

**Striving Readers Comprehensive Literacy
Program Subgrant Application**

**Submitted by Pointe Coupee Parish Public School
System**

337 Napoleon Street

New Roads, Louisiana 70760

April 16, 2013

Need for the Project

Located in southeast Louisiana along the Mississippi delta, Pointe Coupee Parish is a peaceful, rural community with ample farm lands and an old-fashioned country charm. Many generations have been proud to call Pointe Coupee home. Unfortunately, it falls in the “Moderate-High Risk” category relative to other parishes when looking at child-well being and children at risk. Table 1 illustrates risk factors for Pointe Coupee. This information, found in the “*Fall 2012 Early Childhood Risk and Research Report*” published by the LSU/Tulane Early Childhood Policy and Data Center, reveals that Pointe Coupee is above state and national averages in all areas.

Table 1

Risk Factors	Pointe Coupee	State	Nation
Unemployment Rate (as of Dec. 2011)	7.7%	6.4%	8.3%
Births to Single Mothers (2009)	58.8%	53.5%	40.8%
Mothers With Less Than High School Degree (2009)	23.3%	21.9%	NA
Children Under Age 5 Living In Poverty (2008-2010)	31.7%	30.6%	23.4%
Teen Birth Rate- Ages 15-19 (2009)	65.0%	52.6%	39.0%
Infant Mortality Rate (2009)	15.2%	9.0%	6.4%

The District is aware that children who grow up in extreme poverty are more likely to remain in extreme poverty as adults and are at a higher risk for grade repetition, learning disabilities, violent crimes, and emotional issues. Currently we serve approximately 2900 students at four elementary schools and one high school with 81.9% (2375 students) of the population qualifying for Free/Reduced school lunches and/or considered “at risk.” The school system is also the grantee of 153 economically challenged Head Start families and provides universal Pre-K services to all 4 year olds. Both Head Start and Pre-K services are provided at our elementary school sites. Upper Pointe Coupee Elementary (Head Start-5), Valverde Elementary (Head Start –5), Upper Pointe Coupee Middle (6-8) and Livonia High School (9–12) will make up the cluster feeder system for the Striving Readers Comprehensive Literacy Grant (SRCL). Approximately

1300 at risk students will be impacted by this proposal. Serving the **greatest number of disadvantaged youth**, feeder schools with encouraging achievement results and data trends were considered when choosing this cluster. Upper Pointe Coupee Elementary (UPCE) has an enrollment of 229 students in Head Start to 5th grade with 99.9% receiving Free/Reduced lunch, 16% having disabilities and 7% limited-English proficient. Valverde Elementary has a total population of 551 students from Head Start to 5th grade with 80 % receiving Free/Reduced lunch and 11% having special needs. Valverde Elementary was chosen because it is the District's largest elementary school with 33% of the student body choosing to attend through Majority to Minority or School Choice, thereby impacting more students in need. Upper Pointe Coupee Middle (6-8) is on the same campus as Upper Pointe Coupee Elementary and has an enrollment of 66 students with 99.9% receiving Free/Reduced lunch, 12% limited-English proficient and 10% students with disabilities. Livonia High School (LHS), the District's only high school, has a total enrollment of 545 students in grades 9-12 with 77% receiving Free/Reduced lunch, 14% having special needs and 2% English language learners. Ninety-nine students were considered over age in the 9th grade at LHS this year. **Literacy achievement results** reveal some areas of isolated growth. During 2011-2012, Valverde saw a 7% increase in student achievement on the 4th grade LEAP (ELA) with a 91% proficiency rate. UPCE also experienced growth with an increase of 22% on 4th grade LEAP (ELA). However, this only equated to a 53% proficiency rate. At the same time at the middle school, 59% of 8th graders were proficient on LEAP (ELA) which equated to a 13% increase. LHS saw improvement on EOC with 88% passage rate in English II and 85% passage rate in English III. However, the graduation rate declined by 4% and the cohort grad rate was 60.8%. At both elementary schools, the Pre-K national percentile rank remains at 50% in language.

Appendix B, Table 4 illustrates the number of **students moving from the proposed feeder sites**. Students who enroll in early childhood classes at Valverda (HS-6th) and Upper Pointe Coupee Elementary (HS-8th) remain and attend school at these sites until they transition directly to the Livonia High School campus in the 7th or 8th grades depending on which elementary school they attended. For instance, 34 Head Start children served on the UPCE campus will transition directly into the elementary school and then on to the middle school. After 8th grade these same students would then transition to LHS as the District has no separate middle school campuses. This proposal offers a plan to expand by serving approximately 400 additional disadvantaged youth in subsequent years. The **expansion** will involve the addition of Valverda Elementary 6th grade and Livonia High School 7th and 8th grades into the feeder plan.

Project Goals

The District Literacy Leadership Team, made up of Supervisors, Principals, Master and Lead Teachers, and Special Education Teachers recently met to identify and prioritize literacy goals based on literacy data derived from assessments, including Brigance, CLASS, DSC, DIBELS Next, LEAP, iLEAP, LAA1, LAA2, Star Reading, ACT and End of Course. A recently administered literacy capacity survey was also discussed during this process. Appendix B, Data Table 3 shows pockets of isolated improvement at different grade levels; however, there are many areas that remain stagnant. Current data trends show that 50% of the children entering kindergarten are not ready to learn. Only 42% of the District's 4th graders are on grade level and an even lower 39% enter 9th grade on time. At the high school level, fewer than 40% of the students scored a 20 composite score on the ACT last year. The literacy capacity survey was used to identify strengths and challenges for teachers. Teachers were asked to rate statements based on the degree of current implementation. The data revealed that the District lacks an

organized, systematic approach to literacy improvement at every grade level. Inconsistencies at all levels, including birth to 5, were found to be a contributing factor for the achievement gaps. Poor curriculum and assessment alignment to the Common Core State Standards was viewed as area in need of improvement. The lack of a Literacy Integration Specialist in every school to provide job-embedded staff development and coordinate District leader collaboration was also considered a weakness. As a result of the needs assessment, the Leadership Team identified critical goals and ambitious targets in years 1, 2 and 3. In addition to identifying literacy goals, the needs assessment revealed that the District must build coherent systems in order to achieve its goals.

Table 2 District Performance Goals for Improving Literacy

Measurable Goals	Current District	Year 1 Target	Year 2 Target	Year 3 Target
Students enter kindergarten with the pre-literacy skills ready to learn.	50%	53%	57%	62%
Students enter 4 th grade on time and on grade level in reading and math.	42.4%	45%	48%	52%
Students will arrive in 9 th grade on time and on level. (passing both ELA and Math on 8 th LEAP)	39%	42%	45%	50%
Students will be on track to college in 9 th grade by achieving a 17 composite on the EXPLORE test.				
Students will be on track to college in 11 th grade by achieving a 20 composite on the ACT test.	40.3%	42%	44%	50%
Students will graduate on-time with respect to the cohort graduation rate.	60.8%	69%	73%	77%
Students will pass an Advanced Placement or Industry Based test.				
Students will enroll in college or join the workforce.	48%	53%	60%	65%

To monitor student performance the District will utilize formative measures including TELD-3, DSC, DIBELS NEXT (K-3) Star Reading, and iSTEEP (4-12) Benchmark and Progress Monitoring Assessments. Summative measurements including the iLEAP, LEAP, LAA1, LAA2, EXPLORE, PLAN, ACT, End of Course, Advanced Placement and Industry Based assessments will also be utilized. The District Leadership Team will meet quarterly to review data and target instruction in order to achieve all SRCL goals.

Project Design

The project design is based on the belief that the district is pivotal in driving school improvement. To reach the identified literacy goals the district will build systems focused on improving literacy instruction by creating systems that will support teachers in the work of setting goals, planning, teaching and collaborating. Louisiana’s Comprehensive Literacy Plan (LACLIP) will continue to guide to guide the development of district systems. Assessment of current strengths and weaknesses of our district (utilizing the 2013-2014 LDOE Network Focus Area: District Systems Self-Assessment and Literacy Capacity Surveys to guide analysis) indicate that the focus areas in greatest need of improvement are: 1) School Leader and Teacher Learning Targets; and 2) Assessment and Curriculum. A strong **District Leadership System** is essential for successful implementation of an effective literacy program. The District will build a system of leadership that will focus on student achievement and emphasize instructional support and coherence. Strategies used to accomplish these objectives include: explicitly stating priorities and goals with all stakeholders; developing coherent policies, procedures and practices aligned to goals; and data based decision making.

Table 3 lists actions that will be implemented to firmly establish a structured system of literacy focused leadership that will drive improvement throughout the District.

Table 3 System of Literacy Focused Leadership

FOCUS AREA: LEADERSHIP: SCHOOL LEADER AND TEACHER LEARNING TARGETS	
GOAL SETTING	
1.	Clearly articulate specific <u>District Goals</u> to all stakeholders. Post goals on district website.
2.	Assist school leaders in development of specific <u>School Goals and School Leader Learning Targets</u> that are aligned to District Goals.
3.	Assist teachers in development of <u>Student Goals</u> (SLT’s) that are aligned to School Goals <ul style="list-style-type: none"> • Ensure District Personnel Eval. Plan includes a clear timeline of SLT process; • Create district process for teachers to develop proficient SLT’s; Provide training to teachers in the writing and monitoring of SLT’s;
COLLABORATIVE TEAMS	

<p>1. Create a <u>District Literacy Team</u> (DLT) comprised of District Leaders, School Leaders, Teachers, Instructional Coaches, and community members. This team shall review District Literacy Plan annually and ensure that it is implemented at all schools with fidelity.</p> <ul style="list-style-type: none"> • Designate a leader of this team; • Provide training on LACLiP for team members; • Develop year long schedule of DLT meetings to ensure team meets monthly; • Identify protocols for team meetings; ensure that agendas and action summaries are completed and reviewed for all meetings;
<p>2. <u>Principal Collaboration</u></p> <ul style="list-style-type: none"> • Re-structure monthly Administrators’ Meetings to last one full day and to include two sessions: morning session: Business & Management; afternoon session: Instructional/Data Analysis; • Provide training on LACLiP for all principals and assistant principals; • Include Instructional Coaches/Master Teachers from all schools in afternoon sessions; • Designate Instructional Coach/Master Teacher to serve as “leader” of monthly afternoon sessions; • Identify protocols for team meetings. Ensure that agendas and action summaries are completed and reviewed for all meetings;
<p>4. <u>Instructional Coaches/Master Teachers/Curriculum Coordinators</u> Team Meetings</p> <ul style="list-style-type: none"> • Provide training on LACLiP for all instructional coaches, master teachers, etc. • Develop year long schedule for monthly meetings of instructional coaches from all schools; • Designate leader of this team; • Identify protocols for team meetings. Ensure that agendas and action summaries are completed and reviewed for all meetings;
<p>5. Continue regularly scheduled <u>grade-level cluster</u> meetings at each school;</p> <ul style="list-style-type: none"> • Develop year long schedule for regular meetings of grade level cluster meetings; • Designate leader of each cluster; • Identify uniform protocols and expectations for team meetings. Ensure that agendas and action summaries are completed and reviewed for all meetings;
<p>EXTENDED TIME FOR LITERACY</p>
<ul style="list-style-type: none"> • Ensure that flexible schedules are implemented at all schools that include increased time for learning literacy skills & concepts, reading text, and writing in all subject areas daily (LaCLiP, page 5) • Ensure that schedules are designed to differentiate literacy instruction and intervention based on learners’ individual needs at all schools in district (LACLiP p. 5-6); • Develop district RTI plan to ensure that a coherent plan that is aligned to goals is used by all schools.

Assessment and Curriculum will be the second system that will be strengthened as this area is critical to the success of students as we transition to the Common Core State Standards and PARCC. Objectives that will guide this work include: 1) providing support for curriculum alignment and implementation of the CCSS; 2) identifying and scheduling assessments to be used throughout the district; 3) systematically using data to inform instruction. Teachers will be trained to utilize resources included in Louisiana’s Teacher Toolbox as these resources will be used extensively as the procedures and processes are developed for this system.

Table 4 System of Assessment and Curriculum

FOCUS AREA: ASSESSMENT AND CURRICULUM
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CURRICULUM & STANDARDS - Planning academic instruction shall begin with accessing and understanding the standards.	
1.	Teacher Training will be provided to teachers on CCSS that will include: 1) how to read CCSS standards; and 2) understanding and applying instructional shifts to practice. (Teacher Support Toolbox)
2.	District will work to: 1) eliminate GLE content from assessments and curriculum that does not align to the CCCSS; 2) begin using the language of the CCSS in all curriculum and assessment tools; 3) align assessment and curriculum tools to each other.
3.	Train teachers to use assessments to understand what it will look like when students master CCSS. <ul style="list-style-type: none"> • Provide all teachers with copies of ELA Guide to Assessment Structure 13-14 and have been trained to use this resource (Teacher Toolbox);
CURRICULUM ALIGNMENT AND PLANNING FOR INSTRUCTION	
4.	Working in grade-level teams, teachers will create <u>year-long scope and sequences</u> for ELA following these steps: (LDOE Toolbox) Summer 2013 <ul style="list-style-type: none"> • Review standards page in the teacher toolbox; • Identify end-of-year grade-level student expectations and assessments; review resources and tools on end-of-year assessment page in the teacher toolbox; • Create 4-6 text sets that build knowledge and increase complexity across units (see LDOE toolbox) • Coordinate standards using planning guidance from LDOE and PARCC; • Create research task for each unit; • Inventory current materials to determine additional resources needed to implement CCSS;
5.	Teachers create ELA <u>unit plans</u> that will: 1) identify student performance necessary to master content and connect to end of year goals; 2) establish lesson objectives and student practice that meet unit standards and assessment; identify how students will connect texts in a set; pace texts across the unit (Teacher Toolbox). <ul style="list-style-type: none"> • Train teachers to create unit plans; • Provide time for teachers to meet in grade level teams to create unit plans (throughout school year);
6.	Teachers will work collaboratively to design <u>daily lessons</u> that meet the needs of their students. Lessons shall: <ul style="list-style-type: none"> • Develop instruction and student practice that prepares student to independently master objectives; • Pace instruction and student practice; • Build lesson assessments to monitor immediate student learning;
DISTRICT ASSESSMENT PLAN	
Assessment shall be an ongoing, systematic, standards-based measure of student learning and shall provide data about student learning that will inform instruction, direct resources and lead to improved student achievement.	
1.	Develop District Assessment Plan that shall include: <ul style="list-style-type: none"> • Master schedule of all assessments (formative, summative) by grade level and content that includes administration dates as well as data review meetings; • Common assessments that teachers in all schools will use to establish SLT's; • Assessments that teachers use to initially diagnose students' academic starting point; • Benchmark assessments to be used across grade levels; • Screening, progress monitoring, to inform instructional decisions and to monitor progress students are making toward student learning targets;
2.	Purchase assessments not currently used in district (iSteep and TELD3) <ul style="list-style-type: none"> • Schedule training on new assessments.
CORE READING PROGRAM	
1.	Utilize teacher support toolbox resources to create year-long scope and sequences that are aligned to current reading program; utilize resources such as basal alignment project; (2013-2014)
2.	Evaluate new core reading programs (involving teachers) that are fully aligned to CCSS (2013-2014)
3.	Adopt and implement new core reading program that is fully aligned to CCSS; that will be used by all teachers in the elementary grades; and will serve as the base of reading instruction. (2014-2015)
4.	Schedule PD for all staff, including administration, on the use of new core program. (2014-2015)
5.	Ensure core reading instructional time is a minimum of 90 minutes per day;
LITERACY INTEGRATION	
1.	Make writing a daily activity in every class

2.	Use LDOE writing rubric that is aligned with CCSS across district; set clear expectations and goals for performance;
RESPONSE TO INTERVENTION PLAN	
1.	Provide PD to all staff on LACLIP and District RTI Plan (universal screening, tiered model, data-driven decision making, progress monitoring, intervention adjustment based on data)
2.	Evaluate intervention instructional resources currently being used in district; evaluate new intervention instructional resources; purchase intervention resources as needed
3.	Ensure that three-tiered approach of instruction and intervention is used with fidelity;
4.	Ensure that a standard protocol for identifying students who have below grade-level pre-reading or reading skills is used with fidelity (iSTEPP);
5.	Schedule PD for all staff, on the use of new reading intervention program;

The District also has partnerships that aligned to LACLIP and support the program design and literacy goals. We will collaborate with Home Instruction for Parents of Preschool Youngsters (HIPPY), a non-profit, evidence based early learning program that currently serves approximately 75 families of children birth to 5. In this program, peer home visitors deliver 30 weeks of high quality school readiness curriculum directly to parents who then work with their own children. HIPPY has a proven record of effectiveness and is well-known through out the country for its evidence-based rigorous criteria. In a recent evaluation report of the Louisiana HIPPY program, the Cecil Picard Center for Child Development found that of 260 three and four year-old children, HIPPY students averaged a 96% completion rate for kindergarten when compared to non-HIPPY students who scored an 88% completion rate. In addition, the District has recently been awarded an early childhood network grant to pilot collaboration efforts with area daycare centers. All Class A and B centers, including Head Start, Pre-K and Special Education, will collaborate for professional development to improve early childhood quality impacting over 400 children birth to 5 across the District. At the secondary level, LHS continues to work with “Jobs for America’s Graduates” for job training and “Everybody Graduates” for credit recovery to support the District’s literacy goals. LHS offers Dual Enrollment from McNeese University providing students an opportunity to graduate with 24 college credit hours.

Dual Enrollment is also offered by Louisiana Technical College in areas such as Cosmetology, Child Care Attendant (CDA), and Certified Nursing Assistant (CNA), automotive and welding.

Project Management Plan

The District has established a management plan for the implementation of this initiative. A SRCL Coordinator will be hired and shall be responsible for the overall operation of the grant. Certified Literacy Integration Specialists (LIS) will be hired at LHS and UPCE, Valverde has a certified Instructional Professional Development Coach that will take the roll of the LIS. Four Certified Teacher Interventionists will be hired to work directly with students. These certified Interventionists will work closely with highly-qualified, trained paraprofessional Interventionists who currently serve in that capacity at each school. Table 5 below reveals the District’s management plan which can be modified as goals are met and as timelines and follow up deem necessary.

Table 5 Management Plan

Activities	Persons Responsible	Timeline
Interview & Hire District SRCL Coordinator	HR, Program Director, District Supervisors & Principals	June 2013
Interview & Hire Integration Specialist & Interventionist	HR, Program Director & District Supervisors	June 2013
Develop Long Range Plans for Key Focus Areas- School Leadership & Assessments & Curriculum	Network 2 Team, Supervisors, Principals, District Leadership Team Members	May 2013-Ongoing
Order DIBELS, iSTEEP, TELD-3 Materials	Program Supervisor, District Supervisors, SRCL Coordinator, Principals, Lead Teachers, LIS	June 2013
TELD-3 (Head Start/ Pre-K) Training	LDOE	Summer 2013
HIPPY Training	HIPPY Facilitator	Summer 2013
DIBELS NEXT (K-3) Training	DIBELS NEXT TOT	July 2013 (2 days)
iSTEEP (4-12) Training	STEEP Representatives	July 2013
Common Core Curriculum Alignment Project	Teacher Teams – (Three lead teachers per grade level)	Summer 2013 (5 days) On-going follow up
Supplemental/Intervention Program Trainings Updates	Program Representatives	On-going Follow-up
LETRS Trainings	LDOE	TBA
LDOE Finance Meeting	LDOE	TBA
LDOE Leadership Team Meeting	LDOE	TBA

LDOE Data Summits	LDOE	TBA
Common Core Trainings	CCSS District Team –Teacher Leaders	June 2013, On-going
Access Guide & UDL	LDOE Region II	Summer 2013
Diagnostic Assessments Trainings	Assessment Representatives	Ongoing
District Leadership Team Meetings	Program Supervisor, SRCL Coordinator, Principals, LIS	Quarterly
School Leadership Meetings	Principals, Lead Teachers, LIS	Weekly
Cluster and Grade Level Meetings	Principals, Lead Teachers & LIS	Weekly
Benchmarking & Progress Monitoring	LIS, Teachers, Assessment Team, & Interventionist	As scheduled, ongoing, as needed

The SRCL Coordinator will collaborate with district supervisors, including Federal Programs, IDEA, Early Childhood -Elementary and Head Start. Administrators of each cluster site will continue to receive trainings in all programs associated with the district’s comprehensive literacy plan. **Kristy LaCoste**, Early Childhood – Elementary Supervisor, will serve as Supervisor over the entire proposal. She has served as an elementary classroom teacher, Reading First Instructional Coach (4 years), Early Childhood Strategist for the LA 4 Pre-K program. She has a broad knowledge of assessment practices, implementation of literacy intervention, data analysis, and explicit research based literacy instruction. She has provided numerous literacy trainings for the district’s teaching staff including DIBELS and LETRS. She is also a Common Core Leader for the District. She is experienced in leveraging funds and working collaboratively with early childhood partners.

Karen Holmes-Shaw has served as a high school English teacher, Title I, LEP Coordinator and is currently the Head Start Supervisor. She has been trained in offering quality services for at-risk children including CLASS and Teaching Strategies Gold. She is skilled in the collaboration process having many community partners in the birth to 5 and emergent literacy category.

Karla Jack has served as a high school teacher, assistant principal, and elementary principal and is currently Federal Programs-High School Supervisor. She has a vast knowledge of leveraging of funding sources and sustaining programs in the district.

Emily Oliver serves as the HIPPY Coordinator. She has a vast knowledge of emergent literacy and has worked with community parents of since 2003.

Karen Barrios will serve as the Literacy Integration Specialist at Valverde, where she currently serves as a job-embedded Instructional Professional Development Coach. She is trained in curriculum and assessment alignment and is a Lead Teacher for the District for Common Core implementation.

Project Budget

Providing educational services for disadvantaged students requires an equitable distribution of funds. This proposal requires that each child at every level is served from birth to 12. Cluster school needs and goals, aligned with LACLiP and District goals, are reflected in the proposed budget. All costs are considered reasonable and adhere to budget allowances. All federal program dollars are aligned with programs expressed specially in state mandated school improvement plans (SIP) and are related to research based programs that address response-to-intervention (RTI), data-driven decision making or meaningful engaged learning. The Tools for Integration of Funds Guide will be used as a framework for integrating multiple funding sources. During year one and two SRCL funds will pay for 75% of the salaries and benefits of the SRCL Coordinator, three Literacy Integration Specialist, one HIPPY Facilitator and four Interventionists, with the remaining 25%, projected at approximately \$146,974.00, leveraged with available funds from Title I, Title II, Special Education, and the District's general fund dollars. All staff will work 100% of the time on SRCL goals. Head Start, LA4 Pre-K, IDEA, Title I, Title II, SIG 1003g, TIF and the district general fund will be leveraged with SRCL funds to provide professional development and purchase materials and supplies that align directly with this grant project. The district's Chief Financial Officer and Project Supervisor will ensure the

allocated funds will be distributed according to the 15/40/20/20 percentages at each level. All budget items will be fully itemized showing where funds will be spent across the cluster and feeder schools. (See Appendix D) District Supervisors with funding sources will continue to meet at the beginning of each fiscal year to discuss leveraging options and program sustainability. A plan will be formulated so that these sources will assume greater responsibility for sustaining the program each year with increased leveraging and reduced levels of SRCL funds. The implementation of the district's comprehensive literacy plan is considered a priority over all other programs. District funding sources will be used in greater amounts to sustain the project as fewer SRCL funds are available. The district will also pursue external, private funding sources to support literacy.

In summary, the District has made achievement of literacy goals a top priority. The entire grant design is centered on leveraging funds to create coherent systems to improve the quality of literacy instruction and improve student outcomes in Pointe Coupee. For the first time ever, there will be one comprehensive, systematic literacy plan that addresses literacy from birth to 12th grade. SRCL is viewed as a means to improve the lives of children and families in Pointe Coupee by creating a more literate society and career ready work force.

Appendix A

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

LEA Name: Pointe Coupee Parish Public School System			
SUPERINTENDENT		NON-PROFIT EARLY CHILDHOOD SITES (childcare or Head Start) or Schools with PreK classes	
Name: Linda D'Amico		1. Upper Pointe Coupee Head Start Center	2. Valverda Head Start Center
Office Phone: 225-618-4801		Age Span: 3 & 4 years-old	Age Span: 3 & 4 years-old
Other Phone: 225-618-4800		Number of Four-Year-Olds:	Number of Four-Year-Olds:
E-mail: Linda.damico@pcpsb.net		Number of Three-Year-Olds: 34	Number of Three-Year-Olds: 34
LEA SRCL CONTACT PERSON		Number of Children Ages 0-2: 0	Number of Children Ages 0-2: 0
Name: Kristy LaCoste		Director: Karen Holmes Shaw	Director: Karen Holmes Shaw
Position: Elementary Supervisor		Phone: 225-618-4883	Phone: 225-618-4883
Phone: 225-618-4815		Email: Karen.	Email:
E-mail: Kristy.lacoste@pcpsb.net		Address: 4739 LA Highway 419 West	Address: 1653 Valverda Road
LEA MAILING ADDRESS:		City: Batchelor ZIP: 70715	City: Maringouin ZIP: 70757
Pointe Coupee Parish School System 337 Napoleon Street PO Drawer #579 New Roads, La. 70760		3. Upper Pointe Coupee Pre-K Age Span: 4 years-old Number of Four-Year-Olds: 34 Number of Three-Year-Olds: 0 Number of Children Ages 0-2: Director: Kristy LaCoste Phone: 225-618-4815 Email: Kristy.lacoste@pcpsb.net Address: 4739 LA Highway 419 West City: Batchelor ZIP: 70715	4. Valverda Elementary Pre-K Age Span: 4 years-old Number of Four-Year-Olds: 60 Number of Three-Year-Olds: 0 Number of Children Ages 0-2: 0 Director: Kristy LaCoste Phone: 225-618-4815 Email: Kristy.lacoste@pcpsb.net Address: 1653 Valverda Road City: Maringouin ZIP: 70757
ELEMENTARY, MIDDLE, AND HIGH SCHOOL SITES			
Elementary: Upper Pointe Coupee Elementary			
Grades: K-5th	# of Students*: 230	Principal: Myron Brown	
Phone: 225-492-2555		Address: 4739 La Hwy 419 West	
Email: Myron.brown@pcpsb.net		City: Batchelor, La.	ZIP 70715
Elementary: Valverda Elementary			
Grades: K-5th	# of Students*: 569	Principal: Bridget Berry	
Phone: 225-637-2695		Address: 1653 Valverda Road	
Email: Bridget.berry@pcpsb.net		City: Maringouin, La	ZIP 70757
Middle: Upper Pointe Coupee Middle			
Grades: 6th -8th	# of Students*: 66	Principal: Myron Brown	
Phone: 225-492-2555		Address: 4739 LA Highway 419 West	
Email: Myron.brown@pcpsb.net		City: Batchelor, La.	ZIP 70715
High: Livonia High School			
Grades: 9th-12th	# of Students*: 565	Principal: Stacy Gueho	
Phone: 225-637-2532		Address: 3118 La Hwy 78	
Email:		City: Livonia , La	ZIP 70755
Proposed expansion school(s) or population(s) for Year 2: Valverda Elementary 6th grade (100 students) and Livonia High School 7th & 8th grade (250 students)			

* 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.

Appendix B

Table 1: Proposed Feeder Schools with Greatest Number/Percentage of Disadvantaged Youth

Feeder School/Site Name and Grade Configuration (List in order: preschools/early childhood, elementary, middle, and high schools)*	Oct. 1, 2012 Free and Reduced Lunch		Oct. 1, 2012 Limited-English Proficient		Oct. 1, 2012 Students with Disabilities		Oct. 1, 2012 Homeless		2011-2012 Students Not Proficient** on ELA State Assessments (iLEAP, LEAP, EOC)		2011-2012 Over Age Students in 9th Grade		Other***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Upper Pointe Coupee Head Start Center	34	100%	3	9%	7	21%	0	0%	N/A	N/A				
Valverde Elementary Head Start Center	34	100%	0	0%	0	0%	0	0%	N/A	N/A				
Upper Pointe Coupee Pre-K	34	100%	5	14%	6	17%	0	0%	N/A	N/A				
Valverde Elementary Pre-K	46	77%	0	0%	6	10%	0	0%	N/A	N/A				
Upper Pointe Coupee Elementary (K-5)	229	99.9%	17	7%	41	18%	5	1%	48	54%				
Valverde Elementary (K-5)	455	80%	1	0%	68	12%	16	2%	81	12%				
Upper Pointe Coupee Middle (6-8)	65	99.9%	8	12%	6	10%	0	0%	35	53%				
Livonia High School (9-12)	433	77%	11	2%	79	14%	9	1%	130	15%	99	12%		

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

** Below Basic on iLEAP and LEAP and Needs Improvement on EOC

*** OTHER: MIGRANT, NEW IMMIGRANTS, FOSTER CARE, PREGNANT OR TEENAGE PARENTS, PREVIOUSLY INCARCERATED

Table 2A: Disadvantaged Youth in Comparison Feeder Schools

Provide data for a feeder school system with the next highest number and percentage of disadvantaged youth by category.

Feeder School/Site Name and Grade Configuration (List in order: preschools/early childhood, elementary, middle, and high schools)*	Oct. 1, 2012 Free and Reduced Lunch		Oct. 1, 2012 Limited-English Proficient		Oct. 1, 2012 Students with Disabilities		Oct. 1, 2012 Homeless		2011-2012 Students Not Proficient** on ELA State Assessments (iLEAP, LEAP, EOC)		2011-2012 Over Age Students in 9th Grade		Other***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Rosenwald Elementary Head Start Center	51	100%	0	0%	5	10%	0	0%	N/A	N/A	N/A	N/A		
Rougon Elementary Head Start Center	34	100%	0	0%	6	18%	0	0%	N/A	N/A	N/A	N/A		
Rosenwald Elementary Pre-K	74	100%	0	0%	3	4%	0	0%	N/A	N/A	N/A	N/A		
Rougon Elementary Pre-K	38	87%	0	0%	4	11%	0	0%	N/A	N/A	N/A	N/A		
Rosenwald Elementary K-6	288	99%	0	0%	35	12%	14	5%	137	33%	N/A	N/A		
Rougon Elementary K-8	436	92%	14	3%	60	13%	14	3%	63	11%	N/A	N/A		

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

** Below Basic on iLEAP and LEAP and Needs Improvement on EOC

*** OTHER: MIGRANT, NEW IMMIGRANTS, FOSTER CARE, PREGNANT OR TEENAGE PARENTS, PREVIOUSLY INCARCERATED

Table 2B: Disadvantaged Youth in Comparison Feeder Schools

Provide data for a feeder school system with the next highest number and percentage of disadvantaged youth by category.

Feeder School/Site Name and Grade Configuration (List in order: preschools/early childhood, elementary, middle, and high schools)*	Oct. 1, 2012 Free and Reduced Lunch		Oct. 1, 2012 Limited-English Proficient		Oct. 1, 2012 Students with Disabilities		Oct. 1, 2012 Homeless		2011-2012 Students Not Proficient** on ELA State Assessments (iLEAP, LEAP, EOC)		2011-2012 Over Age Students in 9th Grade		Other***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
N/A														

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

** Below Basic on iLEAP and LEAP and Needs Improvement on EOC

*** OTHER: MIGRANT, NEW IMMIGRANTS, FOSTER CARE, PREGNANT OR TEENAGE PARENTS, PREVIOUSLY INCARCERATED

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

School/Site Name	Grade	Assessment	2009-2010	2010-2011	2011-2012
A. Upper Pointe Coupee	PK	DSC EOY Language Post-Test National Percentile Rank (add rows if necessary)	49%	50%	50%
B. Valverda Elementary	PK		63%	51%	50%
A. Upper Pointe Coupee	K	DSC EOY Language Post-Test National Percentile Rank (add rows if necessary)	86%	75%	79%
B. Valverda Elementary	K		67%	66%	62%
A. Upper Pointe Coupee	1 st	DIBELS EOY Distribution Report Instructions % Benchmark	81%	48%	47%
B. Valverda Elementary	1 st		71%	47%	71%
A. Upper Pointe Coupee	2 nd	DIBELS EOY Distribution Report Instructions % Benchmark	57%	62%	55%
B. Valverda Elementary	2 nd		51%	44%	48%
A. Upper Pointe Coupee	3 rd	DIBELS EOY Distribution Report Instructions % Benchmark	49%	37%	58%
B. Valverda Elementary	3 rd		49%	51%	48%

* Provide for years available

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

School/Site Name	Grade	Assessment	2009-2010	2010-2011	2011-2012
A. Upper Pointe Coupee	3 rd	iLEAP	26%	34%	45%
B. Valverda Elementary	3 rd	iLEAP	79%	76%	69%
A. Upper Pointe Coupee	4 th	LEAP	31%	58%	53%
B. Valverda Elementary	4 th	LEAP	84%	82%	91%
A. Upper Pointe Coupee	5 th	iLEAP	75%	46%	42%
B. Valverda Elementary	5 th	iLEAP	69%	74%	69%
Upper Pointe Coupee Middle	6 th	iLEAP	87%	32%	50%
Upper Pointe Coupee Middle	7 th	iLEAP	38%	59%	50%
Upper Pointe Coupee Middle	8 th	LEAP	46%	41%	59%
Livonia High School	10 th	EOC English 2	66%	91%	88%
Livonia High School	11 th	EOC English 3	N/A	29%	85%
Graduation Rate	% Cohort		64%	65%	64%

* Provide for years available

Table 4: Proposed Feeder Schools Flow Through

Include the name and grade configuration of your chosen cluster schools using October 1, 2012 enrollment data. Also show the total enrollment for the lowest grade at each school and the number of those students who came from the previous cluster school.

School Name and Configuration	School Name and Configuration	School Name and Configuration	School Name and Configuration	School Name and Configuration	School Name and Configuration
Sample Cluster: ABC Head Start (57 students in the 4-year-old program)	Precious Primary K-1 (52/93) Note: Of the 93 kindergarteners at this school, 52 came from ABC Head Start	Elite Elem. 2-5 (89/175) Note: Of the 175 2 nd graders at this school, 89 came from Precious Primary	Mighty Middle 6-8 (95/185) Note: Of the 185 6 th graders at this school, 95 came from Elite Elementary	Hero High 9-12 (178/325) Note: Of the 325 9 th graders at this school, 178 came from Mighty Middle	
UPCE Head Start (34 students in 3 year old HS program)	UPCE Pre-K 34/36 Of 36 students 34 came from UPCE Head Start	UPCE (K-5) 36/38 Of 38 students 36 came from UPCE Pre-K	UPCE Middle (6-8) 30/30 Of 30 6 th graders, 30 came from UPCE (K-5)	Livonia High School(9-12) 15/181 Of the 181 9 th graders, 15 came from UPCE Middle	
Valverda Head Start (34 students in 3 year old HS program)	Valverda Pre-K 34/58 Of 58 students 34 came from Valverda Head Start	Valverda (K-5) 58/97 Of 97 students 58 came from Valverda Pre-K			

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

Appendix C

PROFILE

I have been the Early Childhood – Elementary Supervisor since 2010. Prior to that I worked at the Central Office as the Early Childhood Strategist and interim Elementary Supervisor for 3 years. I have worked as a Reading First Instructional Coach at Valverde Elementary for 4 years and have experience teaching kindergarten and lower elementary grades.

AREAS OF EXPERTISE

DIBELS TOT, August 2007- Certified to train teacher assessors in the use of DIBLES.
Region II Coaches and LDE State Quarterly Meetings, 2004 – 2008 – Program implementation for Reading First by national presenters such as Susan Hall, Jo Robinson, Jan Hasbrouck, Joe Torgensen and SEDL.
Coaching for Coaches Academy, 2007- Graduate from La. Staff Development Council, this one year in depth professional learning for school based staff developers focused on authors Joellen Killion, Jim Knight, Michael Fullan and Robert Marzano.
Trainings - LETRS, Early Childhood LETRS, ECERS-R, Thinking Maps, Wilson Language, Lips, Read Naturally, Voyager, Head Sprouts, Letter Tile Kits, Foundations, Core Knowledge, RTL.
Current Member of Louisiana Trailblazer Team

EDUCATION

B. S.	Louisiana State University, 1993
M.E.D.	Southern University, 2010

CERTIFICATIONS*List areas of certification*

Educational Leadership, Level 1 8/19/2010

Kindergarten, 7/29/1998

Elementary Grades 1-8, 10/12/1994

EMPLOYMENT HISTORY

1993-Present Pointe Coupee Parish School Board

SELECTED PRESENTATIONS AND WORKSHOPS

Presentations and workshops conducted that pertain to literacy achievement/development

District Professional Development for elementary classroom teachers including Head Start, Pre-K, HIPPY, paraprofessionals, speech-language pathologists, and special education : ECERS-R (2010), preschool mandates (yearly), classroom management (2010), Early Childhood LETRS (2011), literacy centers, district summer reading institute (2004 & 2005)

PROFILE

One of the greatest highlights of my career is that currently, I serve as the Supervisor and Education Coordinator of Pointe Coupee Parish School Board Head Start. I have served in this capacity for almost three years. I led my Head Start team in completing our first triennial Federal Monitoring (2011), in which we received a status of "fully compliant". Though we are a new grantee, we had no findings. Also, our classrooms were observed and rated using the Classroom Assessment Scoring System (CLASS), and they scored at or above the national average, overall. Before serving as the district's Head Start Supervisor, I have been the Title II Staff Development Coordinator (8 yrs), promoting high quality, job-embedded, and sustained professional development. I have also been a classroom teacher. Throughout my teaching career, I taught children in many areas throughout Louisiana and Texas, in various grades from 1st -12th. Consistently, my teaching content areas included English, reading, science, and social studies. In 1994, I was chosen as teacher of year at Choudrant Elementary, in Lincoln Parish.

AREAS OF EXPERTISE

Creative Curriculum, Teaching Strategies GOLD Training-2010
 Classroom Assessment Scoring System (CLASS) Reliable Observer
 Introduction to LETRS Training-2010, 2011
 Early Literacy Project Southeastern Louisiana University, 2001
 Junior Great Books Presenter (Basic Leader Trainee) 2001-2003
 Developing Literacy First Participant

EDUCATION

<i>Degree Earned</i>	<i>Area of Study, University/College attended, Year degree was attained</i>
B. S.	Elementary Education, Grambling State University, 1989
M. S.	Developmental/Non-Traditional Learners Education, Area of Concentration-Reading, Grambling State University, 1994
M. S. + 30	Administration/Supervision, Columbia Univ., Teachers' College, Grambling State Univ., Louisiana State Univ., Louisiana Tech Univ., Southern Univ, 1999

CERTIFICATIONS

PK-3, Grade(s):24-3, 1/13/2010
 PARISH/CITY SCHOOL SUPERVISOR OF INSTRUCTION, Grade(s):1-12, 8/30/2007
 SUPERVISOR OF STUDENT TEACHING, Grade(s):1-12, 8/30/2007
 ELEMENTARY GRADES, Grade(s):1-8, 3/15/1990

EMPLOYMENT HISTORY

1990 and 1995 to present	Pointe Coupee Parish School Board
1991-1995	Lincoln Parish School Board
1990-1991	Dallas Independent School District

JOB DESCRIPTION

JOB TITLE: Reading Coordinator

EMPLOYED BY: Pointe Coupee Parish School Board

Necessary Qualifications:

**Bachelor's Degree in Elementary Education
Louisiana Certification as required by Louisiana State Bulletin
746 and those required by the Pointe Coupee Parish School
Board.
A Valid Louisiana Teacher's Certificate in Elementary
Education.**

Preferred Requirements:

**Experience in implementing a core reading program, tracking a
budget and filing pertinent documentation for assessment.**

Terms of Employment:

Twelve (12) months

**Justification for
Employment
Beyond Nine
Months**

**The role of the Reading Coordinator is to assist the
Elementary Supervisor in providing technical assistance and
support from the administrative level to improve reading
instruction in the Cluster schools. The Reading Coordinator
will be expected to assist in the preparation and submission
of accurate and timely program and financial reports as
mandated by state and federal procedures, guidelines, and
law.**

Reports to: Elementary Supervisor

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Planning

**Meet with the Elementary Supervisor prior to October 1st and
Cooperatively write a Professional Growth Plan as evidenced by a copy on
file in the central office.**

**Provide technical assistance and support to building principals in the
preparation and implementation of the Striving Readers Grant**

**Visit Cluster schools, evaluate the level of reading instruction and teaching
procedures.**

**Assist the Elementary Supervisor in planning, organizing, and conducting
meetings for the Striving Readers Grant**

- **Work cooperatively with the program Master Teachers to provide an efficient and effective in-service programs for principals.**

Instruction

- **Keep abreast of the latest techniques and methodologies of instruction on a systematic and continuing basis.**
- **Participate in professional activities, which lead to continued professional growth.**
- **Collect, organize, analyze and disseminate curriculum data for students and teachers.**
- **Monitor Striving Readers for compliance with Federal, State, and local policy and recommend corrective action when necessary to the Director of Federal Programs.**
- **Serve as a liaison between Striving Reader schools and the central office and assume those duties directed by administrative procedures.**
- **Be in attendance at regular and special meetings of the Pointe Coupee Parish School Board when requested by the Elementary Supervisor.**
- **Provide technical assistance and support to school personnel for the preparation of the evaluation report for all instructional programs as set forth by local, state and federal guidelines.**
- **Provide technical assistance and support to school personnel concerning the interpretation and dissemination of achievement results.**
- **To effect a continuous monitoring process throughout the school year of each school's assessment process and procedures to ensure that proper information is obtained to meet state and federal requirements.**
- **Provide statistical analysis of achievement data as required on the district level according to the state and federal guidelines.**
- **Provide assistance and support to the Elementary Supervisor involving the planning, and implementation of budgets**

SIGNATURE

DATE

SIGNATURE

DATE

POINTE COUPEE PARISH SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: SCHOOL BASED LITERACY INTEGRATION SPECIALIST

QUALIFICATIONS: Louisiana Teaching Certificate (Type A or B, Level 2 or 3); Bachelor's degree (Master's degree strongly encouraged); at least five years of successful teaching experience; Demonstrated expertise in increasing student achievement and use of assessments and data, intervention strategies, classroom management, technology, job-embedded professional development, and research-based literacy and language development practices.

REPORTS TO: Principal/designee

PERFORMANCE RESPONSIBILITIES

1.0 LEADERSHIP

- 11 Leads grade-level, vertical, and /or departmental teams in analyzing assessment data and student work to develop plans for improving literacy
- 12 Assists staff in planning and delivery of literacy strategies in all subjects throughout the day
- 13 Assists staff in implementing challenging and rigorous curriculum aligned with the common core state standards and /or early learning guidelines
- 14 Assists staff in developing instruction designed for improving students' literacy and language skills including reading, writing, listening and speaking
- 15 Collaborates with district and school administrators to achieve school-wide integration and coordination of the Striving Readers Grant
- 16 Assists administrators with coordination of school level literacy initiatives
- 17 Collaborates with school administrators to keep informed of all literacy improvement efforts
- 18 Gathers and compiles school information and prepares reports to share with the District Literacy Leader, school administrators and stakeholders
- 19 Maintains a weekly activity log to document and reflect upon accomplishments and challenges

1.10 Collaborates with school based interventionists to monitor, track and adjust interventions bi-monthly

1.11 Monitors and coordinates the implementation of the literacy RTI process at the school level

1.12 Promotes student motivation and engagement in learning

1.13 Keeps school administrators informed of and involved in all literacy improvement efforts

- 1.14 Meets at least monthly with the District Literacy Leader, other Literacy Integration Specialists, and coordinators of non-profit partnerships to address program implementation and progress toward achieving literacy goals

2.0 ASSESSMENT

- 21 Assists with administering screening and progress monitoring assessments to identify students who are in need of interventions
- 22 Assists staff in using data to determine appropriate interventions and instructional support

3.0 PROFESSIONAL DEVELOPMENT

- 3.1 Initiates and leads weekly meetings with teacher work teams and Interventionists to provide “just-in-time” job embedded training in research-based instructional strategies and collaboratively develop standard-based lessons and assessments
- 3.2 Informally observes teachers and other instructional staff members (e.g., paraprofessionals) and provides timely feedback and coaching that inspires improvement, confidence, and motivation
- 33 Conducts demonstration/model and co-teaching lessons using research-based instructional and assessment practices.
- 34 Engages teachers in assessing, developing, and expanding exemplary teaching practices through the analysis of instruction, student work, and assessment results
- 35 Participates in the development and enhancement of a school-wide culture that promotes professional growth and student learning
- 36 Disseminates information about current trends, research, and practices to school personnel
- 3.7 Pursues new learning (e.g., professional workshops and conferences) related to job assignment to keep up-to-date with current practice
- 38 Develops and implements a professional growth plan related to job responsibilities and school priorities

4.0 PROFESSIONAL ATTITUDE AND CONDUCT

- 41 Accepts and recognizes the value of the contribution of others
- 42 Develops leadership and responsibility in colleagues
- 43 Accepts and uses constructive feedback
- 44 Attends and constructively participates in meetings and professional development activities
- 45 Demonstrates skill in giving and receiving feedback
- 4.6 Identifies problems and issues and works collaboratively to contribute ideas and find solutions
- 47 Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments

- 48 Uses verbal and non-verbal communication in a manner respectful of others
- 49 Writes and speaks clearly and concisely so that the message is understood
- 4.10 Uses active listening skills
- 4.11 Consistently demonstrates customer excellence standards
- 4.12 Develops and maintains a safe and caring environment for all of our customers
- 4.13 Demonstrates positive support through actions and words as ambassadors of the schools and district
- 4.14 Dresses for success according to job responsibilities
- 4.15 Treats all stakeholders in a respectful and helpful manner
- 4.16 Cooperates with administration in the performance of additional duties
- 4.17 Cooperates with building and district staff in planning and evaluation
- 4.18 Demonstrates successful completion of tasks according to specified timelines
- 4.19 Displays confident posture and maintains self-control
- 4.20 Makes wise and appropriate decisions after identifying and analyzing relevant information
- 4.21 Minimizes bias in self and others and accepts responsibility for his/her own actions
- 4.22 Adheres to Board policies and procedures and administrative rules, guidelines, and regulations
- 4.23 Adheres to district guidelines relative to attendance. Regularly reports to work on time and words additional hours when deemed necessary
- 4.24 Adheres to ethical, legal and professional standards
- 4.25 Applies laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately
- 4.26 Follows directives as assigned by supervisor
- 4.27 Refrains from revealing confidential information
- 4.28 Uses proper administrative procedures for making requests and resolving conflicts

My signature indicates that I have been informed that the evaluation of my job performance is controlled by the Pointe Coupee Parish Personnel Evaluation Plan and that a copy has been made available for my signature.

Signature

Date

JOB DESCRIPTION

Position Title:	Striving Readers Intervention Teacher 9-month position (182 days)
Employed By:	Pointe Coupee Parish School Board
Qualifications:	Bachelor's Degree in elementary Education or Special Education with at least three years teaching experience in the area of reading A valid teaching certificate with certification in elementary education and/or special education Experience with small group instruction for struggling readers References supporting excellence in teaching, communication, and scientifically based reading research
Reports To: Job	Principal, district Reading Coach, Elementary Supervisor
Goal:	To provide small group instruction based on assessment results for students who are identified as at-risk for reading difficulty. To provide data-driven, small group instruction for students who are identified as "at-risk" for reading difficulty
Occupational Characteristics:	Strength: Exert force to 20 lbs. occasionally or 10 lbs. Frequently, or negligible force constantly. May involve significant standing, *walking, pushing, and pulling. Other physical demands: Stooping, reaching, handling, fingering, talking, hearing, ear acuity (under 20 inches), far acuity (over 20 feet). Environmental Conditions: Noise Intensity Level-Moderate

PERFORMANCE RESPONSIBILITIES:

- 1. Participate in all Striving Readers professional development activities, including state-sponsored academies, district workshops, and**

professional development.

- 2. Serve as a member of the school Assessment Team**
- 3. Conduct screening, progress monitoring, outcome and diagnostic assessment, using state approved instruments.**
- 4. Assist the Reading Coach with data entry.**
- 5. Analyze assessment data and plan intervention lessons accordingly.**
- 6. Provide Tier II (Strategic) and/or Tier III (Intensive) instruction according to Striving Readers guidelines (tier 11-30 minutes in addition to tier I; Tier 111-60 minutes in addition to Tier I).**
- 7. Adhere to intervention group sizes as mandated by the Striving Readers Guidelines (Tier II-l: 3, 1:4, 1:5; Tier III-1: 1, 1:2,1:3).**
- 8. Conduct progress-monitoring assessment biweekly in Tier II instruction and weekly in Tier III instruction.**
- 9. Assist K-3 general education teachers with small group instruction during Tier I (core reading instruction).**
- 10. Collaborate and plan with K-3 general education and special education teachers on a weekly basis.**
- 11. Submit daily lesson plans to the Principal and/or Reading Coach on a weekly basis.**
- 12. Provide teachers with weekly Tier II and/or Tier III student progress reports.**
- 13. Report information related to student progress during monthly Grade Level meetings and Instructional Council Meetings.**
- 14. Assist the Reading Coach with inventory and distribution of instructional materials.**
- 15. Perform other duties related to the implementation of the Striving Readers Program as deemed appropriate by the Principal, and the District Elementary Supervisor.**

EVALUATION: **At least once a year by the Principal, District Elementary Supervisor**

REVIEWED AND AGREED TO BY:

Evaluatee's Signature

Date

Evaluator's Signature

Date

Appendix D



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: Pointe Coupee Parish Public School System		
Project Director: Kristy LaCoste, Elementary Supervisor		
Fiscal Agent: Stephen Langlois, CFO		
Mailing Address: PO Box 579		
Street Address: 337 Napoleon Street		
City: New Roads	State: Louisiana	Zip Code: 70760
Program Contact Information:		
Name/Position: Kristy LaCoste		
Telephone Number: 225-618-4815		
<small>(Area Code) (Number) (Extension)</small>		
Fax Number: 225-638-3237		
<small>(Area Code) (Number)</small>		
Email Address: Kristy.Lacoste@pcpsb.net		

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

APPROVED (For State Agency Use Only):

 Program Division Director/Designee

 Date

Linda D'Amico 4-16-2013

Approved Representative of the Applicant Agency 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** (\$7,390,541.42 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)

Pointe Coupee Parish Schools
337 Napoleon Street
New Roads, La 70760

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. 63728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 23 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 8601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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

I, Linda D'Amico, Superintendent/Administrator of Pointe Coupee
(Print Name) (Recipient)

hereby assure the Louisiana Department of Education that Pointe Coupee
(Recipient)

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

Linda D'Amico
Signature of Person Authorized to receive grant

Louisiana Department of Education Budget Summary

Name of Eligible Recipient: Pointe Coupee Parish Public School System
 Street Address: 337 Napoleon Street
 Mailing Address: PO Box 579
 City, State, Zip: New Roads, Louisiana 70760
 Source of Funds: Federal

Program: Stiving Readers Comprehensive Literacy Program
 Program Fiscal Year: 2012/2013
 Project Number: 28-12-SO-
 Submitted by: Kristy LaCoste, Elementary Supervisor
 Telephone/Fax #: 225-618-4815

Object Code	Expenditure Category	Birth - Age 5 Amount	K - Grade 5 Amount	Grades 6 - 8 Amount	Grades 9 - 12 Amount	Total Allocation Amount
100	Salaries	\$ 25,250.00	\$ 36,100.00	\$ 18,050.00	\$ 18,050.00	\$ 97,450.00
200	Employee Benefits	\$ 8,526.58	\$ 11,325.55	\$ 5,662.78	\$ 5,662.78	\$ 31,177.68
300	Purchased Professional/Tech Svcs.	\$ -	\$ 15,000.00	\$ -	\$ -	\$ 15,000.00
400	Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -
500	Other Purchased Services	\$ 884.02	\$ 2,581.65	\$ 1,800.00	\$ 1,800.00	\$ 7,065.67
600	Supplies	\$ 16,127.40	\$ 36,568.80	\$ 25,275.22	\$ 25,275.23	\$ 103,246.65
	Subtotal - Operating Budget	\$ 50,788.00	\$ 101,576.00	\$ 50,788.00	\$ 50,788.01	\$ 253,940.00
	Indirect Costs (if applicable)	\$ -	\$ -	\$ -	\$ -	\$ -
	Approved N/A %	\$ -	\$ -	\$ -	\$ -	\$ -
700	Property	\$ -	\$ -	\$ -	\$ -	\$ -
800	Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -
GRAND TOTAL		\$ 50,788.00	\$ 101,576.00	\$ 50,788.00	\$ 50,788.01	\$ 253,940.00
PERCENTAGE OF TOTAL ALLOCATION		20%	40%	20%	20%	

GRANTEE INFORMATION

STATE DEPARTMENT OF EDUCATION

Representative of the entity: *Linda D'Amico 4-16-2013* Date: _____

Approved Division Director/Designee: _____ Date: _____

Approved Grants Management: _____ Date: _____

SCAN AND EMAIL TO:

DOEFederalBudgetRevisions@la.gov

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

As a condition of the receipt of funds under the Louisiana Striving Readers Comprehensive Literacy (SRCL) Program, the applicant agrees to comply with the following Assurances:

1. Adhere to the 15/40/20/20 funding distribution.
2. Leverage SRCL funds with other federal and state funds to implement and sustain the project. For example, salaries for SRCL staff must be leveraged at least 25% with other funds in Years 1-2.
3. Submit monthly reimbursement requests electronically to Appropriation Control Division.
4. Allocate grant funds for a sufficient number of site-based literacy integration specialists and literacy interventionists.
5. Maintain job descriptions and level of effort records for literacy integration specialists, literacy interventionists, and other personnel paid with SRCL funds.
6. Expand the project in Year 2 to additional feeder school(s) or disadvantaged population(s), with no additional SRCL funds.
7. Implement the project's scope originally outlined in the application as funding was awarded based on the application submitted. Changes must receive approval.
8. Partner with public or private nonprofit organizations or agencies that have a demonstrated record of effectiveness in
 - a. Improving the early literacy development of children from birth through Kindergarten entry, and
 - b. Providing professional development in early literacy.
9. Build capacity of all teachers, including special education teachers and speech-language pathologists, to provide standards-based literacy instruction within all content areas.
10. Select and use CCSS-aligned assessments, curriculum and instructional materials.
11. Incorporate technology and, as appropriate, principles of Universal Design for Learning to support transition to the CCSS.
12. Purchase and administer the Test of Early Language Development (TELD-3) to all three- and four-year olds; Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) for students in kindergarten through grade 3, and System to Enhance Educational Performance (STEEP) for students in grades 4-12.
13. Provide support structures to ensure successful transitions for children; for example, preschool to elementary school, elementary school to middle school, and middle school to high school.
14. Provide a comprehensive system of support for teachers, including use of Compass and teacher leaders, collaboration structures, and training to use CCSS-aligned materials effectively.
15. Provide language- and text-rich classroom, school, and early learning program environments that engage and motivate children and youth in speaking, listening, reading, and writing.
16. Enable data-based decision-making to improve instructional practices and outcomes for all students, ensuring disadvantaged students receive maximum benefits.
17. Implement interventions for children who are below grade level to ensure they achieve CCSS.



Superintendent's Signature



LEA

Appendix E



HIPPYUSA[®]
Home Instruction for Parents of Preschool Youngsters

Post Office Drawer 579
New Roads, La. 70760
Phone: 225-618-1891
Fax: 225-618-1892

January 24, 2012

Mrs. Linda D'Amico
Superintendent of Schools-Pointe Coupee Parish
Post Office Drawer 579
New Roads, Louisiana 70760

Dear Mrs. D'Amico

HIPPY (Home Instruction for Parents of Preschool Youngsters), philosophy is, parents are and always will be their child's first teacher. It is because of this unique philosophy, I am elated to support efforts by the Pointe Coupee Parish School System to acquire the Striving Readers Comprehensive Literacy (SRCL) Program.

HIPPY is a parental involvement and school readiness program that offers free, home based early childhood educational services for parents of three, four and five year old children. Along with helping parents recognize the importance of being their child's first teacher, the HIPPY program also provides parents with the tools, training and confidence to successfully prepare their children for school. HIPPY helps to foster positive parent-child interactions that occur in their familiar home environment. The natural bond between parent and child is enhanced as they engage in activities that are developmentally appropriate, educational, and fun. By partnering with existing local, state and federal early childhood initiatives, HIPPY thrives to fulfill the various goals of universal pre-kindergarten and early literacy efforts.

HIPPY believes the Striving Readers Comprehensive Literacy Program is imperative to children of Pointe Coupee parish school system. SRCL will openhandedly offer children of this community an improved chance of success at school. Through adequate funding and exceptional leadership, it would also prove beneficial for Pointe Coupee Parish School System to manage the SRCL's day to day operations. It is for this reason that HIPPY is elated to support the school district's proposal of the Striving Readers Comprehensive Literacy Program.

If you have any questions, please do not hesitate to contact me at (225) 618-1891.

Sincerely,

Emily Oliver,
HIPPY Facilitator



Pointe Coupee Parish School Board Head Start

P.O. Drawer 579

337 Napoleon Street New Roads, LA 70760

225-618-4883 (phone) 225-638-8674, ext.4883 (phone)

225-638-2985 (fax) 225-638-3237 (fax)



January 26, 2012

To Whom It May Concern:

Pointe Coupee Parish School Board Head Start believes in the purpose of Head Start, which promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families. In accordance with our beliefs, we also share the philosophy of the Louisiana Striving Readers Comprehensive Literacy program, "Literacy Is For Everyone". Therefore, it is truly my honor to support the efforts of the Pointe Coupee Parish School Board in securing grant funding to implement the Striving Readers Comprehensive Literacy program.

We know that Pointe Coupee Parish School Board promotes instructional strategies for implementing the early learning standards, curriculum, and assessments that support us in our efforts to have all of our children enter kindergarten ready to learn. Our children and families will continue to flourish with the collaboration, training, and support offered to us by Pointe Coupee Parish School Board and the Striving Readers Comprehensive Literacy program.

Again, it is an honor to offer this letter of support for Pointe Coupee Parish School Board to secure grant funding for implementing the Striving Readers Comprehensive Literacy program.

Sincerely,

A handwritten signature in cursive script that reads "Karen Holmes Shaw".

Karen Holmes Shaw
Head Start Supervisor



CAPITAL AREA TECHNICAL COLLEGE

Jumonville Campus

605 Hospital Road
P.O. Box 725
New Roads, LA 70760
Phone: (225) 638-8613
Fax: (225) 618-0157

AMY DAVIS
CAMPUS DEAN

January 31, 2012

Mrs. Linda D'Amico, Superintendent
Pointe Coupee Parish School System
P.O. Drawer 579
New Roads, LA 70760

RE: Care and Development of Young Children

Dear Mrs. D'Amico:

Capital Area Technical College – Jumonville Campus is deeply committed to our training partnership. Earning the CDA is the first step to success in this demand occupation. The program has been successful in training employees for your Head Start and Pre-K programs as well as the high school students at Livonia High School. Early childhood education is an integral part of every child's education and is essential to the economic future of our parish.

I look forward to our continued partnership and possible expansion of this training in the upcoming years.

Sincerely,

Amy Davis
Campus Dean

AD/ah

Governed By
Board of Supervisors of the Louisiana Community and Technical College System
And
Louisiana Board of Regents
Accredited by Council on Occupational Education
AN EQUAL OPPORTUNITY EMPLOYER



Cooperative Extension Service

Pointe Coupee Parish
Courthouse Annex
180 East Main Street, First Floor
New Roads, Louisiana 70760-3500
(225)638-5533; Fax: (225)638-5550
E-mail: pointecoupee@agcenter.lsu.edu

January 26, 2012

Kristy Lacoste, Supervisor
Elementary Education
Pointe Coupee Parish School Board
P. O. Box 579
New Roads, LA 70760

Dear Kristy:

I am pleased to express support for your requests to continue funding for the integrated programs and services offered through the Pointe Coupee School Striving Readers Program. During the past 30 years, I have had many opportunities to work with the school system in a variety of the programs and know first hand what a great benefit it is to the families of Pointe Coupee Parish. As Extension agent with the LSU AgCenter, I have collaborated with staff of the Pointe Coupee Elementary School programs to provide educational programs and resources to parents on such topics as nutrition, school gardens, and youth leadership.

The comprehensive program provided by the Pointe Coupee School Literacy efforts (Family Literacy, Health Literacy, Head Start and Early Head Start, Parenting Education and Support, Teen Parenting Education, Medical and Mental Health Services and others) is very effective in addressing the interrelated problems of families and reducing risk of child abuse and neglect. Adults who are dealing with the stress of poverty and unemployment may find it difficult to be nurturing, supportive parents. The literacy component of the program, along with the parenting education, helps to address these problems. The program also gives parents many opportunities to achieve success and to feel better about themselves enabling them to be more supportive of their children. Children in the early childhood components are participating in a developmentally appropriate program.

Parents are also able to access the services of the physicians or nurses if needed, on site. The health literacy program helps parents to access and understand the information they need to raise healthy children and maintain their own health.

I look forward to continuing my collaboration and support of the Pointe Coupee School Literacy Program as a partner in serving the families in our community. It is important that programs such as the Pointe Coupee School Striving Readers Program continue to provide quality services for our community in collaboration with other community agencies.

Sincerely,

Miles J. Brashier
County Agent

For the latest
research-based information
on just about anything,
visit our website:
www.lsuagcenter.com

**Leadership
Louisiana**
2009 ALUMNI

January 29, 2012

Kristi LaCoste
Early Childhood - Elementary Supervisor
Pointe Coupee Parish Public School System
337 Napoleon Street
New Roads, LA 70760

Dear Kristi:

Please allow this letter to serve as *Leadership Louisiana 2009 Alumni's* recommendation for Pointe Coupee Parish Public School System's securing of the Striving Readers Comprehensive Literacy Grant.

Leadership Louisiana 2009 Alumni is a group of nearly 50 business, community and political leaders from around the state of Louisiana who first came together in 2009 through the Council for a Better Louisiana's *Leadership Louisiana* program. In 2010, independent of that program, the 2009 class decided to adopt the Livonia High School 7th Graders and begin to work to see their graduation rate increase from the current expectations. *Leadership Louisiana 2009 Alumni* purposefully chose this class after confirming that literacy and poverty rates in Pointe Coupee Parish were among the highest in the state. Further, Pointe Coupee Parish School Board President Linda D'Amico urged us to help Livonia High School's 7th graders help take to heart the message that reading was critical to success later on in life.

In 2011, *Leadership Louisiana 2009 Alumni* teamed up with Louisiana Endowment for Humanities to help host a six-week literacy program geared at low-scoring readers in the 8th grade in Livonia High School. Through this experience, I can attest to our class's deeper understanding of the challenges Livonia High School teachers and parents face as they try to encourage these students to become successful, proficient readers.

We would urge our strong support for implementing the Striving Readers grant in Pointe Coupee Parish. This is a parish where teachers, library and school board representatives are on the

ground, volunteering after-hours, and working very hard to try to improve the reading scores for these students. Often the students' home lives and parents/guardians' struggles simply to make a living are standing in the way of students achieving successful reading scores.

Any help at all that the demonstrated success of Striving Readers grant can bring to this parish would literally make an historic difference there. This is the parish which gave our state – and the world – the celebrated novelist Ernest Gaines. We would urge our strong support for your making this grant there in Pointe Coupee in the hopes that it will not only encourage teachers and school board employees already giving their time and energy now to this end, but that it would also help us see many more successful readers, writers and novelists graduate from the Pointe Coupee Parish Public School System.

Sincerely,

A handwritten signature in black ink, appearing to read "Julie J. Baxter". The signature is fluid and cursive, with a large initial "J" and "B".

Julie J. Baxter
Leadership Louisiana 2009 Alumni

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

January 31, 2012

To Whom It May Concern:

Teach For America – South Louisiana is excited to partner with Pointe Coupee Parish Schools in their Striving Readers Comprehensive Literacy grant application. Teach For America fully supports the effort to improve literacy outcomes for all students in Pointe Coupee Parish, and our staff looks forward to continuing our productive and longstanding collaboration.

Teach For America will continue to partner with Pointe Coupee Parish in recruiting and retaining effective teachers through providing them access to our applicant pool of highly qualified teachers and providing detailed information about how candidates can meet the district's specific needs. All Teach For America teachers hired by Pointe Coupee Parish will receive two years of intensive support and professional development, including rigorous certification coursework (currently via The New Teacher Project's TNTP Academy), weekend professional development workshops, and targeted observations and feedback from teacher coaches/mentors (Managers, Teacher Leadership Development). Professional development will include a strong focus on literacy across the curriculum.

We at Teach For America – South Louisiana believe that our continued partnership, including the implementation of the Striving Readers Comprehensive Literacy grant, will truly benefit the students of Pointe Coupee Parish Schools.

Thank you for your consideration,



Taylor Ballinger

Director, School and District Partnerships
Teach For America-South Louisiana
(225) 692-1158

Taylor.Ballinger@TeachForAmerica.org