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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

August 23, 2010

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- Louella Givens
2nd BESE District
- Glenny Lee Buquet
3rd BESE District
- Walter Lee
4th BESE District
- Keith Guice
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7th BESE District
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- John Bennett
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Member-at-Large
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Member-at-Large

To: Mr. Hollis Milton, Superintendent
West Feliciana Parish School Board

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

Subject: 8(g) Student Enhancement Block Grant

Project Log No.: 063-111

Title: **Preschool/Early Childhood Block Grant**

Allocation: \$94,420.00

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

Jeanette B. Vosburg
Executive Director

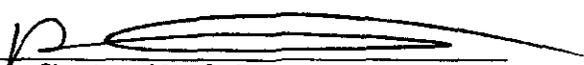
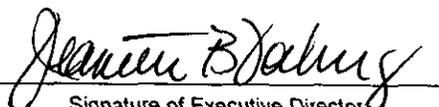
Attachment: 2010-2011 Student Enhancement Block Grant Award Packet

Paul Pastorek
State Superintendent

c: Joyce Edwards

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:		West Feliciana		Parish:		West Feliciana					
Agency Head:		Hollis Milton		Project Administrator:		Joyce Edwards ✓					
Title:		Superintendent		Title:		Title 1, Elementary Education Supervisor					
Agency Fiscal Agent/Budget Contact:	Name	Helen R. Davis		Address:	Street/P.O.	4727 Fidelity Street P. O. Box 1910					
	Title	Supervisor of Finance & Management			City/State/Zip	St. Francisville, Louisiana 70775					
Phone:		225-635-3891	EXT. 113	Phone:		225-635-3891	EXT. 129				
Fax:		225-635-0108		Fax:		225-635-0069					
E-Mail:		Davish@wfpsb.org		E-Mail:		Edwardsj@wfpsb.org					
Funding Requested for 2010-2011 (round to the nearest dollar)				Focus Area of Project							
\$ 94,420. ✓				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Focus Area 1</td> <td>Prekindergarten programs for at-risk four-year-olds (public systems only)</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td></td> </tr> </table>				Focus Area 1	Prekindergarten programs for at-risk four-year-olds (public systems only)	<input checked="" type="checkbox"/>	
Focus Area 1	Prekindergarten programs for at-risk four-year-olds (public systems only)										
<input checked="" type="checkbox"/>											
*Are Other Funds to be Utilized in Project? <input type="checkbox"/> Yes <input type="checkbox"/> No		If YES, name the source(s) and amount of funds. Title 1 General Fund									
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.											
8/23/10 <small>Date</small>		 <small>Signature of 8(g) Staff</small>									
<input checked="" type="checkbox"/> Request Approved Assigned Log # <input type="checkbox"/> Request Denied <u>063-111 ✓</u>		Date Received in BESE Office <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> RECEIVED AUG 06 2010 </div> <small>Board of Elementary and Secondary Education</small>									
8-24-2010 <small>Date</small>		 <small>Signature of Executive Director</small>									

Title of Project (8 words or less)	Preschool/ Early Childhood Block Grant		
Purpose of Grant (1 sentence)	To provide educational growth and development for 24 four year old "at risk" students in an environment that preschool children can learn through active exploration and to provide at-risk students with appropriate experiences to prepare them to enter Kindergarten.		
Number and Description of Students To Be Served	24 Four-year-old students. Parent income levels should be \$16,000 or less or meet the criteria for free and reduced lunch.		
Project Implementation Date (with students)	August 13, 2010	Project Ending Date (with students)	May 23, 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
1 005	Bains Lower Elementary	Joyce Roberts	Teacher
2		Stacy Weddle	Teacher
3		Lynn Bowman	Teacher
4		Tammy Dawson	Teacher
5		Rebecca Posey	Teacher
6		Zenobia Carter	Teacher
7		Kristen Triche	Paraprofessional
8		Audrey Lewis	Paraprofessional
9		Maggie Kleinpeter	Paraprofessional
10		Carla Shepard	Paraprofessional
11		Dawn Broussard	Paraprofessional
12		Pat Veal	Paraprofessional
13			
14			

Proposal Preparation

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

Name	Title/Position	School
Joyce Edwards	Project Administrator	Central Office
Raquel Square	Principal	Bains Lower Elementary
Joyce Roberts	Teacher	Bains Lower 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).

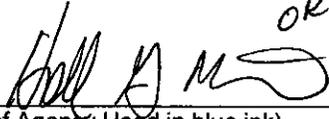
I certify that all equipment items purchased through this project will be tagged and tracked in accordance with local school board policy and local school board property control regulations or BESE guidelines.

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.

Hollis G. Milton
(Print Name of Agency Head)

 OKB 2
(Signature of Agency Head in blue ink)

8/5/2010
(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)	77,616.16 ✓
EMPLOYEE BENEFITS (200)	16,803.90 ✓
PURCHASED PROFESSIONAL/TECHNICAL SERVICES (300)	
PURCHASED PROPERTY SERVICES (400)	
OTHER PURCHASED SERVICES (500)	
SUPPLIES (600)	
PROPERTY (700)	
TOTAL COST (Round to nearest dollar)	94,420.00 ✓

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	77,616.16
	120	Salaries-Temporary	
	130	Salaries-Overtime	
	150	Salaries-Stipend Pay	
		Object Code Total	77,716.16 ✓

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.

Lynn Bowman	Nursery School/Kindergarten #091862	12,990.25
Stacey Weddle	Early Childhood Out of State Certificate # OS481104	7,503.52
Tammy Dawson	Nursery School/Kindergarten #441290	12,476.50
Rebecca Posey	Kindergarten/Nursery School #090905	8,335.68
Joyce Roberts	Nursery School/Vacational Home Economics # 069928	8,546.10
Zenobia Vessell Carter	Elementary Grades # 451261	11,854.50
Kristen Triche		4,562.25
Audrey Lewis		3,542.08
Maggie Kleinpeter		2,710.20
Carla Shepard		3,542.08
Pat Veal		1,553.00

77,616.16 ✓

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	
	220	Social Security Contributions	
	225	Medicare/Medicaid Contributions	1,125.44 ✓
	230	Retirement Contributions	15,678.46
	260	Workmen's Compensation	
		Object Code Total	16,804.⁹⁰00

BUDGET NARRATIVE: Provide detailed breakdown of costs being proposed including type of benefit and rate for each position included in Object Code 100.

Medicare 1.45%

	Teacher	Retirement 20.2%	Medicare 1.45%
8546.10	Joyce Roberts	1,726.31 ✓	123.92 ✓
7503.52	Stacey Weddle	1,515.71 ✓	108.80 ✓
12990.25	Lynn Bowman	2,624.03 ✓	188.36 ✓
12476.50	Tammy Dawson	2,520.25 ✓	180.91 ✓
8335.68	Rebecca Posey	1,683.81 ✓	120.87 ✓
11,854.50	Zenobia Vessell Carter	2,394.61 ✓	171.89 ✓
4562.26	Kristen Triche	921.57 ✓	66.15 ✓
3542.08	Audrey Lewis	715.50 ✓	51.36 ✓
2710.20	Maggie Kleinpeter	547.46 ✓	39.30 ✓
3542.08	Carla Shepard	715.50 ✓	51.36 ✓
1553.00	Pat Veal	313.71 ✓	22.52 ✓
		\$ 15,678.46 ✓	\$ 1,125.44 ✓

16,803.90

	#	Salary	Medicare 1.45%	Retirement 20.20%	Total
Joyce Roberts	3/20	56,974.00	8,546.10	123.92	69,308.87
Stacey Weddle	3/19	46,897.00	7,503.52	108.80	57,050.20
Lynn Bowman	5/20	51,961.00	12,990.25	188.36	63,210.56
Tammy Dawson	5/20	49,906.00	12,476.50	180.91	60,710.65
Rebecca Posey	3/19	52,098.00	8,335.68	120.87	63,377.22
Zenobia Carter	5/20	47,418.00	11,854.50	171.89	57,684.00
Kristen Triche	5/20	18,249.00	4,562.25	66.15	22,199.91
Audrey Lewis	3/19	22,138.00	3,542.08	51.36	26,930.88
Maggie Kleinpeter	3/20	18,068.00	2,710.20	39.30	21,979.72
Carla Shepard	3/19	22,138.00	3,542.08	51.36	26,930.88
Pat Veal	5/20	6,212.00	1,553.00	22.52	7,556.90
		392,059.00	77,616.16	1,125.44	476,939.77

111,956.00 Total Allocation
 94,420.06 Early Childhood
 17,535.94 Student Enhancement.

Ms. Bowman's Para (Dawn Broussard) is totally funded by Title I.
 Title I pays 72% of Pat Veal's Salary

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	177	360

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.	Lynn Bowman	Nursery School/ Kindergarten	091862	5
2.	Zenobia Vessell Carter	Elementary Grades	451261	5
3.	Tammy Dawson	Nursery School/ Kindergarten	441290	5
4.	Rebecca Posey	Nursery School/ Kindergarten	090905	3
5.	Joyce Roberts	Nursery School/ Vocational Home Economics	069928	3
6.	Stacey Weddle	Early Childhood	OS481104	3

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)	85,570.66	24	94,420.	24 ✓
Title I	42,908	99	45,848	112
Even Start				
Special Education				
Head Start*				
REAP				
EEF				
Locally Funded	308,961	99	310,352	112
LA 4				
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.)

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:

Louisiana Comprehensive Curriculum
Letter People Literacy Program
Open Court-Language for Learning
McMillan-McGraw Hill-Little Treasures

b) Describe the developmentally appropriate curriculum being used:

The Louisiana Comprehensive Curriculum aligns content, instruction and assessment to achieve the goal of increasing students' academic achievement. The GLE's identify the essential content students are to master. The activities incorporate various instructional strategies based on best practices. The Letter People Literacy Program is a comprehensive, thematically organized preschool program based on research and classroom testing. The program builds oral language, vocabulary, phonological awareness, letter identification and print awareness. Open Court-Language for Learning is a research based program that helps develop language and listening skills. The students practice vocabulary, word and sentence variety, develop precise word knowledge and learn to follow directions. McMillan-McGraw Hill's Little Treasures is a research-based literature-based program which focuses on the five components of effective reading and provides materials to meet the needs of a variety of young learners. Built-in assessment is an integral part of the program.

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:

West Feliciana Parish School System provides universal access to all parish children who are four years old by September 30th. Preschoolers are involved in activities, benchmarks, assessments, and instructional prevention/intervention strategies that are designed to ensure that they enter kindergarten with the conceptual understanding necessary to be successful. The Pre-K curriculum addresses the five domains of development: cognitive, creative arts, health and physical, language and literacy and social/emotional development. Students participate in whole group and small group activities each day. Student initiated and teacher directed activities in pre-writing, math, early literacy, science exploration and social living are an integral part of the curriculum. Various centers are available for students to make choices about their learning. A wide range of activities are included to meet the needs of the diverse learners within the class. Daily active and quiet activities are offered and balanced throughout the day. The West Feliciana Parish Pre-K local curriculum was developed using NAEYC accreditation criteria, the ECERS, and The Creative Curriculum as guides. Portfolios are used to provide authentic work samples for teachers and parents to both measure and observe growth through the school year. Student progress is reported to parents through conferences, progress reports and narratives.

d) Describe the frequency and types of family early intervention strategies and activities that will be included in the program:

Parent involvement activities are numerous and frequent throughout the school year. Parent conferences are scheduled a minimum of twice per school year and may be initiated by teachers or parents at any time. Family Literacy Bags are sent home with students and parents read books and complete literacy activities with their children. The Letter People Program provides home activities to reinforce letter recognition and phonological awareness activities. Home Exploration activities are provided throughout the year to provide parent/child interactions in all academic domains. Parent Orientation Meetings are held to provide parents with meaningful information about the instructional program. Open House is held early in the year so that parents can gain additional information about the school's instructional program. Teachers share assessment results with parents and email them through the year with information about their children's progress and pictures of their daily activities. Teachers conduct home visits prior to the opening of school. Parents bring their children to school for screening and orientation prior to the first day of school. Other opportunities to participate in activities will occur during the year. Parents are free to visit classrooms to observe instruction and work with their children.

e) Describe the classroom environment:

The Pre-K classroom is designed in accordance with the Early Childhood Environment Rating Scale – (revised ECERS). Various free choice centers are available for students to explore math, early literacy, science and social studies concepts. Students participate in both whole group and small group activities. Environmental print, noisy and quiet areas and opportunities for social interactions are integrated into each classroom. A print rich environment is the norm in each classroom as teachers build the environment using the children's work and displays which reflect students' needs and interests. A wide variety of books are displayed in the reading center to immerse students in print. Classrooms are provided a technology rich environment with desktop and laptop computers, projectors and other multimedia tools.

f) Describe the outdoor playground environment:

The playground includes opportunities for gross motor development through the bike track, swings and climbing equipment. Quiet and shaded areas are available for social interactions. Sand, water, balls, and scarves are used outside for small motor development. Free standing equipment is available for students to play alone or with friends.

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

Preschool children use manipulatives in the math center for counting, sorting, measuring and graphing. Hands-on activities are used for exploration in the science center. Other cognitive skills are further reinforced by using games, magnetic letters, tiles, small books, and word/picture cards in the literacy center. The writing center includes stencils, chalkboard with chalk, wipe-off boards and other writing tools for children to use on a daily basis. Students read in reading centers and use age appropriate software in the computer centers to connect technology with instruction.

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

Preschool children will use the Letter People Program as well as the research-based program, Language for Learning, and Little Treasures, the basal series, to reinforce literacy skills. Oral language and vocabulary are emphasized through the use of songs, books, charts, finger plays and nursery rhymes. Journals are used daily by the children to increase skills such as inventive spelling, dictation, and creative thinking. The LDE Preschool Comprehensive Curriculum has a reading readiness program that focuses on phonological awareness skills as well as meaningful hands-on activities that target English Language Arts grade level expectations throughout theme-based units.

i) Describe the type of developmentally-appropriate numeracy experiences/activities that students will be engaged in:

Preschool children will use developmentally appropriate math activities that are included in the Louisiana Preschool Comprehensive Curriculum as well as the Little Treasures Curriculum. Manipulatives are used by students hands-on math activities. Numeracy experiences are reinforced through the use of games, books, music, and movement activities.

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.)

The project will use authentic portfolios to document ongoing assessment of student progress in all developmental domains: cognitive, social/emotional, language and motor skills. Assessment results will be used to plan and guide the instructional program. Portfolios include student work samples, checklists, anecdotal records, narratives, and progress reports. Teacher observation is used daily to monitor student learning. The results of the DSC assessment will be used to guide the curriculum by providing information as to the areas of strengths and weaknesses.

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

The administrative staff will use the description from the ECERS-R to evaluate the program during both formal and informal observations of the classrooms. The teachers will use the ECERS-R as a self-assessment to determine how effective their program is reflective to the seven subscales. All information gathered will be used as a means to improve and strengthen the program at Bains Lower. The ECERS-R will serve as a framework for our staff to assure quality services for our students.

l) Describe plans for professional development for program staff:

The preschool staff will continue to incorporate a grade level faculty study book to include such topics as instructional strategies, targeting at-risk students, brain development research and/or alternative discipline strategies during professional development meetings. On-line courses are provided by the district to teachers to further educational endeavors. In-state workshops will be recommended for staff to attend based on availability.

m) Other related information that helps describe the project:

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
Aug. 13, 16-17, 2010	Teacher's Home Visit
Aug. 18-20, 2010	Preschool Screening, DSC Pre-assessment and Orientation
Aug. 31, 2010	Open House
Oct. 4-8, 2010	Parent-Teacher Conferences
Oct. 29, 2010	Fall Festival
Jan. 10-14, 2011	Mid-year Narratives/Conferences
Ongoing - Weekly	Letter People and Learning Activity Packs sent home
Ongoing - Weekly	Classroom newsletters sent home
Ongoing – Every six weeks	Progress Reports sent home
Feb. 16, 2011	Graham Crackers with Granny and Gramps
Mar. 1, 2011	Family Literacy/Math Night
Feb. 18, 2011	Doughnuts with Dad
Apr. 8, 2011	Muffins with Mom
May 2-6, 2011	DSC Post-Assessment and End of Year Narratives
Sept. 6, 2010	Labor Day Holidays
Nov. 22-26, 2010	Thanksgiving Holidays
Dec. 20-31, 2010	Christmas Holidays
Jan. 17, 2011	Martin Luther King Holiday
Mar. 7-8, 2010	Mardi Gras Holidays
Apr. 22-29, 2011	Easter Holidays

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

Bains Lower Elementary

2010 – 2011 Instructional Schedule

Joyce M. Roberts – PreK – Teacher

Start Time	End Time	Activity
7:35	8:15	Early Arrival: Greet children/Journal Writing/ Reading
8:15	8:45	Breakfast
8:45	9:00	Opening Activities – Good morning songs, Happy Helper Job Assignments, Pledge, Weather, Announcements, Calendar
9:00	10:15	Centers – Reading, Writing, Math, Science, Computer, Art, Sand, Books, Dramatic Arts, Play dough, Manipulative
10:15	10:30	Circle Time; Alphabet Time
10:30	11:00	Outdoor Play – Tricycles, sidewalk chalk, gross motor activities, Bear bags, scarves, music, free choice.
11:00	11:30	Circle Time: Book Time
11:30	12:00	Lunch/Bathroom
12:00	12:35	Small group instructions/stations/enhancement activities
12:35	12:45	Preparation for Nap
12:45	2:00	Nap
2:00	2:30	Snack/outside play – free choice
2:30	2:45	Circle Time – Math/Science
2:45	2:55	Story Time
2:55	3:10	Dismissal/Reading Time
3:10	3:30	Teacher Preparation
Computer	9:00	Monday
Library	9:30	Tuesday
Music	9:00	Friday
P.E.	9:00	Thursday

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

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

<p>1. Objectives</p> <p><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></p>	<p>2. How Measured</p> <p><i>Indicate the instrument to be used to measure each objective.</i></p>	<p>3. Summarized Results</p> <p><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></p>
<p>Objective 1 of 3</p> <p>80% of the students participating in the 8(g) Early Childhood Development class will score in the second, third, or fourth quartile in language on the post administration of the Developing Skills Checklist.</p>	<p>The following instruments will be used to evaluate the growth and development of the student based on the curriculum; Elementary Preschool Checklist, Elementary Preschool Progress report, portfolios, West Feliciana Parish Literacy folders and Developing Skills Checklist</p>	<p>TO BE COMPLETED FOR END OF YEAR REPORT</p>

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>
<p>Objective 2 of 3</p> <p>80% of the students participating in the 8(g) Early Childhood Development class will score in the second, third, or fourth quartile in Math on the post administration of the Developing Skills Checklist.</p>	<p>The following instruments will be used to evaluate the growth and development of the student based on the curriculum; Elementary Preschool Checklist, Elementary Preschool Progress report, portfolios and Developing Skills Checklist.</p>	<p>TO BE COMPLETED FOR END OF YEAR REPORT</p>

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>
Objective 3 of 3 To improve student achievement by involvement of a minimum of 60% of the parents will attend at least four activities during the school year.	Parent sign in sheets Parent conference records.	TO BE COMPLETED FOR END OF YEAR REPORT

Name: LYNN FRANCES BOWMAN

Certificates or Permits:

B 091862 Issued: 6/20/2002
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 **C 150453** Issued: 9/26/1996
Valid For: 9/26/1996 - 9/26/1999, Not Valid

(N) TEACHER ASSESSMENT NOT REQUIRED FOR HIGHER CERTIFICATE,

Degree(s):

1996 B.S., LOUISIANA STATE UNIVERSITY

General Areas(s) Of Certification:

(101) KINDERGARTEN, 9/26/1996

(103) NURSERY SCHOOL, 9/26/1996

National Board Certification for Teachers

Certificate Date	Certificate Area
11/19/2004	Generalist/Early Childhood

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Name: STACY LEE WEDDLE

Certificates or Permits:



OS 481104 Issued: 10/8/2008

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Degree(s):

2003 M.S., OUT-OF-STATE COLLEGE OR UNIVERSITY

1997 B.G.S., LOUISIANA STATE UNIVERSITY

General Areas(s) Of Certification:

(800) PK-3, Grade(s): 24-3, 10/8/2008

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Name: REBECCA CLAUDIA FOSSEY

Certificates or Permits:

B 090905 Issued: 12/19/2001
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 **C 146109** Issued: 6/14/1995
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(N) TEACHER ASSESSMENT NOT REQUIRED FOR HIGHER CERTIFICATE,

Degree(s):

1995 B.S., LOUISIANA TECH UNIVERSITY

General Area(s) Of Certification:

(103) NURSERY SCHOOL, 6/14/1995

(101) KINDERGARTEN, 6/14/1995

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Name: JOYCE MAY ROBERT

Certificates or Permits:

A 054900 Issued: 2/5/1997
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B 069928 Issued: 7/15/1992
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P 081254 Issued: 6/24/1975
Valid For: 6/24/1975 - 6/24/1980, Not Valid

C 081254 Issued: 6/24/1975
Valid For: 6/24/1975 - 6/24/1978, Not Valid

Degree(s):

MASTER'S DEGREE PLUS 30 GRADUATE HOURS,

1976 M.S., LOUISIANA TECH UNIVERSITY

1975 B.S., LOUISIANA TECH UNIVERSITY

General Areas(s) Of Certification:

(103) NURSERY SCHOOL,

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

(335) VOCATIONAL HOME ECONOMICS, Grade(s): 6-12,

National Board Certification for Teachers

Certificate Date	Certificate Area
11/18/2005	Generalist/Early Childhood

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Name: ZENOBIA A. CARTER

Certificates or Permits:

LEVEL 2 486213 Issued:3/23/2009
Valid For: 3/23/2009 - 3/23/2014, 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., 3/23/2009

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LEVEL 1 451261 Issued:3/7/2006
Valid For: 3/13/2009 - 3/13/2012, Valid

(003) EXTENDED FOR 3 YEARS, 3/13/2009
(Y) TEACHER ASSESSMENT REQUIRED FOR HIGHER CERTIFICATE, 3/7/2006

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Degree(s):

2005 B.S., SOUTHERN UNIVERSITY

General Areas(s) Of Certification:

(800) PK-3, Grade(s):24-3, 7/20/2006

(111) ELEMENTARY GRADES, Grade(s):1-8, 3/7/2006

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Name: TAMMY LEE DAWSON

Certificates or Permits:

B 441290 Issued: 4/8/2005
Valid For: 4/8/2005 - Life, Valid

(01) VALID FOR LIFE FOR CONTINUOUS SERVICE, 4/8/2005

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 **C 162020** Issued: 11/3/2000
Valid For: 4/29/2003 - 4/29/2006, Not Valid

(003) EXTENDED FOR 3 YEARS, 4/29/2003
(Y) TEACHER ASSESSMENT REQUIRED FOR HIGHER CERTIFICATE,

Degree(s):

1992 B.S., OUT-OF-STATE COLLEGE OR UNIVERSITY

General Areas(s) Of Certification:

(103) NURSERY SCHOOL, 11/3/2000

(101) KINDERGARTEN, 11/3/2000

National Board Certification for Teachers

Certificate Date	Certificate Area
11/20/2009	Generalist/Early Childhood

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