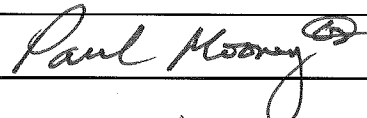

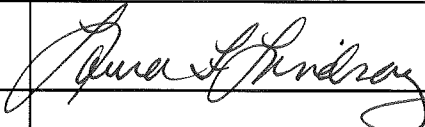



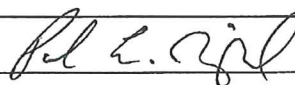

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

COVER PAGE

Indicate content focus ELA\Literacy Grade Level(s) Targeted: 9 th -10 th Grades Number of Targeted Participants: 30 Teachers and 650 Students Number of Targeted Schools: 2 (Port Allen High School, Brusly High School)		School Districts To Be Served: Indicate high-need districts with an asterisk * Port Allen High School West Baton Rouge
Name(s) of Submitting Institution(s) of Higher Education (Include Branch/Campus/Other Components): Louisiana State University, Special Education Programs, College of Education		
Address of Institution of Higher Education (Dept/Unit, Street Address/P.O. Box Number, City, State, Zip Code): 202 Himes Hall, Baton Rouge, LA 70803		
Title of Proposed Project: Comprehensive Literacy Development in High School Social Studies		
Funds being requested for each funding cycle:		
July 1, 2012-Sept. 30, 2012 \$50,451.68		October 1, 2012 – June 15, 2013 \$102,542.32
Matching funds from partners:		
IHE: \$35,475.25	High-need LEA(s): \$4600.00 (Cash: \$2000 and \$2600 in kind)	Other:
The signatories certify that the institution and the proposed project are in compliance with all applicable Federal and State laws and regulations.		
Name/Title/Institution (if different from the primary institution listed)	Dept./Telephone No. Email Address	Signature
Principal Investigator Paul E. Binford	ETPP/578-6867 pebinford@lsu.edu	
Co-Principal Investigator Paul Mooney	ETPP/578-2360/pmooney@lsu.edu	
Campus Head or Authorized Institutional Representative Darya Courville, Interim Director	Office of Sponsored Programs/225-578-2760 osp@lsu.edu	
Dean, College of Education Laura Lindsay, Interim Dean	College of Education/225-578-1258 aclind@lsu.edu	
Dean, College of Humanities and Social Sciences Gaines Foster, Dean	College of Humanities and Social Sciences/225-578-8273 dnfost@lsu.edu	
Authorized Fiscal Agent Eric Monday, Vice Chancellor and CFO	Finance and Administrative Services 225-578-3386 emonday@lsu.edu	

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

COVER PAGE

Indicate content focus ELA/Literacy Grade Level(s) Targeted: 9 th -10 th Grades Number of Targeted Participants: 30 Teachers and 650 Students Number of Targeted Schools: 2 (Port Allen High School, Brusly High School)		School Districts To Be Served: Indicate high-need districts with an asterisk * Port Allen High School West Baton Rouge
Name(s) of Submitting Institution(s) of Higher Education (Include Branch/Campus/Other Components): Louisiana State University, Special Education Programs, College of Education		
Address of Institution of Higher Education (Dept/Unit, Street Address/P.O. Box Number, City, State, Zip Code): 202 Himes Hall, Baton Rouge, LA 70803		
Title of Proposed Project: Comprehensive Literacy Development in High School Social Studies		
Funds being requested for each funding cycle:		
July 1, 2012-Sept. 30, 2012 \$50,451.68	October 1, 2012 – June 15, 2013 \$102,542.32	
Matching funds from partners:		
IHE: \$35,475.25	High-need LEA(s): \$4600.00 (Cash: \$2000 and \$2600 in kind)	Other:
The signatories certify that the institution and the proposed project are in compliance with all applicable Federal and State laws and regulations.		
Name/Title/Institution (if different from the primary institution listed)	Dept./Telephone No. Email Address	Signature
Principal Investigator Paul E. Binford	ETPP/578-6867 pebinford@lsu.edu	
Co-Principal Investigator Paul Mooney	ETPP/578-2360/pmooney@lsu.edu	
Campus Head or Authorized Institutional Representative Darya Courville, Interim Director	Office of Sponsored Programs/225-578-2760 osp@lsu.edu	
Dean, College of Education Laura Lindsay, Interim Dean	College of Education/225-578-1258 aclind@lsu.edu	
Dean, College of Humanities and Social Sciences Gaines Foster, Dean	College of Humanities and Social Sciences/225-578-8273 dnfost@lsu.edu	
Authorized Fiscal Agent Eric Monday, Vice Chancellor and CFO	Finance and Administrative Services 225-578-3386 emonday@lsu.edu	

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

PROJECT ABSTRACT

Name of Institution (Include Branch/Campus): Louisiana State University-Baton Rouge

College/Department: Education/ETPP

Principal Investigator: Paul E. Binford, Ph.D.

Phone: (225) 578-3143

Fax: (225) 578-9135

E-mail: pebinford@lsu.edu

Title of Project: Comprehensive Literacy Development in High School Social Studies

Abstract (maximum of 500 words): Address each item below in the order given:

- (1) A brief paragraph describing the overall vision of the project
- (2) The project's specific content focus and measurable objectives
- (3) The high-need LEA(s) and targeted schools/districts involved
- (4) The participants for which the project is designed (i.e., classroom teachers, special ed teachers, paraprofessionals, and/or administrators)
- (5) The number of days & contact hours during the summers & AY
- (6) The number of participants & content coaches
- (7) The targeted grade levels
- (8) The primary activities and proposed outcomes

Abstract

- (1) The project's overall vision is of high schools in which 9th- and 10th-grade students at demonstrated risk for failure in content classrooms receive supplemental content literacy instruction and progress-monitoring assessment, and all students receive rich social studies content instruction that is interwoven with validated vocabulary and reading comprehension strategy instruction enrichment activities. In these classrooms, teachers of science and social studies effectively combine content and literacy instruction and meaningful formative assessment and classroom management and are supported in their efforts by capable coaches, project staff, and school and district administrators.
- (2) ELA/Literacy – more specifically reading and writing improvement – is the project's content focus, which will be addressed in 9th- and 10th-grade social studies classrooms. Measurable objectives address: (a) increasing the proportion of students in 9th- and 10th-grade social studies who pass the end-of-course subject test; (b) identifying district- and school-level literacy strengths and needs; (c) building knowledge of effective literacy instruction/interventions; (d) identifying participant leadership skills; and (e) improving participant scaffolding skills.
- (3) The high-need LEAs and district targeted are Port Allen High School in West Baton Rouge Parish. Also included is Brusly High School.
- (4) Professional development activities are designed for 9th- and 10th-grade social studies teachers, and special educators in the targeted schools and district.
- (5) Workshop activities will be scheduled for two full days – 18 hours total – in the Summer 2012, two half-days – 6 hours total – during the 2012-13 academic year, and one full day – 6 hours total –

early in the Summer 2013.

(6) Participants will include 30 general education or special education teachers. Two reading coaches will also be involved as project team members. There are approximately 650 students who will be directly and/or indirectly impacted by full project implementation.

(7) 9th- and 10th-grade social studies content areas are targeted.

(8) The project's primary activities will consist of teacher professional development in large- and small-group vocabulary development, reading comprehension strategy use, written expression strategy use, data-based decision making, and classroom management, and ongoing teacher support during the implementation of reading strategies and data management activities. The proposed outcomes will include increased teacher use of reading and writing skill development strategies, use of classroom management and formative assessment practices, and larger proportions of students who pass end-of-course assessments.

Table of Contents

Comprehensive Literacy Development in High School Social Studies

2012-2013 LaSIP Literacy Professional Development Partnership:

West Baton Rouge Parish Schools & Louisiana State University

A. Rationale and Need for the Project	1
B. Project Design	3
a. Measurable Objectives	4
b. Specific Subject-Matter Content/Classroom Instructional Strategies	6
c. Delivery Method	9
d. Collaborative Partnerships and Participant Recruitment	12
C. Quality of Key Personnel	13
D. Project Evaluation	14
E. Budget, Budget Narrative, and Cost Sharing	14
Appendices	

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

PROJECT PROGRESSION TIMELINE OF ACTIVITIES TABLE

Time line	Contact Hours	Action/Activities	Measureable Objective for each activity	Staff Responsible
May 2012	1	Review Strengths/Needs Assessment	Develop written plan	WBR Literacy Specialists, PI & Co-PIs
April 2012	2	Identify supporting intervention research	Record research citations	WBR Literacy Specialists, PI & Co-PIs
May 2012	24	Creating PD	Activities Directions	WBR Literacy Specialists, PI and Co-PIs
June-July 2012	40	Develop Probes	Probe Copies	Co-PI
August 2012	12	Conduct PD	Complete sign-in sheets	WBR Literacy Specialists, PI and Co-PIs, Administrative assistant
2012-2013	10/wkly	Provide ongoing core literacy support	Teacher Logs	WBR Literacy Specialists
2012-2013	10/wkly	Provide ongoing classroom management support	Summary of Classroom Data	Co-PI
2012-2013	3/bi-wkly	Administer formative assessments	Online record	PI, Administrative assistant
Oct. 2012	3	Saturday PD	Resume/Scaffolding Forms	WBR Literacy Specialists, PI, Administrative assistant
Feb. 2013	3	Saturday PD	Resume/Scaffolding Forms	WBR Literacy Specialists, PI, Administrative assistant
June 2013	6	Sustainability PD	Resume/Scaffolding Forms	WBR Literacy Specialists, PI, Administrative assistant

2012-2013 PROFESSIONAL DEVELOPMENT PROJECTS

Measureable Objectives Worksheet (1)

Aligned with the first LaSIP goal stated below, design at least two measureable objectives which answer each of the following five questions:

- (1) Who is involved?
- (2) What is the desired outcome?
- (3) How will progress be measured?
- (4) When will the outcome occur?
- (5) What is the **level of proficiency**?

Refer to page 44 for a detailed explanation of each question. Finally, combine the five answers to form a sentence for your measureable objective. Use the checklist provided on page 44 to ensure the objectives contain all necessary components. This page may be duplicated if additional objectives are desired.

LaSIP Goal 1: *Increase student achievement on State high-stakes testing.*

Who: WBR 9th-grade students in social studies by school

What: Scores on end-of-course (EOC) social studies test

How: Review of 2012 and 2013 test scores

When: June 2013

Proficiency Level: 25 percent growth rate in percent of students passing

Goal 1, Objective 1:

When comparing 2012 and 2013 EOC scores, there will be a 25 percent increase in the number of students who pass the test.

Who: WBR 10th-grade students in social studies by school

What: Scores on end-of-course (EOC) social studies test

How: Review of 2012 and 2013 test scores

When: June 2013

Proficiency Level: 25 percent growth rate in percent of students passing

Goal 1, Objective 2:

When comparing 2012 and 2013 EOC scores, there will be a 25 percent increase in the number of students who pass the test.

2012-2013 PROFESSIONAL DEVELOPMENT PROJECTS

Measureable Objectives Worksheet (2)

Aligned with the first LaSIP goal stated below, design at least two measureable objectives which answer each of the following five questions:

- (1) **Who** is involved?
- (2) **What** is the desired outcome?
- (3) **How** will progress be measured?
- (4) **When** will the outcome occur?
- (5) **What** is the **level of proficiency**?

Refer to page 44 for a detailed explanation of each question. Finally, combine the five answers to form a sentence for your measureable objective. Use the checklist provided on page 44 to ensure the objectives contain all necessary components. This page may be duplicated if additional objectives are desired.

LaSIP Goal 2: *Plan effective PD based on the high-need LEA(s)/schools' data-driven needs and developed using research-based PD strategies that will take place in summer institutes, during the academic year (AY), and/or through on-line or web-based assignments and job-embedded activities.*

Who: WBR literacy specialists and project PI and co-PIs

What: Teacher mastery of reciprocal teaching content literacy intervention

How: Observation of fidelity of implementation

When: Summer/Fall 2012

Proficiency Level: 90 percent of strategy components implemented correctly at workshop and in classroom

Goal 2, Objective 1:

Project staff will document teacher implementation of reciprocal teaching literacy strategy at 90% or above of strategy components on fidelity of implementation form at the summer workshop and in the classroom during the first quarter of the 2012-13 academic year.

Who: WBR literacy specialists and project PI and co-PIs

What: Teacher mastery of RAFT writing content literacy intervention

How: Observation of fidelity of implementation

When: Summer/Fall 2012

Proficiency Level: 90 percent of strategy components implemented correctly at workshop and in classroom

Goal 2, Objective 2:

Project staff will document teacher implementation of RAFT writing literacy strategy at 90% or above of strategy components on fidelity of implementation form at the summer workshop and in the classroom during the first quarter of the 2012-13 academic year.

**LOUISIANA SYSTEMIC INITIATIVES PROGRAM
2012-2013 PROFESSIONAL DEVELOPMENT PROJECTS**

Measureable Objectives Worksheet (3)

Aligned with the first LaSIP goal stated below, design at least two measureable objectives which answer each of the following five questions:

- (1) **Who** is involved?
- (2) **What** is the desired outcome?
- (3) **How** will progress be measured?
- (4) **When** will the outcome occur?
- (5) **What** is the **level of proficiency**?

Refer to page 44 for a detailed explanation of each question. Finally, combine the five answers to form a sentence for your measureable objective. Use the checklist on provided on page 44 to ensure the objectives contain all necessary components. This page may be duplicated if additional objectives are desired.

LaSIP Goal 3: Increase leadership capacity and pedagogical skills for target schools through school/district buy-in, school-based implementation, and mentoring during the AY.

Who: Participating teachers

What: Leadership capacity: Ability to communicate present common core standards understandings

How: Written summaries of new knowledge

When: During 2012-2013 project Saturday meetings and Summer 2013 sustainability session

Proficiency Level: 100 percent of written summaries collected

Goal 3, Objective 1:

When asked to demonstrate new understandings regarding the common core standards, all participating teachers will communicate these understandings in written form.

Who: Participating teachers

What: Data-based decision making

How: Data-based “conferences” and written summaries

When: During 2012-2013 project Saturday meetings and Summer 2013 sustainability session

Proficiency Level: 100 percent teacher participation

Goal 3, Objective 2:

When asked to demonstrate data-based decision-making skills, participating teachers will provide oral and written summaries of students’ online assessment scores

Comprehensive Literacy Development in High School Social Studies Louisiana Systemic Initiatives Program (LaSIP) Professional Development: ELA/Literacy

LaSIP's 2012-13 Grades 4-12 professional development in English language arts (ELA)/literacy is designed to solicit partnership proposals focused on increasing reading and writing achievement in social studies classrooms. Our partnership between the West Baton Rouge (WBR) School Board and the Louisiana State University (LSU) Social Studies, Special Education, and School Psychology Programs, builds on a present LaSIP project and is designed to improve high school (Grades 9-10) students' literacy achievement parish-wide through teacher professional development and ongoing support of effective literacy and classroom management practices in content courses. Teacher professional development and ongoing academic year support provided by experienced and credible content, literacy, and classroom management experts is planned for 30 high school social studies teachers, special educators, school-based literacy interventionists, and support staff. Professional development and ongoing support goals are to embed and increase whole-class application of reading and writing instruction/intervention practices in social studies classrooms, improve assessment practices aimed at monitoring the progress of students at risk for academic failure, address deleterious classroom management issues, and increase supplemental remedial literacy instruction for at-risk learners. When implemented across Grades 9-10 classrooms at the high-need Port Allen High School (PAHS), along with Brusly High School (BHS), partnership personnel believe that student ELA achievement gains are likely for the 650 students who will receive improved instruction, management, and assessment practices, including about 75 students with disabilities. Particular targets for the comprehensive program will be approximately 60 incoming high school students who failed the 8th grade ELA test and their teachers. Student literacy gains are expected to be manifested in greater proportions of students at each school who pass content-area end-of-course tests. The present proposal is one of two comprehensive proposals by this partnership time directed at building content teachers' literacy skills and students' content achievement. The other proposal targets science content, instruction, and achievement.

A. Rationale and Need for the Project

Research demonstrates the necessity for comprehensive yet flexible approaches to improving secondary school student achievement. In secondary school settings, for example, students' academic deficits are well established, large numbers of students are in need of supplemental intervention, and the nature of secondary students' problems require many different areas of emphasis and strategies (Fuchs, Fuchs, & Compton, 2010), not the least of which are vocabulary and comprehension improvement. Comprehensive approaches are necessitated to avoid continued academic failure and avert likely school dropout. Vaughn et al. (2010) implemented a year-long comprehensive intervention program for at-risk secondary students that included teacher professional development in content courses with surprisingly poor reading outcomes given the comprehensiveness of the intervention. Considering the small reading gains, they noted that expecting to close secondary school gaps between at-risk and non-at-risk populations "may be overly ambitious" (p. 16). Yet while the intervention package was indeed comprehensive, what it lacked were elements related to progress monitoring and classroom management, variables which allow teachers to make in-course corrections and respond in real time to continued teaching and/or learning failure. Formative assessment is

considered a powerful teaching tool (Stiggins & DuFour, 2009). Progress monitoring and classroom management practices are critical elements of the present proposal. Moreover, the present proposal builds upon progress-monitoring and classroom-management practices in WBR. Grades 5 through 8 teachers in WBR are familiar with at least some portions of the comprehensive system that is proposed herein. That is, incoming 9th grade students at PAHS and BHS will likely have taken similar online formative assessments while in middle school content courses. Because of this, during the grant-opening summer workshop, high school faculty and staff will be able to gauge first-hand the achievement of their incoming students. These data will be paired with academic instruction/intervention and classroom management practices that will be directly and explicitly tied to the achievement data. It is believed that by connecting student data with instruction and management at the beginning of the school year that high school faculty will be better able to deal with the likely changes that are bound to impact their educational environments, those changes including the presentation and discussion of impending common core standards across the parish and the institution of The System for Student and Teacher Advancement System (i.e., TAP) at PAHS.

Table 1. Estimated Student Demographics/Concerns for Participating WBR High Schools

WBR School	N	Demographics (est.)		Literacy Concern Areas
		Minority	Low SES	
Port Allen High School*	300	70%	87%	Student reading strategy use; vocabulary achievement; written expression; social studies achievement
Brusly High School	350	30	40	Student reading strategy use; vocabulary achievement; written expression; social studies achievement

* TAP™: The System for Student and Teacher Advancement School in 2012-2013.

(1) Table 1 provides estimates of the numbers of students to be served in the two target schools in the 2012-13 school year. The primary target school, PAHS, consists of students who are predominantly African-American and come from families receiving free or reduced-price school lunches. The racial make-up of BHS is predominantly Caucasian and middle income.

(2) While PAHS consists of a stable teaching faculty that in recent years has been 100% highly qualified in content areas and involved in considerable subject and grade level professional learning communities, a number of ongoing concerns have warranted the formation of a partnership between selected staff and LSU and the present proposal to address those issues, first and foremost among them student achievement.

School achievement growth at PAHS has been identified as a critical area of focus and has contributed to the move toward entering the pre-TAP process in Louisiana. The most recent school letter grade, as determined by the Louisiana Department of Education, was a “D,” with the School Performance Score a 75.7. Only 60.8 percent of PAHS students were deemed to be performing at or above grade level. The dropout rate has approached 1 in 3 students for the past four years. Social studies test scores were a particular concern, with 11th grade scores, for example, dropping by 11 points in 2010-11, and prompting the parish superintendent to identify

it in May 2011 as an area of school improvement focus in the coming years. As of the writing of this proposal no social studies end-of-course exams had been administered.

(a) Among the other areas of concern identified by the school improvement team that are addressed directly through development of the present proposal are: (1) inconsistent teacher effort with planning and assessment; (2) lack of enthusiasm for the teaching profession and students; (3) lack of recognition of ‘good’ students; and (4) the need for a cross-curricular writing program.

(b) The relationship that continues to develop between WBR and LSU will only strengthen both parties if the present proposal is funded and implemented as intended. WBR and the LSU Special Education Programs have worked for a number of years to develop a Professional Development School (PDS) process at the elementary level. The PDS allows at-risk WBR students to receive structured and supervised tutoring, while it provides LSU students the opportunity to engage in quality tutoring and observation activities. In recent years, LaSIP funding has enabled WBR and LSU to work together to develop a middle school content-focused formative assessment system. Two teaching success stories from the middle school partnership came from Port Allen Middle and Devall Middle Schools. At Port Allen Middle, the 6th-grade social studies iLEAP scores were reported to be the highest on record in 2011 contributing to strong growth in the School Performance Score. At Devall, improvement in the classroom management skills of the social studies teacher, brought on by implementation of the Social Shape Up System that is part of this grant, resulted in an average of six extra minutes of instructional time being added to a class period. PAHS principal Warren LeJeune and reading specialist Scarlet Callicoatte have been leadership team members and contributors to the middle school partnership and will help direct implementation of the present project if it is funded. Mr. LeJeune has agreed to coordinate TAP and LaSIP planning/implementation processes if LaSIP is funded.

Given the stated needs for effective social studies high school teaching and learning at both PAHS and BHS, the present proposal has been designed in such a way as to improve each school’s system. Given the possibility of a TAP structure at PAHS, the ongoing focus on assessment of social studies student learning and teaching classroom climates will facilitate data-based decision making by all, including students who will be able to monitor their own growth in general outcome measure test scores over time. At BHS, the online assessment system that is ongoing at Brusly Middle School will be adapted to the high school schedule. Additionally, experienced social studies faculty at each school will be involved in developing the assessments and accompanying interventions. Finally, a strong writing component across the curriculum can tie social studies to other core areas and enable teachers to develop generalizable student writing skills and discuss writing development at TAP- or school improvement-related subject level teacher meetings.

B. Project Design

Each school will have a team of teachers participating in the project throughout the year, thereby providing students with multiple opportunities, on an ongoing basis, to witness embedded literacy instruction/intervention practices in their school environments, which it is

hoped will help lead to improved literacy achievement. Built in to project programming is ongoing assessment aimed at determining whether core and supplemental instructional efforts are translating to student learning.

Table 2. Measurable Objectives and Tools

Measurable Objectives	Project Activities	Measures to be Used	Timing of Measurement	Expected Outcome
LaSIP 1:1 Ninth grade achievement	Whole-class vocabulary, reading comprehension strategy, and written expression instruction in social studies, assessment of at-risk students; supplemental intervention	2012 and 2013 scores on social studies tests	Spring 2012 and 2013	25% increase in percent of students who pass EOC test at PAHS
LaSIP 1:2 Tenth grade achievement	Whole-class vocabulary, reading comprehension strategy, and written expression instruction in social studies, assessment of at-risk students; supplemental intervention	2012 and 2013 scores on social studies tests	Spring 2012 and 2013	25% increase in percent of students who pass EOC test at PAHS
LaSIP 2:1 PD reading	Demonstration of mastery of reciprocal teaching reading strategy in workshop and classroom setting	Review of fidelity forms	Summer Workshop; Fall Classroom	100% of teachers reach 90% proficiency
LaSIP 2:2 PD writing	Demonstration of mastery of RAFT writing strategy in workshop and classroom setting	Review of fidelity forms	Summer Workshop; Fall Classroom	100% of teachers reach 90% proficiency
LaSIP 3:1 Teacher leadership	Communication of new understandings regarding common core standards	Participant Written Summary	Saturday PD in 2012-13 YR; Summer 2013	All participants turn in written summary
LaSIP 3:2 Teacher pedagogy	Demonstration of data-based decision making capacities	Participant Oral Presentation Written Summary	Saturday PD in 2012-13 YR; Summer 2013	All participants make oral presentation; turn in written summary

i. Measurable Objectives

Overall, there are six clear and measurable objectives that address LaSIP's three professional development goals of increasing student achievement, planning effective professional development, and increasing teacher leadership capacity and pedagogical skills (see Table 2 for a summary of objectives and related project activities, measures, measure timing, and expected outcomes). Objectives are closely aligned with the project's purpose of improving

student literacy achievement and increasing high school social studies teachers' knowledge and skills in building literacy strategy use. Objectives also support – and actually bolster – TAP practices. We highlight teacher measurable objectives here because our primary professional development and ongoing coaching efforts will be directed towards teachers. (See also the Evaluation section and Measurable Objectives worksheets in the appendices.) Additionally, objectives align well with the Louisiana Adolescent Literacy Plan (Louisiana Department of Education, 2010) by including content reading and writing strategies that are embedded in the Louisiana Comprehensive Curriculum and incorporating ongoing formative and summative assessment, professional development, and explicit strategy instruction (Biancarosa & Rose, 2004; Graham & Perin, 2007). Furthermore, the foundation of the formative assessment activities are grade-level, social studies content standards.

LaSIP 1.1 and 1.2: High School Student Achievement: When comparing 2012 and 2013 individual student End of Course social studies test scores in Grades 9 & 10 at PAHS, there will be a 25 percent increase in the proportion of students who pass end-of-course tests.

There are separate measurable objectives for Grades 9 and 10 in social studies. Our belief is that by tailoring literacy instruction/intervention, progress monitoring, and classroom management strategies in each grade that we will be able to lower the proportion of students who fail end-of-course tests. Grades 9-10 teachers will receive literacy support in developing vocabulary, comprehension strategy instruction, and written expression instruction/intervention. Our hope is that these instruction/intervention efforts also move PAHS above the state proficiency average in social studies in each grade. In cases where no available 'pre-test' End-of-Course data exist, then comparisons will be made to prior state accountability test (e.g., Louisiana Educational Accountability Program or LEAP) data.

LaSIP 2.1-2.2: Effective Teacher Professional Development: During the initial summer workshop and again during the first quarter of the academic year, teachers will demonstrate proficiency in teaching content using a reading and writing content literacy strategy. In reading, teachers will successfully demonstrate the steps in reciprocal teaching with at least 90% proficiency when observed using a project-developed fidelity of implementation form. In writing, teachers will successfully demonstrate the steps in RAFT writing with at least 90% proficiency when observed using a project-developed fidelity of implementation form. WBR test data and administrator interviews indicate that improvement in reading and writing instruction/intervention are need areas to be addressed through systematic professional development and ongoing school-year coaching support. WBR superintendent David Corona has placed a special emphasis on improving social studies achievement parish-wide. At the summer workshop, the identified reading and writing strategies will be modeled using social studies content. Teachers will be provided opportunities to take 1st quarter 2012-13 content and incorporate the reading and writing strategies into lesson plans. Teachers will demonstrate the strategies themselves to peers and be observed using appropriate fidelity of implementation forms. Teachers will have opportunities to demonstrate mastery of the strategies. During the school year, teachers will also be expected to incorporate the reading and/or writing strategies into regular instructional activities. In-class observations will take place by project staff using the same fidelity forms as utilized during the summer workshop. Coaching and feedback will be provided following all observations. Teachers will need to demonstrate proficiency on each strategy. As part of the development processes, project staff will present

participants with the texts, *50 content area strategies for adolescent literacy* (Fisher, Brozo, Frey, & Ivey, 2007) and *Writing Better: Effective Strategies for Teaching Students with Learning Difficulties* (Graham & Harris, 2005), and descriptions of supplemental interventions [i.e., vocabulary podcasts (Kennedy, 2011)], and formative assessment using vocabulary matching (Mooney et al., 2010, 2012).

LaSIP 3.1: Increase Teacher Leadership Capacity: Teachers will communicate in written form their present understandings of the respective common core standards. Prior to the first Saturday workshop session, participating teachers will be asked to review common core standards websites and resources to gain an up-to-date understanding of the process. Participants will communicate their understandings in written form to project staff. During the school year Saturday sessions and the Summer 2013 sustainability workshop, project staff will facilitate group discussions of colleagues' new understandings.

LaSIP 3.2: Improve Pedagogical Skills in Data-Based Decision Making: Teachers will communicate in oral and written form summaries of the data collected from the online administration of content-focused general outcome probes. Progress monitoring is a scientifically based practice designed to assess students' academic performance and evaluate the effectiveness of instruction (National Center on Student Progress Monitoring, n.d.). In order to evaluate the effectiveness of instruction, student data must be gathered. Once sufficient data have been gathered, then instructional decisions can be made regarding the effectiveness of instruction. In general outcome measurement, choices generally include continuing instruction, changing instruction, or changing goals. Teachers will review results on a regular basis and communicate their understanding of those data at the Saturday and end-of-the-year workshops through written summaries and oral small-group discussions.

ii. Specific Subject-Matter Content/Classroom Instructional Strategies

Table 3 highlights the major activities that will be carried out over the life of the 11 ½ month grant project. There are four interrelated components in this content literacy enhancement proposal which include implementation of: (a) core literacy approaches to content literacy development in Grades 9-10 social studies classes; (b) supplemental reading and writing interventions for at-risk students; (c) benchmarking of all students and ongoing progress monitoring for at-risk students in order to determine if our instructional/intervention efforts are providing the desired results; and (d) support in applying classroom management practices using the *Social Shape Up System* (Singletary, 2010).

Table 3. Summative Measurable Objectives for LaSIP Program Goals

Activities	Months											
	J	A	S	O	N	D	J	F	M	A	M	J
Set Workshop Dates and Secure Participants	X											
Recruit Content Teacher Experts/Create Probes	X	X										
Develop Summer Workshop Content	X	X										
Develop Vocabulary Podcasts/PhotoPeach sets	X	X										
Conduct Workshops		X		X				X				X
Administer Online Probes		X	X	X	X	X	X	X	X	X	X	
Conduct Fidelity Observations for Strategies			X	X	X	X	X	X	X			
Oversee Classroom Management Intervention				X	X	X	X	X	X	X	X	
Provide Supplemental Intervention				X	X	X	X	X	X	X	X	

Core Literacy Instructional Strategies. Here, the focus of professional development and ongoing support will be explicit use of specific content literacy strategies during standards-based instruction. The reading content literacy strategies will target student vocabulary and comprehension skill development and include vocabulary cards, vocabulary self-awareness, word grid, brainstorming, and reciprocal teaching, with the initial emphasis on reciprocal teaching. Concentrated time will be spent during the opening Summer Workshop in modeling how reciprocal teaching will be incorporated into Unit 1 Comprehensive Curriculum instruction across grades. The writing content literacy strategies will focus on student use of RAFT writing in social studies. Similar to the approach described for the reading strategies, concentrated time will be spent relating RAFT writing activities to reciprocal teaching in Unit 1 content. Teacher participants will be asked to demonstrate ‘leadership’ capacity by applying specific content literacy strategies to Unit 1 content. Accomplishments will be documented and reported to TAP mentor teachers, content leaders, the school principal, and LaSIP project staff.

All strategies have been incorporated into Louisiana Comprehensive Curriculum guidelines. Project reading specialist Scarlet Callicoatte was one of the initial persons trained and for years has been providing support to teachers. The Summer 2012 teacher professional development will focus on training teachers to implementation mastery across the two identified strategies so that teachers can implement them during whole-class instruction.

Benchmark Screening and Progress Monitoring. Project team members will use a general outcome measure (i.e., vocabulary matching; Espin & Deno, 1994-1995; Mooney, McCarter, Schraven, & Callicoatte, 2012; Mooney, McCarter, Schraven, & Haydel, 2010) to screen all

Grades 9-10 students in social studies classes during the first quarter of the 2012-13 school year. Vocabulary matching is a measure of content knowledge. Students read content-focused definitions and are expected to determine which of a listing of potential terms is correct. A student is scored on the number of correct choices within five minutes. This probe will be administered online with teachers and students having instant access to test results. All students will be administered probes in Weeks 1, 5, and 9 of the first quarter. Those students whose Week 9 scores are in the bottom quintile or whose growth rates are in the bottom quintile will be considered for supplemental intervention. Students identified as at risk will be administered twice monthly probes for the remainder of the school year. All students will be tested twice quarterly for the remainder of the year. Project staff, with the assistance of participating content teachers, will develop the vocabulary-matching probes for Grades 9-10 social studies content. Probe content will be aligned with the Louisiana Comprehensive Curriculum and with related assessment guides and available common core content standards. The probe development format will be similar to that described in Mooney et al. (2010, 2012).

Supplemental Content and/or Literacy Interventions. Students identified as at risk for academic failure will receive supplemental targeted content and/or literacy interventions during the school year. Initially, content knowledge will be targeted for intervention using vocabulary podcasts (Kennedy, 2011) and PhotoPeach interventions. Students identified early in the year as needing additional assistance, either from prior year test results or present year benchmark screening and including all students who failed the 8th Grade ELA LEAP test, will receive ongoing support (i.e., 10 minutes, 3 times weekly) in interacting with critical social studies content. This critical content will have been identified by experienced content teachers during the vocabulary matching probe development process. Students will work together initially to review previously created vocabulary podcasts, which include definitions, examples and non-examples, and relationships to course content. Once familiar with the design of the podcasts and likely beginning in the second quarter of the school year, students will work together to develop their own podcasts related to critical course content. Project staff will also take advantage of WBR teacher knowledge of the low-cost PhotoPeach technology, which pairs a vocabulary term with a definition and visual representation for multiple exposure to students. Port Allen and Brusly Middle School teachers have previously developed course-focused PhotoPeach displays and will be recruited to develop materials for use in high school content courses. Use of these interventions is designed to arrange the learning environment so that students become curious about words and explore relationships of words and concepts in context (Beck, McKeown, & Kucan, 2002; Twyman, McCleery, & Tindal, 2006).

Those students who teachers judge to have significant written expression deficits and who are not benefitting from classwide instruction/practice with RAFT writing will also receive a supplemental writing intervention known as *Self-Regulated Strategy Development* (SSRD; Graham & Harris, 2003). The written expression intervention, to be taught in small groups at PAHS by project specialist Scarlet Callicoatte and at BHS by an identified literacy coach, includes six steps that are designed to facilitate development of writing proficiency: (a) develop background knowledge for the strategy; (b) discuss the purpose and benefits of the strategy; (c) model the strategy; (d) memorize the steps and accompanying mnemonics in completing the strategy; (e) support student use of the strategy; and (f) provide independent practice (Englert, Okolo, & Mariage, 2009). SRSD has a strong research base of support in developing the writing

skills of struggling learners. Efforts will be made to solicit content-focused writing by students using critical content from social studies courses.

Social Shape Up System. The *Social Shape Up System*© (SSUS) is a Tier 1 classwide approach to shaping student classroom conduct and ultimately increasing prosocial skills and academic engaged time. SSUS components include: (1) a clearly defined set of rules that are taught to students during formal “behavior classes”; (2) a system of accountability that includes tracking student behaviors and printing accurate reports for teachers, administrators, support staff, and parents; (3) positive consequences for appropriate behavior; (4) scheduled time to provide reinforcement for rule following; (5) negative consequences for rule violating; (6) an objective rubric for assigning a conduct grade; (7) analysis of behavior data for monitoring and shaping student social behavior; and (8) rules for making changes to the conduct plan. The components of SSUS are based on empirically-supported strategies and use of SSUS has been associated with positive student outcome.

The SSUS provides a framework for educators to track and monitor classwide social behavior. To track student behavior, teachers use a handheld device (The BxCapture Tool™). When students are noncompliant, the teacher informs them of the rule violation, redirects students to the appropriate behavior, and then taps the students’ name and rule violation on the screen. Students also track their own behavior with individual student conduct cards and place a check on their card when they violate a rule. Teachers place stickers or stamps on students’ conduct cards when they meet criteria during a time period (e.g., 0-1 rule violations equals one star). Stars and checks serve as reminders throughout the day for students either to continue to display appropriate behavior or to work harder. Teachers upload data from the BxCapture Tool™ to the BxCoder™, a web-based system, at their convenience.

iii. Delivery Method

The project’s delivery method has been designed in order to maximize the enhancement of teachers’ content knowledge and classroom assessment, instruction, and management strategies. First, it involves all staff which will facilitate ongoing implementation discussions. Second, its ‘content’ is comprehensive in that it addresses all facets of the instructional context. Three, the process fosters multiple exposures to the new strategies, including modeling and scaffolding on the front end, ongoing coaching and support throughout the school year, and discussion of how to sustain implementation efforts once the school year is complete.

(1) LSU project staff and WBR representatives, including the superintendent, high school principals, supervisor of secondary programs, and PAHS reading specialist Scarlet Callicoatte have already discussed potential participants for the project, identifying Grades 9-10 content teachers, special education teachers, and support staff, including teachers in the 9th Grade Academies (i.e., students who have failed the 8th Grade LEAP). All content teachers are highly qualified. Participating teachers will either be responsible for ongoing content delivery in the general education classroom with students or will be providing supplemental instruction (e.g., literacy specialists, special education teachers). The PAHS and BHS principals are committed to including all faculty members in the LaSIP implementation process if funded. LSU PI Dr. Paul

Binford is committed to regularly communicating with the principals regarding implementation efforts.

(2) There are two distinct yet related elements in the delivery system: (a) a three-stage professional development training; and (b) ongoing academic year teacher support through coaching.

Professional development. A three-stage professional development process will be implemented with participating teachers and lab facilitators in the two WBR schools. As previously noted, the content focus will be on reading and writing core instruction and supplemental intervention and benchmarking/progress monitoring within the context of Grades 9-10 social studies. The first of three stages will involve two-day teacher training workshops in the Summer 2012. The focus of these workshops will be on providing a rationale and the requisite skills in order to implement the comprehensive literacy program outlined herein. The first day of the Summer 2012 teacher professional development will focus on providing a rationale for and building teachers' skills in implementing the whole-class content literacy strategies and the supplemental literacy interventions. WBR reading specialist Scarlet Callicoatte and university expert Drs. Paul Binford will present the content literacy strategies and intervention portion of the first stage workshop. Significant time will be devoted to having teachers practice the reciprocal teaching and RAFT writing strategies with school teacher colleagues using Unit 1 course content. Teachers will be divided up into grade-level teams in order to gain practice in implementing as well as providing and receiving feedback on implementation efforts. Some of the time spent during these small-group practice sessions will be devoted to reflecting on how a teacher can provide effective scaffolding to struggling learners in the whole-class setting.

While the second day will begin with concentrated time to ensure that teachers are comfortable in implementing reciprocal teaching and RAFT writing during Unit 1 academic year instruction, the primary purposes of the second day will be developing familiarity with the formative assessment and classroom management technologies. All LaSIP participants will participate in this day-long session, which will include lecture presentation and hands-on practice activities.

The second of the three-stage professional development process will involve two academic-year Saturday morning workshops and a post-year Summer 2013 sustainability workshop. The primary aim of the Saturday meetings will be to identify and validate the leadership skills that teachers are demonstrating while teaching and to reflect upon their own efforts to improve data-based decision making practices. These two activities directly address LaSIP's third professional development goal and our project's third major measurable outcomes. Project staff will review potential leadership skills and the definition of progress monitoring and then facilitate small-group teacher discussions by grade in which teachers will 'update' their leadership resume and describe an instance of their application of data-based decision-making rules. A portion of the Saturday morning workshops will also be directed toward reading coach feedback and potential re-teaching of specific content literacy strategies that teachers were struggling to implement during whole-class instruction. The first of the two workshops will be scheduled at the end of the first nine weeks and include small- and large-group discussions of the

reciprocal teaching and RAFT writing implementations. Saturday workshops will be interactive and aligned with relevant state content.

The final professional development stage will occur early in the Summer 2013 following the completion of the academic year. Project staff and participants will meet to discuss the following issues: (a) what the student achievement data look like in terms of pass/fail rates on end-of-course tests and growth on the benchmarking and progress-monitoring data; (b) strengths and weaknesses of the project's application; (c) continuing leadership growth at the individual and school level; and (d) essential components in sustainable systemic educational change. It is here that project staff and participants will discuss leadership capacity and capacity building in the targeted schools. Discussions will revolve around pragmatic issues identified by Noell and Gansle (2009) as critical to sustainable systemic change efforts. Two common elements that may foster sustained instructional change are: (a) reducing barriers to new instructional implementation through training, the provision of resources needed to implement practices, and in vivo rehearsal; and (b) implementing systems that assess implementation efforts and provide performance feedback to targeted teachers (Noell & Gansle, 2009). Time and resources will also be directed at developing additional supplemental intervention materials for units not addressed systematically during the 2012-13 academic year.

Ongoing progress monitoring and coaching. Project literacy specialist Mrs. Callicoatte will provide ongoing support to teachers at PAHS. Support activities will consist of teacher observation of whole-class strategy implementation or small-group supplemental intervention followed by feedback. During feedback sessions with content teachers, Ms. Callicoatte will highlight effective teaching practices observed and indicate areas where teaching adjustments can be made based on data gathered from treatment integrity checklists. Feedback will also include discussions of how the particular literacy strategy implementation can be related to development of content standards. During feedback with special educator and reading interventionists, discussion will focus on effective teaching practices, areas where teaching adjustments can be made, and how progress-monitoring data collection is informing intervention. Dr. Binford will serve as the literacy liaison to BHS. Additionally, across both schools, Dr. Singletary will provide ongoing coaching in schools relating to classroom management issues and Dr. Mooney will oversee ongoing interactions regarding benchmarking/progress monitoring and SSRD. LaSIP LOT observations will also occur during selected coaching visits and likely be completed by the reading specialist or PI/Co-PIs.

(3) Project staff propose to use LaSIP Stipend Option B throughout the process. That is, payment will be broken down into two payments, with \$20 per hour for attendance/participation at the summer institute and an additional \$5 for completion of required activities/deliverables and days of attendance during and after the academic year. Activities will include implementation of reciprocal teaching and RAFT writing during Unit 1 teaching activities as well as ongoing involvement of students in the benchmarking/progress monitoring process.

(4) Project leadership team members have already identified the reading specialists as point persons at each of the two participating high schools. At PAHS, Ms. Scarlet Callicoatte will be responsible for grant leadership. At BHS, a specific individual will be named early in the Summer 2012. These instructional leaders are pledged to either meet with participating teachers

or observe in classrooms on a weekly basis. These leaders will be actively involved in the Saturday workshop activities. These school leaders will also meet regularly with project staff to discuss the ongoing implementation of the literacy strategies as well as the assessment and classroom management systems. Specific grant personnel are primarily responsible for each of the three components so as to maintain oversight of all project components. Weekly meetings of LSU project staff will also be directed by the PI.

(5) Feedback and support will be essential to successful implementation of project activities. LSU Co-PIs will meet regularly to provide feedback to the PI so as to ensure that all components are being implemented across both high school sites. LSU grant staff will regularly meet with the school's point persons to provide and receive both feedback and support. The school's reading specialists will be providing feedback and support to teacher participants on an ongoing basis as a result of classroom observations, regular discussions, and review of benchmark/progress monitoring data. Specific content feedback related to social studies instruction can be built into TAP and non-TAP structures at PAHS and BHS. Initial feedback and support will center around implementation of reciprocal teaching and RAFT writing as well as how the implementation efforts intersect with developing understandings related to the common core standards. As the year progresses, feedback and support will become more individualized to meeting the particular participating teacher's needs as they relate to building leadership capacity and data-based decision making.

(6) At three points during the life of the project – after the first, third, and fourth quarters of the school year, the two school point persons and LSU PI will develop brief formal presentations on grant-related accomplishments and accompanying data/deliverables for presentation to the parish superintendent and supervisor of secondary programs. These presentations will allow the presenters to demonstrate positive accomplishments related to improving social studies teaching and learning in the parish that can, at least in part, be attributable to collective actions of project personnel and participating teachers.

iv. Collaborative Partnerships and Participant Recruitment

Key project personnel have spent considerable time collaboratively working to create the professional development framework through a review of relevant data and interviews with relevant stakeholders, including parish and building administrators. This collaboration continues an ongoing partnership between LSU and WBR in particular that spans five years and multiple grades. Project staff including the co-principal investigators and reading specialist Mrs. Callicoate have collaborated on LaSIP projects in the past. It also is directed by a PI with multiple years' secondary social studies experience in a variety of public school and postsecondary settings. Regarding recruitment, upon funding, project staff will make immediate contact with the targeted school principals and potential participating teachers to ask for their assistance in communicating the aims and expectations of the program. Teacher commitments, institute dates, and program details will be finalized before the present school year is completed. All professional development activities will take place at PAHS. Ongoing coaching activities will be coordinated with regular TAP activities.

C. Quality of Key Personnel

Project staff members have a wealth of experience across their specific areas of expertise. Project team members have demonstrated that they can effectively complete the list of activities described herein.

(1) **Dr. Paul Binford** is an assistant professor of secondary social studies education in the LSU College of Education's Department of Educational Theory, Policy, and Practice, where he teaches and mentors undergraduate and graduate students. Prior to his arrival at LSU, Dr. Binford served as a middle and high school level social studies teacher and administrator in Florida and Indiana. Familiar with secondary content standards, Dr. Binford has grants management and evaluation/assessment experience, having developed social studies test items for Measurement Incorporated and served on the ISTEP+ Social Studies Item Review and Alignment Committee for the Indiana Department of Education. He will serve as PI, with major responsibilities including grants management and content coaching.

Dr. Paul Mooney is an associate professor in the LSU College of Education's Special Education Programs with expertise, research and professional development interests in general outcome measurement. As Co-PI, Dr. Mooney will oversee development of the benchmarking/progress monitoring probes and supplemental interventions as well as implementation of the assessment process.

Dr. Lynn Singletary, a research scientist in the LSU College of Arts and Sciences' School Psychology Program and Co-PI, developed the *Social Shape Up System*. She will direct implementation of the classroom management intervention.

Mrs. Scarlet Callicoatte, M.E., is a national board certified teacher with over 20 years experience who presently is a literacy coach at PAHS. Mrs. Callicoatte has excellent coaching and presenting skills and is keenly aware of parish teacher and student literacy and social studies content needs. She is keenly aware of the assessment process, having been involved in supporting implementation of the online system in WBR middle schools this school year.

Mr. Robert Russo, M.S., LSU IT technology analyst, has developed the online assessment system and will provide ongoing technical assistance to the project, similar to the duties he has provided during the present school year.

Ms. Deanna Rice, M.S., first-year LSU graduate assistant and doctoral candidate in curriculum and instruction, has been integrally involved in both the development and implementation of the online assessment system in the past year. With considerable experience in teaching struggling students as a secondary middle school teacher, she has also directed supplemental intervention groups targeting vocabulary and comprehension strategy interventions.

(2) The composition of the project team conforms to the guidelines of NCLB. LSU Sponsored Programs staff specialists have reviewed project materials, including the budget, to ensure compliance with the RFP guidelines.

Table 4. Summative Measurable Objectives for LaSIP Program Goals

LaSIP Goal	Measurable Objective	Measures to be Used	Timing of Measurement	Expected Outcome
LaSIP 1.1-2 Student Achievement	Comparison of end-of-course social studies test scores from previous year to present year ('12 to '13)	End-of-Course Test Scores in 2012 and 2013	June 2013	25% Increase in Pass Rates from 2012 to 2013
LaSIP 2.1-2 Effective PD	Implementation of specific reading and writing content literacy strategies	Fidelity of implementation forms	Summer/Fall 2012	Mastery (>90%) of workshop and classroom strategies
LaSIP 3.1 Leadership Capacity	New participant understandings regarding common core standards	Written Summaries	Twice/2012-13; Summer 2013	80% Collection of Written Summaries
LaSIP 3.2: Pedagogy	New participant understandings regarding data-based decision making	Written Summaries	Twice/2012-13; Summer 2013	80% Collection of Written Summaries with Accompanying Excel Data

D. Project Evaluation

At the completion of the project there will be quantitative and qualitative data – as requested in the RFP – directly related to the LaSIP goals of increasing student achievement, planning effective professional development, and increasing school-based leadership capacity and pedagogical skills. Table 3 outlines summative measurable objectives designed to assist the PI and team members in determining project effectiveness. Formative assessment will take place twice monthly during the 2012-2013 school year for students identified as at risk for academic failure, those falling in the bottom quintile during screening. Additionally, teachers will receive ongoing feedback as to their effectiveness in implementing the identified content literacy strategies, with the initial focus on reciprocal teaching and RAFT writing. Finally, the Saturday morning conversations and Summer 2013 sustainability workshop will provide teachers the chance to identify their improving leadership capacity and pedagogical skills related to data-based decision making.

E. Budget Request, Narrative, and Cost Sharing

Budget expenditures are aligned with RFP and project goals. Project staff responsibilities are clearly detailed. As noted in the accompanying budget tables and narratives, the first three months of grant funding will focus on developing the probes and supplemental interventions, implementing the professional development, initiating the benchmark testing program, and supporting teachers as they implement the reciprocal teaching and RAFT writing content literacy strategies in their social studies classrooms. Funds in the remaining months will be directed toward supporting ongoing assessment, instructional coaching, supplemental student

intervention, materials development, the remaining teacher professional development functions, and grant evaluation functions.

WBR and LSU partners all have provided relevant cost share information. WBR will provide for teachers lunches during the two-day professional development. WBR will also make available physical facilities for professional development activities and provide ongoing technical support at PAHS and BHS where grant activities will be ongoing.

LOUISIANA SYSTEMIC INITIATIVES PROGRAM					
PROPOSED PROJECT BUDGET REQUEST - FORM BR					
PROJECT NAME:					
PROJECT CONTENT AND STRAND FOCUS:					
PROJECT DIRECTOR, UNIVERSITY:					
A	B	C	D	E	F
Reference	Budget Item	Brief Description of Budget Item	Funds Requested 7/1/11-9/30/11 _____ Max of \$80k for this period.	Funds Requested 10/1/11-6/15/12	Total Funds Requested
A. University Employed Staff					
1	Director/Faculty Member	Paul Binford	7,311.00	12,003.00	19,314.00
2	Co-Director/Faculty Member	Lynn Singletary	3,000.00	3,000.00	6,000.00
3	Faculty Member	Paul Mooney	3,698.00	0.00	3,698.00
4	Faculty Member	Robert Russo	1,000.00	4,000.00	5,000.00
5	Graduate Student	TBA	6,000.00	17,000.00	23,000.00
6	Secretary/Student Worker	Tim Marlowe	1,000.00	3,000.00	4,000.00
7	Other (Specify)	Scarlet Callicoatte	2,000.00	4,000.00	6,000.00
8	Tuition Remission For Graduate Student	Graduate Student	1,691.00	4,794.00	6,485.00
9		Total Salaries and Wages	\$ 25,700.00	\$ 47,797.00	73,497.00
10	Fringe Benefits: Rate 34%_		5,521.00	7,507.00	13,028.00
11		Total Salaries, Wages, and Fringe	\$ 31,221.00	\$ 55,304.00	\$ 31,221.00
B. Staff Not University Employed					
12	Consultant		0.00	0.00	0.00
13	Consultant		0.00	0.00	0.00
14	Consultant		0.00	0.00	0.00
15		Total Staff Not University Employed	0.00	0.00	0.00
16		Total Staff Costs	\$ 31,221.00	\$ 55,304.00	\$ 86,525.00
C. Participant Support					
17	Stipends		9,000.00	22,000.00	31,000.00
18	Employer Contributions on Stipends: Enter rate (TRSL 23.7%)		2,133.00	5,214.00	7,347.00
19	Substitute Pay		0.00	0.00	0.00
20	School Resource Materials		5,000.00	15,000.00	20,000.00
21	Project Supplies		600.00	600.00	1,200.00
22	Other		0.00	0.00	0.00
23	Other				
24		Total Participant Support	\$ 16,733.00	\$ 42,814.00	\$ 59,547.00

D. Travel					
25	Staff Travel		0.00	0.00	0.00
26	Participant Travel		0.00	0.00	0.00
27		Total Travel Costs	0.00	0.00	0.00
E. Indirect Costs					
28	Direct Costs Minus Participant Support		\$ 31,221.00	\$ 55,304.00	\$ 86,525.00
29	Indirect Costs	Line 27 x 8%	2,497.68	4,424.32	6,922.00
30		TOTAL FUNDS REQUESTED	\$ 50,451.68	\$ 102,542.32	\$ 152,994.00
F. Core Costs					
31	Core Costs	\$ 146,072.00			
32	Number of Participants	30			
33	Core Cost per Participant	\$ 4,869.07			

LaSIP 2012-2013 Professional Development RFP

BUDGET NARRATIVE - FORM BN

PROJECT NAME: Vocaburlary and Comprehension Intervention in High School Social Studies

PROJECT DIRECTOR/UNIVERSITY: Dr. Paul Binford/Louisiana State University

A	B	C	D	E
Section 1				
Form BR Line Item	Staff Name and/or Title	Roles and Responsibilities	Cost Basis	Rationale/Justification
1	Paul Binford	Grant management, including recruiting participants, developing workshop programs, overseeing school year assessment, ongoing coaching and development of sustainability workshop in summer 2013, staff management. Dr. Binford is requesting 10% of his academic year salary and two summer months of salary.	\$19,337.00	see description or purpose
2	Lynn Singletary	Workshop presenatations related to The Social Shape Up System and Writing Development; Assistance with Sustainability Workshop	\$6,000.00	see description or purpose
3	Paul Mooney	Overseeing summer probe development and assessments. Dr Mooney will receive one half of a summer month for this project.	\$3,698.00	see description or purpose
4	Robert Russo	Modifying online assessment system for grant use and providing ongoing technical support. Mr. Russo will receive this as additional compensation because this work is not related to his current position duties.	\$5,000.00	see description or purpose
5	Graduate Student	manage ongoing grant-related paperwork completion and distribution; regularly collaborate with WBR master teacher coaches; and provide assistance to PI and Co-Pis as needed. This is a fiscal appointment.	\$23,000.00	see description or purpose
6	Contingent Employee/Timothy Marlowe	carrying out relevant grant functions, including observations and fidelity checks	\$4,000.00	see description or purpose
7	Contingent Employee/Scarlett Callicoatte	teacher workshop development and presenation; ongoing coaching during the school year and assist with sustainability workshop	\$6,000.00	see description or purpose
8	Tuition Remission	Tuition Remission for Graduate Student	\$6,485.00	see description or purpose
10	Fringe Benefits	Fringe Benefits are assessed at 34% for Dr. Binford, Dr. Singletary, Dr. Mooney and Mr. Russo; at 3% for the graduate student; and 7.65% for contingent workers.	\$13,028.00	Fringe benefits
Section 2				
Form BR Line Item	Other Expenses	Description or Purpose	Cost Basis	Rationale/Justification

17	Teacher Stipends	Summer 2012 Teacher Workshop Stipends (6 hours each day for 2 days); 2012-2013 Academic year stipends (3 hours for 2 half days on Saturdays); Summer 2013 teacher sustainability workshop stipends (6 hours for 1 day). In addition, 18 teachers will spend 20 hours in Probe development and 8 teachers will spend 20 hours in Intervention development. Hourly rate: \$25.	\$31,000.00	see description or purpose
18	Employer Contributions on Stipends: Enter rate (TRSL 23.7%)	Teacher's Retirement Benefits	\$7,347.00	23.7% for Teacher's Retirement
20	Project Supplies	Progress Monitoring System Subscription, Moodle Rooms data hosting; textbooks; scholastic testing materials; IPAQs; website programming	\$20,000.00	see description or purpose
21	Project Supplies	miscellaneous project supplies	\$1,200.00	see description or purpose

PROPOSED COST SHARE - FORM CS**LaSIP PROFESSIONAL DEVELOPMENT RFP 2012-2013****PROJECT NAME:****PROJECT DIRECTOR, UNIVERSITY:**

A	B	C	D	E
Description	Type of Matching Funds (Cash or In-Kind)	Partner Providing Matching Funds (University, District, School, or Private)	Source of Funds (Federal, State, Local, or Private)	Cost Share
Staff:				
				0.00
				0.00
				0.00
				0.00
				0.00
Sub-Total Staff Cost Share				\$ -
Participant Support:				
Technology Specialist Time (2 Hours weekly to support online assessment efforts)	In-kind	WBR Parish District	Local	2,000.00
Teacher Workshop Locations	In-kind	WBR Parish District	Local	600.00
				0.00
				0.00
Sub-Total Participant Support Cost Share				\$ 2,600.00

Travel and Other Costs:				
Teacher Workshop Lunches	Cash	WBR Parish District	Local	2,000.00
Unrecovered F&A (49%-8%=41%); 41% x \$86525	In-kind	LSU	State	35,475.25
LSU will not be responsible for documenting external match.				0.00
Sub-Total Travel and Other Cost Share				\$ 37,475.25
Indirect Costs:				\$ -
COST SHARING TOTAL				\$ 40,075.25

References

- Baker, S. K., Kame'enui, E. J., Simmons, D. J., & Simonsen, B. (2007). Characteristics of students with diverse learning and curricular needs. In M. D. Coyne, E. J. Kame'enui, & D. W. Carnine, (Eds.), *Effective teaching strategies that accommodate diverse learners* (3rd Ed.) (pp. 23-43). Upper Saddle River, NJ: Pearson.
- Biancarosa, G., & Snow, C. E. (2004). *Reading Next – A Vision for Action and Research in Middle and High School Literacy: A Report to the Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- Brozo, W. G. (2008). *Content literacy strategy descriptions for the 2008 Louisiana Comprehensive Curriculum*.
- Coyne, M. D., Kame'enui, E. J., & Carnine, D. W. (2007). *Effective strategies that accommodate diverse learners* (3rd ed.). Boston: Prentice Hall.
- Deno, S. L. (1985). Curriculum-based measurement: The emerging alternative. *Exceptional Children*, 52, 219-232.
- Englert, C. S., Okolo, C. M., & Mariage, T. V. (2009). Informational writing across the curriculum. In G. A. Troia (Ed.), *Instruction and assessment for struggling writers: Evidence-based practices* (pp. 132-164). New York: Guilford.
- Fisher, D., Brozo, W. G., Frey, N., & Ivey, G. (2007). *50 content area strategies for adolescent literacy*. Upper Saddle River, NJ: Pearson.
- Fuchs, L. S., Fuchs, D., & Compton, D. L. (2010). Rethinking response to intervention at middle and high school. *School Psychology Review*, 39, 22-28.
- Graham, S., & Harris, K. R. (2005). *Writing Better*. Baltimore: Brookes.
- Graham, S., & Perin, D. (2007). *Writing Next – Effective strategies to improve writing of*

- adolescents in middle and high schools: A report to the Carnegie Corporation of New York.* Washington, DC: Alliance for Excellent Education.
- Louisiana Department of Education (2010). *Louisiana's Adolescent Literacy Plan.* Baton Rouge, LA: Author.
- Mooney, P., Benner, G. J., Nelson, J. R., Lane, K. L., & Beckers. G. G. (2007). Reading interventions for secondary students with emotional disturbance. *Beyond Behavior.*
- Mooney, P., McCarter, K. S., Schraven, J., & Haydel, B. (2010). The relationship between content area GOM and statewide testing in world history. *Assessment for Effective Instruction.*
- Mooney, P., McCarter, K. S., Schraven, J., & Callicoatte. (2012). *Additional Stage 1 and Stage 2 research in support of vocabulary matching.* Manuscript submitted for publication.
- Noell, G. H., & Gansle, K. A. (2009). Moving from good ideas in educational systems change to sustainable program implementation: Coming to terms with some of the realities. *Psychology in the Schools, 46*(1), 78-88.
- Pressley, M., & Wharton-McDonald, R. (1997). Skilled comprehension and its development through instruction. *School Psychology Review, 26*, 448-466.
- Singletary, L. (2010). *The Social Shape Up System.* Baton Rouge: Author.
- Twyman, T., McCleery, J., & Tindal, G. (2006). Using concepts to frame history content. *The Journal of Experimental Education, 74*, 331-349.
- Vaughn, S., Cirino, P. T., Wanzek, J., Wexler, J., Fletcher, J. M., Denton, C. D., et al. (2010). Response to intervention for middle school students with reading difficulties: Effects of a primary and secondary intervention. *School Psychology Review, 39*, 3-21.

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

CURRICULUM VITAE

Name Paul E. Binford		Current Position Title Assistant Professor Project Position Title Principal Investigator	
EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.)			
INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
David Lipscomb University, Nashville, Tennessee	Bachelor of Arts	1983	Major: Political Science Minor: History
Florida Atlantic University, Boca Raton, Florida	Master of Arts	1990	Educational Leadership
Indiana University, Bloomington, Indiana	Doctor of Philosophy	2009	Curriculum Studies

RESEARCH AND PROFESSIONAL EXPERIENCE: DO NOT EXCEED TWO PAGES. Begin with present position, list in reverse chronological order previous relevant employment, experience, and honors.

COLLEGE/UNIVERSITY TEACHING EXPERIENCE

Louisiana State University, Baton Rouge, Louisiana

Assistant Professor, Social Studies Teacher Education, 2011 to the present

Indiana University, Bloomington, Indiana

Adjunct Instructor, Curriculum and Instruction, 2000, 2005-2008

SECONDARY TEACHING EXPERIENCE

Tri-North Middle School, Teacher of 7th and 8th Grade Social Studies, 2007-2011

Jackson Creek Middle School, Teacher of 7th and 8th Grade Social Studies, 2000-2007

Batchelor Middle School, Assistant Principal, 1999-2000

Edgewood Junior High School, Assistant Principal, 1996-99

Terre Haute North Vigo High School, Assistant Principal for Curriculum and Instruction, 1994-96

Palm Beach Lakes Community High School, Social Studies Department Chairperson, 1990-94

Lake Worth Community High School, ESL Instructor for the Adult Education Program, 1989-92

Palm Beach Lakes Community High School, Teacher of American Government, American History, and AP European History, 1986-1994

PROFESSIONAL CERTIFICATION

Indiana Professional Teaching License (695193):

Government 5—12 (Primary Area)

United States History 5-12 (Supporting Area)

World Civilization 5-12 (Supporting Area)

Indiana Secondary Administration and Supervision License (1087407)

(Form 6 - 2012-13 LaSIP PD, Revised 7/2011)

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

CURRICULUM VITAE

SELECTED publications

Book Chapter:

“Segregation and the News: Learning about Racism in our Town,” in *Service-Learning in Higher Education: Critical Issues and Directions* with Lynne Boyle-Baise, chapter 9. Palgrave Macmillan Ltd. 2005.

Journal Article:

“The Establishment Reforms: a History of the National Council for the Social Studies,” *International Journal of Social Education*, [in press].

“The Banneker History Project: Serving as Historic Investigators of a Once Segregated School” with Lynne Boyle-Baise. *The Educational Forum*, Spring 2005.

Teaching Material:

Lincoln's Cabinet and the Sumter Crisis: a Simulation. Social Studies School Service: 2001.

“End-of-chapter Activities,” *A Place Called Mississippi*. Clairmont Press, [in press].

GRANTS

“Office of Research and Economic Development Junior Faculty Travel Grant,” Louisiana State University, 2011. (\$500)

“Indiana Project for Latin American Cultural Competency Independent Study Fellowship” from Indiana University, 2010. (\$1,500)

“The William and Madeline Welder Smith Research Travel Award” from the Dolph Briscoe Center for American History (University of Texas at Austin), 2009. (\$1,000)

“The Production of Papyrus: a middle school social studies project.” MAC Grant, 2003. (\$500)

SELECTED CONFERENCE PRESENTATIONS

Paper Presentations:

“The Radical Reforms: a History of the National Council for the Social Studies.” Paper presented at the annual meeting of the Organization of Educational Historians, Chicago, IL, October 7, 2011.

“Awakening the Lumbering Giant: the Establishment Reforms.” Paper presented at the annual meeting of the College and University Faculty Assembly for the National Council for the Social Studies, Denver, CO, November 11, 2010.

Workshop Leader:

“A View of the Boston Massacre: constructing historical narrative.” Workshop for the annual meeting of the National Council for the Social Studies, Denver, CO, November 13, 2010.

“Constructing Historical Narrative in American History.” Workshop for the Indiana Council for the Social Studies, Indianapolis, IN, November 6, 2008.

service and consultation

- Judge, Social Studies Fair, Westdale Middle School and Glasgow Middle School, East Baton Rouge Parish, 2012.
- Reader, Real Men Read, Broadmoor Elementary School, East Baton Rouge Parish, 2011.
- Reviewer, the National Council for the Social Studies' Annual Meeting conference proposals, 2010 and 2011.
- Measurement Incorporated. Freelance writer, test items for Grade 7, telecommuting, 2010.
- Indiana Department of Education. ISTEP+ Item Review and Alignment, Grade 7 Social Studies, Indianapolis, Indiana, 2009.
- Hurricane Katrina Relief Worker, personal property search team and home reconstruction, New Orleans, Louisiana, July 2006.
- Owen-Spencer School Corporation. Facilitator for the HELPS Academy of Owen Valley High School, Spencer, Indiana, April, 2005.

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS CURRICULUM VITAE

NAME Paul Mooney	POSITION TITLE Associate Professor, Special Education Programs
---------------------	--

EDUCATION (Begin with baccalaureate or other initial professional education and include postdoctoral training.)

INSTITUTION AND LOCATION	DEGREE	YEAR CONFERRED	FIELD OF STUDY
Hastings College, Hastings, NE	B. A.	1989	Business Administration/ Communication Arts
University of Nebraska at Kearney	Ed.S.	1995	School Psychology
University of Nebraska – Lincoln	Ph.D.	2003	Psychological and Cultural Studies: Special Education

RESEARCH AND PROFESSIONAL EXPERIENCE: Starting with present position, list, in reverse chronological order, previous relevant employment, experience, and honors. Key personnel includes the principal investigator and any other individuals who participate in the development or execution of the project. Key personnel typically will include all individuals with doctoral or other professional degrees, but in some projects will include individuals at the masters or baccalaureate level provided they contribute in a substantive way to the development or execution of the project. Include present membership on any Federal Government public advisory committee. List, in reverse chronological order, the titles, all authors, and complete references to pertinent publications during the past five years and to representative earlier publications pertinent to this application.
DO NOT EXCEED TWO PAGES.

Positions.

2009-Present Associate professor, Special Education Programs, LSU College of Education
 2003-2009 Assistant professor, Special Education Programs, LSU College of Education
 2000-2003 Graduate assistant, Center for At-Risk Children's Services, UNL
 1999-2000 Graduate assistant, UNL School Psychology Program
 1994-1999 School psychologist, Educational Service Unit No. 8, Neligh (NE)
 1992-1994 Graduate assistant, Counseling and School Psychology Program, UNK
 1989-1992 Newspaper reporter, North Platte (NE) Telegraph

Selected peer-reviewed publications (in reverse chronological order).

Mooney, P., Schraven, J., & Cox, B. (2010). Test-retest reliability of vocabulary matching in sixth-grade world history. *International Journal of Psychology: A Biopsychosocial Approach*, 6, 29-40.

Mooney, P., McCarter, K. S., Schraven, J., & Haydel, B. (2010). The relationship between content area GOM and statewide testing in sixth-grade world history. *Assessment for Effective Intervention*, 35, 148-158.

Benner, G. J., Nelson, J. R., Ralston, N. C., & Mooney, P. (2010). A meta-analysis of reading instruction on the reading skills of students with or at risk of behavioral disorders. *Behavioral Disorders*, 35, 86-102.

Beckers, G., Mooney, P., & Cheek, E. (2009). The effects of a multistrategy intervention on the comprehension skills of underprepared postsecondary. In K. Leander, D. W. Rowe, D. K. Dickinson, M. Hundley, R. T. Jimenez, & V. J. Risko (Eds.), *58th Yearbook of the National Reading Conference* (pp. 186-196). Oak Creek, WI: National Reading Conference.

Mooney, P., McCarter, K. S., Schraven, J., Hintze, J. M., Mooney, E., Landry, D., et al. (2008). Further evidence of oral reading fluency's utility in predicting statewide student reading proficiency. *International Journal of Psychology: A Biopsychosocial Approach*.

Ryan, J. B., Pierce, C. D., & Mooney, P. (2008). Evidence-based teaching strategies for students with EBD. *Beyond Behavior*, 17(3), 22-29.

Mooney, P., Benner, G. J., Nelson, J. R., Lane, K., & Beckers, G. (2008). Standard-protocol and individualized remedial reading interventions for secondary students with EBD. *Beyond Behavior*, 17(1), 3-10.

Mooney, P., Ryan, J. B., Uhing, B. M., Reid, R., & Epstein, M. H. (2005). A review of self-management interventions targeting academic outcomes for students with emotional and behavioral disorders. *Journal of Behavioral Education*, 14, 203-221.

Book.

Nelson, J. R., Benner, G. J., Mooney, P. (2008). *Instructional Practices for Students with Behavioral Disorders: Strategies for Reading, Writing, and Math*. Guilford Publications, Inc.

Selected book chapter.

Mooney, P., Ryan, J. B., Gunter, P. L., & Denny, R. K. (2012). Behavior modification/traditional techniques for students with emotional and behavioral disorders. In Behavioral disorders: Identification, assessment, and instruction of students with EBD, *Advances in Special Education*, 22, (pp. 169-198). Bingley, UK: Emerald Group Publishing.

Selected Grant Funding.

Vocabulary and comprehension development in the middle school natural and social sciences (2011-2012), a one-year project with West Baton Rouge Parish School Board funded by the Louisiana Board of Regents (PI: 196,713).

Improving Content Literacy in World History (2008-2009), a one-year project with sixth grade social studies teachers funded by the Louisiana Board of Regents (PI:196,911).

Selected Presentations.

Mooney, P., & McCarter, K. S. (2011, October). *Making assessment in content courses more useful*. Invited lecture presentation to the Louisiana Educational Diagnosticians' Association, Baton Rouge, LA.

Mooney, P., & McCarter, K.S. (2010, January). *RTI for Secondary Schools*. Lecture presentation at the 29th annual Louisiana Council for Exceptional Children Super Conference, Lafayette, LA.

Selected Service.

Past President, Louisiana Chapter of Council for Exceptional Children, 2011-2012

Director, LSU Special Education Programs, 2009-Present

Editorial Board of *Journal of Emotional and Behavioral Disorders*

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS CURRENT AND PENDING SUPPORT

List all State and federal funding support for each IHE faculty member during the funding cycle. Duplicate this form for each IHE faculty member, and use additional sheets as necessary.

NAME OF FACULTY: Paul Binford

Status of Support: Current <input checked="" type="checkbox"/> Pending Submission Planned in Near Future Proposal Title (or Semester Teaching Support): Comprehensive Literacy Development in High School Social Studies Source of Support: LaSIP Award Amount (or Monthly Teaching Rate): \$152,994 Period Covered: 07/01/2012 - 06/15/2013 Location of Activity: West Baton Rouge Schools Person-Months or % of Effort Committed to the Project: Cal Yr 10% AY 2 mo. Summer
Status of Support: Current Pending Submission Planned in Near Future Proposal Title(or Semester Teaching Support): Source of Support: Award Amount (or Monthly Teaching Rate): \$ Period Covered: Location of Activity: Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer
Status of Support: Current Pending Submission Planned in Near Future Proposal Title (or Semester Teaching Support): Source of Support: Award Amount (or Monthly Teaching Rate): Period Covered Location of Activity: Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer

(Form 7 - 2012-13 LaSIP PD, Revised 7/2011)

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS CURRENT AND PENDING SUPPORT

List all State and federal funding support for each IHE faculty member during the funding cycle. Duplicate this form for each IHE faculty member, and use additional sheets as necessary.

NAME OF FACULTY: Paul Mooney

Status of Support: <input checked="" type="checkbox"/> Current Pending Submission Planned in Near Future Proposal Title (or Semester Teaching Support): Reading and Writing Skill Development Across the Middle School Source of Support: LaSIP Award Amount (or Monthly Teaching Rate): \$196,713 Period Covered: 07/01/2011 - 06/15/2012 Location of Activity: West Baton Rouge Schools Person-Months or % of Effort Committed to the Project: Cal Yr AY 2.5mo. Summer
Status of Support: Current <input checked="" type="checkbox"/> Pending Submission Planned in Near Future Proposal Title(or Semester Teaching Support): Building a Better Academic GPS Source of Support: Board of Regents Award Amount (or Monthly Teaching Rate): \$199,127 Period Covered: 06/01/2012 - 06/30/2015 Location of Activity: West Baton Rouge Schools Person-Months or % of Effort Committed to the Project: Cal Yr 0.9 mo. AY 2mo. Summer
Status of Support: Current Pending <input checked="" type="checkbox"/> Submission Planned in Near Future Proposal Title (or Semester Teaching Support): Finishing and Fine Tuning an Academic GPS for Content Teachers Source of Support: Board of Regents Award Amount (or Monthly Teaching Rate):\$50,000 Period Covered 07/01/2012 - 06/30/2012 Location of Activity: West Baton Rouge Schools Person-Months or % of Effort Committed to the Project: Cal Yr 75% AY Summer

(Form 7 - 2012-13 LaSIP PD, Revised 7/2011)

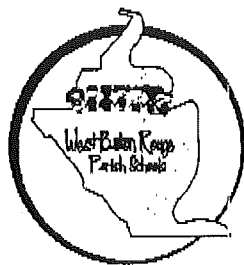
2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS CURRENT AND PENDING SUPPORT

List all State and federal funding support for each IHE faculty member during the funding cycle. Duplicate this form for each IHE faculty member, and use additional sheets as necessary.

NAME OF FACULTY: Paul Mooney

Status of Support: Current <input checked="" type="checkbox"/> Pending Submission Planned in Near Future Proposal Title (or Semester Teaching Support): Comprehensive Literacy Development in High School Social Studies Source of Support: LaSIP Award Amount (or Monthly Teaching Rate): \$152,994 Period Covered: 07/01/2012 - 06/15/2013 Location of Activity: West Baton Rouge Schools Person-Months or % of Effort Committed to the Project: Cal Yr 10% AY 2 mo. Summer
Status of Support: Current <input checked="" type="checkbox"/> Pending Submission Planned in Near Future Proposal Title(or Semester Teaching Support): Comprehensive Literacy Development in High School Science Source of Support: LaSIP Award Amount (or Monthly Teaching Rate): \$ 152,074 Period Covered: 07/01/2012 - 06/15/2013 Location of Activity: West Baton Rouge Schools Person-Months or % of Effort Committed to the Project: Cal Yr AY 0.5 mo. Summer
Status of Support: Current Pending Submission Planned in Near Future Proposal Title (or Semester Teaching Support): Source of Support: Award Amount (or Monthly Teaching Rate): Period Covered Location of Activity: Person-Months or % of Effort Committed to the Project: Cal Yr AY Summer

(Form 7 - 2012-13 LaSIP PD, Revised 7/2011)



West Baton Rouge Parish Schools

David Corona
Superintendent

February 15, 2012

Jason P. Manola
Board President

Dr. Atley D. Walker, Sr.
Vice President

Teri B. Bergeron

G. Alden Chustz, Jr.

Leon N. Goudeau

Ronald P. LeBlanc

Michael A. Maranto

Thelma L. Pattan

Craig M. Sarraudet

Toby Sarraudet

February 15, 2012

Dear Paul:

Please consider this letter to be our cost sharing commitment to the 2012-2013 LaSIP submission entitled, *Comprehensive Literacy Development in High School Social Studies*. We agree to provide breakfast and lunches, including food and drinks, to the participants at the Summer Workshops in 2012 (two days) and 2013 (one day). The expected cost for the meals is \$2,000.

Also, we agree to provide the following in-kind contributions:

- Technology specialist time (2 hours weekly) to support online assessment efforts, \$2,000;
- Use of WBR facilities to conduct professional development trainings, \$600;

We in WBR believe our ongoing LaSIP-funded partnership has proven beneficial to our teachers and students and we look forward to continuing that work if the present project is funded.

Sincerely,

David Strauss
Director of Special Education
West Baton Rouge Parish School Board

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS
Memorandum Of Agreement Among Partners

<u>Louisiana State University</u> (Name of Sponsoring Institution or Institutions)	<u>Comprehensive Literacy Development in High School Social Studies</u> (Project Title)
<u>Paul Binford</u> (Principal Investigator)	<u>Paul Mooney</u> (Co-Principal Investigator)

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and the roles of each of the partners listed below. This MOA documents the actual working partners who are responsible for contributing to the writing of the proposal, collecting and reporting data, and for the day to day success of the project.

Type of Partner	Name of Active Partner	Title	IHE or District & School	Signature
Teacher Preparation Program (Required)	Annette Mire	Assoc. Supt HR	West Baton Rouge	Annette Mire
Dept./School of Arts & Sciences (Required)	WARREN LEBLANC	PRINCIPAL	PORT ALLEN H.S.	Warren LebLANC
High-need Local Education Agency/Agencies (LEA - Required)	DAVID CORONA	Supt.	West Baton Rouge	David Corona
Additional Targeted Partners	David Strauss	Supervisor of Special Ed	WBR	David Strauss

(Form 8 - 2012-13 LaSIP PD, Revised 7/2011)

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

Cooperative Planning Efforts

Describe the process of collaboration between the high-need LEA(s), other targeted schools, and the IHE(s) in determining the needs of the LEA(s) in planning and writing this proposal. The statement should be endorsed and dated by an official from each participating institution. In addition, Letters of Support must be included in the appendices of the proposal.

- | | | | |
|-----|---------------------------------|-----------------------|---------|
| 1. | DAVID CORONA, Supt.-WBR | <i>David Corona</i> | 2/16/12 |
| | Typed Name, Title, Organization | Signature | Date |
| 2. | David Strauss, Sup. Sp. Ed. WBR | <i>David Strauss</i> | 2/16/12 |
| | Typed Name, Title, Organization | Signature | Date |
| 3. | WARREN LEJEUNE, PRINCIPAL | <i>Warren Lejeune</i> | 2/16/12 |
| | Typed Name, Title, Organization | Signature | Date |
| 4. | | | |
| | Typed Name, Title, Organization | Signature | Date |
| 5. | | | |
| | Typed Name, Title, Organization | Signature | Date |
| 6. | | | |
| | Typed Name, Title, Organization | Signature | Date |
| 7. | | | |
| | Typed Name, Title, Organization | Signature | Date |
| 8. | | | |
| | Typed Name, Title, Organization | Signature | Date |
| 9. | | | |
| | Typed Name, Title, Organization | Signature | Date |
| 10. | | | |
| | Typed Name, Title, Organization | Signature | Date |

(Form 9 - 2012-13 LaSIP PD, Revised 7/2011)

2012-13 LaSIP PROFESSIONAL DEVELOPMENT PROJECTS

APPENDIX J: Stipend Options

You must choose either Option A or B for use in your project, and document your choice in your proposal. Should your proposal be funded, you must provide this information to your participants within a Participant Agreement or Project Syllabus. For either option, you must insert the number of days and hours for your project and the hourly stipend rate, and provide a list of your project deliverables. Projects must provide a total stipend hourly rate at a minimum of \$20 per hour and a maximum of \$30 per hour. LaSIP encourages the use of Option B.

Option A

Attendance is expected for all ____ days (total of ____ hours) of the project. Participants will receive a maximum fee of \$25 per hour for attendance participation at the summer institute and academic year workshops. Payment will be made only on approval of and documentation from the principal investigator, (Name of authorized person), according to the LaSIP Attendance Policy. Participant will be paid only for the actual hours he/she participates in the professional development program. If the Participant has unexcused absences for more than 15% of the scheduled program hours, Participant may be dropped from the program at the discretion of the principal investigator and will not be eligible to receive instructional materials from the project. Any instructional materials already received must be returned to the principal investigator. LaSIP Attendance Policy regarding unexcused absences will be enforced.

Option B

Attendance is expected for all 5 days (total of 24 hours) of the project. Participant will receive a \$20 per hour for attendance participation at the summer institute. Upon completion of the required activities/deliverables (designed by PI) and days of attendance during the AY, participant will receive the remaining \$5 for each full hour attended during the summer project. This will in effect raise the stipend rate to \$25 per hour attended and will only apply if participant meets required obligations. Stipends for the AY workshops will be \$25 per hour for attendance. Payment will be made only on approval of and documentation from the principal investigator, (Name of authorized person), according to the LaSIP Attendance Policy. Each participant must complete the assigned deliverables during the AY. If the participant has unexcused absences for more than 15% of the scheduled program hours, the participant may be dropped from the program at the discretion of the principal investigator and will not be eligible to receive either instructional materials from the project or the additional \$5 per hour for attendance participation at the summer institute. In this event, any instructional materials already received must be returned to the principal investigator. LaSIP Attendance Policy regarding unexcused absences will be enforced.

PAUL
BINFORD
OR
ANGELA
WEBB