



## Lafayette Education Foundation Grants Program

**Mission:** To promote and support excellence in education.

**Who is eligible to submit applications?**

Lafayette Parish public school teacher, librarian, resource coordinator, instructional strategist or counselor.

**Grant Awards:**

**Classroom:** \$1,000 each, maximum of two per teacher, per year

**School Impact:** \$5,000 for an entire school, subject area, or grade level with a minimum of four teachers participating; maximum of one per school annually.

<b>Time Frame:</b>	(Subject to change)
November	Applications Available
April	Application Deadline
April/May	Notification of Funding/Grant Reception
March	Receipts Deadline
May	Final Grant Evaluation Deadline

**LEF Information**

Founded in 1989, LEF is a private, non-profit foundation governed by a 25-member board of directors. For additional information, contact Etienna Wright, LEF Executive Director.

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Promoting and supporting  
excellence in education in  
Lafayette Parish schools.

# 2017-2018 Classroom and School Impact Grants

Lafayette Education Foundation  
thanks its Funding Partners for  
the 2017-2018 grant cycle:

**Acadian Companies**  
**Capital One Bank**  
**Pugh Family Foundation**

**2017-2018 Grants Summary:**

Amount Awarded- \$58,935.91

Number of Grants - 33

Number of Schools - 16+

**Acadiana High School**

Masey Hammons

Grades 9-12

**“All the World’s a Stage”**

**Number of students: 150      Amount Funded: \$1,000**

This grant will enhance the educational environment by providing a 12 foot by 8 foot portable stage to be used in the classroom for students participating in public speaking and theatre classes. Current school facilities do not allow for students to perform, speak or work with staging for Theatre and Communication activities leaving them without the skills they will need to further their curriculum in later education stages.

**Measurement:** The students will participate in a variety of performances each year including stage direction, monologues, one act plays, and full length plays utilizing their knowledge of how to properly enter, exit and identify stage space.

**Broussard Middle School**

Lisa Smith, Rebecca Didier

Amanda Gregory, Sandra Stevens, Alma McDonald

Grades 5-8

**“Wild About Books: Students and Parents Reading Together”**

**Number of students: 575      Amount Funded: \$3,000**

Promoting literacy and building parent involvement will be accomplished by inviting students and parents to read books together. Throughout the school year, students and parents will participate in Family Reading Safaris and Wild About Books Breakfasts to talk about books in student-led discussion groups.

**Measurement:** Summative assessments will be used to determine if parent involvement increased the number of books read during the academic school year and if shared reading led to greater reading comprehension. AR test records will provide the teacher with this information. Standardized tests will gauge reading comprehension.

**Carencro Heights Elementary School**

Laura Downing

2nd Grade

**“Accelerated Reader Classroom Lending Library”**

**Number of students: 45      Amount Funded: \$956.89**

This grant will provide a classroom Accelerated Reader lending library so students will have an opportunity to check out an extra 10 books per week, on their level, to read at home. The goal is, with increased reading opportunities, students will exhibit habits associated with lifelong readers such as strong fluency and comprehension skills, and a love for reading away from the classroom.

**Measurement:** STAR Reading provides current reading levels as well as screening and student growth reports. With this vital information, each student's needs are assessed, allowing for the quick diagnosis of any problem and gives the opportunity for effective direct intervention.

**Carencro Heights Elementary School**

Nikki Thevis Alysia Messa,

Denise Bateman, Kay Peltier

Grades PreK-5

**“Oh The Places We Could Go If We Just Had the Dough**

**Part Deux”**

**Number of Students: 650      Amount Funded: \$4,993.08**

The goal of this project is to provide books with the accompanying puppets to retell and reenact the stories while sitting around the library in various cozy places. It is an opportunity for all children in Special and Regular education grades PreK to 5th. to actually handle and play with real books and puppets in a digital age that does not lend itself to tangible play.

**Measurement:** Based on the frequency of Benchmark assessments like the literacy assessment kit and TS GOLD, growth is quickly seen. In addition, educators will be able to see the increase in oral language which is the foundation of a great reader, weekly as they encourage the students to use the puppets and wonderful literature that will be ordered to aid in retelling during routine library visits. Being able to retell is a sure-fire way to insure that a child has truly comprehended and grown as a reader.

**David Thibodaux STEM Magnet Academy**

Stacy Thibodeaux

Grades 10-12

**“What Are We Making Today”**

**Number of Students: 180      Amount Funded: \$650**

The goals of this project is to educate students in the classroom by applying scientific content to engineering design principles and to integrate STEM technology and problem-based learning into an after school based STEM club. All students at the school will have the advantage of acquiring problem-based learning techniques involved in STEM technology applications. This will allow the students to be on the cutting edge of the STEM job market, innovate and lead the way for future STEM endeavors.

**Measurement:** Performance-based assessment will be used as the method of evaluation. This form of assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students.

**Edgar Martin Middle School**

Amy Moss, Brittany Pecor

Kathleen Leneck, Kim Whittington

8th Grade

**“Teen Bibliotherapy: Students and Parents Reading ”**

**Number of Students: 45      Amount Funded: \$810**

This grant addresses social issues that affect middle school students through the use of young adult literature. Books will be chosen that deal with issues students at our school struggle with on a daily basis, such as cyber-bullying, divorce, self-image, anxiety and depression, and grief. Students and parents read a book together and both attend a discussion group facilitated by the counselor and teachers. The discussion covers both the literary value of the book as well as life-lessons that can be learned. We believe this project will help to develop emotionally healthy students who are then better prepared to have academic success.

**Measurement:** The students' scores on their AR quiz will reflect reading comprehension. Parents and students will complete a questionnaire assessing whether they gained new knowledge in coping with the specific issue in the book and whether communication between the parent and student was improved through this experience.

**Edgar Martin Middle School**

Kristy Sturm

Grades 5-8

**“Crossover in to Reading”**

**Number of Students: 650      Amount Funded: \$1,000**

Help our students cross over into the world of reading by giving them the book Crossover by Kwame Alexander. Kwame Alexander will visit the school in October and will discuss the book. By providing this enriching literature activity at the beginning of the year, we strive to set the reading tone of our school thereby encouraging all to become readers.

**Measurement:** The way to determine whether or not the needs have been addressed is by assessing the growth of students at the very beginning and very end of the year. This will be done through reading assessments.

**Ernest Gallet Elementary School**

Arlene McDowell

Pre-K

**“Scream the Theme”**

**Number of Students: 20      Amount Funded: \$250**

This grant will provide students with hands on materials that are used for learning the mandated skills required of pre-k students while incorporating the theme of the lesson. Materials will be used individually as well as in group settings.

**Measurement:** The Developmental Skills Checklist is administered to every student at the beginning of the year as well in May. Using these materials will improve their score in all areas by the end of the year since all materials purchased will have these skills in mind.

**Ernest Gallet Elementary School**

Debby Dumas

Kindergarten

**“Hands-on Reading and Math—It’s In The Bag”**

**Number of Students: 25      Amount Funded: \$1,000**

Pack your bags and get ready to learn! This project will enhance home-school connections and will encourage parents to interact with their children. Students will have the opportunity to check out a literacy/math bag filled with activities that extend literacy and math skills taught in the classroom. It’s a simple way to assist parents in supporting their child’s literacy and math development.

**Measurement:** Evaluation of student progress is ongoing, and will include formal and informal methods of assessment. Formal testing will include the Journeys reading unit tests, Eurika math end of each module testing, and the NWEA computerized testing which takes place 3 times a year.

**LEF’S Endowment Contributors**

**\$100,000 Named Endowments**

- Acadian Ambulance      Anonymous      Bank One
- Lod Cook (in honor of his mother, Ettrice H. Cook)
- Cox Communications      Lafayette General Medical Center
- Ocean Energy      Safety Management Systems

**\$10,000 – \$55,000**

- Acadiana Bottling      ARCO      Chastant Investments
- Chevron Corporation      CONOCO, Inc.      Darnall, Gardes & Frederick
- The Delta Foundation      Robert Eddy, Jr.,      Fenstermaker & Associates  
Prudential Insurance
- Mr. & Mrs. Frank Harrison      Heymann Foundation      Hibernia National Bank
- Iberia Bank      Kerr-McGee Corporation      Marathon Oil Company
- MidSouth Bank      Edmund Nagem, M.D.      Our Lady of Lourdes  
Regional Medical Center
- Pennzoil      Petroleum Helicopters      Realtor Association of  
Acadiana
- Southwest Medical Center      Stone Energy      UNOCAL
- Van Eaton & Romero      Whitney National Bank      Woodson Construction Co.

**Ernest Gallet Elementary School**

Debbie Dumas

Kindergarten

**“Rub-a-Dub Dub, Centers Galore in a Tub”**

**Number of Students: 25      Amount Funded: \$750**

How do you manage directed small group instruction while keeping the rest of the class "on task?" How do you provide students with continuing practice in basic skills and keep the students motivated to learn? The answer--You implement learning centers in the classroom. My goal through learning centers is to provide meaningful learning experiences where students work independently or collaboratively. These centers will be designed to enhance the learning of concepts and skills in Reading, Writing, Math and Science. They will allow student participation on a variety of levels, and integrate success into each student's learning experiences.

**Measurement:** Standardized Tests, Summative Assessments, Diagnostic Assessments, Embedded Assessments, Formative Assessments as well as observation of specific criteria will be used to evaluate the success of the learning centers.

**Ernest Gallet Elementary School**

Keisha Castille

Pre-K

**“Learning My Way”**

**Number of Students: 20      Amount Funded: \$350**

This project will impact my classroom by giving the students more experiences while engaging in learning centers/group time. It will empower the students to learn at their own pace while teaching their fellow classmates. The basic math and language skills learned in pre-kindergarten will set a firm foundation for the skills that will appear on the Partnership for Assessment of Readiness for College and Careers and Integrated Louisiana Educational Assessment Program standardized tests in upcoming grades.

**Measurement:** Teacher observations will serve as the formative assessment. Students will be observed during the use of learning centers and small group to determine if they can use the grant materials appropriately and independently. The Pre-kindergarten Developing Skills Checklist and the Pre-Kindergarten Teaching Strategies Gold computer program will serve as summative assessments.

**Ernest Gallet Elementary School**

Keisha Castille

Pre-K

**“You’ll Teach Me and I’ll Teach You”**

**Number of Students: 20      Amount Funded: \$450**

A students' oral language skills are essential to the learning and thinking development of a child. Thematic manipulatives and puzzles will broaden the students' oral language on science and social studies topics. This grant will inspire creative play that will enhance the students with great knowledge!

**Measurement:** Teacher observations will serve as a formative assessment. The students' oral language use of new vocabulary and speaking in complete sentences in whole/small group instruction and in learning centers will be observed. Each student will be monitored as to how he/she is progressing with their oral language. The Pre-kindergarten Developing Skills Checklist and the Pre-kindergarten Teaching Strategies Gold computer program for Early Childhood will serve as summative assessments.

**Evangeline Elementary School**

Lisa Lormand, Crystal Hale, Paige Vincent

Lauren Dugas, Candida Randall

Grades K-5

**“Ready, Set, Grow”**

**Number of students: 560      Amount Funded: \$1,656.17**

Our project will provide interventions for struggling students in both reading and math. It will provide support to get them working on grade level by the end of the year. Students will engage with reading and math games, software, manipulatives, and books.

**Measurement:** Reading level assessments will be used to see if the students are increasing levels or working on grade level, progress monitoring software (iSTEEP) to see if students in Response to Intervention (RTI) are making progress or need to be exited, and unit assessments to see if math skills are improving.

**J.W. Faulk Elementary School**

Catherine Hartweck

Kindergarten

**“Snappidy Snap”**

**Number of students: 13      Amount Funded: \$133.95**

Preparing students to read involves sight word recognition. The goal is to teach to every learner in our room. Students learn tons of different ways. They mostly learn by moving and singing. Little kids love to move! This will help students learn their sight words because the cards are colorful and show the movements. It will also help them be on-level in reading and better prepared for 1st grade.

**Measurement:** Standardized Tests, Summative Assessments, Diagnostic Assessments, Embedded Assessments, Formative Assessments will be used to observe if students have mastered the sight words needed to be successful in the first grade.

**J.W. Faulk Elementary School**

Meagan Didier

8th Grade

**“Snap, Crackle, Pop”**

**Number of Students: 15      Amount Funded: \$603.95**

Letting small children move and dance and snap and clap as they learn to read is the goal of this project. Teaching letter sounds and sight words simultaneously while increasing oral language is the perfect recipe for beginning readers. The goal is to produce a class of readers ready to take on the world beyond the classroom doors at the end of the school year.

**Measurement:** The teacher will meet with students in individual conferences while assessing for benchmark reading, or in small reading groups where it will be assessed if students are learning or if they need remediation. That is the beauty of this kit. It is taught whole group, small group, or individually.

**J. Wallace James Elementary School**

Marissa Miller, Bridgette Biagas, Bridget Begnaud,

Jill From, Cathy Frame, Sharon Thibodeaux

1st Grade

**“Critique, Create and Captivate”**

**Number of students: 70-140      Amount Funded: \$4,000**

Students will learn about a different art form or style each month through discussions about artwork from that style and integrated art lessons. Students will create a piece of artwork in that style during an integrated art lesson and collect their artwork in an art portfolio which will be displayed in an art showcase/gallery at the end of the school year. The goal of the project is to introduce children to a variety of art media and art techniques through enriched academic lessons that will inspire students artistic talents as well as boost their language skills through collaboration and discussions about artwork.

**Measurement:** Teachers will create rubrics for lessons dependent on the Art and the activity. Students will be assessed on the process rather than the product. Students will also be assessed on their participation in collaborative discussions with their classmates about artwork.

**L.J. Alleman Middle School**

Sarah Arceneaux, Tanya Clark

Rachel Theriot, Naomi Fitzgerald

8th Grade

**“Altered Book: Altered Learning”**

**Number of students: 300      Amount Funded: \$1,200**

Through the creation of an Altered Book, students will gain a deeper analysis of the curriculum. The book is recycled and given new meaning, while being born again. The book then breathes new life as an exhibit of the students’ successes, writings, and readings of their 8th grade school year.

**Measurement:** The students will have a rubric that they will need to be able to complete in order to get a grade for this project. The students will be encouraged to be as creative as possible while making sure they have the necessary activities represented in the Altered Book. Through the lessons that will be done for the students on artistic techniques, the students will get to choose what will work best for them.

### **L. Leo Judice Elementary**

Lisa Labarraque, Laura Mouton, Jennifer Carpenter

Mary Jo Welch, Paula Guidry

Grades 2-5

#### **“Listen Up! Have You Heard Any Good Books Lately”**

**Number of students: 240      Amount Funded: \$1,600**

This project will provide fluency, vocabulary and comprehension support for targeted at-risk readers and provide comprehension growth for at-level/above readers. Students will use Play-away recorded books to listen to text aloud while following along with the book.

**Measurement:** All students will be assessed on their progress using the LEAP standardized tests in the ELA portion of the test. All students will be tested using Accelerated Reader STAR Diagnostic Test each 9-weeks period. Teachers will monitor students’ comprehension using Accelerated Reader Diagnostic report that will tell how students scored on their comprehension quizzes. Teachers will monitor students average percent correct score to ensure students are making gains. Teachers will use these reports as a formative assessment, making decisions for each child based on the performance using the playaways.

### **Milton Elementary Middle School**

Erin Kizziar

Grades Pre-K-8

#### **“Listen Up! Read!”**

**Number of students: 1,009      Amount Funded: \$1,000**

The goal is to increase literacy, in every subject area, among our struggling students so that they may reach grade level equivalency by the end of the school year utilizing Playaway audiobooks. Students will meet their personal Accelerated Reader goals and contribute to school-wide Accelerated Reader proficiency.

**Measurement:** Students will be STAR tested. The STAR test provides ATOS reading levels (determines readability), ZPD (Zone of Proximal Development) levels, grade-level equivalent scores, and diagnostic information with teaching strategy suggestions. Accelerated Reader activity will be monitored weekly in the library to ensure that students maintain an 85% accuracy rating which means that students are answering more questions correctly than incorrectly.

### **Myrtle Place Elementary**

Robyn Wimberley, Mary Jo Pierce

Allison El Koubi, Theodore Brode

Grades 3-5

#### **“What a Novel Idea: Des Romans Bilingues”**

**Number of students: 195      Amount Funded: \$4,752.23**

To help students in grades 3-5 adjust to the paradigm shift with increasing rigor and stamina in curriculum and assessments, novels will be used to promote literacy skills. This project will allow all students the opportunity to access novels that will help build their reading, comprehension, writing and speaking skills needed to master the increasing expectations of our state standards.

**Measurement:** Evaluation methods include summative and formative assessments and project rubrics, which will be created during Professional Learning Community meetings. Results from the state assessments will be used to evaluate student performance.

### **Myrtle Place, Evangeline, Priarie, Paul Breaux**

Tia LeBrun, Anne Landreneau

Yves Tremblay, Theo Brode

Grades 3-8

#### **“The Art of Languages in Science”**

**Number of students: 466      Amount Funded: 5,000**

This grant raises the bar on what can be done in French Immersion Science classrooms. Students here in Lafayette and across the nation will have access to modern, relevant tools to implement science standards and reinforce language concepts. The goal is to give students and teachers equitable resources in science content, nonfiction readers, experiment support, and an outline of how to implement the model in the middle years.

**Measurement:** Evaluation of this project will include standardized tests, summative assessments, formative assessments, and teacher surveys. The District Director of World Language Immersion Programs will monitor data from student grades, NWEA, and LEAP. The Director will observe classes receiving kits and compile results of surveys sent before and after implementation.

**Ossun Elementary School**

Alicia Callegari, Megan Guidry, Casey Landry

Blair Hanks, Raquel Daigle

Grades 1-2

**“Listen Up!”**

**Number of students: 120      Amount Funded: \$3,000**

The goal of this project is to expose more students to oral language, to help students improve their own reading fluency. If a student is not a fluent reader, and is asked to read independently, it is unlikely that successful reading will take place. However, if a low-level student can listen to a story being read aloud, and follow along with a book in hand, the chances of success greatly improve.

**Measurement:** At the beginning of the year, the students are assessed using a Benchmark Assessment System Throughout the year, they are assessed using Running Records. These are given weekly and biweekly for students who are below level in Reading. Running Records are formative assessments which are given individually, and can help the teacher to quickly evaluate students’ fluency, comprehension, and accuracy.

**Paul Breaux Middle School**

Karen Latiolais

Grades 6,8

**“Redesigning the Classroom by Ditching the Desks”**

**Number of students: 115      Amount Funded: \$996.15**

The students will be using picnic tables in the classroom instead of regular student desks as a tool for promoting collaboration, productivity and creativity by ditching the student desks and redesigning the classroom environment.

**Measurement:** The teacher will observe student activities and groupings to determine how effective the picnic tables are in the classroom. In addition, academic performance before the picnic tables were utilized will be compared to academic performance after implementation of the picnic tables to determine if the student need has been addressed.

**Paul Breaux Middle School**

Karen Latiolais, Lamar Dixon

Renee Terro, Kody Viator

Grades 6-8

**“The Tiger’s Den Internet Café ”**

**Number of students: 600      Amount Funded: \$4,987.84**

The ultimate goal of this project is to take an unused portion of the school cafeteria and create a new usable space in the form of an internet cafe for use by all students and teachers. The new cafe creates a flexible space that can be used for academics, presentations, professional development and tutoring opportunities for students that would take place in a warm and welcoming environment.

**Measurement:** Student performance on Standardized Tests, Summative Assessments, Embedded Assessments, Formative Assessments and Discipline Data will be an indicator that the Internet cafe is addresses the needs of the students academically by using the data to show growth in content areas and discipline data to show that the students are less engaged in negative behaviors.

**Plantation Elementary School**

Lydia Anderson, Ednamea Sahuc

Coty Eastin, Tina Fontenot

Grades 2-5

**“Learning, Inventing and Coding: Full STEAM Ahead”**

**Number of students: 60      Amount Funded: \$3,500**

Using hands-on STEAM (Science Technology, Engineering, Art & Math) kits, students will learn and apply science, technology, engineering, math and art & design principles in hands-on learning. They will use logic and creativity to invent and complete challenges. They will also act as programmers & engineers by collaboratively creating & coding games with Code kits and building computers.

**Measurement:** Teachers will use student input in discussion, tasks accomplished, rubrics or checklists and the student notebook to check for understanding and reteach when necessary. Teachers and students will run the inventions, programs or computers to ensure the objectives are accomplished.

### **S.J. Montgomery Elementary**

Mary Robichaux

Kindergarten

#### **“Make Our Hearts Go Pitter-iPadder”**

**Number of students: 15      Amount Funded: \$902.91**

Placing three iPads with hardy cases and headphones in the classroom introduces technology to students who have never touched a computer. Students will be taught how to manipulate an iPad because standardized tests are now given via technology. In addition, it will be used to help kindergarten students to be prepared for first grade skills like number knowledge and pre-reading.

**Measurement:** The NWEA gives very specific details about each individual student and it is given in the fall, winter, and spring. In addition, students will be assessed from the Simple Solutions math and ELA curriculum. The teacher will also be testing letter recognition and sound, sight word, and math components of the report card for kindergarten every nine weeks.

### **Southside High School**

Mark Rabalais, Jade Calais, Catherine Cassidy

Grades 9,10

#### **“Building STEAM to CODE”**

**Number of students: 683      Amount Funded: \$4882.21**

This grant is dedicated to providing students the tools and resources for thoroughly investigating the Vermillion River Watershed through the language of computer programming and coding. Coding is a new form of digital literacy that provides a platform for observing natural phenomenon, analyzing past or present occurrences, predicting future activity, and discussing local community involvement as it relates to science concepts taught in school. Through code, students will monitor the water system, analyze or identify potential problems, create or design apps, or produce videos to further explain a problem and offer possible solutions.

**Measurement:** Students will be assessed through formative and summative means. Data analysis and collection skills will be assessed through formative methods. Secondly, this project will lead to several summative assessments, including the making of the watershed model, students’ final evaluations and recommendations that will focus on maintenance for and improvement of the Vermillion Watershed, and students’ presentations. Biology students will be required to take End of Course (EOC) exams.

### **LPSS Talented Program**

Alicia Chiasson, Lian Cheramie

Chad Viator, Anne Boudreau

Grades 1-12

#### **“Multi-Disciplinary Arts Festival 2018”**

**Number of students: 700      Amount Funded: \$1,000**

Over 600 students will participate in a three-week long, multi-disciplinary arts festival at Cite' des Arts and the Acadiana Center for the Arts. Students get the opportunity to showcase the art they create in the classroom in a professional setting. There will be a visual arts exhibition along with music and theatre performances throughout the festival.

**Measurement:** Throughout the school year leading up to the festival, embedded and formative assessments are used in every session. The program is highly individualized in a small group or individual setting. Teachers work with each student to set goals that improve their weaknesses and advance their strengths. The festival culminates in a summative assessment. Teachers meet to discuss successes and areas of improvements. Each student gets the opportunity to reflect and discuss their experience of creating art and then sharing it in a professional setting, including feedback from family, friends, and other audience members. The students set goals for the next year’s project.

### **Woodvale Elementary School**

Courtney Sykes

Grades K-4

#### **“From Fidgety and Frustrated to Calm and Concentrating”**

**Number of students: 613      Amount Funded: \$530.65**

This grant would provide students with tools to assist them with self-regulation in the classroom. These tools will give students who are overwhelmed with emotions an opportunity to calm down in the classroom instead of being removed to the office. Fidgets give students with excess energy a way to use that energy without disrupting their own learning or that of other students. The goal of my project is increased time learning for all students, as well as emotional regulation, which both lead to increased academic success.

**Measurement:** Summative assessments would be used by creating an end of the year survey for teachers to complete anonymously. The kits would be rated and the teachers will provide feedback.

**Woodvale Elementary School**

Laure Warner

Grades Pre-K-4

**“Discovering French Through The Senses”**

**Number of students: 600      Amount Funded: \$1,000**

This grant will fund "French Week", a week long celebration of the French culture, language, music, traditions, and food; a discovery of French through the senses. French Week will be celebrated by 4th grade students with hands-on activities and also by students school-wide with special events. The goal is for students to experience a new culture and become excited about learning a new language.

**Measurement:** Students will be assessed on their research for their Passport project and their use of French. The Passport project has multiple parts with its own rubric that will be used as a formative assessment.

**Woodvale Elementary**

Susan Yerino

Grades PreK-2

**“Daily 5: Using STEM Science Cart Concepts for Writing”**

**Number of students: 338      Amount Funded: \$1,000**

The grant will introduce practical science concepts in Next Generation science using STEM materials, then get students to reflect on their learning in the writing portion of daily 5. We hope by reinforcing the activity with reflection, students will develop a deeper understanding. By introducing concepts early, we want to encourage scientific thinking in students. Students will use materials they think of as fun to explore at stations. Then, they will write about what they did or explain the results. By directly experimenting and writing, our students should be more engaged in developing thinking skills

**Measurement:** The MWEA will be used to compare fall to spring in physical science to see if scores increase. Map testing done on all students in the fall, winter, and spring to measure gains. Last year's gain will be compared to this year's gain to see which year had the greatest gains. ELA scores in the area of writing will also be compared.

**Woodvale Elementary School**

Susan Yerino

Grades 2-4

**“Partnering with Technology”**

**Number of students: 385      Amount Funded: \$1,000**

The goal is to individualize and differentiate learning by using chromebooks to engage students in meaningful learning. Students will use the chromebooks for research, as a rotational station in lessons, as an individualized assignment tool, and for enrichment activities. Objectives are to strengthen and individualize student learning using a variety of choices, stations, and materials, tied to Louisiana content standards in all subjects. In science, the chromebooks will allow groups to use STEM (science, technology, engineering, and math) activities.

**Measurement:** Diagnostic assessments include Tenmarks for math, where students are assessed weekly. Math skills will be targeted in some individualized assignments to remediate weaknesses. Pre- and post-tests (MAP) will be used for mastery assessment. Teacher will use areas of weakness seen in the pre-test to individualize learning and maximize growth. Specific areas/skills will be targeted, especially for those below grade level. For those already above level, new material and skills will be introduced. Since the MAP testing continues until students miss questions, an above level assessment in areas of study should be able to be compared.

**Youngsville Middle School**

Susan Deshotels

Grades K-4

**“We’re Not Playing Video Games; We’re MAKING Video Games in the ‘Libratory”**

**Number of students: 40      Amount Funded: \$979.88**

The students will be developing and coding video games using Nooks and Bloxels, “A hands-on platform for kids to build, collaborate, and tell stories.” The ultimate goal is to produce young people who will work creatively and cooperatively bringing Common Core Standards to life by using technology as an avenue.

**Measurement:** Formative Assessments will include “planning documents” such as Venn diagrams and Google documents that students will store in electronic or paper portfolios and attendance to available school hour opportunities and after school gatherings. The final projects and presentations at the Maker Faire will be used as Summative Assessments. Input from students, parents, teachers, and community members will also serve as gauges of success.

## LEF Model Grant

### REAL Education and Outreach

#### Reality Check

Reality Check is a one day retreat for high school students, designed to teach creative approaches to eliminate bullying and other forms of discrimination on campus and in their every day lives. The program is peer lead, but driven by the qualified staff of life-long educators, along with well-trained volunteers. Reality Check includes team building exercises and activities that encourage open communication.

The goals of the program are to build confidence, improve self-esteem, increase leadership skills, stop bullying, make good choices and develop better relationships. This program creates a safe and fun environment where young people learn through demonstration and by doing.

Reality Check is administered by REAL Education & Outreach, an organization founded by Lafayette Educator, Kathy Roy. The mission of REAL Education and Outreach is to support young people in practicing skills designed to improve their quality of life. REAL offers programs designed for young people to develop and implement social/emotional skills in their lives at home and on their campuses. It's a curriculum taught in schools that teach teens how to react to situations that could get them into trouble.

#### **Reality Check**

**Total Funded in 2015-2016:**

\$12,900

**Total Funded in 2016-2017:**

\$3,250

## LEF Model Grant

### Hi-Lo Books for Reading Success

Edgar Martin Middle School

The goal of Hi-Lo Books for Reading Success is to identify students who are reading two or more years below grade level and to increase their reading level by one and half years by the end of the school year. This program provides high interest, low reading level books and was created by a Lafayette Parish educator.

The program was originally implemented at Broussard Middle in 2013 as a Classroom Grant for the 8th grade. Within one school year, 90% of students met or exceeded their STAR Scaled Goal for the year. 85% of students improved their reading level by one academic year or more. 89% improved their scale score on the LEAP test. On average, students read 15 more books than they read during the previous year.

Due to the success of the grant it was then implemented school wide at Edgar Martin Middle school with tremendous success, thanks to the generosity of the Pugh Family Foundation! LEF, with help from Capital One Bank, will bring the model grant to four more Lafayette Parish Middle Schools in the 2017-2018 school year.

#### **Hi-Lo Books for Reading Success**

**2016-2017 Funding Partner:**

Pugh Family Foundation - \$5,000

## LEF Model Grant

### Matching Struggling Readers with Books that Fit

Truman Early Childhood Education Center

“Matching Struggling Readers with Books that Fit” is an effective program developed by a Lafayette Parish educator with the goal to increase the percentage of students reading on or above grade level by third grade. By providing research-based leveled texts for reading instruction, tutoring, and reading practice at home, we are successfully increasing the number of students reading on or above grade level.

Beginning in the fall of 2007, LEF assisted thirteen schools with the help of a \$100,000 grant from Capital One Bank. By the end of the second school year, test results indicated 89%-94% of their second grade students were reading on or above grade level. Prior to the implementation, only 3 of the 13 schools reported reading scores above 80%. ALL schools showed an improvement; some as much as 33%.

Through the help of our donors, LEF was able to continue aiding in the development of the youth’s reading skills. Truman Early Childhood Education Center received funding for this Model Grant for the 2016-2016 school year, thanks to the generosity of the Democratic Party Executive Committee of Lafayette.

Since it’s inception, this Reading Initiative has awarded over \$146,000 in funding and reached over 12,000 students in 21 schools across Lafayette Parish.

### **Matching Struggling Readers with Books that Fit**

**2016-2017 Funding Partner:**

Lafayette DPEC - \$1,000



**Save the Date!**

**LEF Teacher Awards**

January 18, 2018

**LEF 2018-2019**

**Grant Application Deadline**

April 3

## **LEF PROGRAMS**

**Grants** are a primary tool in LEF's effort to promote excellence in education. Individual teachers initiate classroom grants of up to \$1,000. School impact grants of up to \$5,000 are awarded for large-scale projects involving an entire school, grade level or curriculum. By awarding grants directly to teachers, LEF encourages and rewards teachers for creating innovative and exceptional classroom strategies for learning.

Any elementary, middle, or high school teacher in a Lafayette Parish public school may apply for a grant. Awards are made on the basis of a competitive review by panels of community representatives from both business and the education community.

In addition to the original grants program, LEF continues to pilot innovative projects with the intention of replicating successful model grants, designed to help educators and students reach their goals.

**Teacher Awards** recognizes and honors Lafayette Parish educators who have made a difference in the life of a child. Each year, sixteen finalists are honored during an "Academy Awards" style gala that is designed to recognize all of the nominated teachers for their contributions to excellence in education.

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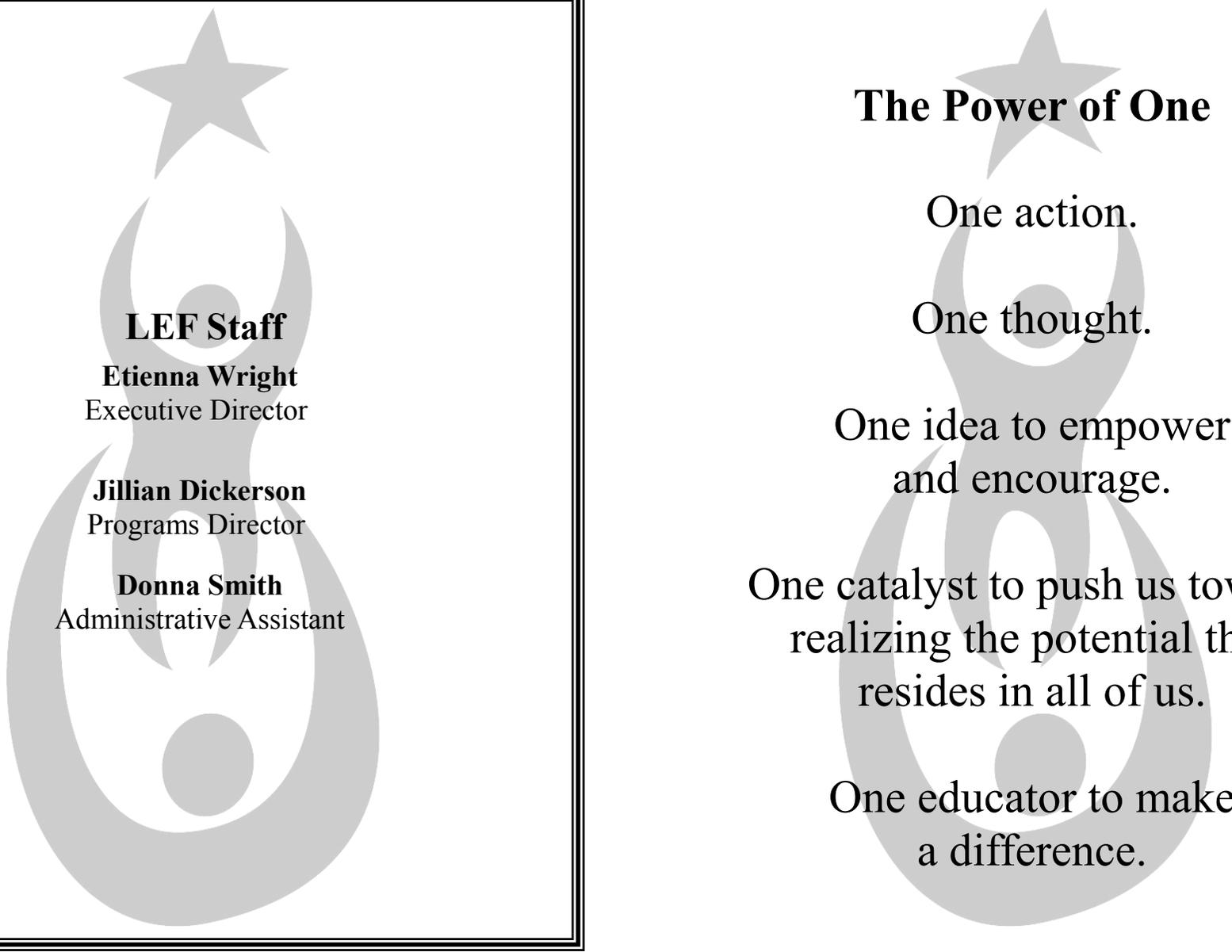
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**The Power of One**

One action.

One thought.

One idea to empower  
and encourage.

One catalyst to push us toward  
realizing the potential that  
resides in all of us.

One educator to make  
a difference.