



STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

July 30, 2010

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2nd BESE District

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3rd BESE District

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4th BESE District

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Member-at-Large

Penny Dastugue
Member-at-Large

To: Mr. Roy D. Breithaupt, Superintendent
LaSalle Parish School Board

From: Jeanette B. Vosburg, Executive Director *J. Vosburg*

Subject: 8(g) Student Enhancement Block Grant

Project Log No.: 030-111

Title: Developmental Pre-K 8(g)—Supplementing LA4

Allocation: \$118,122.00

On behalf of the State Board of Elementary and Secondary Education, I am pleased to inform you that the project listed above has been approved for funding from the Louisiana Quality Education Support Fund—8(g) in FY 2010-2011.

Your 8(g) account has been established based on the approved project budget packet. Approval is indicated by the signature of the Executive Director in the space provided. The award to your agency is provided to implement the project listed above according to the conditions and timelines set forth in the proposal.

This grant award letter contains important procedures to be followed by all recipients. It is recommended that this information be shared with all persons involved with program implementation.

Should you have any questions concerning your grant award, please contact Robyn Jenkins, Kimberly Tripeaux, or Allen Grant at (225) 342-8728. I thank you in advance for your cooperation in these matters.

On behalf of the Board, it is our desire that this 8(g) grant awarded to your agency will enhance student learning and enrich the quality of education in your system.

JBV:RJ/bt

Attachment: 2010-2011 Student Enhancement Block Grant Award Packet

c: Kathryn Tyler

Jeanette B. Vosburg
Executive Director

Paul Pastorek
State Superintendent

A. Pre-kindergarten programs for at-risk four-year-olds

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
State Board of Elementary and Secondary Education
2010-2011**

Agency:		LaSalle Parish School Board		Parish:		LaSalle	
Agency Head:		Roy D. Breithaupt ✓		Project Administrator:		Kathryn Tyler ✓	
Title:		Superintendent		Title:		Elementary Supervisor	
Agency Fiscal Agent/Budget Contact:	Name	Debbie Finlay		Address:	Street/P.O.	P.O. Drawer 90	
	Title	Business Manager			City/State/Zip	Jena, LA 71342	
Phone:		318-992-2161	EXT. 400	Phone:		318-992-2161	EXT. 407
Fax:		318-992-7439		Fax:		318-992-7412	
E-Mail:		dfinlay@lasallepsb.com		E-Mail:		ktyler@lasallepsb.com	
Funding Requested for 2010-2011 (round to the nearest dollar)				Focus Area of Project			
\$118,122.00 ✓				Focus Area 1 <input checked="" type="checkbox"/> Prekindergarten programs for at-risk four-year-olds (public systems only)			
*Are Other Funds to be Utilized in Project? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		If YES, name the source(s) and amount of funds. <u>LA4-503,621 EEF-72,734.10</u> <u>Locally Funded-92,347.10</u>					
TO BE COMPLETED BY BESE STAFF							
<input checked="" type="checkbox"/> Proposal is in compliance with Board guidelines and approval is recommended. <input type="checkbox"/> Proposal is not in compliance with Board guidelines and approval is NOT recommended.							
Date		Signature of 8(g) Staff					
<input checked="" type="checkbox"/> Request Approved <input type="checkbox"/> Request Denied		Assigned Log # <u>030-111</u> ✓		Date Received in BESE Office RECEIVED JUL 27 2010 Board of Elementary and Secondary Education			
Date		Signature of Executive Director					

Title of Project (8 words or less)	Developmental Pre-K 8(g)—Supplementing LA4		
Purpose of Grant (1 sentence)	To provide a quality Prekindergarten Program to academically "at risk" four-year-olds.		
Number and Description of Students To Be Served	32 students scoring below 80 percent on the Brigance Screening Instrument for Three and Four-Year-Olds		
Project Implementation Date (with students)	August 13, 2010	Project Ending Date (with students)	May 16, 2011

Project Sites and Personnel

(List all participating schools and the primary person responsible for implementing the project at each school.)

	School Site Code (found in School Directory)	School	School-Level Personnel	
			Name	Title/Position
1	030001	Fellowship Elementary	Deedra Deason	Principal
2	030003	Jena Elementary	Deborah Mayo	Principal
3	030007	Nebo Elementary	Deedra Zeagler	Principal
4	030008	Olla Elementary	Debra Gauthier	Principal
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				

Proposal Preparation

(List school-level personnel involved in the preparation of this proposal.)

Name	Title/Position	School
Nickie Long	Teacher	Olla Elementary
Amanda Cramer	Teacher	Fellowship Elementary
Amy Poole	Teacher	Jena Elementary
Lori Scroggs	Teacher	Nebo Elementary
Deedra Deason	Principal	Fellowship Elementary
Deborah Mayo	Principal	Jena Elementary
Deedra Zeagler	Principal	Nebo Elementary
Debra Gauthier	Principal	Olla Elementary

Dated Certificate of Agency Head

I hereby certify that this proposed project does not supplant, displace, or replace a program funded through the Minimum Foundation Program or State General Fund.

I hereby certify that this proposed project is designed to improve student academic achievement.

I hereby certify that all 8(g) funds will not be utilized for any purpose other than educational enhancement, as specified in this proposal.

I further certify that the information contained herein is true and correct to the best of my knowledge and belief.

I certify that no resources obtained under this grant shall be utilized for any religious purposes including, but not limited to, religious education.

I understand that all funds must be expended between July 1, 2010 and June 30, 2011, and that 8(g) funds will be requested on a reimbursement basis for actual expenditures.

I certify that all expenditures of 8(g) funds will be in compliance with the approved budget packet and Board policy, and will be utilized only for educational enhancement as specified in this application. No line item amounts can be changed without prior approval, in writing, from the Executive Director (BESE).

I certify that all equipment items purchased through this project will be tagged and tracked in accordance with local school board policy and local school board property control regulations or BESE guidelines.

I hereby certify that this program will be administered in accordance with the policies and regulations of the State Board of Elementary and Secondary Education. Any deviation must be approved by the Board before funds can be expended.

I assure that this project will be implemented in a time frame that will allow for measurable results upon student achievement within the funding year.

I assure that school level personnel responsible for implementation of this project have collaborated on the preparation of this proposal.

Roy D. Breithaupt

(Print Name of Agency Head)

Roy D. Breithaupt ^{OKB}
(Signature of Agency Head in blue ink)

7-22-10
(Date)

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Summary Page 1
2010-2011

Funds are to be expended between July 1, 2010 and June 30, 2011.

Budget Item (Object Code)	Budget \$
SALARIES (100)	85,142.28
EMPLOYEE BENEFITS (200)	31,759.50
PURCHASED PROFESSIONAL/TECHNICAL SERVICES (300)	
PURCHASED PROPERTY SERVICES (400)	
OTHER PURCHASED SERVICES (500)	
SUPPLIES (600)	1,220.22
PROPERTY (700)	
TOTAL COST (Round to nearest dollar)	118,122.00

Note: Each budgeted line item shall be clearly explained and justified by providing the information requested on each Budget Detail Form.

Please note that 8(g) Grants are awarded on a reimbursement basis only. Goods and services cannot be ordered, received or paid for until after the proposal has been approved by the BESE office.

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 2
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
100		Salaries	
	110	Salaries-Regular	85142.28
	120	Salaries-Temporary	
	130	Salaries-Overtime	
	150	Salaries-Stipend Pay	
		Object Code Total	85142.28 ✓

BUDGET NARRATIVE: Provide description of services being proposed: number and title of positions, compensation (full-time salary, hourly rate, daily rate) and function or purpose.

Important
All 8(g) funded teaching positions must be staffed with personnel certified in the area of teaching assignment. List teacher name, certification number, and area of certification for each position funded.
All 8(g) funded paraprofessional positions should be staffed with personnel meeting the highly qualified requirements.

Teachers:

Cramer	6/20	35882 (10764.60) ✓
Scroggs	4/20	41372 (8274.40) ✓
Reed	3/20	40136 (6020.40) ✓
N. Long	2/20	37858 (3785.80) ✓
L. Long	2/20	35882 (3588.20) ✓
Lincecum	3/20	42018 (6302.70) ✓
Poole	3/20	40136 (6020.40) ✓
Brown	5/20	42684 (10671.00) ✓
King	4/20	44012 (8802.40) ✓
		<u>64,229.90</u>

Paraprofessionals:

Reeder	6/20	12679.85 (3803.96) ✓
Little	4/20	13326.00 (2665.20) ✓
Allbritton	3/20	13541.38 (2031.21) ✓
Franklin	2/20	13326.00 (1332.60) ✓
Routon	2/20	13756.77 (1375.68) ✓
Eaves	3/20	13433.69 (2015.05) ✓
Weaver	3/20	12679.85 (1901.98) ✓
Tannehill	5/20	12572.15 (3143.04) ✓
Carroll	4/20	13218.31 (2643.66) ✓
		<u>20,912.38</u>

Teacher

Certificate Number

Area of Certification

Cramer	461918	Pre-K-3, 1-6
Scroggs	B075145	Nursery School, K
Reed	B087610	Nursery School, K-8
N. Long	B439722	Nursery School, K
L. Long	453512	PK-3, 1-8
Lincecum	B074799	Nursery School, K
Poole	B083705	Nursery School, K-8
Brown	B063163	Nursery School, K-8
King	A051074	Nursery School, 1-8

All Paraprofessionals are Highly Qualified as defined by NCLB.

\$64,229.90
 20,912.38
\$85,142.28 ✓

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 3
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
200		Employee Benefits	
	210	Group Insurance	13326.19
	220	Social Security Contributions	
	225	Medicare/Medicaid Contributions	1234.57
	230	Retirement Contributions	17198.74
	260	Workmen's Compensation	
		Object Code Total	31759.50

BUDGET NARRATIVE: Provide detailed breakdown of costs being proposed including type of benefit and rate for each position included in Object Code 100.
210-Insurance: (as per percentages in Code 100)

Lincecum- 5490.24 (823.54)
 Scroggs- 8746.08(1749.22) Eaves- 8375.76 (1256.36)
 Little- 4788.00 (957.60) Poole- 5490.24 (823.54)
 Allbritton- 4788.00 (718.20) Brown- 8746.08 (2186.52)
 N. Long- 4788.00(478.80)
 Franklin- 9184.32 (918.43)
 L. Long- 4788.00 (478.80)
 Routon-8795.28(879.53)
 King-5490.24 (1098.05)
 Carroll- 4788.00 (957.60)

\$13,326.19 ✓

Teachers:	Salary	Ret.	Med.	Paras:	Salary	Ret.	Med.
Cramer 6/20	35882(10764.60)	2174.45	156.09	Reeder 6/20	12679.85(3803.96)	768.40	55.16
Scroggs 4/20	41372(8274.40)	1671.43	119.98	Little 4/20	13326.00(2665.20)	538.37	38.65
Reed 3/20	40136(6020.40)	1216.12	87.30	Allbritton 3/20	13541.38(2031.21)	410.30	29.45
N.Long 2/20	37858(3785.80)	764.73	54.89	Franklin 2/20	13326.00(1332.60)	269.19	19.32
L.Long 2/20	35882(3588.20)	724.82	52.03	Routon 2/20	13756.77(1375.68)	277.89	19.95
Lincecum 3/20	42018(6302.70)	1273.15	91.39	Eaves 3/20	13433.69(2015.05)	407.04	29.22
Poole 3/20	40136(6020.40)	1216.12	87.30	Weaver 3/20	12679.85(1901.98)	384.20	27.58
Brown 5/20	42684(10671)	2155.54	154.73	Tannehill 5/20	12572.15(3143.04)	634.89	45.57
King 4/20	44012(8802.40)	1778.08	127.63	Carroll 4/20	13218.31(2643.66)	534.02	38.33

64,229.90 \$12,974.44 5931.30

20,912.38 4224.30 \$303.23

Insurance

Retirement
 \$12,974.44
 4,224.30
17,198.74

Medicare
 931.34
 303.23
\$1234.57

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS
Budget Detail Page 7
2010-2011

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
600		Supplies	
	610	Materials and Supplies	1220.22
	640	Textbooks (or allowable textbook substitutes)	
		Object Code Total	1220.22

BUDGET NARRATIVE: Object Sub-Code 610 — Materials and Supplies

Provide a general description of purchases: types of items and justification. (It is not necessary to provide per unit cost.)

Object Sub-Code 640 — Textbooks (or allowable textbook substitutes)

Provide a detailed description of purchases: types of items, per unit cost, and justification.

610- Healthy snacks, learning center materials, assorted arts and crafts materials, paper, printer ink cartridges, folders, binders, pens, pencils and other materials needed for portfolio assessment

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Proposal Narrative Form 2010-2011

1. Class Design and Instructors

a) Student to Teacher Ratio	b) Student to Adult Ratio	c) Total Days of Attendance for Students	d) No. of Instructional Minutes Per Day
20:1	10:1	168	390

e) Indicate the Name, Certification, Certificate Number, and Number of 8(g) Students Served by the Teachers Providing Direct Instruction through this project.

	Name	Certification	Certificate #	8(g) Students Served
1.	Lori Scroggs	Nursery School, K	075145	4
2.	Amanda Cramer	Pre-K-3, 1-6	461918	6
3.	Tammy C. Lincecum	Nursery School, K	074799	3
4.	Heather Nichole Long	Nursery School, K	439722	2
5.	Cindy Reed	Nursery School, K-8	087610	3
6.	Sharla King	Nursery School, 1-8	051074	4
7.	Lindsey Long	Pre-K-3, 1-8	453512	2
8.	Amy Poole	Nursery School, K-8	083705	3
9.	Lisa Brown	Nursery School, K-8	063163	5

2. Overview of Local Prekindergarten Programs

a) Provide the requested information for all prekindergarten programs in your district for FY 2009-2010 and FY 2010-2011.

Program	FY 2009-2010 Amount of Funding Awarded for PreK Program	FY 2009-2010 Number of Students Served by Each Program	FY 2010-2011 Amount of Funding Requested for PreK Program	FY 2010-2011 Projected Number of Students to be Served by Each Program
8(g)	\$112,687.00	30	\$118,122.00	32
Title I				
Even Start				
Special Education				
Head Start*				
REAP				
EEF	\$261,701.49	33	\$72,734.10	22
Locally Funded			\$92,347.10	22
LA 4	\$500,381.00	108	\$503,621.00	104
Others				

*** If district is grantee for Head Start**

3. Screening – If an agency is not providing universal access, the agency must use screening within the selection process.* Indicate which screening instrument was used to determine which children are potentially eligible to participate in the program. (Place a check by all that apply.)

X	Brigance Pre-School Screen for Three and Four-Year-Old Children
	Developmental Indicators for the Assessment of Learning (DIAL-R)
	Developmental Indicators for the Assessment of Learning (DIAL-3)
	Denver Developmental Screening Test
	Early Recognition Intervention Systems (ERISys)
	Battelle Developmental Inventory-Screening Test
	Learning Accomplishment Profile-Diagnostic Standardized Assessment (LAP-D) Screen for Four-Year-Olds
	*This agency provides universal access.

Other Instruments for Periodic Screening of Educational, Hearing, Visual, or Other Problems interfacing with development may be used in addition to one of the aforementioned screening instruments.

4. Design– Provide a response to the following prompts inquiring how the project will be implemented with students

a) Name of the developmentally-appropriate, research-based Curriculum being used: Creative Curriculum

b) Describe the developmentally appropriate curriculum being used: Teachers follow the research-based Creative Curriculum for Preschool, the Louisiana Standards for Programs Serving Four-Year-Old Children, Prekindergarten Grade Level Expectations and Louisiana Comprehensive Curriculum for Prekindergarten to provide a developmentally appropriate curriculum. Students are administered the Brigance Preschool Screening for Three and Four-Year-Old Children as a screening instrument at Prekindergarten Registration or the beginning of school. Students are also given the Developmental Screening Checklist as a pre- and post test in August and May. Data obtained from these assessments are used to guide and individualize instruction. Our program provides activities that help children develop a positive self-image, encourage independent thinking and problem-solving skills, and stimulate creativity. Students are given opportunities to learn through the use of student initiated and teacher directed activities to include learning centers, whole group activities, small group activities, outdoor free play, outdoor planned activities and gross motor activities. The student initiated activities are for a substantial portion, one-third, of the instructional day. Teacher schedules are ECERS-R and Bulletin 741 compliant to ensure that the curriculum focuses on all aspects of development to include physical, social/emotional, cognitive and language development. Teachers maintain a GLE and Prekindergarten Standard checklist for each student indicating mastery or progression toward mastery of these skills. These, as well as teacher-made and other checklists, are included in each student's portfolio assessment and a copy of each student's GLE and Prekindergarten Standard checklist is sent to parents every six weeks.

c) Describe how the five developmental domains specified in *Bulletin 105 – Louisiana Content Standards for Programs Serving Four-Year-Old Children* being incorporated into the design:

The five developmental domains, Cognitive Development, Creative Arts Development, Health and Physical Development, Language and Literacy Development, and Social and Emotional Development are integrated throughout the design of our program through the use of developmentally appropriate practices. Student initiated activities are for a substantial portion, one-third, of the instructional day. Students are given opportunities through hands-on activities in learning centers/free choice centers in the areas of fine motor, art, music/movement, blocks, sand/water, dramatic play, nature/science, math/number, reading/listening, writing, use of TV, video and/or computers, and promoting acceptance of diversity. Learners are actively engaged in cozy, inviting environments that inspire creativity. Students are given concrete learning experiences with real items. Language and talking are encouraged daily through the use of teacher interaction and literacy rich activities to encourage phonological awareness. A variety of materials are used and changed on a frequent basis to meet the needs and interests of the children. Teachers' schedules are ECERS-R and Bulletin 741 compliant in order to ensure a balance of student initiated and teacher directed activities in the instructional day and that daily gross motor time is provided for at least 45 minutes of the day, with adults interacting with the children to facilitate learning. Teachers use positive guidance techniques to model and encourage expected behavior and promote positive self esteem of students. Assessment is ongoing by utilizing portfolios that include anecdotal records, work samples, photographs, and skills checklists that are indicative of the children's development based on the Grade Level Expectations and Pre-K standards.

d) Describe the frequency and types of family early intervention strategies and activities that will be included in the program: Each teacher provides an opportunity for at least two one-on-one conferences each year with conference times available for additional conferences throughout the school year. At these conferences parents receive information about the results of the screenings and each child's ongoing performances. Parents view the portfolio assessment that has been completed for each child that includes anecdotal notes, check lists, samples of student work and photographs. Family intervention strategies are provided to parents at group meetings to educate and support parents in better parenting skills, techniques in ways to better understand how their child develops, and strategies to help their child at home. Parents are also made aware of services and agencies that offer assistance in improving their job skills or services available to families in need. If needed, personalized home visits by the Child Welfare and Attendance Supervisor and/or the Families in Need of Services Supervisor can be arranged through referrals by the teacher and school principal to provide information about growth and development and to suggest practical home activities to benefit children. Planned parent involvement is conducted to include accompanying field trips, reading to the class, having breakfast or lunch with the student, volunteering service in the classroom, holding informational workshops and orientation, composing newsletters, displaying parent boards and affording many varied holiday and special activities

e) Describe the classroom environment:

Each classroom environment provides the students with a physical setting that is safe, attractive, comfortable, and well designed to help children engage in developmentally appropriate learning activities. The classrooms are arranged to support the goals of our aforementioned curricula. The physical space is divided into interest areas that allow preschoolers to explore, make things, experiment and pursue their own interests. Separate interest areas with varied materials offer children a range of clear choices. Quiet areas are provided to allow children to work quietly, either alone or with other children. Areas devoted to books, art activities, or toys and games provide several choices for quiet activities. Areas set aside for dramatic play, block building, woodworking, or large muscle activities provide choices for active engagement. There are also areas for sand and water play, fine motor skill development, nature/science exploration, math/number manipulation, and promotion of acceptance of diversity. Computers have a designated space to promote discovery and reinforcement of skills. All areas are well defined and visibly accessible by the teacher at all times. All equipment is available for easy access by children. Shelves and containers are labeled to make clean up easy for the students. An ample supply of equipment is available in each classroom to minimize problems of sharing. Our highly trained and certified teachers create orderly atmospheres that facilitate learning and positive kinds of behaviors that children exhibit as they learn to live and work together in our classroom environments.

f) Describe the outdoor playground environment:

Prekindergarten classes are offered at four of our elementary schools. All four playgrounds were built to conform to ECERS-R and Pre-K standards. Every playground has natural environments with grass, plants, some trees, and playground equipment designed specifically for preschool-age children. The outdoor play areas are accessible to all young children including children with disabilities, with a minimum of 75 usable square feet per child for the number of children who are outside at any one time. Teachers have an unobstructed view of the children at all times. There is easy access to and from the indoor space used by the program and to bathrooms. A drinking fountain and water spigot for attaching a hose is provided. Age-appropriate equipment for climbing, swinging, and building are available with appropriate safety surface material under all playground equipment as recommended by the consumer products safety commission. Each playground has a storage shed to house outdoor center items and other play equipment. There are sunny areas as well as shady areas on each playground. Each playground has a paved riding track for gross motor activities. There are benches, picnic tables and playground equipment available for children to be alone or with one or two friends. Each playground has open, grassy spaces for walking, tumbling, running, kicking, throwing, and catching balls. There are sand/water tables for digging and exploring. All play equipment and equipment necessary for the operation of our Prekindergarten programs is maintained in good repair. The outdoor play spaces are enclosed with a fence to protect the children from traffic hazards, to prevent the children from leaving the premises without proper supervision, and to prevent contact with animals or unauthorized persons. The 10:1 student to adult ratio is maintained during outdoor play at all times.

g) Describe the type of developmentally-appropriate hands-on activities that students will be engaged in to improve services to students:

Blocks	construction, math reasoning, town, zoo, farm, negotiate for materials, respect, small muscles development, balance, logical thinking, patterns, weight, size, shape,
Dramatic Play	role play, family, childcare, food and nutrition, cooperation, small muscle skills, pretend, explore math concepts, community awareness when dramatizing places such as barber shop, grocery store, Dr. office, etc., language skills
Paint & Project (Art)	collage, painting, drawing, creative development, express feelings, explore textures and colors, small muscle development when cutting and tearing paper, planning, develop thinking skills
Manipulatives (Fine Motor)	fine motor skills, puzzles, connectors, lacing, snapping, sequencing, cooperate by sharing and taking turns, develop confidence when they complete a task successfully, eye – hand coordination, counting, forming sets, estimating,
Reading Center (Library)	books, felt stories, puppets, relate to people who are alike and unlike them, social skills, re-enact stories develop understanding of symbols in relations to pictures, make predictions, retell stories, sequence stories, strengthen all aspects of literacy
Listening	stories w/ tapes/CD's, puppets
Sand & Water	measuring, float/sink, digging, construction, hygiene skills, expression,
Nature/Science	weighing, magnets, nature, animals, explore, work together, discovery, solve problems, care for live plants & animals,
Writing	letter stamps, writing, drawing, small muscle development
Computer	age appropriate games, paint, letters, technology awareness
Music & Movement	develop music awareness, body movement, develop both sides of brain, express feelings and actions, lift spirits
Gross Motor	Indoor and outdoor play, organized and free choice
Acceptance of Diversity	Books, pictures and materials showing people of different races, cultures, ages, abilities and gender in non-stereotyping roles, props representing various cultures included for use in dramatic play, ethnic food, sharing family customs.

h) Describe the type of developmentally-appropriate language and literacy experiences/activities that students will be engaged in:

Each Prekindergarten classroom is rich in literacy and the students are subjected to print throughout the day and in every center. The students hear stories read aloud every day, look through books on their own, listen to story tapes, retell familiar stories, and make up their own stories. All aspects of literacy—reading, writing, listening, and speaking—are strengthened in the library or reading center. The students develop phonological awareness by hearing and exploring the sounds and rhythms of language in books. They learn how to follow the flow of print on a page, left to right and top to bottom. They use tools for writing and illustrating and strengthen the small muscles in their hands. They develop an understanding of symbols by relating pictures to the written word. When they hear stories, they learn to make predictions and think about cause and effect. They also make connections between the story and things they already know. When they retell stories, they learn to sequence as they relate the events in a story in order. They also learn basic skills such as counting, number recognition, colors, and shapes through language and literacy experiences.

i) Describe the type of developmentally-appropriate numeracy experiences/activities that students will be engaged in: Teachers use a variety of strategies to help children develop concepts and skills in numeracy through meaningful activities. Teachers provide activities for children to seek solutions to concrete problems; construct with blocks; measure sand and water; measure ingredients for cooking; observe and record changes in the environment; work with fine motor and counting pieces; classify objects for a purpose; explore animals, plants, water, wheels, and gears; use art media, music, movement and other modes to reinforce math skills and to represent what they see, understand and feel. Children explore patterns in math through the use of art, music, objects in nature, pegboards, blocks and other materials. Teachers understand the continuum of emerging literacy and use it to support individual children as students learn to recognize numeral names, counting sets of objects and relating the use of numeracy in everyday life. Teachers provide many opportunities for children to plan, think about, reflect on, and revisit their own experiences with mathematical concepts. Teachers engage children in discussion and representation activities such as dictating, writing, drawing or modeling in clay, which help children refine their own concepts and understanding, and help the teacher understand what children know and think concerning numeracy skills.

j) Describe the on-going assessment process that will be used to guide instruction. (The use of DSC assessments and student portfolios must be addressed.)

Students are administered the Brigance Preschool Screening for Three and Four-Year-Old Children as a screening instrument at Prekindergarten Registration or the beginning of school. Students are also given the Developmental Screening Checklist as a pre- and post test in August and May. Data obtained from these assessments are used to guide and individualize instruction. Assessment is ongoing by utilizing portfolios that include anecdotal records, work samples, photographs, and skills checklists that are indicative of the children's development based on the Grade Level Expectations and Pre-K standards.

k) Describe how the Early Childhood Environment Rating Scale – Revised Edition (ECERS-R) will be used at the local level.

Over the past six years, our administrators and teachers have received quality training and staff development on the implementation of ECERS-R. Teacher schedules are formulated in accordance to ECERS-R and Bulletin 741 compliance. All current teachers in our program have been formally evaluated using the ECERS-R instrument. Our system has developed administrative walk-through forms that include adherence to ECERS-R standards. Principals conduct these observations at least once per month and submit copies to the Elementary Supervisor. According to the results of these visits, feedback is given and teachers make adjustments as necessary in order to maintain ECERS-R compliance in their classrooms.

l) Describe plans for professional development for program staff:

Our teachers and paraprofessionals will receive 18 hours of professional development in the following: "Program Orientation and Compliance", "Handwriting Without Tears" Follow-up, "Using the SmartBoard in a Developmentally Appropriate Way", "Continuing to Build Comprehensive Curriculum Unit Boxes and Center Activities". Teachers and paras may also attend the LDOE Early Childhood Conference or the Louisiana Early Childhood Association Conference.

m) Other related information that helps describe the project:

Through the use of four funding sources, LaSalle Parish provides access to preschool for all eligible four-year-olds in the parish. We feel that our students are enriched and receive an excellent foundation for their journey into their school career.

n) Provide a time-line for program activities to include screening, pre-assessment, post-assessment, teacher training, parent activities, field trips, etc. (include calendar dates for holidays).

Date	Activity
March 3-5, 2010	Pre-K Registration/Brigance Screening
August 11-12, 2010	Staff Development Days
August 13, 16, 17, 2010	First Days for Pre-K Students/DSC Testing by Appointments
August 18-19, 2010	Pre-K Students have Staggered Entrance/Parent Orientation/One-half of each class in attendance each day
August 19, 2010	All Pre-K students in attendance
September 6, 2010	Labor Day Holiday
September- May	Field Trips
September- May	Parent Workshops and Involvement Activities
September- May	Grade Level Meetings
September- May	On-going Staff Development
September 20, 2010	Parent/Teacher Conferences
October 11, 2010	Staff Development Day
November 22- 26, 2010	Thanksgiving Holidays
December 20-31, 2010	Christmas and New Year's Holidays
January 25-26, 2011	LDOE Early Childhood Conference
January 17, 2011	Martin Luther King's Birthday
February 21-25, 2011	Winter Break
April 22-29, 2011	Easter Holiday
May 2-6, 2011	DSC Post Test Assessment
May 13, 2011	Parent/Teacher Conferences/Presentations of Portfolios
May 16, 2011	Last Day for Students

o) Attach a sample classroom schedule that meets Bulletin 741 requirements.

Pre-K Schedule 2010-2011

Teacher: Tammy Lincecum

School: Jena Elementary

School System: LaSalle Parish

TIME	ACTIVITY	Teacher Directed Min.	Student Initiated Min.	Bathroom and snack	Nap	Planning, Lunch, and Recess
7:50-8:00	Greeting/Res troom			10		
8:00-8:10	Morning Circle Time	10				
8:10-8:40	Breakfast	30				
8:40-8:50	Calendar/ music/ movement	10				
8:50-8:55	Introduce/Choose Centers	5				
8:55-10:00	Free Choice Centers		65			
10:00-10:05	Clean-Up	5				
10:05-10:30	Outside Free Play					25
10:30-10:45	Whole Group/ CC Units	15				
10:45-11:15	Lunch					30
11:15-11:25	Storytime/ Small Group/CC Units	10				
11:25-11:30	Introduce/Choose Centers	5				
11:30-12:45	Free Choice Centers		75			
12:45-12:50	Clean-Up	5				
12:50-2:15	Nap				85	
2:15-2:30	Snack/Restro om			15		
2:30-3:15	Gross Motor	30	15			
3:15-3:20	Closure/Rest room			5		
TOTAL:		125	155	30	85	55

Reminder: According to Bulletin 741, schedules shall include a minimum of 390 minutes of instructional time exclusive of recess, lunch and planning periods. The schedule should include the following time allotments:

Student initiated activities 35-45%

- free choice learning centers
- outdoor free play

Teacher- directed activities 25-35%

- Whole group activities (no longer than 15-20 minutes at a time)
- small group activities
- outdoor planned activities

Snack, restroom 10%

Nap 20%

ECERS-R Requirements:

- * available for a substantial portion (one-third) of the instructional day

Gross Motor Activities:

- * available for at least 45 minutes daily

Music/movement Activities (planned and free choice):

- * available for at least 45 minutes daily

Principal's Signature of Approval

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives <i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	2. How Measured <i>Indicate the instrument to be used to measure each objective.</i>	3. Summarized Results <i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
Measurable Objective 1 of 3 Seventy-five percent of the 8(g) students participating in the 8(g) Early Childhood Development classes will score in the second, third, or fourth quartile in language on the post administration of the Developing Skills Checklist.	DSC- Post-assessment	TO BE COMPLETED FOR END OF YEAR REPORT

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives <i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	2. How Measured <i>Indicate the instrument to be used to measure each objective.</i>	3. Summarized Results <i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
Measurable Objective 2 of 3 Seventy-five percent of the 8(g) students participating in the 8(g) Early Childhood Development classes will score in the second, third, or fourth quartile in math on the post administration of the Developing Skills Checklist.	DSC- Post-assessment	TO BE COMPLETED FOR END OF YEAR REPORT

A. Pre-kindergarten programs for at-risk four-year-olds

8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives <i>Duplicate this form and list each measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	2. How Measured <i>Indicate the instrument to be used to measure each objective.</i>	3. Summarized Results <i>Data should be summarized and analyzed for each of the objectives listed. Attach to the report specific supportive data to document your results.</i>
Measurable Objective 3 of 3 100% All Pre-K parents will have the opportunity to attend monthly parental involvement activities and will attend at least two monthly activities.	Monthly parental involvement activity sheets maintained by all Pre-K teachers.	TO BE COMPLETED FOR END OF YEAR REPORT

Name: LORI DENINE SCROGGS

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Degree(s):

1990 B.A., NORTHWESTERN STATE UNIVERSITY

General Area(s) Of Certification:

(101) KINDERGARTEN, 10/10/1991

(103) NURSERY SCHOOL, 10/10/1991

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LEVEL 1 461918 Issued:1/25/2007
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(Y) TEACHER ASSESSMENT REQUIRED FOR HIGHER CERTIFICATE, 1/25/2007

Degree(s):

2006 B.S., LOUISIANA STATE UNIVERSITY AT ALEXANDRIA

General Area(s) Of Certification:

(P) Teacher must complete 150 CLUs of professional development over a five-year time period in order to have a higher level certificate renewed., 1/7/2010

(800) PK-3, Grade(s):24-3, 1/25/2007

(801) ELEMENTARY GRADES 1-6, 1/25/2007

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Degree(s):

1988 B.S., UNIVERSITY OF LOUISIANA AT MONROE

General Area(s) Of Certification:

(103) NURSERY SCHOOL, 11/18/1994

(101) KINDERGARTEN, 11/18/1994

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Name: HEATHER NICOLE LONG

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B 439722 Issued:2/15/2005
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(01) VALID FOR LIFE FOR CONTINUOUS SERVICE, 2/15/2005

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C 165102 Issued:9/25/2001
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(Y) TEACHER ASSESSMENT REQUIRED FOR HIGHER CERTIFICATE,

Degree(s):

2000 B.S., UNIVERSITY OF LOUISIANA AT MONROE

2001 COMPLETED ALTERNATIVE TEACHER EDUCATION PROGRAM, UNIVERSITY OF LOUISIANA AT MONROE

General Area(s) Of Certification:

(101) KINDERGARTEN, 9/25/2001

(103) NURSERY SCHOOL, 9/25/2001

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Name: CINDY JO REED

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Degree(s):

1996 B.A., NORTHWESTERN STATE UNIVERSITY

General Areas(s) Of Certification:

(101) KINDERGARTEN, 6/17/1997

(103) NURSERY SCHOOL, 6/17/1997

(111) ELEMENTARY GRADES, Grade(s):1-8, 6/17/1997

(107) LOWER ELEMENTARY GRADES, Grade(s):1-4, 6/17/1997

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C 117403 Issued:6/21/1985
Valid For: 6/21/1985 - 6/21/1988, Not Valid

Degree(s):

1992 M.ED., UNIVERSITY OF LOUISIANA AT MONROE

1985 B.A., NORTHWESTERN STATE UNIVERSITY

General Area(s) Of Certification:

(103) NURSERY SCHOOL, 9/16/2002

(553) SUPERVISOR OF STUDENT TEACHING, Grade(s):1-12, 11/12/1992

(111) ELEMENTARY GRADES, Grade(s):1-8, 6/21/1985

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Name: LINDSEY LANE LONG

Certificates or Permits:



LEVEL 2 488316 Issued:6/16/2009

Valid For: 6/16/2009 - 6/16/2014, Valid

(P) Teacher must complete 150 CLUs of professional development over a five-year time period in order to have a higher level certificate renewed., 6/16/2009

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Degree(s):

2006 B.A., UNIVERSITY OF LOUISIANA AT MONROE

General Area(s) Of Certification:

(111) ELEMENTARY GRADES, Grade(s):1-8, 6/15/2006

(800) PK-3, Grade(s):24-3, 6/15/2006

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 C 146194 Issued:6/19/1995
Valid For: 6/19/1995 - 6/19/1998, Not Valid

(Y) TEACHER ASSESSMENT REQUIRED FOR HIGHER CERTIFICATE,

Degree(s):

1995 B.A., UNIVERSITY OF LOUISIANA AT MONROE

General Areas(s) Of Certification:

(101) KINDERGARTEN, 10/31/1996

(103) NURSERY SCHOOL, 10/31/1996

(107) LOWER ELEMENTARY GRADES, Grade(s):1-4, 6/19/1995

(111) ELEMENTARY GRADES, Grade(s):1-8, 6/19/1995

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Name: LISA GAYE BROWN

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Degree(s):

1985 B.A., UNIVERSITY OF LOUISIANA AT MONROE

General Areas(s) Of Certification:

(103) NURSERY SCHOOL, 4/7/1986

(111) ELEMENTARY GRADES, Grade(s):1-8, 4/7/1986

(101) KINDERGARTEN, 4/7/1986

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