Madison Parish School District
Striving Reader's Literacy Grant
Literacy for Transformation (LiFT)

Submitted: April 16, 2013

Need for the Project and Rationale:

The need for the project is demonstrated in our compelling description of literacy achievement across the district. Although growth occurred in some areas over the past three years, overall the district declined. Growth occurred from the 2009-2010 to the 2010-2011 school year in kindergarten on the DIBELS assessment, but declined during 2011-2012 school year. Grades 1st – 3rd data indicates unsteady growth during this time frame as well. Grades 4 and 6 have shown some growth over the last three year period. Grades 7 and 8 both indicated growth for the 2010-2011 school year on the iLEAP, but each grade declined for the 2011-2012 school year. The graduation cohort rate has also indicated growth that fluctuated from year to year. As evidenced by the data in Tables 1 - 4 of Appendix B, no school has been able to sustain a steady growth pattern for the past three years.

The Madison Parish School District (MPSD), which services 1,886 students, consists of two elementary schools, one middle school, one high school, one alternative program, and one adjudicated home for boys. The schools selected for this project are Tallulah Elementary School (TES), Wright Elementary School (WES), Madison Middle School (MMS), and Madison High School (MHS). These schools were selected based on the highest number of disadvantaged students. In addition to the above name schools, Delta Head Start (DHS), sponsored by Delta Community Action, a non-profit early childhood education provider, is included in the cluster feeder system. DHS has an enrollment of 152 students and serves children within the same disadvantaged population. Significant risk factors for the schools selected are summarized below to support the rationale for the selection of this cluster.

Chart 1 – Significant Risk Factors

Risk Factor	Number of Students	District %
Free and Reduced Lunch	1637	90%
Students with Disabilities (SWD)	166	9%
Over age 9th Grade Students	87	5%
Non-Proficient Students (ELA)	449	25%
Graduation Rate Index		68%

Feeder School Movement:

As represented in the flow chart in Table 4 in Appendix B, forty of the 102 kindergarten students at the two elementary schools transitioned from DHS. Of the 121 5th grade students from the two elementary schools, 112 entered into the 6th grade which was reconfigured to be included at Wright Elementary the 2012-2013 school year instead of the middle school. Due to the reconfiguration, the middle school only serviced 6th and 7th grade students for the current school year. Of the 140 8th grade students from the middle school, 118 entered into the district's high school.

Plans to expand the project

The district plans to expand the project in year two by serving adjudicated youth in Christian Acres. Currently, there are approximately 72 students at this school. Teachers at this facility participate in all district professional development. The principal of Christian Acres participates in district leadership meetings. Adding these students will enable the district to offer continuous improvement for the youth in this facility. Another component of this expansion is to provide professional development in literacy to the faculty and staff at Christian Acres in order to improve their efforts in readying the students for high interest-low level reading, scaffolding, deconstruction, and eventually reading on grade level work products from the students.

B. Project Goals

Three years of achievement data – DSC, DIBELS, iLEAP, LEAP, EOC, and ACT - were collected on the students' performance in ELA in order to analyze achievement gaps and establish goals for the district. Significant gaps were noticed in the following areas:

Where we are	Potential Performance	Reasons for Gaps
47% of kindergarten students in Madison Parish enter school ready, which is 5.4% below the state average of 52.4%.	90% of students enter K ready to learn	• Students enter K without attending an early educational program • Limited early exposure to age appropriate literature
42% of 3rd grade students met DIBELs benchmark at the end of 3rd grade. 47.5% of 3rd grade students scored basic or above on the iLEAP assessment which is 6.2% below the state average of 53.7%.	80% of 3rd grade students score basic or above on the ELA iLEAP Assessment	• Students phonemic awareness and phonics skills are deficient • Effective interventions for students struggling with early literacy skills is lacking • Adequate time and expertise to address the needs of struggling students is lacking • Instruction on foundational reading skills is lacking • Systematic and explicit literacy instruction is ineffective and unstructured • Data driven instruction is lacking
37% of 8th grade students scored basic or above on the LEAP assessment which is 5.9% below the state average of 42.9%.	80% of 8th grade students score basic or above on the ELA LEAP Assessment	• Students with severe deficiencies in literacy transition to middle school • Inadequate interventions to meet the needs of middle school students struggling with literacy • Data driven instruction is limited
38% of students scored Good or Excellent on the EOC assessment, which is 28% below the state average of 66%.	80% of students score Good or Excellent on the EOC Assessment	• Students with deficiencies in literacy • Adequate time and expertise to address the needs of struggling students is lacking
Madison Parish has a graduation cohort rate of 66.9% which is 5.2% below the state average of 72.3%.	Graduation cohort rate of 100%.	• Inadequate support and intervention for overage students struggling with literacy impact graduation rate

It is noteworthy to acknowledge that turnover of administrators and teachers, increase in the number of young parents (under age 25), rising poverty levels, and homelessness play a significant role in subgroup student data.

Data trends across the district show large percentages of students struggling with literacy at each grade level. Third grade has shown a slow decline over the past 3 years on the iLEAP

assessment and also on DIBELs. Although 4th grade has shown an increase each year over the past 3 years on the LEAP with a 12% increase last year, each year student performance drops when they reach fifth grade. There is also a continuous decline in student performance each year as they move from 6th through 8th grade, with the exception of 7th grade in 2010-11. 8th grade students have performed below all other grade levels for the past 3 years.

As a result of the needs assessment and the gap analysis, MPSD has defined the following goals for improving literacy outcomes for all children in the "cluster" feeder system.

- Increase by 5% each year the number of students entering kindergarten with exposure to age appropriate literature and experience in an early educational program from 48% to 53% by the end of the 2013-14 and 58% by 2014-15 school year as evidenced by the TELD-3 oral language assessment

- Increase by 5% each year the number of third grade students scoring proficient or better in ELA on the iLEAP assessment from 67% to 72% on the 2013-14 Spring Assessment through rigorous, systematic, and effective literacy instruction which is data driven and includes foundational reading focus

- Increase by 5% each year the number of eighth grade students scoring proficient or better in ELA on the LEAP assessment from 37% to 42% on the 2013-14 Spring Assessment through aggressive, systematic, and effective literacy instruction

- Increase by 5% each year the number of students scoring Good and Excellent on the EOC assessment from 38% to 43% on the 2013-14 Spring Assessment through intensive, systematic, and effective literacy instruction

- Increase the graduation cohort rate by 3% each year from 68% to 71% by the 2014-15 school year by providing support and intervention for overage students struggling with literacy challenges

Steps to reach the district's goals will adhere to the state's focus areas of School Leader and Teacher SLT's, Assessments and Curriculum, and School Leader and Teacher Collaboration. MPSD will (1) Embrace a project design which includes a strategic district literacy plan to establish a strong literacy culture. (2) Provide intensive professional development connected to research-based literacy practices at the district and school levels (3) Implement the Common Core State Standards (CCSS) regarding literacy to ensure all students receive instruction that will equip them to be college and career ready. (4) Create a comprehensive assessment system which includes formative and summative assessments (5) Provide district, school leader, and teacher collaboration with a literacy focus.

C. Project Design

MPSD realizes the importance of the four Focus Areas introduced in the LDOE's Classroom Support Toolbox. Our proposed project design is LiFT – Literacy for Transformation - which will translate the common core literacy standards into what we ask students to do and how we know they can do it. Our model incorporates three focus areas of Louisiana Believes because it will take the standards from the page and into action in the classroom. Project leaders and teachers will collaborate to construct a plan, determine student learning targets, and develop templates which will be used to create high-quality student assignments that develop reading and writing skills in the context of learning science, history, literature or some other element of the curriculum. These templates will identify skills the teacher must introduce and reinforce. The templates will also identify students' tasks to be completed in order for the teacher and/or

literacy team to determine mastery. They will also help the teacher determine a specific instructional focus and will include five areas of literacy: 1) Vocabulary - words and passages, print concepts, alphabet recognition, phonemic awareness, phonics, spelling, and vocabulary development, 2) Fluency - becoming automatic with words, decoding, using context clues; 3) Comprehension strategies, text structure, wide reading, and book discussions, 4) Writing in Response to Reading and 5) Oral language. MPSD's team of practitioners will adapt template tasks that identify benchmarks of each of these skills for use in specific classes by filling in the kinds of texts to be read, writing to be produced and content to be addressed. The final element of LiFT involves time for the literacy team and the teacher to examine student work products as the results needed to begin the LiFT cycle over again. When our school leaders and teachers examine data to diagnose students' academic starting point and construct a plan for achieving SLTs, and determine what student mastery looks and/or sounds like, it is truly our design for literacy to transform the lives of our students.

Project Design
LiFT
Literacy for Transformation
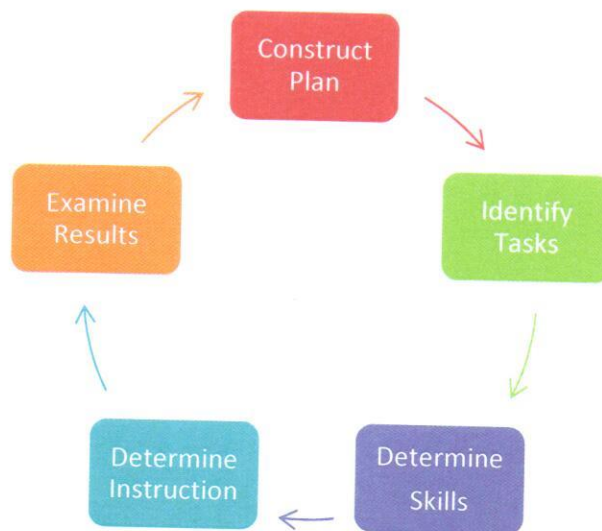
Primarily, LiFT will focus on "School Leader and Teacher Learning Targets, Assessment and Curriculum, and School Leader and Teacher Collaboration. These three areas are already being addressed in the district and several steps were taken this school year to improve these three systems.

Areas of strength:

- Varied literacy needs assessments have been completed

- Development of a strategic district plan for improving literacy has been initiated

- District and school personnel have participated in webinars and face-to-face sessions on the Common Core State Standards (CCSS) relating to literacy

- Several trainings have been provided on aligning data and instruction

- Benchmark tests are given 3 times a year with DIBELs for Grades K-3. STAR assessments are given each six weeks for grades 1st-12th.

Areas which need improvement include:

- Literacy teams to assist with implementation of LiFT and help establish SLTs

- Intensive professional development on implementation of CCSS and content aligned to literacy recommendations

- Monitoring, feedback, and evaluation of the literacy program

- Schedules for district, school leader, and teacher collaboration geared toward research-based instructional practices for literacy and as tuning protocol of student work samples with designated leaders to facilitate the meetings

- Specific responsibilities of key persons to carry out the literacy improvement process (literacy teams, literacy integration specialists, lead teachers, etc.)

LiFT Implementation Framework

School Leader & Teacher Implementation of District-wide Literacy Plan → Collaboration for Setting Literacy SLTs aligned to CCSS → Professional development on Tuning Protocol of Student Work → Empowered School Leaders and Teachers

The CCSS will serve as the foundation for our framework on literacy instruction and the setting of SLTs. Pre-K Standards and Louisiana's Early Learning Guidelines will be the guide for Pre-K and DHS students. Any material selected for use in the literacy program will align with these standards. The district will refer to LACLiP's Standard-Based Curriculum action steps to ensure any material selected meet the expectations set forth in the Standards. Additionally, our framework will be followed with integrity. Our district-wide plan for literacy transformation will ensure that the school leader and teachers have a clear commitment and enthusiasm for reading and has an essential role in making decisions to ensure optimal progress and use of resources for student learning. Through collaboration our school and teacher leaders will set literacy SLTs aligned to the CCSS. During this collaboration, our literacy team will also design specific templates for teachers to use when focusing on teacher tasks, student skills, and instruction. Our comprehensive and coordinated literacy plan will provide teachers with professional development to perform a tuning protocol of student work to determine what student mastery and success looks and sounds like. With effective and specific professional development and collaboration, MPSD expects to focus our literacy efforts in vocabulary, fluency, comprehension, writing in response to reading, and oral language in order to provide literacy to our students that will transform their education and lives.

A collaborative culture will be established district wide. The District Literacy Team will ensure collaborative meetings are scheduled for district and school leaders. Literacy Integration Specialists and teacher leaders will ensure PLCs are established at the school level and that these meetings provide opportunities for teachers to learn, discuss, and plan for the use of strategies for improving literacy. Teacher leaders will use this time to share information from state level meetings on the CCSS. They will also address questions along with the Literacy Specialist on concerns arising during the CCSS implementation process. PLC meetings will occur weekly. Vertical meetings will occur bi-monthly with grades above and below to discuss literacy concerns and share ideas. Quarterly meetings will be held with community partners and other stakeholders.

The Literacy Integration Specialist and the Director of Instruction will create a district plan for professional development that includes a calendar and topics addressing content aligned to CCSS and Compass and including all five areas of literacy. Professional development will include administrative staff, teachers, paraprofessionals, support staff, interventionists, and substitute teachers. Professional development will occur in district wide PD sessions, Job-Embedded Professional Development (JEPD), and online. The District Literacy Team will be responsible for monitoring professional development outcomes and using data to inform future PD decisions.

MPSD will continue its existing practices of Data-Based Decision-Making (DBDM) and JEPD. It will be beneficial to continue these practices because DBDM is critical to the literacy improvement process. It identifies specific needs of students to be targeted and provides an ongoing strategy of collecting, analyzing, and using data effectively. JEPD is on-the-job professional development that promotes immediate application of what is learned. It is effective

because it is ongoing with constant feedback. JEPD also provides teachers with the opportunity to collaborate as they move through the DBDM process.

Leveraging of Funds

All funding programs (Title I, Title II, IDEA, MFP dollars, LA4, 8g, Carl Perkins, etc.) will be utilized within the guidelines to achieve the implementation of the proposed systems. These sources will be used to assist with salaries of key personnel, provide supplies and equipment needed to support the program, and provide professional development needed to effectively implement the literacy plan.

D. Project Management Plan – Ability to execute/implement project

The SRCL project will be managed by the coordinated efforts of the District Literacy Leader, Director of Instruction, Title 1 Director and Grants Manager. The success of this project is dependent on the commitment of all stakeholders. The District Literacy Leader and Director of Instruction will work collaboratively to support student learning and teacher instruction from birth to graduation. The District Literacy Leader will be responsible for the overall management of the grant. She will meet with each school's literacy team to review the literacy goals and activities specified in the grant proposal. The school literacy team will be comprised of the principal, the Literacy Integration Specialist, Literacy Interventionists, Lead Teacher, Special Education Teacher, Regular Education Teacher, and a parent. All School Literacy Teams will participate in professional development and will meet with feeder sites to discuss literacy needs of students. Progress on attainment and completion of the goals will adhere to a timeline.

Goals	Milestones	Responsible Party	Timeline
Increase by 5% each year the number of students entering kindergarten with exposure to age appropriate literature and experience in an early educational program	Complete Child Search activities for children ages 0– 4; PreK standards implemented into all early childhood programs	District Literacy Leader, Director of Instruction and Accountability, SpEd/Curriculum Supervisors	August 2013

Increase by 5% each year the number of third and eighth grade students scoring proficient or better in ELA on the iLEAP/LEAP assessments	Benchmark assessment calendar which includes district wide assessment dates; Curriculum with scope and sequence aligned to CCSS; Intervention plan for Tier II and III students; Data Review Teams at each school	District Literacy Leader, Literacy Specialists, Director of Instruction, Interventionists, Curriculum Literacy Team, SpEd/Curriculum Supervisors	August 2013
Increase by 5% each year the number of students scoring Good and Excellent on the EOC assessment	Benchmark assessment calendar which includes district wide assessment dates; Curriculum with scope and sequence aligned to CCSS; Intervention plan for Tier II and III students; Data Review Teams at each school	District Literacy Leader, Literacy Specialists, Director of Instruction, Interventionists, Curriculum Literacy Team, SpEd/Curriculum Supervisors	August 2013
Increase the graduation cohort rate by 3% each year	Provide Course Choice and continue utilization of credit recovery	District Literacy Leader, Director of Instruction and Accountability, SpEd/Curriculum Supervisors	August 2013

Project Budget

All items budgeted in the plan will support the district in its efforts to address the focus areas of School Leader and Teacher Learning Targets, Curriculum and Assessment, and School Leader and Teacher Collaboration. In the 100 category, expenses are allowed for: (a) District Literacy Leader, who will oversee the implementation of the literacy grant, (b) Literacy Integration Specialists who will be placed at the school level to facilitate PLCs, provide support in the classroom, and assist with gathering, compiling, and analyzing data (c) Literacy Interventionists who will provide interventions for struggling students in the area of literacy. Literacy specialists at the elementary level will provide support to DHS and (d) Stipends for a curriculum team to align scope and sequence with CCSS and create aligned assessments from EAGLE.

Category 300 allows expenses for professional development to be provided by outside consultants who will provide training on DBDM, implementation of CCSS, integrating technology with the CCSS, and assessment administration (TELD-3, DIBELS Next, iSTEEP). Follow-up will be provided for all professional development. Professional development on

DBDM and assessments supports the districts assessment goal. Professional Development on the CCSS supports the district's curriculum focus.

Category 500 allows expenses for travel to state meetings that support the SRCL grant. Category 600 allows for expenses to cover materials and resources to implement the focus areas addressed in the grant. This includes computers, assessments, and instructional supplies.

Plan for Leveraging Funds to Implement, Sustain, and Scale the Project

Throughout the grant period, SRCL funds will be utilized to the maximum extent possible in order for MPSD to carry out grant requirements. The district will begin building capacity within the district during the first year of the grant in order to reduce the costs of outside consultants, initial program start-up, and non-consumable items. During the remaining duration of the grant the district will leverage funds from all funding sources within the guidelines of the grants. These sources will include Title I, Title II, IDEA, LA4, 8g, Carl Perkins, JAG, and MFP dollars.

Through monthly budget review, the business manager, federal program director, and other key personnel will review, discuss, and amend any other federal issues that evolve during the duration of the grant. This process will ensure financial transparencies as the district works toward maintaining budget caps and distribution.

MPSD is committed to preparing our students to be college and career ready. This literacy plan will ensure that this task is completed successfully.

Appendix A

LEA Name: Madison Parish School District

SUPERINTENDENT	NON-PROFIT EARLY CHILDHOOD SITES (childcare or Head Start) or Schools with PreK classes	
Name: Lisa Wilmore	**1. Delta Headstart**	**2. Tallulah Elementary School PreK**
Office Phone: 318.574.3616	Age Span: 0 - 4	Age Span: 4
Other Phone:	Number of Four-Year-Olds: 38	Number of Four-Year-Olds: 49
E-mail: lisa.wilmore@madisonpsb.org	Number of Three-Year-Olds: 114	Number of Three-Year-Olds: 0
LEA SRCL CONTACT PERSON	Number of Children Ages 0-2: 16	Number of Children Ages 0-2: 0
Name: Gloria Henderson	Director: Carl Walk	Director: Gloria Henderson
Position: Elementary Supervisor	Phone: 318.574.2130	Phone: 318.574.1120
Phone: 318.574.1120 ext. 3618	Email: carlwalk@deltacommunityaction.com	Email: gloria.henderson@madisonpsb.org
E-mail: gloria.henderson@madisonpsb.org	Address: 611 North Cedar Street	Address: 1100 Johnson Street
LEA MAILING ADDRESS:	City: Tallulah ZIP: 71282	City: Tallulah ZIP: 71282
301 South Chestnut Street	**3. Wright Elementary School PreK**	**4.**
Tallulah, Louisana 71282	Age Span: 4	Age Span:
	Number of Four-Year-Olds: 51	Number of Four-Year-Olds:
	Number of Three-Year-Olds: 0	Number of Three-Year-Olds:
	Number of Children Ages 0-2: 0	Number of Children Ages 0-2:
	Director: Gloria Henderson	Director:
	Phone: 318.574.1120	Phone:
	Email: gloria.henderson@madisonpsb.org	Email:
	Address: 901 Wyche Street	Address:
	City: Tallulah ZIP: 71282	City: ZIP:

ELEMENTARY, MIDDLE, AND HIGH SCHOOL SITES		
Elementary: Tallulah Elementary School		
Grades: K-5	# of Students*: 382	Principal: Glen Kline
Phone: 318.574.0732		Address: 110 Johnson Street
Email: glen.kline@madisonpsb.org		City: Tallulah, Louisiana ZIP 71282
Elementary: Wright Elementary School		
Grades: K-6	# of Students*: 618	Principal: Gloria Henderson (Acting)
Phone: 318.574.4430		Address: 901 Wyche Street
Email: gloria.henderson@madisonpsb.org		City: Tallulah, Louisiana ZIP 71282
Middle: Madison Middle School		
Grades: 7-8	# of Students*: 259	Principal: Benita Young
Phone: 318.574.0933		Address: 1234 Madison High Drive
Email: benita.young@madisonpsb.org		City: Tallulah, Louisiana ZIP 71282
High: Madison High School		
Grades: 9-12	# of Students*: 484	Principal: Warren Trimble
Phone: 318.574.3529		Address: 1234 Madison High Drive
Email: warren.trimble@madisonpsb.org		City: Tallulah, Louisiana ZIP 71282

Proposed expansion school(s) or population(s) for Year 2:
Christian Acres Alternative School

* 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.

DEPARTMENT of EDUCATION
Louisiana Believes

LEA Name: Madison Parish School District

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***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Tallulah Elementary Prek	47	94	0	0	3	6	0	0	-	-	-	-	-	-
Wright Elementary Prek	50	96	0	0	2	4	0	0	-	-	-	-	-	-
Tallulah Elementary K-5	316	86	6	2	46	13	0	0	86	21	-	-	-	-
Wright Elementary K-5	559	91	0	0	41	7	0	0	81	12	-	-	-	-
Madison Middle School	251	97	0	0	28	11	1	0	236	64	-	-	-	-
Madison High School	453	94	0	0	67	14	0	0	46	10	87	18	-	-

* 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

LEA Name: Madison Parish School District

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***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
N/A - MPSD has only two elementary schools, one middle school, and one high school. No comparison can be made due to this.														

* 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***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
N/A - MPSD has only two elementary schools, one middle school, and one high school. No comparison can be made due to this.														

* 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. Tallulah Elementary PreK	PK	DSC EOY Language Post-Test National Percentile Rank (add rows if necessary)	78	56	77
B. Wright Elementary PreK	PK		53	49	64
A. Tallulah Elementary	K		70	81	52
B. Wright Elementary	K		58	68	63
A. Tallulah Elementary	1st		72	36	50
B. Wright Elementary	1st		48	65	33
A. Tallulah Elementary	2nd	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	68	43	50
B. Wright Elementary	2nd		66	65	50
A. Tallulah Elementary	3rd		77	39	36
B. Wright Elementary	3rd		37	26	47

* Provide for years available

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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. Tallulah Elementary	3rd	iLEAP	48	47	47
B. Wright Elementary	3rd	iLEAP	66	51	48
A. Tallulah Elementary	4th	LEAP	54	54	60
B. Wright Elementary	4th	LEAP	58	57	74
A. Tallulah Elementary	5th	iLEAP	49	45	47
B. Wright Elementary	5th	iLEAP	65	40	50
Madison Middle	6th	iLEAP	33	41	46
Madison Middle	7th	iLEAP	32	53	38
Madison Middle	8th	LEAP	25	41	37
Madison High	10th	EOC English 2	54	77	83
Madison High	11th	EOC English 3	N/A	N/A	65
Graduation Rate Madison High	% Cohort		65	68	67

* Provide for years available

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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
Sample Cluster: ABC Head Start (57 students in the 4-year-old program)	Precious Primary K-1 (52/93) **Note:** Of the 93 kindergarteners at this school, 52 came from ABC Head Start	Elite Elem. 2-5 (89/175) **Note:** Of the 175 2nd graders at this school, 89 came from Precious Primary	Mighty Middle 6-8 (95/185) **Note:** Of the 185 6th graders at this school, 95 came from Elite Elementary	Hero High 9-12 (178/325) **Note:** Of the 325 9th graders at this school, 178 came from Mighty Middle
Delta Head Start (40 students in the 4 year old program)	Wright Elementary PreK (16/52) **Note:** of the 52 PreK students at this school, 16 came from Delta Head Start	Wright Elementary K-5 (52/71) **Note:** Of the 71 kindergarteners at this school, 52 came from WES PreK	Wright Elementary 6th Grade (112/121) **Note:** Of the 121 6th graders at this school, 63 came from WES grade placed at WES	Madison Middle 7-8 (250) **Note:** No students transitioned to MMS - Schools reconfigured for the 20122 school year. 6th
	Tallulah Elementary PreK (24/50) **Note:** Of the 50 PreK students at this school, 24 came from Delta Head Start	Tallulah Elementary K-5 (50/76) **Note:** Lf the 76 kindergarteners at the school, 50 came from TES PreK		Madison High 9 - 12 (118/140) **Note:** Of the 140 9th grade students at this school, 118 came from Madison Middle

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

Appendix C

District Literacy Leader
Job Description

Scope of Responsibilities

The District Literacy Leader shall provide district-level support for the literacy curriculum, provide guidance to the integration specialists and literacy interventionists, provide professional development support for teachers, manage all aspects of the SRCL grant, and contribute to literacy initiatives for the Madison Parish School District. The District Literacy Leader will coordinate teacher leadership teams and provide professional development to ensure effective instruction and fair assessment and evaluation practices. The District Literary Leader works in a team environment and reports directly to the Director of Instruction to ensure the success of the literacy program.

Competencies Required

The District Literacy Leader shall have the following competencies:

(a) The ability to effectively deliver the literacy curriculum;

(b) The ability to provide leadership and coordination in the development and implementation of literacy initiatives;

(c) The ability to assess programming and contribute to the planning for improvement process;

(d) The ability to work successfully in a team environment;

(e) The ability to analyze and interpret data related to student achievement;

(f) The ability to work & communicate effectively within the Madison Parish School District, with students, parents, administrators, community members and external groups such as government agencies;

(g) The ability to solve problems and mediate conflict;

(h) The ability to demonstrate strong interpersonal, oral and written communication skills;

(i) The ability to apply knowledge, experience and commitment in the areas of race relations, cross cultural understanding, human rights and diversity;

(j) The ability to demonstrate engagement in continuing education and professional development;

(k) The ability to maintain and promote confidentiality as the norm.

Qualifications

    (a)   A valid Louisiana Teaching Certificate;

    (b)   Masters Degree in Literacy, Curriculum or acceptable equivalent;

    (c)   Minimum Five (5) years successful classroom teaching experience in literacy at the elementary, junior high level, and/or high school level(s);

    (d)   Demonstrated experience as a curriculum leader at the school, board and/or state level(s).

Specific Job Components

The District Literacy Leader shall perform tasks as are assigned by the Director of Instruction. These tasks may vary, from time to time, with the evolution of the organization and may include but not be limited to the following:

    (a)   Provide direction for ongoing literacy support in association with Department of Education and the Madison Parish School District initiatives;

    (b)   Coordinate the work of school level development teams in providing support to principals and classroom teachers;

    (c)   Design and coordinate the delivery of professional development for members of the school level teacher leadership teams;

    (d)   Ensure fair assessment and evaluation practices are promoted through the work of the leadership teams;

    (e)   Support principals in their collaboration with teachers developing professional growth plans in response to student achievement results;

    (f)   Ensure literacy implementation efforts promote the participation and success of all students in a manner consistent with the Madison Parish School District's policy framework;

    (g)   Collaborate with school improvement teams in the planning for the improvement process;

    (h)   Attend meetings as required;

    (i)   Any other program-related duties as required.

Louisiana's Literacy Is For Everyone (LIFE) Promise
*School-based Literacy Integration Specialist Job Description

Education/Certification:
- Valid Louisiana teaching certificate
- Master's degree and three years of professional experience
- Reading specialist certification

Knowledge/Skills:
- Demonstrated prior success in improving student achievement
- Knowledge and expertise in instruction and intervention strategies to increase literacy and language development
- Ability to interpret and use student assessment data to inform instruction
- Knowledge and expertise in Louisiana's Response to Intervention (three-tier) model
- Ability to conduct presentations and job-embedded professional development
- Knowledge and expertise in working collaboratively with teachers and staff to improve practice
- Ability to promote student motivation and engagement in learning
- Knowledge and expertise in classroom management
- Knowledge of assistive and other technologies to facilitate instruction and monitor student progress
- Knowledge of the principles of Universal Design for Learning to support diverse learning needs

Major Responsibilities:
- Assist with administering screening and progress monitoring assessments
- Lead grade-level, vertical, and/or departmental teams in analyzing assessment data and student work to develop plans for improving literacy
- Assist staff with planning and delivery of literacy strategies in all subjects and throughout the day
- Assist staff with implementing challenging and rigorous curriculum aligned with the common core state standards and/or early learning guidelines
- Provide on-going support for staff by teaching, observing, and modeling the use of appropriate literacy strategies in all subjects
- Providing timely feedback to staff (e.g., paraprofessionals) during post-observation conferences on lesson effectiveness
- Assist staff with using data to determine appropriate intervention and instructional support
- Assist staff in developing instruction designed to improve students' literacy and language skills, including writing, speaking, and listening
- Assist school/site administrator with integration and coordination of policies, practices, and funding across federal, state and local programs
- Keep school/site administrator informed of and involved in all literacy improvement efforts
- Meet at least monthly with the district literacy leader, non-profit early childhood education director, non-profit community-based agency liaison, and other literacy integration specialists to ensure continuous alignment of literacy efforts
- Gather data, compile information, and prepare reports to share with district literacy coordinator, coordinators of non-profit partnerships, and LDOE literacy staff on program implementation and progress toward achieving literacy goals
- Maintain a weekly activity log to document and reflect on accomplishments

*Note: LEAs will appropriately place literacy integration specialists in schools/settings based on their qualifications and cluster characteristics.

Literacy Interventionist Job Description

Reports to: Principal or Designee

Job Goal:

The major roles of the literacy interventionist (LI) include instruction, assessment and leadership. The LI works collaboratively with the classroom teacher and the reading integration specialist to implement a quality reading program that meets the needs of tiers II and III students.

Standard Qualifications for Position:

1. Louisiana teaching certification in appropriate field.
2. Bachelor's degree required.
3. At least three years of related teaching experience.
4. Outstanding personal/interpersonal communication skills; openness towards parent conferences.
5. Excellent organizational and neatness skills; ability to keep concise records.
6. Willingness to be flexible in terms of teaching assignment within the school setting.

Essential Functions and Responsibilities of Position:

1. Creates a classroom environment that is conducive to learning and appropriate to the maturity, interest, and abilities of students.
2. Guides the learning process toward the achievement of established District curriculum goals, establishes and communicates clear objectives to the students for all lessons, units, and projects.
3. Provides intensive instruction to students with the highest degree of need in language arts.
4. Coordinates and interprets Benchmark test results.
5. Administers reading screening and in-depth diagnostic reading tests.
6. Strives by instruction and action to employ the District's philosophy of education, instructional goals and objectives, and performance expectations.
7. Assesses the accomplishments of students on a regular basis, provides progress reports as required, communicates with parents as directed by the principal and collaborates with the Reading Integration Specialist and Classroom Teacher.

8. Employs a variety of instructional techniques and teaching strategies to meet different aptitudes and interests of students, including current technology and whole-group/small-group and individual learning.
9. Participates in in-service and staff development activities and staff meetings as required or assigned.
10. Maintains an ongoing program of professional growth that satisfies District requirements but also satisfies personal expectation as a professional.

Appendix D

Louisiana Department of Education
Budget Detail

Name of Eligible
Recipient: Madison Parish School District
Street Address: 301 South Chestnut Street
Mailing Address:
City, State, Zip: Tallulah, Louisiana 71282
Source of Funds: Federal

Program: Striving Readers Comprehensive Literacy Program
Program Fiscal Year: 2012/2013
Project Number: 28-12-SO-
Submitted by: Gloria Henderson
Telephone/Email: (318) 574-3616

Object Code	Expenditure Category	Birth - Age 5 Amount	K - Grade 5 Amount	Grades 6 - 8 Amount	Grades 9-12 Amount	Total Amount Budgeted
100	SALARIES					$0.00
	(Under each salary heading, provide the following:					$0.00
	Denote # of full-time employees in each group and % Full Time.					$0.00
	For part-time employees, provide applicable rates, with # of hours/months X # of hours/months.					$0.00
	Attach a job description for all new positions.)					$0.00
						$0.00
	Officials/Administrators/Managers					$0.00
	Project Director (Denotes 75% of total salary, 25% paid through Title I Funds)	$1,588.58	$3,177.16	$1,588.58	$1,588.58	$7,942.90
						$0.00
						$0.00
	Teachers					$0.00
	Literacy Specialist x 3 (Denotes 75% of two month salary, 25% paid through Title I Funds)		$4,549.68	$4,549.68	$4,549.68	$13,649.04
	Literacy Inventionist x 4 (Denotes 75% of one month salary, 25% paid through Title I Funds)		$4,203.26	$2,101.63	$2,101.63	$8,406.52
						$0.00
						$0.00
						$0.00
	Clerical/Secretarial					$0.00
						$0.00
						$0.00
						$0.00
						$0.00
	Aides/Paraprofessionals					$0.00
						$0.00
						$0.00
						$0.00
						$0.00
						$0.00
	Substitutes (Provide daily rate X 10 days or hourly rate X # of hours.) Purpose for subs:					$0.00

Description	Rate		Qty					Total
Daily Rate: Birth to Age 5	$0.00	X	0	$0.00				$0.00
Daily Rate: K to Grade 5	$0.00	X	0		$0.00			$0.00
Daily Rate: Grades 6 - 8	$0.00	X	0			$0.00		$0.00
Daily Rate: Grades 9 - 12	$0.00	X	0				$0.00	$0.00
Hourly Rate: Birth to Age 5	$0.00	X	0	$0.00				$0.00
Hourly Rate: K to Grade 5	$0.00	X	0		$0.00			$0.00
Hourly Rate: Grades 6 - 8	$0.00	X	0			$0.00		$0.00
Hourly Rate: Grades 9 - 12	$0.00	X	0				$0.00	$0.00
								$0.00
Teacher Stipends (4 hours/day X 15 days for 13 Teachers) Purpose for Stipends: Aligning the 2013 - 2014 Curriculum to CCSS								$0.00
Daily Rate: Birth to Age 5	$0.00	X	0	$0.00				$0.00
Daily Rate: K to Grade 5	$0.00	X	10		$0.00			$0.00
Daily Rate: Grades 6 - 8	$0.00	X	0			$0.00		$0.00
Daily Rate: Grades 9 - 12	$0.00	X	0				$0.00	$0.00
Hourly Rate: Birth to Age 5	$0.00	X	0	$0.00				$0.00
Hourly Rate: K to Grade 5	$25.00	X	360		$9,000.00			$9,000.00
Hourly Rate: Grades 6 - 8	$25.00	X	180			$4,500.00		$4,500.00
Hourly Rate: Grades 9 - 12	$25.00	X	240				$6,000.00	$6,000.00
								$0.00
Other Salaries (Specify below and include similar description as classes above.)								$0.00
								$0.00
								$0.00
								$0.00
TOTAL SALARIES				$1,588.58	$20,930.10	$12,739.89	$14,239.89	$49,498.46
200 EMPLOYEE BENEFITS								$0.00
Health Insurance								$0.00
Project Director				$100.00	$200.00	$100.00	$100.00	$500.00
Literacy Specialist (3)					$500.00	$500.00	$500.00	$1,500.00
Literacy Interventionist (4)					$1,000.00	$500.00	$500.00	$2,000.00
Life Insurance								$0.00
								$0.00
Dental Insurance								$0.00
								$0.00
FICA (6.2%) - Provide Total Salary Amount used to determine benefit cost.								$0.00
	X	6.2%	Birth to Age 5		$0.00			$0.00
	X	6.2%	K to Grade 6			$0.00		$0.00
	X	6.2%	Grades 6-8				$0.00	$0.00

Salary Amount		Rate	Grade	Birth to Age 5	K to Grade 6	Grades 6-8	Grades 9-12	Total
								$0.00
								$0.00
	X	6.2%	Grades 9-12					$0.00
Medicare (1.45%) -Provide Total Salary Amount used to determine benefit cost.								
$ 1,588.58	X	1.45%	Birth to Age 5	$23.03				$23.03
$ 20,930.10	X	1.45%	K to Grade 6		$303.49			$303.49
$ 12,739.89	X	1.45%	Grades 6-8			$184.73		$184.73
$ 14,239.89	X	1.45%	Grades 9-12				$206.48	$206.48
Teacher Retirement (23.7%)- Provide Total Salary Amount used to determine benefit cost.								
$ 1,588.58	X	23.7%	Birth to Age 5	$376.49				$376.49
$ 20,930.10	X	23.7%	K to Grade 6		$4,960.43			$4,960.43
$ 12,739.89	X	23.7%	Grades 6-8			$3,019.35		$3,019.35
$ 14,239.89	X	23.7%	Grades 9-12				$3,374.85	$3,374.85
School Employees (28.3%)- Provide Total Salary Amount used to determine benefit cost.								
	X	28.3%	Birth to Age 5	$0.00				$0.00
	X	28.3%	K to Grade 6		$0.00			$0.00
	X	28.3%	Grades 6-8			$0.00		$0.00
	X	28.3%	Grades 9-12				$0.00	$0.00
Unemployment Comp. (%)-Provide Total Salary Amount and Rate used to determine benefit cost.								
	X	0.0%	Birth to Age 5	$0.00				$0.00
	X	0.0%	K to Grade 6		$0.00			$0.00
	X	0.0%	Grades 6-8			$0.00		$0.00
	X	0.0%	Grades 9-12				$0.00	$0.00
Worker's Comp. (%)-Provide Total Salary Amount and Rate used to determine benefit cost.								
	X	0.0%	Birth to Age 5	$0.00				$0.00
	X	0.0%	K to Grade 6		$0.00			$0.00
	X	0.0%	Grades 6-8			$0.00		$0.00
	X	0.0%	Grades 9-12				$0.00	$0.00
Tuition Reimbursement								
Other Benefits (Specify and provide description of benefits/salary amounts and rates.)								
TOTAL BENEFITS				$499.53	$6,963.92	$4,304.08	$4,681.33	$16,448.86
300	**PURCHASED PROFESSIONAL & TECHNICAL SERVICES**							$0.00
(For every service budgeted provide the following.								
Name of vendor or consultant; Rate of Pay; Topic covered or service provided)								

Code	Description				Total
	Consultants for Professional Development workshops				$0.00
	Data Driven Decision Making			$6,000.00	$30,000.00
	Intergrating Technology and Common Core State Standards	$6,000.00	$12,000.00		$0.00
	Implementing Common Core State Standards				$0.00
	Administring iSTEEP, TELD-3 and DIBELs				$0.00
	(TBA; $1500 x 20 days - PD and Follow-up)				$0.00
	Literacy Design Collaboration - $40 x 115 teachers	$400.00	$2,200.00	$1,000.00	$4,600.00
	TOTAL PURCHASED PROF/TECH SERV.	**$6,400.00**	**$14,200.00**	**$7,000.00**	**$34,600.00**
400	**PURCHASED PROPERTY SERVICES**				$0.00
	(For every service budgeted, provide the following: List site; List applicable rates)				$0.00
					$0.00
	Repairs/Maintenance (List types - e.g. equipment, etc.)				$0.00
					$0.00
					$0.00
	Rental of Equipment (List types - e.g. copier, computer, etc.)				$0.00
					$0.00
					$0.00
	Other Purchased Property Services (Specify below.)				$0.00
					$0.00
					$0.00
	TOTAL PURCHASED PROPERTY SERVICES	**$0.00**	**$0.00**	**$0.00**	**$0.00**
500	**OTHER PURCHASED SERVICES**				$0.00
	(For all services budgeted, provide the following: List sites; List applicable rates;				$0.00
	For all travel cost budgeted provide the following: Positions of employees to travel; Conference				$0.00
	to be attended; Mileage rates as applicable for local travel)				$0.00
					$0.00
	Advertising				$0.00
					$0.00
					$0.00
	Telephone/Internet - monthly rate				$0.00
					$0.00
					$0.00
	Postage				$0.00
					$0.00
					$0.00

	Description					Total
	Printing					$0.00
						$0.00
						$0.00
						$0.00
	Travel In-State (List position title; name of conference to be attended and/or applicable					$0.00
	mileage and rate.)					$0.00
	Literacy Team - SCRL Network Conferencing Meeting (2) - Baton Rouge, LA					$0.00
	Project Director - SCRL Technical Support Meeting (2)- Baton Rouge, LA					$0.00
	356 miles x .54 per mile x 4 meetings	$153.79	$153.79	$307.58	$153.79	$768.95
	Travel Out-of-State (List position title and conference to be attended.)					$0.00
						$0.00
						$0.00
						$0.00
						$0.00
						$0.00
	Other (Specify below.)					$0.00
						$0.00
						$0.00
						$0.00
	TOTAL OTHER PURCHASED SERVICES	$153.79	$153.79	$307.58	$153.79	**$768.95**
600	**SUPPLIES**					$0.00
	Provide several examples of each type of the Materials and Supplies to be purchased.					$0.00
	For each purchase with a unit cost less than **$5,000**, provide specific information					$0.00
	as to what items are being purchased (item cost, vendor, model/name,					$0.00
	state contract number, if available)					$0.00
	Dell Optiplex Desktop Computer - $631.30 per unit x 110 Units	$12,626.00	$18,939.00	$25,252.00	$12,626.00	$69,443.00
	TELD-3 Assessment - $341.00 x 12 teachers)		$4,092.00			$4,092.00
	DIBELs Next Classroom Sets - K-3 x 25			$2,198.75		$2,198.75
	DIBELs NextProgress Monitorin Sets - K-3 x 50			$497.50		$497.50
	iSTEEP School Site License		$5,530.00	$11,060.00	$5,530.00	$22,120.00
	Instructional Supplies - Journals, Binders, Folders, Pens, Pencils, Markers	$3,550.00	$4,609.00	$12,517.42	$2,732.00	$23,408.42
						$0.00
						$0.00
						$0.00
						$0.00

	Col 1	Col 2	Col 3	Col 4	Total
				$0.00	$0.00
					$0.00
					$0.00
					$0.00
					$0.00
TOTAL SUPPLIES	$26,581.00	$51,525.67	$22,765.00	$20,888.00	$121,759.67
SUBTOTAL-OPERATING BUDGET	$35,222.90	$93,927.27	$46,962.76	$46,963.01	$223,075.94
700 PROPERTY					**$0.00**
For each purchase with a unit cost of **$5,000 or more**, provide specific information					$0.00
as to what items are being purchased (item cost, vendor, model/name,					$0.00
state contract number, if available)					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
TOTAL PROPERTY	$0.00	$0.00	$0.00	$0.00	**$0.00**
800 OTHER OBJECTS					$0.00
Dues/Membership Fees (List all organizational dues and fees and describe purpose below)					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
					$0.00
TOTAL OTHER OBJECTS	$0.00	$0.00	$0.00	$0.00	**$0.00**
Enter in your approved indirect rate below.					
INDIRECT COST 8.1432%	$2,868.27	$7,648.69	$3,824.27	$3,824.29	$18,165.52
TOTAL BUDGET DETAIL SHEETS	$38,091.17	$101,575.96	$50,787.03	$50,787.30	$241,241.46

SDEB-1A

Appendix E

Memorandum of Understanding

Striving Readers Comprehensive Literacy (SCRL) Grant

MADISON PARISH SCHOOL DISTRICT
Name of Proposer/Organization

And

Early Steps
Name of Partnering Organization Completing MOU

are committed to implementing a literacy program that advances literacy skills – including pre-literacy skills, reading and writing for disadvantaged children from birth through age 3. The entities named herein recognize the necessity for continual collaboration among local partners for the development, implementation and continuous improvement of literacy for children and their families in

MADISON PARISH SCHOOL DISTRICT
Name of School/District/Parish

Early Steps is willing to assist the District's efforts to put this program into action by:
  - ➤ Providing input on the literacy initiative
  - ➤ Assisting in the district's literacy initiatives by providing professional development, educating parents of children with disabilities, and providing nursing services for students birth-three with disabilities
  - ➤ Participating in the planning and carrying out of parent literacy activities
  - ➤ Creating a unified public engagement message
  - ➤ Assisting with the establishment of a community outreach program to provide information and a support system to parents
  - ➤ Serving on a community literacy team
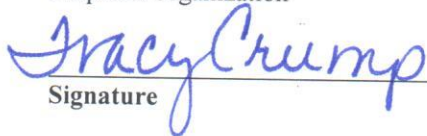
Lisa Wilmore	_Superintendent_	
Signature	Printed/Typed Name	Title

Madison Parish School District
Proposer/Organization

Date

Tracy Crump	_Regional Coordinator, Region 8_
Signature	Printed/Typed Name	Title

Early Steps
Partnering Agency

State of Louisiana

Department of Health and Hospitals
Office for Citizens with Developmental Disabilities

April 12, 2013

To Whom It May Concern:

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

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

Sincerely,

Tracy Crump

Tracy Crump
EarlySteps Regional Coordinator
Region VIII

122 St. John Street Suites 202 & 343 • Monroe, Louisiana 71201

Phone number (318)-362-3396 • 1-800-637-3113 • Fax number (318) 362-5306 • www.dhh.la.gov
"An Equal Opportunity Employer"

April 10, 2013

Madison Parish School Board
Ms. Lisa M. Wilmore, Superintendent
P. O. Box 1620
Tallulah, LA 71282
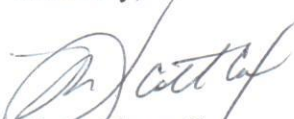
Dear Superintendent Wilmore,

It is my pleasure to write a letter in support of the proposal, LIFE Promise, being submitted to the Louisiana Department of Education. Any programs that can help our students improve their quality of life will benefit our community as a whole.

This organization would be willing to assist in the District's efforts to put this program into action by:

- Serving on the community literacy team
- Providing assistance in family literacy programs
- Working with dually enrolled secondary to post secondary students
- Providing other activities to support this effort as requested in future

We fully support the efforts of the Madison Parish School District as they seek external funding to support a program designed to improve the literacy skills of our students.

Sincerely,

Mason Scott Cox,
Campus Director