

Learning Success Center

The Learning Success Center (LSC) is beginning our 3rd year as a Supplemental Service Provider. LSC provides services for K-12 students in Literacy and Math and will add Science in the coming school year. The program is a for profit tutoring program that uses “Highly Qualified” tutors in the school setting with a 5:1 pupil /tutor ratio. The program is innovative in that it directly targets the identified weaknesses of students to enhance changes of academic proficiency; yet, works from the strengths of the students.

The LSC program provides Pre/Post Assessments in order to help tutors develop the Personal Academic Tutoring Plans for each student and to measure progress at the end of the program. The Math and Science Assessments include a timed Benchmark type assessment per grade level with problems of different levels of difficulty in each of the five Math and Science Strands. In reading, we use the Flynt-Cooter Reading Inventory (FCRI) which is appropriate for grades K-12. This assessment is administered in a one-on-one basis by highly qualified and trained assessors. The FCRI is administered in a one-on one setting and takes approximately 20-25 minutes per student. Students in grades 7-12 are administered a timed Benchmark type assessment with reading passages, multiple choice questions, and open response writing.

During professional development, tutors are trained on how to complete a Personal Academic Tutoring plan using previous Benchmark scores, current Benchmark data and/or SAT 10 scores. Using these results, tutors complete the Personal Academic Plan and use the assessment data to write an academic plan for each student.

By using the LSC Assessment results along with the Benchmark and/or SAT 10 results, tutors will have adequate data to complete a detailed Personal Academic tutoring Plan for each student in the program. The Personal Academic Tutoring Plan must be approved by parents and will become the guide for tutoring sessions during the program. Additional tutor training includes how to teach/tutor in a small group session using research based strategies including: *Strategies That Work* by Stephanie Harvey and Anne Goudvis, Bloom’s Taxonomy, Marilyn Burns strategies for teaching math and many more.

The LSC program operates in a small group setting usually 5:1 pupil/tutor ratio typically using staff who have been interviewed by LSC staff and who have demonstrated abilities to work successfully with individual students or small groups and have the support of the school administration. Tutoring sessions generally run for 1.5 to 2.0 hours. The program has the flexibility to work with students in school facilities or in facilities rented for this purpose.

A site-coordinator is hired by the LSC to monitor the daily activities in the program, meet with parents or administrators, ensure that parents pick-up students on time, and take care of any absences by tutors. A specially trained site-monitor from the LSC is on site weekly to ensure program implementation and specifically the Personal Academic Tutoring plan is being used for maximum results.

The provider will negotiate with each school district to determine and set forth the procedures for transporting children to and from the home if appropriate. This will ensure the safety of each participant.

The LSC is a for-profit organization that has worked successfully with schools for the last three years. The staff members are highly trained and experienced in the use of innovative strategies and techniques in working with students and their parents from various sub-populations. Letters of support show that schools and parents are pleased with the program and it has been a success. With over 80% of the students showing marked gains in literacy and math this year, we look forward to another successful year.

Section IB: Basic Program Information

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|--|---|
| <p><i>Applicant Name</i></p> <p>Learning Success Center</p> | <p><i>Program Name (if different from Applicant Name)</i></p> |
| <p><i>Has this applicant ever been removed from any state's approved provider list?</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><i>If the response is "Yes", applicant must provide a description of the circumstances under which the removal occurred, and the state(s) from whose approved provider list the applicant was removed.</i></p> | |
| <p><i>Type of organization (indicate with a check in the appropriate box)</i></p> <p><input checked="" type="checkbox"/> For-profit</p> <p><input type="checkbox"/> Not for Profit</p> <p><input type="checkbox"/> School Entity</p> <p><input type="checkbox"/> Higher Education Institution</p> <p><input type="checkbox"/> Other (describe)</p> | <p><i>First Year applicant approved to offer SES services in Arkansas</i></p> <p>2007-2008</p> <p><i>First year applicant approved to offer SES services anywhere</i></p> <p>2007-2008</p> |
| <p><i>Subject areas to be covered (09-10 indicate with a check in the box)</i></p> <p><input checked="" type="checkbox"/> Math</p> <p><input checked="" type="checkbox"/> English/Lang Arts</p> <p><input checked="" type="checkbox"/> Science</p> | <p><i>Grades to be served (09-10) in each subject area to be covered</i></p> <p>K—12 All Subjects (M/L/S)</p> <p><u>Math</u></p> <p><u>English/Language Arts</u></p> <p><u>Science</u></p> |
| <p><i>Staff availability and qualifications (do not exceed 100 word description)</i></p> <p>Highly qualified staff (certified in tutoring area) will be selected from the school in which tutoring is being offered. Staff must apply, be interviewed, and have the recommendation of administration. Staff must provide evidence of success in other tutoring programs or other relevant evidence of success. Tutoring staff will be monitored by Lynne Risner.</p> | |
| <p><i>Service delivery setting (check all that apply)</i></p> <p><input type="checkbox"/> School</p> <p><input checked="" type="checkbox"/> Business location</p> <p><input checked="" type="checkbox"/> Place of religious worship</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Community Center</p> <p><input type="checkbox"/> Student's Home (parent or guardian must be present during tutoring)</p> <p><input type="checkbox"/> On-line</p> <p><input checked="" type="checkbox"/> Other (describe) Rented Space</p> | <p><i>Specific student populations proposed to be served (check all that are proposed to be served)</i></p> <p><input checked="" type="checkbox"/> Low income</p> <p><input checked="" type="checkbox"/> Minority</p> <p><input checked="" type="checkbox"/> Migrant</p> <p><input checked="" type="checkbox"/> Limited English proficient (indicate languages)</p> <p><input checked="" type="checkbox"/> Special education</p> <p><input type="checkbox"/> Other (describe)</p> |

| | |
|--|---|
| <p><i>Time when services are proposed to be offered</i></p> <p><input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Other (describe)</p> | <p><i>Student/instructor ratio</i></p> <p>List the ratio of instructors to children in the proposed program 1 to 5</p> <p>Maximum number of students for each instructor (not to exceed 10 students per instructor) Maximum of 10 students per instructor</p> |
| <p><i>Cost per hour (not to exceed current maximum allowable from RFA)</i></p> <p>\$50.00/hr.</p> | <p><i>Approximate number of hours required for proposed tutoring</i></p> <p>1.5 – 2 hours</p> |
| <p><i>Minimum number of students that will be served in a single district---5</i></p> <p><i>Minimum number of students that will be served in a single school or setting--5</i></p> | <p><i>Will students be transported by this provider?</i></p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><u>Provided by parents/family unless other arrangements are made.</u></p> |
| <p><i>Provider Contact Information:</i></p> <p>Contact Person Name: Lynne Risner Street Address: 111 Mohawk City, State, Zip: Hot Springs, AR 71901 Contact telephone number: 870-584-8198 Contact fax number: 501-620-4322 Email: thelearningsuccesscenter@hotmail.com Website: www.thelearningsuccesscenter.com Hours of operation: 1:00 p.m. –5:30 p.m. Monday – Thursday Open one Saturday a month 10:00 a.m. – 12:00 p.m. by appointment only.</p> | |

Indicate Arkansas School Districts in which this applicant provided SES services for any child during the 2008-2009 academic year.

- | | | |
|---|---|---|
| <input type="checkbox"/> Alma | <input type="checkbox"/> County Line | <input type="checkbox"/> Hamburg |
| <input type="checkbox"/> Alpena | <input type="checkbox"/> Cross County | <input type="checkbox"/> Hampton |
| <input type="checkbox"/> Arkadelphia | <input type="checkbox"/> Crossett | <input type="checkbox"/> Harmony Grove (Ouachita) |
| <input type="checkbox"/> Ark School for the Blind | <input type="checkbox"/> Cushman | <input type="checkbox"/> Harmony Grove (Saline) |
| <input type="checkbox"/> Ark School for the Deaf | <input type="checkbox"/> Cutter Morning Star | <input type="checkbox"/> Harrisburg |
| <input type="checkbox"/> Armorel | <input type="checkbox"/> Danville | <input type="checkbox"/> Harrison |
| X <u>Ashdown</u> | <input type="checkbox"/> Dardanelle | <input type="checkbox"/> Hartford |
| <input type="checkbox"/> Atkins | <input type="checkbox"/> Decatur | <input type="checkbox"/> Hazen |
| <input type="checkbox"/> Augusta | <input type="checkbox"/> Deer/Mount Judea | <input type="checkbox"/> Heber Springs |
| <input type="checkbox"/> Bald Knob | <input type="checkbox"/> Delight | <input type="checkbox"/> Hector |
| <input type="checkbox"/> Barton Lexa | <input type="checkbox"/> DeQueen | <input type="checkbox"/> Helena/West Helena |
| <input type="checkbox"/> Batesville | <input type="checkbox"/> Dermott | <input type="checkbox"/> Hermitage |
| <input type="checkbox"/> Bauxite | <input type="checkbox"/> Des Arc | <input type="checkbox"/> Highland |
| <input type="checkbox"/> Bay | <input type="checkbox"/> Dewitt | <input type="checkbox"/> Hillcrest |
| <input type="checkbox"/> Bearden | <input type="checkbox"/> Dierks | <input type="checkbox"/> Hope |
| <input type="checkbox"/> Beebe | <input type="checkbox"/> Dollarway | <input type="checkbox"/> Horatio |
| <input type="checkbox"/> Benton | <input type="checkbox"/> Dover | X <u>Hot Springs</u> |
| <input type="checkbox"/> Bentonville | X <u>Earle</u> | <input type="checkbox"/> Hoxie |
| <input type="checkbox"/> Bergman | <input type="checkbox"/> East End | <input type="checkbox"/> Hughes |
| <input type="checkbox"/> Berryville | <input type="checkbox"/> East Poinsett County | <input type="checkbox"/> Huntsville |
| <input type="checkbox"/> Bismarck | <input type="checkbox"/> El Dorado | <input type="checkbox"/> Iazard County Consolidated |
| <input type="checkbox"/> Blevins | <input type="checkbox"/> Elkins | <input type="checkbox"/> Jackson County |
| <input type="checkbox"/> Blytheville | <input type="checkbox"/> Emersn Taylor | <input type="checkbox"/> Jasper |
| <input type="checkbox"/> Booneville | <input type="checkbox"/> England | <input type="checkbox"/> Jessieville |
| <input type="checkbox"/> Bradford | <input type="checkbox"/> Eureka Springs | <input type="checkbox"/> Jonesboro |
| <input type="checkbox"/> Bradley | <input type="checkbox"/> Farmington | <input type="checkbox"/> Junction City |
| <input type="checkbox"/> Brinkley | <input type="checkbox"/> Fayetteville | <input type="checkbox"/> Kirby |
| <input type="checkbox"/> Brookland | <input type="checkbox"/> Flippin | <input type="checkbox"/> Lafayette County |
| <input type="checkbox"/> Bryant | <input type="checkbox"/> Fordyce | <input type="checkbox"/> Lake Hamilton |
| <input type="checkbox"/> Buffalo Island | <input type="checkbox"/> Foreman | <input type="checkbox"/> Lakeside (Chicot) |
| <input type="checkbox"/> Cabot | X <u>Forrest City</u> | <input type="checkbox"/> Lakeside (Garland) |
| <input type="checkbox"/> Caddo Hills | <input type="checkbox"/> Fort Smith | <input type="checkbox"/> Lamar |
| <input type="checkbox"/> Calico Rock | <input type="checkbox"/> Fouke | <input type="checkbox"/> Lavaca |
| <input type="checkbox"/> Camden Fairview | <input type="checkbox"/> Fountain Lake | <input type="checkbox"/> Lawrence County |
| <input type="checkbox"/> Carlisle | <input type="checkbox"/> Genoa Central | <input type="checkbox"/> Lead Hill |
| <input type="checkbox"/> Cave City | <input type="checkbox"/> Gentry | <input type="checkbox"/> Lee County |
| <input type="checkbox"/> Cedar Ridge | <input type="checkbox"/> Glen Rose | <input type="checkbox"/> Lincoln |
| <input type="checkbox"/> Cedarville | <input type="checkbox"/> Gosnell | <input type="checkbox"/> Little Rock |
| <input type="checkbox"/> Center Point | <input type="checkbox"/> Gravette | <input type="checkbox"/> Lonoke |
| <input type="checkbox"/> Charleston | <input type="checkbox"/> Green Forest | <input type="checkbox"/> Magazine |
| <input type="checkbox"/> Clarendon | <input type="checkbox"/> Greenbrier | <input type="checkbox"/> Magnet Cove |
| <input type="checkbox"/> Clarksville | <input type="checkbox"/> Green County Tech | <input type="checkbox"/> Magnolia |
| <input type="checkbox"/> Cleveland County | <input type="checkbox"/> Greenland | <input type="checkbox"/> Malvern |
| <input type="checkbox"/> Clinton | <input type="checkbox"/> Greenwood | <input type="checkbox"/> Mammoth Spring |
| <input type="checkbox"/> Concord | <input type="checkbox"/> Gurdon | <input type="checkbox"/> Manila |
| <input type="checkbox"/> Conway | <input type="checkbox"/> Guy Perkins | <input type="checkbox"/> Mansfield |
| <input type="checkbox"/> Corning | <input type="checkbox"/> Hackett | |
| <input type="checkbox"/> Cotter | | |

- Marion
- Marked Tree
- Marmaduke
- X Marvell
- Mayflower
- Maynard
- McCrory
- McGehee
- Melbourne
- Mena
- Midland
- Mineral Springs
- Monticello
- Mount Ida
- Mt. Vernon Enola
- Mountain Home
- Mountain Pine
- Mountain View
- Mountainburg
- Mulberry/
Pleasant View
- Murfreesboro
- Nashville
- Nemo Vista
- Nettleton
- Nevada
- Newport
- Norfolk
- Norphlet
- North Little Rock
- Omaha
- Osceola
- Ouachita
- Ouachita River
- Ozark
- Ozark Mountain
- Palestine Wheatley
- Pangburn
- Paragould
- Paris
- Parkers Chapel
- Pea Ridge
- Perryville
- Piggott
- Pine Bluff
- Pocahontas
- Pottsville
- Poyen
- Prairie Grove
- Prescott
- Pulaski County
Special
- Quitman
- Rector
- Riverside
- Riverview
- Rogers
- Rose Bud
- Russellville
- Salem
- Scranton
- Searcy
- Searcy County
- Sheridan
- Shirley
- Siloam Springs
- Sloan Hendrix
- Smackover
- South Conway
County
- South Mississippi
County
- South Side (Bee
Branch)
- Southside
(Batesville)
- Spring Hill
- Springdale
- Star City
- Stephens
- Strong Huttig
- Stuttgart
- X Texarkana
- Trumann
- Turrell
- Twin Rivers
- Two Rivers
- Valley Springs
- Valley View
- Van Buren
- Van Cove
- Vilonia
- Viola
- Waldron
- Warren
- Watson Chapel
- Weiner
- West Fork
- West Memphis
- West Side
- Western Yell
County
- Westside
(Hartman)
- Westside
Consolidated
- White County
Central
- White Hall
- Wickes
- Wonderview
- Woodlawn
- Wynne
- Yellville Summit

Indicate the Arkansas School Districts in which SES services are proposed for the 2009-2010 academic year.

***PLEASE NOTE: THE LEARNING SUCCESS CENTER WILL SERVE ANY SCHOOL DISTRICT IN THE STATE WITHIN THE MINIMUM REQUIRED NUMBERS (5 PER SCHOOL OR DISTRICT)**

- | | | |
|---|---|--|
| <input type="checkbox"/> Alma | <input type="checkbox"/> Concord | <input type="checkbox"/> Green Forest |
| <input type="checkbox"/> Alpena | <input type="checkbox"/> Conway | <input type="checkbox"/> Greenbrier |
| <input type="checkbox"/> Arkadelphia | <input type="checkbox"/> Corning | <input type="checkbox"/> Green County Tech |
| <input type="checkbox"/> Ark School for the Blind | <input type="checkbox"/> Cotter | <input type="checkbox"/> Greenland |
| <input type="checkbox"/> Ark School for the Deaf | <input type="checkbox"/> County Line | <input type="checkbox"/> Greenwood |
| <input type="checkbox"/> Armorel | <input type="checkbox"/> Cross County | <input type="checkbox"/> Gurdon |
| <input type="checkbox"/> Ashdown | <input type="checkbox"/> Crosssett | <input type="checkbox"/> Guy Perkins |
| <input type="checkbox"/> Atkins | <input type="checkbox"/> Cushman | <input type="checkbox"/> Hackett |
| <input type="checkbox"/> Augusta | <input type="checkbox"/> Cutter Morning Star | <input type="checkbox"/> Hamburg |
| <input type="checkbox"/> Bald Knob | <input type="checkbox"/> Danville | <input type="checkbox"/> Hampton |
| <input type="checkbox"/> Barton Lexa | <input type="checkbox"/> Dardanelle | <input type="checkbox"/> Harmony Grove (Ouachita) |
| <input type="checkbox"/> Batesville | <input type="checkbox"/> Decatur | <input type="checkbox"/> Harmony Grove (Saline) |
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| <input type="checkbox"/> Bentonville | <input type="checkbox"/> Dewitt | <input type="checkbox"/> Hector |
| <input type="checkbox"/> Bergman | <input type="checkbox"/> Dierks | <input type="checkbox"/> Helena/West Helena |
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| <input type="checkbox"/> Bismarck | <input type="checkbox"/> Dover | <input type="checkbox"/> Highland |
| <input type="checkbox"/> Blevins | <input type="checkbox"/> Drew Central | <input type="checkbox"/> Hillcrest |
| <input type="checkbox"/> Blytheville | <input type="checkbox"/> Dumas | <input type="checkbox"/> Hope |
| <input type="checkbox"/> Booneville | <input type="checkbox"/> Earle | <input type="checkbox"/> Horatio |
| <input type="checkbox"/> Bradford | <input type="checkbox"/> East End | <input type="checkbox"/> Hot Springs |
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| <input type="checkbox"/> Brinkley | <input type="checkbox"/> El Dorado | <input type="checkbox"/> Hughes |
| <input type="checkbox"/> Brookland | <input type="checkbox"/> Elkins | <input type="checkbox"/> Huntsville |
| <input type="checkbox"/> Bryant | <input type="checkbox"/> Emerson Taylor | <input type="checkbox"/> IZARD County Consolidated |
| <input type="checkbox"/> Buffalo Island | <input type="checkbox"/> England | <input type="checkbox"/> Jackson County |
| <input type="checkbox"/> Cabot | <input type="checkbox"/> Eureka Springs | <input type="checkbox"/> Jasper |
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| <input type="checkbox"/> Cleveland County | <input type="checkbox"/> Glen Rose | |
| <input type="checkbox"/> Clinton | <input type="checkbox"/> Gosnell | |
| | <input type="checkbox"/> Gravette | |

- Lead Hill
- Lee County
- Lincoln
- Little Rock
- Lonoke
- Magazine
- Magnet Cove
- Magnolia
- Malvern
- Mammoth Spring
- Manila
- Mansfield
- Marion
- Marked Tree
- Marmaduke
- Marvell
- Mayflower
- Maynard
- McCrory
- McGehee
- Melbourne
- Mena
- Midland
- Mineral Springs
- Monticello
- Mount Ida
- Mt. Vernon Enola
- Mountain Home
- Mountain Pine
- Mountain View
- Mountainburg
- Mulberry/
Pleasant View
- Murfreesboro
- Nashville
- Nemo Vista
- Nettleton
- Nevada
- Newport
- Norfolk
- Norphlet
- North Little Rock
- Omaha
- Osceola
- Ouachita
- Ouachita River
- Ozark
- Ozark Mountain
- Palestine Wheatley
- Pangburn
- Paragould
- Paris
- Parkers Chapel
- Pea Ridge
- Perryville
- Piggott
- Pine Bluff
- Pocahontas
- Pottsville
- Poyen
- Prairie Grove
- Prescott
- Pulaski County
Special
- Quitman
- Rector
- Riverside
- Riverview
- Rogers
- Rose Bud
- Russellville
- Salem
- Scranton
- Searcy
- Searcy County
- Sheridan
- Shirley
- Siloam Springs
- Sloan Hendrix
- Smackover
- South Conway
County
- South Mississippi
County
- South Side (Bee
Branch)
- Southside
(Batesville)
- Spring Hill
- Springdale
- Star City
- Stephens
- Strong Huttig
- Stuttgart
- Texarkana
- Trumann
- Turrell
- Twin Rivers
- Two Rivers
- Valley Springs
- Valley View
- Van Buren
- Van Cove
- Vilonia
- Viola
- Waldron
- Warren
- Watson Chapel
- Weiner
- West Fork
- West Memphis
- West Side
- Western Yell
County
- Westside
(Hartman)
- Westside
Consolidated
- White County
Central
- White Hall
- Wickes
- Wonderview
- Woodlawn
- Wynne
- Yellville Summit

Section II: Narrative and Supporting Documentation

SECTION IIA: PROGRAM OVERVIEW

The Learning Success Center (LSC) meets guidelines as outlined in the No Child Left Behind (NCLB) Supplemental Educational Services Non-Regulatory Guidance (June 13, 2005). This program provides high quality, research-based tutorial and remediation services. Teachers who have demonstrated success and/or are willing to work with students who are academically “at-risk” are employed for this program. Teachers must go through an interview process including an application, letters of reference, and an interview by a group of other educators. Once teachers have been approved, they will be required to attend professional development which is generally provided on-site.

Each and every child is different with unique needs and learning styles. A learning styles inventory will be administered to each student on the first day. Pre-assessments will be administered in literacy, math, or science in order to provide targeted, prescriptive and personalized lessons for each student. Additionally, post-assessments will be administered at the end of the program.

Upon starting the LSC program for literacy tutoring, K-6 students will be administered the Flynt-Cooter Reading Inventory. The Flynt-Cooter Reading Inventory (FCRI) is an informal reading inventory intended for reading levels from pre-primer through grade 12. Students in the program for literacy who are in grades 7 or above will receive a benchmark type assessment (including End of Course Literacy). This assessment will include reading passages, multiple choice question/answer sections, and open response items. In addition it will include writing prompts. Students in these grades will receive the same type of assessment for their post-test.

Students in the K-8 program receiving math tutoring will receive a math pre- and post-assessment that consists of multiple choice items. Students can generally show their

work; so that examiners can view student's thought processes as they score the math assessments. All the math strands from the Arkansas Math Curriculum Frameworks are included in the math assessments. Students taking Algebra or Geometry will receive pre- and post-assessments in those math content areas. Pre-assessment information along with any previous SAT-10 and/or Benchmark information will be recorded on the personal academic tutoring plan. This information will be used to create a tutoring plan for each student and will allow tutors to group students based on their areas of weakness and/or needs.

The LSC uses a flexible 90 minute model with three rotations during each session. Upon arrival, tutors provide a 5 minute read-aloud for all students. Read alouds provide students with a fluent reading model. Texts will be from a variety of genres including math and science concept narrative texts. Students will then spend 25-30 minutes with a tutor in small groups with a ratio of ideally no more than 5:1. Groups will be formed based on results from pre-assessments. Within these small groups, students will receive targeted, individualized instruction designed to increase their skills and strategies in order to become better writers, readers, mathematicians, and/or scientists. The second rotation encompasses independent reading, writing, science, and or math skills practice (monitored by a tutor). The third rotation includes a technology component where students are practicing targeted skills on the computer. Students rotate through these three sessions so at the end of each day they will have received individualized instruction from a teacher/tutor, independent practice with the new skill or strategy, and additional practice through technology. (There will be a break during the 90 minutes.)

Through this model, not only are students working with highly-qualified tutors, but they are receiving time to immediately practice the new skill with guided practice if needed. This kind of face-to-face interaction ensures students will have their questions and needs

addressed quickly. With this model, a student won't incorrectly learn or internalize a skill, strategy, or concept and then go home and practice it the wrong way. Research shows that it takes an average of eight times for something to be learned; conversely, when something is learned incorrectly it takes an average of 28 times to unlearn it - twenty times to unlearn the incorrect strategy or skill and eight times to re-learn it correctly.

The parental component of this program is extremely strong. Parents are provided with written reports once per week explaining what skills or strategies their child has been practicing. Parents are encouraged to attend at least one tutoring session. Parents will not be required to provide any supplies or materials. School districts will be provided with pre- and post-assessment scores and have access to weekly information kept by the tutors as well. This report will define the skills and strategies that have been practiced and progress the student is making. Districts will be provided with a final report indicating the overall progress of students in the program.

Section III: INDICATORS OF QUALITY

A. Evidence of Links between Research & Program Design

As previously stated, all tutoring will be offered in small groups in order to offer as much one on one and small group interaction as possible. The rotation model previously discussed will be used for all types of tutoring regardless of the content area. The flexibility of this model (and the beauty of it) is that if there is a student who needs a little more time with the teacher in modeled or guided practice, they can stay with the teacher for a few extra minutes while the rest of the group goes to independent practice or to the computer rotation. A teacher can actually spend extra time with all the students individually or a couple at a time if the students need extra help as they rotate through the other components (independent practice and the technology component).

English Language Arts

The model used by the Learning Success Center meets the findings of the at five essential elements as identified by National Reading Panel Report, *Put Reading First, The Research Building Blocks for Teaching Children to Read* (phonemic awareness, phonics, fluency, vocabulary, and text comprehension). Each of these elements will be addressed in the small group, independent reading/writing, and technological component of this program.

Phonemic awareness instruction helps children to read, spell, and comprehend text (ESEA). This program provides individualized phonemic awareness tutoring based on the assessed needs of each student. Phonemic awareness is developed both in the context of decoding (word identification) and encoding (spelling). Segmentation, blending, phoneme deletion, and addition instruction is provided in letter-sound relationships. Systematic and explicit **Phonics** instruction improves reading comprehension. This program provides intense and differentiated phonics practice and instruction. Instruction is provided through decoding tips with modeled practice in segmentation, blending, structural analysis, and correct pronunciation. As students engage in intensive practice of study words, previously mastered words will be systematically reviewed. **Vocabulary** development is supported through systematic introduction of content-relevant vocabulary. Reading strategies lessons present direct instruction and guided practice of vocabulary and word study skills. **Fluency** develops as a result of many opportunities to practice reading with a high degree of success. Fluency develops through instruction and modeling by the teacher. Continuous scaffolded practice is provided through repeated readings of leveled text. **Text comprehension** can be improved by instruction that helps readers use specific comprehension strategies. Appropriate leveled text and graphic organizers are

used to scaffold comprehension in a variety of contexts and build mental models.

Targeted strategic reading lessons present direct instruction in comprehension.

For writing, students will be taught the writing process including prewriting, rough draft, revising, editing, and publishing. Writing can be imbedded into the reading as students can write about what they are reading whether fiction or non-fiction text. Students can also write to writing prompts such as those required on the Arkansas benchmark. All types of writing will help students become stronger writers. Research shows that students take what they learn in reading to their writing and in writing to their reading. (Mayo, L.

(2000). *Making the Connection: Reading and Writing Together*. *English Journal*, 89 (4), 74-77

Mathematics

The goal in math tutoring is for students to improve accuracy with math facts, spend less time on homework, tackle tough word problems and become a successful, confident math student in every grade. Math tutoring and remediation is aligned with the National Council of Teachers of Mathematics (NCTM) standards. In their official position, *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence*, which builds on *Principles and Standards for School Mathematics* (NCTM 2000), they discuss what is important at particular levels of instruction and as in initial step toward a more coherent, focused curriculum. Number and operations; algebra; geometry; measurement; data, analysis, and probability; problem solving; reasoning and proof; communication; connections; and representations are all described as necessary standards for prekindergarten through twelfth grade.

The math standards will be assessed in the pre-assessments and identified gaps in any of these standards will be addressed in tutoring sessions. Tutors will receive professional development in the appropriate use of visual math, graphic organizers, and a

wide variety of manipulatives that can be used to help students overcome any areas of weakness they may have in any of the math strands.

Science

Science tutoring will be offered for the first time and occur in the eight categories of content standards which include: 1) Unifying concepts and processes in science; 2) Science as inquiry; 3) Physical science; 4) Life science; 5) Earth and space science; 6) Science and technology; 7) Science in personal and social perspectives; 8) History and nature of science. According to the National Science Teachers Association, the standard for unifying concepts and processes is presented for grades K-12, “because the understanding and abilities associated with major conceptual and procedural schemes need to be developed over an entire education, and the unifying concepts and processes transcend disciplinary boundaries”. The next seven categories listed above are clustered for grades K-4, 5-8, and 9-12. Tutors will work within any of these content standards that students need help in.

The standard of *Unifying Concepts and Processes* brings together many experiences in science education across the grades of K-12. This standard can be the focus of instruction at any grade level but should always be closely linked to outcomes aligned with other content standards such as math. One such example is measurement in science (i.e. what it means to measure, how to use measurement tools in the early grades and how measurement is important in all scientific endeavors).

The Learning Success Center will meet the criteria established by NCLB for science tutoring.

Section III B
Links Between Program Design and NRP Standards

Evidence of Links Between Research and Program Design
Reading

| Dimensions of Reading | Components of the Supplemental Educational Services Provider's Instructional Program |
|---------------------------------------|---|
| Phonemic Awareness Instruction | Phonemic awareness instruction will occur during small group/individual sessions. Instruction will include teaching students the ability to notice, think about, and work with the individual sounds in spoken words. Instruction will include phoneme isolation, identity, categorization, blending, and segmentation. |
| Phonics Instruction | Systematic, explicit phonics instruction will be provided for students. Phonics instruction provides practice with letter-sound relationships in a predetermined sequence. Children learn to use these relationships to decode words that contain them. |
| Fluency | Fluency instruction will be provided through modeling and the reading and re-reading of familiar texts. Students will be exposed to a wide variety of appropriately leveled text. Timed, one-minute fluency checks will be taken next week. |
| Vocabulary | Vocabulary instruction will include both direct (explicitly taught individual words and word-learning strategies to aid in reading comprehension) and indirect (where students hear and see words used in many different contexts) |
| Text Comprehension | Instruction that help increase text comprehension by using specific comprehension strategies will be provided to students. Included will be metacognition and monitoring comprehension so students learn to become strategic readers. |
| Other | All dimensions will be taught using direct explanation, modeling, guided practice, and application. Instruction will be provided in small group or individually. |

Section III B
Links Between Program Design and NCTM Standards

Evidence of Links Between Research and Program Design
Mathematics

| Mathematical Process Standards | Components of the Supplemental Educational Services Provider's Instructional Program |
|---------------------------------------|--|
| Problem Solving | Students will be taught to: 1) solve problems that arise in mathematics and in other contexts; 2) apply and adapt a variety of appropriate strategies to solve problems 3) build new mathematical knowledge through problem solving. |
| Reasoning and Proof | Students will be taught to: 1) select and use various types of reasoning and methods of proof; 2) recognize reasoning and proof as fundamental aspects of mathematics; 3) develop and evaluate mathematical arguments and proofs. |
| Communication | Students will be taught to: 1) organize and consolidate their mathematical thinking through communication; 2) use the language of mathematics to precisely express mathematical ideas; 3) communicate mathematical thinking coherently and clearly to peers, teachers, and others. |
| Connections | Students will be taught to: 1) recognize and use connections among mathematical ideas; 2) understand how mathematical idea interconnect and build on one another to produce a coherent whole; 3) recognize and apply mathematics in context outside of mathematics. |
| Representation | Students will be taught to: 1) select, apply, and translate among mathematical representations to solve problems; 2) use representations to model and interpret physical, social, and mathematical phenomena; 3) create and use representations to organize, record and communicate mathematical ideas. |
| Other | |

**Section III B
Links Between Program Design and NSTA Standards**

Evidence of Links Between Research and Program Design

Science

| Unifying Science Concepts and Processes | Components of the Supplemental Educational Services Provider's Instructional Program |
|--|---|
| Systems, order, and organization | <p>An important part of understanding and interpreting the world is the ability to think about the whole in terms of its parts and, alternatively, about parts as they relate to one another and to the whole. Science shows that there is order and predictability in nature. Understanding the basic laws, theories, and models that explain the world can be accomplished by connecting order and organization to systems. Students using the LSC program will study both natural and technological systems.</p> |
| Evidence, models, and explanation | <p>Students should have science experiences and a learning environment which encourage the quest for evidence. Evidence is defined by the National Science Education Standards as observations and data on which to base scientific explanations. Models are used to explain events which may or may not be directly observable. Models consist of physical objects or mathematical representations. Computer models are often constructed to simulate complex systems and to visualize data. Explaining in a scientifically literate manner consists of considering and evaluating new evidence in the light of existing knowledge. The LSC program will give students the background knowledge demonstrating that scientific explanations should be</p> |

| | |
|---|--|
| | <p>based on a scientific knowledge base and an understanding of the relationship among logic, evidence, and current knowledge.</p> |
| <p>Change, constancy and measurement</p> | <p>The concepts of constancy and change underlie most understandings of the natural and technological world. Through observations, students will learn that some characteristics of living things, materials, and systems remain constant over time, whereas others change. Through formal and informal studies, students develop an understanding of the processes and conditions in which change, constancy, and equilibrium take place. Change in systems can be quantified. Students will apply mathematical skills of accuracy, precision, scale, rate, and appropriate systems of measurement.</p> |
| <p>Evolution and equilibrium</p> | <p>Evolution represents change in systems. Systems may be biological, physical, or technological. Geological systems include chemical, physical and biological processes. Change may be abrupt or occur over various lengths of time. As systems react to forces and change, a state of equilibrium may develop where forces and changes occur in opposite and off-setting directions. Students will study these changes to determine future expectations and changes.</p> |
| <p>Form and Function</p> | <p>As students analyze natural and technological systems, the form of sub-units of systems or entire systems will be explained in terms of function. Students will be able to explain form and function and how the two are interrelated.</p> |
| <p>Other</p> | |

C. CONNECTION TO STATE ACADEMIC STANDARDS AND SCHOOL OR SCHOOL DISTRICT'S INSTRUCTIONAL PROGRAM(S)

The program components of the Learning Success Center are closely aligned to the Arkansas Literacy, Math, Science, and Technology standards established by the K-12 curriculum frameworks. Lesson plans are designed so that teachers must record those student learning expectations that are being addressed each day in the targeted lessons. It would be impossible to cite the SLE's in this RFP because literally any of them in the specified content areas could be addressed based on student need. Since tutors will be from each school district and will be in close contact with the classroom teacher, they will be familiar with and have access to materials that students are actually using in the classrooms. By using these pertinent materials, the tutoring lessons become much more relevant to students because they can actually see how the skills and strategies can transfer to something they are struggling with or something they need to learn.

Tutors will be in constant contact with the regular classroom teachers and can have many mini-conferences with them throughout the year. The regular teacher and the tutor/teacher can be in constant communication since they will both be located on the same campus. The site coordinator will be responsible for ensuring that this communication is constant and effective for the students.

Pre-assessment results will be used to create personal academic plans and these will then transfer to the targeted daily lesson plans based on identified areas of weakness. Not all students learn at the same rate or in

the same manner. The Learning Styles assessments (determining visual, auditory, or kinesthetic strengths) will greatly aid tutors in meeting the individual needs of each student. Tutors will be armed with knowledge about each student's reading level, comprehension level, fluency level and/or mathematics strengths and weaknesses.

During small group/individual sessions, students will be provided with easy-to-use materials that are relevant to their needs. They will be taught strategies that result in better scores in reading, writing, math, and science. During independent practice, students will have opportunities to apply the newly learned strategies with open-ended and multiple-choice questions, writing, problem-solving, etc. (It is not the intent of this program to become a place for students to go to complete their homework – although homework may very well be something that is worked on depending on student needs). It is the intent that students be taught specific skills and strategies that can be used across the entire content area. Specific skills and strategies would include those such as 1) inferring; 2) visualizing; 3) summarizing; 4) questioning; 6) making connections; 7) determining importance in text, and; 8) synthesizing information. (Harvey and Goudvis, 2007)

Clearly, it is the goal of every school district for students to be able to perform at a proficient level on state mandated assessments. Students receiving tutoring through this program will be aided with specific skills/strategies in areas of identified weaknesses in order to help the individual student and thus, each school to meet proficiency. Students'

strengths will be identified as well and lessons will build on these strengths in order to adequately move students toward proficiency.

It is not expected that all students will improve to proficiency in all areas...however, it is expected that all students will show increased academic achievement which ultimately helps in the goal of all students becoming proficient.

Other than transporting their student to and from the supplemental education program which might be a cost, there is no cost to the parents. There are also no materials or supplies they have to provide.

D. MONITORING STUDENT PROGRESS

Depending upon grade level and content area need, upon entering the Learning Success Center program for literacy tutoring, students will be administered the Flynt-Cooter Reading Inventory (for K-6). The Flynt-Cooter Reading Inventory (FCRI) is an informal reading inventory intended for reading levels from pre-primer through grade 12. The FCRI is designed to assist in the preliminary placement of students with appropriate reading and instructional materials. Because it has several equivalent versions or “forms”, it can be used as progress monitoring and post test to determine the extent to which instruction has been successful since the pretest was administered.

The FCRI is designed to quickly and efficiently assess student’s reading ability to learn which skills are already known and which are still

developing. It assesses several key areas as addressed in National Reading Panel report of April 2000. Included are:

1) *Alphabetics*: (oral reading and analysis of miscues sections analyze student's use of basic phonics skills and syntax; 2) *Fluency*: charts and a procedure to assist in determining reading fluency rate of students; 3) *Vocabulary knowledge*: in silent reading comprehension, oral reading, and analysis of miscues, you can learn a good deal about the student's specific knowledge of key words appearing in text; 4) *Text comprehension*: silent reading comprehension specifically targets this all-important skill. Further, you can compare the student's ability to comprehend fiction and nonfiction texts by using the parallel forms provided.

Students in the program for literacy who are in grades 7th or above (including End of Course Literacy) will receive a benchmark type assessment. This assessment will include reading passages, multiple choice question/answer sections, and open response items. In addition it will include a writing prompt. Students in these grade levels will receive the same type of assessment for their post-test.

Students will be assessed in mathematics using a benchmark type assessment based on state standards. Students in K-8 can generally show their work; so that examiners can view student's thought processes as they score the math assessments. Students will be given a timed assessment that simulates the Arkansas Benchmark assessment consisting of multiple choice items. This assessment is designed around

the math curriculum framework and the Curriculum Focal Point as outlined by the NCTM. Students will receive a pre-and post-assessment to determine growth. In Algebra and Geometry they will be given pre-and post- assessments that reflect the appropriate standards.

A personal academic tutoring plan will be completed for each student based on the results of all pre-assessments and monitoring assessments if needed. Pre-assessment information along with any previous SAT-10 and/or Benchmark information will be recorded on the personal academic tutoring plan. This information will be used to create a tutoring plan for each student and will allow teacher/tutors to group students according to their areas of weakness and/or needs.

Achievement gains, attendance rates, parent conferences/contacts will be recorded as well. Post-assessment results will be recorded on student plan as well.

Parents will be notified each week as to the progress their child is making. Additionally, they will be notified of skills, problem solving strategies, etc., that their student is working on.

The pre-and post-assessment information will be combined with any previous SAT-10 and/or Benchmark assessment data to determine the student's strengths and weaknesses in a content area and recorded on the personal academic tutoring plan form. All of the information/data will be used to determine an academic plan for students. Teachers will receive training on how to complete personal academic plans and determine areas of strengths and weaknesses. Parents are to receive a

copy of this personal academic tutoring plan and must approve the tutoring plan before tutoring actually begins. Daily lesson plans by their very nature, become real time records of standards, strategies, and skills that have been taught in each subject. Tutors will constantly monitor progress of students.

E. EVIDENCE OF EFFECTIVENESS

Research suggests that children learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategy, and skills. Children need a variety of experience **with all types of texts** to gain sophistication in reading (Braunger, J., & Lewis, J., 1998). It is through this sophistication in reading and by knowing what skills or strategies to use in different learning situations that students can become more proficient; not only in reading, but in math and all other content areas.

In reading, students will be pre-and post-assessed with the Flynt-Cooter Reading Inventory, 5th edition (FCRI) by E. Sutton Flynt and Robert B. Cooter, Jr. This is the assessment that has been recommended by Ken Stamatis who provides the training for the Literacy Lab to teachers across the state. The time to administer this inventory varies from 20-30 minutes per student depending on assessments given and how far each student actually goes. It is appropriate for grades K through 12.

The FCRI is aligned with the findings of the National Reading Panel in that it includes assessments for the cognitive elements of **alphabetics**

(Oral Reading and Analysis of Miscue sections allow you to analyze student's use of basic phonics skills and syntax), **fluency** (charts and a procedure to assist in determining the reading fluency rate of students is included), **vocabulary knowledge** (in Silent Reading Comprehension and Oral Reading and Analysis of Miscues, you can learn a great deal about a student's specific knowledge of key words appearing in text), and **text comprehension** (Silent Reading Comprehension specifically targets this all-important skill. You can also compare the student's ability to comprehend both fiction and nonfiction texts by using the parallel forms provided).

The FCRI reading passages correlates to the Fountas and Pinnell Guided Reading criteria. In other words, the text gradient that was developed by Reutzel and Cooter (2003, 00.64-67,113) including the Guided Reading levels by Fountas and Pinnell can be directly correlated to the reading passages of the FCRI and the approximate states of reading development as listed on the gradient.

The FCRI is an easy-to-use inventory that focuses on identifying student strengths, and reflects the current state of knowledge concerning the assessment of reading processes. The FCRI includes the following features.

- 1) **Emergent reader rubric** – a unique method for assessing prereading capabilities using balanced reading assessment procedures.
- 2) **Miscue grids** – each passage protocol includes a miscue analysis grid containing a facsimile of the passage, space for marking oral reading

miscues, analysis columns, and space for tallying the numbers and types of miscues.

3) **Miscue analysis form** – helps identify specific reading skills and strategies the student needs to develop.

4) **High-interest passages** - students demonstrate their best reading abilities when reading passages that interest them. The passages in this inventory reflect some of the prominent interests of students in elementary and secondary school settings.

5) **Longer passages** – passages are longer than those in other informal reading inventories. This allows for full development of story information and context and creates more authentic (“real reading”) situations to be observed.

6) **Passage retellings** – asking students to retell the critical points of a passage, according to research, is more an authentic and informative approach to assessment and is also much less stressful for students. Retellings are used at all levels of this inventory; hence, only questions that relate to text information not recounted by the student are asked, making comprehension assessment quicker and more comprehensive.

7) **Story grammar analyses** – carefully researched views of reading comprehension confirm the effectiveness of the story grammar perspective (e.g., setting, characterization, story problem, resolution, theme). Each question in the silent reading/retelling section of Forms A and B (narrative selections) is keyed to story grammar categories and to traditional hierarchical labels (literal, inferential, and evaluative).

8) **Expository text grammars** – just as narrative passages are keyed to the story grammar perspective, expository selections in Forms C and D are keyed to text types (expository text grammars) based on the work of Meyer and Freedle (1984) and to traditional comprehension labels.

9) **Reading fluency rate** – the importance of assessing a student's reading fluency rate has led us to include a method for determining this aspect of reading growth. Assessing a student's reading fluency rate is important because it indicates whether a student is focusing more on word recognition or comprehension.

10) **Intervention strategies** – once error patterns are determined, a partial listing of possible instructional interventions is suggested.

Students will be pre-and post-assessed in math through the use of the math assessments with multiple choice problems. Students will have space to show their work so that assessors and scorers can see the thought processes that are taking place when they take the assessments. All assessments have been created to be aligned with the Arkansas Curriculum Frameworks and the Arkansas Benchmark assessment.

Science assessment instruments will be a one-hour timed pencil/paper assessment designed to determine the student's ability level in each of the five strands in science. Items will be specific to the Strands found in the Arkansas Frameworks. This assessment will provide enough data to support the Prescriptive Tutoring Plan and when used as Pre/Post assessment will provide information as the success of the LSC program.

The tutorial staff will be trained in how to effectively use both current and new data to drive instruction and by target specific content standards and student learning expectations in order to provide the most effective instructional strategies to help each student move toward academic proficiency in the content areas. The enclosed letters of support validate our beliefs.

In year one of business, the LSC worked closely with only one school district. In year two, we saw an expansion to six schools. This expansion occurred with no advertisement and only recommendations and word of mouth. As evidenced from our letters of reference, the schools were very pleased with the program. Well over 80% of the students in the program made critical gains in the areas of literacy and math this year. We look forward to more gains in the future.

F. COMMUNICATION WITH PARENTS AND FAMILIES

A very strong component of this program is the communication with parents and families. Parents and or family members will be required to bring their children to the facility site for this program. Parents will be asked to come at least once a week *after* tutoring sessions to visit with the tutors in order to receive a verbal report and discuss the week's sessions. Every effort will be made to ensure that all communication with parents will be in a format and language that parents can understand.

A written weekly report outlining lessons and the skills or strategies they have covered will be given (or mailed) to parents. Other weekly

contact may include written reports, phone calls, and/or e-mail communication. All tutors will be required to document when, how, and what was addressed for each parent contact.

Parents will be required to complete a form listing all of their telephone numbers, addresses, and e-mail addresses if they have one. This form will provide the staff with a number of ways they can stay in contact with the parents. In addition, parents will be provided with the phone numbers and e-mail address of the school or primary contact people in order to stay in contact with tutors. Parents will be encouraged to ask questions or visit either at the end of the day or via e-mail. In the event that a parent requires a meeting based on their work hours, every effort will be made to address their needs.

During any parent meetings, students will be able to share with parents any texts they can successfully read, writings they have improved on using the writing process, math strategies and skills they want to share, etc. Parents will be encouraged to attend at least one of the sessions in order to promote confidence and see the gains their children are making. Tutors and the site coordinator will be available on-site to share the “make-up” of the sessions and academic gains with parents.

Any disputes or conflicts that may arise will be handled on a case-by-case basis. Every effort will be made to ensure that not only are students showing academic gains, but parents are informed and happy with the results. However, any concerns or issues that parents have with the staff or instructional program will be immediately addressed at the site

by the student's teacher and the site coordinator. In the event a dispute cannot be settled by the local site coordinator and staff, senior staff from the Learning Success Center's main office in Hot Springs, Arkansas will travel to the site and speak with parents or other concerned parties.

There will be a culminating activity on the last of tutoring sessions. Parents or other family members will be invited to attend and share in a final day with students being allowed to share their academic successes. All parent meetings will be logged along with a brief description of the reason for the meeting and what was accomplished.

It is the mission of the Learning Success Center and staff to work closely with both the parents and districts in order to best provide their student with excellent tutorial services. It is the wish of all the staff that each child succeeds academically in literacy, math, and/or science. It is the belief of the staff that parents are their child's first teacher. However we all have to work together in order to ensure academic access for our students.

G. COMMUNICATION WITH SCHOOLS/DISTRICTS

Tutors in this program will be required to complete and provide daily lesson plans. These lesson plans will document and explain the type of lesson, the content area SLE's, what achievement, any problems encountered, etc. While this particular program will be offered at off campus facilities, tutors are still required to complete a communication log with teachers. Tutors will include for campus teachers, the lessons being

taught, skills and strategies that have been addressed. It is important that constant communication occurs between the tutorial staff and the school staff and the tutorial staff and parents/family.

Classroom teachers will be asked to share any relevant information about the student that might help the tutor meet the individual needs of that student. Classroom teachers will be provided with the phone numbers and e-mail address of the facility and will be encouraged to call or e-mail the appropriate tutor and the tutor will e-mail updates to the classroom teacher.

The site facility will be monitored each day by the site coordinator. The site coordinator will be responsible for the collection of data, and ensuring that the program is being appropriately implemented based on the model previously outlined. In addition, the site coordinator will be responsible for the collection of pre-post assessment data and any monitoring data that may need to be used for students requiring extra assistance. The site coordinator will also monitor contacts with the district and parents in order to ensure constant communication.

The program is compatible with any academic program in the state. The program is designed to help each student fill in any gaps they have in their learning. This would be areas such as building prior knowledge, comprehension, fluency, automaticity, development of certain math concepts, building content vocabulary, etc. Tutors can use the texts from the school that are grade level appropriate for tutoring services. This

makes it easier for students because they're either; A) getting multiple exposures to the same text they may have already read or, B) being exposed text they will encounter in the other content area classrooms. Rather than focusing so much time on "teaching to the test", teacher/tutors can focus on teaching "to the standards" which ultimately is teaching to the test.

A tremendous amount of time will be spent on involving students in their learning. Student collaboration, interaction, responses to reading, listening, writing, and experiencing will be the focus in order to increase student achievement. In *Assessment of Instruction: Reading, Writing, Spelling and Phonics for ALL Learners* by Susan Mandel Glazer, 1998, it states that through small group, focused teaching students are best able to increase their academic achievement.

Each tutor will keep daily lesson plans and will record attendance, skills and strategies addressed, and parent or district contacts made. These daily lesson plans will include a detailed log of lessons, small group/individual skills and strategies, guided independent practice, and practice via computers. Tutors will complete a Personal Academic Tutoring plan for each student. This plan will identify areas of strength and weaknesses as identified in the pre- and post-assessments. The Personal Academic Tutoring plan is much more detailed than an Academic Improvement Plan and targets those areas of weakness that will make the most difference with students to move them toward proficiency. District staff will also be kept informed regarding parent

contacts. (there is a place on the Personal Academic Tutoring plan to record parent contacts) and help with the end of the year testing. There will be a constant sharing of information between all concerned parties that will work to the benefit of each student.

A local “site coordinator” will be responsible for overseeing the program at the site level. The site coordinator will be accessible and available on a daily basis to observe tutors, make arrangements should a tutor be absent, be sure facilities are locked, make sure that all students have been picked up, etc. Site coordinators will also be responsible for ensuring that parent contact is taking place on a regular basis.

Highly qualified and trained site monitors will visit each site once a week. The site monitor will be responsible for completing a checklist for each visit. The purpose of the checklist is to make sure that all tutors are on task that they are implementing the model as it was outlined in the training, daily lesson plans are being completed, and that progress reports are being completed and sent to parents. They will observe in classrooms to be sure the student’s individual needs are being met as per their Personal Academic Tutoring plan. Site monitors will be responsible for collecting raw data as it is collected. They will observe the tutors to ensure the program is being implemented effectively and tutors are meeting the needs of individual students. The site monitor may also model in the classrooms if the tutors need additional assistance in working with a particular strategy or need assistance in working on a plan for an individual student.

H. QUALIFICATIONS OF INSTRUCTIONAL STAFF

Lynne Risner will serve as the director of the Learning Success Center. Mrs. Risner holds a Master of Science in Education from Henderson State University. In addition, she holds certifications in social studies, science, literacy specialist, and English as a Second Language. Mrs. Risner has served as a professional consultant for the last four years for Educators Consulting Services. She has also taught ESL classes for the Cossatot Community College University of Arkansas and served as a supervisor for Henderson in the observation of student interns and as an adjunct professor for language arts classes. She also serves as support staff for the DeQueen Mena Educational Cooperative (DMEC) in training teachers for Early Literacy Learning in Arkansas (ELLA) and Effective Literacy for Grades 2-4 and in providing summer professional development classes.

Lynne has attended the literacy coaches training with other coaches and specialists in Little Rock under Linda Dorn and the Arkansas Department of Education model under Connie Choate. She served as a literacy coach at the Mineral Springs School District for three years, implementing the Reading First model. She successfully helped K-3 teachers set up and implement the Reading First model in their classrooms. This was accomplished through modeled lessons, working with the students, conferencing and all other components of the Reading First model. While employed at the Mineral Springs District, she also

taught 4th-6th grade benchmark readiness classes, and 7th-8th grade reading.

From 1996 to 2000, she was employed by the DMEC. During this time, she attended training of trainers and provided training for ELLA, Effective Literacy (served on the committee that wrote Effective Literacy), McRat, Reading Recovery Advocacy training, K-3 summer school training, Mid-level training, curriculum mapping, Step Up to Writing, Ruby Payne teaching Children in Poverty, Family Math, Science and Literacy, Arkansas Leadership Academy, Curriculum Alignment, and English Language Learning to name a few. She has successfully provided professional development on a national level as well. She also attended the English as a Second Language Academy held in Russellville during this time.

From 1993-1996, she was employed by the Horatio School District. She taught 1st, 2nd, and 3rd grade classes and was involved in looping with a class. She wrote and received for the school for Service Learning, from Weyerhaeuser, the EPA and others for several thousand dollars while employed at the district.

Donna Phillips will serve as the math specialist for the center. She holds a Bachelor of Science in Education in mathematics with a minor in communications from Henderson State University. She has experience in teaching math for the last 11 years and tutored students for the last 17 years. Donna is familiar with the NCTM standards, the Arkansas Math curriculum framework, and learning styles. She has provided professional

development as a math consultant and is very adept of making what is normally abstract more concrete.

Dr. Joe Barentine will oversee the executive operations and work to develop contractual arrangements for supplemental services. Dr. Barentine will provide program monitoring as well as an extensive evaluation report of the program. Dr. Barentine has served as a professional consultant for the last 30 years and has provided evaluation reports on both a state and federal level.

Additional tutorial staff will be hired once the numbers are in place. Any staff hired for tutoring will be required to complete an application, go through an interview process, and be required to receive on-going professional development. Minimum requirements for tutorial staff will be a Bachelors degree. Staff will also receive professional development in the model the center is using for tutoring and remediation. The staff will continue to work towards continuous improvement of this program.

The following staff members will continue to serve as site monitors and/or assessment staff for the Learning Success Center: Beverly Long (Elementary Education and Assessment), Sharon Lindsey (K-12 Library Media & Assessment), Karen Davis (Mathematics and Assessment), Larry Denson (Elementary Education and Assessment), Donna Phillips (Mathematics and Assessment). Others will be hired across the state as the Center continues to grow.

I. PROVIDER GOALS AND OBJECTIVES

It is the goal of the Learning Success Center for all students to become academically proficient on the Arkansas Benchmark exams in each content area. It is our objective to provide the best possible program presented by the highest quality teachers to the students in order for this goal to become a reality. Arkansas is a state with an abundance of children who want to do well. It is up to all of us working together collaboratively and collectively to help them know how to do well. It is not just a goal or an objective, but an honor to work with these schools and these children toward a common goal.

GOAL 1: Increase student performance on the next Benchmark exam in all content areas.

Performance Objective 1.1: Students who participate in the Learning Success Center Program will increase their achievement on the Learning Success Center pre/post test results by a minimum of 5% (Scale Score) from the beginning of the program to the end of the program year (typically—January through April).

1.1a Literacy: By the end of the program 50% of the students who have participated all year will increase their reading level by at least one grade level as measured by the Flynt-Cooter pre- and post-assessment.

1.1b Math: By the end of the program year 50% of the students who have participated all year will increase their measured scale score on the Benchmark Assessment or Norm Referenced Assessment by 5%.

1.1c Science: By the end of the program year 50% of students who have participated all year will increase their measured scale score on the Benchmark Assessment by a minimum of 5%.

Performance Objective 1.2: Students who participate in the Learning Success Center program will increase their achievement on the next Benchmark exam by a minimum of 20 raw data points (typically from April 2009 to April 2010).

Narrative: All students will be administered a pre-and post-assessment at the beginning and end of the program which will establish the gains of each student. As a result of the pre-assessments, tutors will know what grade level students are reading on and what areas of weakness students are experiencing in math. Areas of weakness in science will be established from previous Benchmark scores or teacher input from test scores.

GOAL 2: Improve school attendance while enrolled in the program.

Performance Objective 2.1: Students in the Learning Success Center program will improve attendance while in the program (January through April) by a minimum of 3% as reflected by APSCN records at the school.

Narrative: It is imperative that students be present and motivated in order to learn. If students are receiving the targeted and individualized help they need to become successful, it is more likely they are willing to be present. According to Rodriquez, Hirchi, Mead, and Goggin (1999), increased

academic success is directly correlated to better attendance. Records of attendance are part of the daily lesson plan.

GOAL 3: Improve parent involvement and participation.

Performance Objective 3.1: Parent involvement and participation will increase by a minimum of 10% at all school functions as a result of their child being in the Learning Success Center program (typically January through April).

Narrative: Parents will receive weekly progress reports of their child's successes and suggestions for practice at home. They will also receive recommendations of activities they could possibly work on with their child. Research shows that family involvement is linked to higher student achievement, better attitudes toward learning, lower dropout rates, and increased community support for education. This proves true regardless of socioeconomic status, ethnic/racial background, or parents' education level. Parents will become more involved in the academic success of their child by feeling like they are part of the process.

J. COST OF SERVICE

The Cost of Services will be determined by using the ratio of Total Title I Allotment divided by The Number of Low Income Students. This is estimated to be between \$1400 and \$2000 per student for most of the school districts in Arkansas.

Using this cost per student and noting the Student/Teacher ratio (typically 5 to 1), it is anticipated that the goals and objectives can be met

by individual students. The actual prescriptive tutoring will begin as soon as the student assessment data is available, staff can be trained, and the individual student prescriptive plan can be established. Tutoring will be administered for eight to twelve weeks (depending on district needs) or until the respective benchmark exam is administered in the spring.

The Learning Success Center will comply with all mandated cost structures as described in NCLB and ADE regulations. The lesser of \$50/hour, \$100/day or \$400/week will be our guide in contracting and billing school districts. It is estimated that the average cost per student for the cost of these services will range between \$1095.00 and \$1580.00 with the average being \$1250.00 per student. The average cost of the program during the past year was \$1250.00 per student. The estimate for this year is higher based on the increased cost of additional instructional materials and supplies found to be needed and the increased assessment cost.