, I CARE/SDFSC
 Prepared By: Rebecca Young
 Approved Date: January 2006

Summary

Under the direction of the Director of I CARE for the East Baton Rouge Parish School System, performs highly responsible professional supervisory work in directing, coordinating, administering, and monitoring implementation of the goals, objectives, and activities of the SS/HS grant, a federally funded, multi-agency, multi-component program to (1) increase school safety throughout the East Baton Rouge Parish School System; (2) decrease violence and alcohol and other drug abuse among said population; (3) improve mental health and early childhood services through school-based initiatives; (4) increase services for re-entry youths in the system; and (5) maintain involvement of key stakeholders and the I CARE Advisory Council in the efficient implementation of grant activities.

Essential Duties and Responsibilities

- Directs and administers implementation of the overall program design for the SS/HS grant in order to achieve the desired performance indicators.
- Plans and coordinates grant activities promised in the application, to ensure that goals and objectives are accomplished within the prescribed time frames and funding parameters.
- Continuously monitors work plans and performance to ensure that all activities are in compliance with applicable regulatory and programmatic requirements of the Federal Partners (U.S. Department of Education, U.S. Department of Health and Human Services, and U.S. Department of Justice).
- Confers with project staff, stakeholders, community partners, and others to resolve problems, explain program and individual responsibilities for functions and phases of the grant, and coordinates and monitors performance to ensure optimum efficiency for each phase of the project.
- Reviews reports and records of activities and monitors day-to-day performance to ensure progress is being accomplished toward specified goals and objectives and initiates/recommends appropriate modifications or changes as required to redirect activities and attain objectives.
- Monitors expenditures in accordance with budget allocations and initiates/recommends controls to ensure proper stewardship of federal funds.
- Plans and develops methods and procedures to maximize community and parental involvement necessary to the success of the grant and coordinates implementation of said activities.
- Coordinates activities of the Advisory Committee through individual and group interactions, periodic meetings, and communication strategies designed to enhance their understanding and involvement in grant activities.
- Develops and maintains accurate records of grant activity, as required by federal, state, and local policies and regulations.
- Develops and reports all required information, in the appropriate format and within the designated time frame, to the Federal Partners (U.S. Department of Education, U.S. Department of Health and Human Services, and U.S. Department of Justice).
- Collects, integrates, and documents information for use in grant evaluation and confers with the grant evaluation team to ensure optimum efficiency in collection and delivery of said data.
- Responds to other requests for information; explains the grant program and services to individuals or groups in the community, as appropriate.
- Performs other related duties essential to the grant's success.
- Organizes in-service training and activities of grant staff and other related staff.
- Any other duties assigned by Director of I CARE

Supervisory Responsibilities

General supervision is exercised over subordinate professional employees including, but not limited to, Prevention Curricula Monitors, School-based Counselors, and an Administrative Assistant.

Essential Functions and Qualifications

The essential functions for the position include the physical and mental involvement requirements noted in this position description in addition to regular reliable attendance given the limited number of employees available to perform the essential functions of this position. It is also essential that the candidate be able to follow the directives of superiors in insuring the harmonious operation of this initiative.

EDUCATION and EXPERIENCE

Master's degree in education, social work, juvenile justice or related area from an accredited college or university with a strong background, education, and work experience in the field of education, mental health in a school setting, social services or juvenile justice. Will consider a bachelor's degree with five or more years of direct, hands-on experience in grants management or the coordination of related projects in school settings, social services or juvenile justice. Experience in developing and maintaining accurate grants records and preparing reports in compliance with federal regulations preferred. Experience in cross-site evaluation; process and outcome measures, qualitative and quantitative analyses of project data also preferred. Background in supervising, coordinating or monitoring community or school-based partnerships and/or multi-agency grants, and background in higher education research and school-based prevention efforts an advantage.

Skills, knowledge and abilities preferred:

- Knowledge of the principles and practices of grants administration.
- Strong analytical thinking skills; ability to make effective data-driven decisions.
- Keen eye for detail; deadline-oriented with strong organizational ability.
- Effective time management skills and ability to manage multiple, complex tasks.
- Knowledge of tools for building consensus, facilitating action, and measuring progress.
- Ability to collect/analyze data and develop record-keeping systems or procedures.
- Working knowledge of budget oversight and fiscal management.
- Knowledge of the techniques and methods of preparing computer-generated reports.
- Ability to use resourcefulness, tact, judgment in identifying and resolving problems.
- Ability to comprehend and comply with regulatory and programmatic requirements.
- Ability to express ideas effectively, both orally and in writing, in variety of venues.
- Strong interpersonal skills with the ability to maintain effective work relationships and interact harmoniously with a diverse group of senior management, career professionals, government officials, community and organizational leaders, school and other employees, parents, and the general public.

LANGUAGE SKILLS

Ability to read, analyze, and interpret data related to the initiative, financial reports, and contract documents. Ability to appropriately respond to inquiries or complaints. Ability to write presentations and summaries that conform to prescribed style and format. Ability to effectively present information to school officials, public groups, the school board, and the media.

REASONING ABILITY

Ability to define and address both logistical and personnel problems, collect data, establish facts, and draw valid conclusions. Ability to create and interpret an extensive variety of technical documents such as the logic model and to deal with several abstract and concrete variables.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk and/or hear. The employee is occasionally required to stand, walk, reach, bend and sometimes lift up to 20 pounds. Mobility skills are necessary to access a variety of work locations.

MENTAL INVOLVEMENT

The work requires discipline, creative flexibility, and the exercise of considerable judgment and discretion in handling the complexities and pressures of a collaborative endeavor affecting more than 48,000 students and their families, more than 3,500 teachers, and 2,500 other school employees. The PD must possess sufficient interpersonal skills to function compatibly with others. Work is reviewed through periodic conferences, observation, and process evaluation strategies. The candidate must respond positively to supervision and to accept suggestions for improvement.

HUMAN RELATIONS INVOLVEMENT

The Project Director must be able to work cooperatively with students, teachers, parents, school personnel and the community. Must respond appropriately to supervision and accept commendations and recommendations. Must be able to give commendations and recommendations in an appropriate and constructive manner. Must demonstrate sensitivity and understanding in interpersonal relations with all persons including those of diverse cultures and backgrounds.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Workdays consist of regular Central Office hours for 12 month employees.

Professional Conduct

Employee acknowledges that he/she is required to maintain a high standard of professional conduct. Breach of said professional conduct includes but is not limited to: neglect of duty, dishonesty, engagement in acts that are contrary to EBRPSS policy, unlawful activities, or any other conduct which is seriously prejudicial to the school system or to the community partners or funding agencies involved in this initiative. Must be able to maintain confidentiality when appropriate.

Funding Source

MI-5

Salary Scale

Based on education and experience consistent with EBRSS management positions scale.

Terms of Employment

The SS/HS Project Director must be full time for the life of this grant (1-3 years). Continuation of this position beyond that time is contingent upon funding of the SS/HS grant and may terminate at the end of the grant period.

Employee Name _____ SSN _____

Employee Signature _____ Date _____

EAST BATON ROUGE PARISH SCHOOL BOARD

Position Description

TITLE: Preschool Instructional Specialist

REPORTS TO: Director of Preschool Programs

GENERAL RESPONSIBILITIES:

The Preschool Instructional Specialist shall provide leadership and guidance in the development and coordination of quality preschool programs.

PERFORMANCE RESPONSIBILITIES:

- Assists the Director of Preschool Programs as needed.
- Gives responsible administrative and professional leadership in developing, coordinating, and implementing developmentally appropriate practices in all EBRPSS preschool programs.
- Works with principals and teachers to develop strategies that are in keeping with the new Preschool Standards published by the Louisiana Department of Education.
- Inform preschool teachers of current research and recommendations in the field of early childhood instruction.
- Assists preschool teachers in using the Early Childhood Environment Scale as a self-evaluation in program improvement.
- Collaborates with administrators and preschool teachers as needed.
- Organizes regular workshops and classroom demonstrations for the professional growth of preschool teachers.
- Gives professional PowerPoint presentations on Creative Curriculum and other child development frameworks to help teachers adapt and expand their preschool curriculum.
- Gives ongoing technical assistance to classroom teachers when needs arise.
- Writes grants for funds to expand EBRPSS preschools.
- Assists in the selection and use of instructional materials.

ESSENTIAL FUNCTIONS:

WORK ENVIRONMENT

The Preschool Instructional Specialist will work in an office setting and at school sites. The workday consists of eight hours per day and may sometimes include evening and/or weekend work as required by job responsibilities. School visits and attendance at meetings in various locations locally and outside the parish may be required.

COMMUNICATION SKILLS

The Preschool Instructional Specialist must be able to communicate in English both orally and in writing. Must be able to communicate successfully with students, teachers, parents, school personnel and the community.

EQUIPMENT USED

The Preschool Instructional Specialist must be able to use telephones, audio-visual equipment, classroom computer, copy machines, laminators, calculators, and other appropriate machines.

PHYSICAL INVOLVEMENT

The Preschool Instructional Specialist should be able to perform these physical activities: Standing, walking, reaching bending, climbing stairs, and lifting up to 10 pounds is sometimes required. He/she must have the ability to provide own transportation to schools, work location and meeting sites. Mobility skills are necessary to access a variety or work locations.

MENTAL INVOLVEMENT

The Preschool Instructional Specialist must possess sufficient interpersonal skills to function compatibly with others. He/she must keep accurate, up-to-date records and be able to comply with state and parish regulation. He/she must be able to respond to appropriately to supervision and accept commendation and recommendations.

HUMAN RELATIONS INVOLVEMENT

The Preschool Instructional Specialist must possess sufficient interpersonal skills to function compatibly with others. He/she must respond positively to supervision and must accept suggestions for improvement.

QUALIFICATIONS

The Preschool Instructional Specialist must possess a valid Louisiana Teacher's Certificate. He/she must have experience in early childhood education and must have a minimum of five (5) years of successful teaching experience. He/she should have knowledge and experience in administering the Early Childhood Rating Scale, Creative Curriculum and expertise in giving professional presentations. Supervisory experience is preferred.

TERMS OF EMPLOYMENT

10-month employee

SALARY

Based on the Teachers Salary Schedule for degree and experience.

EVALUATION

This position shall be evaluated in accordance with the East Baton Rouge Parish Personnel Accountability Plan

EAST BATON ROUGE PARISH SCHOOL SYSTEM (EBRPSS) JOB DESCRIPTION

POSITION TITLE: Data Coach
REPORTS TO: Instructional Data Coordinator
SALARY RANGE: Contract as Approved
PREPARED BY: Executive Director of Personnel Services

SUMMARY

To assist schools in the disaggregation of student achievement data generated from summative and common formative assessments, instructional interventions for tiered support to impact instruction.

Required knowledge, skills, and abilities:

- Strong technology skills, including Excel, Access, Star SIS and related education assessment software
- Working knowledge of the battery of iLEAP, LEAP, EOC, and ACT Assessment Tests
- Working knowledge of national and state norm-referenced and criterion-referenced assessment standards
- Strong understanding of formative assessment strategies
- Strong communication/relationship building skills

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Training district wide and/or school personnel to lead Data Response Teams in the different types of data to make timely and appropriate decisions about curriculum, assessment and instruction.
- Working with administrators to select key leaders to serve as district/school Data Team Leaders and to schedule opportunities for Data Teams to meet and work.
- Supporting and monitoring Data Teams to ensure critical capacity that leads to the highest level of effectiveness and sustainability.
- Generating, developing, and disseminating results of school and student work by the Data Teams to the appropriate administrators.
 - Building support for the Data Teams that empowers their work.
 - Discussing successes and challenges.
 - Generating ideas to make the Data Teams more effective.
- Training school personnel in:
 - Assisting school personnel interpreting and using state assessment data reports
 - Assisting school personnel in disaggregating state assessment data based on demographics, subjects/disciplines, standards, and other data sources
 - Assisting the development of, and prioritizing intervention goals based on information uncovered through the data disaggregation process to generate solutions.
 - Developing structures to evaluate the effectiveness of interventions while they are being implemented.
 - Evaluating and verifying effectiveness of interventions based on state assessment data and other sources.
- Training school personnel in the use of Education Data Assessment including:

- Teacher and student software use
 - Report generating school and student level data reports
 - Creating of probes
 - Data assessment to guide and/or modify instruction
- Assist principals and school based leadership teams in developing teacher orientation and professional development for all facets of data collection and analysis
- Assist with Data Team planning at assigned schools
- Attend required training
- Participate and provide professional development opportunities for teachers in the use of data in the classroom
- Perform other duties and responsibilities assigned by the Instructional Data Coordinator and/or Deputy Superintendent for Innovation and School Reform

ESSENTIAL FUNCTIONS AND QUALIFICATIONS

The essential functions for the position of the include the physical and mental involvement requirements noted in this position description in addition to regular reliable attendance given the limited number of employees available to perform the essential functions of this position. It is also essential that the applicant be able to follow the directives of superiors in insuring the harmonious operation of the department.

EDUCATION and EXPERIENCE

SKILLS/KNOWLEDGE:

Current knowledge of statistical practices, continuous improvement strategies and high expectations for performance; commitment to maintaining high standards and increasing accountability for results at all levels. Current knowledge of school reform theories. Both strategic and tactical in thinking and problem solving; proven skills and experience in strategic planning, communicating a vision and goals to others and effectively implementing action plans throughout an organizations. Applicant must have a background in the use of data and reporting with a master's degree preferred.

LANGUAGE SKILLS

Ability to read, analyze, and interpret scientific and technical journals, financial reports, and legal documents. Ability to respond to inquiries and/or complaints. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and the school board.

REASONING ABILITY

Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to sit and talk or hear. The employee is occasionally required to stand, walk, reach, bend and sometimes lift up to 20 pounds. Mobility skills are necessary to access a variety of work locations.

Reading Coach Qualifications

- At least 5 years of elementary teaching experience, including reading instruction; Preferred: Master's Degree in Education, Reading Specialist (certification), or additional reading coursework
- Demonstrated knowledge of the five elements (phonemic awareness, phonics, fluency, vocabulary, comprehension) of effective reading instruction and scientifically based reading research (SBRR);
- Demonstrated expertise in scientifically based reading research (SBRR) in at least one of the five essential elements of reading instruction (supporting documentation desired);
- Experience (with demonstrated excellence) in presenting professional development to teachers on at least one of the five essential elements of reading instruction;
- Experience in a leadership role working with other teachers (leading a faculty study group, working with school improvement team, etc.);
- Evidence of effectiveness in communication; and
- References supporting excellence in teaching, communication, professional development, facilitation, and scientifically based reading research.

Reading Coach Job Description

Mentoring Teachers:

The reading coach will work collaboratively with K-3 teachers in the classroom by modeling lessons and providing necessary follow-up and on-on-one assistance required to implement and sustain effective instructional strategies grounded in scientifically based reading research. The reading coach will devote at least 80% of time working directly with teachers to improve classroom instruction. Coaching and study groups are two of the best forms of job-embedded professional development that support the successful implementation of effective teaching focused on improving student learning.

Professional Development for Teachers:

While working with individual teachers in the classroom setting, it may be beneficial for the reading coach to occasionally provide small study group instruction on appropriate SBRR knowledge in the five elements of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension) as well as instructional and assessment strategies. These meetings should be followed with classroom visits to model the strategies and to coach K-3 teachers as they apply these strategies.

Leader Professional Development:

The reading coach will be required to participate in ongoing activities to learn updated information on coaching techniques, SBRR strategies, and other pertinent information.

Reports:

The reading coach will submit a weekly activity log summarizing and reflecting upon the activities accomplished each week.

Applicant must complete and attach the following:

- Budget Spreadsheet (Use *SRCL Allowable Expenses* as a resource)
- Project Funds Cohort 2 Application
- Fiscal Assurances
- SRCL Programmatic Assurances

Louisiana Department of Education Budget Summary

Name of Eligible Recipient: East Baton Rouge Parish School System
 Street Address: 1050 South Foster Drive
 Mailing Address: PO Box 2950/BR LA 70821
 City, State, Zip: Baton Rouge, LA 70806
 Source of Funds: Federal

Program: Striving Readers Comprehensive Literacy Program
 Program Fiscal Year: 2012/2013
 Project Number: 28-12-SO-
 Submitted by: Pal Friedrich
 Telephone/Fax #: 225-226-7905

Object Code	Expenditure Category	Birth - Age 5 Amount	K - Grade 5 Amount	Grades 6 - 8 Amount	Grades 9 - 12 Amount	Total Allocation Amount
100	Salaries	\$ 4,453.75	\$ 29,841.25	\$ 14,045.00	\$ 14,045.00	\$ 62,385.00
200	Employee Benefits	\$ 1,753.23	\$ 12,129.49	\$ 5,733.14	\$ 5,733.14	\$ 25,349.00
300	Purchased Professional/Tech Svcs.	\$ -	\$ -	\$ -	\$ -	\$ -
400	Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -
500	Other Purchased Services	\$ 1,062.50	\$ 27,337.50	\$ 1,350.00	\$ 1,350.00	\$ 31,100.00
600	Supplies	\$ 29,146.29	\$ 22,761.53	\$ 29,660.56	\$ 29,675.55	\$ 111,243.93
	Subtotal - Operating Budget	\$ 36,415.77	\$ 92,069.77	\$ 50,788.70	\$ 50,803.69	\$ 230,077.93
	Indirect Costs (if applicable) Approved 10.3713%	\$ 3,776.79	\$ 9,548.83	\$ 5,267.45	\$ 5,269.00	\$ 23,862.07
700	Property	\$ -	\$ -	\$ -	\$ -	\$ -
800	Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -
GRAND TOTAL		\$ 40,192.56	\$ 101,618.60	\$ 56,056.15	\$ 56,072.69	\$ 253,940.00
PERCENTAGE OF TOTAL ALLOCATION		16%	40%	22%	22%	

GRANTEE INFORMATION

CHZ
Dr. Benjamin Taylor Jr. 4/16/13
Melinda Perry 4/16/13
 Representative of the entity: Date:

STATE DEPARTMENT OF EDUCATION

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: East Baton Rouge Parish School System

Street Address: 1050 South Foster Drive

Mailing Address: PO Box 2950/Baton Rouge/ LA 70821

City, State, Zip: Baton Rouge, La 70806

Source of Funds: Federal

Program: Striving Readers Comprehensive Literacy Program

Program Fiscal Year: 2012/2013

Project Number: 28-12-SO-

Submitted by: Pal Friedrich

Telephone/Email: 225-226-7905/225-226-7990

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:					
	Denote # of full-time employees in each group and % Full Time.					
	For part-time employees, provide applicable rates, with # of hours/months X # of hours/months.					
	Attach a job description for all new positions.)					
	Officials/Administrators/Managers					
	(1) Project Director funded at 75% by grant and 25% by EBR to oversee the implementation of the grant for June 18-September 30, 2013 @ \$65,000 per year X .75 = \$48,750 / 12 mo = \$4,062.50 per mo. X 4 months (June, July, Aug, Sept. 2013) = \$16,250.00	\$2,437.50	\$7,312.50	\$3,250.00	\$3,250.00	\$16,250.00
	Teachers					
	(1) Data Coach funded at 75% by grant and 25% by EBR to work with cluster school teachers data analysis, PD, and data-driven implementation of instruction (June 18-September 30, 2013) @ \$55,000 per year x .75 = \$41,250 per year/ 10 mo x 3 mo = \$12,375	\$1,856.25	\$5,568.75	\$2,475.00	\$2,475.00	\$12,375.00
	(4) Literacy Interventionists funded at 75% by grant and 25% by EBR to work w/ Tier 2 and Tier 3 interventions for 2 months August/September 2013 @ 48,000 X .75 = \$36,000/ 9 mo = \$4,000 per month X 4 interventionists X 2 months = \$32,000	\$0.00	\$16,000.00	\$8,000.00	\$8,000.00	\$32,000.00
	Clerical/Secretarial					
	N/A					
	Aides/Paraprofessionals					
	n/a					
	Substitutes (Provide daily rate X # of days or hourly rate X # of hours.) Purpose for subs:					
	Daily Rate: Birth to Age 5	\$160.00	\$960.00			\$160.00
	Daily Rate: K to Grade 5					\$960.00
	Daily Rate: Grades 6 - 8			\$320.00		\$320.00
	Daily Rate: Grades 9 - 12				\$320.00	\$320.00
	Hourly Rate: Birth to Age 5					
	Hourly Rate: K to Grade 5					

\$	14,045.00	X	1.45%	Grades 9-12						\$203.65	\$203.65
Teacher Retirement (27.2%)- Provide Total Salary Amount used to determine benefit cost.											
\$	4,453.75	X	27.2%	Birth to Age 5		\$1,211.42					\$1,211.42
\$	29,841.25	X	27.2%	K to Grade 6			\$8,116.82				\$8,116.82
\$	14,045.00	X	27.2%	Grades 6-8				\$3,820.24			\$3,820.24
\$	14,045.00	X	27.2%	Grades 9-12					\$3,820.24		\$3,820.24
School Employees (28.3%)- Provide Total Salary Amount used to determine benefit cost.											
		X	28.3%	Birth to Age 5							
		X	28.3%	K to Grade 6							
		X	28.3%	Grades 6-8							
		X	28.3%	Grades 9-12							
Unemployment Comp. (%) - Provide Total Salary Amount and Rate used to determine benefit cost.											
\$	4,453.75	X	0.2%	Birth to Age 5		\$8.91					\$8.91
\$	29,841.25	X	0.2%	K to Grade 6			\$59.68				\$59.68
\$	14,045.00	X	0.2%	Grades 6-8				\$28.09			\$28.09
\$	14,045.00	X	0.2%	Grades 9-12					\$28.09		\$28.09
Workers Comp(.7% of salary)											
\$	4,453.75	X	0.7%	Birth to Age 5		\$31.18					\$31.18
\$	29,841.25	X	0.7%	K to Grade 6			\$208.89				\$208.89
\$	14,045.00	X	0.7%	Grades 6-8				\$98.32			\$98.32
\$	14,045.00	X	0.7%	Grades 9-12					\$98.32		\$98.32
Tuition Reimbursement											
Other Benefits (Specify and provide description of benefits/salary amounts and rates.)											
For Substitute Teachers											
	Deferred Comp(1.3% of salary)										
\$	1,760.00	X	1.3%	\$22.88		\$3.43	\$10.30	\$4.58		\$4.58	\$22.89
Workers Comp(.7% of salary)											
\$	1,760.00	X	0.7%	\$12.32		1.85	5.54	2.46		2.46	12.31
Medicare (1.45% of salary)											
\$	1,760.00	X	1.45%	\$25.52		\$3.83	\$11.48	\$5.10		\$5.10	\$25.51
Unemployment Compensation (.2%)											
\$	1,760.00	X	0.20%	\$3.52		\$0.53	\$1.58	\$0.70		\$0.70	\$3.51
TOTAL BENEFITS											
						\$1,753.23	\$12,129.49	\$5,733.14		\$5,733.14	\$25,349.00
PURCHASED PROFESSIONAL & TECHNICAL SERVICES											
300	(For every service budgeted provide the following.										
	Name of vendor or consultant; Rate of Pay; Topic covered or service provided)										

	Travel In-State (List position title; name of conference to be attended and/or applicable mileage and rate.)								
	PD travel to all four sites @ .50 per mile X 500 miles per month X 4 months= \$1000	\$150.00	\$450.00	\$200.00	\$200.00	\$200.00	\$200.00	\$1,000.00	
	Data Coach travel to all four sites @ .50 per mile X \$500 per month X 3 months = \$750	\$112.50	\$337.50	\$150.00	\$150.00	\$150.00	\$150.00	\$750.00	
	Travel Out-of-State (List position title and conference to be attended.)								
	Data Coach to attend DMR Data Team Seminar @ \$2000.00 to include \$685 for registration, \$600 for hotel, \$165 for meals and 550 for airfare = \$2,000	\$300.00	\$900.00	\$400.00	\$400.00	\$400.00	\$400.00	\$2,000.00	
	Other (Specify below.)								
	(1) Site Licence- for Systems 44 @ \$19,800 per bundle of 20 students for Tier 3 interventions at elementary school (will begin w/ school w/ greatest need)		\$19,800.00	\$0.00	\$0.00	\$0.00	\$0.00	\$19,800.00	
	(1) System 44 next generation conversion lit to include 20 licenses and software		\$4,500.00					\$4,500.00	
	TOTAL OTHER PURCHASED SERVICES	\$1,062.50	\$27,337.50	\$1,350.00	\$1,350.00	\$1,350.00	\$1,350.00	\$31,100.00	
600	SUPPLIES								
	Provide several examples of each type of the Materials and Supplies to be purchased.								
	For each purchase with a unit cost less than \$5,000, provide specific information								
	as to what items are being purchased (item cost, vendor, model/name, state contract number, if available)								
	Books for book study(BELLS-Building Early Language and Literacy Skills) for Pre-k @ \$72.49 each X 14 books+ 10% SH = \$1,116.35. EBR has supplied remaining books.	\$1,116.35						\$1,116.35	
	Books for book study (Literacy Leadership in Early Childhood) for Pre-k 24 books @ \$22.95 each = \$550.80 +\$55.08 (10% shipping) =\$605.90. EBR has supplied remaining books	\$605.88						\$605.88	
	(2) Book Studies for grades K-12 @ 5798.33 each = \$11,596.66		\$4,096.66	\$3,750.00	\$3,750.00	\$3,750.00	\$3,750.00	\$11,596.66	
	OFFICE Supplies for PD, interventionists and data coach @ \$12.015 to include file folders, pens, calculator, paper, binder clips, storage containers for data	\$1,500.00	\$4,476.87	\$3,023.13	\$3,023.13	\$3,015.00	\$3,015.00	\$12,015.00	
	ITELD for ages 4 mandated assessmentn @ \$341 per kit X 10 kits = \$3,410.00	\$3,410.00						\$3,410.00	
	STEEP for grades 4-12 mandated assessment @ \$22,120	\$0.00	\$3,318.00	\$9,511.60	\$9,511.60	\$9,290.40	\$9,290.40	\$22,120.00	
	rBooks (middle school)=\$8,868.45 and rBooks (high school)=\$5,240.50 = \$14,108.95			\$8,868.45	\$8,868.45	\$5,240.50	\$5,240.50	\$14,108.95	
	Hands-on manipulatives and supplies to support the book studies regarding BELL and Literacy Leadership in Early Childhood	\$18,383.52						\$18,383.52	
	Parental Involvement /Engagement Literacy activities	\$3,950.54		\$4,267.38	\$4,267.38	\$4,849.65	\$4,849.65	\$13,067.57	
	System 44 next generation classroom pack @ \$3,750.00		\$3,750.00					\$3,750.00	

	iPad for Data coach and PD@	2 @ \$600 each= \$1,200	\$180.00	\$540.00	\$240.00	\$240.00	\$1,200.00
	(2) iPad Instructional Carts holding 10 each for elementary students in literacy @ \$6,580		\$0.00	\$6,580.00			\$6,580.00
	(1) iPad Instructional Cart for high school cked out from library @ \$3,290					\$3,290.00	\$3,290.00
	TOTAL SUPPLIES		\$29,146.29	\$22,761.53	\$29,660.56	\$29,675.55	\$111,243.93
	SUBTOTAL-OPERATING BUDGET		\$36,415.77	\$92,069.77	\$50,788.70	\$50,803.69	\$230,077.93
700	PROPERTY						\$0.00
	For each purchase with a unit cost of \$5,000 or more, provide specific information as to what items are being purchased (item cost, vendor, model/name, state contract number, if available)						
	TOTAL PROPERTY						\$0.00
800	OTHER OBJECTS						
	Dues/Membership Fees (List all organizational dues and fees and describe purpose below)						
	N/A						
	TOTAL OTHER OBJECTS						\$0.00
	BUDGET DETAIL SHEETS		\$36,415.77	\$92,069.77	\$50,788.70	\$50,803.69	\$230,077.93
	Enter in your approved indirect rate below.						
	INDIRECT COST	10.3713%	\$3,776.79	\$9,548.83	\$5,267.45	\$5,269.00	\$23,862.07
	TOTAL BUDGET DETAIL SHEETS		\$40,192.56	\$101,618.60	\$56,056.15	\$56,072.69	\$253,940.00

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** (0 _____ - 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)

1070 South Foster Drive, Baton Rouge LA 70806

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. §§681-1683, 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.

RECIPIENT APPLICATION FOR FEDERAL FUNDS STATEMENT OF ASSURANCES

I, Dr. Bernard Taylor, Jr, Superintendent/Administrator of EBRPSS
(Print Name) (Recipient)

hereby assure the Louisiana Department of Education that EBRPSS
(Recipient)

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


Signature of Person Authorized to receive grant

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

East Baton Rouge Parish School System
LEA

**MEMORANDUM OF UNDERSTANDING
BETWEEN**

East Baton Rouge Parish School System

AND

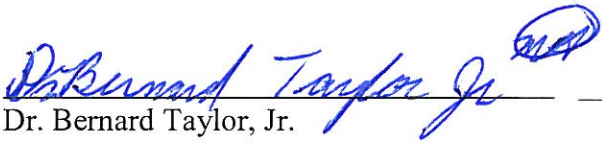
East Baton Rouge Parish Greenwell Springs Road Regional Branch Library

1. **Parties-** This Memorandum of Understanding (hereinafter referred to as “MOU”) is made and entered into by and between the East Baton Rouge Parish School System (EBR), whose address is 1050 South Foster Drive/Baton Rouge/LA 70806, and the East Baton Rouge Parish Greenwell Springs Road Regional Branch Library, whose address is 11300 Greenwell Springs Road, Baton Rouge, LA 70814.
2. **Purpose-** The purpose of this MOU is to increase the number of students and their families participating in the East Baton Rouge Parish Library Summer Reading Program. Special emphasis will be placed on the 0-4 age group.
3. **Term of MOU-** This MOU is effective upon the day and date last signed and executed by the duly authorized representatives of the parties to this MOU. This MOU may be terminated, without cause, by either party upon thirty days written notice, which notice shall be delivered by hand or by certified mail to the address listed above.
4. **Payment-** No payment shall be made to either party by the other party as a result of this MOU.
5. **Responsibilities of East Baton Rouge Parish School System-**
 - a. Promote the Library Summer Reading Program in the on-line parental involvement newsletter
 - b. Promote the Library Summer Reading Program on the district webpage
 - c. Promote the Library Summer Reading Program by displaying printed material provided by the East Baton Rouge Parish Library Greenwell Springs Road Regional Branch
6. **Responsibilities of East Baton Rouge Parish Library Greenwell Springs Road Regional Branch-**
 - a. Provide Belaire High School, Park Forest Middle School, Park Forest Elementary School, LaBelle Aire Elementary School, and LaBelle Aire Head Start Center with printed information, flyers, etc regarding the 2014, 2015, and 2016 Summer Reading Programs.
 - b. Provide Belaire High School, Park Forest Middle School, Park Forest Elementary School, LaBelle Aire Elementary School, and LaBelle Aire Head Start Center with printed materials regarding other events for children and their families.

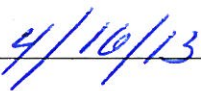
7. **Severability-** Should any portion of this MOU be judicially determined to be illegal or unenforceable, the remainder of the MOU shall continue in full force and effect, and either party may renegotiate the terms affected by the severance.
8. **Signatures-** In witness whereof, the parties to this MOU through their duly authorized representatives have executed this MOU on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this MOU as set forth herein.

The effective date of this MOU is the date of the signature last affixed to this page.

East Baton Rouge Parish School System

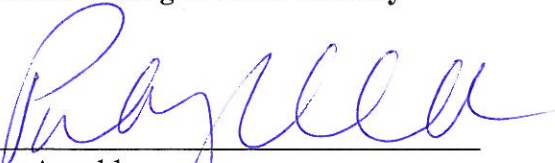


Dr. Bernard Taylor, Jr.
Superintendent of Schools

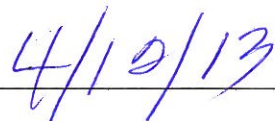


Date

East Baton Rouge Parish Library



Pabby Arnold
Children Services' Coordinator



Date