

Arkadelphia Public Schools

The **Arkadelphia School District** Office of Federal Programs supervises the Supplemental Education Services Program. The long-term goal of the Arkadelphia Public Schools (APS) program is to provide all students the foundation to perform at an academic level recognized as proficient or advanced for grade level; To improve literacy skills in writing, comprehension, vocabulary and spelling; To improve math skills with emphasis on open response measurement, geometry, and number sense.

Both extended day and extended year services are provided through the APS program for all eligible students in qualifying schools. Eligibility is determined by federal guidelines. Both extended day and extended year components address the strengthening of literacy and numeracy skills for all eligible students. All participating students receive a prescriptive, individualized learning plan based on performance scores from the Arkansas Benchmark Exam. The North West Evaluation Association (NWEA) RIT scores are aligned to provide formative feedback to show the successful mastery of the skills measured by the Arkansas Benchmark Exam, the summative assessment for all students. NWEA scores provide performance scores four times per year, beginning in the fall and ending with the summer term.

APS will provide students a comprehensive balanced literacy program to enhance acquired skills and to extend that foundation to mastery as measured by the Arkansas Benchmark Exam. Instruction will address fluency, word study, vocabulary instruction, comprehension, and writing instruction aligned with framework standards. Literacy Lab and Smart Step Reading strategies in content areas will be used to boost achievement and improve comprehension.

A standards based math approach will be used to reduce disparity among students and focus on mastery of skills. All numeracy processes will be taught to increase student understanding of problem solving, reasoning, proof, communication, connections, and representation as per NCTM. Connected Math 2 and Everyday Math is used to align student learning expectations to the Arkansas Mathematics Frameworks.

All staff is certified by the state of Arkansas to teach the level and content provided in the tutoring sessions. All staff is highly qualified as determined by Arkansas guidelines. The program administrator is licensed by the state and holds a doctorate in Educational Leadership. A special education professional will be available as a regular member of the teaching staff and will use a co-teach model in collaboration with the content teachers to address special needs of students. A paraprofessional will be on staff to assist in the computer lab and classrooms. Teachers have received training in working with economically disadvantaged students, students with specific academic handicapping conditions, and students with limited English proficiency.

Major design elements of the program include small group and individual instruction, small teacher to student ratios, tutorials, and cooperative groups. Technology will be utilized including computers with appropriate software, visual and audio media, smartboard technology, video streaming, airliners, document cameras, calculators, and electronic learning games. Emphasis is placed on student participation, mastery, instructional games, and hands-on learning.

Section IB: Basic Program Information

<i>Applicant Name</i> Arkadelphia Public Schools	<i>Program Name (if different from Applicant Name)</i>
<p><i>Has this applicant ever been removed from any state's approved provider list?</i> <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>	
<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)	<p><i>First Year applicant approved to offer SES services in Arkansas</i> 2006</p> <p><i>First year applicant approved to offer SES services anywhere</i> 2006</p>
<p><i>Subject areas to be covered (09-10 indicate with a check in the box)</i></p> <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> English/Lang Arts <input type="checkbox"/> Science	<p><i>Grades to be served (09-10) in each subject area to be covered</i></p> <p>Math, Grades 4 through 8 English/Language Arts, Grades 4 through 8 Science</p>
<p><i>Staff availability and qualifications (do not exceed 100 word description)</i></p> <p>All SES staff is certified by the state of Arkansas to teach the level and content provided in the SES sessions. The program administrator is licensed by the state and holds credentials and experience in school leadership, federal programs, and supplemental education services. Each teacher has been endorsed by the Arkadelphia School District as Highly Qualified. A special education teacher will be available at each building level as a regular member of the teaching staff to work with content teachers in a co-teaching model. All staff has cleared fingerprint screening and received professional development relevant to the needs of students.</p>	
<p><i>Service delivery setting (check all that apply)</i></p> <input checked="" type="checkbox"/> School <input type="checkbox"/> Business location <input type="checkbox"/> Place of religious worship <input type="checkbox"/> Community Center	<p><i>Specific student populations proposed to be served (check all that are proposed to be served)</i></p> <input checked="" type="checkbox"/> Low income <input checked="" type="checkbox"/> Minority <input checked="" type="checkbox"/> Migrant

<input type="checkbox"/> Student's Home (parent or guardian must be present during tutoring) <input type="checkbox"/> On-line <input type="checkbox"/> Other (describe)	<input checked="" type="checkbox"/> Limited English proficient (indicate languages) <input checked="" type="checkbox"/> Special education <input type="checkbox"/> Other (describe)
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<i>Time when services are proposed to be offered</i> <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Other (describe)	<i>Student/instructor ratio</i> List the ratio of instructors to children in the proposed program: 1:10 Maximum number of students for each instructor (not to exceed 10 students per instructor) 10 student maximum per teacher.
<i>Cost per hour (not to exceed current maximum allowable from RFA)</i>	<i>Approximate number of hours required for proposed tutoring:</i> Extended Day = 4 hours per week Extended Year = 14 hours per week
<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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<i>Provider Contact Information:</i> Contact Person Name: Dr. Virginia Anderson Street Address: 235 North Eleventh Street City, State, Zip: Arkadelphia, AR 71923 Contact telephone number: 870 246-5564 ext 204 Contact fax number: 870 230-8854 Email: anderson@apsd.k12.ar.us Website: apsd.k12.ar.us Hours of operation: Extended Day: 8:00 a.m. until 5:00 p.m., Monday and Tuesday Extended Year: 8:00 a.m. until 4:00 p.m., Monday thru Thursday	

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 checked="" 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"/> 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 |
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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"/> Green County Tech | <input type="checkbox"/> Mammoth Spring |
| <input type="checkbox"/> Clinton | <input type="checkbox"/> Greenland | <input type="checkbox"/> Manila |
| <input type="checkbox"/> Concord | <input type="checkbox"/> Greenwood | <input type="checkbox"/> Mansfield |
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| <input type="checkbox"/> Corning | <input type="checkbox"/> Guy Perkins | |
| <input type="checkbox"/> Cotter | <input type="checkbox"/> Hackett | |

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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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| <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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- 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

Part IA: Program Overview

The school will notify students and parents of the eligibility to receive Title I Supplemental Educational Services via post mail. The packet will include descriptions of all available providers and the ADE website address to allow a fair selection process. This is the first window of opportunity for enrollment. The principal will collect applications for SES services and notify selected providers. Each school will enter into a contractual agreement for parties interested in the Arkadelphia Public School District (APS) as a service provider. The APS program administrator will hold an open forum for interested parents and students to address services, give a tour of the school facilities and introduce the teaching staff. Parents will receive information relevant to the program, including the process for complaints. APS will provide all school supplies, software, and a daily healthy snack consistent with the USDA school lunch program in portion size and nutritional value.

All SES staff is certified by the state of Arkansas to teach the level and content provided in the SES sessions. A special education professional and a paraprofessional will be regular members of the teaching staff. The program administrator is licensed by the state and holds a doctorate in Educational Leadership and past experience working with federal programs and supplemental services. All staff has cleared fingerprint screening by the State Police. All staff members have received training in all strategies used in this program, all technology used, paperwork for the program, and working with students from the subpopulations represented in the program enrollment. The APS extended day and extended year tutorial program is designed to provide point-in-time instruction for six weeks during Semester I and six weeks during Semester II, ending before the administration of the Benchmark Exam. In May, all students

eligible for tutoring during the year are notified through a second mailout, encouraging them to enroll in the four-week summer program. This is the second enrollment opportunity.

The NWEA (North West Evaluation Association) RIT score will be used to check for mastery following the first semester of instruction. The NWEA will provide online testing for individual students, supplying a RIT score that will correlate to the Arkansas Benchmark exam to determine proficiency and subsequent exit from remediation. Teachers may assess for mastery as needed using individual lesson plans.

All students in the APS extended day program will receive a prescriptive, individualized plan based on Benchmark scores and disaggregated data that will help to identify and analyze strands and standards weaknesses indicated by student performance. Pacing guides will be utilized to ensure focus, scope, and sequence in mastering state frameworks. Teachers will develop individual lesson plans based on curriculum and pacing guides.

A comprehensive approach to literacy will be used to help target achievement disparities, reinforce a 4-point rubric for writing, thinking strategies, and teach students to organize information and write from prompts. Smart Step strategies will be used in literacy to improve comprehension in context and fluency. A Literacy Lab approach will emphasize other dimensions of reading such as vocabulary development, phonemic awareness, and phonics.

Numeracy instruction will focus on open response questions, rubric writing, and test taking skills. This emphasis is based on a longitudinal study of the district's math needs. Everyday Math and Connected Math 2 will be used to cover problem-based lessons aligned to student learning expectations from the Arkansas Mathematics Frameworks. Application and interaction will address problem solving, reasoning, connections, representation, and communication. Smartboard technology, airliners, computers with appropriate software, document cameras, electronic games, and graphing calculators will be used as part of the

instruction. A standards-based math approach will help to reduce disparity among subpopulations.

Since adding Everyday Math and Connected Math in 2004, student performance on assessments has shown a strong, steady growth. Also in 2004, Literacy Lab was added; this also shows a gain in performance scores.

At the onset of the program parents will meet with the program administrator and enter into a Parent-School-Student Agreement to cover the responsibilities of each. All parties must sign the agreement and follow basic suggestions for participation.

Progress and attendance reports will be mailed to parents after each two-week period of extended-day tutoring, and weekly during the extended-year program. The progress reports will be in a language the parents can understand and an interpreter available to speak to parents as needed. A staff member will make telephone or personal contact with the parents following two absences to review the Parent-School-Student Agreement responsibilities discuss potential outcomes. The Parent Resource Center will be available to assist parents with tips to foster student success and provide technology training for parents to allow easy access to information about grades and classroom activities. Upon dismissal from the SES program, parents will receive the exit survey with stamped, addressed envelopes to mail to the ADE.

Section III: Indicators of Quality

Part A: Evidence of Links Between Research and Program Design

All programs and strategies listed in this design are linked to current research and proven effective for raising student achievement. Many strategies are made available for teachers, including technology assistance for individualized instruction. However, predominant methods used will be based on state endorsement and educational research.

For students attending literacy remediation, a Literacy Lab approach will be provided. All English teachers in the program have been trained in using this model. Based on the findings of the National Reading Panel, all five areas of reading instruction will be addressed throughout the program (See Page 18) and will target student disparities, emphasize thinking strategies, and teach students how to organize and write from a prompt using skills to analyze, compare, infer, and evaluate. APS will continue to promote the use of the 4-point rubric for writing. Smart Step Reading Strategies in Content Areas will be used to boost student achievement in content areas of curriculum by improving comprehension in context and reading fluency. Educational games will also be used to increase dimensions of reading as identified by the National Reading Panel. Games include Word on My Mind, Scrabble, GeoSafari Word Lab, Wordiac, Brain Quest, Blokus, and Wi Games.

Students being tutored in math will benefit from Everyday Math and Connected Math 2, both aligned to student learning expectations from the Arkansas Mathematics Frameworks. Strategies for this standards-based math consist of content and process standards that identify those things valued in school mathematics (NCTM). The standards are divided into four modules and include instruction in the processes of math: problem solving, reasoning and proof, communication, connections, and representation. Considerable explanation on defining mathematics in terms of content are given, including number and operations and algebra, geometry, measurement, data analysis, and probability (See page 19). Educational games that address the NCTM standards will be used to increase student interest. These include Math Shark, Electronic Flash Cards, and Wi Games.

Major design elements for the entire program include the use of small group and individual instruction, tutorials, and cooperative groups. All instruction will take place in classrooms equipped for literacy and numeracy. Teacher-student ratio will be capped at 10:1, incorporating

smaller groups and individual instruction (Marzano, Pickering, Polloc, 2001). A co-teach model will be used to provide special needs students a professional Special Education teacher in during literacy and math instruction. Each program level will have a paraprofessional to assist as needed, including computer lab management and individual instruction. Students will meet four hours per week during extended day instruction, 14 hours per week during extended year instruction providing additional hours of point-in-time instruction.

Technology will be utilized including computers, appropriate software, smartboard technology, video streaming, airliners, document cameras, digital cameras, educational games, and calculators. Other delivery methods will include individual and small-group tutoring, writing labs, instructional games, and reading labs. Many students enjoy the quietness of small groups and the individual attention it lends from the teachers. Students enjoy a variety of learning styles including the interaction provided with computers, smartboard technology, the entertainment of video streaming, and the use of hand-held games and calculators. The largest difficulty expected is participation after school and during the summer. Middle school students often have a variety of after school activities. Many choose to leave the classroom at the end of the regular instructional day and year to participate in sports, band, drama, church activities and other interests aside from school.

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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	Smart Step Literacy Lab Effective Literacy
Phonics Instruction	Smart Step Literacy Lab Computer Tutorials
Fluency	Smart Step Literacy Lab Across Content Areas Comprehensive Literacy
Vocabulary	Smart Step Literacy Lab Effective Literacy Word Study Educational Technology and Games Word Journeys
Text Comprehension	Smart Step Literacy Lab Educational Literacy Games
Other	Graphic Organizers Computer Software

Evidence of Links Between Research and Program Design

Mathematics

Mathematical Process Standards	Components of the Supplemental Educational Services Provider's Instructional Program
Problem Solving	<u>Connected Math 2</u> ; <u>Everyday Math</u> Number and operations; Data Analysis; Algebra; Multiple Choice; Open Response; Math Lab; Tutorials; Educational Games
Reasoning and Proof	<u>Connected Math 2</u> ; <u>Everyday Math</u> Geometry, Number and Operations; Open Response
Communication	<u>Connected Math 2</u> ; <u>Everyday Math</u> Open Response Data Analysis
Connections	<u>Connected Math 2</u> ; <u>Everyday Math</u> "Estimation Station" Measurement
Representation	<u>Connected Math 2</u> ; <u>Everyday Math</u> Probability; Open Response; Algebra
Other	Computer Tutorials in number operations; Educational Games

C. Connection to State Academic Standards and School or School District's Instructional Program(s)

The Arkansas Academic Standards are used as the curriculum framework to guide the instruction of math and literacy in the APS Program. The APS program utilizes pacing and curriculum designed by the Arkadelphia School District literacy facilitators, math facilitators, and content teachers who work together to align all instruction, both vertically and horizontally and to address all academic standards for each grade level. Pacing guides are developed as guidelines for instruction. The pacing guides help maintain focus for the teacher and assure that all skills tested on the Arkansas Benchmark Exam are addressed prior to the test. Pacing guides outline time and sequence of material presentation and attempt to reach mastery on standards by providing activities to promote learning for all students.

Curriculum adoptions, software, strategies, resources and lesson plans are manipulated to cover the Frameworks by moving through each strand and standard in progression. Ideally, by using the pacing guide as a roadmap, students will be exposed to all framework materials by testing time. Extra time and instruction is provided for weaker areas.

As the teachers move through the pacing guides they prepare detailed lesson plans for individual students. Each strand and standard is matched to appropriate instructional and learning strategies based on student need.

All teachers in the APS supplemental educational services program will have access to the students' profiles, grade transcripts, and test scores. A focus math teacher and a focus literacy teacher will work with the SES teachers as needed to prepare an academic plan for each student.

Parents see the individual student academic plans for their children. It is discussed with the student's mentor teacher and signed by the parent, teacher, and student (if he/she chooses). Parents are reminded that all supplies for the APS program are provided at no expense to the parent. This alleviates the problem of forgetting pencils, paper, books, software, etc., that slow class work and hinder progress. Parents are reminded that a progress report will be mailed at intervals to keep them informed and provide an avenue for two-way communication. If any questions or responses need to be delivered to the teacher, these may be done by writing a return memo on the progress report or by emailing the teacher. Visits are welcome but not during class time; parents are asked to visit after the SES sessions.

D. Monitoring Student Progress

Diagnostic Testing. The NWEA (North West Evaluation Association) assessment will be used as a pre-test for each student in the SES program. The NWEA is aligned to the Arkansas Benchmark Exam and research shows a close correlation to success on the NWEA when compared to the Benchmark. The NWEA provides a RIT score for each standard tested, allowing the diagnostic component and a pre and post literacy and math score(Appendix A). This will allow APS to measure gain after six weeks of tutoring, twelve weeks of tutoring, and following the summer session which is an additional four weeks of tutoring. It also projects an expected Benchmark score for the spring assessment.

Prescriptive programming. Teachers will write an individual academic plan for each student in the SES program (See Appendix B). The goals, interventions, and actions will be taken from the latest Benchmark performance scores and the most current NWEA assessment. Skills below proficient are identified, isolated and retaught. Teachers prepare lesson plans that follow the strands and standards of the Arkansas Academic Standards and the pacing guides adopted by the Arkadelphia School District.

Monitoring of student progress. Teachers will give daily grades for work completed in the SES program. All math and reading assignments must be at a 90% mastery level. All writing assignments must be at a 90% mastery level and

follow the 4-point rubric used by the district. Assignments will not be accepted until mastery is achieved. Parents will receive a progress report based on class work after each eight hours of instruction during extended day tutoring and following each week of instruction in the extended year program. Student academic performance and attendance will be monitored and reported to parents.

Evaluation: Meeting clearly defined goals. The APS supplemental educational program will provide two testing sessions following the baseline pretest. The first opportunity to exit the program will be at the end of the first six-week session at which time the NWEA online exam will be given. Any student scoring above 210 in literacy or 218 in math will be allowed to exit the program after semester I.

The NWEA will be given again at the end of the second six-week session. Students are expected to make the 210 cut in literacy and 218 in math. These scores are equivalent to proficiency on the Arkansas Benchmark Exam. Students still performing below the proficient level will be recommended for the extended year session.

E. Evidence of Effectiveness

The Arkadelphia Public School District (APS) has extensive records showing student performance on norm-referenced and criterion-referenced assessments over a period of years. Isolating scores showing a three-years trend indicates a steady gain in students performing at proficient and advanced levels. The APS Program for Supplemental Education Services has been used by the Arkadelphia district for three years.

Both Arkadelphia Schools using the APS Program have continued to progress over the past three years. The district goal is to move all subgroups to or above the proficient level and at the same time continue to imbed rigor in the curriculum for the combined population. A four-year analysis of trend data (2005, 2006, 2007, 2008) from the TLI (The Learning Institute) shows the number of students performing at the proficient and advanced levels grew substantially each year in fourth grade math; students performing at proficient and advanced levels in literacy increased slightly. This trend was consistent in fifth grade math, sixth grade math, and seventh grade math, with eighth grade math showing the largest gain of student represented in the proficient and advanced levels (Appendix C). Literacy showed a slight gain in the number of students scoring at proficient or advanced, but it was less than the math counterpart

indicating steady gain in sentence formation, usage, and mechanics while maintaining writing style and content. In Literary Passage Performance, the fourth grade made overall gains in every area except open response content. The fifth grade profile indicates improvement in every literary skill but shows a need for additional attention in the open response format. Both Goza and Peake have moved from School Improvement to Meets Standards using the APS program. The staff and principal are enthusiastic about moving students to higher levels of achievement and continue to work and upgrade skills through professional staff development and seeking advanced degrees. The district willingly shares a Literacy Coach and Math Coach for planning purposes for the APS sessions. The coaches work with the APS teachers to improve teaching strategies, provide clear data disaggregation, and have input in the Student Learning Plans used for all students in the APS program.

Arkadelphia High School was in SI-3 in 2005; SI-3 in 2006; SI-4 in 2007; SI-5 in 2008 however they met standards for math but not literacy. Goza Middle School was in SI-M in 2005, SI-3 in 2006, SI-M in 2007, and back to SI-3 in 2008. Peake Elementary School was SI-1 in 2005, SI-M in 2006, SI-2 in 2007, and SI-M in 2008. All populations increased in Benchmark performance except the Students with Disabilities population. Consequently, APS added a Special Education teacher in a co-

teach component for the SES tutoring sessions. The APS faculty received significant staff development in working with student needs including attending the Southern Regional Education Board (SREB) summer conference to study principles and practices of high-achieving middle and high schools and strategies used for special needs students. Teachers are expected to imbed these practices when teaching frameworks to students identified with special needs.

The overall effectiveness of the instructional program of APS shows a continual increase in student test scores and movement from basic and below basic to proficient and advanced performance. As with any program, the prediction of APS is that scores will continue to move to greater representation of all populations in proficient and advanced performance and away from below basic and basic.

Student outcomes show a three-year trend as follows (based on the ADE Webpage: School Report Cards 2006, 2007, 2008).

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-</u>
<u>08</u>			
Grade 4: Retention	0	0	1
Grade 5: Retention	0	0	1
Grade 6: Retention	6	3	1
Grade 7: Retention	8	3	2
Grade 8: Retention	4	1	2
Peake Expulsions	0	0	0
Goza Expulsions	0	.4%	.4%
AHS Expulsions	0	.9%	.3%
Peake Dropout Rate	0	0	0
Goza Dropout Rate	2	1.6	1.9
AHS Dropout Rate	3.7	5.1	4.5
Peake Attendance Rate	96.2%	97%	96.7%
Goza Attendance Rate	95.2%	94.9%	95.8%
AHS Attendance Rate	96%	95.4%	95.9%
AHS Graduation Rate	91.6%	90%	81.7%

F. Communication with Parents and Families

The APS Supplemental Services Provider meets with parents following the application process for eligible students. The school principal collects the applications and notifies APS with contact information for the parents selecting this intervention process. The program administrator will have an open forum at the school to provide answers to questions, discuss curriculum efforts, share best practices being implemented, explain logistics of the program, discuss transportation, tour the facilities, and introduce staff. Parents will be given written information about filing a grievance against the staff or services of APS. Grievances not settled by the administrator of APS should be directed to the School District as per Policy JCE.

The administrator will give an overview of the program and emphasize attendance and skill mastery for every student. Parents and students will review the Parent-School-Student Agreement and be allowed time for input and questioning.

Anyone wishing to speak privately with the program administrator will have the opportunity to do so following the open meeting.

A tour of the math and literacy classrooms, the media center and the computer lab will follow. A representative from the Parent Resource Center will be available to discuss opportunities for parent support including computers to check student grades and attendance. Parents will be given an opportunity to

peruse the selected texts and see a demonstration of a Smartboard, Airliner, Senteo Response System, and document camera.

Parents will receive regular progress reports (Appendix F) through the mail apprising them of student academic progress as well as attendance and behavior. Parents are encouraged to return written responses on the progress reports to provide two-way communication. Parents may also contact teachers by email or telephone.

Assessment results from the NWEA online interim tests will be shared in January, April, and July. A letter of explanation will accompany the scores, along with the invitation to visit the teacher, program administrator, school administrator, or school counselor for further interpretation of the test results.

Parents of students eligible for SES services will be notified to visit with the program administrator and/or teachers during the Parent/Teacher Conferences. A one-on-one conference to review the progress of each student will be scheduled at the parents' request. An interpreter will be available for parents needing information in any language other than English. Alternative day and/or times for P-T Conferences will be made available as appropriate for teachers and parents if required.

The Parent Facilitators for Goza Middle School and Peake Elementary will be available to assist parents with the Resource materials in the media centers located on the respective campuses. Parents will be offered the opportunity to

receive training in accessing student information from the school website as well as the checkout services of the resource materials.

When each student exits the program a Parent Satisfaction Survey (Appendix G) will be mailed to the home with a stamped envelope addressed to the Arkansas Department of Education to the attention of Polly Davis.

The program ends with a Field Day for the students. The Field Day combines physical activity and learning games and includes, of course, a USDA approved picnic lunch. School administrators and parents are invited to attend the Field Day events, become involved in the learning activities, and share the lunch. Teachers will give the final progress reports to parents and respond to any questions or concerns they may have. The parents attending Field Day will receive the Parent Survey in the final packet; surveys will be mailed to parents not attending the Field Day events.

G. Communication with District and Schools

In many aspects the supplemental educational services provided for eligible students during extended day will be similar and work in tandem with the adopted curriculum and strategies appropriate for that grade level. Since the APS teachers are also employed by the Arkadelphia School District, all SES teachers have access to all professional development and student information from assessments. They also are part of the learning team that meets during common planning time during the regular school day. This provides the opportunity for SES teachers and regular content teachers to share information regarding students' performance in the content classes as well as in the after school program and allow for greater consistency in services. English and math teachers have common planning time daily, scheduled by grade level. A communication log entry is made each time the SES teachers meet with classroom teachers to discuss the academic progress of an SES student.

All SES teachers will send a progress report (Appendix F) to parents following every eight hours of instruction in extended day services and at the end of each week during extended year services. This allows teachers time to recognize learning patterns in the students and respond appropriately.

All students receiving services in the APS supplemental education program will receive an interim progress report for the extended day along with those mailed from regular classroom teachers. Interim reports are mailed at the

midpoint of each 9-week grading period. It is the responsibility of the APS teacher submit progress reports to the APS office in time to allow APS to make contact with the school office and mail the progress reports along with the school progress reports.

All APS teachers keep a School/District/Teacher Communication Log (Appendix H) and will update it on a daily basis. The program administrator will also keep a communication log as a record of parent contacts and any private meetings with students or teachers concerning the success of the program. The administrator also maintains minutes of professional development meetings as proof of training.

H. Qualifications of Instructional Staff

All APS staff is selected from the Arkadelphia School District staff through an application process. All APS teachers have been endorsed by the school district as highly qualified based on ARHOUSSE (Arkansas High Objective Uniform State Standard of Evaluation) criteria. Documentation for each person is kept on file in the Assistant Superintendent's office. To demonstrate subject area competence Arkadelphia teachers must accumulate a score of 100 points in the teaching area survey. The following evidences have been established:

- NTE Exam has been taken in the proper content area
- Teaching experience based on number of years in the classroom
- Content-based Professional Development consistent with Section 9101 of NCLB
- Other criteria: College coursework, service in an administrative capacity, documented committee service, local curriculum development in the content area in the last five years, documented committee service in a state or national curriculum development in content area in the last five years, served on a textbook adoption committee, published articles in a refereed journal, conference presentations, conference attendance, and service as a Pathwise mentor in the content area.

Copies of these forms are maintained by the district and available for review as required. It is noted that all personnel information is protected and may only be reviewed as per legal guidelines dealing with Privacy laws.

All SES staff members have been trained in working with Students with Disabilities and Limited English Proficiency modifications. All SES staff members are trained in modifications for working with at-risk students based on the research of Barr and Parrett, 2003; and Ruby Payne, 2001. This includes the low socioeconomic subpopulation.

The staff is recruited by posting a call for teachers throughout the district. Respondents are deemed eligible based on highly qualified teacher criteria and performance in the district. All staff members must meet state requirements for professional development training specifically in the content area in which they wish to teach. Next steps include an interview process scored by a point system based on responses. The program administrator, principals, and parent representative will select the appropriate number of teachers to work in the program to allow a 10:1 ratio or below. After the selection process, a specific training session for tutors takes place to provide information including record keeping, forms, responsibilities, parent contact, teaching to frameworks, assessment and monitoring, attendance, etc. Subsequent training sessions take place throughout the year as information needs updating, during school district

Professional Development days, at the semester break, prior to the beginning of extended year services, and other times as needed.

I. Provider Goals and Objectives

The long-term goals of the Arkadelphia Public School District (APS) Supplemental Educational Services Program is to provide all students the foundation to perform at an academic level recognized as proficient or advanced for grade level; To improve literacy skills in writing, comprehension, vocabulary and spelling; To improve math skills with emphasis on open response measurement, geometry, and number sense.

Both the extended day component and the extended year component of this SES program will address the strengthening of literacy and numeracy skills for all eligible students. APS will provide students a comprehensive balanced literacy program to enhance acquired skills and to extend that foundation to the mastery of the skills below grade level as measured by the current Arkansas Benchmark Exam. A standards based math approach will be used to reduce disparity among students and focus on mastery of skills.

Objective 1: A Comprehensive Literacy approach will be used for fluency instruction, word study, vocabulary instruction, comprehension, and writing instruction as aligned with ELA framework standards. Students will score 210 as measured by the North West Evaluation Association RIT scores during winter

testing in January or at the end of the program in March. This is equivalent to a proficient score on the Arkansas Benchmark Exam. Students will show progress based on daily grades for performance with 90% mastery. All written work will be completed with mastery as achieved per the 4-point rubric.

Objective 2: A standards based math approach will be used to improve student performance, especially on open-response measurement, open-response geometry, open-response number sense and algebra. All numeracy processes will be taught to increase student understanding of problem solving, reasoning, proof, communication, connections, and representation as per NCTM standards. Students will score a minimum of 218 on the North West Evaluation Association RIT following the first six weeks of instruction, the end of 12 weeks of instruction, and following the summer term. All class work will be completed at a 90% mastery level as measured by teacher observation and student performance.

J. Cost of Services

Anticipated participation

150 students extended day

150 students extended year

Anticipated cost per student:

for 160 hours x 300 students x \$4.73/hr.