

Orleans Parish School Board

Louisiana's Striving Readers Comprehensive Literacy Program

Cohort 2 Subgrant Application

April 16, 2013



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

APPLICATION FOR PROJECT FUNDS

Official Program Title: Louisiana Striving Readers Comprehensive Literacy Program

CFDA#: (If Federal Funds) 84.371C

Awarding Agency: U. S. Department of Education

Internal Program Title: Striving Readers Comprehensive Literacy Program

Project Number: 28-12-SO-

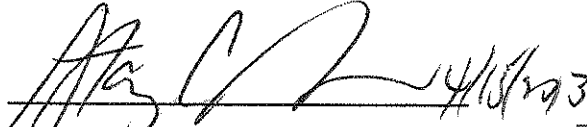
Funding Amount Applied for: \$253,940.00

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

| | | |
|---|-----------|-----------------|
| Agency Information: | | |
| Recipient Organization: Orleans Parish School Board | | |
| Project Director: Debra Dean | | |
| Fiscal Agent: Orleans Parish School Board | | |
| Mailing Address: 3520 General DeGaulle Drive | | |
| Street Address: | | |
| City: New Orleans | State: LA | Zip Code: 70114 |
| Program Contact Information: | | |
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| Email Address: Debra_Dean@opsb.us | | |

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

APPROVED (For State Agency Use Only):


 Approved Representative of the Applicant Agency Date

 Program Division Director/Designee Date

 Division of Education Finance /Designee Date

"An Equal Opportunity Employer"

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** (\$50,459,494 - 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)

3520 General DeGaulle Drive

New Orleans, LA 70114

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

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

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

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

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

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

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

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

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 0348-0040

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

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

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

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

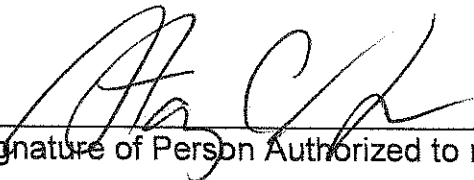
1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. []728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. []681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. []94), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. [] 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) []23 and 527 of the Public Health Service Act of 1912 (42 U.S.C. []290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. []601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. []501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

**RECIPIENT APPLICATION FOR FEDERAL FUNDS
STATEMENT OF ASSURANCES**

I, Stan Smith, Superintendent/Administrator of Orleans Parish School Board
(Print Name) (Recipient)

hereby assure the Louisiana Department of Education that Orleans Parish School Board
(Recipient)

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



Signature of Person Authorized to receive grant

A. **NEED FOR THE PROJECT:** The Orleans Parish School Board (OPSB) schools selected for the Striving Readers Comprehensive Literacy Program (SRCL) feeder cluster are Mahalia Jackson Elementary (Pk-1), Bethune Elementary (Pk-6), McDonogh 35 Preparatory High School (7-12) and Total Community Action Head Start (birth-3) located at the Mahalia Jackson Early Learning Center. Nine of the 17 OPSB schools met their growth targets, yet none of the feeder schools met their targets. Additionally, 12 of the 17 district schools, including charters, received a letter grade of “A” or “B” based on the state’s criteria. Two District schools received a letter grade of “C” and these schools are in the feeder cluster. The need for this SRCL project is supported further by two factors: 1) the highest concentration of disadvantaged youth in the District is clustered at the feeder sites, and 2) the highest concentration of risk factors that impact student achievement is present in the feeder sites (See Appendix B, Table 1). Further, it is anticipated that, without intense focus and systematic support, student achievement scores will decline significantly in 2014-15 when all state assessments will be fully aligned to the Common Core State Standards (CCSS).

Achievement Results: Although the feeder schools did not meet state growth targets, there are indicators of growing literacy achievement. The *Developing Skills Checklist (DSC)* End of Year (EOY) National Percentile Rank (NPR) at Bethune grew 2 percentage points for pre-kindergarten from 2011 to 2012. At grade 2, Bethune grew 6 percentage points on the *Dynamic Indicators of Basic Early Literacy Skills Next (DIBELS)* EOY from 2011 to 2012 and grew 21 percentage points at grade 3 from 2010 to 2012. Bethune’s grade 3 ELA iLEAP scores increased 11 percentage points from 2010 to 2012 and 10 percentage points at grades 5 and 6 from 2011 to 2012. McDonogh 35 HS had a 17 percentage point gain on the 7th grade ELA iLEAP from 2011 to 2012 and a 26 percentage point gain on the ENG 2 EOC from 2010 to 2012 (See Table 3A).

Proposed Feeder Pattern: The number of children moving through most of the schools within the cluster is significant. However, OPSB is unique in that after Katrina, the district was divided into two separate public school districts: OPSB and Recovery School District (RSD). As a result, children can attend their school of choice. This means that despite the designed feeder pattern between schools in the District proper, there is also a feeder pattern by dynamics between RSD and OPSB schools that has been consistent over the past five years. Many students entering Bethune and McDonogh 35 attended RSD schools with letter grades of “D” or “F”. It is projected that students feeding into McDonogh 35 from Bethune will substantially increase.

Plan to Expand the Project: McDonogh 35 STEM Middle School will be added in 2014. The school has a large disadvantaged population and shares similar risk factors with the feeder schools (See Appendix B, Table 2). In September 2013, it is projected that 100% of the students from the new McDonogh 35 STEM MS will feed into McDonogh 35 Preparatory HS. The two schools share a campus; therefore, a natural feeder pattern exists.

B. PROJECT GOALS: **Gap Analysis:** The DSC EOY data indicates that 58% of the students are entering kindergarten ready to learn representing a 42% gap. As students proceed in grades, this gap does not decrease. In fact, at both Mahalia Jackson and Bethune, students have not scored above 65% NPR. By grade 3, 81% of the students are performing at/above Basic on the iLEAP. This appears to be significant gains. However, these scores vacillate from year to year, and LEAP sets a much lower bar than the impending CCSS-aligned Partnership for Assessment of Readiness for College and Careers (PARCC) that will be fully implemented in 2014-15. Bethune experienced a 14% drop in grade 3 literacy achievement and McDonogh 35 had a 19% decline at grade 8. Lastly, at grade 6, Bethune is the only school at which 100% of the students scored at/above Basic on the iLEAP. The problem of continuous growth from year to

year remains, however, and the literacy gap increases in middle and high school. By grade 8, 52% of the students are scoring at/above Basic, leaving a gap of 48% between the criteria of 100% that will likely grow larger on the impending PARCC. At grade 8, 5% of the students are scoring 17 on composite EXPLORE with 47% achieving 13 on English EXPLORE and 16% achieving 15 on Reading EXPLORE. On the English AP exam, there is a 100% gap. No students are meeting the standard of 3 or above. On the ACT exam, 41% of grade 11 students achieved an 18 on the English test. In addition, at McDonogh 35, the 10th Grade results on the ELA EOC 2 are the only consistent growth pattern at any grade in the entire cohort.

Reasons for Gaps: Although the district has several school improvement initiatives, the gap analysis shows that high student achievement has not been realized. A review of qualitative data from surveys and site visits indicates three major reasons for these gaps: 1. Lack of District and School Capacity to Support Initiatives: OPSB has a relatively small school and district staff with multiple duties. 2. Problems with School and Leadership Autonomy: Principals implement initiatives with varying degrees of fidelity. 3. Quality of Teacher Support: At most sites, the schools have no specific teacher leaders or regularity for collaborative conversations on teaching and learning issues including use of data to inform instruction and lesson design aimed at meeting CCSS. Further, few schools have procedures for interclass visitations and feedback related to COMPASS.

Trends: Student Achievement at Feeder Sites- 3Yr. Summary: With the exception of McDonogh 35 grade 10, there has been no continuous literacy achievement at any feeder school. Significant numbers of students have not performed above the 68 NPR on DIBELS EOY and students exiting the critical grades of 3, 6, 7, 8, and 9 are not performing at proficiency levels beyond basic. At McDonogh 35, less than 50 % of the students are performing at proficiency

levels on the Reading ACT test and none on the English AP exam. Lastly, although Bethune's student performance has not been continuous, it is the only feeder school in which 75% or more of the students perform at/above proficiency on state literacy assessments across all grades.

Figure 1: Literacy Goals Aligned to State Assessments: Student Needs Prioritized/Support

District Performance Goals (DPG)

| Goals Aligned to Student Achievement | Literacy Data from State Assessments | Literacy Needs Prioritized | Goals Support Attainment of District Performance Goals (DPG) |
|--|---|--|---|
| Increase by 10% per year the number of children entering Kindergarten scoring above 58 NPR on DSC by 2017. | Student entering Kindergarten ranked an average of 58 NPR nationally on DSC EOY 2012. | Pre-K students will attain the literacy skills needed to enter Kindergarten ready to learn. | DPGs align to State Goal #1. |
| Increase by 5% per year the number of 3rd graders entering 4 th grade performing at /or above Basic as measured by ELA / iLEAP by 2017. | 76% of the students entering grade 4 are performing at/above Basic. | Students will enter 4 th grade on-time and on-level in all literacy areas. | DPGs align to State Goal #2. |
| Increase by 10% per year the number of 7 th graders performing at or above Basic as measured by ELA iLEAP by 2017. | 68% of 7 th graders are scoring at/above Basic on ELA iLEAP. | Literacy proficiency will be achieved at grades 7 – 9. | DPGs state literacy proficiency at all grades. |
| Increase by 10% per year the number of 8 th graders performing at /or above Basic as measured by ELA LEAP by 2017. | 52% of 8 th graders are scoring at/above Basic. | 9 th graders will enter on-time and on-level in all literacy areas. | DPGs align to State Goal #3. |
| Increase by 10% per year the number of 9 th , 10 th , and 11 th graders scoring Good and above as measured by EOC English II by 2017. | 52% of the students are scoring Fair and above. | Students scoring Fair will not count in the school's SPS. When performance increases, the SPS increases. | DPGs at the high school level are tied to student performance. This goal supports the district's SPG. |
| Increase the number of 11 th and 12 th grade students scoring a "3" or above to 25% on the English AP exam by 2017. | 55% of students score "1" and 45% of the students score "2" on the English AP exam. | All students will be proficient in literacy and on track for college by 11 th and 12 th grade. | DPGs align to State Goal #3 and are tied to student performance on state tests. |
| To increase by 15% yearly the number of 11 th grade student scoring 18 on ACT English test by 2017. | 41% of the students receive an 18 on the English test of the ACT. | All students will be proficient in literacy and on track for college by 11 th and 12 th grade. | DPGs at the high school level are tied to student performance. This goal supports district's SPG. |
| Increase Cohort Graduation Rates to 100% by 2017. | Current Cohort graduation rate is 89%. | Students graduate on time with literacy skills necessary for college and the workforce. | DPGs align to State Goal #3. Increased rates improve the district's performance goal. |

Alignment between need/gap and project design to reach goals: State assessment and DIBELS data indicate that literacy achievement across the feeder schools is a priority. The gap analysis indicates that there are several causes impacting literacy achievement related to the school leadership, teachers, and systems in place to support teaching and learning. Therefore, the project design will focus on the area that will impact identified needs: School and teacher collaboration. This design impacts student achievement at the ground level - the classroom.

C. PROJECT DESIGN: In the traditional school setting, teachers work in isolation from their colleagues and the world beyond the classroom. Many teachers in these environments are highly effective and many students do achieve. However, this “lone ranger” practice is not conducive to building a school culture that fosters high academic achievement. In response to the research findings on collaboration, the District, like many schools and school districts across the nation, has responded by instituting programs and practices to implement school collaboration. Figure 2 contains current strengths and weaknesses of the District relative to the proposed focus.

Figure 2: District Structures Relative to School and Teacher Collaboration

| Strengths | Weaknesses |
|--|---|
| 1. District-wide job-embedded professional development that includes teacher compensation in regular pay. | PD content does not focus on the CCSS or COMPASS across schools consistently. |
| 2. Provide monthly Principal Workshops. | Limited opportunities for principals to collaborate about curriculum and instruction. Little or no articulations across the feeder schools. |
| 3. Provide a professional development calendar with topics focusing on CCSS, COMPASS, and teacher collaboration. | Selection of topics does not consistently focus on COMPASS, CCSS and topics related to school and teacher collaboration. |
| 4. Established regularly scheduled planning periods. | No Standard Operating Procedure developed for planning periods. |
| 5. Established 5 professional learning days throughout the year for all teachers and administrators to collaborate. | Structure needed to develop collaborative agendas for those days. |
| 6. Provide a platform for online collaboration for principals and teachers. | Use of this resource with fidelity district-wide is not evident. |
| 7. Established a process to monitor student progress collaboratively – <i>Student-Teacher Academic Reviews (STARs)</i> . | Implementation district-wide with fidelity is not evident. Process does not include a consistent focus on the CCSS or COMPASS. |
| 8. Conducts monthly Data Summits for school-level instructional teams to collaborate and plan based on students’ literacy achievement. | Use of data not consistent at the classroom level. |

All schools in the feeder cluster have several successful structures in place to support school and teacher collaboration. A survey of feeder schools’ focus on school and teacher collaboration was conducted through *Key* questions (See Figure3).

Figure 3: Feeder Schools’ Strengths and Weaknesses: School and Teacher Collaboration

| School/Teacher Collaboration Structure | Head Start | Mahalia Jackson | Bethune | McDonogh 35 |
|---|------------|-----------------|---------|-------------|
| The school schedule is designed to support teacher collaboration. (Common Planning Period/Regular PD). | + | + | + | + |
| The school has a standard format for conducting the planning period and specific protocol to collect data. | -- | - | - | - |
| The school has a PD calendar aligned to the district calendar and topics are related to the CCSS and COMPASS. | + | + | + | + |
| School environment fosters shared responsibility and implementation of CCSS and COMPASS. | - | - | - | - |
| There are frequent opportunities to collaborate with teachers across grades on topics related to the CCSS. | - | + | + | + |
| There are ample opportunities to collaborate with teachers in the nearby feeder schools about the CCSS. | + | - | - | - |
| During the common planning period, teachers discuss learning and specific strategies about instruction that will improve student achievement in literacy. | + | + | + | + |
| The school has a person dedicated to school and teacher collaboration, i.e. a Teacher Leader. | - | - | - | - |
| Colleagues visit each other’s classrooms and provide feedback related to COMPASS. | - | + | + | + |
| Teachers have an opportunity to serve as teacher leaders. | + | - | - | - |
| Teachers have the latitude to develop innovative and motivating programs to support implementation of CCSS. | - | - | - | - |
| Professional development to ensure the successful development of the collaborative process is ongoing. | - | - | - | - |

Summary of the Strengths and Weaknesses Findings: Although the schools and the District have a number of strategies to implement school and teacher collaboration, the end result of high student achievement as evidenced by the data has not been realized. This lack of impact of the School and Teacher Collaboration initiative is due to the following:

1. Collaborative strategies are in place, but they have not been implemented with fidelity.
2. There is little or no evidence that teacher collaboration focused on goal setting, Student Learning Targets (SLT), the CCSS and COMPASS.

3. Teacher leaders (TL) to oversee the collaborative process are not in place at the school level.
4. Collaboration between feeder schools is not consistent.

The Framework: Building a System to Support School and Teacher Collaboration

In recent years, the collaborative school culture has emerged as a strategy to improve student achievement. Based on research and best practices on effective collaborative school cultures, the proposed framework for the SCRL grant will focus on three areas: **1) Principal Leadership**; **2) Collaborative School Structure**; and **3) Maximizing the Impact of Teacher Collaboration**.

The schools will implement the three areas as components of an interlocking system.

Component I. Principal Leadership: What principals will do: 1. **Get teachers and staff on**

board and set goals. Principals and TLs will conduct a gap analysis and discuss possible reasons for the gaps. Each grade-level team leader/department chair and the literacy integration specialist(s) (LIS) will be involved in the process. A SWOT analysis will be conducted to determine Strengths, Weaknesses, Opportunities and Threats to literacy achievement. With his/her leadership team, the principal will ensure that the SRCL goals are aligned to meet the CCSS and to support the COMPASS Evaluation system. **2. Build capacity and sustain**

collaboration in schools by: a) restructuring the leadership team to guide the literacy work and engage the LIS; b) monitoring the literacy collaboration process and end-products; c) planning meaningful literacy professional learning aligned to identified student needs and teacher gaps, in collaboration with the leadership team; d) deploying staff, funds, and other resources to continuously support teacher collaboration around literacy; e) utilizing COMPASS to guide the evaluation process and developing an observation schedule; and f) providing feedback and support to teachers using a designated protocol and informal conferences.

Component II. The Collaborative School Culture: How the school will support

collaboration. 1. The school will identify clear literacy outcomes based on achievement for the year. 2. LIS, interventionists and teachers will develop a year-long scope and sequence of instruction to guide the work. 3. The principal will protect common planning periods and also ensure that additional time for professional collaboration will be factored into the school schedule. 4. Faculty conferences and/or other scheduled gatherings will be devoted in part to review student learning targets in literacy each marking period throughout the year. 5. The LIS and teacher leaders will be instrumental in guiding communication and resources around the CCSS. 6. The leadership team will create structures and activities that establish relationships among students and staff that support the school's educational goals in literacy. 7. The leadership team will create opportunities for shared leadership focused on improvement in student performance. 8. The leadership will focus the work of collaborative groups by helping them align their literacy priorities with achievement goals and the examination of student work. 9. The school will create a professional learning plan aligned to the District's goals, the implementation of CCSS and COMPASS. 10. The principal will use SRCL and other funding sources to provide literacy resources needed to support "the work".

Component III. Maximizing the Impact of Teacher Collaboration: What teachers will

learn and be able to do in order to impact student achievement: Since the most important outcome of teacher collaboration is that teachers learn how to improve their instructional practice, the SRCL grant will support the feeder schools to institute the following: 1) as evidenced in the LDOE Teacher Support Toolbox, all teachers will set student literacy achievement goals and learning targets for their students in August; 2) the LIS and TL will guide the literacy work around goal-setting and targets during the planning periods; 3) September each

year, teachers will collaborate about literacy across grades and select assessments and materials aligned to CCSS; 4) teachers will work in teams to examine student literacy work and use this data to guide instruction 4 weeks into each marking period and at the end of the marking period; 5) the teachers will develop literacy study groups to focus on the literature, relevant books, and use specific protocol to guide literacy collaboration; and 6) teachers will participate in interclass visits and provide feedback to teachers using designated protocols.

Although our main focus is School and Teacher Collaboration, the District will continue to address all four of the *Focus Areas* (See Figure 4 below).

Figure 4

| Focus Area | Continuation of District Plan on Focus Areas through 2013-2014 |
|--|--|
| School Leader and Teacher Learning Targets | Teachers and administrators trained to set quantifiable achievement goals that are rigorous but attainable for all students based on data. Calendar/Timeline developed to set deadline for completing Student Learning Targets. District staff provided small group/individual assistance to teachers to create SLTs. |
| Assessment and Curriculum | A district-wide assessment matrix has been developed to assist schools in selecting assessments by grade level/subject area that can be used to assess what students are expected to learn and have learned. |
| School and Teacher Collaboration | Teachers and administrators will have extensive opportunities to collaborate within and across feeder schools. District and school Academic Support Teams will identify gaps in instruction, set targets and provide instructional coaching/assistance. Literacy Design Collaborative (LDC) high school model will expand to include grades 4 – 8 in the feeder schools, since there are now elementary LDC tasks templates. |
| Observation and Feedback | COMPASS will continue to be implemented with fidelity across all schools. Observation protocols have been developed based on research that aligns to CCSS and COMPASS and are congruent with State and District Goals. |

Leveraging of funds to achieve the implementation of the proposed system(s): Grant funds will be leveraged to support the focus of School and Teacher Collaboration as follows:

1. **District support:** provide funding above the salary formula for 4 hours of monthly job-embedded professional learning for teachers; five full professional learning days during the school year; and 40% of the salary for content specialists to ensure alignment of literacy across all subject areas and CCSS, COMPASS.
2. **Title I will support:** 25% of the salary and benefits

for the LIS and interventionists. 3. **Title II will provide:** stipends for teachers and principals to participate in professional learning that facilitates sustained, intensive learning that is data driven and determined by close collaboration among school and teacher leaders at each site by continually asking two questions: What do students need to know and do and where are the gaps? What do teachers need to know and do to meet student needs and where are *their* gaps? The professional learning will (a) build the capacity of schools to sustain school and teacher collaboration, (b) institute practices related to the implementation of CCSS and COMPASS including setting goals and SLT and (c) help schools to create collaborative protocols and structures for teachers. 4. **IDEA Early Intervening Services (EIS) will allocate:** 1. funds to support 40% of the salary and benefits of Speech Pathologists who conduct screenings and assessments, implement language-based programs and interventions; 2. funds to support 60% of the salaries of the three Educational Diagnosticians who provide screenings and assessments, and conduct language-based interventions for students enrolled in the feeder schools; 3. stipend pay for teachers to participate in literacy leadership, whole and small group knowledge-building sessions, collaborative data study; and 4. funds for materials and supplies - EIS funds will leverage 15% of the material and supply dollars allocated to consumable literacy materials towards the purchase of materials and supplies at 20% in year 2, and 25% in years 3-5.

D. PROJECT MANAGEMENT: To ensure the ultimate aims of SRCL are achieved with fidelity, Debra Dean, who has served as the District's Literacy Specialist for the past 10 years, will coordinate the overall management of the project. Debra has successfully managed *Reading First* and *Ensuring Literacy for All* grants and is certified as a trainer for *LETRS* and *DIBELS NEXT*. District level staff will be organized to support the project director as follows:

1. The Early Childhood Specialist will monitor assessments and provide professional

development in collaboration with Head Start. 2. Curriculum/Content Specialists will assist the project director and integration specialists in implementing literacy across all content areas, including electives. 3. Exceptional Children’s Services will assist with setting priorities of SCRL for special needs students, (inclusion and resource). 4. The Special Revenue Director will ensure compliance and equitable distribution of funds as stipulated in the SRCL grant. 5. School administrators will be responsible for making sure time is allocated for teacher collaboration, data-driven decision making, job-embedded professional development and fiscal management of the grant is aligned with the aims of the grant. 6. LIS will be responsible for leading school data team meetings, mentoring teachers, modeling and co-teaching, monitoring literacy instruction, and ensuring grant implementation. 7. Literacy interventionists will analyze data, provide interventions to students, collaborate with teachers, and monitor student progress.

Figure 5

| Timeline | Milestones | Owners Responsible for Completing Key Tasks |
|-----------------------|--|---|
| June 2013 | Appoint the Project Director. | OPSB Human Resources |
| June 2013 Yearly | Use leverage funds to provide the resources needed to support “the work” in literacy. | Principal District office |
| August 2013 | Conduct an interactive introductory session with the full faculty at each site. | Principal, Project Director |
| June 2013 Yearly | Conduct a Gap and SWOT analysis. Develop mission, vision and goals aligned to COMPASS and CCSS as resources to enhance school and teacher collaboration around literacy. | Principal, Project Director LIS Leadership Team |
| August 2013 Yearly | Form the Leadership Team. LIS will be introduced as lead in supporting teachers. | Principal |
| August 2013 | Develop Professional Learning Plan aligned to state, district and school literacy priorities. | Principal, LIS Leadership Team |
| Yearly | Identify clear literacy outcomes based on achievement for the year. | Principal, LIS Leadership Team Project Director |
| Monthly | Plan meaningful PD programs aligned to school literacy needs in collaboration with school teams. | Principal, LIS Teacher Leader Project Director |
| Monthly | Focus the work of collaborative groups by helping them align their literacy priorities with achievement goals and the examination of student work. | Principal LIS |

| Timeline | Milestones | Owners Responsible for Completing Key Tasks |
|-------------------|---|--|
| Monthly | Monitor the literacy collaboration process and end-products. | Principal, Assistant Principal, LIS |
| Monthly | Use COMPASS to guide the evaluation process by developing an observation schedule; provide literacy feedback and support to teachers using designated protocols and informal conferences. | Principal Assistant Principals |
| Yearly | Develop a year-long literacy scope and sequence of instruction to guide the work. | Principal, LIS, Interventionists & District Content Specialist, Project Director |
| Monthly | Protect common planning periods and factor professional learning time into the school schedule (Protocols for conducting these activities will be developed). | Principal Integration Specialist |
| Monthly | Devote faculty conferences and/or other scheduled gatherings to the review of SLTs in literacy before each marking period throughout the year. | Principal |
| Monthly | Create structures and activities that establish relationships among students and staff that support the school's educational goals. | Principal, LIS, Teacher Leader, Leadership Team |
| Monthly | Guide communication and resources around the CCSS in literacy. | LIS, Teacher Leaders Project Director |
| Yearly | Set student literacy achievement goals and learning targets for their students; In the summer, school collaborative teams, will determine the strategy for standardizing targets | Teachers, LIS, Teacher Leaders District Specialists Project Director |
| Monthly | Collaborate across grades about literacy to select assessments and materials aligned to the CCSS. | Dept. Chairs, Teachers LIS |
| Weekly Monthly | Work in literacy teams to examine student work and use this data to guide instruction 4 weeks into each marking period and at the end of the marking period. | Teachers LIS Leadership Teams Principal |
| Monthly | Participate in study groups focused on the literature, relevant books, and use specific protocol to guide the collaboration. | Teachers, LIS Content Specialists |
| Weekly | Participate in interclass visitations and provide feedback to teachers using a designated protocol. | Teachers, Grade- Level Teams, LIS Content Specialists |

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

| | | | |
|---|---------------------|---|---|
| LEA Name: Orleans Parish | | | |
| SUPERINTENDENT | | NON-PROFIT EARLY CHILDHOOD SITES (childcare or Head Start) or Schools with PreK classes | |
| Name: Stan Smith | | 1. Mahalia Jackson Elementary | 2. Total Community Action Head Start at Mahalia Jackson |
| Office Phone: (504) 304-3520 | | Age Span: PreK-Grade 1 | Age Span: birth-3 |
| Other Phone: | | Number of Four-Year-Olds: 60 (corrected number) | Number of Four-Year-Olds: |
| E-mail: stan_smith@opsb.us | | Number of Three-Year-Olds: 0 | Number of Three-Year-Olds: 51 |
| LEA SRCL CONTACT PERSON | | Number of Children Ages 0-2: 0 | Number of Children Ages 0-2: 24 |
| Name: Gail Audrict | | Director: Lakeysha London | Director: Alice Spencer |
| Position: Director Curriculum & Instruction | | Phone: (504) 359-6950 | Phone: (504) 359-6891 |
| Phone: (504) 304-5905 | | Email: Lakeysha_london@opsb.us | Email: aspencer@tca-nola.org |
| E-mail: gail_audrict@opsb.us | | Address: 2405 Jackson Ave | Address: 2405 Jackson Ave |
| LEA MAILING ADDRESS: | | City: New Orleans ZIP: 70113 | City: New Orleans ZIP: 70113 |
| Orleans Parish School Board | | 3. Bethune Elementary | 4. N/A |
| 3520 General DeGaulle Drive | | Age Span: PreK-6 | Age Span: |
| Suite 5055 | | Number of Four-Year-Olds: 40 (corrected number) | Number of Four-Year-Olds: |
| New Orleans, LA 70114 | | 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: Mary Haynes-Smith | Director: |
| | | Phone: (504) 324-7076 | Phone: |
| | | Email: Mary_Haynes-Smith@opsb.us | Email: |
| | | Address: 4040 Eagle Street | Address: |
| | | City: New Orleans ZIP: 70118 | City: ZIP: |
| ELEMENTARY, MIDDLE, AND HIGH SCHOOL SITES | | | |
| Elementary: Mahalia Jackson Elementary | | | |
| Grades: K-1 | # of Students*: 69 | Principal: Lakeysha London | |
| Phone: (504) 359-6950 | | Address: 2405 Jackson Avenue | |
| Email: Lakeysha_london@opsb.us | | City: New Orleans | ZIP 70113 |
| Elementary: Bethune Elementary | | | |
| Grades: K-6 | # of Students*: 342 | Principal: Mary Haynes-Smith | |
| Phone: (504) 324-7076 | | Address: 4040 Eagle Street | |
| Email: mary_haynes-smith@opsb.us | | City: New Orleans | ZIP 70118 |
| Middle/High: McDonogh 35 College Preparatory School | | | |
| Grades: 7-12 | # of Students*: 798 | Principal: Delores Winfield | |
| Phone: (504) 324-7600 | | Address: 1331 Kerlerec Street | |
| Email: delores_winfield@opsb.us | | City: New Orleans | ZIP 70119 |

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.



Louisiana Believes

LEA Name: Orleans Parish School Board

APPENDIX B: DATA TABLES 1-4

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

| School/Site Name | Grade | Assessment | 2009-2010 | 2010-2011 | 2011-2012 |
|---|-----------------|--|-----------|--------------------------|-----------------------------|
| A. TCA at Mahalia Jackson Early Head Start (birth-2 year)** | 2 years | Early -Learning Accomplishment Profile (RL = receptive language) (EL = expressive language) | - | <u>RL 81</u> EL 81.26 | <u>RL 83.17</u> EL 84.83 |
| B. TCA at Mahalia Jackson Head Start (3 year)** | 3 years | Learning Accomplishment Profile (LAP)-3 (LD = language development) (LKS = letter knowledge skills) | - | LD 68.4 LKS 64.32 | LD 73.00 LKS 68.97 |
| A. Mahalia Jackson*** | PK | DSC EOY Language Post-Test Nation Percentile Rank | - | 61.40 | 60.21 |
| B. Bethune*** | PK | | 64.24 | 54.43 | 56.50 |
| A. Mahalia Jackson | K | | - | - | 73 |
| B. Bethune | K | DIBELS EOY Distribution Report Instructional Recommendations % Benchmark | 82 | 88 | 80 |
| A. Mahalia Jackson | 1 ST | | - | - | 65 |
| B. Bethune | 1 ST | | 70 | 86 | 83 |
| A. Bethune | 2 ND | | 76 | 62 | 68 |
| B. Bethune | 3 RD | | 52 | 44 | 73 |

* Provide for years available.

**Data Source TCA Head Start 10/1/12

***Data Source Orleans Revised DSC SRCL Data 4/3/13 LDOE Network 5 Team

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

| School/Site Name | Grade | Assessment | 2009-2010 | 2010-2011 | 2011-2012 |
|------------------|------------------|---------------|-----------|-----------|-----------|
| A. Bethune | 3 RD | iLEAP | 65 | 90 | 76 |
| B. Bethune | 4 TH | LEAP | 95 | 94 | 90 |
| A. Bethune | 5 TH | iLEAP | 94 | 78 | 88 |
| B. Bethune | 6 TH | iLEAP | 92 | 90 | 100 |
| A. McDonogh 35 | 7 TH | iLEAP 7 | 60 | 51 | 68 |
| B. McDonogh 35 | 8 TH | LEAP 8 | 68 | 71 | 52 |
| A. McDonogh 35 | 10 TH | EOC English 2 | 59 | 83 | 85 |
| B. McDonogh 35 | 11 TH | EOC English 3 | - | - | 55 |
| | % Cohort | | | | |

*Provide for years available.



Louisiana Believes

LEA Name: Orleans Parish School Board

APPENDIX B: DATA TABLES 1-4

Table 4: Proposed Feeder Schools Flow Through

Include the name and grade configuration of your chose 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 schools.

| School Name and Configuration | School Name and Configuration | School Name and Configuration | School Name and Configuration | School Name and Configuration | School Name and Configuration |
|--|---|--|---|-------------------------------|-------------------------------|
| TCA Head Start at Mahalia Jackson (Note: 51 students in the 3 year old program.) | Mahalia Jackson Prek-1 (Note: 28 of the 51 Head Start students move to Mahalia Jackson LA-4.) | Bethune Elementary PreK-6 (Note: 7 of 79 grade 1 & 2 students are from Mahalia Jackson.) | McDonogh 35 High School 7-12 (Note: 7 of 46 grade 7 students are from Bethune.) | | |
| | | | | | |
| | | | | | |

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 smaller configuration that represents all levels. Provide the number of students and contact information for each site.



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For Internal HR Use:

Job Code:

FLSA Status:

Grade/Step:

Costing Code:

Effective Date:

Job Title: Literacy Integration Specialist/Coach
Department: Curriculum, Instruction and Programs
Location: School Site
Reports to: Principal and District Project Director

Job Summary:

Under the administrative supervision of the School Site Principals and the programmatic supervision of the Executive Director of Curriculum, Instruction and Programs or designee, the Literacy Integration Specialist will work directly with the District Project Director, cluster teachers, Literacy Interventionists, school administrators, and school leadership teams.

Essential Duties and Responsibilities

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Other minor duties may be assigned.

- Monitor and support full implementation of the Striving Readers Comprehensive Literacy (SRCL) grant.
- Plan, organize, support and assist with the administration and screening/progress monitoring of assessments.
- Lead grade-level, vertical, and/or departmental teams in analyzing assessment data and student work to develop plans for improving literacy
- Work collaboratively with teachers and staff on the implementation of literacy strategies across the curriculum to implement demanding and rigorous curriculum aligned with the common core state standards/and early learning standards within the classroom.
- Provide on-going support for staff by observing, modeling the use of appropriate literacy strategies in all subject areas, co-teaching, and providing timely feedback.
- Provide one-on-one assistance required to implement and sustain effective instructional strategies grounded in scientifically based reading research.
- Devote at least 80% of the time working directly with teachers to improve classroom instruction.
- Coach study groups to support job-embedded professional development;
- Support the successful implementation of effective teaching focused on improving student's literacy and language skills, including writing, speaking and listening
- Actively participate in all SCRL professional development and promote and support Whole-Faculty Study Groups.
- Lead data teams and assist staff with using multiple types of data to determine appropriate intervention, design instructional support, and monitor student progress



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- Conduct follow-up classroom visits to model the strategies and to coach classroom teachers as they apply these strategies.
- Meet monthly with the district project director, 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 data, and prepare reports to share with district project director, coordinators of non-profit partnerships, and LDOE literacy staff on program implementation and progress toward achieving literacy goals
- Keep school/site administrator informed of and involved in all literacy improvement efforts.
- Integration Specialists will be required to participate in ongoing professional development activities as scheduled by the Department of Education.
- Maintain and electronically submit a weekly activity log summarizing and reflecting upon the activities accomplished each week.

Supervisory Responsibilities None

Qualifications

A. Education

- Master's Degree in Education preferred.
- A minimum of five (3) years of successful teaching experience, including reading instruction.
- Experience (with demonstrated excellence) in presenting professional development to teachers with a priority given to candidates who conducted presentations on the essential elements of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension; and Common Core State Standards
- Experience in a leadership role working with other teachers (leading a faculty study group, working with a school improvement team, etc.)
- Evidence of effectiveness in communication.

B. Knowledge and 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 to inform instruction
- Knowledge and expertise in Louisiana's Response to Intervention (three-tier) model
- Ability to promote student motivation and engagement in learning
- Knowledge and expertise in classroom management



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- Knowledge of assistive technologies to facilitate instruction and monitor student progress
- Knowledge of the principles of Universal Design for Learning to support diverse learning needs
- Training in DIBELS/LETRS preferred.

C. Certificates, Licenses, Registrations or Other Required

Valid Louisiana Teaching Certificate

Knowledge of the Louisiana Accountability system and the Louisiana School Improvement Process.

C. Other Knowledge, Skills or Abilities Required

The ability to fulfill the responsibilities listed above

Work Environment

Listed below are key points regarding environment demands and the work environment of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job.

- Required to use motor coordination with finger dexterity (such as keyboarding, machine operation, etc.) part of the work;
- Required to exert physical effort in handling objects less than 30 pounds rarely; and
- Required to be exposed to physical occupational risks (such as cuts, burns, exposure to toxic chemicals, etc) rarely



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For Internal HR Use:

Job Code:
FLSA Status:
Grade/Step:
Costing Code:

Effective Date:

Job Title: Louisiana Striving Readers Comprehensive Literacy (SRCL)
Interventionist

Department: Curriculum, Instruction and Programs

Location: School Site

Reports to: School Site Principal & SRCL Project Director

Job Summary:

Under the administrative supervision of the School Site Principal and the programmatic supervision of the District Project Director or designee, the Interventionist will work directly with the teachers, Literacy Integration Specialists, school leadership teams and at-risk students to improve the literacy skills of struggling readers.

Essential Duties and Responsibilities

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Other minor duties may be assigned.

- To provide small group and/or individual instruction and intervention to struggling readers
- Attend intervention training and all professional development associated with Louisiana's SRCL program
- Communicate regularly with the SRCL Project Director
- Keep accurate portfolio of student work, interventions and attendance
- Provide classroom teacher(s) with regular progress reports on students
- Administer screening, progress monitoring, diagnostic, and benchmark assessments to students.
- Analyze assessment results to determine student's instructional placement and needs
- Use assessment results for effective implementation of an intervention program based on student needs
- Provide timely and accurate feedback to parents and students on progress and success
- Collaborate with teachers to plan literacy instruction
- Provide supplemental instruction and plan appropriate activities for children in a diverse environment
- Assume other project-related responsibilities as requested

Supervisory Responsibilities None

Qualifications

The requirements listed below are representative of the qualifications necessary to perform the job.



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A. Education and Experience

- Master's Degree in Education (preferred)
- Advanced degree in reading or reading specialist certification (preferred)
- A minimum of three years of demonstrated effective classroom instruction, including teaching reading or core reading programs
- Experience in improving student performance in diverse populations
- Experience as a clinical interventionist (helpful)
- Knowledge of SCRL grant implementations

B. Knowledge and Skills

- Knowledge of reading intervention and scientifically-based research instructional strategies
- Knowledge of common core standards for English Language Arts
- Knowledge of specific strategies used before, during, and after reading to build comprehension
- Knowledge of strategies and activities to increase vocabulary and oral language development
- Knowledge of valid and reliable screening, progress monitoring, and diagnostic assessments
- Ability to use data to improve instruction
- Ability to communicate effectively with students, school personnel, and parents, and an ability to work collaboratively with others
- Ability to promote student motivation and engagement in learning
- Knowledge of technology and how it is used to facilitate instruction and track student progress in reading

C. Certificates, Licensed, Registrations or Other Required

- Valid Louisiana Teaching Certificate
- Knowledge of Louisiana Accountability system and Louisiana School Improvement Process

D. Other Knowledge, Skills or Abilities Required

The ability to fulfill the responsibilities listed above

Work Environment

Listed below are key points regarding environment demands and the work environment of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job.

- Required to use motor coordination with finger dexterity (such as keyboarding, machine operation, etc.) part of the work
- Required to exert physical effort in handling objects less than 30 pounds rarely; and
- Required to be exposed to physical occupational risks (such as cuts, burns, exposure to toxic chemicals, etc.) rarely

APPENDIX C

NAME OF KEY PERSONNEL : DEBRA DEAN LEA OPSB**PROFILE***Paragraph briefly describing career highlights beginning with current position*

Currently, I am a District Literacy and RtI Specialist for OPSB. As part of my job responsibilities, I coordinate literacy assessments, analyze data, monitor the RtI process to ensure the process occurs with fidelity throughout the District. I also work with coaches, teachers and interventionist to match strategies with identified instructional needs based on data. I train teachers at District run schools and charter schools in data-driven decision making, scientifically based reading research strategies in reading instruction and interventions. I have also worked with as the Ensuring Literacy for All (ELFA) and Reading First Coordinator for OPSB and a Reading Coordinator (East Baton Rouge Parish) to ensure that the reading initiatives were being implemented with fidelity.

AREAS OF EXPERTISE*List areas of special skills and training*

State trained as a trainer of trainer (TOT) in Early Language Essentials for Teachers of Reading and Spelling (LETRS)

State trained as a TOT in LETRS Foundations

Nationally and State trained as a TOT in LETRS Modules 1-9

Nationally trained as a TOT in DIBELS 6th edition and DIBELS Next (Baton Rouge, LA and Eugene, Oregon)

Trained Dyslexia Screening and Implementation

Trained as a TOT in Project Read

Trained in Language!

Response of Intervention Training with Jan Hasbrouck

6+1 Traits of Writing

Instructional Coaching

American Federation of Teachers, Research and Development Training (ER&D) (Beginning Reading Instruction, Reading Comprehension, Reciprocal Teaching, and Classroom Management)

Data Summit Training for Reading First (East Baton Rouge Parish and Orleans Parish)

Improved Special Education Student Performance: Data to Action

Learning Intensive Networking Communities for Success (LINCS)

EDUCATION

| <i>Degree Earned</i> | <i>Area of Study, University/College attended, Year degree was attained</i> |
|----------------------|---|
| B.S. | Speech and Hearing Therapy/Xavier University of Louisiana/1977 |
| M.A. | Curriculum and Instruction/Xavier University of Louisiana/1999 |
| | |

CERTIFICATIONS*List areas of certification*

Speech and Hearing Therapy; Lower Elementary Grades; Reading Specialist; Pre-K - 3

EMPLOYMENT HISTORY

| | |
|--------------|--|
| 2009-Present | OPSB – District Reading Specialist and Response to Intervention Specialist |
|--------------|--|

| | |
|-------------|--|
| 2007-2009 | OPSB- District Reading First/Ensuring Literacy for All Coordinator |
| 2006-2007 | EBR – District Reading Coach for Reading First Schools |
| 2004-2005 | OPSB – Literacy Facilitator – Reading First - Bauduit |
| 2003-2004 | OPSB – Literacy Facilitator – Bradley Elementary |
| 2000 -2003 | OPSB – Staff Developer – Bradley Elementary |
| 1986-2000 | OPSB – Teacher – Bradley Elementary |
| 1978 – 1986 | OPSB – Speech Therapist – Lafayette Elementary |

2

SELECTED PUBLICATIONS

Articles or papers published in professional journals or newsletters

SELECTED PRESENTATIONS AND WORKSHOPS

Presentations and workshops conducted that pertain to literacy achievement/development

- Presented at the Education Trust National Conference on Using the Student/Teacher Academic Review to improve achievement
- Presented DIBELS Next Transition to Teachers and Coaches in District Traditional and Charter (8/3/2012)
- Redelivered training for the ELA Literacy Project Grades 3 and Grade 6
- Trained classroom teachers, coaches, interventionist and speech pathologist on the administration and scoring of DIBELS Next in August 2011
- Trained the coaches and teachers in LETRS Foundations for the State (Summer 2008).
- Trained the teachers and coaches from Reading First LETRS modules 1-7 for the State (2006-2007)
- Common Core State Standards
- Basal Alignment Project associated with the Common Core State Standards

PROFILE*Paragraph briefly describing career highlights beginning with current position*

I am currently working as a Middle/High Reading and English teacher, as well as School Test Coordinator at McDonogh #35 Career Academy. Before that I worked as a Library Media Specialist for eleven years in Orleans Parish Schools. Prior to becoming a Library Media Specialist, I was a classroom teacher for nine years. I taught students Computer Skills, English, and Creative Writing in connection with the Students at the Center writing program.

AREAS OF EXPERTISE*List areas of special skills and training*

Read 180

LVS Facilitator

Success for All

EDUCATION*Degree Earned
was attained**Area of Study, University/College attended, Year degree*Master of Arts
1997

Teaching English Education Xavier University, New Orleans, LA

Bachelor of Arts
Orleans, LA 1991

Business Administration

Southern University, New

CERTIFICATIONS*List areas of certification*

Business Education

English

School Librarian

EMPLOYMENT HISTORY

2011-Present

Orleans Parish School Board

2006-2010

Recovery School District

2005-2006

Dallas ISD

Rosalind Vicknair

1992-2005

Orleans Parish School Board

SELECTED PRESENTATIONS AND WORKSHOPS

Presentations and workshops conducted that pertain to literacy achievement/development

ELA LEAP/GEE Remediation

Promoting Critical Thinking

Reading Across the Curriculum

PROFILE

Paragraph briefly describing career highlights beginning with current position

As Curriculum Facilitator at McDonogh 35 College Preparatory School I work in collaboration with the Literacy and Numeracy Coaches to foster use of literacy strategies across all content areas. I assist with scheduling and administration of benchmark assessments, disaggregation of data, and train teachers on various web-based literacy programs.

AREAS OF EXPERTISE

List areas of special skills and training

HSTW Annual Staff Development sessions on literacy

Literacy Design Series

Compass

Collaborative ASCD

sessions on literacy

Achieve/Empower

3000- TeenBiz

Scantron Performance

Odyssey

Lexia Reading

EAGLE Training Online Assessment

High School Redesign Mini Summits

Louisiana's Adolescent Literacy Plan Webinar

Striving Readers Comprehensive Literacy Grant Technical Assistance Meetings

Striving Readers Comprehensive Literacy Grant Full Application Technical Assistance Meetings

EDUCATION

Degree Earned Area of Study, University/College attended, Year degree was attained

BS: Secondary Education, Loyola University, 1979

CERTIFICATIONS

List areas of certification

Social Studies 6-12

EMPLOYMENT HISTORY

1979 -Current Orleans Parish School Board

SELECTED PRESENTATIONS AND WORKSHOPS

Presentations and workshops conducted that pertain to literacy achievement/development

Professional Learning sessions with Teachers and Para-educators:

Scantron Performance/Achievement Series

Compass Odyssey

Achieve/Empower 3000 Teen Biz

PROFILE

Paragraph briefly describing career highlights beginning with current position

I am currently serving as a literacy coach at Mary McLeod Bethune Elementary School. I have worked in this position since August of 2007. My primary focus in this position is to assist and support teachers via disseminating instructional materials, modeling instruction, sharing in the presentation of professional development and working with group of students to increase student achievement.

AREAS OF EXPERTISE

List areas of special skills and training

| | | |
|----------------------|----------------------------------|------------------------------|
| Project Read | DIBELS | Bloom's Taxonomy |
| Really Great Reading | Reading First | Question Answer Relationship |
| LETRS | Higher Order Thinking Strategies | |

EDUCATION

| <i>Degree Earned</i> | <i>Area of Study, University/College attended, Year degree was attained</i> |
|----------------------|---|
| Plus 30 | Educational Leadership; Xavier University, New Orleans, LA, 2003 |
| Master of Arts | Curriculum and Instruction; Xavier University, New Orleans, LA, 1994 |
| BA | Sociology; Southern University, New Orleans, LA, 1979 |

CERTIFICATION

List areas of certification

Elementary (Grades K-8)

EMPLOYMENT HISTORY

| | |
|----------------|-----------------------------|
| 1992 – Present | Orleans Parish School Board |
| 1988-1991 | Saint David Catholic School |

SELECTED PUBLICATIONS

Articles or papers published in professional journals or newsletters.

Project Read
Using Story Grammar
Question Answer Relationship
Reading Comprehension
Strategies Bloom's Taxonomy

PROFILE

Paragraph briefly describing career highlights beginning with current position

During my teaching career, I have had many wonderful experiences and opportunities in the field of education. Currently, I am doing small group intervention with 4th, 5th, and 6th graders in reading fluency, accuracy and phonics skills. During the prior years, my work in screening Pre-K children in reading readiness prepared me for further for the reading intervention program within which I currently serve. Having taught previously at the lower grade levels of elementary in the regular classroom, I learned the reading, phonics and literacy skills that should be mastered at lower levels and may cause deficits in all areas of learning at later elementary levels if not mastered at early grade levels. Having taught at the early childhood levels first, I had an advantage of honing my developmentally appropriate teaching skills and teaching skills in the multi-sensory and multi-learning styles. The same skills have worked marvelously in the middle elementary levels. Also, my training in Conflict Resolution skills in the past have also proved intensely helpful in working with middle level elementary readers who are experiencing great frustration with their inability to read accurately and fluently.

AREAS OF EXPERTISE

List areas of special skills and training

- Completed "Plain Talk About Reading" (18 hrs. in 2010)
- Trained by OPSB in Really Great Reading Program (2009)
- Trained in DIBELS and DIBELS Next (2004 and 2011)
- Trained and certified in Spalding Phonics Program (1997)
- Trained in Resolving Conflict Creatively Program (1991)

EDUCATION

| <i>Degree Earned</i> | <i>Area of Study, University/College attended, Year degree was attained</i> |
|----------------------|---|
| | Early Childhood Education post-graduate studies University of New Orleans |
| B.A. | Elementary Education – Earlham College (Richmond, Indiana) – graduated 1967 |

CERTIFICATIONS

List areas of certification

Type B Louisiana Teacher Certificate # 056578 Lifetime Certificate

Elementary, Kindergarten and Nursery School (Early Childhood-Pre-K)

EMPLOYMENT HISTORY

| | |
|----------------|--|
| 2010-2012 | Summer Employment with Summer Power LEAP Program at both Bethune and Franklin Elementary Schools |
| 2009 - present | Reading Interventionist at Mary McLeod Bethune Elementary - OPSB |
| 2008-2009 | LSU Research Technician for Pre-K level Reading Readiness Testing |

| | |
|---------------------|---|
| 2005-2007 | Recovery School District Teacher – 1 st Grade |
| 1972,1974,1983-2005 | Orleans Parish Schools Elementary Teacher for 24 years – Grades taught include Pre-K, Kindergarten and Grades 1, 2 and 3 |
| 1969 - 1971 | Walter E. Fernald State School in Waverly, Massachusetts – Shift Supervisor in a teaching residential unit to the Behavior Modification research theories of Dr. Murray Sidman, a colleague of B.F. Skinner |

PROFILE

I am currently serving as an English Language Arts teacher at McDonogh 35 Senior High School. I have worked in this position, teaching 7 and 8 grades, since October, 2007. My primary focus has been to get students ready for high school by using the district's pacing guides along with the Comprehensive Curriculum. As a result, 90% of my students have successfully passed the ELA LEAP Assessment the first time. In addition, I serve as the middle school chairperson overseeing that lesson plans are effectively posted and that all teachers are following the district's pacing guides. I also make sure that reading strategies are integrated across the curriculum for all middle school teachers. This includes, but is not limited to, data analysis with an emphasis on analyzing lexile scores for each student.

Areas of Expertise

| | | |
|--|----------------------------------|----------------------|
| Really Great Reading | Direct Instruction | New Bloom's Taxonomy |
| Accelerated Reading | Higher Order Thinking Strategies | Kagan Strategies |
| Marzano's Nine Instructional Strategies for Effective Teaching | | Achieve 3000 |

Education

| | |
|----------------------|---|
| Masters of Education | Xavier University of Louisiana 1999 |
| Bachelors of Arts | Southern University at New Orleans 1989 |

Areas of Certification

Reading Specialists Grades 1 -12

PK -3

Nursery School

Kindergarten

Elementary Grades 1-8

Employment History

2007 – Present Orleans Parish School Board

2005- 2007 Plano Independent School District (PISD)

2000-2005 New Orleans Public Schools

Selected Presentations and Workshops

Empower 3000/Achieve 3000

English Language Arts Project

Louisiana Pass for Educators

Literacy Strategies for Success

HSTW Transition Course

Curriculum Writing for 7 and 8 Grades

PROFILE

Paragraph briefly describing career highlights beginning with current position

Currently, I am a Center Supervisor for TCA Head Start at Mahalia Jackson. Part of my job responsibilities include training and providing technical assistance to staff. I provide Head Start teachers with professional development as well as trainings that are part of the collaboration with M.J. Elementary. I also work with parents to ensure that entire family needs are addressed. I provide parenting classes and survey parents to determine future needs. I host monthly meetings keeping parents abreast of current events as it relates to education.

AREAS OF EXPERTISE

List areas of special skills and training

Trained in(ITERS-R) and (ECERS-E) Environmental Rating Scale
CLASS Certified Trainer

EDUCATION

| <i>Degree Earned</i> | <i>Area of Study, University/College attended, Year degree was attained</i> |
|----------------------|---|
| B.A. | Southern University at New Orleans Child Development and Family Studies, (2012) |
| A.A. | Delgado Community College, New Orleans A.A. Early Childhood Education (2003) |

CERTIFICATIONS

List areas of certification

| | |
|--|--|
| CLASS- Pre-K observation Certification | Teachstone (2005) |
| Child Development Associate | National Credentialing Program Council for Professional Recognition (2005) |

EMPLOYMENT HISTORY

| | | |
|--------------|--------------------------------|----------------------|
| 2011-Present | TCA@ Mahalia Jackson | Center Supervisor |
| 2009-2011 | TCA @ Mahalia Jackson | Education Supervisor |
| 2007-2009 | TCA, Administration Office | Teacher Coach Mentor |
| 2005-2007 | TCA, Martin L. King Head Start | Classroom Teacher |
| 2003-2005 | TCA, Versailles Head Start | Home Visitor |

Budget Narrative

The SCRL grant budget will fund the expenses associated with the project design-School and Teacher Collaboration as follows: Personnel to supervise at the district level and personnel to support teachers and students at the school level; stipends for professional learning in the summer for teachers, integration specialists/coaches interventionists and teacher leaders; materials and other resources to be used in the classrooms to support teacher collaboration, goal setting, the formation of learning targets; and analysis of data.

A. Salaries

\$66,919.09

Project Director/Literacy Specialist will manage the overall SRCL program and will spend 100% of time with feeder school principals, integrationists, interventionists and school leadership teams ensuring that the goals, project design and management plan are implemented from birth through 12th grade; serving as a liaison between the district and the feeder schools; and working 12 months to ensure that school and teacher collaboration is implemented within and across feeder schools with fidelity. The salary is prorated from June 18, 2013 through September 30, 2013 at $[(65,000.00 \text{ full salary} \times 0.75)/26 \text{ pay periods}] = \$1,875$ for one pay period at 75%. Two pay periods at 75% are divided between the 4 feeder schools = \$987.50 per school cost. The remaining 25% of the salary will be funded through Title I.

Literacy Integration Specialist/Coach will be assigned to each location in the feeder system and will be employed 100% of their time supporting teachers and staff as they work collaboratively to analyze data, plan, set goals and learning targets to implement literacy throughout the school. The integration specialists/coaches will work 9 months at $[(50,013.00 \text{ full salary} \times 0.75)/20.4 \text{ pay periods}] = \$1,838.71$ for one pay period at 75%. Two pay periods at 75% are charged to each category = \$3677.42 per school cost. The remaining 25% of the salaries will be funded through Title I.

Literacy Interventionists will be assigned to each feeder school and will be employed 100% of their time working directly with students with assessments, small group literacy interventions and collaborating with students' teachers. There will be two interventionists assigned to each school for a total of 6. The interventionists will work 9 months at $[(50,013.00 \text{ full salary} \times 0.75)/20.4 \text{ pay periods}] = \$1,838.71$ for one pay period at 75%. Two pay periods at 75% are charged to each category = \$3677.42 per school cost. The remaining 25% of the salaries will be funded through Title I.

Professional Learning Stipends for five days of professional learning are SRCL budgeted for each location for Literacy Integration Specialists/Coaches, Literacy Interventionists and teacher leaders (5 days total) at 100% for essential professional learning to ensure school and teacher collaborative planning occurs within and across feeder schools. The five days will fund in each category: $\$210.00 \text{ daily teacher rate} \times 5 \text{ days} \times 4 \text{ teachers} = \4200.00 per school for a grand total of 16,800. Stipends for professional learning in this budget have been prorated from June 18, 2013 through September 30, 2013. Additional professional learning to support teacher and school collaboration will be funded throughout the year through IDEA Early Intervening Services (EIS), Title II, and the District to build the capacity of schools to sustain school and teacher collaboration.

Professional Learning Substitutes for ten days at each location are SRCL budgeted at 100% to: provide time embedded in the school day for essential professional learning for faculty; protect common planning periods; and allow teachers to participate in interclass visitations and provide feedback to teachers. Substitute salaries will be provided to cover teachers at all levels: birth to age five [(\$80 per day × 5 days) = \$400]; K to fifth [(\$80 per day × 12 days) = \$960]; grade six to eight [(\$80 per day × 6 days) = \$480]; grade nine to twelve [(\$80 per day × 5 days) = \$400] for a grand total of \$2,240.00. Salaries for substitutes for professional learning in this budget have been prorated from June 18, 2013 through September 30, 2013.

B. Fringe**\$20,842.47**

The SRCL budgets 75% of fringe- full time salary rate for certificated personnel is 33.75%. The balance of the fringe will be paid by Title 1. Benefits include Group Insurance 7%, Medicare 1.45%, TRSL Retirement 24.50%, Unemployment 0.30%, and Workers Compensation 0.50%. Benefits for Project Director, Literacy Integration Specialist, Literacy Interventionists are calculated on 75% of 2 pay periods of salary per school (\$11,969.77).

SRCL budgets for 100% of stipend benefits for the certificated personnel at a rate of 26.75% and 100% of benefits for substitutes at a rate of 8.45%.

Benefits for all leveraged salaries and stipends will be split between Title I, Title II, IDEA-EIS and general fund as appropriate.

C. Purchased Professional & Technical Services**\$45,000**

The SRCL budget includes consultants through the *Louisiana Children's Research Center for Development and Learning* to conduct customized literacy services which include collaborative planning, data analysis, assessment, classroom observations with feedback, coaching for interventionists and integrationists, facilitation of an interactive introductory session with the full faculty at each site, and small group/PLC discussions. Specific topics will be data driven, determined by close collaboration among school and teacher leaders at each site by continually asking two questions: (1) What do students need to know and do and where are the gaps? (2) What do teachers need to know and do to meet student needs, and where are their gaps?

D. Other Purchased Services**\$5,500**

Travel will not be included in this initial Aug-Sept SRCL budget, but will be added to subsequent SRCL budgets for mandatory state and federal meetings.

Grades 6-12 have SRCL budgeted subscriptions to a partially online innovative reading program Reading is FAME. This program is meant to engage older readers that have phonics as well as comprehension deficits.

E. Equipment**\$0.00**

Equipment is not being purchased with this grant. Equipment needed to implement the program already exists at each site or is funded with Title I or District funds.

F. Supplies

\$95,591.41

Sites that serve birth to grade 6 students are purchasing classroom libraries where needed, TELD3 and DIBELS testing materials through SRCL funds. Grades 6-12 are purchasing reading devices and software to implement an innovative reading program for struggling readers. Devices will be also be used to ensure that all students can complete online writing assignments.

IDEA-EIS funds will leverage 15% of the material and supply dollars allocated in the SRCL budget to the purchase of additional consumable literacy materials and supplies, 20% in year 2, and 25% in year 3 through 5.

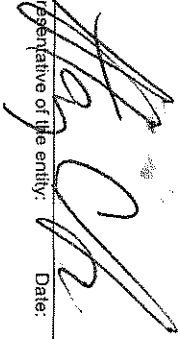
**Louisiana Department of Education
Budget Summary**

Name of Eligible Recipient: Orleans Parish School Board
 Street Address: 3520 General DeGaulle Drive
 City, State, Zip: New Orleans, LA, 70114
 Source of Funds: Federal

Program: Striving Readers Comprehensive Literacy Program
 Program Fiscal Year: June 18, 2013 - September 30, 2013
 Project Number: 28-12-SO
 Submitted by: Debra Dean
 Telephone/Fax #: (504) 304-4959 Debra.Dean@opsb.us

| Object Code | Expenditure Category | Birth - Age 5 Amount | K - Grade 5 Amount | Grades 6 - 8 Amount | Grades 9 - 12 Amount |
|-------------|--|----------------------|----------------------|---------------------|----------------------|
| 100 | Salaries | \$ 16,569.77 | \$ 17,129.77 | \$ 16,649.77 | \$ 16,569.77 |
| 200 | Employee Benefits | \$ 5,197.10 | \$ 5,244.42 | \$ 5,203.86 | \$ 5,197.10 |
| 300 | Purchased Professional/Tech Svcs. | \$ 10,000.00 | \$ 15,000.00 | \$ 10,000.00 | \$ 10,000.00 |
| 400 | Purchased Property Services | \$ - | \$ - | \$ - | \$ - |
| 500 | Other Purchased Services | \$ - | \$ - | \$ 2,750.00 | \$ 2,750.00 |
| 600 | Supplies | \$ 3,311.08 | \$ 56,167.00 | \$ 23,859.62 | \$ 12,253.72 |
| | Subtotal - Operating Budget | \$ 35,077.95 | \$ 93,541.19 | \$ 58,463.25 | \$ 46,770.59 |
| | Indirect Costs (if applicable) Approved % | \$ 3,013.06 | \$ 8,034.81 | \$ 5,021.76 | \$ 4,017.41 |
| 700 | Property | \$ - | \$ - | \$ - | \$ - |
| 800 | Other Objects | \$ - | \$ - | \$ - | \$ - |
| | GRAND TOTAL | \$ 38,091.00 | \$ 101,576.00 | \$ 63,485.00 | \$ 50,788.00 |
| | PERCENTAGE OF TOTAL ALLOCATION | 15% | 40% | 20% | 20% |

GRANTEE INFORMATION

Representative of the entity:  Date: 4/17/2013

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

SCAN AND EMAIL TO:
DOEFederalBudgetRevisions@la.gov

**Louisiana Department of Education
Budget Detail**

Name of Eligible Recipient: ORLEANS PARISH SCHOOL BOARD
 Street Address: 3520 General DeGaulle Drive
 Mailing Address: Suite 5020
 City, State, Zip: New Orleans, LA, 70114
 Source of Funds: Federal

Program: Surviving Readers Comprehensive Literacy Program
 Program Fiscal Year: 2012/2013
 Project Number: 28-12-SC
 Submitted by: Debra Dean
 Telephone/Email: (504) 304-4959 Debra.Dean@opsbus

| Object Code | Expenditure Category | Birth - Age 5 15% | K - Grade 5 40% | Grades 6 - 8 20% | Grades 9-12 20% | Total Amount Budgeted |
|-------------|--|----------------------|--------------------|---------------------|--------------------|-----------------------|
| 100 | SALARIES | | | | | |
| | (Under each salary heading, provide the following: Denote # of full-time employees in each group and % Full Time. For part-time employees, provide applicable rates, with # of hours/months X # of hours/months. Attach a job description for all new positions.) | | | | | |
| | Officials/Administrators/Managers | | | | | |
| | 1 Project Director/Literacy Specialist 75% of full time for 2 pay periods = | | \$ 937.50 | \$ 937.50 | \$ 937.50 | \$ 3,750.00 |
| | 4 Literacy Integration Specialist Coaches 75% of full time for 2 pay periods = | \$ 3,677.42 | \$ 3,677.42 | \$ 3,677.42 | \$ 3,677.42 | \$ 14,709.68 |
| | Teachers | | | | | |
| | 6 Literacy Interventionists 75% of full time pay for 2 pay periods = | \$ 7,354.85 | \$ 7,354.85 | \$ 7,354.85 | \$ 7,354.85 | \$ 29,419.41 |
| | Substitutes 10 days per school @ \$80/day for professional development activities (schools overlap categories). | | | | | |
| | Daily Rate: Birth to Age 5 | | \$ 400.00 | | | \$ 400.00 |
| | Daily Rate: K to Grade 5 | | \$ 960.00 | | | \$ 960.00 |
| | Daily Rate: Grades 6 - 8 | | | \$ 480.00 | | \$ 480.00 |
| | Daily Rate: Grades 9 - 12 | | | | \$ 400.00 | \$ 400.00 |
| | Stipends \$210/6 hr for 4 teachers for 5 days for professional development activities: | | | | | \$ 0.00 |
| | Daily Rate: Birth to Age 5 | | \$ 4,200.00 | | | \$ 4,200.00 |
| | Daily Rate: K to Grade 5 | | \$ 4,200.00 | | | \$ 4,200.00 |
| | Daily Rate: Grades 6 - 8 | | | \$ 4,200.00 | | \$ 4,200.00 |
| | Daily Rate: Grades 9 - 12 | | | | \$ 4,200.00 | \$ 4,200.00 |
| | Other Salaries (Specify below and include similar description as classes above.) | | | | | \$ 0.00 |
| | | | | | | \$ 0.00 |
| | | | | | | \$ 0.00 |
| | | | | | | \$ 0.00 |
| | | | | | | \$ 0.00 |
| | | | | | | \$ 0.00 |
| | TOTAL SALARIES | | \$ 16,649.77 | \$ 16,649.77 | \$ 16,649.77 | \$ 66,919.09 |
| 200 | EMPLOYEE BENEFITS | | | | | \$ 0.00 |
| | Health Insurance (7%) - 75% for District Literacy Leader, Literacy Integrationist, Interventionists 2 pay periods. | | | | | \$ 0.00 |

**ORLEANS PARISH SCHOOL BOARD
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (MOU) is entered into by the **Orleans Parish School Board**, 3520 General DeGaulle Drive, New Orleans, Louisiana 70114 (hereinafter sometimes referred to as "**OPSB**") and Total Community Action, Inc., (hereinafter referred to as "**TCA**") for the purposes of improving literacy for children birth through grade twelve in Orleans Parish, under the following terms and conditions.

1. Background

The Orleans Parish School Board and Total Community Action, Inc., ("TCA") recognize the importance of literacy in closing the achievement gap between children of socio-economic advantage and those disadvantaged. The Parties desire to enter into a Memorandum of Understanding to further the mission and goals of public education by developing a collaborative plan to comprehensively address the needs of children birth through grade twelve and their families. The model that has been developed prepares Orleans Parish and Head Start children to enter into Kindergarten ready to learn and fully equipped to move forward, provide literacy support to upper elementary, middle and high school students and families. Support will be provided to the following schools under the authority of OPSB: Mahalia Jackson Elementary School site, 2405 Jackson Ave., New Orleans, LA 70113, Mary McLeod Bethune Elementary School site, 4040 Eagle Street, New Orleans, LA 70118; and McDonogh 35 High School 1331 Kerlerec Street, New Orleans 70116.

2. Notices/Contacts

When Notice is required pursuant to this MOU, it shall be mailed (certified) to the addresses below. The primary Points of Contact who shall function as the lead liaison for implementation of all services described in the MOU are:

Orleans Parish School Board
3520 General DeGaulle Drive
New Orleans, Louisiana 70114

Total Community Action
1420 So. Jefferson Davis Parkway
Metairie, LA 70001

3. Goals and Objectives

1. To improve the literacy of children birth through grade twelve.
2. To ensure Head Start children enter into Kindergarten ready to learn and fully equipped to move forward, on grade level without remediation.

4. Funding Agreement, Conditions, Payment Terms, and Administrative Allocations

The Orleans Parish School Board (OPSB) will not be responsible for funding of any of the outlined services in this MOU. OPSB will only be invoiced in the event OPSB, with the Superintendent's approval, requests services in addition to those outlined in the MOU.

5. Responsibilities

The Orleans Parish School Board agrees to provide the following:

- Provide an Early Childhood Specialist and Literacy Specialist to serve as the contact person and program coordinator with the Partnership.
- Provide opportunities for Early Childhood Collaborative Partnership teachers participate in professional development activities.
- Provide TCA with assessment data for Head Start eligible children as they matriculate through OPSB schools.
- Children who are enrolled in OPSB and Head Start partnerships that are identified as children with special needs with Individualized Educational Plans (IEP) will be serviced by OPSB Exceptional Children's Services which services will comply with the program performance standards on services for children with disabilities of the Office of Human Development Services, Department of Health and Human Services, 45 CFR Chapter XII, Part 1308.

Total Community Action, LLC (TCA) agrees to provide the following:

- Provide the Early Education Specialist to serve as the contact person for the Partnership.
- Provide administrative support to the Partnership via the Head Start Director of her designee

- Coordinate professional development opportunities with Early Childhood Collaborative Partnership
- Share outcome information and data with Partnership to demonstrate success of initiative
- Plan and implement transition of participating children from Head Start to OPSB
- Assist in the development of a process to track participating children as they matriculate through OPSB schools.

Total Community Action Record of Effectiveness

Total Community Action, Inc. has provided effective literacy strategies for over forty-eight (48) years to families and communities of New Orleans. This agency has been the beckon of Early Childhood Education in our city. It has provided literacy-based programs such as, our Home School Reading Connections, Parent Lending Libraries, Literacy Extravaganzas, Adult Education classes, which are examples of some of the most effective literacy strategies that we have provided to our families throughout the years.

Total Community Action, Inc. Head Start triennial reviews also help depict the effectiveness of our agency as it reads to how and why we promote positive and enduring literacy based outcomes among our children and families. This review measures the Parental Engagement, Child Outcomes, School Readiness, and Health and Safety of the children through the lens of literacy rich environments. Our agency also provides a programmatic vision, of real-life examples of researched-based activities to guide parents who wish to help their children become more literate.

One of the main learning objectives of our Head Start is program is developing literacy competency within the family, as we know that parents are our children's first teachers. Our Parent Engagement literary efforts are centered on the Home at School Connection and Literacy Extravaganza These activities allow parents to read to their children weekly and use dialogic reading strategies to heighten engagement. The Literacy Extravaganza acts as the cumulating activity to this Home at School Connection program, as it further enhances the six step process of reading instruction, and models recreational reading of parents, community leaders and businesses to encourage reading wherever our children and families may visit. All of these efforts are intended to help parents engage in effective literacy strategies and researched-based literacy activities with their children.

All of these efforts are assessed by our Head Start Early Childhood and Development Framework, which yields comprehensive evidence of the effectiveness of our literary practices through extensive instructional and classroom-based research approaches.

Early Childhood Collaborative with OPSB Results

E-LAP

The data for the E-LAP assessment is criterion based. It measures the receptive and expressive language development of Infant and Toddlers. The outcomes are based upon classroom observations of 24 infants and toddlers which are conducted three times yearly.

The end of the year growth for the 2010-2011 school year in receptive development was 13.04%. The overall growth in expressive development was 13.18%. There were 59 items that were observed to yield an average benchmarking in language development as: beginning of the year 32%, mid-point of the year 68% and ending of the year 100%. The children scored 81.28 as their EOY benchmarking.

The end of the year growth for the 2011-2012 school year in receptive development was 12.69%. The overall growth in expressive development was 14.63%. There were 59 items that were observed to yield an average benchmarking at the beginning of the year as 32%, mid-point of the year as 68% and ending of the year as 100%. The children scored 84.83 as their EOY benchmarking.

LAP-3

The data for the LAP-3 assessment is likewise criterion based. It measures the language development and literacy skills and knowledge of the Head Start Child Development and Early Learning Framework % Essential Domains. The outcomes are based upon classroom observations of 51 3yr old and 4yr old pre-school aged children. These child outcomes were measured and aggregated three times during the 2010-2011 school year yielded an ending of the year growth of 35.16% in Language Development and an ending of the year growth of 36.09% in Literacy Knowledge and Skills. There were 154 items observed in Language Development yielding a benchmarking of 51% beginning of the year, 102% mid-point of the year and 154 ending of the year. There were 105 items observed in Literacy Knowledge and Skills providing a benchmarking of 35% beginning of the year, 70% mid-point of the year and 105% ending of the year. The children scored 68.40% in Language Development (LD) and 64.32 in Literacy Knowledge and Skills, as their ending of the year benchmarking.

The 2011-2012 school -year yielded an ending of the year growth of 47.53% in Language Development and an ending of the year growth of 46.84% in Literacy Knowledge and Skills. There were 154 items observed in Language Development yielding a benchmarking of 51% beginning of the year, 102% mid-point of the year and 154 ending of the year. There were 105 items observed in Literacy Knowledge and Skills providing a benchmarking of 35% beginning of the year, 70% mid-point of the year and 105% ending of the year. The children scored 73.00% in Language Development (LD) and 68.97% in Literacy Knowledge and Skills (LKS) as their ending of the year benchmarking.

6. Termination for Cause

OPSB may terminate this Agreement for cause based upon the failure of the Contractor to comply with the terms and/or conditions of the Agreement, provided that OPSB shall give the Contractor written notice specifying the Contractor's failure. If within thirty (30) days after receipt of such notice the Contractor shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the OPSB may, at its option, place the Contractor in default, and the Agreement shall terminate on the date specified in such notice. The Contractor may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of OPSB to comply with the terms and conditions of this Agreement, provided that the Contractor shall give OPSB written notice specifying the OPSB's failure. OPSB has the right to cancel this Agreement upon less than thirty (30) day due to budgetary reductions and changes in funding priorities by OPSB.

7. Termination for Convenience

OPSB may terminate the Agreement at any time by giving thirty (30) days written notice to the Contractor. The Contractor shall be entitled to payment for deliverables in progress, to the extent work has been performed satisfactorily.

8. Venue

The obligations herein assumed by OPSB and Contractor shall be governed by the laws of the State of Louisiana and the parties hereto agree to submit to the jurisdiction and venue of the Civil District Court for the Parish of Orleans, State of Louisiana.

9. Assignment

Contractor shall not assign any interest in this Agreement by assignment, transfer, or novation, without prior written consent of OPSB. This provision shall not be construed to prohibit Contractor from assigning his bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to OPSB.

10. Execution

This MOU shall begin on June 18, 2013 and shall terminate on June 30, 2017. The effective date of this MOU may be extended only if an amendment to that effect is duly executed by the contracting parties and approved by the necessary authorities prior to said termination date. If either party informs the other that an extension of this agreement is deemed necessary, an amendment may be prepared by and forwarded to the other party for appropriate action by the other party, and said amendment is to be returned to OPSB with appropriate information and signatures not less than fifteen (15) days prior to termination date. Upon receipt of the amendment, it will be forwarded to the necessary authorities for consideration.

11. Fiscal Funding

The continuation of this agreement is contingent upon the appropriation of funds to fulfill the requirements of the Contract. If OPSB fails to appropriate sufficient monies to provide for the continuation of the Contract, or if such appropriation is reduced for any lawful purpose, and the effect of such reduction is to provide insufficient monies for the continuation of the Contract, the Contract shall terminate on the date of the beginning of the first fiscal year for which funds are not appropriated.

12. Discrimination Clause

The Contractor agrees to abide by the requirements of the following as applicable:

- *Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972*
- *Federal Executive Order 11246*
- *Federal Rehabilitation Act of 1973, as amended*
- *Vietnam Era Veteran's Readjustment Assistance Act of 1974*
- *Title IX of the Education Amendments of 1972*
- *Age Act of 1975*
- *Americans with Disabilities Act of 1990*

The Contractor agrees not to discriminate in its employment practices, and will render services under this Agreement without regard to race, color, religion, sex, national origin, veteran status, political affiliation, or disabilities. Any act of discrimination committed by the Contractor or failure to comply with these statutory obligations when applicable shall be grounds for termination of this agreement.

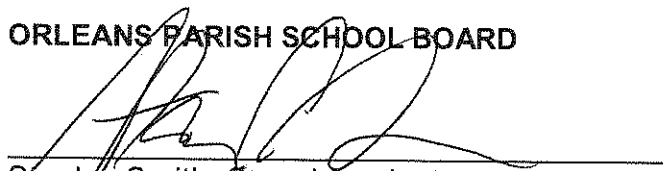
13. Debarment and Suspension Clause

The Contractor receiving individual awards hereby certifies that the organization and its principals are not suspended or debarred from any Federal or State program.

THUS DONE AND SIGNED at New Orleans, Louisiana, on the day, month and year first written below.

IN WITNESS WHEREOF, the parties have executed this Agreement as of this 9th day of April.


ORLEANS PARISH SCHOOL BOARD



Stanley Smith, Superintendent

WITNESSES' SIGNATURES:

CONTRACTOR SIGNATURE:

By: 

Thelma Harris-French, President/CEO

Tax I.D. # 72 . 05 99165

Telephone: (504) 872 - 0336

**ORLEANS PARISH SCHOOL BOARD
RESOLUTION NO. 04-13**

The following resolution was offered by Sarah Usdin seconded by Nolan Marshall:

A resolution authorizing the Orleans Parish School Board to participate as a partner in the New Orleans Network Pilot Partnership (“Community Network Pilot”), which includes Agenda for Children, the Recovery School District (“RSD”), the United Way of Southeastern, Louisiana, Total Community Action, the Urban League of Greater New Orleans, and Tulane University Institute of Infant and Early Childhood Mental Health, with the goal of preparing all children in New Orleans to enter kindergarten ready for success.

WHEREAS, the Louisiana Early Childhood Education Act (Act 3 of 2012) mandates a unified network of standards, professional development, funding, and enrollment to prepare all children in New Orleans to enter kindergarten ready for success; and

WHEREAS, the Community Network Pilot will serve as the foundation for a statewide system of unique community networks linked by common standards, a common quality rating system, and a shared focus on supporting children as they grow and learn so they will be successful in kindergarten; and

WHEREAS, the Community Network Pilot’s Coordinating Partner is Agenda for Children, and the Steering Committee will consist of the Orleans Parish School Board, the Recovery School District, the United Way of Southeastern Louisiana, Total Community Action, the Urban League of Greater New Orleans, and Tulane University Institute of Infant and Early Childhood Mental Health; and

WHEREAS, the Community Network Pilot partners will work toward the outcomes of creating a plan for professional development to ensure that early childhood professionals demonstrate progress on assessments of teacher/child interactions on child assessments; creating a plan to assess infants to age five in childcare centers and prekindergarten programs with the goal of demonstrating growth on child assessments; creating a plan to ensure that every at-risk four-year-old child is identified and enrolled in a quality pre-school program by 2015; and ensuring that more children enter kindergarten ready for success by Fall 2015; and

WHEREAS, that the Orleans Parish School Board is committed to providing high quality early childhood education to the children of New Orleans.

NOW, THEREFORE, BE IT RESOLVED that the Orleans Parish School Board hereby commits to participate as a partner in the Community Network Pilot; and

BE IT FURTHER RESOLVED by the Orleans Parish School Board that the Interim Superintendent is hereby authorized to assign the appropriate staff to represent the Orleans Parish School Board in the Community Network Pilot.

This resolution having been submitted to a vote, the vote thereon was as follows:

YEAS: Ira Thomas, Leslie Ellison, Nolan Marshall, Seth Bloom, Sarah Usdin

NAYS: None

ABSENTS: Woody Koppel

ABSTENTIONS: Cynthia Cade,

PASSED AND ADOPTED AT THE ORLEANS PARISH SCHOOL BOARD
BUSINESS MEETING held at McDonogh 35 High School, 1331 Kerlerec Street, New Orleans,
Louisiana, on the 19th day of March, 2013.

ORLEANS PARISH SCHOOL BOARD

A handwritten signature in black ink, appearing to read "Ira H. Thomas, Sr.", written over a horizontal line.

Ira H. Thomas, Sr., President

CERTIFICATE

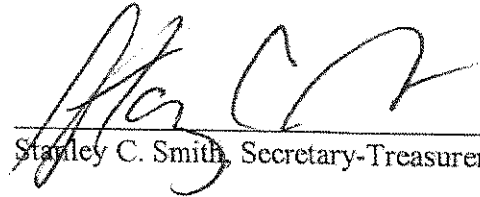
STATE OF LOUISIANA

PARISH OF ORLEANS

I, the undersigned Secretary-Treasurer of the Orleans Parish School Board, State of Louisiana, do hereby certify that the foregoing two (2) pages constitute a true and correct copy of Resolution 04-13 adopted by said Orleans Parish School Board on March 19, 2013.

IN FAITH WHEREOF, witness my official signature and the impress of the official seal of the School Board at New Orleans, Louisiana, on this 22nd the day of March, 2013.

(SEAL)



Stanley C. Smith, Secretary-Treasurer

ORLEANS PARISH SCHOOL BOARD MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is entered into by the **Orleans Parish School Board**, 3520 General DeGaulle Drive, New Orleans, Louisiana 70114 (hereinafter sometimes referred to as “**OPSB**”) and Louisiana Children’s Research Center for **Development and Learning** (hereinafter referred to as “**CDL or Contractor**”) for the purposes of improving school readiness for young children in Orleans Parish, under the following terms and conditions.

1. Background

The Center for Development and Learning’s (CDL) *LIFE Promise* differentiated professional learning (PL) services will address areas that are identified by careful analysis of student and educator needs as relevant to collaborative and individual professional growth goals. Together, school and district educators and CDL professionals will examine student and educator data to determine PL needs and design plans of action. The professional development services will be provided for the Feeder Schools, **Mahalia Jackson, Bethune, McDonogh 35 College Prep** for year one and adding **McDonogh Career Academy** in year two.

2. Notices/Contacts

When Notice is required pursuant to this MOU, it shall be mailed (certified) to the addresses below. The primary Points of Contact who shall function as the lead liaison for implementation of all services described in the MOU are:

Orleans Parish School Board
3520 General DeGaulle Drive
New Orleans, Louisiana 70114

Center for Development & Learning (CDL)
1 Galleria Blvd., Suite 903
Metairie, LA 70001

3. Goals and Objectives

1. Show clear alignment to: (1) Louisiana Department of Education’s four key focus areas

of School Leader and Teacher Learning Targets, Assessment and Curriculum, School and Teacher Collaboration, and Compass Observation and Feedback; and (2) the Common Core State Standards.

2. Facilitate sustained, intensive and differentiated professional learning that (a) is aligned with teacher and school leader learning targets; (b) is connected to practice; (c) uses varied resources, methods and media; (d) focuses on teaching and learning of specific skills; and (e) builds strong working.

4. Funding Agreement, Conditions, Payment Terms, and Administrative Allocations

The Orleans Parish School Board (OPSB) will not be responsible for funding of any of the outlined services in this MOU. All services performed through this endeavor will be funded through applicable grant and Title II funds. OPSB will only be invoiced in the event OPSB, with the Superintendent's approval, requests services in addition to those outlined in the MOU.

5. Responsibilities

The Orleans Parish School Board agrees to provide the following:

- Collaboration time for professional development.
- Assistance in collecting data from Feeder schools.
- Allow consultants to observe, collect program information and a venue for providing feedback to teachers.
- Collaboration with the District's Project Director/Literacy Specialists and School level Literacy Integration Coach.

The Center for Development and Learning agrees to provide the following:

- Designed PL to meet the specific needs of educators at each cluster school/childcare facility.
- Provide varied formats of PL to include: interactive whole and small group knowledge-building sessions, collaborative data study and lesson planning, observations with constructive feedback, coaching and modeling, e-mentoring, teleconferencing and webinars will be utilized.

6. Termination for Cause

OPSB may terminate this Agreement for cause based upon the failure of the Contractor to comply with the terms and/or conditions of the Agreement, provided that OPSB shall give the Contractor written notice specifying the Contractor's failure. If within thirty (30) days after receipt of such notice the Contractor shall not have both corrected such failure and thereafter proceeded diligently to complete such correction, then the OPSB may, at its option, place the Contractor in default, and the Agreement shall terminate on the date specified in such notice. The Contractor may exercise any rights available to it under Louisiana law to terminate for cause upon the failure of OPSB to comply with the terms and conditions of this Agreement, provided that the Contractor shall give OPSB written notice specifying the OPSB's failure. OPSB has the right to cancel this Agreement upon less than thirty (30) day due to budgetary reductions and changes in funding priorities by OPSB.

7. Termination for Convenience

OPSB may terminate the Agreement at any time by giving thirty (30) days written notice to the Contractor. The Contractor shall be entitled to payment for deliverables in progress, to the extent work has been performed satisfactorily.

8. Venue

The obligations herein assumed by OPSB and Contractor shall be governed by the laws of the State of Louisiana and the parties hereto agree to submit to the jurisdiction and venue of the Civil District Court for the Parish of Orleans, State of Louisiana.

9. Assignment

Contractor shall not assign any interest in this Agreement by assignment, transfer, or novation, without prior written consent of OPSB. This provision shall not be construed to prohibit Contractor from assigning his bank, trust company, or other financial institution any money due or to become due from approved contracts without such prior written consent. Notice of any such assignment or transfer shall be furnished promptly to OPSB.

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IN WITNESS WHEREOF, the parties have executed this Agreement as of this 9th day of April.

ORLEANS PARISH SCHOOL BOARD

Stanley Smith B. Rasalym L. Stearns
Stanley Smith, Superintendent Chief Acad. Officer

WITNESSES' SIGNATURES:

CONTRACTOR SIGNATURE:

Cindy Shelton

By:

Alice Thomas
Alice Thomas, President & CEO

Kashuna Matthews

Tax I.D. # 72-1221356

Telephone: (504) 840-9786