

Section IA: Program Description

Terrific Trojan Tutoring

Terrific Trojan Tutoring of Hot Springs School District will provide the literacy and mathematics instruction our students need to reach their full potential. Students in K-12 grades will work with highly qualified teachers from Hot Springs schools who receive the best practices training constantly throughout the year.

The program used is the Comprehensive Literacy Model from Dr. Linda Dorn of the University of Arkansas, Little Rock, and Cognitively Guided Instruction from the University of Wisconsin for mathematics. Our teachers instruct the state SLEs in lessons through small groups, whole, groups, and one-on-one. Using the data from their state test scores as well as the NWEA, each student is given an individualized instructional plan to meet their needs. As a member of the Learning Institute, HSSD has years of data through the portal to share with parents and instructors as the individual plans are written, implemented and updated throughout the school year. The NWEA is administered two times per year and used to determine if progress has been made, thus evaluating the program's quality and effectiveness.

HSSD teachers receive professional development to implement these strategies that the research supports as best practices in literacy and mathematics. Our schools are equipped with the latest in technology and software. This interaction, along with manipulatives and hands on applications, help the learning come alive for the students. The math and literacy coaches and reading invention teachers have proven success with our Title I students.

In grades K-12, HSSD will place students in small groups based on areas of need as determined through the various assessments. Teachers will work with their group of 3-5 students at the time that is most convenient to the parents. For some that may be after school, while Saturday mornings may be best for others. These students and teachers may also work together during the regular school day and for summer school. Being able to work with such small groups of students on the areas of need in order to support the regular day activities will ensure student success and increase student confidence and esteem. Again, these services will occur at the child's school by licensed teachers and bus transportation will be provided.

Teachers will meet regularly with the school level and district level subject specialist to review the best techniques, share ideas, and adjust the learning plan to meet the needs of the students. This embedded professional development will support the program throughout the school year.

Parents will be informed weekly of their student's progress and encouraged to assist in their learning. Each teacher will make contact by phone or in person to update the parent and give them specific activities to do with their child. The children will be transported on HSSD buses by our licensed bus drivers.

All children can learn, but not at the same time on the same day in the same way. Terrific Trojan Tutoring gives our kids the time and format they need to be successful.

Section IB: Basic Program Information

<i>Applicant Name</i> Hot Springs School District (HSSD)	<i>Program Name (if different from Applicant Name)</i> Terrific Trojan Tutoring
<i>Has this applicant ever been removed from any state's approved provider list?</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <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>	
<i>Type of organization (indicate with a check in the appropriate box)</i> <input type="checkbox"/> For-profit <input type="checkbox"/> Not for Profit <input checked="" type="checkbox"/> School Entity <input type="checkbox"/> Higher Education Institution <input type="checkbox"/> Other (describe)	<i>First Year applicant approved to offer SES services in Arkansas</i> The first year HSSD offered SES services was last year, 08-09. <i>First year applicant approved to offer SES services anywhere</i>
<i>Subject areas to be covered (09-10 indicate with a check in the box)</i> <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> English/Language Arts <input type="checkbox"/> Science	<i>Grades to be served (09-10) in each subject area to be covered</i> Math X English/Language Arts X Science
<i>Staff availability and qualifications (do not exceed 100 word description)</i> Teachers who are licensed and highly qualified in the state of Arkansas and who teach the same curriculum during day will be the tutors.	
<i>Service delivery setting (check all that apply)</i> <input checked="" type="checkbox"/> School <input type="checkbox"/> Business location <input type="checkbox"/> Place of religious worship <input type="checkbox"/> Community Center <input type="checkbox"/> Student's Home (parent or guardian must be present during tutoring) <input type="checkbox"/> On-line	<i>Specific student populations proposed to be served (check all that are proposed to be served)</i> <input checked="" type="checkbox"/> Low income <input checked="" type="checkbox"/> Minority <input checked="" type="checkbox"/> Migrant <input checked="" type="checkbox"/> Limited English proficient (indicate languages) <input checked="" type="checkbox"/> Special education <input type="checkbox"/> Other (describe)
<i>Time when services are proposed to be offered</i>	<i>Student/instructor ratio</i>

<input checked="" 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)	List the ratio of instructors to children in the proposed program 1:5 Maximum number of students for each instructor (not to exceed 10 students per instructor) 10
<i>Cost per hour (not to exceed current maximum allowable from RFA) \$50</i>	<i>Approximate number of hours required for proposed tutoring 4 hours/week</i>
<i>Minimum number of students that will be served in a single district 1</i> <i>Minimum number of students that will be served in a single school or setting 1</i>	<i>Will students be transported by this provider?</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<i>Provider Contact Information:</i> Contact Person Name: Anne N. Gentry, Ed. D. Street Address: 400 Linwood Avenue City, State, Zip: Hot Springs, AR 71913 Contact telephone number: 501-624-3372 Contact fax number: 501-620-7829 Email: gentrya@hssd.net Website: www.hssd.net Hours of operation: 8am-4:30pm	

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 |
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| <input type="checkbox"/> Ashdown | <input type="checkbox"/> Dardanelle | <input type="checkbox"/> Hartford |
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| <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 |
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| <input type="checkbox"/> Bergman | <input type="checkbox"/> Dumas | <input type="checkbox"/> Hughes |
| <input type="checkbox"/> Berryville | <input type="checkbox"/> Earle | <input type="checkbox"/> Huntsville |
| <input type="checkbox"/> Bismarck | <input type="checkbox"/> East End | <input type="checkbox"/> Iazard County Consolidated |
| <input type="checkbox"/> Blevins | <input type="checkbox"/> East Poinsett County | <input type="checkbox"/> Jackson County |
| <input type="checkbox"/> Blytheville | <input type="checkbox"/> El Dorado | <input type="checkbox"/> Jasper |
| <input type="checkbox"/> Booneville | <input type="checkbox"/> Elkins | <input type="checkbox"/> Jessieville |
| <input type="checkbox"/> Bradford | <input type="checkbox"/> Emersn Taylor | <input type="checkbox"/> Jonesboro |
| <input type="checkbox"/> Bradley | <input type="checkbox"/> England | <input type="checkbox"/> Junction City |
| <input type="checkbox"/> Brinkley | <input type="checkbox"/> Eureka Springs | <input type="checkbox"/> Kirby |
| <input type="checkbox"/> Brinkley | <input type="checkbox"/> Farmington | <input type="checkbox"/> Lafayette County |
| <input type="checkbox"/> Brookland | <input type="checkbox"/> Fayetteville | <input type="checkbox"/> Lake Hamilton |
| <input type="checkbox"/> Bryant | <input type="checkbox"/> Flippin | <input type="checkbox"/> Lakeside (Chicot) |
| <input type="checkbox"/> Buffalo Island | <input type="checkbox"/> Fordyce | <input type="checkbox"/> Lakeside (Garland) |
| <input type="checkbox"/> Cabot | <input type="checkbox"/> Foreman | <input type="checkbox"/> Lamar |
| <input type="checkbox"/> Caddo Hills | <input type="checkbox"/> Forrest City | <input type="checkbox"/> Lavaca |
| <input type="checkbox"/> Calico Rock | <input type="checkbox"/> Fort Smith | <input type="checkbox"/> Lawrence County |
| <input type="checkbox"/> Camden Fairview | <input type="checkbox"/> Fouke | <input type="checkbox"/> Lead Hill |
| <input type="checkbox"/> Carlisle | <input type="checkbox"/> Fountain Lake | <input type="checkbox"/> Lee County |
| <input type="checkbox"/> Cave City | <input type="checkbox"/> Genoa Central | <input type="checkbox"/> Lincoln |
| <input type="checkbox"/> Cedar Ridge | <input type="checkbox"/> Gentry | <input type="checkbox"/> Little Rock |
| <input type="checkbox"/> Cedarville | <input type="checkbox"/> Glen Rose | <input type="checkbox"/> Lonoke |
| <input type="checkbox"/> Center Point | <input type="checkbox"/> Gosnell | <input type="checkbox"/> Magazine |
| <input type="checkbox"/> Charleston | <input type="checkbox"/> Gravette | <input type="checkbox"/> Magnet Cove |
| <input type="checkbox"/> Clarendon | <input type="checkbox"/> Green Forest | <input type="checkbox"/> Magnolia |
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| <input type="checkbox"/> Cleveland County | <input type="checkbox"/> Green County Tech | <input type="checkbox"/> Mammoth Spring |
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- 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

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

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- 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

Section II: Narrative and Supporting Documentation

Section IIA. Program Overview

The Hot Springs School District's (HSSD) curriculum implemented by the Terrific Trojan Tutoring (TTT) program is the same curriculum used by all classroom teachers: UALR's Dr. Linda Dorn's Comprehensive Literacy Model for literacy and Cognitively Guided Instruction (CGI) by Linda Levi of the University of Wisconsin for mathematics. Both of these models are endorsed nationally and statewide. Their research based approaches begin with the needs of the students. Extensive assessments and data analysis by the intervention teams help each child succeed. Using whole group, small group, team and one-on-one instruction, the SLEs are taught through the lessons created by educators across the state.

The schools that will be served are all Schoolwide Title I schools; therefore, all students are Title I students and will be served according to the federal guidelines.

The mathematics program and the literacy program have been implemented at Hot Springs School District since July 2006. Our staff goes to week long training across the state for the CGI as well as the Comprehensive Literacy every summer, spring and fall. There is extensive follow-up in the classroom by regional trainers and district personnel. Teachers are also prepared in classroom management techniques, SEARCH Institute Asset Building, Brain-based Research, Parent Involvement, ESL strategies and Data Analysis. As highly qualified teachers, all of our staff is chosen based on their success in the classroom. Each school has literacy coaches and reading interventions teachers. These are the tutors used by our SES program.

The complaint process will be that of the district and in the student handbook. That handbook is approved every year by the Hot Springs School Board. Since this SES program is an extension of our school day, our building administrators are there to conference with teachers and parents.

All of our students have a detailed report on all assessments they have taken from the day they entered HSSD. This trend data is used to pinpoint their individual needs. These assessments include the

QELI, KRIK, Clay Writing Prompt, DRA, DSA, DIBELS, NWEA, SAT 10, Augmented Benchmark, and NWEA. Teams of teachers meet regularly to assess the student's progress and monitor the interventions needed to help that student succeed. These decisions drive the focus of the instruction.

Like any effective instructional program, a variety of delivery methods are used, often incorporating the technology in the classrooms. All of our classrooms have computers, interactive whiteboards, and document cameras. The students easily interact with all of the technology. Fewer students will be involved in the SES tutoring, allowing smaller teacher to student ratios to be used.

These programs have been a success and this year the focus will be on using every part of the team to monitor the progress, including the parents. We will share with the parents the rubrics used to edit the writing, the rubrics for the open-responses and the progress monitoring checklist. Transparency in all aspects of the program expectations will help everyone understand what it takes to make the student a success.

Program effectiveness has been proven by the rise in test scores. The specific strategies used to evaluate the quality and effectiveness of the program include the summative and formative assessments from The Learning Institute, Miscue Analysis, Anecdotal Records, and daily calendar math. Even our high school's scores went up dramatically this year. Our high school teachers credit this effective curriculum and teacher effectiveness in K-8 as a reason for the increase in the 9-12 scores.

Our students have shown great gains. Three schools receive SES services at HSSD. Two of them have been recognized this spring as schools exceeding improvement standards based on the GAINS model. That model measured how many students moved up the scaled towards Advanced status. This recognition proves that what we are doing in HSSD works!! Terrific Trojan Tutoring (TTT) is an extension of that same successful system.

Section III: Indicators of Quality

A. Evidence of Links between Research and Program Design

Literacy

I. Alphabetics

i. Phonemic Awareness Instruction

Based on *Shared Reading* by Brenda Parks and *Apprenticeship in Literacy* by Linda Dorn

- Shared Reading, Small Group Instruction, Rhymes and alliteration, Onsets and rimes
- Phoneme segmentation in single words

ii. Phonics Instruction

Based on *Word Journeys* by Kathy Gansky and *Words Their Way* by Donald Bear and Shane Templeton

- Students understand concept rather than memorization
- Active involvement through sorting and classifying
- Explicit instruction on features of phonetics and developmental stages
- Blending of phonetic sounds
- Recording of phonetic elements in Word Study Log
- Students apply phonetic strategies through interactive writing and purposeful writing

II. Fluency

Based on *The Fluent Reader* by Timothy Rasinsky

- Explicit instruction on reading rate and prosody
- Modeling fluency through Read-alouds and Shared Reading
- Repeated readings thorough Shared Reading and Familiar Reading
- Echo Reading, Buddy Reading, Radio Reading

III. Comprehension

i. Vocabulary

Based on *Bringing Words to Life* by Isabel Beck

- Explicit instruction of Tier I, II, and III words
- High-frequency words in Guided Reading and Word Study
- Locating and finding Tier II words in reading materials
- Recording, analyzing, and classifying words in vocabulary log
- Specialized vocabulary in science, social studies, and thematic units are recorded in log.
- Personalized thesaurus
- Students revise writing with higher order word choices.

ii. Text Comprehension

Based on the works of David Pearson, *Balancing Authenticity and Strategy Awareness in Comprehension* and other works, *Teaching for Deep Comprehension* by Linda Dorn and Carla Soffos, and *Strategies That Work* by Stephanie Harvey

- Explicit instruction in comprehension strategies: Prior Knowledge, Connections, Visualization, Questioning, Inference, Summarizing, and Determining Importance.
- Students verbalize strategies.
- Students record thinking in logs and name strategy used before, during, and after reading.

IV. Teacher Education and Reading Instruction

Our Literacy specialist, Vicki Wallace, leads our literacy coaches and interventions specialists through books studies every year. They then lead their classroom teachers through the same study. The books chosen for this year thus far include the following: *Boy Writers: Reclaiming Their Voices* and *Dude, Listen to This*, by Fletcher; *Teaching with Intention* by Miller

V. Teacher Education/Writing

Based on the works of Donald Graves, *A Fresh Look at Writing*, Ralph Fletcher's *Writer's Workshop*, and Linda Dorn's *Scaffolding Young Writers*.

- Writers' Workshop, Write-Alouds, Interactive Writing
- Students write with an authentic purpose.
- Students follow writing process: pre-write, draft, revise, edit, and publish.
- Explicit instruction on Content, Style, Sentence Formation, Usage, and Mechanics

Mathematics:

Based on the *Cognitively Guided Instruction (CGI)* work by Linda Levi of the University of Wisconsin

Mathematical Process Standards:

1. Problem Solving:

Students will be expected to build new mathematical knowledge through problem solving. One can actually be expected to use the process of problem solving if they are provide a task for which the student does not readily know a solution method. They will solve problems that arise in mathematics and in other contexts. They will be expected to solve problems in at least two ways and justify their solution. The problems will consist of scenarios that require students to use tables, patterns, visuals, manipulatives, solve a simpler problem, etc.

2. Reasoning and Proof:

For each problem solved, students will be expected to explain/justified their solution. If students can explain/justify their solution process then they mostly understand the problem and the strategies used and can use that info to solve more complex problems. The student will be taught how to see and use patterns to reason logically about their problem. They will be expected to make intelligent guess and tests their guess for validity.

3. Communication:

Communication will be an important part of the Supplemental Educational Services offer students. Students will be expected to share their ideas and clarifying understanding as their solve problems. As the student shares their ideas with both teacher and/or classmates they will be able to clarify their misconceptions and obtain permanence for ideas. Students will also be able to clarify misconceptions and obtain permanence of ideas by listening to others share their solutions or ideas.

4. Connections:

Students will be expected to recognize and use connections among mathematical ideas to solve problems in multiple ways. For example, for each solution students will be expected to provide the numerical, geometrical, graphical, and verbal model for the problem. Only problems in context—even outside the world of mathematics— will be considered.

5. Representations:

As students are expected to provide the numerical, geometrical, graphical, and verbal model for problems, they will have a variety of representations of each problem. The focus of the service will not be on “drill and practice” problems, but on students developing their own understanding and solving problems in depth. The student will be encouraged to create and use representations to organize, record, and communicate their mathematical ideas.

C. Connection to State Academic Standards and District’s Instructional Program.

All of our courses are tied to our curriculum which is linked to the state standards. Pacing guides are established through The Learning Institute. The lesson plans that we will create will directly reinforce what the classroom teacher is working on at that time. The students will see the direct link as the skills they work on in class are reinforces through their SES tutor. That will increase success and self-esteem.

D. Monitoring Student Progress

The SES tutor will be in direct contact with the classroom teacher via phone, e-mail and conferencing. In some cases they may be the actual classroom teacher. Using normative assessments of all types (examples listed below), the classroom teacher will be able to work with the tutor to be sure the exact skills the student needs are being addressed.

E. Evidence of Effectiveness

Some of our schools in school improvement are no longer in school improvement for literacy or math. The subpopulations that need the focus are now special education and black males. We still have a lot of work to do, but we are making great gains. The recognition received by ADE is proof that what HSSD is implementing is working. Oaklawn, Langston and Park IB were recognized by the state as outstanding using the GAINS Model. This is based on the number of students they have moved up the scale to Advanced.

F. Communication with parents and families

Using our Edline and website pages as well as newsletters, phone calls, and the weekly progress reports, we will make sure all of the parents know exactly what their child is doing, how they can assist the program in order to increase their child's success and who to contact if they have any concerns. In order to meet the needs of working parents we will provide services after school, on Saturday mornings, during spring break and/or summer school, etc. Communication will be sent home in English and Spanish.

G. Communication with District/Schools

All of our activities take place within the school which the student attends; therefore, communication with the district and school will be very easy and thorough. All events are included in the weekly

parent newsletter. The director of the programs will meet with me every month to update and share with all of us the successes and needs of the program.

H. Qualifications of Instructional Staff

All of the staff is highly qualified and licensed in the State of Arkansas. Furthermore, the literacy teachers will have gone through all of the training and demonstrated it in their classroom. Others will be the reading intervention teachers and literacy focus teachers who attended Dr. Linda Dorn's summer literacy training at UALR this summer in addition to the training provided at HSSD. The mathematics teachers will all have been trained in the CGI methods and will be using that strategy as they work with the students as part of the follow-up to their training.

I. Goals and Objectives

1. To increase the students' ACTAAP scores to proficiency
 - By May 2010, all students enrolled in HSSD SES will be able to score proficiency on the ACTAAP test because of their increased knowledge obtained through the SES program.
2. To bring all students up to grade level on the NWEA in reading and mathematics.
 - By May 2010, all students enrolled in HSSD SES will score on grade level on the NWEA MAP because of their increased knowledge of reading and mathematics.
3. To foster a love of learning in all students
 - By May 2010, all students will be encouraged and confident in their ability to succeed in school because of the powerful impact of the small learning environment the HSSD SES provided. Furthermore, the communication between the tutor and the classroom teacher will bring the child great success in the classroom, thus building self-confidence.

J. Cost of Service

The cost will not exceed the maximum of \$50/pupil/hour of instruction or \$100/pupil/day or

\$400/pupil/instructional week, whichever amount is less. If parents choose to send students on Saturday, we will meet for 3 hours and charge \$150 per Saturday. Summer school will meet for 4 days/week for 3 hours per day and charge \$500/week. Teachers will be paid \$25/hour. All of the money will go to teacher salaries and materials and supplies for students.