



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

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

Agency Information:		
Recipient Organization: St. Bernard Parish Public Schools		
Project Director: Denise Cooper		
Fiscal Agent: St. Bernard Parish Public Schools		
Mailing Address: 200 E. St. Bernard Hwy.		
Street Address: 200 E. St. Bernard Hwy.		
City: Chalmette	State: LA	Zip Code: 70043
Program Contact Information:		
Name/Position: Denise Cooper / SRCL Director		
Telephone Number: 504-301-2000 <small>(Area Code) (Number) (Extension)</small>		
Fax Number: 504-301-2012 <small>(Area Code) (Number)</small>		
Email Address: dcooper@sbpsb.org		

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

APPROVED (For State Agency Use Only):

 4/16/13

 Program Division Director/Designee Date

Approved Representative of the Applicant Agency Date

 Division of Education Finance /Designee Date

“An Equal Opportunity Employer”

A LIFE Promise for St. Bernard Students

Student demographics in St. Bernard have changed dramatically in the wake of Hurricane Katrina. The percentage of students in poverty has grown from 48% in 2004-2005 to over 76% this year. To meet the needs of our students, then, we must offer a data-driven curriculum emphasizing literacy and job-embedded training focused on the effectiveness of our educators.

Need for Project: Our district has 11 schools. Four of those were in the original cluster in our successful Cohort 1 SRCL proposal, and we will expand, as required, to include three additional schools this year. Our proposed cluster for this application includes the remaining four schools. If we are able to put forth a successful proposal, our district will become a SRCL district, with implications for replication across districts and across schools.

Our proposal includes Lacoste and Davies Elementary Schools and their preschool programs. Their students feed into Trist Middle School and often into Rowley Alternative. Our parish has one traditional high school which is included in the original Cohort 1 cluster. Rowley, our high school, serves students in grades 9-12 in alternative programs and pathways.

The newly proposed cluster's schools each have percentages of free/reduced lunch that exceed 65%, as evidenced on Table 1. In addition, Rowley serves the largest percentage (26%) of students with disabilities (SWD) among our schools. More importantly, it is a failing school in terms of the state's accountability program. The other school's percentage of SWD is about 10%. Table 1 also shows that about 1% of each schools' students are homeless, and over 25% of the cluster's students are two or more years (see Other on Table 1) behind their peers and targeted as potential dropouts in our system's DEWS (dropout early warning system).

Because there are no remaining clusters of greatest need in our district eligible for consideration for SRCL, Table 2 is not applicable. The data on Table 3 indicates historical data

for proposed cluster schools. Lacoste Elementary, however, is a new school, opening its doors for the first time August 2012. Lacoste is the final school to be opened as part of our district's hurricane rebuilding plan adopted in March 2006. Its students were relocated into Lacoste from Chalmette and Davies Elementary Schools, but no historical achievement data exists for Lacoste students in total. A quick glance at the data for Davies, Chalmette, and Trist Schools indicates that about $\frac{1}{4}$ of the students at each school are below proficient in ELA on state tests. At Rowley, 54% of students are below proficient on LEAP tests. While scores at most grade levels have improved over the past three years, as evidenced by Table 3A, we do see any significant growth, except perhaps at the 8th grade. We fear that our scores are static, and we realize that in order to see growth, we must focus on students' literacy skills and teacher effectiveness.

But more important is the data reflecting the achievement levels of disadvantaged students who are the target of SRCL. The following table shows the percent of students proficient by subgroup, the gap that exists between that subgroup and whole school achievement levels, and the numbers of students represented in that subgroup.

2012 subgroup	Davies Grades 3-5	Gap	# of students	Trist Grades 6-8	Gap	# of students	Rowley Grades 6-8	Gap	# of students
Whole	75.1	-	358	74.4	-	472	45.7	-	128
Eco. Dis.	71.8	-3.3	236	70.4	-4.0	326	46.4	.07	118
SWD	44.9	-30.2	36	54.5	-19.9	50	40.3	-5.4	38
LEP	23.4	-46.7	7	28.7	-45.7	7	100	54.3	1

Eco. Dis. = Economically Disadvantaged; SWD = Students with Disabilities; LEP = Limited English Proficiency

The gap between whole school proficiency levels and those levels for students with disabilities and limited English-speaking abilities is wide, and we must find a way to address the needs of these disadvantaged children. Though their population is small, these students comprise a group of over 100 students across the cluster, and their needs deserve meaningful attention.

Table 4 illustrates a true feeder program. Over 91% of kindergarteners at Davies attended preschool at that same site; over 92% of kindergarteners at Lacoste attended either Davies or Chalmette Elementary preschool programs. Similarly, 82% of the 6th graders at Trist attended Davies for 5th grade or live in Lacoste's attendance district. Of the high school students at Rowley, 42% attended Trist, with remaining students attending the other two middle schools.

Our Cohort 1 cluster schools' students have made some early academic progress. For example, Table 3B indicates increases in the percentage of students at benchmark at the winter testing as compared to the fall testing at most grade levels. Our greatest improvement has been at the middle school. Elementary schools and preschool results indicate we need to address teacher effectiveness measures and the interventions they use.

Additional data collected in developing this proposal include results from our teachers' Compass. According to teacher scores, cluster teachers are weakest in teaching reading, though their students are competitive with peers across the state in other content areas, which echo the findings in the previous paragraph. Additionally, scores for honors teachers indicate that their students do not achieve at the same levels as their peers. This is also reflected in ACT scores which show students in the lowest quartile perform above the national average, while our students in the upper quartile are two points below the national average.

In year 2 of the grant, we will expand services to include Rowley's 4th -- 8th grade students. This expansion will mean that all students will receive SRCL's services. Data has informed our plans for this proposal. We present the following goals with the purpose of SRCL and our district's progress toward the state's eight critical goals in mind.

Project Goals: Our application design centers on three goals:

- Job-embedded training and the use of technology to meet the diverse needs of students:

- Active involvement of staff in shaping strategies to address improved student literacy:
- Continuing use of data to drive all decision-making.

Specific district performance goals aligned to our 2016 Strategic Plan are in place in terms of desired learner outcomes for the spring of 2014:

GOALS
1. To increase to 75% the number of 4-year-olds who are at benchmark upon entry to kindergarten as measured on the fall DIBELS NEXT assessment – with a 1% increase annually.
2. To increase the performance level of 50% of 1 st and 2 nd grade students by at least one level from winter to spring benchmark testing – with a 3% increase annually.
3. To increase the % of students proficient on 3 rd grade ELA iLEAP from 73% to 75% at Davies and to see 75% of students at Lacoste score in the proficient range - with a 1% increase annually.
4. To increase the % of students proficient on 4 th grade ELA LEAP from 62% to 64% at Davies and to see 75% of students at Lacoste score in the proficient range - with a 1% increase annually.
5. To increase the % of students proficient on 5 th grade ELA iLEAP from 70% to 72% at Davies and to see 72% of students at Lacoste score in the proficient range - with a 1% increase annually.
6. To increase the % of students proficient on 8 th grade ELA LEAP from 73% to 75% at Trist, with an increase of 1% in each subsequent year.
7. To close the gap in ELA scores between whole school/SWID students by 2% at all cluster schools and at each tested grade level, with a decrease of 1% in each subsequent year.
8. To close the gap in ELA scores between whole school/LEP students by 2% at all cluster schools and at each tested grade level, with a decrease of 1% in each subsequent year.
9. To target at least 50% proficiency on EOC English II and English III exams among students at Rowley who are on a regular diploma tract.
10. To target a .5 increase in ACT scores from their individual PLAN scores among 11 th grade students at Rowley.
11. To increase teacher effectiveness as evidenced by a 1% increase annually in COMPASS scores in ELA at cluster schools.
12. To increase at each grade level the % of students scoring Mastery and/or Advanced by 2% in 2014 and by 1% in each subsequent year.

These goals complement the state’s critical goals for school improvement and those in the state’s SRCL grant application. We have been careful to address the gaps that exist in student achievement for disadvantaged populations, understanding that these are the students left unaddressed most often because of behaviors, severe learning difficulties, language barriers, and/or lack of training on the part of our teachers to deal with these specific needs. We have also been modest in our projection of improvement for the simple reason that we will be transitioning

to PARCC assessments in 2014-15. Early indications illustrate states moving to full implementation of Common Core State Standards' (CCSS) assessments have seen student scores drop by as much as one-third. And while we feel confident that much of our early preparation work for the transition to CCSS will see our students maintain or increase in achievement levels, we are hesitant to project more than modest growth in the face of that transition.

In an effort to align our steps for reaching our district performance goals with the state's literacy plan and to delineate action to reach our SRCL goals, we offer the following:

Action Steps to Reach SRCL Goals	Phase	Year
Leadership		
<ul style="list-style-type: none"> • School's Literacy Team meets to plan for implementation • Establish site goals for program based on SRCL goals • Identify specific weaknesses of disadvantaged subgroups/students • Identify PD opportunities for teachers and principals • Develop Action Research parameters 	Planning	June- July
<ul style="list-style-type: none"> • Protect extended time in schedule for literacy instruction • Schedule time for meaningful teacher and principal collaboration • Ensure teacher planning for implementation of CCSS • Conduct walkthroughs to review data binders/implementation • Implement research-based interventions • Invite staff to participate in Action Research to address concerns • Provide PD based on data (teachers' understanding of UDL) 	Implementation	1-2
<ul style="list-style-type: none"> • Provide time for teachers to conduct peer observations • Create school-based PLC's to study best practices in literacy • Establish resource library for parents emphasizing literacy • Continue to grow a school culture that is data-driven 	Expansion	2-3
Teacher Support for Transition to CCSS Standards		
<ul style="list-style-type: none"> • Establish literacy goals for each grade level with teacher teams • Prepare modules with Literacy Design Collaborative (LDC) tool • Identify Lexiles for students and all class materials • Provide teachers with new curriculum scope/sequence for CCSS 	Planning	June- July
<ul style="list-style-type: none"> • Implement new curriculum with fidelity • Establish routines for Guided Reading Core/Intervention • Establish sequence for LDC modules • Use technology to implement diverse lessons • Increase rigor in classes • Employ Socratic seminars • Continue to emphasize student writing portfolios 	Implementation	1-2

<ul style="list-style-type: none"> • Provide classroom libraries for anchor and supplemental texts 		
<ul style="list-style-type: none"> • Select/integrate multiple media texts to reach all students • Allow students to select assignments based on choice • Continue to revise pacing, lessons based on data • Revise strategies based on current research and best practices • Continue to examine gaps identified by data 	Expansion	2-3
Formative and Summative Assessment		
<ul style="list-style-type: none"> • Clearly identify diagnostic tools • Prepare benchmarks that support transition to PARCC and CCSS • Establish protocol for examining student work 	Planning	June-July
<ul style="list-style-type: none"> • Monitor interventions and their effectiveness • Revise pacing, interventions, benchmark tests based on data • Analyze progress of subgroups within data teams • Give students online assessment practice • Upgrade technology to support online assessment 	Implementation	1-2
<ul style="list-style-type: none"> • Require literacy goals for non-tested grades and subjects • Develop protocols for assessing literacy work across the curriculum • Use data to close achievement gaps 	Expansion	2-3
Intervention		
<ul style="list-style-type: none"> • Use multiple data sources to identify students for intervention • Continue to identify research-based interventions • Plan for Action Research for interventions • Identify technology as a diverse source for interventions 	Planning	June-July
<ul style="list-style-type: none"> • Implement UDL strategies to meet needs of individual learners • Establish literacy as a priority in all classes • Provided Guided Reading practice as an intervention • Target/chart student progress in concert with students • Use multiple media texts to address student needs • Practice close reading of texts with students 	Implementation	1-2
<ul style="list-style-type: none"> • Continue use of data to identify specific student needs • Expand use of UDL principles 	Expansion	2-3
Professional Development		
<ul style="list-style-type: none"> • Train teachers to use/identify intervention tools effectively • Create a framework for teaching reading/writing using LDC • Provide specific training for teachers in increasing rigor in lessons • Introduce teachers to CCSS scope/sequence/benchmarks • Plan job-embedded PD for Guided Reading/UDL strategies 	Planning	June-July
<ul style="list-style-type: none"> • Literacy Integration Specialists (LIS) provides job-embedded PD • Teachers collaboratively review student work • LIS models use of Close Reading/Guided Reading/LDC • LIS works with teachers who are struggling • Establish mentors for new teachers • Principals relate best classroom practices to Compass indicators 	Implementation	1-2

<ul style="list-style-type: none"> • Provide training in Socratic Seminars • Provide training in Project Read 		
<ul style="list-style-type: none"> • Revise PD plans based on teacher/principal need • Provide intensive assistance for teachers in need • Develop a plan to train new teachers on initiatives • Establish school PLC's based on need 	Expansion	2-3

The steps delineated here address those needs identified in preparation of the proposal, including enhancing students' literacy skills, closing achievement gaps, and job-embedded training, all based on data gleaned from student and teacher performance. Additionally, they give a framework for the design of the proposal.

Project Design: This proposal is built around two of the Focus Areas introduced in the state's Classroom Support Toolbox: collaboration and assessment and curriculum. Currently, there is a framework in place for transition to CCSS that includes district, school, and teacher collaboration. A district-level curriculum team meets monthly with the Assistant Superintendent to prepare for transition to CCSS, and that group works closely with an ELA leadership team of five teachers and principals. That team directs the scope/sequence/ assessment writing team of 20 teachers. There is also a Literacy Integration Specialist (LIS) at each school who meets monthly with district staff to prepare job-embedded PD experiences for teachers as we move to CCSS. Each school's LIS also serves as its Teacher/Leader Cadre representative.

Each school has data-teams to oversee data-driven decision-making and the collaborative examination of student work. They are assisted by the SRCL Data Specialist, and their work is monitored through monthly walkthroughs conducted by the Assistant Superintendent and SRCL Project Director, along with the principal and the LIS. Together, they examine project implementation, student performance data, literacy efforts in classrooms, and teacher collaboration. Additionally, the district staff and principals meet monthly to address teaching and learning, to examine student performance data, and to discuss common curricular concerns.

One by-product of data-teams at SRCL schools this past year is the decision to implement the use of the *SpringBoard* ELA curriculum at the middle and high school levels. *SpringBoard* is a pre-Advanced Placement program in ELA geared toward ACT and college readiness and is published by the *College Board*. SRCL schools are relying on this curriculum to increase rigor into classrooms and to enhance student achievement levels. The Specialists at SRCL schools presented data from state tests and from COMPASS that indicated rigor was lacking and suggested the use of *SpringBoard* as a way to enhance classroom rigor.

SRCL schools have indicated the need for additional technology resources, allowing teachers the opportunity to implement more individualized learning opportunities for students. Also, CCSS requires increased usage of technology resources and digital literacy. The district, through its Hurricane Educators' Assistance Program (HEAP) grant, provides technology consultants to teachers at SRCL schools to assist in integrating technology into their lessons and providing opportunities for blended learning. SRCL continues to provide after-school tutoring and summer bridge programs through which struggling students hone their literacy skills.

District-wide PD each year is based on results from teachers' *Literacy Capacity* surveys and collaboration with the teachers' union. The school literacy team prepares job-embedded PD weekly. In addition the LIS works with individual teachers. The district sponsors CCSS Thursdays for the curriculum writing and leadership teams, along with LDC Professional Learning Communities at the secondary level and weekly principal CCSS training.

A major initiative this school year is the district's efforts to train all 4th, 5th, ELA, science, and social studies teachers in the use of the Literacy Design Collaborative framework. The ELA team has set as its goal authentic literacy tasks for all students, and the LDC brings that easily into the classroom. SRCL schools, specifically, set the expectation for teachers to use a least one

module per semester, and as teachers get more comfortable with LDC their use of the framework increases. Teachers still need training and support in the use of LDC, and SRCL enables teacher through an online platform.

In addition, the district has programs in place that address components of assessment and curriculum. We use common benchmark assessments which are administered to students each 9-week period. They are developed by the writing team mentioned above using EAGLE, PASS, released test items, and the state-wide Assessment Guide provided in the teacher toolbox. There is a district schedule for the administration of common progress monitoring assessments every two weeks in ELA for the purposes of determining the need for intervention. Schools undertake extensive collaborative reviews of student performance data. As a result district scope and sequence documents aligned to CCSS and PARCC-like assessments are continually revised as the year progresses and full implementation draws closer.

All of the teachers transitioning to CCSS have a common concern: more training on ideas and strategies that will not only make them successful in their transition to CCSS teaching, but also help them become more effective in the classroom -- thereby enhancing their COMPASS scores and student achievement levels. An additional result of the SRCL experience is the professional learning opportunities provided at national conferences that have given the LIS and other school teacher leaders the opportunity to learn more about CCSS.

An area of concern for our preschool program is a lack of collaborative planning time for teachers. Through SRCL fund, our district can provide opportunities for those collaborative meetings with preschool leaders as both leaders and teacher prepare for the rigors of CCSS at their level. Our goal of kindergarten readiness will best be met as opportunities in increase teacher effectiveness at the early childhood level are deliberately plan and data-driven.

What is represented here is an on-going, cyclical process for school improvement that is both top-down and bottom-up. We are a "B" school district with 76% economically disadvantaged students, the highest of any "A" or "B" district by far. The Assistant Superintendent and the SRCL Project Director spearhead much of the curriculum work in ELA, Social Studies, and Science as we transition to CCSS, ensuring that literacy plays an important role in each curriculum area. Teachers' preparation for the close reading of on-level, complex texts, their abilities to scaffold instructional tasks for students, the implementation of LDC and UDL strategies are each important parts of our literacy efforts as we attempt to reach every child. These must be priorities for our SRCL schools. School leaders, through their Data Teams, identify student needs which the LIS addresses those school-based PD or through recommendations in monthly meetings with district staff for scaled-up, district-wide training. Our writing teams prepare scope and sequence documents and benchmark assessments that will transition us to CCSS and increase rigor. Yet, what we are seeing, despite the emphasis on data-driven decisions, continuing examination of student products, and job-embedded PD to address teacher needs, are static student achievement scores, wide gaps in the achievement levels of disadvantaged students, and a lack of teacher buy-in and reluctance to collaborate with teacher leaders or administrators, which is a contributing factor to static results.

What cluster schools have proposed as an addition to the framework already in place is the implementation of school-wide Action Research¹. After training in Action Research for administrators and the LIS at the school, teams of teachers and principals will collaborate by choice to identify a problem area (such as the gap in achievement levels of SWD), gather all of the pertinent data, interpret it, and act on it. These teacher teams will be invited to research best

¹ Ferrance, Eileen. Themes in Education: Action Research. Northeast Regional Education Laboratory at Brown University, 2000.

practices for addressing the problem area, devise instructional strategies to address student weaknesses, pilot the approach in their classrooms, and then share results with the school's leadership team. They will then be invited to develop a plan for school-wide implementation of the approach, and the strategy will become part of job-embedded PD provided by the LIS and the proposing team. Teacher participants will each be paid a stipend of \$1000 to problem-solve their school's concerns. This approach will increase a culture of teacher-defined progress, foster collegial interactions, create a collective interest, and effect real change in the school.

The district will leverage funds from Title II, our HIEAP grant, Title I, IDEA, and the general fund to provide a LIS at each SRCL site, assist with PD opportunities not provided by SRCL, help fund reading specialist certification expenses for the LIS, help fund anchor and supplemental texts for classroom libraries, and help fund technology for use in SRCL schools. Together, these funding sources, along with SRCL, can bring the complete package of transition to CCSS to our cluster schools.

Project Management Plan: An appropriate management plan is vital to the success of our proposal. Achieving our goals (pages 4) begins with proper planning this summer and PD opportunities for our teachers and leaders. PD tasks for Years 1 and 2 of the grant, outlined in project action steps on pages 5-6 include:

Task	Milestone	Person(s) Responsible
Training in effective use of interventions and technology	2013-14 progress monitoring show student success in Tier 1	Director, Data Specialist, LIS, principal, teacher
Training in increasing rigor in instructional delivery	2013-14 benchmark scores: summative assessments	Director, Data Specialist, LIS, principal, teacher
Training in Guided Reading, Close Reading, Socratic Seminars, LDC, Project Read, and UDL strategies	2013-14 end-of-year survey of teachers	Director, Data Specialist, LIS, designated teachers
Constant revisiting of scope/sequence/assessments for alignment with CCSS and	2013-14 end-of-year survey of teachers	Director, Data Specialist, LIS, curriculum leadership team, and writers

related training for teachers		
Establishing PLCs for administrators and teachers	2013-14 focus groups and school plans for 2014-15	Assist. Supt., Director, Data Specialist, principals

Project Management responsibilities rest primarily with the Director, in association with the principals and specialists at each site. Once Year 1 and 2 milestones for teacher preparation are reviewed for effectiveness of tasks, and formative evaluation results are gathered, then planning for subsequent years, including the introduction of the new cluster population, Rowley's 4-8th graders, will take place.

The district's staff is in a posture to support our feeder systems through the organization already in place. The Assistant Superintendent, SRCL Director, and Data Specialist are heavily involved in data-driven literacy programs across seven of our 11 schools already, and the addition of the four in the new cluster, rounding out the entire district, will help consolidate meetings, trainings, the purchasing of materials and supplies, and curriculum and assessment preparation. The monthly meetings with LIS's, with principals, and curriculum teams will support the literacy efforts at the new SRCL schools.

Our students, as a whole group, are achieving. St. Bernard is gaining recognition of its continuing progress, and we live our motto: Vision...Effort...Success. Yet examination of data reveals too many disadvantaged students struggle each day. In order to be truly a school district that makes a difference, we have to address the needs of each child, every day. This application has helped us shape a new **vision**. Our **effort**, in partnership with the state through the SRCL grant, will mean **success** for disadvantaged children.

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

LEA Name: St. Bernard		
SUPERINTENDENT	NON-PROFIT EARLY CHILDHOOD SITES (childcare or Head Start) or Schools with PreK classes	
Name: Doris Voitier	1. Lacoste Elementary Preschool	2. Davies Elementary Preschool
Office Phone: 504-301-2000	Age Span: 3-5	Age Span: 3-5
Other Phone: 504-818-8930	Number of Four-Year-Olds: 96	Number of Four-Year-Olds: 100
E-mail: dvoitier@sbpsb.org	Number of Three-Year-Olds:	Number of Three-Year-Olds: 13
LEA SRCL CONTACT PERSON	Number of Children Ages 0-2:	Number of Children Ages 0-2:
Name: Denise Cooper	Director: Deborah Seibert	Director: Deborah Seibert
Position: SRCL Director	Phone: 504-267-3310	Phone: 504-267-3310
Phone: 504-301-2000	Email: dseibert@sbpsb.org	Email: dseibert@sbpsb.org
E-mail: dcooper@sbpsb.org	Address: 200 E. St. Bernard Hwy.	Address: 200 E. St. Bernard Hwy.
LEA MAILING ADDRESS:	City: Chalmette ZIP: 70043	City: Chalmette ZIP: 70043
St. Bernard Parish Public Schools	3. Early Steps	4.
200 E. St. Bernard Hwy.	Age Span: 0-2	Age Span:
Chalmette, LA 70043	Number of Four-Year-Olds:	Number of Four-Year-Olds:
	Number of Three-Year-Olds:	Number of Three-Year-Olds:
	Number of Children Ages 0-2: 15	Number of Children Ages 0-2:
	Director: Joyce Ridgeway	Director:
	Phone: 504-620-2209	Phone:
	Email: jridgeway@la.gov	Email:
	Address: 1010 common Street Ste. 600	Address:
	City: New Orleans ZIP: 70112	City: ZIP:
ELEMENTARY, MIDDLE, AND HIGH SCHOOL SITES		
Elementary: Joseph J. Davies Elementary School		
Grades: K-5	# of Students*: 568	Principal: Donna Schultz
Phone: 504-267-7890	Address: 4101 Mistrot Drive	
Email: dschultz@sbpsb.org	City: Meraux	ZIP 70075
Elementary: Lacoste Elementary School		
Grades: K-5	# of Students*: 711	Principal: Stacie Alfonso
Phone: 504-304-5747	Address: Missouri Street	
Email: salfonso@sbpsb.org	City: Chalmette	ZIP 70043
Middle: N. P. Trist Middle School		
Grades: 6-8	# of Students*: 511	Principal: Denise Pritchard
Phone: 504-872-9402	Address: #1 Pirate's Cove	
Email: dpritchard@sbpsb.org	City: Chalmette	ZIP 70043
High: C. F. Rowley Alternative School		
Grades: 9-12	# of Students*: 54	Principal: Patricia Pourciau
Phone: 504-301-4001	Address: 49 Madison Avenue	
Email: ppourciau	City: Chalmette	ZIP 70043
Proposed expansion school(s) or population(s) for Year 2: Rowley Alternative School - Grades 4-8		

* 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***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Lacoste PreK	75	74%	9	9%	9	9%	0	0%	0	0%	0	0%	0	0%
Joseph Davies Prek	78	67%	2	2%	17	15%	0	0%	0	0%	0	0%	0	0%
Lacoste Elementary	529	75%	7	1%	67	10%	10	1%	0	0%	0	0%	0	0%
Davies Elementary	384	67%	0	0%	58	11%	6	1%	88	25%	0	0%	10	1%
N.P. Trist Middle	354	69%	7	1%	51	10%	10	2%	118	26%	0	0%	11	2%
C.F. Rowley	136	86%	3	2%	41	26%	2	1%	85	67%	19	12%	47	26%

* 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***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Not Applicable														

* 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. Lacoste	PK	DSC EOY Language Post-Test National Percentile Rank (add rows if necessary)	New school no data available	New school no data available	New school no data available
B. Joseph Davies	PK		77%	82%	74%
A. Lacoste	K		New school no data available	New school no data available	New school no data available
B. Joseph Davies	K		92%	83%	85%
A. Lacoste	1 st	DIBELS EOY Distribution Report Instructions % Benchmark	New school no data available	New school no data available	New school no data available
B. Joseph Davies	1 st		58%	79%	66%
A. Lacoste	2 nd		New school no data available	New school no data available	New school no data available
B. Joseph Davies	2 nd		44%	59%	79%
A. Lacoste	3 rd		New school no data available	New school no data available	New school no data available
B. Joseph Davies	3 rd		40%	39%	62%

* 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. Lacoste	3 rd	iLEAP	New school no data available	New school no data available	New school no data available
B. Joseph Davies	3 rd	iLEAP	77%	72%	79%
A. Lacoste	4 th	LEAP	New school no data available	New school no data available	New school no data available
B. Joseph Davies	4 th	LEAP	73%	83%	75%
A. Lacoste	5 th	iLEAP	New school no data available	New school no data available	New school no data available
B. Joseph Davies	5 th	iLEAP	46%	43%	50%
N.P. Trist	6 th	iLEAP	73%	69%	70%
N.P. Trist	7 th	iLEAP	70%	75%	73%
N.P. Trist	8 th	LEAP	62%	71%	81%
C.F. Rowley	10 th	EOC English 2	n/a	47%	83%
C.F. Rowley	11 th	EOC English 3	n/a	n/a	n/a
Graduation Rate C.F. Rowley	% Cohort		14%	5%	<5%

* Provide for years available

Table 38: Evidence of Literacy Success For Cohort 1 Schools (Current SRCL Grantees Only)

Grade Level(s)	Metric	Success
Example: Grade 1	DIBELS	35% Benchmark/Core in Fall 58% Benchmark/Core in Winter
Example: Grade 9	iSTEEP	45% Average and Above in Fall 71% Average and Above in Winter
Grade 9	iSTEEP	9% (4/50) Benchmark/Core in Fall; 6% (2/50) Benchmark/Core in Winter
Grade 10	iSTEEP	3% (1/49) Benchmark/Core in Fall; 23% (7/49) Benchmark/Core in Winter
Grade 11	iSTEEP	0% (0/11) Benchmark/Core in Fall; 40% (2/11) Benchmark/Core in Winter
Grade 12	iSTEEP	33% (2/6) Benchmark/Core in Fall; 0% (0/4) Benchmark/Core in Winter
Grade 6	iSTEEP	3% (1/45) Benchmark/Core in Fall; 29% (12/45) Benchmark/Core in Winter
Grade 7	iSTEEP	6% (2/52) Benchmark/Core in Fall; 23% (11/52) Benchmark/Core in Winter
Grade 8	iSTEEP	0% (0/36) Benchmark/Core in Fall; 35% (12/36) Benchmark/Core in Winter
Grade K	DIBELS	65% (90/139) Benchmark/Core in Fall; 70% (100/142) Benchmark/Core in Winter
Grade 1	DIBELS	68% (94/139) Benchmark/Core in Fall; 59% (82/140) Benchmark/Core in Winter
Grade 2	DIBELS	71% (78/110) Benchmark/Core in Fall; 74% (88/119) Benchmark/Core in Winter
Grade 3	DIBELS	59% (98/165) Benchmark/Core in Fall; 52% (86/166) Benchmark/Core in Winter
Grade 4	iSTEEP	0% (0/32) Benchmark/Core in Fall; 9% (3/32) Benchmark/Core in Winter
Grade 5	iSTEEP	5% (2/38) Benchmark/Core in Fall; 8% (3/38) Benchmark/Core 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 kindergarteners at this school, 52 came from ABC Head Start	Elite Elem. 2-5 (89/175) Note: Of the 175 2 nd graders at this school, 89 came from Precious Primary	Mighty Middle 6-8 (95/185) Note: Of the 185 6 th graders at this school, 95 came from Elite Elementary	Hero High 9-12 (178/325) Note: Of the 325 9 th graders at this school, 178 came from Mighty Middle	
Davies PreK-5 (80/88)	Lacoste PreK-5 (121/131)	N.P. Trist Middle 6-8 (154/188)	C.F. Rowley 9-12 (10/24)		
Of the current 88 kindergarten students, 80 (91%) were Davies PreK last year.	Of the current 131 kindergarten students, 121 (92%) were Davies or Chalmette Elementary PreK last year.	Of the current 188 6 th graders, 154 (82%) were enrolled last year at Davies or lived in Lacoste attendance district last year.	Of the current 24 9 th graders, 10(42%) were enrolled at Trist last year.		

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.

LIFE Promise for St. Bernard Students Literacy Coordinator Job Description

Education/Certification

- Valid Louisiana teaching certificate
- Three years of professional experience in promoting literacy among students
- M.Ed. preferred
- Administrative experience preferred

Knowledge/Skills

- Demonstrated success in improving students' literacy skills
- Expertise in planning/implementing/tracking success of Tier I, II, III interventions
- Ability to interpret/use data from state assessments and local benchmarks to inform instruction
- Ability to plan/implement/track success of professional development programs
- Ability to plan/present professional development programs based on data
- Expertise in working collaboratively with teachers/administrators to improve literacy opportunities
- Knowledge of Universal Design for Learning to support diverse learning needs
- Ability to plan/administer program budgets
- Knowledge of Louisiana's Comprehensive Literacy Plan, Literacy Design Collaborative, Common Core State Standards in Language Arts
- Knowledge of assessments and progress monitoring tools at use in the district

Major Responsibilities:

- Direct screening, monitoring, diagnostic, and summative assessments as required
- Lead teachers in identifying gaps in language arts curriculum, vertically and horizontally
- Plan/implement/monitor literacy activities across all disciplines
- Plan/implement/monitor transition to Common Core in language arts
- Plan/implement/monitor professional development programs aimed at increasing teachers and administrators' knowledge of UDL, rigorous honors classes, meaningful engaged learning, role of paraeducators in the classroom
- Assist in integration of literacy program across the district and securing funding streams for sustaining the project
- Conduct walkthroughs to monitor program implementation and track teacher behaviors
- Meet with school-based data and literacy teams to discuss program implementation at least monthly
- Coordinate literacy efforts with Early Childhood providers and agencies that partner with the district in literacy efforts
- Coordinate/direct PLC's for district administrators focusing on best practices in literacy
- Meet at least monthly with administrators and strategists, the Assistant Superintendent, and the district Curriculum Team to discuss program implementation and concerns and to provide feedback
- Gather data and compile information as required by LDOE to fulfill requirements of SRCL grant implementation

School -based Literacy Coach Job Description

Education/Certification:

- Valid Louisiana teaching certificate
- Three years of professional experience
- M. ED. Preferred

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 to improve practice
- Ability to promote student motivation and engagement in learning
- Knowledge of the Literacy Design Collaborative and its component parts
- Knowledge of assistive and other technologies to facilitate instruction and monitor student progress
- Knowledge of principal of Universal Design for Learning to support diverse learning needs
- Knowledge of LA Comprehensive Literacy Plan
- Knowledge of Common Core Standards and expertise in applying appropriate tools for implementation

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 and other literacy coaches to ensure continuous alignment of literacy efforts.
- Gather data, compile information, and prepare reports to share with district literacy coordinator on program implementation and progress toward achieving school literacy goals

School -based Interventionist Job Description

Education/Certification:

- Valid Louisiana teaching certificate
- Professional experience preferred

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 work collaboratively with teachers to improve practice
- Ability to promote student motivation and engagement in learning

Major Responsibilities:


- Assist with administering screening and progress monitoring assessments
- Assist teachers with planning and delivery of literacy interventions as assigned by the Literacy Integration Specialist
- Providing timely feedback to regarding student progress
- 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
- Work individually and in small groups of students as assigned by the Literacy Integration Specialist
- Keep teachers and Specialist informed of all literacy improvement efforts
- Meet at least monthly with the teacher and Specialist to ensure continuous alignment of literacy efforts.
- Gather data, compile information, and prepare reports to share with Specialist and teachers as required to document progress toward achieving school literacy goals
- Attend training as required by the district.

Louisiana Department of Education Budget Summary

Name of Eligible Recipient: <u>St. Bernard Parish Schools</u> Street Address: <u>200 E. St. Bernard Hwy.</u> Mailing Address: <u>200 E. St. Bernard Hwy.</u> City, State, Zip: <u>Chalmette, LA 70043</u> Source of Funds: <u>Federal</u>	Program: <u>Striving Readers Comprehensive Literacy Program</u> Program Fiscal Year: <u>2012/2013</u> Project Number: <u>28-12-SO-</u> Submitted by: _____ Telephone/Fax #: _____
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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	\$ 7,050.00	\$ 53,005.47	\$ 35,502.67	\$ 29,694.30	\$ 125,252.44
200	Employee Benefits	\$ 1,786.88	\$ 18,530.88	\$ 8,928.92	\$ 10,068.12	\$ 39,314.80
300	Purchased Professional/Tech Svcs.	\$ 18,673.00	\$ 18,673.00	-	-	\$ 37,346.00
400	Purchased Property Services	-	-	-	-	-
500	Other Purchased Services	\$ 3,000.00	\$ 10,800.00	-	\$ 4,820.00	\$ 18,620.00
600	Supplies	\$ 3,970.32	\$ 2,431.25	\$ 1,542.41	\$ 1,391.58	\$ 9,335.56
	Subtotal - Operating Budget	\$ 34,480.20	\$ 103,440.60	\$ 45,974.00	\$ 45,974.00	\$ 229,868.80
	Indirect Costs (if applicable) Approved _____ %	\$ 3,610.80	\$ 10,832.40	\$ 4,814.00	\$ 4,814.00	\$ 24,071.20
700	Property	-	-	-	-	-
800	Other Objects	-	-	-	-	-
GRAND TOTAL		\$ 38,091.00	\$ 114,273.00	\$ 50,788.00	\$ 50,788.00	\$ 253,940.00
PERCENTAGE OF TOTAL ALLOCATION		15%	45%	20%	20%	

GRANTEE INFORMATION


 Representative of the entity
 Date: 4-16-13

Approved Division Director/Designee _____ Date: _____

Approved Grants Management _____ Date: _____

STATE DEPARTMENT OF EDUCATION

SCAN AND EMAIL TO:

DOEFederalBudgetsRevisions@la.gov

St. Bernard Parish
SRCL GRANT – Cohort 2
BUDGET NARRATIVE – 2013-14

100 - Salaries

Funds are dedicated to provide support to teachers as they implement literacy initiatives at the designated cluster schools. Particular emphasis is placed on transition to common core standards, improving teacher effectiveness, and ensuring that students arrive in kindergarten ready to learn. Such support includes:

- 4 full-time school-based literacy integration specialists to provide job-embedded professional development and support to teachers paid at 75% with Title I and/or district general funds paying 25%
- 16 part-time literacy interventionists to serve cluster schools paid at 75% with Title I and/or IDEA funds paying 25%

Additionally, funds will be used to pay stipends to teachers who attend training sessions outside of the regular school day to: prepare/revise/review transition curriculum and benchmark assessments, all of which benefit cluster schools; and/or to: LDC, Project Read, Guided Reading, UDL, curriculum, and strategy training. Finally, grant funds will be used to provide stipends for teachers for after-school tutoring services at cluster schools.

200 – Employee Benefits

Funds are provided for health insurance benefits paid to the literacy coordinator and D/I Specialist. Medicare @ 0.145% and teacher retirement benefits @ 23.7% are paid based on the 75% of salaries of full- and part-time employees and are paid based on the stipends for those teachers attending training or completing curriculum work outside of the regular school day.

300 – Purchased Professional and Technical Services

Funds are provided to contract with Prime Time Reading services at both elementary schools.

500 – Other Purchased Services

Funds are provided for the Coordinator, D/I Specialists and Integration Specialists to travel to state meetings as required and to travel throughout the district as required. Funds are also set aside for administrators, Integration Specialists, and teachers from SRCL schools to attend the SRCL conference in Washington and the SREB LDC conference. The cluster schools will also benefit from licenses to use Module Creator, NBC Learn, Study Sync, and Edusoft, a locally adopted data analysis and item bank service. Finally, the SRCL grant will provide funding for transportation home for designated students receiving after-school tutoring for ELLA skill deficiencies.

600 - Supplies

Materials and supplies include the following:

- Professional Training for teachers aimed at enhancing teacher effectiveness;
- Curriculum materials to facilitate teacher training for the transition to CCSS;
- Technology Integration - Translator to accommodate parents of ELL students with registrations and conferences, hand-held translators
- Early Childhood - Classroom libraries, materials for literacy projects, literacy backpacks for students, parent materials, training and other materials to facilitate the relationship with preschool partners Early Steps and United Way, Hatch computers and software to promote literacy, along with professional development materials for teachers
- Enhancing Student Outcomes – Springboard curriculum for ELLA classes, anchor texts to accommodate the transition to Common Core, and intervention materials

- Parent Involvement – materials and supplies to support training opportunities for parents and Family Literacy night activities

Indirect Costs @ 10.4721% (2013-14 approved rate)

MEMORANDUM OF UNDERSTANDING

This agreement is between the St. Bernard Parish School Board and EarlySteps of Louisiana. This agreement will remain active until either party notifies the other of its need to revise or change it.

St. Bernard Parish School Board agrees to work in conjunction with EarlySteps to promote literacy among St. Bernard Parish children ages 0 to 3. EarlySteps provides early intervention services for infants and toddlers with disabilities from birth to age 3 and their families. With parent permission, EarlySteps will provide St. Bernard Parish School Board with information regarding services and supports needed to meet the literacy needs of their clients. St. Bernard Parish will provide inservices and/or needed information to assist EarlySteps in promoting literacy among its 0 to 3 age population. St. Bernard Parish will work in collaboration with EarlySteps to promote a smooth and effective transition for children as they exit EarlySteps and begin their preschool education.

Signatures:

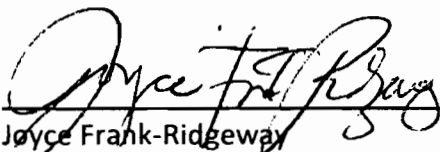
 11/17/11

Doris Voitier

Date

Superintendent

St. Bernard Parish School Board



Joyce Frank-Ridgeway

11/17/11
Date

Early Steps Regional Coordinator

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** (\$14,758,000 - 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)

Davies Elem. 4101 Mistrot Chalmette 70043

Lacoste Elem. 487 Missouri Chalmette 70043

Trist Middle 1 Pirate's Cove Meraux 70092

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

Rowley Alt. 49 Madison Chalmette 70043

**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. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§23 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §8601 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, Doris Voitier, Superintendent/Administrator of St. Bernard Parish Schools
(Print Name) (Recipient)

hereby assure the Louisiana Department of Education that St. Bernard Parish Schools
(Recipient)

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

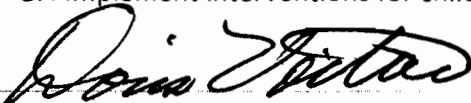


Signature of Person Authorized to receive grant

**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

St. Bernard Parish
LEA