

## Section IA: Program Description

### Success Matters---Little Rock School District

The name of the program is **Success Matters (SM)**. The program's subject areas are Mathematics, English/Language Arts, and English as a Second Language (ESL). *SM* will serve students in grades 3-8. The program will utilize the following packaged curriculum programs: **Math Navigator, Literacy Navigator, Santillana Spotlight on English (SSOE), and Santillana Intensive English (SIE)**.

The scientific basis of the program, listed in detail in the Indicators of Quality section, is congruent to the research of the curriculum packages. Progress success will be revealed through reported data results.

Materials, equipment, and resources to be used in *SM* include lesson cards, audio CD's, activity books, and internet-ready computer stations. All of these items comprise the *SM* packaged curriculum components. The *SM* curriculum will be implemented by state-certified, ESL-endorsed teachers.

**Navigator** is based upon the America's Choice School Design, and is a proven solution for schools with a record of poor performance. **Navigator** benefits students who are having difficulty meeting state standards across multiple subjects. **Mathematics Navigator** works unlike any other available intervention because it identifies and addresses the math misconceptions that research shows holds students back. **Literacy Navigator's** approach targets students, including English language learners, who are comfortable with social language or who are adequate readers of literary text but struggle to comprehend content-area text. It removes content as a barrier by using instructional strategies based on cognitive science and reading research.

**Santillana Spotlight on English (SSOE)** is a systematic, up-to-date, research-based focused approach with explicit and implicit instruction that captures the imagination of young English Language Learners (ELLs), meets them at their level of proficiency and motivates them to be successful and competitive, socially and academically, with their native-English speaking peers. **Santillana Intensive English (SIE)** is a K-8 standards-based ESL/ELD intervention program designed to accelerate the development of social and academic language skills through content-based instruction. Both **SSOE** and **SIE** provide educators with the tools necessary to empower ELLs to acquire the English language accurately and achieve competency in the four language arts domains of listening, speaking, reading, and writing.

**Success Matters** is school-based entity founded by the Little Rock School District (LRSD). *SM* will offer SES tutoring services to students at selected LRSD elementary and middle schools. Tutoring will be offered during after school hours. Parents of participating students will be responsible for providing transportation for their children.

<http://www.americaschoice.org/mathnavigator>

<http://www.americaschoice.org/literacynavigator>

<http://www.spotlightonenglish.com/HomePage-pdfFiles/SOE-ResearchBrief.pdf>

<http://www.santillanaintensiveenglish.com/>

**Section IB: Basic Program Information**

<p><i>Applicant Name</i></p> <p><b>Little Rock School District</b></p>	<p><i>Program Name (if different from Applicant Name)</i></p> <p><b>Success Matters</b></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"/> <b>School Entity</b></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><b>N/A</b></p> <p><i>First year applicant approved to offer SES services anywhere</i></p> <p><b>N/A</b></p>
<p><i>Subject areas to be covered (09-10 indicate with a check in the box)</i></p> <p><input checked="" type="checkbox"/> <b>Math</b></p> <p><input checked="" type="checkbox"/> <b>English/Lang Arts/ESL</b></p>	<p><i>Grades to be served (09-10) in each subject area to be covered</i></p> <p>Math <b>Grades 3-8</b></p> <p>English/Language Arts <b>Grades 3-8</b></p>
<p><i>Staff availability and qualifications (do not exceed 100 word description)</i></p> <p><b>State-certified teachers, ESL-endorsed teachers will be hired to instruct students. These teachers will be employees of the Little Rock School District. Currently, there is a pool of 1,996 teachers from which to choose. Additionally, trained coaches will be employed to help coordinate instruction programs. (See Appendix.)</b></p>	
<p><i>Service delivery setting (check all that apply)</i></p> <p><input checked="" type="checkbox"/> <b>School</b></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"/> <b>Low income</b></p> <p><input checked="" type="checkbox"/> <b>Minority</b></p> <p><input type="checkbox"/> Migrant</p> <p><input checked="" type="checkbox"/> <b>Limited English proficient (indicate languages)</b></p> <p><input checked="" type="checkbox"/> <b>Special education</b></p> <p><input type="checkbox"/> Other (describe)</p>
<p><i>Time when services are proposed to be offered</i></p> <p><input type="checkbox"/> Before school</p> <p><input checked="" type="checkbox"/> <b>After school</b></p> <p><input checked="" type="checkbox"/> <b>Weekends</b></p> <p><input checked="" type="checkbox"/> <b>Summer</b></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    <b>10:1</b></p> <p>Maximum number of students for each instructor (not to exceed 10 students per instructor)    <b>10</b></p>

<i>Cost per hour (not to exceed current maximum allowable from RFA) <b>\$50.00</b></i>	<i>Approximate number of hours required for proposed tutoring <b>90</b></i>
<i>Minimum number of students that will be served in a single district <b>500</b></i>  <i>Minimum number of students that will be served in a single school or setting <b>20</b></i>	<i>Will students be transported by this provider?</i>  <input checked="" type="checkbox"/> <b>Yes</b>
<i>Provider Contact Information:</i> Contact Person Name: Leon Adams Street Address: 3001 S. Pulaski St. City, State, Zip: Little Rock, AR 72206 Contact telephone number: 501-447-3350 Contact fax number: 501-447-3353 Email: leon.adams.jr@lrsd.org Website: www.lrsd.org Hours of operation: 8:00 a.m. to 5:00 p.m.	

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

- Little Rock**

## Section II: Narrative and Supporting Documentation

### **Section IIA. Program Overview**

Success Matters Staff will participate in a four hour training session prior to the beginning of the program. The evaluation of SM will, in part, be determined by pre- and post-tests of students. Teachers and students will utilize equipment such as computers, calculators, overhead projectors and others throughout the program.

### ***MATHEMATICS NAVIGATOR***

Mathematics Navigator is a flexible research based program for elementary, middle and early high school it is designed to address the needs of struggling students. At some point in their academic careers, these students may have received weak preparation in certain concepts, or they may have misunderstood the concept 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. Re-teaching does not necessarily help students identify and expose misconceptions; 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 students reconstruct their conceptual framework. The accompanying instructor materials provide explicit discussion of the mathematics, detailed symptoms that signal the presence of misconceptions, students work samples illustrating misconceptions, and numerous ideas for addressing problems.

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. The unique nature of Navigator tasks, along with the established rituals for engaging in the task, encourages students to approach the mathematics from several angles. Students do much more than solve problems, they analyze their work for errors, test the validity of their work against other students' work. Try multiple strategies to determine if their prior knowledge holds true or fails them, and modify or invent similar problems. All this leads to revising misconceptions, In the process, students learn to problem-solve, reason mathematically, and justify work.

Multiple choice and post-test have been developed in conjunction with Australian Council on Education Research (ACER) is an international leader in the field of assessment and had been involved in both the trends in international Math and Science Study (TIMSS) and the Programme for International Student Assessment (PISA). Formative assessments are a key component of the Navigator program. A variety of targeted monitoring techniques are used throughout the modules to inform teaching and learning. Assessments provide interim and on going information so that instructors can adjust their instruction accordingly. Assessments, answer keys, and instructions for test administration are included in the Navigator package Pre and post test are conspicuous but other materials and activities offer less formal assessment opportunities. These include checkpoints, peer- and self-assessments, conferences, class profiles, informal and formal observation, and student reflections on the math.

There is a considerable body of research documenting students' mistakes in mathematics. (For example the reports of the Assessment of Performance Unit (Foxman et al., 1980), the Concepts in Secondary Mathematics and Science Project (Hart, 1980, 1981), research reviews (e.g., Dickson et al., 1984; Bell et al., 1983) and the more recent work based on children's answers to National Curriculum Test questions, (e., Ryan and Williams, 2000). This work reveals that there are a limited number of identifiable misconceptions. Malcolm Swan (2005) states that, "Such misconceptions should not be dismissed as 'wrong thinking' as they may be necessary stages of development." For example, most learners generalize from their early experiences that:

- you can't divide smaller numbers by larger ones
- division always makes numbers smaller
- the more digits a number has, then the larger is its value
- shapes with bigger areas have bigger perimeters
- letters represent particular numbers
- "equals" means "makes" (Swan, 2005)

Interventions can be targeted at these misconceptions and their related concepts.

## **LITERACY NAVIGATOR**

America's Choice Literacy Navigator (LN), a modular supplementary intervention program, provides the kind of help students need to further encourage reading comprehension skills. By design, this effort will assist students in navigating the texts used in content-area courses. This program also measures skill development through reading assessments appropriate for the strategies employed --- a point to be discussed next.

LN includes ideas or approaches that easily prepare students for realizing the goals of such an intervention. To meet both district and state academic and student performance standards, our approach expects to:

- Use instructional strategies based on cognitive science and reading research.
- Teach explicitly the commonly used structures found in informational texts, such as cause and effect, sequence, and claim and evidence.

- Build recognition and understanding of elements critical to comprehending content-rich, dense passages connecting words, pronoun reference, substitute words and phrases.
- Build knowledge of and fluency with academic language and common tier-two vocabulary.
- Use graphic organizers and focused writing tasks to help students understand and demonstrate relationships among ideas.
- Scaffold student application of comprehension strategies through focused reading of increasingly complex text.
- Use embedded assessments (pre-tests and post-tests) to identify additional instructional needs and monitor student progress.

The LN program will target students, including English Language learners, who are failing or most at risk of failing to meet the state's academic and student performance standards. America's Choice LN shall serve 3<sup>rd</sup> through 8<sup>th</sup> grade students who could benefit from just a little boost. To qualify for services, a student must be performing below grade level in reading endanger of failing. This overall effort will greatly contribute to their success as fluent, confident readers.

Students are involved in Navigator modules led by the instructional staff members who will receive training in the LN design particulars. Students' interest and abilities will line up perfectly with modules taught in the content area of reading skills development. The formative assessment employed will allow staff and parents to monitor the progress made by student participants. This happens after the teachers have engaged students in a pre-assessment. These same initial steps will be used to provide clues toward selecting modules that best meets students' needs.

Parent involvement activities will identify what parents can do to support students' attention to specific postures that encourage responsible learning. Together, parents and the program staff will use strategies that can be reinforced and practiced at home and throughout the program. The benefit of this approach is that everyone has a role in student learning, including the student. Some of what might be expected communications could take several formats such as class visits, conferences, specific feedback reports. The America's Choice Literacy Navigator program offers measurable success opportunities that provide a needed response to the concerns for student achievement in the Little Rock School District.

### ***ENGLISH AS A SECOND LANGUAGE (ESL): Santillana Spotlight on English & Intensive English***

Many ELLs struggle to develop language proficiency beyond the intermediate level. Without targeted instruction, students are unable to develop the academic language necessary to ensure success. *Santillana Spotlight on English* and *Santillana Intensive English's* carefully structured lessons address this problem by providing a framework through which teachers can expose students to grade-level Academic English, while serving as models of Standard English. Through this structured instruction, students are able to move into the proficient and advanced levels of language proficiency, thus enabling them to succeed in the mainstream classroom.

Scientific basis of the program focuses on two key points. English Language Learners require extensive and intensive oral English language development in order to attain literacy success (Diane August, the National Literacy Panel, 2006); Effective ESL programs develop English language proficiency while building literacy skills and subject knowledge (Guarino, Echevaria, Short, Schick, Forbes, & Rueda, 2001).

As a prerequisite, teachers providing instruction must be ESL Endorsed and must participate in initial and on-going professional development. PD will address the needs of English Language Learners, facilitate discussions regarding language development, serve as a

model for effective strategies in an ELL environment, and offer techniques for informing and involving parents.

This program is expected to be successful because it integrates the four essential language domains: listening, speaking, reading, and writing. Also, *Santillana Intensive English* and *SSOE* include instructional practices shown to be effective in beginning reading instruction: 1. Phonemic Awareness, 2. Phonics, 3. Vocabulary Development, 4. Reading Fluency, 5. Reading Comprehension (Based on National Reading Panel recommendations).

Students will be placed in fluid groups, based on their performance on a pre-assessment. The pre-test provides information regarding proficiency in each of the four language domains, allowing the teacher to target the students' specific needs. The teacher is able to monitor progress via contextualized, high-interest activities, including Journal Quick Writes, Speed Reads and Dialogues, and Benchmark Assessments, which help prepare students for state standardized testing, while providing information regarding progress in each of the language domains. By continuously evaluating student progress, the programs will adapt to fit the students needs, thus ensuring attainment of English language proficiency.

#### **The materials for the program include**

- 3<sup>rd</sup> – 5<sup>th</sup> program: *Santillana Spotlight on English [SSOE]*
  - Teacher's Components: Teacher's Guide & Day-by-day unit planner; Photo Cards; Blackline Masters; Assessments; Audio CD; Phonics and Fluency Handbook; Thematic and Classroom Libraries
  - Student Components: Student Practice Book
  - Technology Component (Equipment/Connectivity): Internet-ready computer stations
- 6<sup>th</sup> – 8<sup>th</sup> program: *Santillana Intensive English*
  - Teacher's Components: 120 Lesson Cards; Placement Cards; Assessment Program; Homework Connection Activities; Audio CDs; Speed Reads and Dialogues; User Guide; Classroom Library; Opening Doors Activity Books
  - Student Components: Opening Doors Activity Book; Phonics and Vocabulary Workbook; Student Readers; Journal Quick Writes

### **Section III: Indicators of Quality**

#### **A. Evidence of Links Between Research & Program Design**

##### ***MATHEMATICS NAVIGATOR***

Navigator requires students to interact with the mathematics, while balancing work in concepts, problem solving and skills. The Navigator intervention does not revisit or repeat initial teaching. Rather, unlike many other interventions, the program focuses on revising misconceptions. Re-teaching does not necessarily help students identify and expose misconceptions; 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 students reconstruct their conceptual framework. The accompanying instructor materials provide explicit discussion of the mathematics, detailed symptoms that signal the presence of misconceptions, students work samples illustrating misconceptions, and numerous ideas for addressing problems.

Lesley Booth's research underscores the benefit of connecting arithmetic to algebra and enlisting active engagement of students' reasoning abilities early on. The research of Thomas Carpenter and others provide a simple yet profound example of the disconnected nature of

arithmetic and algebra in our curriculum. Their studies show that many U.S. students develop misconceptions about the equal (=) sign. With navigator, students learn mathematics in a way that familiarizes them with the algebraic structure of mathematics.

Research has shown that teaching becomes more effective when common mistakes and misconceptions are systematically exposed (Swan, 2005). According to Jack Lockhead and Jose Mestre (1988) students hold on tenaciously to ill conceived mathematical ideas because these are the ideas they have believed in for years. Mathematics Navigator places an emphasis on prior knowledge and revising misconceptions. Prior knowledge is activated in a way that pulls students out of passive modes of learning and spurs them on to an active and determined study of the concepts.

From an instructional perspective, one needs to be aware that language and mathematical competence are intertwined and therefore must be taught collectively if students are to make strong academic progress in mathematics (Cummins 1984). Navigator allows students to collaborate and talk about mathematics in a language-rich environment to deepen and accelerate their Learning.

When we look at the standards outlined in the national Council of Teacher's of Mathematics "Standards Based" Curriculum, the Navigator Program focuses on the 2 content standards of Number and Operations and Algebra. The Math Advisory Panel also emphasized the importance of number understanding by fifth grade to be able to have a mastery of algebra. Navigator also doe a tremendous job of incorporating the five process standards( See Section 4).

Mathematics Navigator is designed to fit the particular scheduling needs of elementary and secondary schools. The elementary modules are typically delivered in 30-minute small group sessions by a teacher or paraprofessional who does not have to be a math expert. The secondary modules are often delivered during the school day in a 45-minute class by a math teacher..

Each Mathematics Navigator module supports students of varying skill levels in reaching the same achievement goals. Each module includes

- A. Skills practice that follows a logical progression, emphasizes patterns, and promotes strategies for successful computation
- B. Fully developed concept lessons with procedures and problem solving that support conceptual development rather than substitute or distract from it
- C. Problem solving through group, partner, and solo work
- D. Opportunities for students to explain ideas, concepts, strategies, and solutions in their own words, both orally and in writing
- E. Multiple representations of mathematics, which give students with different learning styles many opportunities to understand concepts
- F. Individualized instruction built into the class schedule, which allows teachers to work with students on their individual needs
- G. Opportunities for students to analyze their own mistakes—and those of other students—and learn how to correct mistakes to achieve success

## **LITERACY NAVIGATOR**

International benchmarking and world class assessments are an integral part of the comprehensive school designs and powerful instructional systems. These systems have been informed by evaluations of research and best practices, including international comparative analyses of more than 20 high achieving nations. Recently, America's Choice formed a collaborative relationship with the Australian Council for Educational Research (ACER) to develop embedded assessments for their instructional systems. ACER, one of the world's leading testing companies, played a key role in developing assessments for both the Trends in Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA). One of

America's most respected independent organizations for educational program evaluation, the Consortium for Policy Research in Education, has examined both their formative research and the results in schools (see <http://data.usd259.org/Middle/References/America's%20Choice%20FAQ-808.pdf>).

Given the long, rich history of America's Choice, it is not unusual to see America's Choice programs employed in schools and school districts over the entire nation. In fact, it is reported that more than 900 schools have implemented America's Choice School Design. The design of the district's program will occur with fidelity just as many others do on a day-to-basis, specifically focusing on standards and assessments, alignment of instructional systems, strengthening leadership and organization, involving parents and community, extensive coaching and professional development; including intervention safety nets in literacy (see <http://data.usd259.org/Middle/References/America's%20Choice%20FAQ-808.pdf>).

Finally, there is indeed a noticeable identifier when looking at schools and district designated as "improvement" sites as is true in the Little Rock School District. Usually, the population of largely minority students offers a significant number of students who fall in the low socioeconomic level of poverty regardless of urban, suburban, or rural locality. This is also true in the Little Rock School District. The America's Choice Literacy Navigator program offers measurable success opportunities that provides a needed response to the concerns for student achievement in the Little Rock School District.

Each Literacy Navigator lesson contains multiple comprehension strategies based on the Construction-Integration Model of Comprehension (Kintsch, 1974, 1988, 1998) described above. Some of these strategies are used to build an understanding of the textbase.

- Saying What the Text Means [link to this part of intro in Foundations TE]
- Making Ideas Cohere [link to this part of intro in Foundations TE]
- Addressing Vocabulary [link to this part of intro in Foundations TE]
- Focused Reading—Questioning During and After Reading [link to this part of intro in Foundations TE]
- Text Structure Knowledge [link to this part of intro in Foundations TE]
- Using Graphic Organizers to Display the Relationship Between Ideas [link to this part of intro in Foundations TE]

Other strategies are aimed at constructing a mental model:

- Think Alouds [link to this part of intro in Foundations TE]
- Discussion [link to this part of intro in Foundations TE]
- Writing [link to this part of intro in Foundations TE]

<http://www.americaschoice.org/litnavresearchbasis>

### ***SANTILLANNA SPOTLIGHT ON ENGLISH & INTENSIVE ENGLISH***

***Santillana Spotlight on English (SSOE)*** and ***Santillana Intensive English*** effectively integrate the four language domains (Listening, Speaking, Reading, and Writing) essential to the success of English Language Learners (ELLs). ELLs require extensive and intensive oral English language development in order to attain literacy success (Diane August, the National Literacy Panel, 2006). Both programs are designed around flexible lessons, intended to be used in small group instruction, targeting students' needs via practical language-acquisition strategies.

Research indicates that effective ESL programs develop English language proficiency while building literacy skills and subject knowledge (Guarino, Echevaria, Short, Schick, Forbes, & Rueda, 2001). Both **SSOE** and **Santillana Intensive English** are specifically designed to address the linguistic needs of individual students, while developing key academic vocabulary, via a developmentally appropriate curriculum. Academic language is different from everyday speech and informal writing. It is the language of texts, of academic discussion and formal writing. Without academic language proficiency, students will not achieve long-term success in school (Robin Scarcella, 2003).

**SSOE** is designed to facilitate transition for newcomers (beginning English speakers) and to promote increased academic vocabulary for orally proficient students needing support in the reading and writing domains. Language is developed via instruction in the core content areas, including: math, science, social studies, language arts, music, and art. By developing language through content based instruction students are better prepared to participate in mainstream academic classes.

**Santillana Intensive English** builds on the Thomas and Collier findings, following the Five Standards for Effective Pedagogy: 1. Teachers and Students Producing Together; 2. Developing Language and Literacy Across the Curriculum; 3. Making Meaning; 4. Teaching Complex Thinking; 5. Teaching Through Conversation. The five standards are reflective of the finding by educational researchers working with students at risk of educational failure due to cultural, *language*, racial, geographic, or economic factors. (Thomas & Collier Language Study: Role of input and interaction in language development).

**SSOE** and **Santillana Intensive English** deliver lessons via small group instruction, providing targeted strategies for students at diverse linguistic levels, within 35-45 minute sessions. One of the challenges inherent in any grouping of ELLs is accommodating learners at varying proficiencies. Both programs contain diagnostic tools which assist teachers in grouping students by proficiency level in a given language domain (listening, speaking, reading, and writing).

Programs are easily adaptable to the after school format, thus eliminating the need for transfer between school and service location.

An added feature of **SSOE** is the on-line component, which enables instructors to establish differentiated instruction for each student, monitor and review student progress, and identify students in need of remediation and intervention.

**B. Links Between Program Design and NRP, NCTM, NSTA standards**

**MATHEMATICS NAVIGATOR**

<b>Mathematical Process Standards</b>	<b>Components of the Supplemental Educational Services Provider's Instructional Program</b>
<b>Problem Solving</b>	Navigator sessions are structured around a handful of tasks that students study deeply. Students will consider the problem make an estimate and represent the mathematics using various models. Their focus will be to apply and adapt a variety of appropriate strategies to solve problems.
<b>Reasoning and Proof</b>	It is essential that during the Navigator sessions that students develop and evaluate mathematical conjectures and arguments
<b>Communication</b>	Students will repeatedly hear, see, and use various strategies to show their work and through discussion will internalize critical math concepts.
<b>Connections</b>	Navigator sessions are built around how mathematical ideas interconnect and build on one another to produce a coherent concept. It Also helps students to understand that gaps in their understanding help in making incoherency.
<b>Representation</b>	The cornerstone of Navigator is that multiple representations help in deepening conceptual understanding. They will also create and use representations to organize, record, and communicate mathematical ideas.
<b>Other</b>	We will focus on helping students have a greater understanding of Number. The gaps in Number Sense cause gaps in all other content. Filling these holes will give students greater confidence in their mathematical careers.

**LITERACY NAVIGATOR**

Dimensions of Reading	Components of the Supplemental Educational Services Provider's Instructional Program
Phonemic Awareness Instruction	<b>Standards-based learning instruction and instructional strategies that build key skills</b>
Phonics Instruction	<b>Instructive techniques are implemented for students who may be struggling in the early grades</b>
Fluency	<b>Conveys core concepts and allows students to apply what they know with confidence</b>
Vocabulary	<b>Helps student to internalize content information and prepares them for greater academic success</b>
Text Comprehension	<b>Builds relevant understanding and acquisition of literacy skills</b>
Other	<b>Develops independent learning skills through highly engaging learning centers</b>

**SANTILLANNA SPOTLIGHT ON ENGLISH & INTENSIVE ENGLISH**

<b>Dimensions of Reading</b>	<b>Components of the Supplemental Educational Services Provider's Instructional Program</b>
<b>Phonemic Awareness Instruction</b>	Photo cards provide a springboard to the development of phonemic awareness, providing focused aural instruction on specific sounds. Phonemic awareness is reinforced throughout the lessons, beginning with picture cards, moving through a discussion, preparation for and reading of the text, follow-up discussion, and on-line extensions.
<b>Phonics Instruction</b>	Once aural understanding of specific sounds is established, students are presented with the written word and guided towards an understanding of letter/sound patterns. Phonics are reinforced throughout the lesson and supplemented with on-line extensions and home connections.
<b>Fluency</b>	Ongoing discussion and targeted introduction of key vocabulary provides the basis for oral fluency. This is further supplemented with the use of the audio CD's which contain the recording of stories, dialogues, chants, and songs that appear in every unit, serving as an additional model of native-English fluency.
<b>Vocabulary</b>	All lessons frontload key vocabulary development providing opportunities for the aural and oral understanding, prior to presenting students with the written word.
<b>Text Comprehension</b>	Classroom libraries and leveled reading passages incorporate key vocabulary through repetition and integration of culturally relevant images. As readers see themselves reflected in the text, incorporate newly learned vocabulary, and apply reading strategies they are more successful in constructing meaning.
<b>Other</b>	

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

See Appendices A and B

#### **MATHEMATICS NAVIGATOR**

The Mathematics Navigator is the main intervention program which is an integral part of the America's Choice safety net. America's choice is the model and curriculum that the State of Arkansas has adopted for the State Turnaround Model. The Navigator Curriculum aligns very well with standards that that they were meant to cover. For example, the two units on Beginning Fractions and Knowing Fractions do a tremendous job at addressing these standards with fidelity.

NO.1.2.9

Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals, and physical models

Example: Identify and illustrate parts of a whole

NO.1.2.10

Example: Utilize models to recognize that a fractional part can mean different amounts depending on the original quantity

NO.1.3.4

Example: Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals and physical models

- identify and illustrate parts of a whole and parts of sets of objects.
- recognize that a fractional part of a rectangle does not have to be shaded with *contiguous* parts

NO.1.3.5

Example: Utilize models to recognize that the size of the whole determines the size of the fraction depending on the original quantity

NO.1.3.7

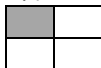
Example: Write a fraction that is *equivalent* to a given fraction with the use of models

$$\frac{1}{2} = \frac{4}{8} = \frac{8}{16}$$

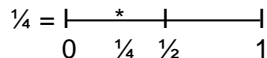
NO.1.4.4

Example: Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of *whole numbers*, using models up to 12/12

$\frac{1}{4}$



$$\frac{1}{4} = \bigcirc \bigcirc$$



$\frac{1}{4}$  = One cookie shared by 4 children

NO.1.4.5

Example: Utilize models, benchmarks, and *equivalent* forms to recognize that the size of the whole determines the size of the fraction

NO.1.4.8

Example: Write a fraction that is *equivalent* to a given fraction with the use of models

$$\frac{1}{3} = \frac{2}{6} = \frac{4}{12}$$

The conceptual approach and use of problem solving is a key component in all aspects of this program and it definitely connects to the math programs we have in place.

## **LITERACY NAVIGATOR**

Working with the foremost researchers and practitioners in the U.S. and abroad, we created powerful intervention programs in literacy and mathematics that are aligned to Arkansas State standards and assessments and supported by curriculum maps that are motivated by required exposures and expansion of concepts that ensure greater student success with standardized assessments as well as the exact standards studied. It is through the aligned classroom instruction to state standards that students and teachers reach instructional goals. At a very poignant level, the America's Choice design will help teachers to focus instruction on student state academic standards and student needs, which also helps to move students from where they are to where they need to be academically.

The link between the program design and the instructional program is very easily discerned, given the tiered approach to instruction. Through this approach students are involved in instructional modules that easily serve students with varying performance levels. Specifically, students served include: 1) students who are on grade level, 2) those who need short-term interventions to be successful in the regular classroom, and 3) students who require more intensive intervention to accelerate their learning.

All students are encouraged and generally motivated by the positive effects of the following approaches that are success oriented:

- Use instructional strategies based on cognitive science and reading research.
- Teach explicitly the commonly used structures found in informational texts, such as cause and effect, sequence, and claim and evidence.
- Build recognition and understanding of elements critical to comprehending content-rich, dense passages connecting words, pronoun reference, substitute words and phrases.
- Build knowledge of and fluency with academic language and common tier-two vocabulary.
- Use graphic organizers and focused writing tasks to help students understand and demonstrate relationships among ideas.
- Scaffold student application of comprehension strategies through focused reading of increasingly complex text.
- Use embedded assessments (pre-tests and post-tests) to identify additional instructional needs and monitor student progress.
- The ideas above address the real impact and reward that is the nature of the program.

Program evaluation will occur via a post-conference with SM teachers, SM monitors, and classroom teachers. This process will occur at the end of the first semester 2010. There are no costs to parents related to the student's participation in this program.

## **SANTILLANNA SPOTLIGHT ON ENGLISH & INTENSIVE ENGLISH**

**SSOE** and **Santillana Intensive English** address the four language domains, as outlined in the ADE English Language Proficiency Framework (Spring 2006): Listening, Speaking, Reading, and Writing. (<http://arkansased.org/teachers/frameworks2.html#english>).

Strand	Content Standard
Listening	
1. Listening	Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.
Speaking	
2. Speaking	Students shall demonstrate effective oral communication skills to express ideas and to present information.
Reading	
3. Foundations of Reading	Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.
4. Comprehension	Students shall apply a variety of strategies to read and comprehend printed material.
5. Variety of Text	Students shall read, examine, and respond to a wide range of texts for a variety of purposes.
6. Vocabulary, Word Study, and Fluency	Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.
Writing	
7. Process	Students shall employ a wide range of strategies as they write, using the writing process appropriately.
8. Purpose, Topics, Forms, and Audiences	Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.
9. Conventions	Students shall apply knowledge of Standard English conventions in written work.
10. Craftsmanship	Students shall develop personal style and voice as they approach the craftsmanship of writing.

The program goals of the ESL program state that, “The Little Rock School District will provide a research-based English-as-a-Second Language (ESL) program for its students who are identified limited-English proficient (LEP). The first goal of the ESL program is to enable identified students to master English language skills (reading, writing, speaking, and comprehension/understanding) and content area concepts and skills so that the students are able to participate effectively in the regular program as quickly as possible. The second goal of the ESL program is to provide identified students with the cultural literacy necessary for them to feel comfortable in participating in the school, community, and greater community” (IHBEA-R). **SSOE** and **Santillana Intensive English** meet both of the program goals, by providing a structured, standards-based, language development program, which is designed around culturally relevant content.

Instruction of ELLs in the LRSD is guided by the ELP Frameworks. In order to gauge progress in each of the language domains, as outlined in the Frameworks, it is imperative that teachers have the tools to measure student progress in each of the language domains. The materials necessary to implement **SSOE** and **Santillana Intensive English** will provide schools with a means of providing language specific instruction, while gathering data regarding the linguistic progress of each student. Language acquisition follows a natural progression. By monitoring student progress on an ongoing basis rather than depending solely on the end of year assessment, schools will be better able to develop targeted instruction.

Program evaluation will occur via a post-conference with SM teachers, SM monitors, and classroom teachers. This process will occur at the end of the first semester 2010. There are no costs to parents related to the student’s participation in this program.

#### D. Monitoring Student Progress

1. Student interests, abilities and needs are lined up directly with modules taught in the content area of reading skills development. The formative pre-assessment to be employed by the instructional staff will be used to provide clues toward selecting modules that best meets students’ needs initially. Additional assessment systems that are intermittent in nature will assist the Leadership Teams in efforts to monitor student performance, set related targets, and guide further instruction regularly. And, part of the safety net programs to be used, which include groundbreaking assessments, are an outgrowth of collaborations with a world leader in educational test design. The real benefit of the safety net program effort plays an important role in redirecting instruction when specific needs and influence are in order. Students, we believe, will realize long-term

achievements because lessons are modified according to students' success, performance or needs.

2. The course of the specific process used to evaluate, monitor, and track student progress on a continuous and regular basis fits in the answer above. Through the defined approach of follow-up modular assessments, the Leadership Team should be aware of the students' success once students have participated in the modular study related to the content practice skills to be assessed. It is this same structure that provides important clues that help teachers to address learning factors like ample opportunity to succeed and time on task. Obviously, this is in keeping with the contributions promised by the quality of instruction emphasized by the America's Choice design. Moreover, if it is true that students have enjoyed ample opportunity to practice a skill, based upon their success with said practice, students should show greater success. This effort indicates the importance of using assessments to provide timely feedback (e.g., at least every two weeks) as the preferred way of addressing continuous and successful learning for students.

## **E. Evidence of Effectiveness**

The target population is defined by SES regulations. At this time, the Little Rock School District has the capacity to serve all eligible students whose parents enroll in them in the SM program.

### ***AMERICA'S CHOICE MATHEMATICS AND LITERACY NAVIGATOR***

#### **America's Choice Elementary Students Outpace State Gains in Literacy and Mathematics**

##### The Challenge

- The Arkansas Department of Education recognized that it needed to take action to support schools across the state identified as in corrective action or facing restructuring for consistent low performance.

##### The Solution

- After a competitive bidding process, Arkansas selected America's Choice as its turnaround partner to assist the state's lowest-performing schools. The work began in targeted schools in the summer of 2006.

##### The Results

- Growth rates in America's Choice schools exceeded state growth rates in both literacy and mathematics. In literacy, America's Choice schools experienced a 7.3 percent increase in proficiency at the elementary grades on the state test from 2006 to 2007, compared with a 3 percent increase for the state of Arkansas. In mathematics, America's Choice schools had a 17.4 percent increase in proficiency at the elementary grades on the state test, compared with 11 percent for the state of Arkansas.

<http://www.americaschoice.org/arkansasacschooldesign>

## **F. Communication with parents and families**

LRSD educators will provide information to parents and families regarding the progress of students by communicating curriculum goals, objectives, and subject matter for the specific needs of individual students. Information will be provided in spoken language and readability ease for parents and families. Parent involvement workshops are consistently offered at the schools and the District level to enhance home to school partnerships for student achievement. Workshops provide hands on activities (i.e. Math games, role play, calculator use, computer technology) to assist in improving the six standards for parent, family and community involvement (communication, parenting, student learning, volunteering, decision making and community collaboration). Action teams, at identified schools, are created with technical assistance from National Network for Partnership School: School, Family and Community Partnerships.

The academic improvement plan and the parent/student/teacher compact will be utilized to communicate student progress for specific and individualized needs. Other communication methods that may be used are SOAR, Grade Quick, Ed-line, required parent-teacher conferences. After the initial orientation with parents, they will receive student progress reports at the end of the 4<sup>th</sup> week, the 8<sup>th</sup> week, and at the completion of the program. Parent will be notified by email, take home notes, and the District's website. Parent meetings will occur on a school day from 4:00 p.m. to 7:00 p.m. and on Saturdays from 9:00 a.m. to 12:00 p.m. To accommodate parents, individual meetings may be scheduled.

Parents and families will be surveyed on specific family and student needs to assist with increased student achievement. Materials and resources are provided for parents and families to assist with specific educational, social, and economic barriers that may keep parents and families from participating in student learning.

Parents and families are encouraged to ask questions and participate in student learning by attending parent sessions designed to build collaboration and trust for the benefit of students.

**SSOE** provides on-line access to student's progress reports, these are accessible to parents, or may be printed by classroom teachers.

## **G. Communication with Districts/Schools**

Classroom teachers will receive student progress reports at the end of the 4<sup>th</sup> week, the 8<sup>th</sup> week, and at the completion of the program. Teachers will be notified by email and the District's website. To accommodate teachers, individual meetings may be scheduled.

Refer to examples of District communication in Appendix. (LRSD Literacy Intervention K-5 2009-2010 and Little Rock School District Intervention Plan, TIER I Core Literacy Program)

### **Example:**

#### **Achievement Goals**

**Overall Goal: We expect all students to reach their full potential related to meaningful work, higher learning, citizenship and service to others.**

#### **Student Achievement Goals**

**Goal 1** – All students will demonstrate continued and improved academic achievement.

Reasonable Interpretation:

- The assessment of academic achievement will be in the core areas of math, science, reading, writing, and social science, with a focus on improved and continuous student progress.
- All students will be provided individualized instruction to meet their specific needs.

Primary Performance Measures

- ACTAAP: Augmented Benchmark, SAT-10 (for grades 2 & 9), End-of-Course Exams, and Eleventh Grade Literacy Exam (Average increase of 7% proficient/advanced on each Benchmark/EOC/11<sup>th</sup> Grade Literacy Exam; 5% increase in the number of students above the 50 percentile on the NRT)
- Graduation Rate (All high schools will meet the graduation rate as required in the State Accountability Plan—at least 77.1%.)
- Attendance (92% or above average daily attendance.)
- SOAR (Increase the number of students who score at or above the 70% level on each SOAR exam.)
- ACT (Improve average ACT score by 0.2.)

Secondary Performance Measures (Show improvement on at least 75% of the secondary measures)

- Advanced Placement/IB Exams
- Promotion/Retention Rates
- DIBELS
- QELI (Qualls)
- EXPLORE
- PLAN
- PSAT
- SAT
- Workforce Competency Exam
- ELDA

**Goal 2** – All students will be provided a comprehensive and rigorous curriculum based on state standards and including reading and writing standards implemented across all content areas.

Reasonable Interpretation:

- Teachers will implement the curriculum maps at all schools.
- Performance and number of students participating in challenging courses (GT, AP/Pre-AP, and IB) will increase.
- All teachers will consistently integrate literacy standards.
- Teachers will implement LRSD approved programs and protocols with fidelity.
- Teachers will demonstrate breadth and depth of content in their instruction.

Performance Measures:

- Curriculum map anchor assessments and interim assessments. (Survey data will show that teachers perceive that student performance has improved over the previous year.)
- Number of AP courses offered. Number of students participating in AP courses. (Increase average number of AP offerings at our high schools; increase the number of students enrolled by 10%)
- Disaggregated assessment of students taking pre-AP and AP courses. (Increase percentage of minorities enrolled in pre-AP and AP courses by 5%.)

- Disaggregated assessment of students scoring 3 and above on AP exams. (5% increase in students scoring 3 or above on AP exams.)
- Disaggregated assessment of all students' academic performances (both formative and summative) on ACTAAP exams, SOAR, and other measures where sub-group data is available. (All subgroups will increase their performance on these measures by 5%.)
- Teacher-made formative assessments (Grades will improve for each subgroup.)
- Perceptual surveys on use of curriculum maps. (Survey data will reveal that 85% of teachers are consistently implementing curriculum maps.)
- Number of students identified for GT programs. (The number of minorities identified for GT programs will increase by 5%.)
- Number of teachers participating in content-specific professional development. (50% of teachers at a grade level will participate in voluntary content-specific PD each year.)

**Goal 3** – Students will demonstrate positive citizenship and service to others.

Reasonable Interpretation:

- Students will demonstrate positive social skills and participate in co-curricular activities, extracurricular activities, and school and community service projects.

Performance Measures:

- Discipline data. (Decrease of 5% in discipline referrals.)
- Number of students participating in co-curricular and extracurricular activities. (Increase of 5% in students in identified co-curricular and extracurricular activities.)
- Number of students participating in school and community service projects. (Increase in student participation of 5%.)
- Number of students participating in service learning classes/programs. (Increase in student participation of 5%.)
- Number of students on citizenship honor roll. (Increase in student on honor roll of 5%.)
- Attendance data. (Improve student attendance at each school.)

Definitions:

Extracurricular activities are those sponsored by the school but that are not part of the academic curriculum. They are not part of students' grades, and generally occur outside of the regular school day. Examples are sports, cheerleading, and clubs and organizations.

Co-Curricular activities are defined as activities in which students participate that are part of the curriculum of a class and are included as part of the grading requirements of a class. Examples are band, choir and orchestra performances, science fairs, and art exhibitions.

**Substantive goals that are applicable to *Success Matters* are:**

**NCLB and State Goals that relate to the Student Achievement**

**Goal 1** – The number of schools that meet AYP will increase annually by 5 %.

**Goal 2** – The number of schools that receive a rating of 3 or above using the Gains Model will increase annually by 5 %.

**Goal 3** – The achievement gap between white and black students and white and Hispanic students will decrease (The percentage of white students who are proficient or above and black and Hispanic students who are proficient or above will be narrowed by 3%.)

**Goal 4** – The District will meet AYP.

#### **H. Qualification of Instructional Staff**

All teachers meet State and District certified employee criteria. Appropriate records are located in the District's Human Resource office.

Program software training will be provided by America's Choice Navigator and Santillana.

#### **I. Provider Goals and Objectives**

Goal –To increase student performance in math and literacy as determined by the benchmark exams, 2009-2010.

##### Objectives

- Provide standards-based instruction
- Use assessment data to make decisions
- Engage parents in the student learning process
- Encourage the use of differentiated instruction for all students
- Provide professional development for strengthening teacher competencies

Attainment of this goal and these objectives will be monitored mid-way through this instructional cycle.

## J. Costs of Service

The cost for each pupil for an instructional hour: no more than \$50.00 per hour.

The cost per student per instructional day: no more than \$75.00.

The pricing structure includes the following costs:

<b>Expenses</b>	<b>Associated Costs</b>
Program Materials	\$ 95.26 per student
Postage (Parent Communications)	\$4.42 per student
Printing (parent letters, student, etc.)	\$0.90 per student
Envelopes	\$0.26 per student
Snacks	\$52.50 per student
Completion Certificates	\$2.00 per student
Parent Meeting Refreshments (3 meetings)	\$12.50 per family (2 or more people)
Teachers' Supplies	\$5.00 per teacher
Student Transportation	\$97.00 per day x 18 schools
Clerical Staff (2)	\$320 per week @ 20 weeks
Administrator (1)	\$1,250 per week @ 20 weeks
Monitors (4)	\$320.00 per week @ 16 weeks
Translation Services	\$800.00 program total
Advertising & Promotion	TBD
Program Evaluation Consultation	\$15,000.00 program total
Office Equipment (computers, printers, desks, chairs, etc.)	\$10,000.00 program total

