

Section I: Program Information

Section IA: Program Description

Waldron Afterschool Tutoring

Name of Program: Waldron Afterschool Tutoring

Curriculum: A prepackaged program will not be used for literacy. Math curriculum will be America's Choice Math Navigator for grades 5-11

Subject Areas: Math, English/Language Arts

Grade Levels: Grades 5-12

Scientific Basis for Program:

Arkansas Comprehensive Literacy Lab Model for Language Arts tutoring using Individualized plans for students based on Arkansas Literacy Frameworks (Linda Dorn, (UARK),

America's Choice. (2006). *Mathematics Navigator: Elementary School/ Middle School/ High School. A targeted intervention program that helps students stay on course for success in mathematics.* Mathematics Navigator, an intervention to repair gaps and misconceptions, Washington, DC.

Downloadable PDF brochure at web site: <http://www.ncee.org/acsd/math/220.jsp>

The American Diploma Project. (2004). *Ready Or Not: Creating a High School Diploma That Counts.* Web site: http://www.achieve.org/files/ADPreport_7.pdf

Evidence of Success: Comprehensive Literacy Model and America's Choice Math Navigator are recommended by the ADE as successful intervention tools.

Description of resources required for success of program: The tutoring activities taught by highly qualified teachers will be conducted in the school appropriate to the level of the student. Computer based learning (e2020 at high school levels and JEdI at the middle school levels) may be used for additional practice. Manipulatives and hands-on activities will be used to encourage problem solving. Benchmarks will give baseline and on-going data. Computers and equipment in the classrooms will be available to use in the afterschool program. Snacks will be given to students before tutoring. Math Navigator and a wide variety of literacy materials will be used.

Innovative aspects of the program: Highly qualified and well-trained teachers will provide individual (1:1) and/or small group (1:10) tutoring help based on student needs. Student Benchmark and ongoing assessment data will be used to tailor the tutoring sessions to the specific areas of need for each student. Bilingual paraprofessionals who are highly qualified will be in the schools to provide assistance with language for both students and parents who need translation services. Teachers will be familiar with the programs used in the schools (such as Connected Math (CMP II), Ramp Up to Algebra, Ramp Up to Literacy, Comprehensive Literacy, Lit Lab, Writers' and Readers' Workshop, Step Up to Writing, and Everyday Math, and will help students with skills needed for success in school and to reach the goal of proficiency on the Benchmark/EOC tests.

Provider is: K-12 Public School District and is a not-for-profit provider

Location of Services: Provider will use classrooms in the Waldron High and Middle Schools.

No Science Tutoring will be offered.

Student Transportation: Bus services will be offered for students in the Waldron School District for the afterschool program. Students in other districts will be responsible for their own transportation. Parents may pick up students at the schools, or older students with cars may drive.

Qualifications of Tutors: Certified teachers will be required to be highly qualified with that documentation on file with the director of the program. They will be familiar with programs used in the schools in literacy and mathematics and trained in data disaggregation. They will be familiar with Arkansas Frameworks in math and literacy. Paraprofessionals will also be highly qualified and

familiar with Arkansas Frameworks and will work under the direct supervision of a certified teacher.

Section IB: Basic Program Information

<p><i>Applicant Name</i></p> <p>Waldron Public Schools</p>	<p><i>Program Name (if different from Applicant Name)</i></p> <p>Waldron Afterschool Tutoring</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 type="checkbox"/> For-profit</p> <p><input type="checkbox"/> Not for Profit</p> <p><input checked="" 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>Yes</p> <p><i>First year applicant approved to offer SES services anywhere</i></p> <p>Yes</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 type="checkbox"/> Science</p>	<p><i>Grades to be served (09-10) in each subject area to be covered</i></p> <p>Math Grades 5-12</p> <p>English/Language Arts Grades 5-12</p> <p>Science</p>
<p><i>Staff availability and qualifications (do not exceed 100 word description)</i></p> <p>Tutors are certified teachers and will be required to be highly qualified with that documentation on file with the director of the program. They will be expected to be familiar with programs used in the schools in literacy and mathematics, as well as being trained in data disaggregation. They will be familiar with Arkansas Frameworks in math and literacy. Non-certified paraprofessionals, including a translator, will also be highly qualified and familiar with Arkansas Frameworks and will work under the direct supervision of a certified teacher.</p>	

<p><i>Service delivery setting (check all that apply)</i></p> <p><input checked="" type="checkbox"/> School</p> <p><input type="checkbox"/> Business location</p> <p><input type="checkbox"/> Place of religious worship</p> <p><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 type="checkbox"/> Other (describe)</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>
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<p><i>Time when services are proposed to be offered</i></p> <p><input type="checkbox"/> Before school</p> <p><input checked="" type="checkbox"/> After school</p> <p><input type="checkbox"/> Weekends</p> <p><input type="checkbox"/> Summer</p> <p><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 1:10</p> <p>Maximum number of students for each instructor (not to exceed 10 students per instructor) 1:10</p>
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<p><i>Cost per hour (not to exceed current maximum allowable from RFA)</i> \$50/hour</p>	<p><i>Approximate number of hours required for proposed tutoring</i> 3 hours per week</p>
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<p><i>Minimum number of students that will be served in a single district</i> 1</p> <p><i>Minimum number of students that will be served in a single school or setting</i> 1</p>	<p><i>Will students be transported by this provider?</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
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<p><i>Provider Contact Information:</i></p> <p>Contact Person Name: Pam Butler Street Address: 1560 West Sixth Street City, State, Zip: Waldron, AR 72958 Contact telephone number: 479-637-4943 Contact fax number: 479-637-4943 Email: pam.butler@waldron.k12.ar.us Website: www.waldron.k12.ar.us</p> <p>Hours of operation: 3:30-5:30 P.M.</p>
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Indicate Arkansas School Districts in which this applicant provided SES services for any child during the 2008-2009 academic year.

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|---|---|--|
| <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 |
| <input type="checkbox"/> Ashdown | <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 |
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| <input type="checkbox"/> Benton | <input type="checkbox"/> Dover | <input type="checkbox"/> Hot Springs |
| <input type="checkbox"/> Bentonville | <input type="checkbox"/> Drew Central | <input type="checkbox"/> Hoxie |
| <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"/> IZARD 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"/> Booneville | <input type="checkbox"/> Emerson Taylor | <input type="checkbox"/> Jonesboro |
| <input type="checkbox"/> Bradford | <input type="checkbox"/> England | <input type="checkbox"/> Junction City |
| <input type="checkbox"/> Bradley | <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 |
| <input type="checkbox"/> Clarksville | <input type="checkbox"/> Greenbrier | <input type="checkbox"/> Malvern |
| <input type="checkbox"/> Cleveland County | <input type="checkbox"/> Greenbrier | <input type="checkbox"/> Mammoth Spring |
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| <input type="checkbox"/> Corning | <input type="checkbox"/> Gurdon | |
| <input type="checkbox"/> Cotter | <input type="checkbox"/> Guy Perkins | |
| | <input type="checkbox"/> Hackett | |

- 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

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

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|---|---|--|
| <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 |
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- 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

Narrative Description of Program

Comprehensive Literacy (grades 5-12) will use instructional strategies that include emphasis on vocabulary, comprehension, and fluency instruction. Literacy skills will be assessed through the Benchmark scores first and then assessed further through computer diagnostic programs (e2020 (gr.9-12) and JEdI (gr.5-8)). The DRA will diagnose a student's strengths and weaknesses in relation to accuracy, fluency, and comprehension. Ongoing assessments, such as fluency checks and retellings, also yield valuable information for each individual student. **Math Navigator**, which builds skills and understanding needed for math success, will be used for grades 5-11. This program of choice contains assessments, including pre- and post-tests to allow the development of an individualized learning plan and progress checkpoints to monitor student achievement and provide scaffolding and reteaching if necessary. Baseline data will be used from Benchmark and EOC.

Services offered will help **Title I, ESL, and Special Education students** improve their achievement through individualized tutoring and additional time on task. **Highly qualified staff** will be certified teachers who receive 60 hours of professional development annually, have experience with the grade level they wish to tutor, and will be trained in Ruby Payne's *A Framework for Understanding Poverty* to understand the needs of Title I children.

Classrooms and computer labs at Waldron Middle and High Schools will be used for tutoring and may be used for assessments. Computers, which are also available in the classrooms, can be used with document cameras, projectors, and Starboards. **All materials**, including workbooks for tutoring sessions will be provided at no cost to students.

Parents will be consulted in an initial meeting to determine a student's individual learning plan. Parents and the student will sign to show agreement to the learning plan. Progress reports will be sent home biweekly, and a monthly parent meeting will be held to discuss student progress. Students will be expected to attend tutoring sessions regularly. Parents will be notified if a student misses two tutoring sessions in a row without notice.

The SES director/tutors will be in contact weekly with **school personnel** to advise them of student progress and to see if any areas need reinforcing through SES tutoring. Documentation (time logs, progress reports, assessment data) will be kept up to date and turned in promptly to the SES director, who will send copies to appropriate school personnel.

The **program will be evaluated** through anecdotal reports and checklists monthly by the SES director and tutors to determine if any changes should be made in the overall tutoring program. Individual student plans and/or the programs used with the students will be monitored to see if any changes should be made. If a change is required, a conference will be arranged so all parties (parents, student, teachers, tutors, and director) will be aware of the modifications made to the student plan.

Any **conflicts or disputes** between the SES provider and the family of the student or the SES provider and the school district will be resolved promptly through a conference between the disputing parties. If an agreement can't be reached at this level, the next step will be to arrange another meeting with the district SES director.

Literacy curriculum (grades 5-12) will be **Comprehensive Literacy**. **Math curriculum** (grades 5-11) will consist of **America's Choice Math Navigator**. **Scientific Basis for Math:** America's Choice. (2006). *Mathematics Navigator: Elementary School/ Middle School/ High School. A targeted intervention program that helps students stay on course for success in mathematics.* Washington, DC. **Literacy:** Comprehensive Literacy model

Smart Step Literacy Lab Classroom Project instructional strategies and ADE Next Step professional development .

Reason for Expectation of Success: **Math Navigator** was used a few years ago on a limited basis at the Waldron Middle School as an intervention for seventh and eighth grade students. That teacher is convinced the reason all of the students in her classes showed improvements on their Benchmark tests is directly attributable to the Math Navigator. The **Comprehensive Literacy model** has changed reading instruction in Arkansas classrooms. Waldron School District teachers who have implemented these initiatives in their classrooms strongly believe that their students' reading has improved; however, some students need additional support to ensure that their successes will be sustained.

Materials Required: America's Choice Math Navigator, computer programs for supplemental individual tutoring including e2020 and JEdI, computers, writing materials including paper/pencils, a wide variety of literacy materials, calculators, dry erase boards/markers, and manipulatives.

Innovative Aspects: Tutoring activities will be accomplished through the individualized plans tailored to each student. Extending the day, according to research, will give added time on task which in turn gives greater and deeper understanding of core concepts. New learning experiences from additional research-based programs (Navigator and Comprehensive Literacy) which differ from the regular school day programs will broaden and vary the daily learning through individual and/or small groups (also another research based strategy to increase learning.)

No Science Tutoring is Proposed.

Section III: Indicators of Quality

Math Tutoring:

America's Choice Math Navigator is approved by the ADE for corrective action for schools in school improvement. Since Math Navigator is recommended and has scientifically based research to substantiate the success of the program, it will be used as the primary tool for increased student achievement in grades 5-12.

Mathematics Navigator is a highly flexible, research based program for middle and early high school. It is designed to address the needs of struggling students who are currently working at grade level, but are having difficulty keeping up with the rest of the class. At some point in their academic careers, these students may have received weak preparation in certain concepts, or they may have misunderstood the concepts altogether. These specific misconceptions and gaps in mathematical understanding only frustrate these students' attempts to succeed as they encounter more advanced mathematics. The Navigator intervention does not revisit or repeat initial teaching. Rather, unlike many other interventions, the program focuses on revising misconceptions.

Reteaching does not necessarily help students identify and expose misunderstandings; it simply repeats instruction that didn't work for students the first time around. Navigator is not remedial in nature; instead, it lays out a program that instructors can use in whole or in part to help student reconstruct their conceptual framework.

Because academic success can hinge on seemingly minor gaps in mathematical

understanding, Navigator capitalizes on students' prior knowledge. The program is designed to help instructors and students seek out faulty knowledge and move through a process to revise and repair the faults.

America's Choice has assembled a discrete set of mathematics concepts into 18 stand-alone modules of study. Each module contains a logical progression of 20 sessions that are carefully sequenced to deepen students' conceptual understanding. Each session focuses on specific points in students' mathematical understanding, and provides tasks and problems that are deliberately designed to uncover misconceptions. Careful scaffolding requires students to probe more deeply into the mathematics with each successive task.

Navigator offers short-term, targeted intervention meant to augment, *not replace*, existing curriculum. The program does not disrupt existing schedules because the half-hour to 45-minute sessions take place outside regular math class. Mathematics Navigator is based on the results of over a decade's worth of research, as well as field-tests (America's Choice, 2006).

Research

America's Choice. (2006). *Mathematics Navigator: Elementary School/ Middle School/ High School. A targeted intervention program that helps students stay on course for success in mathematics.* Mathematics Navigator, an intervention to repair gaps and misconceptions, Washington, DC.

Downloadable PDF brochure at web site: <http://www.ncee.org/acsd/math/220.jsp>

The American Diploma Project. (2004). *Ready Or Not: Creating a High School Diploma That Counts.* Web site: http://www.achieve.org/files/ADPreport_7.pdf

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Literacy Tutoring: A comprehensive literacy program that tutors students in grades 5-12 should address the following English language arts competencies for all students: comprehension, fluency, and vocabulary. The National Reading Panel Report (2000)

states, “. . . fluency is a critical component of skilled reading . . . but is often neglected in classroom instruction.” Students will benefit from the inclusion of activities designed to promote fluent and accurate word identification in context. Struggling students may continue to need instruction aimed at fluency or even basic accuracy of word identification because of a lack of phonetic skills. All of these issues will be addressed if identified by the assessments.

Repeated and monitored oral reading improves reading fluency and overall reading achievement (Put Reading First). This will be quite possible in the Afterschool Tutoring program. Older students who continue to struggle will benefit from a variety of specific instructional activities, such as repeated readings, echo reading, tape-assisted readings, partner readings, and other opportunities to practice reading with a variety of reading materials, including stories, nonfiction, and poetry. All of these scenarios will be orchestrated so that the students can experience success.

As the National Reading Panel Report (2000, sec. 4, 39) states, comprehension unquestionably is the crucial skill for students in Grades 4-12. By Grade 4, most students have mastered the basic “learning to read” skills. As students attempt to master increasingly sophisticated and demanding texts, comprehension, along with “reading to learn,” become critical to success in school. Comprehension strategies that enhance understanding which include making connections, questioning, visualizing, inferring, and determining importance must be explicitly taught (Harvey and Goudvis). Before, during, and after reading instructional patterns and strategies are crucial for preparing students to comprehend text (ADE Effective Literacy and Next Step Professional Development). Examples of these activities that engage students and

promote literacy learning include, but are not limited to, read and think alouds, reader response logs, use of graphic organizers, and vocabulary activities. These strategies are extensions of what the student is accustomed to in the Comprehensive Literacy classroom. Most of the Afterschool Tutoring will be composed of individual one-on-one instruction, although small groups might be included if the students' needs lend themselves to such a configuration.

Vocabulary has long been recognized as a very significant factor in reading achievement. As the National Reading Panel Report (2000, sec. 4, 15) notes, "Growth in reading power means . . . continuous enriching and enlarging of the reading vocabulary . . ." Students need to manipulate new, unfamiliar words in a variety of settings, take part in discussions of their uses and meanings, and compare new words with previously learned words. Students' attention should be drawn to common roots, prefixes and suffixes, and to the ways that knowledge about word parts is helpful in determining the meaning of a word, and they should be encouraged to try to infer new word meanings from context where possible.

Research

Atwell, N. (1998). *In the middle*. Portsmouth, NH: Heinemann.

Biancarosa, G., & Snow, C. E. (2004). *Reading next: A vision for action and research in middle and high school literacy*. Washington, DC: Alliance for Excellent Education.

CIERA. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, D.C.: National Institute for Literacy, National Institute of Child Health and Human Development and U.S. Department of Education.

Fountas, I.C., & Pinnell, G.S. (2001). *Guiding readers and writers*. Heinemann.

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. 2nd Ed. Stenhouse Publishers.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implication for reading instruction*. Washington, D.C.: National Institute of Child Health and Human Development.

Rasinski, T. (2003). *The fluent reader*. New York: Scholastic.

B. Links Between Program Design and NRP, NCTM, NSTA standards
Complete the appropriate page for each content area to be covered

Evidence of Links Between Research and Program Design

Reading

Dimensions of Reading	Components of the Supplemental Educational Services Provider's Instructional Program
<p>Phonemic Awareness Instruction Phonemic Awareness is the ability to notice, think about and work with the individual sounds in spoken words. It is the very cornerstone of reading instruction.</p>	<p>After assessment, if there are any students who are at this stage then the reading specialist will individually work with these students to remedy this problem. The reading specialist has the skills and knowledge to assist the teachers to help these students.</p>
<p>Phonics Instruction Phonics instruction teaches children the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language.</p>	<p>After assessment, if there are any students who are at this stage then the reading specialist will individually work with these students to remedy this problem. The reading specialist has the skills and knowledge to assist the teachers to help these students. Instruction will provide specific strategies for solving words in reading. Lessons provide initial practice in appropriate text in which students can practice their newly learned skills successfully.</p>
<p>Fluency</p>	<p>Afterschool tutors will help students build</p>

<p>Fluency is the ability to read text quickly, accurately, and with proper expression. Students who have difficulty decoding because of lack of phonemic awareness or phonics skills will also have fluency difficulty.</p>	<p>fluency by modeling fluent oral reading, providing oral supported reading such as choral reading, paired reading, echo reading, and tape-assisted or recorded reading, offering plenty of practice opportunities at the appropriate level for each individual, and encouraging fluency through phrasing and phrased text individual lessons. Students, with the help of the tutor, will maintain a fluency graph to chart their progress.</p>
<p>Vocabulary Readers must know what most of the words mean before they can understand what they are reading. Vocabulary is learned indirectly and directly.</p>	<p>Students will be encouraged and supported as they build word consciousness—an awareness of and interest in words, their meanings, and their power. Read Alouds that are used to increase fluency will also increase vocabulary as the selection is discussed before, during, and after reading. Students will learn to use word parts, dictionaries, and other reference aids, and context clues. Word games will be utilized to build vocabulary and to allow students to enjoy doing so.</p>
<p>Text Comprehension Text comprehension can be improved by instruction that helps readers use specific comprehension strategies. Comprehension monitoring is a critical part of metacognition.</p>	<p>Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to fix problems in their understanding as the problems arise. This ability to self-monitor must be developed in struggling readers.</p>
<p>Other</p>	<p>Although writing is an integral part of literacy learning, a solid foundation must first be built on these five essential elements.</p>

Evidence of Links Between Research and Program Design

Mathematics

Mathematical Process Standards	Components of the Supplemental Educational Services Provider's Instructional Program
<p>Problem Solving All students should be able to</p> <ul style="list-style-type: none"> • build new mathematical knowledge through problem solving; • solve problems that arise in mathematics and in other contexts; • apply and adapt a variety of appropriate strategies to solve problems; • monitor and reflect on the process of mathematical problem solving. 	<p>Each Math Navigator module includes fully developed concept lessons with procedures and problem solving that support conceptual development through group, partner and individual work.</p>
<p>Reasoning and Proof All students should be able to</p> <ul style="list-style-type: none"> • recognize reasoning and proof as fundamental aspects of mathematics; • make and investigate mathematical conjectures; • develop and evaluate mathematical arguments and proofs; • select and use various types of reasoning and methods of proof. 	<p>Math Navigator tasks encourage students to use different angles in their attempt to solve problems. Students analyze their own work for errors and test their solutions against other students' work. They try many strategies to see if their prior knowledge is valid and may modify/create similar problems.</p>
<p>Communication All students should be able to</p> <ul style="list-style-type: none"> • organize and consolidate their mathematical thinking through communication; • communicate their mathematical thinking coherently and clearly to peers, teachers, and others; • analyze and evaluate the mathematical thinking and strategies of others; • use the language of mathematics to express mathematical ideas 	<p>Each Math Navigator module encourages students to explain ideas, strategies and solutions in their own words both orally and through written responses.</p>

precisely.	
<p>Connections</p> <p>All students should be able to</p> <ul style="list-style-type: none"> • recognize and use connections among mathematical ideas; • understand how mathematical ideas interconnect and build on one another to produce a coherent whole; • recognize and apply mathematics in contexts outside of mathematics. 	<p>Each Math Navigator session probes student learning to uncover misconceptions which may lead to revising mathematical concepts and enables students to reconnect basic understandings of mathematical concepts, and through careful scaffolding and support, build upon them to greater and deeper understanding.</p>
<p>Representation</p> <p>All students should be able to</p> <ul style="list-style-type: none"> • create and use representations to organize, record, and communicate mathematical ideas; • select, apply, and translate among mathematical representations to solve problems; • use representations to model and interpret physical, social, and mathematical phenomena. 	<p>Each Math Navigator practice session emphasizes patterns through multiple representations of mathematics to encourage learning and fundamental understandings of algebraic language.</p>
Other	

Math Tutoring:

1. America's Choice Math Navigator aligns with Arkansas State Math Standards. Specific *grades 5-8 standards* addressed include:

Strand: Numbers and Operations, Standard 1: Number Sense, Standard 2: Properties of Number Operations, Standard 3: Numerical Operations and Estimation

Strand: Algebra, Standard 4: Patterns, Relations, and Functions, Standard 5: Algebraic Representations, Standard 6: Algebraic Models, Standard 7: Analysis of Change

Strand: Geometry, Standard 8: Geometric Properties, Standard 9: Transformation of Shapes, Standard 10: Coordinate Geometry, Standard 11: Visualization and Geometric Models

Strand: Measurement, Standard 12: Physical Attributes, Standard 13: Systems of Measurement

Strand: Data and Probability, Standard 14: Data Representation, Standard 15, Data Analysis, Standard 16: Inferences and Predictions, Standard 17: Probability

Algebra I Standards addressed include:

Language of Algebra Strand: Standard 1: Students will develop the language of algebra including specialized vocabulary, symbols, and operations.

Solving Equations and Inequalities Strand: Standard 2: Students will write, with and without appropriate technology, equivalent forms of equations, inequalities and systems of equations and solve with fluency.

Linear Functions Strand: Standard 3: Students will analyze functions by investigating rates of change, intercepts, and zeros.

Non-linear Functions Strand: Standard 4: Students will compare the properties in the

family of functions.

Data Interpretation and Probability Strand: Standard 5: Students will compare various methods of reporting data to make inferences or predictions.

Geometry Standards addressed include:

Language of Geometry Strand: Standard 1: Students will develop the language of geometry including specialized vocabulary, reasoning, and application of theorems, properties, and postulates.

Triangles Strand: Standard 2: Students will identify and describe types of triangles and their special segments. They will use logic to apply the properties of congruence, similarity, and inequalities. The students will apply the Pythagorean Theorem and trigonometric ratios to solve problems in real world situations.

Measurement Strand: Standard 3: Students will measure and compare, while using appropriate formulas, tools, and technology to solve problems dealing with length, perimeter, area and volume.

Relationships between two- and three- dimensions Strand: Standard 4: Students will analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

Coordinate Geometry and Transformations Strand: Standard 5: Students will specify locations, apply transformations and describe relationships using coordinate geometry.

2. Math Navigator will enhance the programs already in place in the schools. America's Choice Ramp Up to Algebra has been used successfully by middle school teachers in the Waldron School District for several years, with student benchmark scores proving the benefits gained through the Ramp Up classes. Other students will benefit from the Navigator program as an intervention tool that has been proven to be effective in other

districts across the state. Navigator reinforces the state standards required at each grade level and deepens understanding of math concepts.

3. Components of Math Navigator include a pre and posttest for the program and pretests and posttests in each module to establish a base score and show student growth. Students will have various skills lessons, practice, reflection, study sheets and checkpoints to demonstrate proficiency. They will be given ample opportunities to work alone, in small groups, and in individual tutoring sessions with a teacher. Teachers will be able to identify and correct misconceptions that might have influenced student learning in the past. Each student will have a student workbook along with various manipulatives such as rulers, measuring cups, calculators, counters, tiles, base-10 blocks, etc. Quick response boards and markers are essential to work on individual skills through the supplied study cards. Teachers and students will use chart paper for group demonstrations. Student charts and games are supplied in the appendices of each module, so tutors may make copies for each student. Students will be using the materials to reinforce skills and to learn concepts in a multi-sensory approach which will appeal to different learning styles.

4. There will be no tutoring cost to the students who participate in this program.

Transportation will be provided by the Waldron School District to students within the Waldron School District, so some parents with students outside the Waldron School District might incur transportation costs for their children.

Literacy Tutoring: Literacy Tutoring:

1. The Comprehensive Literacy Model components to be utilized in the Afterschool Tutoring align with Arkansas State English Language Arts Curriculum Frameworks, specifically the strand of Reading, Standard 9: Comprehension; Standard 10: Variety of text; Standard 11: Vocabulary, Word Study, and Fluency.

2. Afterschool Tutoring instructional strategies will coordinate with the comprehensive literacy strategies that are already being used throughout the district, and for some students will provide the extra support necessary to use and understand these strategies. The practice reading cycle is the key to fluency.

3. Assessments must drive instruction, so these will be utilized to build each student's learning plan. An abundance of reading materials as well as high levels of student engagement with print will be integral to the success of each student. Students will be given ample opportunities to work individually with a teacher and occasionally in small group settings. Teachers will be able to identify and correct misconceptions and/or lack of literacy skills that might have influenced student learning in the past.

4. There will be no cost to the students who participate in this program. Transportation will be provided by the Waldron School District to students within the Waldron School District, so some parents with students outside the Waldron School District might incur transportation costs for their children.

D. Monitoring Student Progress

Math:1. a. Students will be diagnosed through a pretest/placement test to determine needs and to identify which module will be prescribed. The previous years' benchmark scores will be examined and compared to the current assessment to look for trend data as well as for specific skills and weaknesses. Current classroom teachers will be consulted to see if any areas of need are apparent to them. Tutors assigned to the students will disaggregate the data to determine a course of action and to tailor the student action plan specifically for individualized student areas of weakness, by filling in gaps of deficient skills and by

reinforcing areas of strengths.

b. Navigator checkpoints are a regular part of each student module. Informal assessments will be ongoing, with periodic formal evaluations occurring as students finish units of study. If reteaching is necessary, the module checkpoints and posttest will show the deficiency, and the tutor will continue with that skill (module) until proficiency is reached.

c. Students will be given a Math Navigator pretest to determine placement in the program and to establish a baseline of skills. Classroom teachers will help determine areas of need. After the module for placement has been determined, a pretest for that module will be given. This will give the tutor more specific insight into the area of need for each student.

Literacy: 1. a. Students will be diagnosed through a pretest/placement test to determine needs. The previous years' benchmark scores will be examined and compared to the current assessment to look for trend data as well as for specific skills and weaknesses. Previous year's report cards will be accessed. The next step will be to assess further through computer diagnostic programs including e2020 at the high school level and JEdI at the middle school. The DRA will be used to assess a student's independent reading level and diagnose a student's strengths and weaknesses in relation to accuracy, fluency, and comprehension. The DRA will function as a pre- and post-test.

b. An individual instructional program/intervention plan for each student will include a weekly check list to determine if goals are being met or if progress is being made towards the goals. Ongoing assessments, such as fluency checks and retellings, and informal reading assessments also yield valuable information that will drive instruction for each individual student.

c. The DRA will be administered to students to determine individual reading levels. Other diagnostic reading assessments will be administered if the need arises. Tutors will also

examine Benchmark scores from the previous years to see if any trend data appears. Current classroom teachers will be consulted to see if any particular areas of deficiency have been noted. Tutors and the director will meet with parents at regularly scheduled monthly conferences, where the program of study will be examined and adjusted as the students meet their goals or as they show a need for an extended time or a repeated intervention.

2. Math and Literacy: After the module for placement has been determined, a pretest just for that module will be administered. This will give the tutor more specific insight into the area of need for each student. Students must be proficient on modules to move on to another module. Proficiency will be determined through checkpoints in each session and the posttest at the end of each module. Student progress reports will be sent home to parents and to classroom teachers biweekly, and parents will be invited to conferences monthly. Forms for requests for input from teachers will be given to teachers at the beginning of the year, and as needs arise in the classroom for help from tutors, teachers may fill out and return forms to the tutors for reinforcement in the after school sessions.

E. Evidence of Effectiveness

Math: 1. The state of Arkansas has chosen America's Choice as its recommended school reform program for corrective action in schools in school improvement. Both the Waldron Middle School and the Waldron High School, which are schoolwide Title I schools, have used America's Choice programs for Math with students in grades 7-10. The results have been excellent, but there is no time during the school day for the Navigator program. Navigator will

add an extra layer of instruction and support to the Math programs already in place in the schools.

Research

America's Choice. (2006). *Mathematics Navigator: Elementary School/ Middle School/ High School. A targeted intervention program that helps students stay on course for success in mathematics.* Mathematics Navigator, an intervention to repair gaps misconceptions, Washington, DC.

Downloadable PDF brochure at web site: <http://www.ncee.org/acsd/math/220.jsp>

The American Diploma Project. (2004). *Ready Or Not: Creating a High School Diploma That Counts.* Web site: http://www.achieve.org/files/ADPreport_7.pdf

2. Waldron Middle School has had America's Choice classes in the seventh and eighth grades for two years. This involved double blocking math classes so some students received one regular math class and one Ramp Up class. The students who were chosen for the America's Choice class were not proficient on the Benchmark. Data indicates that students with the Ramp Up class increased Benchmark scores. Navigator will add another layer of intervention and assessment data for students..

3. Because the Navigator class was piloted on a small sample of the Waldron Middle School students for only one year, conclusive evidence is not available for those students. However, the Navigator teacher is convinced that the reason all of the students in her class showed improvement on the Math portion of the Benchmark test is directly due to the Navigator program. Because time is such a huge factor in the school day, Navigator has been abandoned at the Middle School. Lack of time to schedule in one more class, not lack of success, has been the determining factor in the continued use of the program. The very nature of the modular design of the program lends itself to afterschool, and it will be just as

effective (or more so) in after school tutoring as it is during the school day. **See Attachments for data from other schools pp. 39-42.**

Literacy:

The Comprehensive Literacy Model has been endorsed by both the Arkansas Department of Education in its professional development middle and high school level trainings such as Effective Literacy, Next Step, and by Harding Academy where the Smart Step Literacy Lab Classroom Project had its beginnings. The University of Arkansas at Little Rock is recognized as a national leader in literacy reform, and the Arkansas Comprehensive Literacy Model had its beginnings at this university. When the Comprehensive Literacy Model is properly implemented, increased student achievement is the result; however, there is no data for this school district that shows the model has been properly implemented schoolwide although many teachers use components.

Research

Atwell, N. (1998). *In the middle*. Portsmouth, NH: Heinemann.

Biancarosa, G., & Snow, C. E. (2004). *Reading next: A vision for action and research in middle and high school literacy*. Washington, DC: Alliance for Excellent Education.

CIERA. (2001). *Put reading first: The research building blocks for teaching children to read*. Washington, D.C.: National Institute for Literacy, National Institute of Child Health and Human Development and U.S. Department of Education.

Fountas, I.C., & Pinnell, G.S. (2001). *Guiding readers and writers*. Heinemann.

Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. 2nd Ed. Stenhouse Publishers.

National Reading Panel. (2000). *Teaching children to read: An evidence-based*

assessment of the scientific research literature on reading and its implication for reading instruction. Washington, D.C.: National Institute of Child Health and Human Development.

Rasinski, T. (2003). *The fluent reader.* New York: Scholastic.

F. Communication with parents and families

Math and Literacy:

1. The SES provider will send written progress reports home to parents biweekly and will meet with parents in a face-to-face conference monthly. Parents who are unable to attend the face-to-face meetings will be called by the tutor and/or the SES director to discuss the student's progress. A bilingual paraprofessional will be employed for ELL students and to translate parent conferences and correspondence, including progress reports, to Spanish. Phone logs will be kept to document parent phone calls for progress reports and other communications. E-mail will be used when e-mail addresses are available.
2. Parents will be encouraged to discuss any questions with the tutors. If a dispute between the parent and tutor cannot be resolved, the next level of conflict resolution will be used to correct the situation. The parent and the SES director will meet at this level to try to resolve the dispute. The SES director may choose to include the tutor in this discussion and may ask

both parties for written statements in an effort to come to an agreeable conclusion.

Parents will be included in writing the initial plan of action for the student. The individualized plan of action will be a blueprint for the SES tutoring sessions. Any changes in that plan will be sent to parents or given to them at the monthly conference.

Parents who are unable to attend monthly conferences will be contacted by phone, e-mail, and/or mail. Every effort will be made to schedule conferences at the parents' convenience and to accommodate work schedules.

Tutoring sessions will be scheduled on days that are most convenient for parents and coordination with other events will also be attempted so as to avoid conflicts with other school activities such as athletic events, band concerts, graduation, etc.

G. Communication with Districts/Schools

Math: 1. Waldron Middle School uses Everyday Math in grades 5-6 and Connected Math in grades 7-8. Students in grades 5-6 are double blocked, giving them two periods of math daily. Some students in grades 7-8 have an additional America's Choice Ramp Up to Math or Algebra to give them an additional period of math instruction daily. Seventh and eighth grade students who have not demonstrated proficiency on the math portion of the Benchmark are chosen for this class. America's Choice Math Navigator will give an additional piece of the America's Choice program to help intervene with students who need the extra time and individualized tutoring which will be available through SES in the after school hours. This program will correlate with Arkansas Frameworks and be flexible enough to allow the tutors to change modules if students need help in specific areas of classroom

study. It will undergird the learning and strategies taught in Everyday Math and Connected Math and will give students extra time on task to practice skills and strategies that are necessary in mathematics operations.

Open response answers are encouraged by the Navigator program, as students must show their work in the “How I solved it” portion of each session. Hands-on puzzles and games are constructed by the students, and manipulatives are used daily.

2. Current classroom teachers will be consulted to see if any areas of need are apparent to them. Tutors assigned to the students will disaggregate the data to determine a course of action and to tailor the student action plan specifically for individualized student areas of weakness, by filling in gaps of deficient skills and by reinforcing areas of strengths. This action plan will be sent to the classroom teacher.

Tutors will send biweekly progress reports home and to the teacher of record at the school to report on student progress toward their goals as outlined on their action plan. E-mail communication will be encouraged between the classroom teacher and the tutor to ensure all parties are working towards a seamless learning experience for the student. Classroom teachers will be invited to the monthly conference with parents to add their input into the student’s progress.

Forms for requests for input from teachers will be given to teachers at the beginning of the year, and as needs arise in the classroom for help from tutors, teachers may fill out and return forms to the tutors for reinforcement in the after school sessions. Tutors will follow up on the request from the teacher and either meet or email for more information. This request for help from the teacher will be honored, if at all possible, within the tutoring timeframe.

Literacy: 1. All language arts teachers at Waldron Middle School and four content area and

two language arts teachers at Waldron High School have completed, or are currently in the second year of Smart Step Literacy Lab Classroom Project professional development. The Afterschool Tutoring will be an extension of the Comprehensive Literacy Model components that teachers currently use in their classrooms; in fact, probably some of those teachers will be providing the Afterschool Tutoring services. Two literacy coaches, as well as a reading specialist, will also be involved. As previously stated, assessment drives instruction and the coaches and the specialist will be able to use assessments from the regular school day as well as more diagnostic prescriptions to ensure each student's individual needs will be met.

2. Current classroom teachers will be consulted to see if any areas of need are apparent to them. Tutors assigned to the students will disaggregate the data to determine a course of action and to tailor the student action plan specifically for individualized student areas of weakness, by filling in gaps of deficient skills and by reinforcing areas of strengths. This action plan will be sent to the classroom teacher. Tutors will send biweekly progress reports home and to the teacher of record at the school to report on student progress toward individual goals as outlined on the literacy action plan. E-mail communication will be encouraged between the classroom teacher and the tutor to ensure all parties are working towards a seamless learning experience for the student. Classroom teachers will be invited to the monthly conference with parents to add their input into the student's progress. Forms for requests for input from teachers will be given to teachers at the beginning of the year, and as needs arise in the classroom for help from tutors, teachers may fill out and return forms to the tutors for reinforcement in the after school sessions. Tutors will follow up on the request from the teacher and either meet or email for more information. This request for help from the teacher will be honored, if at all possible, within the tutoring timeframe.

H. Qualifications of Instructional Staff

Math: Math tutors will be selected from the applicants with priority given to those who have experience in math at the middle school and/or high school. Currently our math teachers include these highly qualified teachers.

Literacy: Literacy tutors will be selected from the applicants with priority given to those who have experience in language arts and/or literacy at the middle school and/or high school level. Currently our literacy teachers include the following highly qualified teachers:

Math and Literacy:

All teachers are highly qualified either through ARHOUSSE or through math degrees. All teachers are required to obtain a minimum of 60 hours professional development annually and must include two hours of parental involvement, six hours of technology, and three hours of Arkansas history (if they teach social studies).

Because Waldron Middle School and Waldron High School are both Schoolwide Title I schools, all students are Title I students. Teachers in the Waldron Schools are well acquainted with working with Title I students. Because of the diverse population, many teachers are ESL certified and have had Special Education training including RTI and Identification workshops.

Paraprofessionals must be highly qualified either by scoring above the state cut score on the Parapro Praxis or through having 60 college hours or an associate's degree. Several of our paraprofessionals are bilingual and can speak Spanish fluently. The ability to translate correspondence and have an interpreter available for conferences will encourage SES participation of our Hispanic students and parents.

The director of the SES program is highly qualified, experienced in both teaching and administration, and will be available during SES tutoring sessions. The director will be actively involved in the day to day operation of the SES program and easily accessible to parents, staff, and students.

I. Provider Goals and Objectives

Math: Goals of America’s Choice Math Navigator will be to increase proficiency scores on the Mathematics portion of the Benchmark and EOC tests.

Objective: 95% of all students enrolled in SES and participating regularly in the program will raise their individual Mathematics Benchmark scores through a gain of one proficiency level and/or show growth on the longitudinal chart posted by NORMES.

Literacy: Goals will be that students will improve reading comprehension, fluency, and vocabulary. Making gains in one of these areas will likely cause increases in the other two. Students will increase their reading words per minute to the required number for their specific grade level and by doing so will almost assuredly increase their scores on the Benchmark and EOC tests. The expectation (objective) will be that 95% of all students enrolled in Afterschool Tutoring and who also regularly participate in the program will raise their individual literacy scores on the Benchmark or Literacy EOC one proficiency level and/or show growth on the longitudinal chart posted by NORMES.

J. Cost of Service

Waldron After School Tutoring Pricing Structure

SES charge will be \$50 per hour per pupil

Maximum of 2 hours per day = Maximum charge per student per day \$100

Maximum of 4 days per week = Maximum charge per student per week \$400

