Terrebonne Parish School District
(TPSD)

P O Box 5097

Houma, Louisiana 70361

The E5 Project: Engage, Educate and Empower Every Student, Every Day

Striving Readers Comprehensive Literacy Program
2013-2014 Application

a. Need for the Project

- ***Applicant provides compelling description of literacy achievement results to demonstrate need for the project.***

East Houma Elementary (EH) PreK-2, Village East Middle (VE) 3-6, Oaklawn Junior High (OJH) 7-8, and Ellender Memorial High School (EM) 9-12, along with the LA Early Steps Program, Holy Rosary Head Start and Senator Circle Head Start serve the largest population of **disadvantaged youth** in this district. This is evidenced by:

- 90% of the students in this cluster qualify for free/reduced lunch (TPSD average is 65%)
- 27% of the cluster population is identified as special education
- 4% of students at OJH and EM have been incarcerated and teen pregnancy is a challenge.

Furthermore, over a three-year period *literacy achievement* has been declining and inconsistent. Three of the four cluster schools have been labeled by the state's accountability system as 'D' schools. Only 49% of students enter K at EH with basic literacy skills ready to learn. Just 55% percent of students entering 4th grade at VE are on-level in ELA. Fifty-one percent of students enter 9th grade (EM) one or more years behind their peers. At EM, only 24% of students enroll in post-secondary coursework. Significant growth is needed to prepare students for rigorous Common Core State Standards (CCSS) and be college and/or career ready.

However, cluster schools have experienced some successes. Over the past five years, the School Performance Score (SPS) for each has increased (EH: 14%; VE: 13%; OJH: 14%; EM: 33%). Over the past three years, 4th and 8th grade LEAP ELA proficiency scores have increased (15%, 20%). In 2011-2012, SWD at VE and OJH have shown gains in ELA (8.2%, 4.1%), and OJH met AYP for all subgroups. EM's graduation cohort grew an average of 10% from 2010-2012. Successes are attributed to the district focus on data-based decision making to drive instruction, Professional Learning Communities (PLCs), and Response to Intervention (RTI).

Student data in appendix B, Tables 1-4 supports the critical needs in literacy achievement for cluster. The district will address these needs through the E5 Project: *Engage, Educate & Empower Every Student, Every Day.*

- ***Proposed feeder schools show an adequate number of students moving from one feeder school/site to the next.***

A total of **2,183 students** enrolled in the cluster are directly impacted by the E5 project. Twenty three disadvantaged children aged 0-3 are enrolled in the LA Early Steps program. Of the 76 Pre-K students at EH, 44 come from Holy Rosary and Senator Circle Head Start. Of the 71 3rd graders at VE, 61 come from EH. Of the 198 7th graders at OJH, 66 come from VE. Of the 275 9th graders at EM, 136 come from OJH.

- ***Applicant describes a plan to expand the project to serve more disadvantaged youth in subsequent years.***

Three clusters of schools feed into EM, and 6 of the 7 schools have been labeled 'D' schools. This project is servicing the most disadvantaged cluster (Head Start-EH-VE-OJH-EM). Two additional disadvantaged clusters feed into EM (Appendix B, Table 2A/2B), and will be required to participate in the E5 Project along with the remaining two district 'D' schools with support from district resources. These schools will be required to attend all district PD, monthly collaborative meetings, and related activities included in the E5 Project.

b. Project Goals

- ***A gap analysis, describing reasons for gaps***
- ***Discussion on the most common data trends***
- ***Alignment between need/gap and project design to reach goals***

Data Based Decision Making Teams (DBDMT) conducted ***a gap analysis*** on the cluster schools using a variety of formative and summative data that included state assessments, district walkthroughs, formal and informal observations (COMPASS), Louisiana Literacy Capacity Survey and a Professional Development Needs Assessment survey.

Over the past three years, an average of 49% of K students *enter* school ready to learn. DIBELS EOY scores show inconsistent growth between 2010 – 2012 *(table A)* in grades K (0%), 1st (-14%), 2nd (27%), and 3rd (-2%).

East Houma/TPSD	*Percent Proficient DIBELS Next EOY 2010-2012 – Table A*		
	2010	**2011**	**2012**
K/TPSD	69/75	66/75	69/74
1st/TPSD	52/60	60/62	38/55
2nd/TPSD	36/50	40/48	63/62
3rd/TPSD	36/43	26/37	34/59

From 2010-2012, 3rd, 5th, and 6th grade *i*LEAP ELA proficiency scores *(table B)* have declining growth (-3%, -1%, -3%). Fourth grade LEAP scores improved over this same period (15%).

Village East/LA/TPSD	*% Proficient ELA 2010-2012, iLEAP and LEAP- Table B*		
	2010	**2011**	**2012**
3rd grade/ LA/TPSD	58/67/73	60/69/78	55/69/74
4th grade/LA/TPSD	56/68/71	63/74/79	71/75/81
5th grade/LA/TPSD	56/68/70	55/68/69	55/70/72
6th grade/LA/TPSD	55/70/78	67/71/78	52/69/76

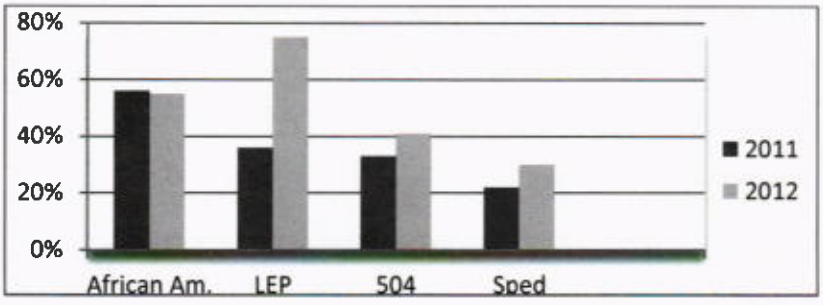
Proficiency in 7th grade ELA on iLEAP declined between 2010-2012, (-4%), 8th grade LEAP scores improved (20%) *(table C)*, and the 8th grade cohort scores during this same period showed little or no improvement (55%, 57%, 58%).

Oaklawn/LA/TPSD	*% Proficient ELA 2010-2012, iLEAP and LEAP- Table C*		
	2010	**2011**	**2012**
7th grade/LA/TPSD	64/68/70	57/69/70	60/69/70
8th grade/LA/TPSD	38/47/59	58/64/67	58/65/67

Ellender data information (see tables D and G)
English EOC II proficiency went up 5% but did not keep up with the district's growth (7%) or state's growth (13%). *(table D)*
There were no gains on the ACT English subscores and EM lags behind the district and state scores. *(table D)*
First Time Freshman (FTF) Report indicates over a two- year period, 17% fewer freshmen enrolled in post-secondary programs after graduation from EM. *(table G)*
Thirteen students participated in EM's first year offering of AP English IV. Two years ago, there were no AP courses offered; today there are four AP courses offered and six are planned for next year.
The state's current Graduation Rate goal is 80%; EM's current rate is 69%. EM has had a 17% growth in graduation rate over the past five years. *(table G)*

Ellender/LA/TPSD	*EOC ACT % Proficient 2010-2012- Table D*		
	2010	**2011**	**2012**
EOC II/LA/TPSD	53/53/54	50/61/65	58/66/61
EOC III/LA/TPSD	n/a	n/a	New Measure
English ACT/LA/TPSD	18.7/20.1/19.7	18.4/20.4/19.6	18.6/20.4/19.8

Average Subgroup Growth in ELA *i*LEAP and LEAP in cluster schools, gr. 3-8 – *Table E*



Subgroups between grades 3-8 show overall gains from 2011-2012 on *i*LEAP and LEAP.

Table F	*Reasons for gaps*	*Data trends*
Birth – 5	1) Effective core literacy instruction across all contents needs improvement 2) Lack of shared common early learning standards for effective literacy instruction aligned with CCSS that serves as a framework for consistency, continuity and guidance to teachers on developing literacy 3) Shared PD on effective literacy instruction, oral language, language-print environment, differentiation practices, developmental interventions, data analysis is needed 4) Expansion of community partnerships to promote and educate community 5) Lack of a cohesive assessment system and cross-cluster collaboration	Students are not entering K with basic literacy skills ready to learn
K-5th	1) Effective core literacy instruction across all contents needs improvement 2) Limited common collaborative time for vertical and horizontal planning to review formative data and provide supports in implementing ELA CCSS 3) Job-embedded PD on effective literacy instruction, ELA CCSS, DDBMT and impact on effective core instruction (CCSS), UDL are needed 4) RTI structure is not meeting needs of all students 5) CCSS aligned literacy materials and resources needs expanding 6) Lack of a cohesive assessment system and cross-cluster collaboration	DIBELS proficiency does not align with 4th grade proficiency, indicating need for training of K-3 teachers in using data to inform daily instruction
6-8	1) Effective core literacy instruction across all contents needs improvement 2) Limited common collaborative time for vertical and horizontal planning to review formative data and provide supports in implementing ELA CCSS 3) RTI structure not meeting the needs of all students 4) Job-embedded PD on effective literacy instruction, ELA CCSS, DBDMT and impact on effective core instruction (CCSS), UDL are needed 5) CCSS aligned literacy materials and resources needs expanding 6) Lack of a cohesive assessment system and cross-cluster collaboration	• Limited and inconsistent overall growth • Closing gap within subgroups but still need more assistance to close gap to reach peers
9-12	1) Effective core literacy instruction across all contents needs improvement 2) Limited common collaborative time for vertical and horizontal planning to review formative data and provide supports in implementing ELA CCSS 3) RTI is not meeting needs of all students; assessment for incoming 9th grade students needed (aligned to CCSS and lexile growth) 4) Job-embedded PD on effective literacy instruction, ELA CCSS, DBDMT and impact on effective core instruction (CCSS), UDL are needed 5) CCSS aligned literacy materials and resources need expanding 6) Lack of cohesive assessment system and cross-cluster collaboration	Students entering 9th grade one to two years behind peers, thus not prepared for postsecondary education

The E5 Project is ***aligned*** to the four Focus Areas and will address the needs/gaps through the following: providing high quality PLCs, job-embedded PD, DBDMT to ensure effective implementation of the CCSS, and providing customized instruction for all learners.

E5 Project goals *(table G)* are aligned with TPSD District Performance Goals, needs and gaps. These goals are measurable, time bound (by end of SRCL E5 Project), and ambitious.

- ***Set goals aligned to student achievement***

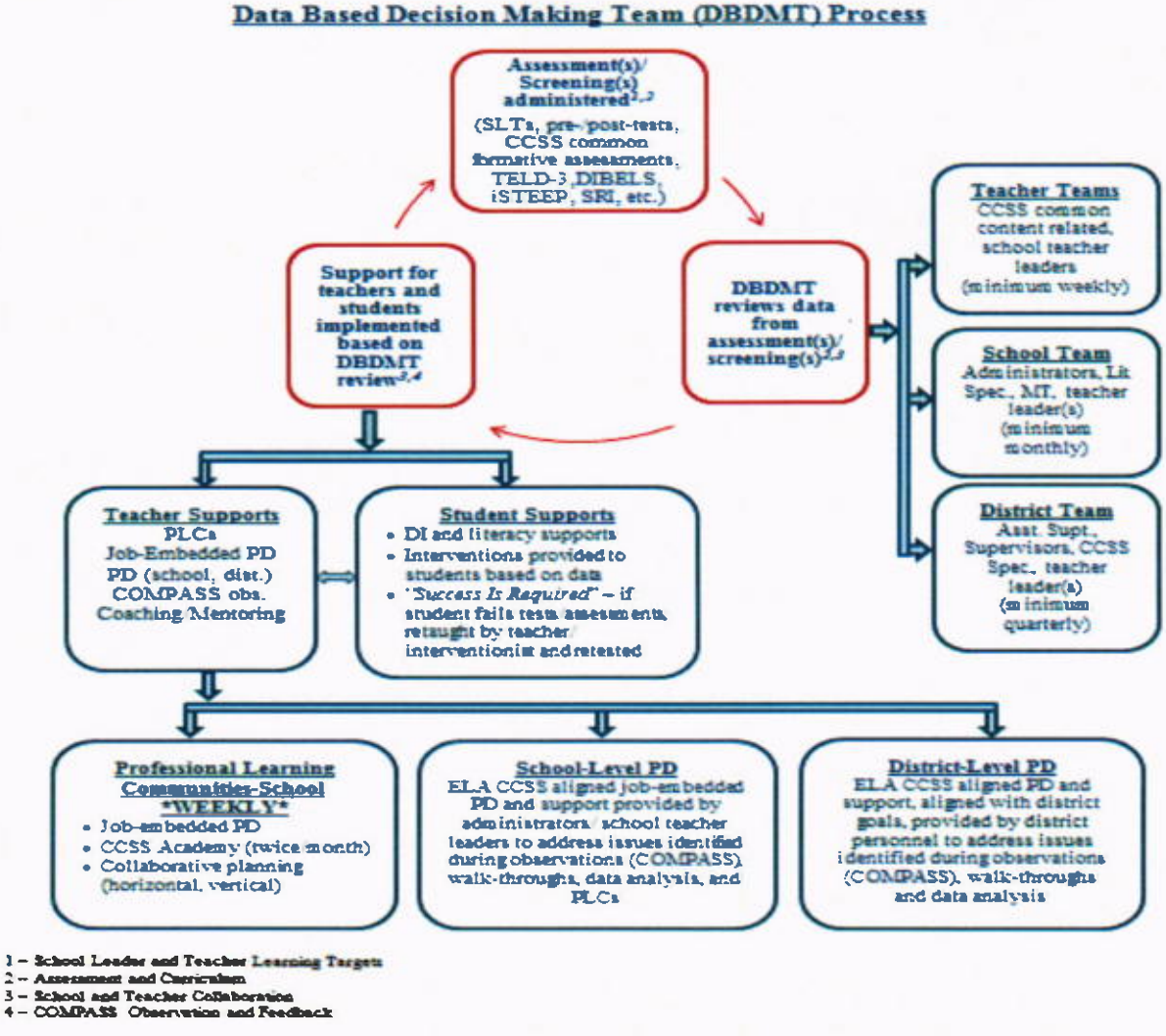
E5 Project Goals – *Table G*	District Current	District Goal*	Cluster Current	Cluster Goal*
Enter Kindergarten ready to learn (pre/post TELD-3)	New Measure	To be set after State guidelines	New Measure	Achieve growth in oral language skills in TELD-3
Enter Kindergarten ready to learn (DIBELS Next BOY-K)	60%	70%	49%	5% increase per year
Arrive 4th grade on level (3rd ELA *i*LEAP)	74%	80%	55%	5% increase per year
Arrive 4th grade on time	74%	80%	63%	4% increase per year
Arrive 9th grade on level (8th grade ELA LEAP)	65%	75%	58%	4% increase per year
Arrive 9th grade on time	58%	65%	51%	4% increase per year
Perform on grade level on English II EOC	67%	75%	51%	5% increase per year
Perform on grade level on English III EOC	New Measure	To be set after State guidelines	New Measure	To be set after baseline data received
Graduate on Time (Cohort graduation rate)	77%	80%	69%	2.5% increase per year
Graduates will persist through college: percent of graduates passing one AP test	29%	40%	New Measure	To be set after baseline data received
Students on track to college in 11th grade to (achieving 20 on English subscore ACT)	64%	75%	55%	5% increase per year
Enroll in post-secondary education (1st time Freshmen report)	39%	49%	24%	5% increase per year
*Cluster and District goals to be reached by end of project period and are aligned to State/District Critical goals; cluster targets to be adjusted based on state/district target changes and cluster performance				

c. Project Design

To accomplish the goals, this project is aligned to the four Focus Areas. The E5 Project will build on the system of *School and Teacher Collaboration* to implement ELA CCSS and rigorous

assessments (*Assessment and Curriculum*) through high quality PLCs (using best practices) and built-in job-embedded PD. This ensures teachers understand and apply elements of literacy instruction and intentional use of instructional materials that are aligned to the CCSS so that every student knows how to use reading, writing, listening, presenting and critical thinking skills from Birth to grade 12. In addition, teachers will implement interventions to ensure that all students, including those who are struggling and those who are progressing ahead of their peers, are identified and that instruction is customized. Literacy DBDMT literacy teams *(table H)* will be established at the teacher level→ school level→ district level within an RTI framework.

Table H – Data Based Decision Making Team Process (DBDMT)



- ***An assessment of the current strengths and weaknesses of the applicant relative to the proposed system(s).***

Current strengths: TPSD offers free universal district-wide Pre-K. LA Teacher Leaders have been identified at each site and will be embedded in all collaborations. Cluster schools have identified assessments, including CCSS benchmarks, that will be used for teachers/leaders' SLTs and student goals to drive instruction. For the past two years, an Integration Grant enabled EM ELA, social studies and science teachers (11) to participate in Literacy Design Collaborative (LDC), which will be expanded in the E5 project. TPSD is participating in a consortium to collectively unpack ELA CCSS, align common assessments and develop lesson plans. During 2011-2013, TPSD took steps to get ahead by focusing on *School and Teacher Collaborations* (shared PD with Head Start during Summer Literacy Institute & NSU) and *Curriculum and Assessment* needs (implemented TELD-3, piloted mClass/Burst gr.2-3).

Current weaknesses: Parent-home connections Birth to 5 need expansion. Teachers in all contents need ongoing support and PD in effective literacy instruction aligned with ELA CCSS. To meet the needs of all students, especially diverse learners, teachers must be trained in the use of differentiated practices, student engagement and the principles of UDL. Limited *collaborative* planning time for content-specific teachers prevents them from having the opportunity to work and learn together to develop lesson plans/assessments, analyze student data and reflect upon the quality of student work. Lack of a cohesive *assessment* system and inconsistent cross-collaboration time between cluster schools prevents teachers from analyzing/discussing gaps.

- ***The framework the applicant intends to build relative to the proposed system(s).***

Relative to the proposed systems, the *Engage, Educate & Empower Every Student, Every Day* (E5) Project will be implemented in two phases. ***Phase I***, June 18 – September 30, 2013, focuses on *School and Teacher Collaboration* by recruiting and hiring effective key literacy personnel, getting them in place and providing summer trainings for teachers on the Teacher Toolbox, ELA

CCSS shifts (close reading, evidence-based writing, text dependent questioning) and scaling out LDC (6-12). ***Phase II*** October 1, 2013 – April 30, 2017 *continues* collaborations and focuses on securing additional resources needed to integrate *Assessment and Curriculum* as follows:

Design Framework – Table 1	
Activities	**Focus Area**
1) Hire Project Director (1) to provide support to cluster schools in all aspects of the E5 Project. Literacy Integration Specialists (4) will provide support at cluster schools in implementing ELA CCSS in all contents every day and coordinate the RTI process. Literacy Interventionists (7) will provide interventions to Tier II/III students; one will be shared between EH and VE to allow for a seamless transition to support 2nd and 3rd grade students. Data Specialist (1) will provide support to cluster schools and teachers in implementing the DBDMT process.	School and Teacher Collaboration
2) Principals, E5 Project Director, and Literacy Integration Specialists will plan Summer Literacy Institutes/ LDC Academy. Birth-5: Summer Literacy Institute; K-5: CCSS Literacy Institute and Teacher Toolbox; 6-12: LDC Academy.	School and Teacher Collaboration
3) Summer PD, PLCs and ongoing job-embedded PD will focus on the following with internal and external support: Birth – 5: Implement effective early literacy instruction using a standards-based curriculum (oral language development, Early Literacy/Language practices, print rich environment, high risk needs). Early childhood providers and Head Starts will participate in shared PD. The Terrebonne Parish Library will provide services (per MOU) to enhance early childhood. Additionally, Prime Time preschool family literacy program will be held at cluster school to enhance literacy acquisition. K – 5: ELA CCSS instructional shifts and Teacher Toolbox training with ongoing training on differentiation, student engagement/motivation, and UDL. 6 – 12: LDC Academy - 53 ELA, social studies and science teachers at VE/OJH/EM will be trained with support from district literacy staff (LDC TOTs) and Reach Associates; ongoing PD in LDC (teacher leaders, R-GroupSpace online collaboration, LDC TOTs); Teacher Toolbox and ELA CCSS instructional shifts with ongoing training on differentiation, student engagement/motivation, and UDL. Training for school teams on effective PLCs & schedules for 2013-2104 have been adjusted to ensure teachers have weekly common collaborative planning for meaningful PLCs. Job-embedded PD for Birth-12 will be provided on PLCs, data analysis and DBDMT process.	School and Teacher Collaboration
4) Instruction: Teachers will *engage every student* through effective literacy instruction, *educate every student* using rigorous practices aligned to the ELA CCSS, *empower every student* to read, write, listen, present and think critically in all classes *every day*. Principals and teachers will develop SLTs using district approved assessments aligned to CCSS. Instruction is driven by SLTs and will be enhanced by summer and ongoing job-embedded PD. Literacy Integration Specialists and Principals will provide support to teachers based on specific feedback from informal/formal observations aligned with COMPASS. PLCs will provide support to teachers in using effective literacy strategies and in the intentional use of instructional materials. New materials to support the E5 goals include- Birth-5: classroom libraries that support oral language, literacy centers, and early literacy curriculum. K-5: classroom libraries aligned with CCSS units (nonfiction grade appropriate texts), literacy centers that support differentiation and student engagement, supplemental instructional materials to support implementation of CCSS. 6-12: a variety of non-fiction informational texts (print and electronic) that support CCSS and LDC process, Module Creator for LDC expansion, and literacy supports for struggling readers. Technology acquisitions will facilitate student engagement and customized instruction for all students (easy accessibility).	School and Teacher Collaboration/ Assessment and Curriculum
5) RTI: *Conduct universal screenings*: TELD-3 (Birth to 5)→DIBELS (K-3)→iSTEEP (4-12). Other assessments- Birth-5: Brigance pre/post (Head Start). Pre-K DSC pre/post (EH). K-3: STAR Early Literacy/STAR Reading (EH, VE); 4-12 STAR Reading/SRI (VE, OJH, EM). *Provide interventions*- Birth to 5: Developmental interventionists include speech therapists, preschool early interventionists, and classroom teachers to provide intervention in the classroom. K-8: Tier II/III students provided 30 minutes 5x/wk depending on intervention protocol to address individual needs. 9-12: Tier II/III students provided 30/90 mins. daily in additional interventions to address individual needs.	Assessment and Curriculum

Restructured and expanded assessment and intervention materials in K-12 include adding SRI to place students in interventions based on needs using Read 180 and System 44. Expand mClass/Burst (K-3) and add Failure Free Reading (6-12). Implement *"Success is Required"* pilot program for ELA, grades 3-12. If student fails ELA test, student is retaught by teacher/interventionist and retested.	
6) Implement DBDMT Process: A cohesive assessment system will be used. a) Teacher level: Weekly PLCs, analyze data including but not limited to teacher/ district CFAs, TELD-3, DIBELS, iSTEEP, SRI to customize instruction/inform practice. b) School level: Monthly analyze data including but not limited to grades, district-created CFAs, TELD-3, DIBELS, iSTEEP, SRI and state assessments to identify PD needs, teacher supports and evaluate effectiveness of instruction (COMPASS). c) District level: Quarterly analyze cluster data including but not limited to district created CFAs, TELD-3, DIBELS, iSTEEP, SRI and state assessments to identify PD needs, cluster supports and evaluate effectiveness of instruction (COMPASS).	School and Teacher Collaboration/ Assessment and Curriculum
7) E5 Project collaborations: a) Monthly cluster collaborations rotating to each site to highlight literacy initiatives with Project Director, Data Specialist, Principals, Integration Specialists to share data, program implementation, E5 Project progress. b) Conduct quarterly collaborations with partnerships. c) Principals are responsible for quarterly stakeholder collaborations. d) E5 Project Director will collaborate monthly on site with each school DBDM team. e) Literacy Interventionists meet weekly with Literacy Specialists.	School and Teacher Collaborations
8) The following partnerships have been established to improve the early literacy development of children and to provide professional development in literacy: a) Birth-5: LA Early Steps, Holy Rosary and Senator Circle Head Starts and early childhood providers invited to attend all PD provided by Terrebonne Parish Public Library, Center for Development and Learning and Louisiana Endowment for the Humanities (Prime Time) to support early literacy learning. See MOUs for record of effectiveness in improving the early literacy development of children. b) K-12: Nicholls State University (NSU) to offer dual enrollment and PD aligned to ELA CCSS. See MOU for record of effectiveness. *Letters of Support:* L. E. Fletcher Technical Community College, Reach Associates (LDC), Terrebonne Foundation for Academic Excellence, Stewart Education & Developmental Childcare and Friendswood Childcare Center.	School and Teacher Collaboration

- ***How the district will leverage funds to achieve the implementation of the proposed system(s) given their current position.***

TPSD is committed to aligning local, state and federal funds to support the E5 Project. The items listed in the budget narrative *(section e, table K)* will be leveraged through integration of SRCL funds with district general funds and other sources: LA4, IDEA, Title I/II, HPSI, Integration Grant and Race to the Top. Braided funds support this project through payment of salaries and benefits for the Project Director, Literacy Integration Specialists, Interventionists and Data Specialist, professional development, literacy materials and computer software/hardware, and technical support for computer labs/technology *(table K & budget)*. In addition, TPSD funds four district literacy specialists who will assist with the project: Early Childhood Specialist funded through Title I/IDEA/ LA4; two literacy specialists (K-5, 6-12) through general fund, and an

Integration Project Coordinator (CCSS/LDC) through Integration Grant funds. Specific information about leveraging of funds in each phase of the E5 project is explained in section e.

d. Project Management Plan

- ***Milestones that describe key interim points towards achieving the ultimate aim described in the grant***

The management plan is designed to complete the E5 Project on time and within budget.

Project Management Plan – Table J		
E5 Actions/Milestones	**Timeline**	**Owner Responsible**
Phase I begins: Finalize budget and hire key literacy leaders, complete purchase orders for materials	June 2013- July 2013	Project Director, Asst. Superintendent, Accountant,
Review E5 Project goals and Project Design aligned with four Focus Areas and district goals	June-July 2013	District/School Teams, Assistant Superintendent
Plan Summer Literacy Institutes/LDC Academy; job-embedded PD on PLCs, data analysis and DBDMT	July-August 2013	Literacy Integration Specialists, Principals, Project Director
Implement MOUs (Early Steps, Head Start, NSU, Library)	July 2013	Project Director, District Early Childhood Specialist
Deliver 3-day Summer Literacy Institute/LDC Academy to staff on E5 project and following: **Birth-5:** ELA CCSS instructional shifts and Teacher Toolbox training. **K-5:** ELA CCSS instructional shifts and Teacher Toolbox training. **6-12:** LDC Academy; ongoing PD in LDC, Teacher Toolbox and ELA CCSS instructional shifts.	July-August 2013	Project Director, Principals, Literacy Integration Specialists, LA Teacher Leaders
Administer universal screeners: TELD-3, DIBELS, iSTEEP	Annually, Aug/Jan/May	Literacy Integration Specialists, Interventionists, Teachers
Develop and monitor SLTs; administer common formative assessments aligned to CCSS; assist cluster sites in planning and delivery of ELA CCSS in all contents throughout the day	August 2013-end of project	Project Director, Literacy Integration Specialists, Teachers, Principals
Provide RTI: 3-tiered literacy interventions, progress monitoring, implement "Success Is Required" program	September 2013 – end of project	Interventionists, Teachers
DBDMT: data analysis, meeting with teacher data teams (weekly), school data teams (monthly) district data teams (quarterly) and reporting (quarterly)	Monthly, Quarterly	Principal, Literacy Integration Specialists, Data Specialist, Project Director, teachers
PLCs/job-embedded PD; CCSS Academy to be held twice monthly through PLCs	Twice a month	Literacy Integration Specialists, Teachers
Phase II begins: Order additional project materials, including but not limited to: wireless equipment, computers, Smartboards, Hatch/ Splash, Bright Start Early Literacy, Prime Time Preschool, Lakeshore Literacy Centers, Weekly Readers, eReaders, nonfiction classroom libraries, Kurzweil, Failure Free Reading, Read 180, System 44, Achieve 3000, Mimeosprout, Overdrive	After October funding received	Project Director, Assistant Superintendent
Review budget reports	Monthly	Project Director, Assistant Superintendent, Accountant
Monitor overall implementation – walkthroughs, instructional visit checklist, COMPASS, surveys, quarterly data reporting	Ongoing	Superintendent, Assistant Superintendent, Principals, Project Director, Data Specialist
Monthly cluster collaborations and quarterly partner collaborations, Quarterly stakeholder meetings	Monthly; Quarterly	Project Director, Principals
Project Evaluation- Data including but not limited to the following: Compass, SLTs, benchmark , state achievement , AP	Annually	Project Director, Data Specialist, Literacy Integration Specialists, Principals

- ***Owners responsible for completion of key tasks***

The E5 Project Director Ann Picou and Assistant Superintendent Carol Davis will be responsible for coordinating the E5 Project. Mrs. Picou's role includes planning, program delivery, implementation, and management of district staff. The Project Director, with support from the Assistant Superintendent, district literacy staff and supervisors will ensure that all action steps take place within the timelines *(table J)* and within budget *(table K)*. The Data Specialist and Project Director will collaborate monthly with principals and school data teams to review data and discuss program implementations. The Assistant Superintendent will oversee the project by attending all district/state SRCL grant meetings, attend all PD, review monthly financial reports and monitor ongoing progress toward meeting project goals.

- ***Appendix C: Job descriptions of all key personnel paid for with SRCL funds***

e. Project Budget

- ***All budgeted expenses are detailed and directly align with the project plan and four key focus areas described above and Applicant provides plan for leveraging funds to implement, sustain, and scale the project***

Items in Phase I are included in the attached project budget. Items in Phase II are estimated.

E5 Project Budget Narrative – Table K			*Phase I: June 18-September 30, 2013*
Budgeted Item	**SRCL**	**Leveraged Funds**	**Key Focus Area**
Salaries and benefits of Project Director, Literacy Integration Specialists, Literacy Interventionists, Data Specialist	$83,812	Title I, EIS/IDEA, General Fund	School and Teacher Collaboration/Assessment and Curriculum
Stipends to plan Summer Literacy Institutes/LDC Academy	$18,000		School and Teacher Collaboration
Stipends to be used to attend Summer Literacy Institutes/LDC Academy	$38,400	Integration Grant Funds	School and Teacher Collaboration
Consultants to provide Summer Literacy Institutes/LDC Academy and job-embedded PD	$19,000		School and Teacher Collaboration/
Data Management systems (mClass/Burst, common assessments); OJH iSTEEP iSTEEP VES, EM mClass PD	 $14,740 $5,190	Race to the Top, HPSI	Assessment and Curriculum
Substitutes Pre-K to 12 for teachers PLCs, job-embedded PD, literacy trainings	$8187	General Fund, Title II	School and Teacher Collaboration
TELD-3(Pre-K)/DIBELS(K-3)		IDEA/General Fund	Assessment and Curriculum
SRI grades (4-12)		General Fund	Assessment and Curriculum
iPads/ iCare for real-time data management	$9,936		Assessment and Curriculum
Classroom libraries	$26,047		

LDC Module Creator	$2,000		Assessment and Curriculum
Travel-SRCL required activities	$2581		
Phase II: October 1, 2013-April 30, 2017		**(estimated totals are for *annual* expenses)**	
Salaries of Project Director, Literacy Integration Specialists, Literacy Interventionists, Data Specialist	$770,912	Title I, EIS/IDEA, General Fund	School and Teacher Collaboration
Consultants for literacy training/support	$36,000	Title II, General Fund	
Stipends to attend literacy trainings/ technology trainings, Summer Institutes	$50,750	Title II, General Fund	School and Teacher Collaboration
Substitutes for Pre-K to 12 for teachers to participate in PLCs/literacy trainings	$27,200	General Fund, Title II	School and Teacher Collaboration
Birth – 5 materials to include but not be limited to: Hatch/Splash literacy materials, Prime Time, Weekly Readers, Lakeshore Literacy Centers, Nemours Bright Start	$15,000	General Fund/ Title I/LA4/8g	Assessment and Curriculum
K-5 materials to include but not be limited to: eReaders, Literacy Centers, Kurzweil, classroom libraries, computers, Smarboards, wireless equipment, Kidspiration, Read 180, System 44, Ticket to Read, Mimeosprout, Achieve 3000	$40,000	General Fund	Assessment and Curriculum
6-8 materials to include but not be limited to: classroom libraries, Kurzweil, Inspiration, eLibrary, eReaders, computers, wireless equipment, Smartboards, Failure Free Reading, System 44, Read 180, Achieve 3000	$20,000	General Fund	Assessment and Curriculum
9-12 materials to include but not be limited to: Classroom libraries, Inspiration, eReaders, eLibrary, computers, Smartboards, wireless equipment, System 44, Read 180, Failure Free Reading, Achieve 3000	$20,000	General Fund	Assessment and Curriculum
Travel to attend SRCL meetings and CCSS trainings	$6,400		School and Teacher Collaboration

Key LEA personnel will meet with cluster school leaders twice a year to make decisions on leveraging funds to *sustain and scale* the project. The district is committed to funding its required percentage of salaries and gradually accepting greater financial responsibility over time. District staff, principals and Literacy Integration Specialists will build capacity among faculty members to ensure continued implementation of strategies as grant funds decrease. The E5 Project is a capacity-building professional development project. TPSD will take advantage of the many school, leader and teacher collaborations throughout the district to share strategies and redeliver training.

DEPARTMENT of EDUCATION
Louisiana Believes

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

LEA Name: Terrebonne Parish School District				
SUPERINTENDENT	**NON-PROFIT EARLY CHILDHOOD SITES (childcare or Head Start) or Schools with PreK classes**			
Name: Mr. Philip Martin	1. Early Steps		2. Holy Rosary Headstart	
Office Phone: 985-876-7400	Age Span: 0-3		Age Span: 3-4	
Other Phone:	Number of Four-Year-Olds: 0		Number of Four-Year-Olds: 1	
E-mail: pmartin@tpsd.org	Number of Three-Year-Olds: 0		Number of Three-Year-Olds: 33	
LEA SRCL CONTACT PERSON	Number of Children Ages 0-2: 23		Number of Children Ages 0-2: 0	
Name: Mrs. Carol Davis	Director: Dr. Art Joffrion		Director: Diane Powell	
Position: Assistant Superintendent	Phone: 985-851-1553		Phone: 985-580-7273	
Phone: 985-876-7400	Email: artjoffrion@tpsd.org		Email: dpowell@tpcg.org	
E-mail: cwdavis@tpsd.org	Address: 301 Academy St.		Address: 809 Barrow St.	
LEA MAILING ADDRESS:	City: Houma	ZIP: 70360	City: Houma	ZIP: 70360
P. O. Box 5097	3. Senator Circle Headstart		4. East Houma Elementary	
Houma, LA 70361	Age Span: 3-4		Age Span: 4	
	Number of Four-Year-Olds: 0		Number of Four-Year-Olds: 92	
	Number of Three-Year-Olds: 34		Number of Three-Year-Olds: 0	
	Number of Children Ages 0-2: 0		Number of Children Ages 0-2: 0	
	Director: Diane Powell		Director: Rhonda Charles	
	Phone: 985-580-7273		Phone: 985-872-1990	
	Email: dpowell@tpcg.org		Email: rhondacharles@tpsd.org	
	Address: 809 Barrow St.		Address: 222 Connely Dr.	
	City: Houma	ZIP: 70360	City: Houma	ZIP: 70363

ELEMENTARY, MIDDLE, AND HIGH SCHOOL SITES			
Elementary: East Houma Elementary			
Grades: K-2	# of Students*: 272	Principal: Ms. Rhonda Charles	
Phone: 985-872-1990		Address: 222 Connely Dr.	
Email: rhondacharles@tpsd.org		City: Houma	ZIP 70363
Elementary: Village East Middle			
Grades: 3-6	# of Students*: 319	Principal: Ms. Sharon Henry	
Phone: 985-868-4900		Address: 315 Lafayette Woods	
Email: sharonhenry@tpsd.org		City: Houma	ZIP 70363
Middle: Oaklawn Junior High			
Grades: 7-8	# of Students*: 467	Principal: Mr. Clyde Washington	
Phone: 985-872-3904		Address: 2215 Acadian Dr.	
Email: clydewashington@tpsd.org		City: Houma	ZIP 70363
High: Ellender Memorial High School			
Grades: 9-12	# of Students*: 942	Principal: Mr. Cory Butler	
Phone: 985-868-7903		Address: 3012 Patriot Dr.	
Email: 0Butler@tpsd.org		City: Houma	ZIP 70363
Proposed expansion school(s) or population(s) for Year 2: Grand Caillou Elementary School			

* Pre-school/PreK children should only be included in the Non-Profit Early Childhood Sites section. Do not include with the elementary, middle, or high school counts.

LEA Name: Terrebonne Parish School District

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

Feeder School/Site Name and Grade Configuration (List in order: preschools/ early childhood, elementary, middle, and high schools)*	Oct. 1, 2012 Free and Reduced Lunch		Oct. 1, 2012 Limited-English Proficient		Oct. 1, 2012 Students with Disabilities		Oct. 1, 2012 Homeless		2011-2012 Students Not Proficient** on ELA State Assessments (iLEAP, LEAP, EOC)		2011-2012 Over Age Students in 9th Grade		Other***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Early Steps: 0-3 yr olds	n/a	n/a	n/a	n/a	23	100	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Holy Rosary Head Start Program :3-4yr olds	34	100	0	0	9	26	0	0	n/a	n/a	n/a	n/a	0	0
Senator Circle Head Start Program: 3 yr olds	34	100	0	0	4	12	0	0	n/a	n/a	n/a	n/a	0	0
East Houma Elementary: K-2	259	91.84	25	6.87	42	11.54	16	4.40	n/a	n/a	n/a	n/a	0	0
Village East Middle: 3-6	289	90.60	9	2.82	44	13.79	17	5.33	134	42	n/a	n/a	0	0
Oaklawn Junior High: 7-8	386	82.66	11	2.36	65	13.92	15	2.13	192	41	n/a	n/a	24	5
Ellender Memorial High: 9-12	664	70.49	27	2.87	115	12.21	23	2.44	546	58	144	51.06	36	4

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

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

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

LEA Name: Terrebonne Parish School District

Table 2A: Disadvantaged Youth in Comparison Feeder Schools

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

Feeder School/Site Name and Grade Configuration (List in order: preschools/ early childhood, elementary, middle, and high schools)*	Oct. 1, 2012 Free and Reduced Lunch		Oct. 1, 2012 Limited-English Proficient		Oct. 1, 2012 Students with Disabilities		Oct. 1, 2012 Homeless		2011-2012 Students Not Proficient** on ELA State Assessments (*i*LEAP, LEAP, EOC)		2011-2012 Over Age Students in 9th Grade		Other***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Early Steps: 0-3 yr olds	n/a	n/a	n/a	n/a	23	100	n/a	n/a	n/a	n/a	n/a	n/a	0	0
Holy Rosary Head Start Program: 3-4 yr olds	34	100	0	0	9	26	0	0	n/a	n/a	n/a	n/a	0	0
Senator Circle Head Start Program: 3 yr olds	34	100	0	0	4	12	0	0	n/a	n/a	n/a	n/a	0	0
Grand Caillou Elementary: PK-6	542	90	11	2	66	11	27	4	136	23	0	0	0	0
Grand Caillou Middle: 7-8	216	87	3	1	30	12	3	1	44	18	0	0	0	0
Ellender Memorial High: 9-12	664	70	26	3	84	9	23	2	63	7	167	18	36	4

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

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

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

LEA Name: Terrebonne Parish School District

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 (*i*LEAP, LEAP, EOC)		2011-2012 Over Age Students in 9th Grade		Other***	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Early Steps: 0-3 yr olds	0	0	0	0	23	100	n/a	n/a	n/a	n/a	n/a	n/a	0	0
Holy Rosary Head Start: 3-4 yr olds	34	100	0	0	9	26	0	0	n/a	n/a	n/a	n/a	0	0
Senator Circle Head Start: 3 yr olds	34	100	0	0	4	12	0	0	n/a	n/a	n/a	n/a	0	0
Honduras Elementary: PK-3	259	90	41	14	27	9	13	5	28	10	0	0	0	0
Elysian Fields Middle: 4-6	345	84	17	4	40	10	10	2	128	31	0	0	0	0
Ellender Memorial: 9-12	664	70	26	3	84	9	23	2	63	7	167	18	36	4

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

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

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

LEA Name: Terrebonne Parish School District

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

School/Site Name	Grade	Assessment	2009-2010	2010-2011	2011-2012
A. East Houma Elementary	PK	DSC EOY Language Post-Test National Percentile Rank (add rows if necessary)	55%	58%	70%
B.	PK				
A. East Houma Elementary	K	DIBELS EOY Distribution Report Instructional Recommendations % Benchmark	69%	66%	52%
B.	K				
A. East Houma Elementary	1st		52%	62%	66%
B.	1st				
A. East Houma Elementary	2nd		36%	40%	56%
B.	2nd				
A. Village East Middle	3rd		36%	26%	60%
B.	3rd				

* Provide for years available

LEA Name: Terrebonne Parish School District

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

ELA Scores, % Basic and Above for *i*LEAP and LEAP, and % Fair and Above for EOC Assessments listed

School/Site Name	Grade	Assessment	2009-2010	2010-2011	2011-2012
A. Village East Middle	3rd	*i*LEAP	58	60	55
B.	3rd	*i*LEAP			
A. Village East Middle	4th	LEAP	56	63	71
B.	4th	LEAP			
A. Village East Middle	5th	*i*LEAP	56	55	55
B.	5th	*i*LEAP			
Village East Middle	6th	*i*LEAP	55	67	52
Oaklawn Junior High	7th	*i*LEAP	64	57	60
Oaklawn Junior High	8th	LEAP	38	58	58
Ellender Memorial High	10th	EOC English 2	52.6	50.2	57.8
	11th	EOC English 3			
Graduation Rate	% Cohort		58.4	70.4	69.1

* Provide for years available

LEA Name: Terrebonne Parish School District

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 *2nd graders* at this school, 89 came from Precious Primary	Mighty Middle 6-8 (95/185) **Note**: Of the 185 *6th graders* at this school, 95 came from Elite Elementary	Hero High 9-12 (178/325) **Note:** Of the 325 *9th graders* at this school, 178 came from Mighty Middle	
LA Early Steps Holy Rosary Head Start Senator Circle Head Start 91 students in the 0-3 programs	East Houma Elementary K-2 Of the 76 PKs at this school 18 came from the Head Start programs	Village East Middle 3-6 Of the 71 3rd graders 61 came from East Houma Elementary	Oaklawn Junior High 7-8 Of the 198 7th graders at this school 66 came from Village East Middle	Ellender Memorial 9-12 Of the 275 9th graders at this school 136 came from Oaklawn Junior High	

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.

TERREBONNE PARISH SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: **DISTRICT LITERACY SRCL PROJECT DIRECTOR**

QUALIFICATIONS:
- Louisiana Teaching Certificate (Type A or B, Level 2 or 3);
- Master's Degree and five (5) years of professional experience; certification/endorsement in literacy and/or literacy related field or working to acquire this certification;
- Demonstrated expertise in increasing student achievement (Compass and VAM Ratings) and use of assessments and data, intervention strategies, classroom management, technology, job-embedded professional development, and research-based literacy and language development practices.

EVALUATED BY: Assistant Superintendent of Curriculum and Instruction
MONTHS WORKED: 10 Months
SALARY: See Adopted Terrebonne Parish Salary Schedule

PERFORMANCE RESPONSIBILITIES

1.0 LEADERSHIP

1.1 Collaborates frequently with district literacy staff, Data Specialist and leads the district-level literacy Data Based Decision Making TEAM (DBDMT) in analyzing assessment data and student work to develop plans for improving literacy

1.2 Oversees, coordinates and plans all aspects of the SRCL program, including professional development, monthly cluster **collaborations**, and quarterly partnership sharing

1.3 **Collaborates** monthly, at each cluster site, with school-level literacy **Data Based Decision Making TEAM (DBDMT)** to review **data, PLCs**, professional development, parent literacy activities, and implementation of SRCL activities (info is included on an excel sheet for review by Assistant Superintendent and other supervisors)

1.4 Reviews and approves requisitions for materials and other expenditures related to SRCL; meets monthly with assigned accountant to review financial activity reports and ensure grant mandated allocations

1.5 Meets monthly with Assistant Superintendent to review all expenditures, ensuring grant mandated allocations, and provides evidence of progress for each cluster site toward meeting grant **goals**

1.6 Gathers and compiles SRCL monthly progress checks, quarterly **data** reports, media releases, SRCL information and other reports to share with the district-level literacy **DBDMT**, cluster schools and stakeholders

1.7 Maintains a weekly activity log to document and reflect upon accomplishments and challenges

1.8 **Collaborates** frequently with school-based Literacy Integration Specialists, Data Specialist and administrators to provide technical assistance, professional development, coaching/mentoring, on site monitoring and to keep informed of all literacy improvement efforts

1.9 Monitors the implementation of the literacy **RTI process** and **PLC** effectiveness at the cluster sites

1.10 Promotes and advocates student motivation and engagement in learning

1.11 Meets at least monthly with district-level literacy **DBDMT** to address program implementation and progress toward achieving literacy **goals**

1.12 Assists cluster sites in planning and delivery of literacy strategies in all subject throughout the day

1.13 Assists cluster sites in implementing challenging and rigorous **curriculum** aligned with the **CCSS** and/or early learning standards

1.14 Assists cluster sites in developing instruction designed for improving students' literacy and language skills including reading, writing, listening and speaking

2.0 ASSESSMENT

2.1 Monitor **Assessment** Program at cluster sites

2.2 Monitor and provide technical assistance to cluster sites in using **data** to determine appropriate interventions and instructional supports

3.0 PROFESSIONAL DEVELOPMENT

3.1 Provide support to cluster sites and Literacy Integration Specialists to ensure they are providing "just-in-time" job-embedded training in research-based instructional strategies (that support **CCSS and Compass**) and **collaboratively** working with **teacher teams** in developing **standards-based lessons (CCSS)** and **assessments**

3.2 **Observes** formally and informally school-level Literacy Integration Specialists and other instructional staff members, using Compass aligned tools, as needed (i.e. Paras, Interventionists, etc.) and provides timely **feedback** and coaching that inspires improvement, confidence, and motivation

3.3 Engages Literacy Integration Specialists in assessing, developing, and expanding exemplary "just-in-time" job-embedded training and practices through the analysis of instruction, student work, and data compilation

3.4 Disseminates information about current trends, research, and practices to school personnel

3.5 Pursues new learning (i.e. professional workshops and conferences) related to job assignment to keep up-to-date with current practices

3.6 Develops and implements a Professional Growth Plan (PGP) and SLTs related and aligned SRCL Literacy **Goals** and Priorities

4.0 PROFESSIONAL ATTITUDE AND CONDUCT

4.2 Develops leadership and responsibility in colleagues

4.3 Attends and constructively participates in meetings and professional development activities

4.4 Demonstrates skill in giving and receiving feedback

4.5 Identifies problems and issues and works collaboratively to contribute ideas and find solutions

4.6 Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments

4.7 Demonstrates positive support through actions and words as ambassadors of the schools and district

4.8 Adheres to Board policies and procedures and administrative rules, guidelines, and regulations

4.9 Applies laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately

4.10 Uses proper administrative procedures for making requests and resolving conflict

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

Evaluatee	Supervisor/Position
Date	Date

TERREBONNE PARISH SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: **SCHOOL-BASED LITERACY INTEGRATION SPECIALIST**

QUALIFICATIONS:

- Louisiana Teaching Certificate (Type A or B, Level 2 or 3);
- Master's Degree and five (5) years of professional experience; certification/endorsement in literacy and/or literacy-related field or working to acquire this certification;
- Demonstrated expertise in increasing student achievement (Compass and VAM ratings) 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 and Curriculum Supervisor

MONTHS WORKED: 10 Months

SALARY: See Adopted Terrebonne Parish Salary Schedule

PERFORMANCE RESPONSIBILITIES

1.0 LEADERSHIP

1.1 Leads and/or facilitates grade-level, vertical, and/or departmental teams (**Professional Learning Communities-PLCs**) in analyzing **assessment data** and **student work** to develop plans for improving literacy
1.2 Assists staff in planning and delivery of literacy strategies in all subjects throughout the day
1.3 Assist and support staff in implementing challenging and rigorous curriculum aligned with the **Common Core State Standards** and/or early learning standards
1.4 Provides support to teachers in developing student learning **goals** (SLTs) and **assessments**
1.5 Assists staff in developing curriculum and instruction designed for improving students' literacy and language skills including reading, writing, listening and speaking
1.5 **Collaborates** with district and school administrators to achieve school-wide integration and coordination of the SRCL Grant
1.6 Assists administrators with coordination of school-level literacy initiatives
1.7 **Collaborates** weekly with school administrators and keeps administrators informed of and involved in all literacy improvement efforts
1.8 Gathers and compiles school information and **data** to share with the SRCL Project Director, Data Specialist, school administrators and stakeholders
1.9 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 Coordinates and monitors the implementation of the literacy **RTI** process and leads the school-level literacy **Data Based Decision Making TEAM (DBDMT)**
1.12 Promotes student motivation and engagement in learning
1.13 **Collaborates** at least monthly with the SRCL Project Director, other Literacy Integration Specialists, school-based Teacher Leader(s), administrators and coordinators of non-profit partnerships to address program implementation and progress toward achieving literacy goals

2.0 ASSESSMENT

2.1 Assists with administering screening and progress monitoring assessments to identify students who are in need of interventions

2.2 Assists staff in using data to determine appropriate instruction, interventions and instructional supports

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 standards-based lessons and assessments

3.2 Informally observes teachers (using Compass aligned tools), and other instructional staff members (i.e. Para professionals) and provides timely feedback and coaching that inspires improvement, confidence, and motivation

3.3 Conducts demonstration/model and co-teaching lessons using research-based instructional and assessment practices

3.4 Engages teachers in assessing, developing, and expanding exemplary teaching practices through the analysis of instruction, student work, and assessment results

3.5 Participates in the development and enhancement of a school-wide culture that promotes growth and student learning

3.6 Disseminates information about current trends, research, and practices to school personnel

3.7 Pursues new learning (i.e. Professional workshops and conferences) related to job assignment to keep up-to-date with current practices

3.8 Develops and implements a Professional Growth Plan (PGP) related and aligned to school literacy goals and priorities

4.0 PROFESSIONAL ATTITUDE AND CONDUCT

4.1 Accepts and recognizes the value of the contribution of others

4.2 Develops leadership and responsibility in colleagues

4.3 Accepts and uses constructive feedback

4.4 Attends and constructively participates in meetings and professional development activities

4.5 Demonstrates skill in giving and receiving feedback

4.6 Identifies problems and issues and works collaboratively to contribute ideas and find solutions

4.7 Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments

4.8 Demonstrates positive support through actions and words as ambassadors of the schools and district

4.9 Adheres to Board policies and procedures and administrative rules, guidelines, and regulations

4.10 Applies laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately

4.11 Uses proper administrative procedures for making requests and resolving conflicts

NOTE: LEAs will appropriately place literacy integration specialist in schools/settings based on their qualifications and cluster characteristics.

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_____	_____
Employee	Principal/Supervisor
_____	_____
Date	Date

TERREBONNE PARISH SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: **LITERACY INTERVENTIONIST**

QUALIFICATIONS:

- Louisiana Teaching Certificate (Type A or B, Level 2 or 3);
- Bachelor's degree; evidence of at least three (3) years of effective teaching experience (Compass and VAM ratings); demonstrated expertise in literacy assessment and interpretation of data, identification and implementation of literacy interventions, and use of research-based literacy practices.

REPORTS TO: Principal/designee

MONTHS WORKED: 9 Months

SALARY: See Adopted Terrebonne Parish Salary Schedule

PERFORMANCE RESPONSIBILITIES

1.0 PLANNING

1.1 Creates learning goals that are rigorous and challenging
1.2 Creates engaging lesson plans based on the analysis of instructional data that accelerate student learning
1.3 Creates objectives that encourage critical and creative thinking
1.4 Collaborates with classroom teachers, the Literacy Integration Specialist, and administrators to plan appropriate interventions, assessments, and progress monitoring
1.5 Collaborates with classroom teachers and parents on the successes and challenges of individual students
1.6 Identifies effective literacy interventions for at-risk students

2.0 INSTRUCTION

2.1 Demonstrates an understanding of literacy development of children
2.2 Demonstrates an understanding of literacy through Common Core State Standards
2.3 Plans and uses adequate and appropriate instructional methods, including effective lesson design, in providing intensive interventions
2.4 Uses a variety of instructional strategies to meet the needs of students, including current technology and small-group and individual learning
2.5 Integrates literacy across the curriculum
2.6 Assesses the progress of students on a regular basis
2.7 Provides progress reports as required to administrators, teachers, and parents
2.8 Communicates instructional expectations to students and keeps them informed (i.e. Provide timely and specific feedback) of their progress to improve learning
2.9 Administers literacy screenings and in-depth diagnostic and progress monitoring assessments
2.11 Uses a variety of materials that are optimal for the achievement of the lesson
2.12 Utilizes effective questioning techniques to incorporate higher–level thinking
2.13 Communicates the lesson objective to all students and references the objective throughout the lesson
2.14 Collaborates with teachers, the Literacy Integration Specialist, the SRCL Project Director, and administrators to achieve effective literacy instruction throughout the school day

3.0 MANAGEMENT

3.1 Organizes available space, materials, and/or equipment to facilitate learning
3.2 Promotes a positive learning climate
3.3 Manages routines and transitions in a timely manner
3.4 Manages and/or adjusts allotted time for activities planned

3.5 Uses monitoring techniques to facilitate learning
3.6 Listens, observes, and questions students to determine if they are on task

4.0 PROFESSIONAL DEVELOPMENT

4.1 Reflects on individual performance including identifying areas of strength and areas for improvement and creates a plan to strengthen challenge areas
4.2 Engages in professional development based on areas of improvement and uses the learning to change practice
4.3 Participates in activities and collaborates through PLCs with other school professionals to support student achievement
4.4 Develops and implements a Professional Growth Plan (PGP) and SLTs related and aligned to school literacy goals and priorities

5.0 PROFESSIONAL ATTITUDE AND CONDUCT

5.1 Accepts and recognizes the value of the contribution of others
5.2 Develops leadership and responsibility in colleagues
5.3 Attends and constructively participates in meetings and professional development activities
5.4 Demonstrates skill in giving and receiving feedback
5.5 Identifies problems and issues and works collaboratively to contribute and find solutions
5.6 Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments
5.7 Demonstrates positive support through actions and words as ambassadors of the schools and district
5.8 Adheres to Board policies and procedures and administrative rules, guidelines, and regulations
5.9 Applies laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately
5.10 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 Terrebonne Parish School System Personnel Evaluation Plan and that a copy has been made available for my signature.

_____	_____
Employee	Principal/Supervisor
_____	_____
Date	Date

TERREBONNE PARISH SCHOOL SYSTEM
JOB DESCRIPTION

TITLE: **SRCL DATA SPECIALIST**

QUALIFICATIONS:

- Louisiana Teaching Certificate (Type A or B, Level 2 or 3);
- Bachelor's degree; evidence of at least three (3) years of effective teaching experience (Compass and VAM ratings); demonstrated expertise in literacy assessment and interpretation of data
- Demonstrated expertise in data analysis and interpretation and technology; knowledge of Advanced Excel spreadsheet functions, ability to accurately enter and retrieve data using a computer and word processor and/or spreadsheet software programs; developing records maintenance systems; grant/program evaluation experience beneficial

EVALUATED BY: Assistant Superintendent of Curriculum and Instruction

MONTHS WORKED: 9 Months

SALARY: See Adopted Terrebonne Parish Salary Schedule

PERFORMANCE RESPONSIBILITIES

1.0 LEADERSHIP

1.1 **Collaborates** frequently with the SRCL Project Director, district literacy staff, supervisors and assists the district-level literacy **Data Based Decision Making TEAM (DBDMT)** in analyzing assessment **data** to develop plans for improving literacy

1.2 Oversees, coordinates and plans all aspects of **data** collection for the SRCL Project, including professional development, monthly data-rich collaborations with cluster schools, and quarterly partnership data-reporting

1.3 **Collaborates** monthly (at each cluster site) with the Project Director, Principals and school-level literacy **Data Based Decision Making Teams (DBDMT)** to review **student achievement data,** PLC sign-ins/agendas, professional development evaluative data, parent literacy activities, other evaluative data such as surveys, etc. collaborating on successes, challenges and progress of SRCL Project activities (info is included on an excel sheet for review by Assistant Superintendent and other Supervisors)

1.4 Assist with the SRCL Grant ongoing **project evaluation** by tracking student achievement/walkthrough data, classroom observations/Compass/Value Added Data, etc. and present quarterly reports to the District DBDM Literacy Team, Assistant Superintendent and supervisors

1.5 Serve in role to assist cluster schools in building capacity at each grade /department/vertical level to understand how to use data to increase student outcomes in implementing the CCSS and literacy interventions

1.6 Maintains a weekly activity log to document and reflect upon accomplishments and challenges

1.8 **Collaborates** frequently with Project Director, school-based Literacy Integration Specialists, administrators and teachers to provide data-rich technical assistance, **professional development,** coaching/mentoring, on site monitoring and to keep informed of data sources used to improve literacy efforts

2.0 ASSESSMENT

2.1 Gather **data** from various district sources (eSIS, Dibels, mClass, Global Scholar/Common Formative Assessment Data Management, iSTEEP, SRI, STAR, Achieve 3000, etc.) and compile into a useable format to analyze and present results to district and school staff

2.2 Ensure student achievement **data** is accurately and consistently maintained at school and district level, and troubleshoot inconsistencies

2.3 Input, file and accurately track assessment **data** including paper and electronic data

2.4 Gather, compile and present quarterly **data** reports to the Assistant Superintendent, Project Director, district literacy specialists and supervisors

2.5 Monitor and provide technical assistance to cluster sites in using **data** to determine effectiveness of interventions and instructional supports

2.6 Act as liaison between school clusters and the Technology Information Services Department

3.0 PROFESSIONAL DEVELOPMENT

3.1 Facilitates meetings, **collaborations**, **PLCs**, and workshops for cluster schools' literacy **(DBDMT)** and other staff in data analysis, trend data, data management systems, etc.

3.2 Assist the district-level **DBDMT** in implementing the data based decision making process and using data analysis/trend data to inform program design and serve as ongoing program/grant evaluation

3.4 Provide support to the cluster schools through on site coaching, mentoring, workshops, PLCs, job-embedded PD, webinars, etc. in implementing the **DBDMT process**

3.5 Collaborate frequently with PD providers of training on PLCs/Data Teams/Formative Assessment/Data Analysis/data management systems/computer instructional programs/**DBDMT** process and serve as a liaison between providers, Project Director and cluster schools

3.6 Provide support to the cluster schools in using and understanding the state Accountability system in regards to data

3.7 Participates in all SRCL professional development as possible

3.8 Pursues new learning (i.e. Professional workshops and conferences) related to job assignment to keep up-to-date with current practices

3.9 Develops and implements a Professional Growth Plan (PGP) and SLTs related and aligned to SRCL Literacy **Goals** and Priorities

4.0 PROFESSIONAL ATTITUDE AND CONDUCT

4.1 Accepts and recognizes the value of the contribution of others

4.2 Develops leadership and responsibility in colleagues

4.3 Attends and constructively participates in meetings and professional development activities

4.4 Demonstrates skill in giving and receiving **feedback**

4.5 Identifies problems and issues and works **collaboratively** to contribute ideas and find solutions

4.6 Maintains communication with immediate supervisor, keeping him/her informed of problems, concerns, and significant developments

4.7 Demonstrates positive support through actions and words as ambassadors of the schools and the district

4.8 Adheres to Board policies and procedures and administrative rules, guidelines, and regulations

4.9 Applies laws, policies, regulations, and procedures fairly, consistently, wisely, and compassionately

4.10 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 Terrebonne Parish School System Personnel Evaluation Plan and that a copy has been made available for my signature.

Evaluatee	Supervisor/Position
Date	Date

APPENDIX C **CAROL DAVIS** **LEA Terrebonne Parish**

PROFILE

Paragraph briefly describing career highlights beginning with current position

As the Assistant Superintendent, as well as experience as a Supervisor and Principal I have coordinated professional development programs for general and special education populations (PreK-12), maintained budgets for instructional materials, and conduct teacher observations and evaluations. I oversee all instructional programs, curriculums and services for students and instructional staff. This includes overseeing budgets, human capital, technology, staff development, student support services, and local, state and federal grants.

AREAS OF EXPERTISE

List areas of special skills and training

I oversee all aspects related to curriculum and instruction, school improvement and innovation, student services, human capital, technology, federal and state special programs, and special populations including special education, limited English proficient learners, homeless and migrant, etc. I have 33 years of experience in education serving as a teacher, administrator, supervisor and Assistant Superintendent.

EDUCATION

Degree Earned	*Area of Study, University/College attended, Year degree was attained*
M.A. + 30	Nicholls State University, 1989
M.A.	Nicholls State University, 1982
B.S.	Education, University of Houston, 1978

CERTIFICATIONS

List areas of certification

Educational Leadership (L2, L3), Supervisor of Instruction, and Supervisor of Student Teaching

Elementary & Secondary Principal

Mild Moderate (1-12), Mentally Handicapped, Elementary Grades

EMPLOYMENT HISTORY

2009-present	*Assistant Superintendent of Curriculum & Instruction and Student Support*
2005-2009	*Supervisor of NCLB Title I and Designated Federal Programs*
1991-2005	*Principal, Oakshire, Grand Caillou Elementary, and Greenwood Middle*
1989-1981	*Assistant Principal, Southdown Elementary*

SELECTED PUBLICATIONS

Articles or papers published in professional journals or newsletters

SELECTED PRESENTATIONS AND WORKSHOPS

Presentations and workshops conducted that pertain to literacy achievement/development

I have coordinated and presented numerous in-services, workshops and presentations related to Literacy, including Reading Comprehension Strategies, Literacy across the Curriculum, The Writing Process, etc. I have made presentations on Response to Invention (RTI), School Improvement Research-Based Strategies, Alignment of Curriculum, Instruction and Assessment, Effective Teaching and Assessment, and other trainings related to curriculum and instruction, Fiscal Management, Leadership, Reform with Human Capital and PBIS.

I have received numerous trainings that are re-delivered back to the school and/or district level. I attended St. John University in New York to study Learning Styles under Ken and Rita Dunn. I am presently attending trainings related to The Measures of Effective Teaching, sponsored by the Bill and Melinda Gates Foundation.

APPENDIX C **ANN PICOU** **LEA** **Terrebonne Parish**

PROFILE

Paragraph briefly describing career highlights beginning with current position

As a Title I Coordinator, I support literacy education throughout the district. I attended and re-delivered numerous literacy trainings at the school and district level. I have served as the project director on several grants (ELFA, LA4, Early Childhood 8g, Title I preschool, HIPPY) and have gathered and analyzed data at the school and district levels. I also assist schools with the budgeting and spending of Title I funds, serve as a resource for schools, assist teachers, and aid in the purchase of research- based literacy materials. I have also served as a new teacher assessor. I served on the parish's literacy team and am presently serving on the newly formed District Data Based Decision Making (DBDM) Literacy Leadership team. As Title I Reading Coordinator, I work cohesively with the Early Childhood Coordinator and the K-5 Literacy Specialist.

AREAS OF EXPERTISE

List areas of special skills and training

I work with schools across the district to provide training in literacy, RTI, accountability, and NCLB Title I guidelines and budgeting. I have attended Compass Leader and Teacher Evaluator training; as well as training in the RTI process, mclass data managment, professional learning communities, common core state standards, Jim Knight's coaching process, ECERS, and the DSC. I am a DIBELS Next and Early LETRS trainer of trainers. As coordinator, I provide numerous trainings in literacy, accountability, and the school improvement process. In addition to serving as Title I Reading Coordinator, I served as the parish Early Childhood Coordinator for ten years. I was instrumental in the district implementation of Universal Preschool. I also served as the district Title IV Coordinator for one year. With 28 years' experience in elementary and middle schools, I am highly qualified to serve as a key member of the District's literacy team.

EDUCATION

Degree Earned	*Area of Study, University/College attended, Year degree was attained*
M.A.+30	Nicholls State University, 1999-Reading Specialist Certification
M.A	Education, Nicholls State University, 1992-Masters Reading and Curriculum
B.A.	Education, Nicholls State University, 1985-K-8 Education

CERTIFICATIONS

List areas of certification

Parish/City School Supervisor of Instruction

Elementary Grades 1-8 & Supervisor of Student Teaching

Reading Specialist

EMPLOYMENT HISTORY

1996-present	Title I Reading Coordinator, District Level
1985-1996	1985-1996 Elementary Teacher, Upper Little Caillou Elementary School

SELECTED PUBLICATIONS

Articles or papers published in professional journals or newsletters

District Curriculum Newsletter-articles on literacy, early learning , parent and home connections, writing process, etc.

SELECTED PRESENTATIONS AND WORKSHOPS

Presentations and workshops conducted that pertain to literacy achievement/development

EC LETRS training presented to prek teachers, paraprofessionals, and speech therapist-August, 2012

EC LETRS follow-up trainings-fall 2012

Conduct quarterly trainings for parish coaches

Trainer of paraprofessionals

Phonemic awareness training-fall 2012

Facilitate PLC's with teachers-ongoing

Louisiana Staff Development Council Academy for Coaches- 2009-2011

Terrebonne Parish Summer Literacy Symposium-2008

DIBELS Trainer of Trainers- 2005, 2011

HIPPY Coordinator (Home Instruction for Parents of Preschool Youngsters) – 2002

Best Practices in Early Childhood Education- 2001

DRA presenter- 1999

GIFT (Good Innovative First Teaching)-1999-2002

Founder and Project Director of Early Literacy Institute in Terrebonne Parish School District

Balanced Literacy Training- 1997-1998

Facilitator of Frameworks- 1995

APPENDIX C **Tracy Dorsey** **LEA Terrebonne Parish**

PROFILE

Paragraph briefly describing career highlights beginning with current position

Currently I am the Instructional Coach at Oaklawn Jr. High. My job responsibilities include working with teachers and students in implementing RtI services and to help prepare students for state testing. I also conduct Professional Learning Communities, department meetings, and faculty meetings. I have been teaching in Terrebonne Parish for 12 years. Eleven of those 12 years have been in the ELA classroom. I have served as the English department head, PBIS chairperson, and conducted after school tutoring/LEAP remediation in ELA. In 2009 I was a parish finalist for Middle School Teacher of the Year.

AREAS OF EXPERTISE

List areas of special skills and training

- Instructional Calendar Writing Committee for 8th Grade ELA – Terrebonne Parish (Summer 2010)
- Instructional Calendar Writing Committee for 8th Grade ELA utilizing CCSS (Summer 2012)
- Benchmark Assessment Writing Committee for 8th Grade ELA – Terrebonne Parish (2010-11)
- Summer Leadership Institute: Preparing Principals to Be Effective Instructional Leaders
- Trained as Compass Leader and Teacher Evaluator
- Attended Regional PBIS Training – Universal and Secondary (Trainer of Trainers in Universal)
- Trained in 4-Square Writing, use of Thinking Maps, and other Literacy Strategies (SQ3R, Gisting, K-W-L, Jigsaw, DR-TA, Cubing)
- Attended Common Core workshops at the district level
- Attended Common Formative Assessment training with the CCSS at the district level
- Conduct CCSS collaboration meetings (CFA training and implementation) at the school level
- Attend LSSSI Coaching Classroom Management meetings at the district level
- Design and maintain the Data Wall for Oaklawn Jr. High
- Proficient in data gathering from iLEAP, LEAP, Star Reading testing, Star Math testing, ELA Benchmarking, Math Benchmarking, CFAs, etc.
- Conduct department meetings and hold weekly PLC meetings with the staff (PLCs include the use of literacy strategies across the curriculum)
- Designed and implemented iLEAP/LEAP school-wide preparation program (Basic and Better)
- Implement and teach possible failure groups in an Extended Basic and Better program
- Implement iSteep RtI program (currently working on training)

EDUCATION

Degree Earned	*Area of Study, University/College attended, Year degree was attained*
B.A.	English Grades 6-12, University of Southern Mississippi, 2001
M.Ed	Supervision K-12, Nicholls State University, 2010

CERTIFICATIONS

List areas of certification

Certified English Education Grades 6-12

Educational Leadership – Level 1

EMPLOYMENT HISTORY

2001-2002 Montegut Middle School, 6th Grade English
2002-2007 Montegut Middle School, 8th Grade Reading
2007-2008 Montegut Middle School, 7th and 8th Grade English
2008-2011 Montegut Middle School, 8th Grade English
2011-2012 Oaklawn Jr. High, 8th Grade English
2012-2013 Oaklawn Jr. High, Literacy Interventionist/Instructional Coach

APPENDIX C **DIANNA PERKINS** **LEA** **Terrebonne Parish**

PROFILE

Paragraph briefly describing career highlights beginning with current position

As the ELA Content Leader (Instructional Coach) at Ellender High School, I providing job-embedded staff development to all teachers, served as a LINCS coach, a member of the RTI Task Force, trained as a LATAPP assessor, and currently serve on the Louisiana Literacy Design Collaborative Pilot incorporating common core standards. My 30 year teaching career includes work in the regular and special education classrooms as well as an Educational Diagnostician. My experience with literacy ranges from 1-12 grades serving as an aid to help me assist struggling readers and writers.

AREAS OF EXPERTISE

List areas of special skills and training

- Instructional Coach Training (Attended LA Staff Development Council's Academy for Coaching)
- LINCS Coach, High Schools That Work
- Kagan Cooperative Learning and Structures for Success Training, Four Squares Writing
- Strategic Instruction Model
- LASIP Project (Building Literacy Skills Using Content Reading and Writing Knowledge)
- Response to Intervention Task Force Training

EDUCATION

Degree Earned	*Area of Study, University/College attended, Year degree was attained*
M.A.	Special Education, Northwestern State University, 1982
B.S.	Elementary & Special Education, Louisiana State University, 1979

CERTIFICATIONS

List areas of certification

Assessment Teacher

Learning Disabled, Mild Moderate, Mentally Retarded

Elementary Grades

EMPLOYMENT HISTORY

2005-present	*Instructional Coach, Ellender High School*
1998-2005	*Special Education Teacher, Concordia Parish*
1991-1997	*Diagnostician, Special Education and 1-4 grade Teacher, Houston Texas*
1986-1991	*Special Education Teacher, Killeen, Rosenberg and Houston, Texas*
1980-1986	*Assessment Teacher, Special Education Teacher, Grant Parish School District*

SELECTED PUBLICATIONS

Articles or papers published in professional journals or newsletters

Lombas, Denise, and Dianna Perkins. "Patriot Power Hour." Curriculum Update: Terrebonne Parish School Board Vol. 2, Issue 2, 2009.

(An article about job-embedded staff development and literacy strategies at Ellender High School).

SELECTED PRESENTATIONS AND WORKSHOPS

Presentations and workshops conducted that pertain to literacy achievement/development

Four Square Writing Method presented to Terrebonne Parish teachers 1st -9th grades.

Patriot Power Hour – Job-embedded staff development occurring twice monthly. Literacy strategies presented at the first meeting. Teachers bring student work and discuss strategy use during the second meeting.

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

Terrebonne Parish School District

LEA

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** (**31,191,992** - **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 cam 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.

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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.

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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)

East Houma-222 Connely St. Houma, LA 70363
Village East-315 Lafayette Woods Houma, LA 70363
Oaklawn Jr. High-2215 Acadian Dr. Houma, LA 70363
Ellender High-3012 Patriot Dr. Houma, LA 70363

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. ·4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. ··1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. ·794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. ·· 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) ··523 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. ·3601 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. ··1501-1508 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, Philip Martin (Print Name), Superintendent/Administrator of Terrebonne (Recipient)

hereby assure the Louisiana Department of Education that Terrebonne (Recipient)

is in compliance with all of the GENERAL and SPECIFIC ASSURANCES

enumerated on the preceding pages.

Signature of Person Authorized to receive grant

Louisiana Department of Education
Budget Detail

Name of Eligible Recipient: Terrebonne Parish School Board
Street Address: 201 Stadium Drive
Mailing Address: P.O. Box 5097
City, State, Zip: Houma, LA 70361
Source of Funds: Federal

Program: Striving Readers Comprehensive Literacy Program
Program Fiscal Year: 2012/2013
Project Number: 28-12-SO-
Submitted by:
Telephone/Email:

Object Code	Expenditure Category				Birth - Age 5 Amount	K - Grade 5 Amount	Grades 6 - 8 Amount	Grades 9-12 Amount	Total Amount Budgeted
100	**SALARIES**								$0.00
	(Under each salary heading, provide the following:								$0.00
	Denote # of full-time employees in each group and % Full Time.								$0.00
	For part-time employees, provide applicable rates, with # of hours/months X # of hours/months.								$0.00
	Attach a job description for all new positions.)								$0.00
									$0.00
	Officials/Administrators/Managers								$0.00
ADM	LEA SRCL Project Director-10 months (Ann Picou)-estimated salary, FTE 75% of salary				$542.60	$1,424.33	$712.16	$712.16	$3,391.25
									$0.00
	Data Specialist (see job description) 9 months-estimated salary FTE 75% of salary				$506.92	$1,330.67	$665.33	$665.33	$3,168.25
	ADM-25%=$792.06)								
	Literacy Integration Specialists (4)-10 months FTE 75& of Salary								$0.00
	East Houma (see job description)				$506.92	$2,661.33			$3,168.25
	Village East (see job description)						$3,168.25		$3,168.25
	Oaklawn (Tracey Dorsey)						$3,168.25		$3,168.25
	Ellender (Dianna Perkins)							$3,168.25	$3,168.25
									$0.00
	Literacy Interventionists (7)-9 months FTE 75% of salary								$0.00
	East Houma (see job description)				$1,584.00	$1,584.00			$3,168.00
	East Houma & Village East (see job description)					$3,168.25			$3,168.25
	Village East (see job description)						$3,168.25		$3,168.25
	Oaklawn (see job description)						$3,168.00		$3,168.00
	Oaklawn (see job description)						$3,168.25		$3,168.25
	Ellender (see job description)							$3,168.25	$3,168.25
	Ellender (see job description)							$3,168.25	$3,168.25
									$0.00
									$0.00
	Substitutes (Provide daily rate X # of days or hourly rate X # of hours.) Purpose for subs:								$0.00
	Allow teachers to attend PLCs/ collaboration meetings, PD on Literacy CCSS, Data Analysis,								
	Formative Assessments, etc.								
	Daily Rate: Birth to Age 5	$105.00	X	10	$1,050.00				$1,050.00
	Daily Rate: K to Grade 5	$105.00	X	32		$3,360.00			$3,360.00

	Daily Rate: Grades 6 - 8	$105.00	X	19			$1,995.00		$1,995.00
	Daily Rate: Grades 9 - 12	$105.00	X	17				$1,785.00	$1,785.00
									$0.00
	Stipends (Provide daily X # of days or hourly rate X # of hours.) Purpose for Stipends:								$0.00
	Summer Literacy Institute, Literacy CCSS/LDC Academy, Teacher Toolbox Training-62								
	Teachers @ 4 days @$150/day								
	Birth-5: 5 teachers, K-5: 40 teachers, 6-8:7 teachers, 9-12: 10 teachers								
	Daily Rate: Birth to Age 5	$150.00	X	20	$3,000.00				$3,000.00
	Daily Rate: K to Grade 5	$150.00	X	160		$24,000.00			$24,000.00
	Daily Rate: Grades 6 - 8	$150.00		28			$4,200.00		$4,200.00
	Daily Rate: Grades 9 - 12	$150.00	X	40				$6,000.00	$6,000.00
	Stipends (Provide daily X # of days or hourly rate X # of hours.) Purpose for Stipends:								$0.00
	Summer Literacy Institute, Literacy CCSS/LDC Academy, Teacher Toolbox Training-5 Paras @								
	@ 4 days @$60/day								
	Daily Rate: Birth to Age 5	$60.00	X	20	$1,200.00				$1,200.00
	Daily Rate: K to Grade 5	$0.00	X	0		$0.00			$0.00
	Daily Rate: Grades 6 - 8	$0.00		0			$0.00		$0.00
	Daily Rate: Grades 9 - 12	$0.00	X	0				$0.00	$0.00
									$0.00
	Other Salaries (Specify below and include similar description as classes above.)								$0.00
	PD-Summer Literacy Leadership Planning, Implementation and Program Design:SRCL								$0.00
	Program Design								
	(4) Principals-EH, VE, OJH, EM @ $3,000/each				$1,920.00	$5,040.00	$2,520.00	$2,520.00	$12,000.00
	PD-Summer Literacy Leadership Planning, Implementation and Program Design; participate								
	SRCL related training								
	(4) Literacy Integration Specialists-EH, VE, OJH, EM @ $1,500/each				$960.00	$2,520.00	$1,260.00	$1,260.00	$6,000.00
									$0.00
	TOTAL SALARIES				**$11,270.44**	**$45,088.58**	**$27,193.49**	**$22,447.24**	**$105,999.75**
200	**EMPLOYEE BENEFITS**								$0.00
	Health Insurance ($11,418.48-12 months; $951.54 for 1 month/each)								$0.00
ADM	Project Director				$152.25	$399.65	$199.82	$199.52	$951.24
	Data Specialist(ADM-25%-$237.81)				$152.25	$399.65	$199.82	$199.52	$951.24
	Literacy Specialists(4)				$152.19	$799.04	$1,902.48	$952.02	$3,805.73
	Literacy Interventionists(7)				$472.39	$1,456.66	$2,813.73	$1,882.74	$6,625.52
									$0.00
									$0.00
									$0.00

									$0.00
	FICA (6.2%) - Provide Total Salary Amount used to determine benefit cost.								$0.00
	$ 1,050.00	X	6.2%	Birth to Age 5	$65.10				$65.10
	$ 3,360.00	X	6.2%	K to Grade 6		$208.32			$208.32
	$ 1,995.00	X	6.2%	Grades 6-8			$123.69		$123.69
	$ 1,785.00	X	6.2%	Grades 9-12				$110.67	$110.67
	Medicare (1.45%) -Provide Total Salary Amount used to determine benefit cost.								$0.00
	$ 11,270.44	X	1.45%	Birth to Age 5	$163.42				$163.42
	$ 45,088.58	X	1.45%	K to Grade 6		$653.78			$653.78
	$ 27,193.49	X	1.45%	Grades 6-8			$394.31		$394.31
	$ 22,447.24	X	1.45%	Grades 9-12				$325.48	$325.48
	Teacher Retirement (27.2%)- Provide Total Salary Amount used to determine benefit cost.								$0.00
	$ 10,220.44	X	27.2%	Birth to Age 5	$2,779.96				$2,779.96
	$ 41,728.58	X	27.2%	K to Grade 6		$11,350.17			$11,350.17
	$ 25,198.49	X	27.2%	Grades 6-8			$6,853.99		$6,853.99
	$ 20,662.24	X	27.2%	Grades 9-12				$5,620.13	$5,620.13
	School Employees (28.3%)- Provide Total Salary Amount used to determine benefit cost.								$0.00
		X	32.3%	Birth to Age 5	$0.00				$0.00
		X	32.3%	K to Grade 6		$0.00			$0.00
		X	32.3%	Grades 6-8			$0.00		$0.00
		X	32.3%	Grades 9-12				$0.00	$0.00
	Unemployment Comp. (%)-Provide Total Salary Amount and Rate used to determine benefit cost.								$0.00
		X	0.0%	Birth to Age 5	$0.00				$0.00
		X	0.0%	K to Grade 6		$0.00			$0.00
		X	0.0%	Grades 6-8			$0.00		$0.00
		X	0.0%	Grades 9-12				$0.00	$0.00
	Worker's Comp. (.40 %)-Provide Total Salary Amount and Rate used to determine benefit cost.								$0.00
	$ 11,270.44	X	0.4%	Birth to Age 5	$45.08				$45.08
	$ 45,088.58	X	0.4%	K to Grade 6		$180.35			$180.35
	$ 27,193.49	X	0.4%	Grades 6-8			$108.77		$108.77
	$ 22,447.24	X	0.4%	Grades 9-12				$89.79	$89.79
	Tuition Reimbursement								$0.00
									$0.00
									$0.00
									$0.00
	Other Benefits (Specify and provide description of benefits/salary amounts and rates.)								$0.00
									$0.00
									$0.00
									$0.00
									$0.00
	TOTAL BENEFITS				**$3,982.64**	**$15,447.63**	**$12,596.61**	**$9,379.87**	**$41,406.76**
300	**PURCHASED PROFESSIONAL & TECHNICAL SERVICES**								**$0.00**

	(For every service budgeted provide the following					$0.00
	Name of vendor or consultant; Rate of Pay; Topic covered or service provided)					$0.00
						$0.00
						$0.00
	Consultants for Professional Development workshops:					$0.00
	Birth-5- Effective Early Literacy Instruction (standards based curriculum, Oral	$12,000.00	$0.00			$12,000.00
	Language Development, Early Literacy/Language Practices, Print Rich Environment, Autism,					
	and other High Risk needs)					
	3 days $2,200, 5 follow-up coaching days @ $1,080/each					$0.00
						$0.00
	Consultant for Literacy Strategies supporting CCSS curriculum shifts(Close Reading, Text		$4,000.00	$2,000.00	$2,000.00	$8,000.00
	Dependent Questioning, Evidence Based Writing, Academic Vocabulary, Text Complexity) and					
	Differentiated Practices 2 days @ $2,200, 3 follow-up coaching days K-5-EH,VE @ $1,200/day					
	Consultant for training on Professional Learning Communities (PLC's)	$350.00	$1,050.00	$1,000.00	$1,000.00	$3,400.00
	2 days @ $1,700					$0.00
	Consultant for CCSS Literacy Design Collaborative (LDC) 2 days @$3,800ea			$3,800.00	$3,800.00	$7,600.00
	mClass- Data Management/Burst Reading Intervention Training-grades(K-3, EH & VE)-2 days		$5,190.00			$5,190.00
	@ $2,120, 1 coaching day @$950					$0.00
						$0.00
	TOTAL PURCHASED PROF/TECH SERV.	**$12,350.00**	**$10,240.00**	**$6,800.00**	**$6,800.00**	**$36,190.00**
400	**PURCHASED PROPERTY SERVICES**					$0.00
	(For every service budgeted, provide the following: List site; List applicable rates)					$0.00
						$0.00
	Repairs/Maintenance (List types - e.g. equipment, etc.)					$0.00
						$0.00
						$0.00
	Rental of Equipment (List types - e.g. copier, computer, etc.)					$0.00
						$0.00
						$0.00
	Other Purchased Property Services (Specify below.)					$0.00
						$0.00
						$0.00
						$0.00
	TOTAL PURCHASED PROPERTY SERVICES	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
500	**OTHER PURCHASED SERVICES**					$0.00
	(For all services budgeted, provide the following: List sites; List applicable rates;					$0.00
	For all travel cost budgeted provide the following: Positions of employees to travel; Conference					$0.00
	to be attended; Mileage rates as applicable for local travel)					$0.00
						$0.00

	Advertising					$0.00
						$0.00
						$0.00
	Telephone/Internet - monthly rate					$0.00
						$0.00
						$0.00
	Postage					$0.00
						$0.00
						$0.00
	Printing					$0.00
						$0.00
						$0.00
	Travel In-State (List position title; name of conference to be attended and/or applicable					$0.00
	mileage and rate.)					$0.00
ADM	Project Director, Assistant Superintendent-Project Directors Meeting-lodging, meals,					$0.00
	registration, mileage @$.565/mile	$80.00	$210.00	$105.00	$105.00	$500.00
						$0.00
						$0.00
	Travel Out-of-State (List position title and conference to be attended.)					$0.00
ADM	Project Director, Assistant Superintendent-National SRCL meeting-airfare, lodging, meals,					$0.00
	registration, mileage @$.565/mile	$416.00	$1,092.00	$270.00	$303.00	$2,081.00
						$0.00
						$0.00
						$0.00
	Other (Specify below.)					$0.00
						$0.00
	Metametrics Module Creator(LDC)- 50 licenses @ $40/each-VE, OJH, EM			$720.00	$1,280.00	$2,000.00
	iSTEEP-1 year package-VE,OJH, EM		$7,370.00		$7,370.00	$14,740.00
						$0.00
						$0.00
						$0.00
	TOTAL OTHER PURCHASED SERVICES	**$496.00**	**$8,672.00**	**$1,095.00**	**$9,058.00**	**$19,321.00**
600	**SUPPLIES**					$0.00
	Provide several examples of each type of the Materials and Supplies to be purchased.					$0.00
	For each purchase with a unit cost less than **$5,000**, provide specific information					$0.00
	as to what items are being purchased (item cost, vendor, model/name,					$0.00
	state contract number, if available)					$0.00
						$0.00
	Ipads w/AppleCare Insurance-12 @ $828	$828.00	$4,140.00	$2,484.00	$2,484.00	$9,936.00
	Classroom Libraries-support oral language(predictable, rhyme, big books, recorded books, etc.	$9,297.00				$9,297.00
	(Head Start- 4 classes, EH-5 classes @$1,033)					

	Classroom Libraries-supports/aligns with CCSS(K-5 25 classes@$670/each)		$16,750.00			$16,750.00
						$0.00
						$0.00
						$0.00
						$0.00
						$0.00
						$0.00
						$0.00
						$0.00
						$0.00
						$0.00
	TOTAL SUPPLIES	**$10,125.00**	**$20,890.00**	**$2,484.00**	**$2,484.00**	**$35,983.00**
	SUBTOTAL-OPERATING BUDGET	**$38,224.08**	**$100,338.21**	**$50,169.10**	**$50,169.11**	**$238,900.51**
						$0.00
700	**PROPERTY**					**$0.00**
	For each purchase with a unit cost of **$5,000 or more**, provide specific information					$0.00
	as to what items are being purchased (item cost, vendor, model/name,					$0.00
	state contract number, if available)					$0.00
						$0.00
						$0.00
						$0.00
						$0.00
						$0.00
	TOTAL PROPERTY	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
						$0.00
800	OTHER OBJECTS					$0.00
	Dues/Membership Fees (List all organizational dues and fees and describe purpose below)					$0.00
						$0.00
						$0.00
						$0.00
						$0.00
	TOTAL OTHER OBJECTS	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
	Enter in your approved indirect rate below.					
	INDIRECT COST 6.2953%	**$2,406.32**	**$6,316.59**	**$3,158.30**	**$3,158.29**	**$15,039.50**
	TOTAL BUDGET DETAIL SHEETS	**$40,630.40**	**$106,654.80**	**$53,327.39**	**$53,327.40**	**$253,940.00**

Memorandum of Understanding

Striving Readers Comprehensive Literacy Program

Early Steps

Name of Proposer/ Organization

And

Terrebonne Parish School District

Name of Partnering Organization Completing MOU

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

Terrebonne Parish School District

Name of School/ District/Parish

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

See Attached Partnership Agreement

	Tim Butler	Regional Coordinator.
Signature Early Steps Program	Typed Name	Title January 18, 2013
Proposer/Organization		Date
	Philip Martin	Superintendent
Signature Terrebonne Parish School District	Typed Name	Title January 18, 2013
Partnering Agency		Date

PARTNERSHIP AGREEMENT

The Regional Early Steps personnel will:

- Build upon community efforts by encouraging a partnership between Early Steps programs and the school community throughout the SRCL grant period and beyond.
- Collaborate with district personnel including but not limited to the SRCL Project Director, the early childhood coordinator, child search coordinator, speech pathologists, and interventionists in the use of data to make quality instructional decisions.
- Continue to work collaboratively and develop community partnerships promoting early literacy efforts within the school district, community agencies and organizations, with the Terrebonne Parish Library System and with early childhood providers.
- Disseminate information and provide access to programs for families contacting the Early Steps program or any of the early childhood providers.
- Communicate and implement parent outreach for smooth transitions to the school system.
- Participate in SRCL partnership collaborations, shared PD and family literacy activities
- Provide additional elements mutually agreed upon by the parties to this memorandum.

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Terrebonne Parish School District will:

- Designate a point of contact for immediate access by Early Steps personnel to ensure alignment of grant efforts.
- Develop a collaborative working relationship with program partners in the analysis and interpretation of data.
- Collaborate with Early Steps personnel in the utilization of data to make quality instructional decisions.
- Share instructional materials purchased for early literacy such as big books, recorded books, literacy materials, etc.
- Provide shared SRCL related early literacy professional development with Early Steps personnel.
- Invite Early Steps personnel to quarterly district collaboration sessions.
- Invite Early Steps families to participate in family literacy activities.
- Provide additional elements mutually agreed upon by the parties to this memorandum.

Memorandum of Understanding

Striving Readers Comprehensive Literacy Program

Terrebonne Parish Consolidated Government's Head Start Program

Name of Proposer/ Organization

And

Terrebonne Parish School District

Name of Partnering Organization Completing MOU

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

Terrebonne Parish School District

Name of School/ District/Parish

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

See Attached Partnership Agreement

Dianne A. Powell	Dianne Powell	Director
Signature	Typed Name	Title
Terrebonne Parish Head Start Program		January 18, 2013
Proposer Organization		Date
	Philip Martin	Superintendent
Signature	Typed Name	Title
Terrebonne Parish School District		January 18, 2013
Partnering Agency		Date

PARTNERSHIP AGREEMENT

The Terrebonne Parish Consolidated Government Head Start personnel will:

- Build upon community efforts by encouraging a partnership between Head Start programs and the school community throughout the grant period and beyond.
- Collaborate with district personnel including but not limited to the project director, the early childhood coordinator, speech pathologists, interventionists in the use of data to make quality instructional decisions.
- Attend district training on Louisiana's Comprehensive Literacy Plan and participate in monthly literacy professional development (administration of TELD-3, oral language, data driven instruction, literacy instruction, developmentally appropriate practices for literacy instruction, etc.).
- Continue to work collaboratively and develop community partnerships including literacy efforts within the school district and with the Terrebonne Library System
- Disseminate information and provide access to programs for families contacting the Head Start program or any of the preschool programs.
- Communicate and implement parent outreach for smooth transitions to kindergarten.
- Provide additional elements mutually agreed upon by the parties to this memorandum.

Terrebonne Parish School District will:

- Designate a point of contact for immediate access by Head Start personnel to ensure alignment of grant efforts.
- Administer the TELD-3 to Head Start Program students in the fall, winter and spring.
- Assist with the selection of research-based literacy materials and assessments in various media.
- Develop a collaborative working relationship with program partners in the analysis and interpretation of data.
- Collaborate with Head Start personnel in the utilization of data to make quality instructional decisions.
- Assume fiscal management responsibilities and provide funds to support the initiatives.
- Provide job embedded technical assistance in the form of Professional Learning Communities, classroom observations with feedback and site fidelity checks with feedback.
- Interventionists from the district will provide Tier II and Tier III interventions at the selected Head Start site.
- Build upon community efforts by encouraging a partnership between programs throughout the grant period and beyond.
- Provide additional elements mutually agreed upon by the parties to this memorandum.

Memorandum of Understanding

Striving Readers Comprehensive Literacy Program

Terrebonne Parish Library

Name of Proposer/ Organization

And

Terrebonne Parish School District

Name of Partnering Organization Completing MOU

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

Terrebonne Parish School District

Name of School/ District/Parish

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

See Attached Partnership Agreement

Mary Cosper LeBoeuf	Mary Cosper LeBoeuf	Director
Signature	Typed Name	Title
Terrebonne Parish Library		January 18, 2013
Proposer/Organization		Date
	Philip Martin	Superintendent
Signature	Typed Name	Title
Terrebonne Parish School District		January 18, 2013
Partnering Agency		Date

PARTNERSHIP AGREEMENT

The Terrebonne Parish Public Library has a demonstrated record of effectiveness in improving the early literacy development of children and in providing professional development in literacy. The 2010 Ten-Year Impact Study (conducted in collaboration with West Baton Rouge Parish Schools and the Library) found that PRIME TIME participating students outperformed the control group in reading as measured with grade 3 iLEAP. 85% of families surveyed reported a change in their attitudes towards and frequency of library usage as a result of participating in the program. The library provides weekly story time for pre-school, school-aged children and families. These story times promote reading aloud, singing and games and expose young children to books and reading. Additionally the Library System's website has databases called Tumble Books, Tumble Talking Books, and Tumble Readers which help improve vocabulary, reading comprehension and reading speed. These databases include books that are part of the accelerated readers system, used in grades 3-8 in TPSD. Students take AR tests which are a required part of the curriculum.

The Terrebonne Parish Library personnel will:

- Build upon community efforts by encouraging a partnership between the Terrebonne Parish Library System and the school community throughout the grant period and beyond.
- Participate in district training on Louisiana's Comprehensive Literacy Plan when available
- Serve on the District Literacy Team to align family literacy programs, analyze data from literacy activities, and review data from parent literacy surveys in order to plan future literacy activities.
- Disseminate information about available literacy programs for families through newsletters, websites and local media
- Provide professional development to schools and parents at feeder cluster sites on Tumble Books, e-readers, and the library e-reader download system.
- Assist with the coordination with Head Start and East Houma Elementary to implement the Family Literacy Programs.
- Conduct the Reading Well Program at Head Start, East Houma Elementary, and other child care providers that feed into East Houma Elementary.
- Coordinate and conduct birth to five story hour for parents, caregivers, child care providers, and students.
- Attend cluster school open houses and literacy nights to distribute early literacy materials to families, and conduct library card sign ups.
- Provide a summer reading program for students Pre-K to 12 and story time for infants and parents and toddlers and parents.

Terrebonne Parish School District will:

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

Memorandum of Understanding

Striving Readers Comprehensive Literacy Program

Center for Development and Learning

Name of Proposer/ Organization

And

Terrebonne Parish School District

Name of Partnering Organization Completing MOU

are committed to implementing a comprehensive literacy program that seeks to build upon community literacy efforts by encouraging partnerships within the school community. The Center for Development and Learning Professionals will support the district in literacy efforts. The Striving Readers Comprehensive Literacy grant seeks to expand upon existing efforts by encouraging partnerships to work together with school districts to improve early literacy. Community partnerships will be developed or enhanced with the Terrebonne Parish School District as a result of this grant. The entities named herein recognize the necessity for continual collaboration among local partners for the development, implementation and continuous program improvement of literacy in

Terrebonne Parish School District

Name of School/ District/Parish

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

See Attached Partnership Agreement

	Alice Thomas	President & CEO
Signature	Typed Name	Title
Center for Development and Learning		April 15, 2013
Proposer/Organization		Date
	Philip Martin	Superintendent
Signature	Typed Name	Title
Terrebonne Parish School District		April 15, 2013
Partnering Agency		Date

PARTNERSHIP AGREEMENT

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

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

Reference

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

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

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

Terrebonne Parish School District will:

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

Memorandum of Understanding

Striving Readers Comprehensive Literacy Program

Louisiana Endowment for the Humanities

Name of Proposer/ Organization

And

Terrebonne Parish School District

Name of Partnering Organization Completing MOU

are committed to implementing a comprehensive literacy program that seeks to build upon community literacy efforts by encouraging family literacy partnerships between organizations and the school community. Louisiana Endowment for the Humanities *Prime Time Preschool* Staff will support the district in literacy efforts. The Striving Readers Comprehensive Literacy grant seeks to expand upon existing efforts by encouraging Endowment personnel to partner and work together with school districts to improve literacy. Community partnerships will be developed or enhanced with the Terrebonne Parish School District as a result of this grant. The entities named herein recognize the necessity for continual collaboration among local partners for the development, implementation and continuous program improvement of literacy in

Terrebonne Parish School District

Name of School/ District/Parish

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

See Attached Partnership Agreement

Miranda Restovic		Deputy Director
Signature	Typed Name	Title
Louisiana Endowment for the Humanities		April 15, 2013
Proposer Organization		Date
	Philip Martin	Superintendent
Signature	Typed Name	Title
Terrebonne Parish School District		April 15, 2013
Partnering Agency		Date

PRIME TIME PRESCHOOL LITERACY PROGRAM- Program Description

PRIME TIME Preschool Literacy Program, a family preschool literacy program, will be offered at East Houma Elementary School once weekly for 6 weeks for community families and their preschoolers ages 3-5. During each 90-minute session a trained storyteller will model reading aloud techniques by presenting carefully selected children's books. A trained humanities scholar will guide participants in a discussion of the literature. By modeling effective, open-ended questioning techniques with the families (the Socratic Method), the scholar promotes critical thinking, reasoning, and questioning skills. *PRIME TIME Preschool* introduces young children and their families to the humanities and to literature through age-appropriate storytelling and literary exploration via center-based play. The mission of *PRIME TIME Preschool* is to bond economically and educationally vulnerable families around the act of reading, thus creating the precondition for all future learning. The aim is to create communities in which children and their families are developed into self-directed and self-motivated learners who are eager to absorb the world around them through literature, questioning/inquiry, and meaningful interaction with others.

Demonstrated Record of Effectiveness

The Louisiana Endowment for the Humanities has a demonstrated record of effectiveness in improving the early literacy development of children and in providing professional development in literacy. The 2010 Ten-Year Impact Study (conducted in collaboration with West Baton Rouge Parish Schools and the Library) found that *PRIME TIME* participating students outperformed the control group in reading as measured with grade 3 iLEAP through the Graduate Exit Exam (GEE). Eighty-Five (85%) percent of families surveyed reported a change in their attitudes towards and frequency of library usage as a result of participating in the program.

PARTNERSHIP AGREEMENT

The Louisiana Endowment for the Humanities will:

The Louisiana Endowment for the Humanities, via its *PRIME TIME Preschool* initiative, will provide support to this project as follows:

- Participation in collaborative planning meetings
- Training for nine site-based team members
- Technical assistance by program staff
- Purchasing of program books and curriculum materials
- Collection and submission of program evaluation data

Terrebonne Parish School District will:

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

TERREBONNE PARISH SCHOOL DISTRICT

MEMORANDUM OF UNDERSTANDING (MOU)

STRIVING READERS COMPREHENSIVE LITERACY PROGRAM

This Partnership Agreement is entered into by and between the **Terrebonne Parish School District** and **Nicholls State University (NSU).**

The purpose of this agreement is to establish a framework of collaboration, as well as to articulate specific roles and responsibilities in support of the Terrebonne Parish School District in its implementation of an approved Striving Readers Comprehensive Literacy Project and Literacy Common Core State Standards. Successful implementation of this project is a shared responsibility and Nicholls State University is committed to supporting Terrebonne Parish Schools and their effort to advance literacy for all learners' birth to age 12, especially those students who are the most disadvantaged. NSU is pleased to serve as a collaborative partner with the Terrebonne Parish School District as it participates in the Striving Readers Comprehensive Literacy Program. NSU is dedicated to supporting efforts that raise student achievement, promote comprehensive literacy through the use of evidence-based practices, and produce graduates that are college and career ready. NSU has a demonstrated record of effectiveness. Nationally normed ETS Academic Profile (AP) scores place NSU Senior Students' average totals at 445 as compared to the National Group score of 449. Leadership must reach into the community to involve all partners who work with and serve teachers, leaders, students and their families. Collaborations among partners is a critical first step to ensure all children, including English language learners and those with exceptionalities have access to high-quality literacy instruction.

COMMITMENTS/RESPONSIBILITIES:

The Terrebonne Parish School District will:

- Designate a point of contact to collaborate, promote, facilitate and coordinate professional development activities/courses related to effective research-based instructional strategies and **Literacy Common Core State Standards**, including but not limited to, early literacy/language development, elementary and adolescent literacy
- Collaborate on, promote and provide dual-enrollment opportunities for students
- Invite NSU Instructors to attend shared professional development activities on Literacy Design Collaborative, and other literacy initiatives associated with this project
- Develop a collaborative working relationship between the Terrebonne Parish School District and Nicholls State University in regards to activities/courses/professional development that align and support aspiring and veteran teachers/leaders in the implementation of Compass, and the link to Common Core State Standards

Nicholls State University will:

- Designate a point of contact to promote, facilitate and coordinate professional development activities/courses related to the implementation of **Literacy Common Core State Standards**, including but not limited to, early literacy/language development, elementary and adolescent literacy
- Collaborate on, promote and provide **dual-enrollment opportunities** for students
- Provide online and face-to-face literacy/early intervention endorsements/certifications and workshops to promote literacy professional development for teachers and Literacy Coaches/Specialists and School Leaders
- Provide online and face-to-face School Leader certifications to promote and support strong school leadership skills
- Collaborate on federal partnership grants focused on **Common Core State Standards,** including but not limited to, **Literacy Design Collaborative**
- Support teacher teams as they unpack Common Core State Standards and develop units of study, formative assessments and lesson plans, by providing resources and consultation support

ACKNOWLEDGEMENTS:

We, the undersigned, understand that if selected as a participant in the Striving Readers Comprehensive Program, we will be expected to uphold the above expectations.

Signature	Typed Name	Title
	Philip Martin	Superintendent
Proposer Organization		*Date*
Terrebonne Parish School District		4/15/13
Signature	Typed Name	Title
	Leslie Jones	Dean of College of Education
Partnering Agency		Date
Nicholls State University; College of Education		April 11, 2013

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1407 Highway 311
Schriever, LA 70395
WEB
www.fletcher.edu

PHONE
985-448-7922
FAX
985-446-3308

OFFICE OF THE CHANCELLOR
F. Travis Lavigne, Jr.

April 14, 2013

Mr. Philip Martin, Superintendent
Terrebonne Parish School District
P.O. Box 5097
Houma, LA 70361

Re: Letter of Support

Dear Mr. Martin:

L.E. Fletcher Technical Community College is pleased to support Terrebonne Parish School Districts' application for a Striving Readers Comprehensive Literacy Project.

We have partnered with Terrebonne Parish Schools since 2005 to offer a Dual Enrollment Program for high school juniors and seniors. The collaborations between Fletcher and the Terrebonne Parish School District have enjoyed great success. More and more students are choosing to participate in the program each year. We will continue to collaborate, promote and expand the dual enrollment program and career awareness activities and mentoring programs, especially for Ellender Memorial as they participate in this Striving Readers Literacy Project.

We not only encourage participation in the initiative, but we have a vested interest in providing programs to ensure literacy skills for all students to compete in today's workforce. L.E. Fletcher Technical Community College wholeheartedly supports the "Striving Readers Literacy Project" and will continue to support the Terrebonne Parish School District in improving literacy across the district, state, and nation.

Respectfully,

F. Travis Lavigne, Jr.
Chancellor

TFAE
TERREBONNE FOUNDATION FOR ACADEMIC EXCELLENCE

January 23, 2012

Yolanda V. Trahan
TFAE Executive Director

Board of Directors

George Ribble
President

Robert Clemons
Vice-President

Jerome Mire
Secretary

Thomas J. Lanaux
Treasurer

L. J. Folse
Campaign Chairman

Sharon Roppolo Bergeron
Suzanne Nolfo Carlos
Carleton Casey
Tommy Guarisco
James E. Gueydan
Josh Jones
Catherine Bilello Kosior
Lionel Lagarde, Jr.
Ed Landgraf
Ricky Murphy
George Robichaux
Kenneth J. Trahan
Daniel J. Walker
René Williams

Philip Martin, Superintendent
TPSD
Post Office Box 5097
Houma, Louisiana 70361-5097

Dear Superintendent Martin:

The Terrebonne Foundation for Academic Excellence (TFAE) is pleased to support the Terrebonne Parish School District (TPSD) in pursuit of the 2013 Striving Reader's Comprehensive Literacy Program. As a local education foundation TFAE's purpose is to positively affect academic achievement and to fundamentally improve education for all students in the Terrebonne Parish Public School System.

Since inception TFAE has awarded $898,661 in grant dollars across every academic discipline to teachers in the TPSD, while impacting the education of 44,500 students over the past twelve years. In August 2012, TFAE introduced Dolly Parton's Imagination Library reading program in Terrebonne Parish. To date over 2,000 children, birth through their fifth birthday have been registered in the program.

We encourage full consideration of this literacy initiative by the TPSD and their participation at the level of involvement that best drives reform efforts and student success objectives. TFAE urges educators, parents, businesses and other members of the community to support this initiative which is directed at providing a world class education for all TPSD students.

Sincerely,

Yolanda V. Trahan

Yolanda V. Trahan
Executive Director

reachassociates
TEACHING THE CORE HABITS OF EDUCATION

February 2, 2013

Ms. Carol W. Davis, Assistant Superintendent
Terrebonne Parish School District
201 Stadium Drive
Houma, LA 70360

Dear Ms. Davis:

Reach Associates wholeheartedly supports Terrebonne Parish School District's application and pending implementation of Louisiana's Striving Readers Comprehensive Literacy program. As community stakeholders, we recognize the importance of implementing a comprehensive, cohesive literacy plan to ensure that all TPSD children from birth through 12th grade receive high yield, evidence-based literacy instruction that advances student achievement and produces graduates that are work-force or college-bound prepared.

The Terrebonne Parish literacy initiative aligns with Reach Associates and the Literacy Design Collaborative (LDC) model's mission and goals. With our conviction that all children, regardless of how they look, where they come from, or how they learn, can and will achieve school success when provided with highly effective teachers and positive, supportive learning environments. We will support the implementation of evidence-based literacy instruction in the TPSD schools by staying informed of the initiative's progress and by engaging in community conversation and assessment. Teachers trained in the LDC model will have access to district level teacher trainers for support and the remote coaching provided by Reach Associates through R-Group Space (an online professional learning community involving fourteen states throughout the United States).

We understand that the success of literacy instruction is dependent upon the preparation and ongoing support of highly effective teachers and teacher leaders. Therefore, as an invited contracted provider of professional learning in the LDC model, we will be honored to actively support the successful implementation of Terrebonne Parish's literacy initiative.

Best regards,
Cathy Feldman
Lee Kappes
Co-founders of Reach Associates

FRIENDSWOOD CHURCH OF GOD
3589 FRIENDSWOOD DRIVE † HOUMA, LOUISIANA 70363

Date: January 21, 2013

Superintendent Philip Martin
Terrebonne Parish School Board
201 Stadium Drive
Houma, LA 70360

Dear Mr. Martin,

Friendswood Childcare Center is pleased to support Terrebonne Parish School District as it participates in the Striving Readers Comprehensive Literacy Program. Friendswood Childcare Center is dedicated to supporting efforts that raise student achievement, promote comprehensive literacy through the use of evidence-based practices, and produce graduates that are work-force or college-bound prepared.

Successful implementation of this project is a shared responsibility and Friendswood Childcare Center is committed to supporting Terrebonne Parish Schools and their efforts to advance literacy for all learners, especially those who are most disadvantaged.

Friendswood Childcare Center will provide support to this project as follows:

- Participate in shared professional development with a specific focus on early literacy
- Collaborate with the district literacy team for enhancing the learning environment
- Share family literacy activities with families enrolled in the childcare

Friendswood Childcare Center believes that providing a quality education for every student every day is important and we are honored to provide support in this worthwhile endeavor.

Sincerely,

Tina Duthu , Director
Friendswood Childcare Center
3589 Friendswood Dr.
Houma, LA 70363
985-873-8854

Date: February 1, 2013

Superintendent Philip Martin
Terrebonne Parish School Board
201 Stadium Drive
Houma, LA 70360

Dear Mr. Martin,

Stewart Educational & Developmental Childcare is pleased to be a collaborative partner with Terrebonne Parish School District as it participates in the Striving Readers Comprehensive Literacy Program. Stewart Educational & Developmental Childcare is dedicated to supporting efforts that raise student achievement, promote comprehensive literacy through the use of evidence-based practices, and produce graduates that are work-force or college-bound prepared.

Successful implementation of this project is a shared responsibility and Stewart Educational & Developmental Childcare is committed to supporting Terrebonne Parish Schools and their efforts to advance literacy for all learners, especially those who are most disadvantaged.

Stewart Educational & Developmental Childcare will provide support to this project as follows:

- Participate in shared professional development with a specific focus on early literacy
- Collaborate with the district literacy team for enhancing the learning environment
- Share family literacy activities with families enrolled in the childcare

Stewart Educational & Developmental Childcare believes that providing a quality education for every student every day is important and we are honored to serve as a partner in this worthwhile endeavor.

Sincerely,

Corine G. Stewart

Corine Stewart, Owner
Stewart Educational & Developmental Childcare
126 N Van Avenue
Houma, LA 70363
985-580-0138