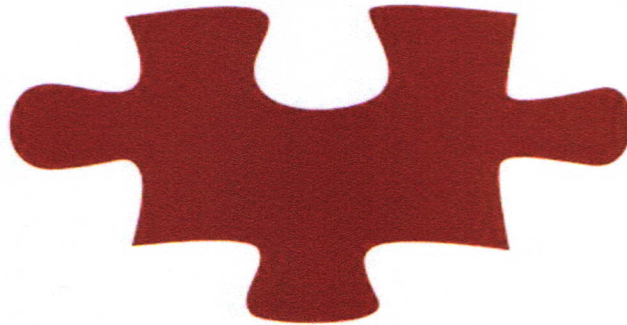




Striving Readers Comprehensive Literacy The Big "PIECE" of the Puzzle



Lydia Canova
Iberville Parish
Early Childhood Coordinator
225 776-3131

Need of Project: IBERVILLE PARISH School System will take full advantage of the Striving Readers Comprehensive Literacy (SRCL) program to increase student achievement on the Common Core State Standards in literacy by targeting the greatest student population of disadvantaged youth. In order to develop this comprehensive plan for supporting emergent literacy in our disadvantage cluster, we recognize the need to extend literacy partners serving birth to kindergarten entry. We will partner with a nonprofit, community based organization, The Center for Development and Learning who has a demonstrated record of effectiveness.

The targeted feeder system identified is Sonshine Daycare and Learning Center, Iberville Head Start, LA4 PK Programs at Crescent Elementary and Iberville Elementary, Crescent Elementary (K-6), Iberville Elementary (K-6) and Plaquemine High School (7-12) have been identified as the targeted feeder system. Ninety-two percent of the students from the feeder schools will move to Plaquemine High School (Appendix B: Table 1).

The combined enrollments of these three schools account for 3,003 or 65% of the district's student population and 2,497 of the **disadvantaged** students in Iberville Parish. IPSS plans to expand this project to add North Iberville Elementary School in 2014-2015. This school has an enrollment of 239 students Pre-K through 6th grade. Of that number, 88% are on free and reduced lunch, and 11% are identified as students with disabilities. North Iberville Elementary is also the only other elementary school that feeds into Plaquemine High School. Significant risk factors summarized in Chart 1 further support rationale for selection of this cluster.

Chart 1: Risk Factor	% Cluster	District
Free and Reduced Lunch	84%	84%
Limited English Proficiency	.20%	.36%
Students with Disabilities	8.2%	8.8%
Below grade level	18.5%	18.4%
Cohort Graduation Rate	59%	55.6%
Over age 9 th Grade Students	4.3%	4%
Total Population	3003	4613

Trend data indicate that ELA results and DIBELS benchmark percentages have fluctuated over the past three years due to the lack of consistent, targeted, and focused interventions based on benchmark and progress monitoring results (Appendix B: Table 3A). Certified Literacy Interventionists were in place at the elementary schools until a reduction in force took place. At (PHS) interventionists were not written into the general fund budget and interventions did not occur daily until this school year. DIBELS data indicates some improvement from 2010-11 in the percentage of students scoring Benchmark on the EOY assessment in grades 1-3 at Iberville Elementary, while Crescent Elementary only demonstrated growth in grades 1 and 3. According to state assessment data, scores at Crescent improved in fifth grade from 2010-11 and scores at Iberville increased in grade 6. PHS increased EOC assessment scores in grades 10 and 11 from 2010-11. The Cohort Graduation Rate also increased by 4% from 2010-11. Although 2 of the cluster schools are “D” schools, there is evidence of meaningful growth as indicated by increasing School Performance Scores (SPS).

Within the targeted feeder system, a large population of **disadvantaged** children begins kindergarten behind their peers and face **widening achievement gaps** throughout their academic careers. Evidence of the 2012 achievement gaps between white students and disadvantaged students are provided in Chart 2.

Chart 2: Achievement Risk Factors										
School	2011 SPS	2012 SPS	Achieved Growth Target	Point Gain	2012 Letter Grade	2012 % Proficiency in ELA				
						White	Free/Reduced	Special Educatio	African American	Hispanic
Crescent Elementary	102.1	101.4	No	-0.7	C	79%	75%	36%	71%	NA
Iberville Elementary	79.8	85	No	5.2	D	84%	56%	18%	56%	NA
Plaquemine High	74.8	86.5	Yes	11.7	D	72%	54%	26%	51%	NA

Project Goals: Literacy data from state assessments, LA CLiP's *Literacy Capacity Survey*, VAM added data, and the District Focus Area Assessment results were used to identify gaps, prioritize literacy needs and identify specific solutions for the development of this project.

Chart 3: Achievement Gaps/Resolutions

1. **Currently only 58 % of the students in the Plaquemine High Cluster score benchmark on DIBELS Next upon entering kindergarten.** Partnering with Sonshine Daycare and Iberville Head Start, through collaboration and joint professional learning, will allow us to focus on early skills needed to prepare children at the emergent level to enter Kindergarten ready to learn. The Nemours Bright Start program will be utilized with PK and K students during small group differentiated instruction to provide explicit, multisensory, early interventions.
2. **A large achievement gap is seen between end of the year DIBELS scores in Kindergarten and First Grade. (Appendix B)** With the addition of Literacy Interventionists and a Literacy Data Specialist, more attention can be given to K and first grade reading deficiencies with a focus on small group differentiated reading instruction at the elementary level. The iRead research based program has been selected to ensure mastery of all K-2 foundational reading skills of the CCSS. Daily 30 minute personalized lessons will be provided to Tier II students and 60 minutes to Tier III students. Incorporates software aligned with the UDL and a home connection piece.
3. **Currently only 60% of the third grade students, 60% of the fifth grade students, 76% of the sixth grade students, and 69% of the seventh grade students in the Plaquemine High Cluster are performing at or above grade level in ELA on iLEAP.** With the selection of research based, CCSS aligned Tier II and Tier III intervention programs (Read 180 and System 44); highly skilled interventionists can address the elementary gap by providing 45 minute intervention lessons daily. Read 180 allows teachers to provide data driven differentiated instruction with UDL technology features.
4. **Currently only 67% of the fourth grade students and 49% of the eighth grade students in the Plaquemine High Cluster are performing at or above grade level in ELA on LEAP.** After leaving the elementary feeder site, use of intervention programs and tiered intervention services decrease. With the selection of research based, CCSS aligned Tier II and Tier III intervention programs (Read 180 and System 44); highly skilled interventionists can address the adolescent gap by providing 45 minute intervention lessons daily. System 44 emphasizes nonfiction text and scaffolds close reading on complex text.
5. **Currently this cluster graduates only 59% of their students on time.** The principal at Plaquemine High has designed a schedule requiring all students in grades 7-8 to schedule a reading course as well as a designated intervention session as required coursework. Teachers in core subjects (grades 9-12) will implement the Literacy Design Collaborative (LDC) to ensure all lessons are aligned to the CCSS and integrate reading and writing. With the use of the module creator from the LDC, intense professional development, and teacher collaboration more students should graduate on time. Current research based literacy programs used to provide Tier I instructions are: Houghton Mifflin PK, Harcourt Storytown (K-6), and McDougal Little 7-12). Teachers employ whole group, small group, and blended learning during literacy instruction. The district is in the process of reviewing core literacy programs and will soon determine if a new program will be purchased or if teams will work to create aligned units themselves. The levels covered by the Read 180 and System 44 programs promote cohesive literacy instruction through the feeder system.

Stakeholders designed this application centering on three ideas: Using data to drive all decision making; job-embedded training and the use of technology to meet the diverse needs of

students. The goals listed below are measurable, time bound, ambitious, able to support attainment of IPSS district goals and are aligned to the Louisiana *Believes* goals.

Goals	Current Rate	Rank in State	2014 Target	2015 Target	2016 Target
1. Four year olds will increase oral language skills as measured by the TELD-3.	No Data Available	N/A	Increase in scores from pretest to posttest		
2. Students enter kindergarten will perform on benchmark for DIBELS.	66%	8th	68%	70%	72%
3. Students enter 4 th grade on grade level in literacy skills as measured by % scoring basic or above on 3rd grade state assessments (iLEAP./PARCC)	69%	43rd	72%	74%	76%
4. Students enter 9 th grade on grade level in literacy as measured by % scoring basic or above on 8th grade state assessments (LEAP/PARCC)	48%	57 th	54%	56%	58%
5. Students on tract to college in 11 th grade as measured by achieving 18 on composite ACT	37%	N/A	42%	47%	50%
6. Students graduate on time. (Cohort Graduation Rate)	55.6%	66 th	65%	75%	80%
7. Achievement gap of disadvantage students (race, F/R, Students with disabilities) at each tested grade will decrease as measured by ELA scores on state assessment.	N/A	N/A	Achievement gap by race, F/R, and students with disabilities will fall 10% per year on state assessment.		
8. Increase the number of teachers scoring at effective or above in the Teacher Evaluation System at Cluster Schools.	90%	N/A	94%	96%	98%
9. Increase the number of administrators scoring effective or above in the Compass Evaluation System at Cluster Schools.	Data not available until July	N/A	Targets will be set after review of Compass Leader scores July 15, 2013		

Project Design: The **purpose** of the Iberville Striving Readers Comprehensive Literacy (SRCL) program is to increase student achievement on the Common Core State Standards in literacy for students across our parish. The focus of this program aligns with the state' *Louisiana Believes* plan: in order for students to achieve, those closest to them should be empowered to make the decisions necessary to support their achievement. As such, Iberville Parish School System (IPSS) is focused on ensuring teachers have the tools they need in order to set goals, plan, instruct and collaborate with each other. IPSS will partner with the Louisiana Department of Education, Network 5 District Support Team to focus on ensuring that systems are established to support teachers in this work. The IPSS SRCL program will focus on four key focus areas across

the birth through 12th grade continuum: *School Leader and Teacher Learning Targets; Assessment and Curriculum; School and Teacher Collaboration and Compass Observation and Feedback.*

School & Teacher Collaboration: During the past 2 years, collaborative culture has been established with protective time for teachers to meet and work together during the regular school day supported by the Teacher Incentive Fund. The district will create shared leadership and plans for organizing, implementing, and sustaining an *effective approach to literacy* by continuing the Teacher Advancement Program (TAP). Data from TAP end of year program review revealed Iberville Parish did a great job developing the quality of post conferences provided to teachers. Models for instructional improvement were clear, concise, high quality, and focused on student achievement. Master teachers consistently provided sound “models” of new learning from field testing and critical attributes to use as they developed new learning for classrooms.

All cluster

schools conduct weekly teacher collaboration meetings led by master teachers, which analyze state data to determine general areas of need and create summative assessments and benchmark tests to determine student deficiencies that provide quantitative and qualitative data. School Leadership Teams decide what instructional interventions are necessary, master teachers field test literacy interventions, and teachers implement them in order to increase student achievement. Weekly collaboration meetings are data driven and follow the Five Steps of Effective Teaching as meeting protocol. Master Teachers identify a need, present new learning, and provide time for strategy development during cluster meetings. Following cluster, teachers apply new learning in classrooms and master teachers follow up with job-embedded coaching. The process is evaluated with formative assessments analyzed weekly in cluster to gather more quantitative and qualitative data, which in turn drives the next cluster meeting. Master teachers, Mentor Teachers and Literacy Integration Data Specialists will provide real time coaching in classrooms by

stepping in at points in a lesson where student achievement could be impacted if changes were not made. Teacher needs will be addressed at the moment as evidenced by student engagement, perception, or non-mastery of an objective. By evaluating the impact of the instructional changes made, real time coaching proves to be a reflective practice. Continuing the TAP program ensures each cluster school has time for collaboration and designated leaders. The District Focus Area Assessment identified principal collaboration as an area needing improvement; therefore it will be one of the focuses of the SRCL grant. Iberville Parish has designated Alison Junot, principal of Crescent Elementary, a member of the Louisiana Teacher Leader Cadre. Ms. Junot will lead the district's principals in the effective implementation of CCSS and Compass. The collaboration that will take place will follow the TAP Steps for Effective Learning. Those steps are *Identify the Need, Obtain New Learning, Develop New Learning, Apply New Learning, and Evaluate the Impact on Student Performance*. To ensure successful implementation of CCSS, Compass and literacy improvement, the principal leader will attend professional development provided by the Louisiana Department of Education. The Principal Leader will meet with district principals to provide the new learning through the TAP process. Principals will collaborate on this new learning to close the gap between current practice and new instructional strategies. Principals will develop a deeper understanding of the new learning through studying strategies to meet their teachers' needs. Support will be given to all principals through developing collaborative interaction around the new learning. The application portion is designed to ensure new learning is being applied accurately. Principals will use collaboration time to analyze student work to measure the effectiveness of strategies presented. Modifications will be made as determined by teacher and student data. Evaluation of effective learning consists of identifying the relationship between new learning and its impact on student performance.

Ongoing evaluation is critical to reaching our district goals. In order to provide support structures to ensure successful transitions for children; for example, preschool to elementary school, elementary school to high school, Principal Transition Teams will meet quarterly to look at literacy data trends and discuss accommodating the needs of incoming students. Field trips to transition campuses and getting acquainted activities will be planned to support students' adjustments during these critical times. A District Literacy Leadership Team which includes: superintendent, SRCL program director, principals, LDS, parents, early interventionists, partner program directors, supervisors, and community network partners will meet quarterly to review program implementation, data, and effectiveness. Iberville Parish will work to establish a collaborative culture where all teams work toward a common goal-increasing student literacy achievement.

Iberville

Parish is in the process of creating a long-range plan for principal and teacher PD days that prioritize content aligned to the CCSS and Compass. Summer meetings to increase knowledge of teachers and principals are being carefully planned. Our goal is to build the capacity of all administrators and teachers, including special education teachers, speech-language pathologists, paraprofessionals, early childhood educators, and pupil appraisal staff to provide standards-based literacy instruction within all content areas since the *Literacy Capacity Survey* identified this as a weakness. To build capacity, literacy staff will be provided the opportunity to increase their knowledge levels and enroll in graduate studies. With the expertise of a data consultant, state assessment, intervention, progress monitoring, and district benchmark data will be analyzed to determine follow up PD and next steps. A Literacy Data Specialist will be hired at each cluster site to provide job embedded support to staff, which includes co-planning, modeling, and feedback. District Master Teachers will train new staff members on the administration and state

scoring rubric of the newly aligned District Writing Assessment that includes CCSS writing shifts. Staff will receive training on newly selected intervention programs and a team of assessors will be identified and trained to administer the TELD-3/STEEP assessment tools. District assigned Master Teachers (EMT) will train master teachers to examine current core assessments to ensure alignment with CCSS. Classroom observation data has consistently shown a need for teachers to receive PD in the area of differentiating literacy instruction. Training and support will be provided through the the Center for Development and Learning (CDL). Principals and literacy staff will receive PD from (CDL) on program evaluation tools to ensure Iberville Parish is providing a language and print rich environment with differentiated practices and developmental interventions. The Classroom Assessment Scoring System (CLASS) ensures interactive conversations occur frequently and consistently between teachers and children and children and their peers. How teachers use transitions as opportunities to engage in literacy activities and how activities are structured to allow children to question, predict, hypothesize and use language to process information are also evaluated with the CLASS. Receptive and expressive language will be assessed to identify strengths and weaknesses in our emergent learners with the TELD-3. The Early Language & Literacy Classroom Observation (ELLCO) ensures that students are exposed to fiction and nonfiction book selections, books and writing materials are placed in various classroom centers, and opportunities are provided for students to see that print has a variety of functions. By using these assessment tools for program evaluation, children in Iberville Parish will be provided with a language and print rich environment accompanied by stimulating interactions with caring adults.

Providing teachers opportunities to visit classrooms implementing high quality literacy activities aligned to the CCSS will be another type of PD provided to staff members. The Central

Office Leadership Team (COLT) will examine TAP/Compass data to determine areas that need strengthening and PD will be differentiated based on needs. All PD sessions will have desired outcomes and expected follow up. The Iberville Community network currently works collaboratively with the Southeast Assistive Technology Center whose primary goal is to promote the development of teachers, support staff and parents in the use and implementation of assistive technology and UDL strategies to promote students with disabilities' access to the curriculum. The Southeast Assistive Technology Center recognizes the importance that the ability to communicate plays in all children's development. In 2012, the center received grant funding to purchase assistive technology for children with communication issues in the Pre-K age range. The equipment is used for training purposes and consultations in regard to individual student needs. Early interventionists who service students in school based Pre-K programs, Head Start, and childcare centers utilize the center's Pre-K Toolbox to increase communication and ascertain the proper technology tools. Currently, a pilot is being conducted at Plaquemine High School by the Southeast Assistive Technology Center with the use of MyOn Reader (online books by interest and appropriate lexile level for 7-8 grades at PHS to address the needs of struggling readers.

Another weakness identified in the Literacy Capacity Survey was teachers not being familiar with the UDL principles and materials. The Southeast Assistive Technology Center will offer professional learning to staff that incorporates technology and, as appropriate, principles of Universal Design for Learning to support transition to the CCSS. Professional learning can be face-to-face, hands on, lecture style or through a webinar/online module. By taking advantage of these PD sessions, Iberville Parish can learn to use technology to address student-learning challenges, increase engagement and achievement, and increase teacher effectiveness.

Project Management Plan: To improve literacy outcomes for all students, management of this plan will be coordinated by the IPSS Early Childhood Director, with support from the IPSS District Leadership Team, Principal Leader from the IPSS Teacher/Leader Cadre, LDOE Network 5 Coach, and non-profit and profit stakeholders. The Program Director will review monthly financial reports to ensure all activities take place within budget and that the total amount of grant funds is allocated according to the statutorily mandated distribution. Check points of August 1st, November 1st, February 1st, and May 1st will be established to ensure timely reporting and dissemination of relevant results to key stakeholders to inform continuous improvement, decision making, and sustainability of a quality literacy program for the identified disadvantage students. To help achieve the program goals, IPSS will use award funds to hire 3-FTE Literacy Integration Data Specialists to guarantee that the use of data guides effective literacy instruction in all classrooms, and 6-FTE Literacy Interventionists to provide differentiated instruction to the identified students (Attachment C). Title I, Title II, IDEA and state funds will be used to leverage 25% of all SRCL staff in Year 1 and 2 and 35% in Year 3.

To improve learner outcomes, the SRCL Literacy Integration Data Specialists will work closely with the 4 FTE-Early Interventionists and 9-Master Teachers assigned to the cluster schools to facilitate data-driven decisions and support the implementation of effective literacy practices in the grade-level cluster meetings. Teacher Incentive Funds (TIF), Title I, Title II, IDEA funds are braided to pay these additional salaries of \$1, 040,000. Job descriptions and level of effort records for literacy integration specialists, literacy interventionists, and other personnel paid with SRCL funds will be maintained in the Human Resource Office.

Using the results of the District Focus Areas Assessment relative to the characteristics of high functioning school systems, the Iberville District Leadership Team identified the specific

milestones that need to be improved or established under each of the Focus Areas. Key district people have been identified as facilitators of the planning process during the weekly District Leadership Team Meetings. The Focus Areas Management plan will identify priorities for the beginning of the year in order to support students becoming college and career ready and will be completed May 13, 2013. An example of the Management plan for Collaboration is on Page 12.

Focus Area	Iberville's 2013-14 Milestones
School Leader & Teacher Learning Targets	<ul style="list-style-type: none"> -Identify the common assessments across grade-levels/subject areas that will have the greatest impact on meeting the 8 critical goals. -Outline the district's process for using this assessment data (and others, possibly historical) to set district goals, school leader SLTs, and teacher SLTs. -Identify the PD needs of principals/school leaders for writing high quality SLTs. Develop an agenda for the PD, including when/where it will take place and who will facilitate the PD. -Create a master calendar which includes deadlines for SLTs (determination of evaluators, approval, and entry into CIS) and school leader PD. -Formulate a criteria and process for SLT revision.
Assessment & Curriculum	<ul style="list-style-type: none"> -Identify all assessments & their windows for inclusion on the master calendar. -Develop a plan to communicate vital assessment information to all stakeholders. -Identify the process that should be conducted on the district/school level to ensure effective implementation of CCSS using student assessment data and a timeline for monitoring. -Outline the logistics for collaboration between the Teacher Leader Cadre and TAP Leadership Teams (administrators, masters, and mentors) to ensure the development of a Common Core-aligned scope and sequence to be used by teachers. Develop an agenda for these collaborations, including identification of materials, activities, and facilitators.
School & Teacher Collaboration	<ul style="list-style-type: none"> -Create a Long Range Plan to address the pressing PD needs of school leaders (possibly around vision, culture, and instruction) which includes the dates for the PD, desired outcome for each meeting, expected follow-up from each meeting, and facilitator for each meeting. Include the PD dates on the district calendar. -Ensure that schools have time for teacher collaboration and designated leaders.
Evaluation & Feedback	<ul style="list-style-type: none"> -Develop Leader evaluation protocol. -Develop explicit and clear protocol around assistance plans for teachers and school leaders. Once developed, plan and conduct PD for all stakeholders. -Develop explicit and clear protocol around assistance plans for teachers and school leaders. Once developed, plan the process that should be conducted on the district level and school level to ensure effective implementation of Common Core using CODE data and a timeline for when monitoring should take place on the district calendar. -Identify the process that should be conducted on the district level and school level to ensure effective implementation of Common Core using CODE data and a timeline for when monitoring should take place.

<u>Milestone</u>	<u>Steps</u> What needs to happen	<u>Who</u> Is responsible for this step	<u>When</u> Is the deadline
Ensure each school has time for teacher collaboration and a designated leader	Create a schedule for weekly teacher collaboration cluster meetings to be led by master teachers	Principal	July 1, 2013
Create a plan and schedule for principal collaboration and designate a leader	Team will meet to create a plan for monthly principal meetings that include new learning to improve principal effectiveness Examine the district calendar to select dates	Superintendent Chief Academic Officer Network 5 Leaders Curriculum Supervisors District Coordinators Principal Leader Principals	July 10, 2013
Create plans for principal and teacher PD days that prioritize content aligned to the CCSS and Compass and designate a leader	Examine TAP/Compass data for teachers/ principals from 2012 to determine areas that need strengthening and differentiate based on needs Develop a master schedule with topics to be covered and who will be lead the process Develop structures to be used in all collaborative meetings (5 Steps for Effective Teaching) Determine outcomes for each PD session Determine what follow will occur	Superintendent Chief Academic Officer Network 5 Leaders Curriculum Supervisors District Coordinators Principal Leader Principals	June 27, 2013
Identify specific responsibilities for Louisiana Teacher Leader school representatives related to teacher collaboration	Meet to discuss information shared with the principal/ teacher leader cadre at State Meetings to determine topics for teacher/principal PD Encourage the use of the Toolbox resources Redeliver CCSS shifts Determine who will be responsible for redelivery at each school site	Superintendent Chief Academic Officer Network 5 Leaders Curriculum Supervisors District Coordinators Principal Leader Principals	May 2013

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

LEA Name: Iberville Parish Schools		
SUPERINTENDENT	NON-PROFIT EARLY CHILDHOOD SITES (childcare or Head Start) or Schools with PreK classes	
Name: Edward Cancienne, Jr.	1. Sonshine Daycare & Learning	2. CDI Head Start Iberville
Office Phone: 225 687-4341	Age Span: 0-13	Age Span: 3-5
Other Phone: 225 687-5400	Number of Four-Year-Olds: 2	Number of Four-Year-Olds: 78
E-mail: edwardcancienne@ipsb.net	Number of Three-Year-Olds: 10	Number of Three-Year-Olds: n/a
LEA SRCL CONTACT PERSON	Number of Children Ages 0-2: 38	Number of Children Ages 0-2: 0
Name: Lydia Canova	Director: Lila McClure	Director: Deborah Nelson
Position: Early Childhood Coordinator	Phone: 225 685-0170	Phone: 225 685-5200
Phone: 225 776-3131	Email: SonshineDaycare1986@ya	Email: dnelson@ibphs.org
E-mail: lydiacanova@ipsb.net	Address: 24915 Highway 1	Address: 58015 Plaquemine Street
LEA MAILING ADDRESS:	City: Plaquemine ZIP: 70764	City: Plaquemine ZIP: 70764
58030 Plaquemine Street	3. Iberville Elementary PK	4. Crescent Elementary PK
Plaquemine, LA 70764	Age Span: 4-5	Age Span: 4-5
	Number of Four-Year-Olds: 20	Number of Four-Year-Olds: 20
	Number of Three-Year-Olds: 0	Number of Three-Year-Olds: 0
	Number of Children Ages 0-2: 0	Number of Children Ages 0-2: 0
	Director: Dinez Green	Director: Dinez Green
	Phone: 225 687-5400 ext. 2624	Phone: 225 687-5400 ext. 2624
	Email: dinezgreen@ipsb.net	Email: dinezgreen@ipsb.net
	Address: 58650 Iron Farm Road	Address: 62575 Bayou Road
	City: Plaquemine ZIP: 70764	City: Plaquemine ZIP: 70764
ELEMENTARY, MIDDLE, AND HIGH SCHOOL SITES		
Elementary: Iberville Elementary School		
Grades: K-6	# of Students*: 1,159	Principal: Delores Thibodeaux
Phone: 225 687-2217	Address: 58650 Iron Farm Road	
Email: deloresthibodeaux@ipsb.net	City: Plaquemine	ZIP 70764
Elementary: Crescent Elementary School		
Grades: K-6	# of Students*: 544	Principal: Allison Junot
Phone: 225 659-2437	Address: 62575 Bayou Road	
Email: allisonjunot@ipsb.net	City: Plaquemine	ZIP 70764
Middle:		
Grades:	# of Students*:	Principal:
Phone:	Address:	
Email:	City:	ZIP
High: Plaquemine High School		
Grades: 7-12	# of Students*: 1,300	Principal: Chandler Smith
Phone: 225 687-6367	Address: 59595 Belleview Drive	
Email: chandlersmith@ipsb.net	City: Plaquemine	ZIP 70764
Proposed expansion school(s) or population(s) for Year 2: CDI Head Start (North), North Iberville LA4PK, North Iberville Elementary		

* 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***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Sonshine Daycare & Lear	71	90%	0	0%	2	4%	0	0%	0	0%	0	0%		
CDI Head Start Iberville(3	78	100%	0	0%	7	8%	0	0%	0	0%	0	0%		
Iberville Elementary PK (4	40	100%	0	0%	4	10%	0	0%	0	0%	0	0%		
Crescent Elementary PK (20	100%	0	0%	2	10%	0	0%	0	0%	0	0%		
Iberville Elementary (K-6)	1,036	89%	5	0%	82	7%	21	2%	246	21%	0	0%		
Crescent Elementary (K-6	447	82%	0	0%	45	8%	17	3%	75	14%	0	0%		
Plaquemine High School (1,014	78%	2	0%	120	9%	13	1%	234	18%	128	10%	11	1%

* 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 (iLEAP, LEAP, EOC)		2011-2012 Over Age Students in 9th Grade		Other***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
CDI Head Start South(3-5)	48	100%	0	0%	4	8%	0	0%						
Dorseyville PK (4-5)	20	100%	0	0%	2	10%	2	10%						
Dorseyville Elementary (K	425	90%	3	1%	60	13%	17	4%	77	16%	0	0%		
White Castle High (7-12)	253	84%	3	1%	32	11%	6	2%	68	23%	38	13%	2	.07%

* 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 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 (iLEAP, LEAP, EOC)		2011-2012 Over Age Students in 9th Grade		Other***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
CDI Head Start East (3-5)	40	100%	0	0%	1	3%	0	0%						
East Iberville PK (4-5)	16	80%	0	0%	3	15%	0	0%						
East Iberville (K-12)	462	77%	4	1%	53	9%	33	6%	126	21%	17	3%	1	.02%

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

School/Site Name	Grade	Assessment	2009-2010	2010-2011	2011-2012
A. Crescent Elementary	PK	DSC EOY Language Post-Test National Percentile Rank (add rows if necessary)	59%	43%	81%
B. Iberville Elementary	PK		50%	43%	50%
A. Crescent Elementary	K	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	79%	79%	69%
B. Iberville Elementary	K		92%	88%	64%
A. Crescent Elementary	1 st		81%	56%	72%
B. Iberville Elementary	1 st		66%	50%	79%
A. Crescent Elementary	2 nd		61%	65%	56%
B. Iberville Elementary	2 nd		50%	51%	62%
A. Crescent Elementary	3 rd		67%	59%	60%
B. Iberville Elementary	3 rd		46%	36%	58%

* 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. Crescent Elementary	3 rd	iLEAP	75%	81%	74%
B. Iberville Elementary	3 rd	iLEAP	46%	67%	61%
A. Crescent Elementary	4 th	LEAP	70%	87%	76%
B. Iberville Elementary	4 th	LEAP	52%	70%	63%
A. Crescent Elementary	5 th	iLEAP	65%	62%	77%
B. Iberville Elementary	5 th	iLEAP	39%	57%	51%
Crescent Elementary/Iberville	6 th	iLEAP	66% 53%	91% 64%	76% 69%
Crescent Elementary/Plaquemine	7 th	iLEAP	66% 42%	67% 49%	69%
Crescent Elementary/Plaquemine	8 th	LEAP	67% 53%	77% 54%	49%
Plaquemine High	10 th	EOC English 2	87%	84%	91%
Plaquemine High	11 th	EOC English 3	20%	0%	87%
Graduation Rate	% Cohort		61%	55%	59%

* 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	iSTEAP	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
Sample Cluster: ABC Head Start (57 students in the 4-year-old program)	Precious Primary K-1 (52/93) Note: Of the 93 <i>kindergarteners</i> at this school, 52 came from ABC Head Start	Elite Elem. 2-5 (89/175) Note: Of the 175 <i>2nd graders</i> at this school, 89 came from Precious Primary	Mighty Middle 6-8 (95/185) Note: Of the 185 <i>6th graders</i> at this school, 95 came from Elite Elementary	Hero High 9-12 (178/325) Note: Of the 325 <i>9th graders</i> at this school, 178 came from Mighty Middle	
CDI Head Start Iberville (85 students in the 4-year-old program)	Iberville Elementary (K-6) Note: Of the 168 <i>Kindergarteners</i> at this school, 69 came from CDI Head Start				
Iberville PK (4 year olds) (61 students in the 4-year- old program)	Iberville Elementary (K-6) Note: Of the 168 <i>Kindergarteners</i> at this school, 38 came from Iberville PK	Plaquemine High (7-12) Note: Of the 262 <i>7th graders</i> at this school, 132 came from Iberville Elementary			
CDI Head Start Iberville (85 students in the 4-year-old program)	Crescent Elementary (K-6) Note: Of the 59 <i>Kindergarteners</i> at this school, 6 came from CDI Head Start				
Crescent PK (4 year olds) (21 students in the 4-year- old program)	Crescent Elementary (K-6) Note: Of the 59 <i>Kindergarteners</i> at this school, 20 came from Crescent PK	Plaquemine High (7-12) Note: Of the 262 <i>7th graders</i> at this school, 54 came from Crescent Elementary			

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.

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](#)

CURRICULUM VITAE

Name: Lydia Canova		Current Position: Early Childhood Coordinator/Reading Specialist Project Position: Program Director	
EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Louisiana State University Louisiana State University Louisiana State University	Bachelors Reading Specialist Certification Masters Specialist	1993 1994- 1999 Currently enrolled	Elementary Education Curriculum and Instruction Early Childhood

RESEARCH AND PROFESSIONAL EXPERIENCE: DO NOT EXCEED TWO PAGES. Begin with present position, list in reverse chronological order previous relevant employment, experience, and honors.

First Grade Teacher, Iberville Parish Schools 1993-1997

Reading Recovery Teacher, Iberville Parish Schools 1997-2003

LINCS, Reading Content Leader, Iberville Parish Schools 2003-2004

Reading First District Reading Coach, Iberville Parish Schools 2004-2011

TAP District Master Teacher, Iberville Parish Schools 2011-2012

Reading Specialist/Early Childhood Coordinator, Iberville Parish Schools 2012-present

SELECTED PRESENTATIONS AND WORKSHOPS

Small Reading Group Instruction

Literacy Centers and Rotation

Using DIBELS data to group your students DIBELS Administration & Scoring

DIBELS Shadow Scoring

DIBELS Intervention

LETRS Early Foundations

Reading Prompts and Strategies

ELA 4th Grade Project

ELA 6th Grade Project

Job Description

Title: Reading Interventionist

Qualifications: Elementary School Certification

Reports to: Principal

Supports: SRCL Program

Job Goal: To provide reading interventions to students and participate in professional development to enable students to achieve at their fullest potential in literacy

Performance Responsibilities:

1. Provide daily reading intervention for students.
2. Plan daily intervention instruction and submit necessary lesson plan documents.
3. Assess students as required and document performance.
4. Analyze student data and adjust instruction based on findings.
5. Participate in required professional development (school, district and state).
6. Network with classroom teachers and Literacy Data Specialist for the implementation of the SRCL program.
7. Maintain materials purchased for the SRCL program.
8. Participate in TAP cluster meetings.
9. Conduct demonstration lessons for colleagues needing support in providing intervention.
10. Collaborate with grade level teams, the School Literacy Team and the District Literacy Team to set goals for improving student performance in literacy.
11. Meet regularly with school administrators and the Literacy Data Specialist to review student assessment data and determine goals for improvement.
12. Attend meetings as directed.
13. Prepare forms, records and reports as directed.
14. Perform such other tasks and assume such other responsibilities as the Principal or Program Director may assign.

Literacy Data Specialist
Striving Readers Comprehensive Literacy

Job Description:

- Coordinate and conduct professional development
- Participate in required professional development and meetings
- Serve on School Literacy Team
- Serve on District Literacy Team
- Coordinate the dissemination of results to parents
- Mentor and provide coaching for teachers
- Network with Reading Interventionists and Paraprofessionals
- Coordinate program implementation
- Coordinate core, supplemental and invention reading programs
- Coordinate testing, data collection, analysis and reporting
- Maintain assessment database
- Other assigned duties relative to SRCL grant

Qualifications:

- At least 5 years of elementary teaching experience, including reading instruction (Evidence of excellence in teaching);
- Certificated teacher
- Minimum of twelve graduate hours in reading instruction at the elementary level (or equivalent professional development in instructional strategies grounded in scientifically based reading research for elementary reading instruction, including program specific training);
- Experience (with demonstrated excellence) in presenting professional development to teachers with a priority given to candidates who have conducted presentations on at least one of the five essential elements of reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension;
- Experience in leadership role working with other teachers (leading TAP clusters, working with school improvement team, etc.)
- Evidence of effectiveness in communication
- References supporting excellence in teaching, communication, professional development, facilitation and scientifically based reading research
- Master's Degree in Education (desired)\
- Demonstrated expertise in scientifically based reading research in at least one of the five essential elements of reading instruction (supporting documentation desired: handouts from presentations, articles written, etc.)
- Evidence of technology skills for educational purposes

Submit a letter of application, resume, current transcript and documentation of professional development experiences in reading (as participant and presenter). Additionally, submit two letters of reference supporting your excellence in teaching, communication and facilitation of professional development.

Pay Grade: Teacher Salary Schedule
Assignment Period: 9 months



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

APPLICATION FOR PROJECT FUNDS

Official Program Title: Louisiana Striving Readers Comprehensive Literacy Program

CFDA#: (If Federal Funds) 84.371C

Awarding Agency: U. S. Department of Education

Internal Program Title: Striving Readers Comprehensive Literacy Program

Project Number: 28-12-SO-


Funding Amount Applied for: \$253,940.00

Funding Period: June 18, 2013 – September 30, 2013

Agency Information:		
Recipient Organization: Iberville Parish School Board		
Project Director: Lydia Canova		
Fiscal Agent: Gina Landry		
Mailing Address: P O Box 151		
Street Address: 58030 Plaquemine Street		
City: Plaquemine	State: LA	Zip Code: 70765
Program Contact Information:		
Name/Position: Lydia Canova, Early Childhood Coordinator		
Telephone Number: 225-687-5400, ext 2182		
Fax Number: 225-687-5408		
Email Address: lydiacanova@ipsb.net		

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

APPROVED (For State Agency Use Only):


Approved Representative of the Applicant Agency Date

Program Division Director/Designee Date

Division of Education Finance /Designee Date

“An Equal Opportunity Employer”

**Louisiana Department of Education
Budget Summary**

Name of Eligible Recipient: Iberville Parish School System
 Street Address: 58030 Plaquemine Street
 Mailing Address: _____
 City, State, Zip: Plaquemine, LA 70764
 Source of Funds: Federal

Program: Striving Readers Comprehensive Literacy Program
 Program Fiscal Year: 2012 - 2013 (Dec. 5, 2012 - Sept. 30, 2013)
 Project Number: _____
 Submitted by: Gina Landry
 Telephone/Fax #: 225.6875400 EXT 2120 ginalandry@ipsb.org

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	33%	\$ 8,020.00	\$ 38,827.00	\$ 16,369.00	\$ 19,456.00	\$ 82,672.00	
200	Employee Benefits	14%	\$ 2,662.14	\$ 16,830.56	\$ 6,787.48	\$ 8,554.46	\$ 34,834.64	
300	Purchased Professional/Tech Svcs.	30%	\$ 9,000.00	\$ 30,000.00	\$ 21,000.00	\$ 15,000.00	\$ 75,000.00	
400	Purchased Property Services		\$ -	\$ -	\$ -	\$ -	\$ -	
500	Other Purchased Services	2%	\$ 1,069.50	\$ 1,069.50	\$ 1,069.50	\$ 1,069.50	\$ 4,278.00	
600	Supplies	17%	\$ 15,000.00	\$ 8,600.00	\$ 9,000.00	\$ 9,433.40	\$ 42,033.40	
	Subtotal - Operating Budget		\$ 35,751.64	\$ 95,327.06	\$ 54,225.98	\$ 53,513.36	\$ 238,818.04	
	Indirect Costs (if applicable) Approved 6.332% %	6%	\$ 2,263.79	\$ 6,036.11	\$ 3,433.59	\$ 3,388.47	\$ 15,121.96	
700	Property		\$ -	\$ -	\$ -	\$ -	\$ -	
800	Other Objects		\$ -	\$ -	\$ -	\$ -	\$ -	
GRAND TOTAL			100%	\$ 38,015.43	\$ 101,363.17	\$ 57,659.57	\$ 56,901.83	\$ 253,940.00
PERCENTAGE OF TOTAL ALLOCATION				15%	40%	23%	22%	

GRANTEE INFORMATION

STATE DEPARTMENT OF EDUCATION

Gina Landry 4/10/13
 Representative of the entity: _____ Date: _____

Approved Division Director/Designee: _____ Date: _____

Approved Grants Management: _____ Date: _____

SCAN AND EMAIL TO:
DOEFederalBudgetsRevisions@la.gov

Louisiana Department of Education
Budget Detail

Eligible Recipient: Iberville Parish School System
 Street Address: 58030 Plaquemine Street
 Mailing Address: _____
 City, State, Zip: Plaquemine, LA 70764
 Source of Funds: Federal

Program: Striving Readers Comprehensive Literacy Program (SRCL)
 Program Fiscal Year: 2012 - 2013 (Dec. 5, 2012 - Sept. 30, 2013)
 Project Number: 28-12-SO-
 Submitted by: Gina Landry
 Telephone/Email: 225.6875400 EXT 2120_ginalandry@ipsb.org

\$0.00

Object Code	Expenditure Category						Total Amount Budgeted
		15%	40%	23%	22%	100%	
100	SALARIES	Birth - Age 5 Amount	K - Grade 5 Amount	Grades 6 - 8 Amount	Grades 9-12 Amount		
	Teachers						
	3-FYE-Literacy Integration/Data Specialists: one for each school based on a 12 month salary (1-Crescent, 1-Iberville, 1-Plaquemine) with 75% of salaries being paid by SRCL funds in year 1. In-kind: Title I, Title II, IDEA, and/or TIF 25% of Year I salary. 9- Master Teacher /instruction coaches are funded by Title I, Title II, IDEA, and/or TIF funds. All Specialists recommended to have Masters Degree and/or Reading Specialist Certification. Avg salary \$51,024/year/12 months = \$4,252/month x 2 months = \$8,504 x 75% = \$6,378		\$10,934.00	\$3,948.00	\$5,252.00	\$20,134.00	
	6--Literacy Interventionists: 2 for each school based on a 12 month salary (2-Crescent, 2-Iberville, 2-Plaquemine) with 75% of salaries being paid by SRCL funds in year 1. In-kind: Title I, Title II, and/or IDEA, 25% of Year I salary. Avg salary \$51,024/year/12 months = \$4,252/month x 2 months = \$8,504 x 75% = \$6,378		\$21,868.00	\$7,896.00	\$10,504.00	\$40,268.00	
	Stipends -- Part-Time Interventionist (Certified Teacher) for Early Childhood to work 1 Day a week at each elementary site (3 Days/week) with Pre-K children \$30 hour x 12 hours/wk x 12 weeks x 1 person	\$4,320.00				\$4,320.00	
	Clerical/Secretarial						
	Substitute Teachers:						
	Substitute teachers for teachers for Screening dates, TELD, iSTEOP, Data Analysis Workshops, LDC, Literacy Training, Professional Learning workshops/conferences & required Professional Learning by the grant; sick days for Specialists/Interventionists and for teachers to have vertical team meetings, grade level meetings, and PLC for job-embedded Professional Learning. August 1-September 30, 2013)						
	Daily Rate: Birth to Age 5	\$65.00	X	20		\$1,300.00	
	Daily Rate: K to Grade 5	\$65.00	X	20		\$1,300.00	
	Daily Rate: Grades 6 - 8	\$65.00	X	10	\$650.00	\$650.00	
	Daily Rate: Grades 9 - 12	\$65.00	X	5	\$325.00	\$325.00	
	Stipends for Teachers:						
	Stipends -- Professional Learning, participants will receive stipends to attend Summer institutes, trainings, conferences, seminars, workshops as well as any after school professional learning associated with this grant. Leadership Teams will receive stipend for attending required summer/after school trainings and for planning. Working with students after school who need additional assistance in Literacy; after school vertical team meeting, grade level meetings, and/or PLC meetings with staff.						
	Hourly Rate: Birth to Age 5	16	hours X	\$25.00	X	6	\$2,400.00
	Hourly Rate: K to Grade 5	12	hours X	\$25.00	X	12	\$3,600.00
	Hourly Rate: Grades 6 - 8	10	hours X	\$25.00	X	8	\$2,000.00

Object Code	Expenditure Category						Birth - Age 5 Amount	K - Grade 5 Amount	Grades 6 - 8 Amount	Grades 9-12 Amount	Total Amount Budgeted
	Hourly Rate: Grades 9 - 12	10	hours X	\$25.00	X	6				\$1,500.00	\$1,500.00
	Stipends -- Interventionists to work afterschool with students who need additional help and/or those students who cannot be scheduled during the regular school day. 1 Hr day x 3/5 days x 6 wks										
	Daily Rate:	\$25	hours X	30	hours	6			\$750.00	\$750.00	\$1,500.00
	Stipends -- Literacy Specialist to work additional days before the start of school for planning and data analysis for the start of the school year.										
	Daily Rate:	\$225	day X	5	Days x	3		\$1,125.00	\$1,125.00	\$1,125.00	\$3,375.00
	TOTAL SALARIES						\$8,020.00	\$38,827.00	\$16,369.00	\$19,456.00	\$82,672.00
200	EMPLOYEE BENEFITS										
	Health Insurance. Note: estimated cost \$424/month x 2 months.										
		Birth to Age 5	0 person				\$0.00				\$0.00
	\$ 848	K to Grade 5	X people 4					\$3,392.00			\$3,392.00
	\$ 848	Grades 6-8	X people 2						\$1,696.00		\$1,696.00
	\$ 848	Grades 9-12	X people 3							\$2,544.00	\$2,544.00
	Medicare (1.45%) -Provide Total Salary Amount used to determine benefit cost.										
	\$8,020.00	Birth to Age 5	X	1.45%			\$116.29				\$116.29
	\$38,827.00	K to Grade 5	X	1.45%				\$562.99			\$562.99
	\$16,369.00	Grades 6-8	X	1.45%					\$237.35		\$237.35
	\$19,456.00	Grades 9-12	X	1.45%						\$282.11	\$282.11
	Teacher Retirement (24.5%) - Provide Total Salary Amount used to determine benefit cost.										
	\$6,720.00	Birth to Age 5	X	24.5%			\$1,646.40				\$1,646.40
	\$37,527.00	K to Grade 5	X	24.5%				\$9,194.12			\$9,194.12
	\$15,719.00	Grades 6-8	X	24.5%					\$3,851.16		\$3,851.16
	\$19,131.00	Grades 9-12	X	24.5%						\$4,687.10	\$4,687.10
	Worker's Comp. (1.24%) -Provide Total Salary Amount and Rate to determine benefit cost.										
	\$8,020.00	Birth to Age 5	X	1.24%			\$99.45				\$99.45
	\$38,827.00	K to Grade 5	X	1.24%				\$481.45			\$481.45
	\$16,369.00	Grades 6-8	X	1.24%					\$202.98		\$202.98
	\$19,456.00	Grades 9-12	X	1.24%						\$241.25	\$241.25
	Tuition Reimbursement for teachers to work on getting their Reading Specialist Certification; avg cost per course \$800/3 hr x 2 courses = \$1,600/person						\$800.00	\$3,200.00	\$800.00	\$800.00	\$5,600.00
	TOTAL BENEFITS						\$2,662.14	\$16,830.56	\$6,787.48	\$8,554.46	\$34,834.64
300	PURCHASED PROFESSIONAL & TECHNICAL SERVICES										

Object Code	Expenditure Category	Birth - Age 5 Amount	K - Grade 5 Amount	Grades 6 - 8 Amount	Grades 9-12 Amount	Total Amount Budgeted
	<p>Contract Services: Contract with Consultants to provide professional learning to Teachers, Parents and Early Learning Providers For professional development in-services focusing on TELD 3, Scholastic Read 180, System 44, C, Data Driven Decision Making for Principals and school Leadership team, iRead, Nemours Brightstart, iSTEOP, CDL-early learning, Getting Ready for Common Core Standards, PK-K transition planning/new learning standards, DIBELS, and classroom visits throughout starting in June-September.</p>					
	Birth to Age 5 \$ 3,000 x 3 months	\$9,000.00				\$9,000.00
	K to Grade 5 \$ 10,000 x 3 months		\$30,000.00			\$30,000.00
	Grades 6 - 8 \$ 7,000 x 3 months			\$21,000.00		\$21,000.00
	Grades 9 - 12 \$ 5,000 x 3 months				\$15,000.00	\$15,000.00
						\$0.00
	TOTAL PURCHASED PROF/TECH SERV.	\$9,000.00	\$30,000.00	\$21,000.00	\$15,000.00	\$75,000.00
400	PURCHASED PROPERTY SERVICES					
	TOTAL PURCHASED PROPERTY SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
500	OTHER PURCHASED SERVICES					
	Travel In-State (List position title; name of conference, mileage and rate if applicable.)					
	<p>In-State Travel-- Mandated Leadership Team Training Workshops, Plain Talk Conference, La Early Childhood Conference, Brightstart, Early Steps, LDC Training, Read180 site visits, etc.</p> <p>Note: Each Professional Learning activity above will be attend by school personnal who teach in the appropriate disciplines (Principal, LIS, Interventionist, PK/Teacher, etc.)</p> <p>Meals 4 day(s) x 1 person(s) x \$45 = \$180</p> <p>Lodging 3 day(s) x 1 room(s) x \$140 = \$420</p> <p>Reg. \$225 x 1 participants = \$225</p> <p>Mileage 0.565 mile x 300 miles x 1 car(s) = \$170</p> <p>Avg cost per person \$994.50 /person ~ 4 people</p>	\$994.50	\$994.50	\$994.50	\$994.50	\$3,978.00

Object Code	Expenditure Category	Birth - Age 5 Amount	K - Grade 5 Amount	Grades 6 - 8 Amount	Grades 9-12 Amount	Total Amount Budgeted
	In-Parish Travel-- Conference, Reg. \$75 x 4 participants	\$75.00	\$75.00	\$75.00	\$75.00	\$300.00
	Travel Out-of-State (List position title and conference to be attended.)					
	TOTAL OTHER PURCHASED SERVICES	\$1,069.50	\$1,069.50	\$1,069.50	\$1,069.50	\$4,278.00
600	SUPPLIES					
	Birth - Age 5. Supplies and materials for Curriculum for Pre-K such as Nemours Brightstart, TELD kits, and other materials approved by the state.	\$15,000.00				\$15,000.00
	K - Grade 5 Supplies. STEEP, DIBELS, IRead, System 44 and Read 180, and other materials approved by the state.		\$8,600.00			\$8,600.00
	Grades 6 - 8 Supplies. STEEP, Read 180, System 44, Literacy Library Learning Materials, and other materials approved by the state.			\$9,000.00		\$9,000.00
	Grades 9 - 12 Supplies. STEEP, Read 180, System 44, Literacy Resources, LDC materials, head phones, and other materials approved by the state.				\$9,433.40	\$9,433.40
	TOTAL SUPPLIES	\$15,000.00	\$8,600.00	\$9,000.00	\$9,433.40	\$42,033.40
	SUBTOTAL-OPERATING BUDGET	\$35,751.64	\$95,327.06	\$54,225.98	\$53,513.36	\$238,818.04
						\$0.00
	INDIRECT COST 6.3320%	\$2,263.79	\$6,036.11	\$3,433.59	\$3,388.47	\$15,121.96
	TOTAL BUDGET DETAIL SHEETS	\$38,015.43	\$101,363.17	\$57,659.57	\$56,901.83	\$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** \$9,370,970.00 - insert amount here) of prior year expenditures of Federal Funds according to regulations issued by Office of Management and Budget Circular A-133 from all sources (described as funds received as direct or pass through funds).
- The recipient assures that it has been advised that subrecipients expending \$500,000 or more in Federal awards (funds received as direct or pass thru funds) during the subrecipient's fiscal year receive a single audit or program specific audit for that year according to regulations issued by Office of Management and Budget Circular A-133.
- The recipient assures that it will permit the Louisiana Department of Education, the Legislative Auditors, and all other required personnel to have access to the records and financial statements as necessary.
- The recipient agrees to maintain all books, records and other documents for at least (3) federal fiscal years after the final payment or as described in 4CFR 74.53(b) whichever is longest.

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

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

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

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

1. LOBBYING

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

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

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

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

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

A. The applicant certifies that it and its principals:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Iberville Parish School District
58030 Plaquemine St.
Plaquemine, LA 70764

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, P. Edward Cancienne, Jr., Superintendent/Administrator of Iberville Parish
(Print Name) (Recipient)

hereby assure the Louisiana Department of Education that Iberville Parish
(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

Iberville Parish

LEA

IBERVILLE PARISH SCHOOL BOARD MEMORANDUM OF UNDERSTANDING
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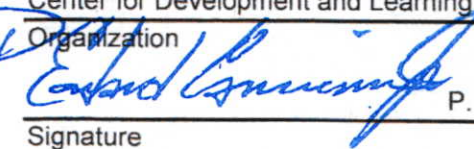
This Memorandum of Understanding (MOU) is entered into by the **Iberville Parish School System**, 58030 Plaquemine Street, Plaquemine, LA 70764 (hereinafter sometimes referred to as "IPSS") and the Louisiana Children's Research Center for Development and Learning, d/b/a Center for Development and Learning, a not for profit Louisiana corporation, organized under the laws of the State of Louisiana (hereinafter referred to as "CDL") for the purposes of improving school readiness for young children in Iberville Parish, under the following terms and conditions.

Background

IPSS and CDL are committed to implementing a comprehensive literacy program that seeks to build upon community literacy efforts by encouraging a partnership between the library programs, early childhood programs, and the school community. The Striving Readers Comprehensive Literacy grant seeks to expand upon existing efforts by encouraging early childhood partners to partner and work together with school districts to improve literacy. Community partnerships will be developed or enhanced with the IPSS as a result of this grant. The entities named herein recognize the necessity for continual collaboration among local partners for the development, implementation and continuous program improvement of literacy in Iberville Parish.

The collaborators will strive to accomplish Striving Readers Comprehensive Literacy objectives that are specific to their own area(s) of involvement. **The above-named partnering agency pledges to collaborate with the above-named organization to provide the following roles and responsibilities;**

See attached Partnership Agreement

	Alice Thomas	President & CEO
Signature	Typed Name	Title
Center for Development and Learning		April 15, 2013
Organization		Date
	P. Edward Cancienne	Superintendent
Signature	Typed Name	Title
Iberville Parish School System		April 15, 2013
Partnering Agency		Date

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

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17. Implement interventions for children who are below grade level to ensure they achieve CCSS.

Superintendent's Signature

LEA

Iberville Parish Schools

PARTNERSHIP AGREEMENT

The Center for Development and Learning has a demonstrated record of effectiveness in improving the early literacy development of children and in providing professional development in literacy as evidenced by the following:

The Picard Center completed the Beginning with Babies (BwB) pilot in September 2011 with the Department of Children and Family Services in which 360 participants from 90 Louisiana childcare centers received professional development, including technical assistance and *Right from Birth* that was facilitated by CDL professionals. Initial results of BwB pilot indicate a 50% to 60% growth of participants who received customized technical assistance and professional development. A pre- and post- *Four Diamond Infant/Toddler Observation Checklist* was completed for each participant to track growth.

Reference

Sonnier-Netto, M.E., & Asmus, G.J. (2011). *Beginning with babies pilot findings (draft)*. Lafayette, LA: University of Louisiana at Lafayette, Cecil J. Picard Center for Child Development and Lifelong Learning.

The Center for Development and Learning will provide professional learning that:

- Addresses areas that are identified by careful analysis of student and educator needs as relevant to collaborative and individual professional growth goals. Together, school and district educators and CDL professionals will examine student and educator data to determine PL needs and design plans of action, including but not limited to effective literacy instruction and best practices, oral language, standards based curriculum, literacy/language, differentiated practices, community/parent collaborations, autism and other high risk needs, and collaborations.
- All PL will be designed to meet the specific needs of educators at each site, school/childcare facility. Varied formats, including interactive whole and small group knowledge-building sessions, collaborative data study and lesson planning, observations with constructive feedback, coaching and modeling, e-mentoring, teleconferencing and webinars will be utilized. The Professional Learning Cycle of Continuous Improvement below summarizes CDL's interactive professional growth process that yields increased student learning.
- Within each of these elements, CDL professionals will show clear alignment to (1) Louisiana Department of Education's four key focus areas of School Leader and Teacher Learning Targets, Assessment and Curriculum, School and Teacher Collaboration, and Compass Observation and Feedback; and (2) the Common Core State Standards.
- Within each professional learning area, CDL professionals will facilitate sustained, intensive and differentiated professional learning that (a) is aligned with teacher and school leader learning targets; (b) is connected to practice; (c) uses varied resources, methods and media; (d) focuses

on teaching and learning of specific skills; and (e) builds strong working relationships among teachers, school and district leaders to solve student learning issues.

Iberville Parish School System will:

- Designate a point of contact for immediate access of and to ensure alignment of project efforts.
- Develop a collaborative working relationship with program partners in the analysis and interpretation of data, and conduct ongoing evaluation.
- Assume fiscal management responsibilities and provide funds to support the initiatives.
- Build upon community efforts by encouraging a partnership between programs throughout the grant period and beyond.
- Provide additional elements mutually agreed upon by the parties to this memorandum.

PRIME TIME - FAMILY READING TIME®
Memorandum of Understanding

The **Louisiana Endowment for the Humanities (LEH)** and the **Iberville Parish Schools (IPS)** hereby enter into the following agreement this **8th day of April, 2013** wherein IPS agrees to retain and LEH agrees to provide services described hereafter and as detailed in the application to the Louisiana Department of Education's Striving Readers Comprehensive Literacy initiative. Parties agree to the following:

1. The LEH Shall Provide:

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

2. The IPS Shall Provide:

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

3. Signatures of Authorizing Personnel:

P. Edward Cancienne, Jr., Ph.D, Superintendent

Signature: _____

Date: _____

P. Edward Cancienne, Jr.
4-15-13

SRCL Project Director:

Signature: _____

Date: _____

Aydia Canora
4-15-13

Miranda Restovic, Deputy Director, LEH

Signature: _____

Date: April 8, 2013

Miranda Restovic



IBERVILLE PARISH LIBRARY

24605 J. GERALD BERRET BLVD
P. O. BOX 736
PLAQUEMINE, LA 70765-0736
(225)687-2520 225)687-4397
(225)687-9719 FAX

Tuesday, March 26, 2013

To: Jill Slack-- Louisiana State Department of Education,

On behalf of the Iberville Parish Library Board of Trustees and the staff of the Iberville Parish Library system I write to strongly endorse the Iberville Parish School Board in its bid to win the **SRCL [Striving Readers Comprehensive Literacy]** Grant. Specifically, we support the school system's desire to promote literacy in the students of Iberville parish from birth to those in the twelfth grade.

The resources of the library system's eight branches are at the disposal of the students, teachers, and parents that plan to participate in the **SRCL** Grant activities across the parish. Many of our services and goals are in line with the **SRCL** goal to promote literacy in young people, from our weekly Early Childhood Literacy LapSit programs, up through all of our children's programs and our Young Adult (YA) learning initiatives and programs.

As director of Iberville Parish Library in conjunction with our Children's Librarian, Anne Reeves, we hope that this grant is awarded to our parish schools. We have a great working relationship with the school administration and teachers, and we would work to maximize the impact of the funds sent to Iberville Parish in order to promote literacy in our young citizens.

Sincerely,

Dannie J. Ball; Director

Anne Reeves, Children's Librarian



February 22, 2013

Board of Trustees

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Vaughan Fitzpatrick
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Gregory Rattler
Robert D. Reily
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Dennis Sparks, Ph.D.
Robert J. Sternberg, Ph.D.

President & CEO

Alice P. Thomas

Lydia Canova, Early Childhood Coordinator
Iberville Parish Schools
58030 Plaquemine Street
Plaquemine, LA 70764

Dear Ms. Canova:

The Center for Development and Learning (CDL) wholeheartedly supports Iberville Parish Schools' application and pending implementation of Louisiana's Striving Readers Comprehensive Literacy program, *LIFE Promise – Literacy is for Everyone*. As community stakeholders, we recognize the importance of implementing a comprehensive, cohesive literacy plan to ensure that all Iberville Parish children from birth through 12th grade receive high yield, evidence-based literacy instruction that advances student achievement.

The *LIFE Promise* literacy initiative aligns with CDL's mission and goals, and with our conviction that all children, regardless of how they look, where they come from, or how they learn, can and will achieve school success when provided with highly effective teachers and positive, supportive learning environments. We will support the implementation of *LIFE Promise* in Iberville Parish Schools by staying informed of the initiative's progress and by engaging in community conversation and assessment.

We understand that the success of literacy instruction is dependent upon the preparation and ongoing support of highly effective teachers and teacher leaders. Therefore, if invited to be a contracted provider of professional learning, we will be honored to actively support the successful implementation of Iberville Parish Schools' *LIFE Promise* initiative.

Best regards,

Alice Thomas
President & CEO

PRIME TIME

FAMILY READING TIME®



LOUISIANA
ENDOWMENT
FOR THE
HUMANITIES

Miranda Restovic

Director
(504) 620-2486
restovic@leh.org

Louisiana Humanities Center
at Turners' Hall
938 Lafayette Street
Suite 300
New Orleans, LA 70113
(800) 909-7990 toll-free in LA
(504) 529-2358 fax
www.primetimefamily.org

Michael Sartisky, Ph.D.

President/Executive Director
(504) 620-2480
sartisky@leh.org

P. Edward Cancienne, Jr., Ph.D
Superintendent
Iberville Parish Schools
58030 Plaquemine St.
Plaquemine, LA 70764

April 3, 2013

Dear Dr. Cancienne:

The Louisiana Endowment for the Humanities fully supports your application for the Striving Readers Comprehensive Literacy Grant for Iberville Parish Schools and we look forward to our partnership. LEH offers its services to IPS through Prime Time Inc., a non-profit subdivision. The mission of our turnkey programs is to create the precondition for future learning among economically and educationally vulnerable families.

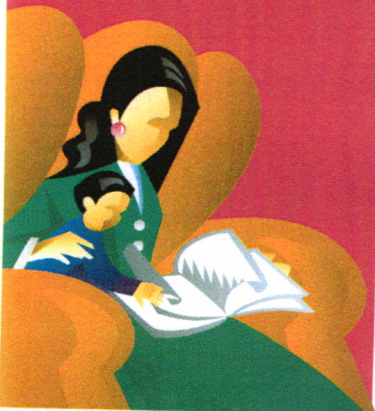
Through the PRIME TIME program, the LEH brings a common core state standards-aligned and outcomes-based approach to family literacy that engages underserved children and their families in proven programming. With the addition of the PRIME TIME PRESCHOOL program, we now offer children beginning at age 3 years through 12 years the same empirically proven program that has been in service since 1991. We offer our services to you as partners in literacy enhancement.

Our proposed activities within IPS include literacy-based professional learning and engagement for educators and families and are well aligned with the goals of the *LIFE Promise* initiative and Louisiana's Comprehensive Literacy Plan. We feel confident in the ability of IPS to continue to serve well the students and the community and we urge the selection committee to award IPS the Striving Readers Comprehensive Literacy grant.

If you have any questions about the Prime Time Family Reading Time program or any other literacy initiatives at the Louisiana Endowment for the Humanities, please feel free to contact me directly at 504.620.2486 or Restovic@leh.org.

In partnership,

Miranda Restovic





**Southeast Assistive Technology Center
58060 Plaquemine Street
Plaquemine, Louisiana 70764
www.latise.org**

RE: Letter of Support

To whom it may concern,

The Southeast Assistive Technology Center located in Plaquemine , Louisiana will provide professional development and support for the educators, administrators and community of Iberville Parish Schools on the use of Universal Design for Learning and Common Core State Standards. The staff of the Southeast Assistive Technology Center will offer job embedded training on the components of Universal Design for Learning (UDL) framework and the alignment with Common Core State Standards (CCSS). Trainings will include modeling the alignment of UDL and CCSS including goals, methods, materials and assessments. Additionally, UDL trainings will be offered in the Southeast Assistive Technology Center.

Furthermore the Southeast Assistive Technology Center will offer Iberville Parish Schools support and assistive technology resources to implement the goals detailed in the SRCL grant to improve student performance.

The Southeast Assistive Technology Center facilitators welcomes the opportunity to partner with Iberville Parish Schools to improve student achievement through the use of Universal Design for Learning framework.

Danna Bouey
Southeast Assistive Technology Coordinator
Southeast Assistive Technology Center
58060 Plaquemine St.
Plaquemine, La. 70764



CAPITAL AREA TECHNICAL COLLEGE WESTSIDE CAMPUS

25250 Tenant Road
Plaquemine, Louisiana 70764
Telephone: 225/687-5500
Facsimile: 225/685 -5121

April 1, 2013

**Martha Sealy
Interim
Campus
Administrator**

To: Whom It May Concern

From: Martha Sealy, Interim Campus Administrator

RE: The Striving Readers Comprehensive Literacy grant

The Capital Area Technical College-Westside Campus appreciates any and all efforts to improve the literacy rates of the residents of Iberville parish. Having partnered with the Iberville Parish School District in dual enrollment programs, we look forward to continue the partnership with the SRCL grant and dedicate efforts and resources to assist in bringing up students' scores in reading.

We have resources to contribute to libraries, computer laboratories, and classroom space to help in any capacity that may be needed. Please do not hesitate to contact me with any requests that will assist in moving this initiative forward.

Sincerely,

Martha Sealy
Interim Campus Administrator

CAPITAL AREA
TECHNICAL COLLEGE

**Baton Rouge Campus
Baton Rouge**

**Folkes Campus
Jackson**

**Jumonville Memorial
Campus
New Roads**

**Port Allen Extension
Port Allen**

**Westside Campus
Plaquemine**

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