

Section I: Program Information

Section IA: Program Description

BE Keepers Unlimited, LLC

BE Keepers Unlimited, LLC, is a for-profit organization that serves students (grades K-9), parents and local communities and use proven research based supplemental education services. BE Keepers' mission is to ensure that students are given an opportunity to improve academically (specifically in the areas of reading and math) while using quality fine arts (singing, dancing, acting and other performing arts) as part of our incentive program. The BE Keepers program includes educational/performing arts incentives, guided personalized reading and/or math instruction, on-going skill assessments to identify strengths/needs, research-based instructional practices, organized skill practice/games, and parent workshops. As participants in the BE Keepers program, students will achieve better grades, improve reading comprehension, mathematical skills, and his/her performance on local/state test while improving social skills and building confidence.

BE Keepers uses Curriculum Associates' *Strategies to Achieve Reading Success (STARS)* and *Strategies to Achieve Math Success (STAMS)* Curricula, which are aligned with Arkansas Academic Standards and Frameworks and is shown to be effective in teaching reading/math strategies. These curricula are effectively used in a small group or individual setting and are geared toward individual deficit areas as indicated by the Academic Improvement Plans developed at the local levels. BE Keepers instruction includes face-to-face, one-on-one learning in groups of no more than 10 students per teacher/co-teacher. Quality fine arts are used as part of the incentive program such as performing arts, singing, dancing, dramatic arts, play writing and public speaking.

The (*STARS*) and (*STAMS*) series are instructional programs that are solidly grounded in areas of important reading and mathematical research. The teachings of the National Council of Teachers of Mathematics provide the foundation upon which the program is structured (*STAMS*). Scaffold strategy-based instruction serves as the organizational framework, while metacognitive strategies foster student self-monitoring and self-assessment. Students build on their capacity to analyze, reason, and communicate ideas effectively by applying reading strategies in a variety of contexts (*STARS*).

The BE Keepers program is based at local school sites and other locations throughout the students' community. The program location may vary by school district. The program will be held before school, after school, weekends, and summer. Times may vary by school district. BE keepers is not responsible for transportation of the students to our program or the students' home from the program. BE Keepers will provide all materials, equipment and supplies needed to participate in the program. There are no costs to the parents or students.

BE Keepers serves a variety of students (grades K-9) including low-income students, minorities, migrant students, limited English proficient students, Spanish speaking students, and students with special needs and/or learning disabilities. BE keepers tutors are highly qualified certified teachers, with a minimum of Bachelor's Degree and certified by Arkansas Department of Education with two or more years of teaching experience.

guardian must be present during tutoring) <input type="checkbox"/> On-line <input type="checkbox"/> Other (describe)	<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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Other (describe)	<i>Student/instructor ratio</i> List the ratio of instructors to children in the proposed program. Small Groups (Not greater than 5:1) Maximum number of students for each instructor (not to exceed 10 students per instructor) 10 students with a Para Professional and a Certified Teacher working together.
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<i>Cost per hour (not to exceed current maximum allowable from RFA)</i> Cost will be \$50.00 per instructional hour per pupil; \$100.00 per pupil per instructional day; 2 days per week, total 4 hours per week. Will not exceed current cap.	<i>Approximate number of hours required for proposed tutoring</i> 32
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<i>Minimum number of students that will be served in a single district</i> 7 <i>Minimum number of students that will be served in a single school or setting</i> 5	<i>Will students be transported by this provider?</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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<i>Provider Contact Information:</i>	
Contact Person Name:	HEnri SMothers
Street Address:	# 8 Buffington Court
City, State, Zip:	Little Rock, AR 72209
Contact telephone number:	(501) 960-2768
Contact fax number:	(501) 565-2328
Email:	bekeepersunlimited@yahoo.com
Website:	
Hours of operation:	9:00 a.m. – 8:00 p.m. M-F Saturday 9:00 a.m. 2:00 p.m.

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

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|---|---|---|
| <input type="checkbox"/> Alma | <input type="checkbox"/> County Line | <input type="checkbox"/> Hamburg |
| <input type="checkbox"/> Alpena | <input type="checkbox"/> Cross County | <input type="checkbox"/> Hampton |
| <input type="checkbox"/> Arkadelphia | <input type="checkbox"/> Crossett | <input type="checkbox"/> Harmony Grove (Ouachita) |
| <input type="checkbox"/> Ark School for the Blind | <input type="checkbox"/> Cushman | <input type="checkbox"/> Harmony Grove (Saline) |
| <input type="checkbox"/> Ark School for the Deaf | <input type="checkbox"/> Cutter Morning Star | <input type="checkbox"/> Harrisburg |
| <input type="checkbox"/> Armorel | <input type="checkbox"/> Danville | <input type="checkbox"/> Harrison |
| <input type="checkbox"/> Ashdown | <input type="checkbox"/> Dardanelle | <input type="checkbox"/> Hartford |
| <input type="checkbox"/> Atkins | <input type="checkbox"/> Decatur | <input type="checkbox"/> Hazen |
| <input type="checkbox"/> Augusta | <input type="checkbox"/> Deer/Mount Judea | <input type="checkbox"/> Heber Springs |
| <input type="checkbox"/> Bald Knob | <input type="checkbox"/> Delight | <input type="checkbox"/> Hector |
| <input type="checkbox"/> Barton Lexa | <input type="checkbox"/> DeQueen | <input type="checkbox"/> Helena/West Helena |
| <input type="checkbox"/> Batesville | <input type="checkbox"/> Dermott | <input type="checkbox"/> Hermitage |
| <input type="checkbox"/> Bauxite | <input type="checkbox"/> Des Arc | <input type="checkbox"/> Highland |
| <input type="checkbox"/> Bay | <input type="checkbox"/> Dewitt | <input type="checkbox"/> Hillcrest |
| <input type="checkbox"/> Bearden | <input type="checkbox"/> Dierks | <input type="checkbox"/> Hope |
| <input type="checkbox"/> Beebe | <input type="checkbox"/> Dollarway | <input type="checkbox"/> Horatio |
| <input type="checkbox"/> Benton | <input type="checkbox"/> Dover | X 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"/> Iazard County Consolidated |
| <input type="checkbox"/> Blevins | <input type="checkbox"/> East Poinsett County | <input type="checkbox"/> Jackson County |
| <input type="checkbox"/> Blytheville | <input type="checkbox"/> El Dorado | <input type="checkbox"/> Jasper |
| <input type="checkbox"/> Booneville | <input type="checkbox"/> Elkins | <input type="checkbox"/> Jessieville |
| <input type="checkbox"/> Booneville | <input type="checkbox"/> Emersn 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 | X 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 |
| <input type="checkbox"/> Conway | <input type="checkbox"/> Gurdon | |
| <input type="checkbox"/> Corning | <input type="checkbox"/> Guy Perkins | |
| <input type="checkbox"/> Cotter | <input type="checkbox"/> Hackett | |

- Marion
- Marked Tree
- Marmaduke
- Marvell
- Mayflower
- Maynard
- McCrory
- McGehee
- Melbourne
- Mena
- Midland
- Mineral Springs
- Monticello
- Mount Ida
- Mt. Vernon Enola
- Mountain Home
- Mountain Pine
- Mountain View
- Mountainburg
- Mulberry/
Pleasant View
- Murfreesboro
- Nashville
- Nemo Vista
- Nettleton
- Nevada
- Newport
- Norfolk
- Norphlet
- North Little Rock
- Omaha
- Osceola
- Ouachita
- Ouachita River
- Ozark
- Ozark Mountain
- Palestine Wheatley
- Pangburn
- Paragould
- Paris
- Parkers Chapel
- Pea Ridge
- Perryville
- Piggott
- Pine Bluff
- Pocahontas
- Pottsville
- Poyen
- Prairie Grove
- Prescott
- X 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
- X 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.

- | | | |
|---|---|---|
| <input type="checkbox"/> Alma | <input type="checkbox"/> County Line | X Hamburg |
| <input type="checkbox"/> Alpena | <input type="checkbox"/> Cross County | <input type="checkbox"/> Hampton |
| X Arkadelphia | <input type="checkbox"/> Crossett | <input type="checkbox"/> Harmony Grove (Ouachita) |
| <input type="checkbox"/> Ark School for the Blind | <input type="checkbox"/> Cushman | <input type="checkbox"/> Harmony Grove (Saline) |
| <input type="checkbox"/> Ark School for the Deaf | <input type="checkbox"/> Cutter Morning Star | <input type="checkbox"/> Harrisburg |
| <input type="checkbox"/> Armorel | <input type="checkbox"/> Danville | X Harrison |
| <input type="checkbox"/> Ashdown | <input type="checkbox"/> Dardanelle | <input type="checkbox"/> Hartford |
| X Atkins | <input type="checkbox"/> Decatur | <input type="checkbox"/> Hazen |
| X Augusta | <input type="checkbox"/> Deer/Mount Judea | X 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 |
| X Bauxite | X Des Arc | <input type="checkbox"/> Highland |
| <input type="checkbox"/> Bay | <input type="checkbox"/> Dewitt | <input type="checkbox"/> Hillcrest |
| <input type="checkbox"/> Bearden | <input type="checkbox"/> Dierks | <input type="checkbox"/> Hope |
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| X Benton | <input type="checkbox"/> Dover | X Hot Springs |
| <input type="checkbox"/> Bentonville | <input type="checkbox"/> Drew Central | <input type="checkbox"/> Hoxie |
| <input type="checkbox"/> Bergman | <input type="checkbox"/> Dumas | X Hughes |
| <input type="checkbox"/> Berryville | X Earle | <input type="checkbox"/> Huntsville |
| <input type="checkbox"/> Bismarck | <input type="checkbox"/> East End | <input type="checkbox"/> Iazard County Consolidated |
| <input type="checkbox"/> Blevins | <input type="checkbox"/> East Poinsett County | <input type="checkbox"/> Jackson County |
| <input type="checkbox"/> Blytheville | X El Dorado | <input type="checkbox"/> Jasper |
| <input type="checkbox"/> Booneville | <input type="checkbox"/> Elkins | <input type="checkbox"/> Jessieville |
| <input type="checkbox"/> Bradford | <input type="checkbox"/> Emerson Taylor | X Jonesboro |
| <input type="checkbox"/> Bradford | X England | <input type="checkbox"/> Junction City |
| <input type="checkbox"/> Bradley | <input type="checkbox"/> Eureka Springs | <input type="checkbox"/> Kirby |
| X Brinkley | X Farmington | <input type="checkbox"/> Lafayette County |
| <input type="checkbox"/> Brookland | X Fayetteville | X Lake Hamilton |
| X Bryant | <input type="checkbox"/> Flippin | X Lakeside (Chicot) |
| <input type="checkbox"/> Buffalo Island | X Fordyce | X Lakeside (Garland) |
| <input type="checkbox"/> Cabot | <input type="checkbox"/> Foreman | <input type="checkbox"/> Lamar |
| <input type="checkbox"/> Caddo Hills | X Forrest City | <input type="checkbox"/> Lavaca |
| <input type="checkbox"/> Calico Rock | X Fort Smith | <input type="checkbox"/> Lawrence County |
| X Camden Fairview | <input type="checkbox"/> Fouke | <input type="checkbox"/> Lead Hill |
| X Carlisle | <input type="checkbox"/> Fountain Lake | <input type="checkbox"/> Lee County |
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| <input type="checkbox"/> Cedarville | <input type="checkbox"/> Glen Rose | X 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 | X Magnolia |
| X Clarksville | X Greenbrier | X 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 |
| X Conway | X Gurdon | |
| <input type="checkbox"/> Corning | X Guy Perkins | |
| <input type="checkbox"/> Cotter | <input type="checkbox"/> Hackett | |

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

Section II: Narrative and Supporting Documentation

Section IIA. Program Overview

Narrative Description of Program

Narrative Description of Program

BE Keepers Unlimited, LLC Supplemental Educational Program is comprised of specific components that provide both academic assistance and quality fine arts for children. As a Supplemental Service Provider, BE Keepers staff will provide instruction in the areas of reading & language arts and math by utilizing the Curriculum Associates' following programs: *Phonics for Reading*, *Strategies to Achieve Reading Success (STARS)* with accompanying reading diagnostic tool *Comprehensive Assessment of Reading Strategies (CARS)*, and *Strategies to Achieve Mathematical Success (STAMS)* with accompanying diagnostic tool *Comprehensive Assessment of Mathematics Strategies (CAMS)*. It is important to note that *STARS* and *STAMS* are aligned with Arkansas's Academic Standards & Frameworks.

BE Keepers' s long term goal is to improve student's proficiency in the areas of reading and math in order to help them achieve Arkansas standards, as demonstrated by improved performance on the Benchmark and end of course exams per the provisions of No Child Left Behind. BE Keepers will also use quality fine arts as an incentive in improving student's academic performance. By using the assessment, diagnostic and screening processes of the Curriculum Associates (including Test Ready Omni Reading, and Omni Math for pre-test, interim, and post-test), BE Keepers will

assess/diagnose each students' strengths, areas of needed improvement, and appropriate individualized instructional objectives . Upon discovery of students' skill gap deficiencies, on-going assistance will be provided throughout the program for the mastery of skills.

BE Keepers instructional program follow a learning model in which instruction is followed by assessment, analysis, and intervention. The benefit of BE Keepers' methodology is that we illuminate individual strengths and needs at an early stage in order to provide the best instruction possible for reading, math and writing skills. BE Keepers also provides a customized curriculum for each child with on-going use of assessment tools to re-assess if skills are mastered or if re-teaching needs to occur. Additionally, the instruction is consistent and linked with the academic programs the student experiences in the regular school day by maintaining frequent (bi-weekly) communication between our program and school personnel. All instructional material will be provided by BE Keepers. The student will not be required to provide or purchase any instructional materials.

BE Keepers recognizes teachers as the critical variable in improving mathematics instruction (National Council of Teachers of Mathematics, 2003). Therefore, BE Keepers will select teachers/tutors whom are certified with at least 2 years of experience in teaching related subject areas and are district personnel. (Also see Section H). Teachers/tutors will also have experience in using research-based proven methodologies. *Curriculum Associates' Strategies to Achieve Reading Success (STARS)* and the *Strategies to Achieve Mathematics Success (STAMS)* provide professional development as to how to use *(STARS)* and *(STAMS)*. These electronic trainings will be offered to the BE Keepers teachers as well as other topics in education including practical strategies for teachers utilizing online courses offered through Curriculum Associates.

Strategies used to work with parents/families include informing parents of program requirements, guidelines, and procedures upon enrollment in our program. We will also be flexible working with parents/families (in regards to student's need) to accommodate the needs and

schedules of working parents. Academic progress reports will be developed and provided to parents and families on a bi-weekly basis beginning the second week of supplemental services. The bi-weekly report will consist of important information from attendance logs, lesson reports, lesson plans, and appropriate assessments. BE Keepers will conduct monthly parent-teacher conferences, meetings, and activities at various dates and times to accommodate the needs and schedules of working parents. Parent and family involvement will be encouraged and welcomed by providing parent and family involvement workshops (i.e. reading, math/test taking strategies, ways to encourage children's achievement, etc.) on a monthly basis. BE Keepers will also provide small group sessions for parents to discuss services available that can assist in their children's achievement. Additionally, evaluation strategies will be used to assess families' needs and to inform BE Keepers of needed services/workshops.

BE Keepers will also use specific strategies when working with school personnel. Upon enrollment into our program, appropriate school personnel (reading/language arts/ mathematics teachers) will be notified of students enrolled in our program via introduction/informational packet. This will include an introduction to the program, dates/times services are provided, contact information for BE Keepers, preferred methods of communication, and a request to assist in providing the student's school progress reports and other helpful information that will assist in informing BE Keepers of student's academic performance. School personnel will be provided with each student's learning plans, bi-weekly academic progress reports, and will be invited to attend monthly parent-teacher/tutor meetings. School personnel will also receive follow-up communication to ensure school personnel are abreast of student's progress in our program.

BE Keepers will use specific strategies to evaluate program quality and effectiveness. The program evaluator will be mainly responsible for evaluating the program's quality and effectiveness based on the requirements of ADE and Academic Standards & Framework and producing

appropriate reports. Specifically, the needs of families will be assessed through qualitative/quantitative methods (i.e. focus groups, surveys, etc.) incorporated by the program evaluator. Information gathered will be used to assist in program delivery. The program evaluator will also be responsible for coordinating the distribution of parent survey forms and district/school/teacher survey forms. Teachers/tutor and site coordinators will also assist in evaluating program quality and effectiveness by completing and maintaining documentation of students progress (i.e. attendance logs, communication logs, lesson plans, lesson reports, and assessment outcomes).

Section III: Indicators of Quality

A. Evidence of Links Between Research & Program Design

BE Keepers Unlimited uses the Curriculum Associates program *Strategies to Achieve Reading Success (STARS)* to address the five areas of reading instruction that the National Reading Panel (NRP) has identified (see Appendix). Curriculum Associates' *Phonics for Reading*, whose content and instructional practices directly align with NRP's (2000) areas of phonemic awareness, phonic, and fluency will also be used. *Phonemic awareness* can be developed through instruction and aids in accelerating student's reading and writing achievement (Ball and Blachman, 1991) and *phonics* is useful in helping students determine the pronunciation and spelling of words (Chard and Osborn, 1999). Competent readers rapidly/unconsciously process letters of each word (Adams et al., 1998) with the primary difference between good/poor readers being the ability to use letter/sound associations to identify words (Juel, 1991). BE Keepers will address NRP's areas of reading instruction through *STARS* and *Phonics for Reading*.

Curriculum Associates' program *Strategies to Achieve Mathematics Success (STAMS)* instructional program which aligns with the standards outlined in the National Council of Teachers of Mathematics "Standards-Based" Curriculum materials will also be used. *STARS* and *STAMS* are instructional programs with organizational designs' grounded in several areas of research: the findings of the NPR, the National Council of Teachers of Mathematics (NCTM), mathematical/reading literacy, and English-language instruction (LaBerge and Samuels, 1974; Stanovich, 1986, Kramarski & Mevarech, 2003). *STARS* and *STAMS* use scaffolded strategy-based instruction which serves as the organizational framework, while metacognitive strategies foster student self-monitoring and self-assessment. The lessons are carefully planned/sequenced to promote individual understanding & application of reading strategies (*STARS*) and mathematical concepts (*STAMS*). Students build on their capacity to analyze, reason, and communicate ideas effectively by applying specified reading strategies (*STARS*) and mathematical concepts (*STAMS*) in a variety of

contexts & situations. The connection between reading and mathematics problem solving is strengthened as students explore the reading-based problems through the instructional math activities.

“Scaffolded instruction/strategies optimizes student learning by providing a supportive environment while facilitating student independence” (ERIC Document, 2002), and benefits all types of students, including English-language learners. *STARS/STAMS* are comprehensive reading/math programs designed to meet a broad spectrum of individual need. *STARS /STAMS* guide students through the learning process from prior-knowledge activation, modeled/direct instruction with peer learning, text-guided instruction, and finally to independent work. Therefore, the above-mentioned programs will be used along with quality fine arts to peak student interest in academics and improving test scores primarily for at-risk children.

BE Keepers uses a proven method anchored in the formative assessment literature. Curriculum Associates’ assessments and analysis will be used to inform action regarding student academic performance and test scores. The advantages of using individualized curriculum will take place at three critical points (1) the assessment of learning needs, (2) the diagnosis of learning opportunities and (3) the delivery of learning content. Also BE Keepers will have small group instruction consisting of no more than 10 students per teacher-paraprofessional pair with hands on daily lessons to maximize benefits of an individualized curriculum. *STARS* and *STAMS* are designed to address math/reading shortcomings and challenges identified in previous research. The program strengths, reflective of the research, are as follows: strategy-based instruction, step-by-step procedures for developing mastery in math problem solving/reading, connecting reading and math-problem solving proficiency and on-target self assessment. The challenges and difficulties are addressed by using small group instruction.

B.**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	Students will be introduced to sounds, pattern of letters and sounds in words to encourage correction spelling and word recall.
Phonics Instruction	Students will be introduced to blends, sounds, formation of words, site words thru reading and writing standards that will promote fluency in reading and comprehension skills.
Fluency	Students will be presented with passages to read that will promote word recall, expressions, and fluency which will encourage improvement in word vocabulary. Speed and accuracy is the key
Vocabulary	Students will be introduced to new words used in sentences, formulate meanings based on context clues and an understanding of how letters in words are put together.
Text Comprehension	Students will read an assigned passage and tell what the message is about locating the main idea and identifying the detail sentences.
Other	

B.**Evidence of Links Between Research and Program Design****Mathematics**

Mathematical Process Standards	Components of the Supplemental Educational Services Provider's Instructional Program
Problem Solving	Students will be introduced to simple problem solving techniques, addition, subtraction, number system, ordering, thru number progression.
Reasoning and Proof	Students will be presented with basic word problems based on individual needs to promote serious analysis that will provide high-order thinking skills.
Communication	Communication will be reflective in the problem solving and high order thinking skills students will utilize when related problem and how answers were derived.
Connections	Students will be introduced to various high-order thinking skills that will encourage them to connect previous learning to new learning and analyze and formulate answers.
Representation	Students will be introduced to various forms of data instruments and represent data in the forms of charts, graphs, etc.
Other	

N/A
Evidence of Links Between Research and Program Design
Science

Unifying Science Concepts and Processes	Components of the Supplemental Educational Services Provider's Instructional Program
Systems, order, and organization	
Evidence, models, and explanation	
Change, constancy and measurement	
Evolution and equilibrium	
Form and Function	
Other	

C. Connection to State and Academic Standards and District Instruction Program

BE Keepers Unlimited provides direct services to students with no costs to parents/families and uses *Strategies to Achieve Reading Success (STARS)* and the *Strategies to Achieve Mathematics Success (STAMS)* as the content tool and *Comprehensive Assessment Reading Strategies (CARS)* and *Comprehensive Assessment of Mathematic Strategies (CAMS)* as the assessment tools, which are entirely aligned with Arkansas Academic Standards/Frameworks. Complying with all local education agencies' instructional standards, our services are academically focused and targets areas of reading, language arts, and math. Both our reading/math programs connect to specific state academic standards. For reading, our program connects to the Arkansas Benchmark Learning Expectations (Grades K-4) Strand 2 with *Strategies to Achieve Reading Success (STARS)* use of 1 of 12 strategies covered in Books 2-8. Arkansas's Benchmark Learning Expectations R.1.4.(which is "Use phonetic skills to decode words") aligns directly with Strategy 7, and books 2, 3, and 4 of the *STARS* program. Arkansas's Benchmark Learning Expectation (Grades 5-8) R.1.15 (which states "employ comprehension strategies such as prediction, skimming and sequencing") is aligned with *STARS* Strategy 3, and Books 5-8. For math, our program connects to the Arkansas' Benchmark Learning Expectations (Grades K-4) Strand : Number Sense, Properties, and Operations NPO.1.1 (which is "demonstrate number sense with concepts of counting, grouping, and place value and using manipulatives") aligns with *Strategies to Achieve Mathematical Success (STAMS)* Strategy 1 and Books 2-4. For grades 5-8, Arkansas Benchmark Learning Expectations Strand: Number Sense, Properties, and Operations NPO.1.2 aligns with *STAMS* Strategy 1 and Books 5-8.

BE Keepers is aligned with criterion reference, SAT 10, ITBS, and the Academic

Standards/Frameworks of the classroom and ensures continuity of instruction from classroom setting

to other environments where critical thinking skills are an essential aspect of the learning process.

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	Students will be introduced to sounds, pattern of letters and sounds in words to encourage correction spelling and word recall.
Phonics Instruction	Students will be introduced to blends, sounds, formation of words, site words thru reading and writing standards that will promote fluency in reading and comprehension skills.
Fluency	Students will be presented with passages to read that will promote word recall, expressions, and fluency which will encourage improvement in word vocabulary. Speed and accuracy is the key
Vocabulary	Students will be introduced to new words used in sentences, formulate meanings based on context clues and an understanding of how letters in words are put together.
Text Comprehension	Students will read an assigned passage and tell what the message is about locating the main idea and identifying the detail sentences.
Other	

Evidence of Links Between Research and Program Design

Mathematics

Mathematical Process Standards	Components of the Supplemental Educational Services Provider's Instructional Program
Problem Solving	Students will be introduced to simple problem solving techniques, addition, subtraction, number system, ordering, thru number progression.
Reasoning and Proof	Students will be presented with basic word problems based on individual needs to promote serious analysis that will provide high-order thinking skills.
Communication	Communication will be reflective in the problem solving and high order thinking skills students will utilize when related problem and how answers were derived.
Connections	Students will be introduced to various high-order thinking skills that will encourage them to connect previous learning to new learning and analyze and formulate answers.
Representation	Students will be introduced to various forms of data instruments and represent data in the forms of charts, graphs, etc.
Other	

D. Monitoring Student Progress

Within one week of student entering the program, BE Keepers Unlimited will conduct a pre-course assessment, which includes (but is not limited to) a review of English language, proficiency scores, ACTAAP test scores, academic school records, and comprehensive assessments on reading/math strategies. Assessments used will include the *Comprehensive Assessment of Reading Strategies (CARS)*, *Comprehensive Assessment of Mathematics Strategies (CAMS)*, Test Ready Omni Reading/Omni Math and Phonics for Reading testing materials. Students' most recent Benchmark test results and academic records will be reviewed to determine the specific needs of each student and

design their personal Student Education Plan. All of the above mentioned information will be reviewed to assist in the development of an appropriate customized tutorial plan to address student deficit areas. (See Attachments for information about assessments/monitoring). The monitoring of students will be handled by the program director and each location's site coordinator. The program director will visit each site unannounced bi-weekly to conduct observations. A checklist format will be used to determine if students are getting the assistance in the needed areas. Each site coordinator will be responsible for maintain each student's files and other documentation.

In order to serve teachers/tutors and families effectively, BE Keepers will be aware of the content of each lesson and how each student is responding to instruction. After each meeting with a student a Lesson Report Form" and/or "Proctoring Report Form" (for tests) will be completed by teacher/tutor for each student. Student's participation will also be reported through the Student Attendance Log, which will be used to track student attendance, duration of tutoring sessions, session focus, assessments, and outcomes. A separate chart will be maintained for each individual student. A copy of the completed report(s) will be submitted at the end of the spring semester or immediately upon ceasing service provision, whichever comes first. Each teacher/tutor will also be responsible for creating a lesson plan (includes lesson goals, activities assigned during the sessions, and homework assigned) for each student prior to the tutoring sessions. All teachers/tutors must keep record of each student they work with, the date and time of each lesson given, a copy of each report completed, and a "Communication Log" (See Attachment for Sample Forms).

Curriculum Associates' assessment program tools *Strategies to Achieve Reading Success (STARS)* and the *Strategies to Achieve Mathematics Success (STAMS)* as aligned and in compliance with the Arkansas Academic Standards/Frameworks will be the assessment/diagnostic tool used. The evaluation, monitoring, and tracking of student's progress will be performed with the pretest, interim test and post test of Curriculum Associates' Test Ready Omni Reading /Omni Math test; monitored by the teachers and coordinated with the site coordinator and program director. The teachers/tutors are

responsible for maintaining the students' records to be shared in the progress report bi-weekly format. Other special programs will be presented to students, such as book reading contest, art's presentation in song and dance and other presenters throughout the program inclusive of the quality fine arts incentive. BE Keepers will conduct both formative and summative analysis, using pre and post tests, with bi-weekly progress reports conducted to assess student academic progress and program effectiveness. Progress reports will identify outcomes to assess program objectives. In addition, a student and program evaluation report will be conducted on or before the end of the contract date. The program evaluator will assist in evaluating the program based on the requirements of ADE and Academic Standards/Frameworks with information being shared with appropriate parties. We will assess each student's academic portfolio and re-access students' specific needs, expected learning progress outcomes, and targeted timeline dates for completion. We will also establish "baseline" English language proficiency data for each student being served and monitor the student's progression in developing proficiency in English. (Sample Forms are attached).

E. Evidence of Effectiveness

BE Keepers Unlimited offer a framework for creating policies, practices and programs that engage families, schools, and communities in ways that support student learning. BE Keepers will use the following programs: *Phonics for Reading*, *Strategies to Achieve Reading Success (STARS)* with accompanying reading diagnostic tool *Comprehensive Assessment of Reading Strategies (CARS)*, and *Strategies to Achieve Mathematical Success (STAMS)* with accompanying diagnostic tool *Comprehensive Assessment of Mathematics Strategies (CAMS)*, which have an extensive research history of effectiveness to draw upon.

Phonics for Reading- a supplementary phonics program- addresses phonics, one of the important components of reading instruction cited by the Report of the National Reading Panel (2000). This program is designed to teach phonemic decoding to students who have not yet mastered those skills. *Phonics for Reading* may be taught in small groups or one on-one by a classroom teacher. The program is appropriate for flexible use in general and special education classrooms, for tutoring, and for summer school sessions. Consistent teaching routines featured throughout the program may be beneficial from two standpoints: students are able to focus uniquely on the lesson's content and the teacher has more freedom to concentrate on student responses, which are both important for our population.

Phonics for Reading includes a clear scope and sequence that enables teachers to see the development of each lesson's objective with highly detailed and consistent lessons formats. Student materials are directly aligned with each lesson's objective. *Phonics for Reading* placement tests are found in the back of the Teacher's Guide to assist in determining student placement in the appropriate level. The various placement tests consist of subtests which may also be used to monitor progress during teaching and as a post-test at the end of level. *Phonics for Reading* contains component that are research based and aid struggling readers. These components include the delivering explicit phonics instruction with clear objectives, and providing consistent teaching routines, repeated practice,

immediate corrective feedback and cumulative review. *Phonics for Reading*, developed in 1989 and revised in 2002, consists of strategies in phonics instruction consistent with findings from the Report of the National Reading Panel (2000). The strengths of *Phonics for Reading* include: explicit/systematic instruction, materials that include a detailed scope, sequence, and clear objectives, materials that are teacher friendly/easy to navigate materials that include a detailed scope, sequence and clear objectives and helpful features for struggling readers such as consistent teaching routines, repeated practice and cumulative review, and immediate corrective feedback. There have been no noted weaknesses of *Phonics for Reading*.

Research indicates it's beneficial to use diagnostic assessments to guide instruction (Trimble, Gay, and Mathews, 2005) and can improve instruction (Black & Wilson, 1998; Jackson & Davis, 2000; Southern Regional Education Board, 2001; Guskey, 2003). *Comprehensive Assessment of Reading Strategies (CARS)*, the diagnostic component of reading program, and *Comprehensive Assessment of Mathematics Strategies (CAMS)*, the diagnostic component for mathematics, spans from diagnosis to assessment. These diagnostics tools identify student's mathematical/reading improvement areas and allow teachers to focus their instruction on improvement with 12 mathematical and/or core reading strategies. *CARS* and *CAMS* allow teachers to focus their instructional goals to gain maximum student learning. Students are motivated to think about the reading performance/acquisition of reading strategies (*CARS*) and mathematical performance and problem-solving methods (*CAMS*). Teachers can be assured of student engagement because *CARS/CAMS* delivers quick diagnostic results regarding individual student performances and therefore, enabling students to take an active role in monitoring their own learning. These are effective tools that provide teachers with immediate feedback on student's math (*CAMS*) and reading (*CARS*) strengths /weaknesses. The teacher collects evidence of the students' knowledge, their ability to use that knowledge, and their disposition toward learning. Student performance is monitored to promote learning.

Teachers are also able to use this information to construct a visual aid (i.e. graphs)—so that levels of mastery can be easily compared or Class Performance Chart to track overall diagnostic results of the students classroom. The *CARS/CAMS* offers teachers a flexible schedule to administer the assessments and records of students' performances. The organizational design of the *CARS/CAMS* is grounded in several areas of research: the findings of the National Council of Teachers of Mathematics (NCTM), National Reading Panel (NRP), metacognition and self- assessment, and effectiveness of classroom assessment.

BE Keepers will serve as an integral part of the school's total educational program .The purpose of the quality fine arts program is to encourage the students by infusing the Arts in everything. The students are encouraged to use their creativity and intelligence to enhance skills they are already good in, thereby encouraging a sense of creativity through hard work loyalty, and pride in one's self and school community. During these critical years of a child's development, our programs lay a good foundation for academic success by enriching students' scholastic environments while building self-esteem and self-discipline.

McGraw Hill and Houghton Mifflin have proven themselves to be leaders in the field of education. During the 2003-04 school year McGraw Hill, Scholastic, and Houghton Mifflin academic programs supported noteworthy success rates about, our reading program and how it engage students in the fundamental skills of reading identified by the National Reading Panel. These skills are delivered in a systematic explicit approach with emphasis on applying that knowledge and those skills to reading. BE Keepers also uses Curriculum Associates' program *Strategies to Achieve Reading Success (STARS)* reading material to enhance the reading levels of each participant STARS provide instructional activities for 12 reading strategies, uses a step-by-step approach to achieve reading success, and prepares students for assessment in reading comprehension. The test-readiness materials are researched based and designed to cultivate the skills of each child and to pinpoint areas of needed improvement.

The math program *Strategies to Achieve Mathematics Success (STAMS)* provides instructional activities for 12 mathematical strategies, uses a step-by-step approach to achieve mathematics success, and prepares students for assessment in mathematics comprehension which focuses strongly on the concepts of number sense and properties/operations.

Implementation of the above name programs meet NCLB reading and math proficiency goals, and tested students at remarkably high rates. Parents of students using STARS and STAMS programs report satisfaction with their experiences and the overall performances of both math and reading programs. Although, there is not an extensive record of effectiveness, the abovementioned programs have the potential to have a positive impact on student achievement, performance and outcomes. BE Keepers will implement evaluation methods (with the assistance of a program evaluator) to assesses the effectiveness the program's components on its students.

BE Keepers will also utilize the Benchmark released items as part of the overall supplemental service materials to be in alignment with Arkansas Academic Standards/Frameworks. Each BE Keepers team member is dedicated to the mission of "improved student achievement." The wide range of educational experiences of the staff academically empowers students to succeed. By implementing the successful strategies of our consultants, we will make an impact on students, parents and the local school district.

F. Communication with Parents and Families

Communication is critical between the BE Keepers Unlimited program and parents and families. Parents and families will be informed of student's progress and will be expected to communicate with the program on a continuous basis. In order to accommodate the schedules of working parents and families, BE Keepers will be flexible in reporting to them about their student needs. Academic progress reports will be developed and provided to parents and families on a bi-weekly basis beginning the second week of supplemental services. The bi-weekly report will consist of important information from attendance logs, lesson reports, lesson plans, and appropriate assessments. Student progress reports will be either picked up by parents or sent home by the student. Each report will have a return receipt attached for parents to acknowledge they have received the report. The return receipts will be kept in each student's personal file.

BE Keepers will conduct monthly parent-teacher conferences, meetings, and activities at various dates and times to accommodate the needs and schedules of working parents. BE Keepers will also provide reports to the district on a regular basis and as needed. Written parent-teacher conference reports will be provided in triplicate format discussing the child's strengths, needs, teacher/tutor methods to improve performance areas, and parental suggestions on how to assist in child's increasing achievement. Additionally, students, parents, and district personnel may attend scheduled conferences, at the request of the parents, district personnel or BE Keepers.

According to research conducted by the San Diego (CA) County Education Department, children are more likely to succeed in academics and throughout life when schools and parents work together to support learning. Additionally, the most accurate predictor of student's academic achievement is not income or social status, but the extent to which the student's family is involved in their education at school and in the community. Therefore, parent and family involvement will be encouraged and welcomed. BE Keepers will provide parent and family involvement workshops (i.e.

reading, math/test taking strategies, ways to encourage children's achievement, etc.) on a monthly basis. BE Keepers will also provide small group sessions for parents to discuss services available that can assist in their children's achievement. Additionally, the families needs will be assessed through qualitative/ quantitative methods (i.e. focus groups, surveys, etc.) incorporated by the program evaluator. This information will be used to inform the program of services/workshops families may need. Parents will also receive an informative package outlining program requirements, guidelines, and procedures. Parents will also be able to indicate various timelines that are most suitable for their participation.

Recognizing that some parents of underachieving students do not have regular computer and internet access, BE Keepers will use face-to-face, telephone, electronic, and written communication to update parents regarding student's performance and other activities. Teachers/tutors will be required to maintain separate communication logs for each student (see Parent/Guardian Communication Log sample). This log will include a recorded description of any communication, date and type of communication, subject, all participants, and any outcome of the communication. All oral and written communication will be provided in Spanish (and other languages) if needed.

BE Keepers will provide parents with a grievance process that aligns with the school district to resolve any concerns. Refer to guidelines on the Grievance Procedure Form (See Attachment). BE Keepers will also conduct mid-term follow up communication (verbally and/or written) with parents and families to assess their satisfaction, opinions, perceptions of the program. Results will be analyzed by the program evaluator. Anything that needs to be addressed will be brought to the attention of the appropriate BE Keepers personnel.

G. Communication with Districts/Schools

One goal of BE Keepers Unlimited is to increase student's proficiency in reading/language arts and mathematics. This program doesn't differ from the district's prevailing instructional or curricular approach. BE Keepers will utilize the Curriculum Associations' programs *Strategies to Achieve*

Reading Success (STARS) and the *Strategies to Achieve Mathematics Success (STAMS)*, which aligns with Arkansas Academic Standards/Frameworks. The most important component of BE Keepers is that of a Supplemental Service Provider that provides educational support services to students, parents, and school districts in the State of Arkansas. BE Keepers supports and extends student's educational program in place at their school and doesn't take the place of programs that helps to meet the needs of the individual student (i.e. IEP, 504, etc.)

Communication is critical between BE Keepers, schools, and respective school districts. The Districts/schools will always be informed of student's progress and we will expect the districts/schools maintain communication on a continuous basis. BE Keepers will be flexible in the reporting back to the districts/schools in meeting the needs of the students.

Upon enrollment into our program, the students' regular reading/language art and mathematics teachers will be sent an introduction letter/informational packet. This will include an introduction to the program, dates/times services are provided, contact information for BE Keepers, preferred methods of communication, and a request to assist in providing the student's school progress reports and other helpful information that will assist in informing BE Keepers of student's academic performance.

The teachers/schools will be provided with each student's Student Education Plan and bi-weekly academic progress report. Academic progress reports will be developed and provided to teachers/schools on a bi-weekly basis beginning the second week of supplemental services. The bi-weekly report will consist of important information from BE Keepers attendance logs, lesson reports, lesson plans, and appropriate assessments. The student progress reports will be sent to the student's teacher(s) with a self-address stamped envelope. Each report will have a return receipt attached for teachers/schools to acknowledge they have received the report. The return receipts will be kept in each student's personal file. Follow-up communication will occur to ensure the student's regular teacher(s) received the report and to answer any questions or concerns the teacher may have. If needed the teacher/tutor or site coordinator will conduct a conference with the student's regular teacher(s) (via

telephone or in person) to provide an update of the student's progress. The student's regular teacher will also have the option of attending the student's BE Keepers monthly parent-teacher conferences as well.

BE Keepers will maintain a log of communication with districts/schools, and we will use face-to-face, telephone, electronic, and written communication to update schools/districts regarding student's performance and other activities. Each teacher/tutor will be required to maintain his or her own separate communication log (see "School/District/Teacher Communication Log" sample), which will be submitted to ADE at the end of the spring academic semester and as needed. This log will be used to record communication with teacher and schools and will include a recorded description of any communication, date and type of communication, subject, all participants, and any outcome of the communication. The BE Keepers site coordinators will keep a copy of all records for onsite monitoring reviews. Copies of any student's, Student Learning Plans, student's academic school record, and BE Keeper records will be made available to schools/districts as needed.

H. Qualifications of Instructional Staff

According to the National Reading Panel, teacher's education improves instructional methods, which *"leads directly to higher achievement on the part of their students"* (NICHD, 2000, p. 5-14). Therefore, BE Keepers Unlimited staff will consist of professionals that are highly qualified and experienced using research-based, proven methodologies, which aid in our service delivery. Each staff member has extensive expertise in working with disadvantaged, LEP students, special education students, and students of various ethnic backgrounds. BE Keepers staff members combined has over thirty years plus in school administration, teaching, and or curriculum program development. The staff has experience working with Title I students and /or school sites. All staff members have access to continuous professional development training hours including, but not limited to, the following focus

areas: instructional strategies, content K-6, curriculum alignment, principals of learning & developmental stages, cognitive research, and building a collaborative learning environment.

Instructional staff, consisting of district personnel only, will be hired after the contracts are finalized. Instructional staff will consist of certified teachers, who will serve as tutors and paraprofessionals. BE Keepers will take recommendations from principals of assigned schools where the Supplemental Services will be offered and or other district personnel will offer recommendations. Certified staff (who will be paired with a paraprofessional) will be offered a tutoring position. In the event that no certified staff is available, the minimum qualifications that will be accepted is a paraprofessional or other qualified district personnel. Each instructional staff member will have a background check performed before being selected. It is also preferred that staff be CPR certified (for children). There will be 1 certified teacher/tutor and paraprofessional for every 10 students in the program. BE Keepers has a mandatory 2 hour training course that each applicant will be expected to attend before the applicant will be considered for hiring. After an offer has been made, there is another 2 hours training class developed by our Director of Professional Development that each staff member is expected to attend.

Curriculum Associates' program *Strategies to Achieve Reading Success (STARS)* and the *Strategies to Achieve Mathematics Success (STAMS)*, which is aligned with the Arkansas Academic Standards/Frameworks, provides professional development electronic training in how to implement *STARS* and *STAMS*. Each teacher/tutor will be required to participate in this training and the monthly update training. Curriculum Associates also offers training in other education instructional topics including practical teaching strategies for their online courses.

Minimum qualifications for all teachers (for reading/language arts/math) include the following: Bachelor's degree (preferably in elementary/secondary English or reading or math related field), certified by the Arkansas Department of Education and at least 2 years experience as a teacher. Other qualifications for all teachers include mastery of effective instructional techniques and strategies

primarily in mathematics and/or literacy that lead to improved student achievement, expertise and experience related in literacy and/or mathematics and knowledge of instructional design and familiarity with areas such as inquiry-based mathematics, reading across the content areas, and inquiry-based science). BE Keepers staff will preferably have Master's and/or Doctorate degrees in related fields of study.

BE Keepers will require teachers to have experience working with students that are economically disadvantaged, varied racial and ethnic groups, disabilities, and limited English proficiency. In case of an emergency, the paraprofessional paired with teachers will be able to carry on the daily assignments. Again, hiring for instruction purposes will be from the district personnel only.

I. Provider Goals and Objectives

BE Keepers Unlimited has a standing commitment in demonstrating the effectiveness of its services. We believe an after school program should embrace a holistic approach to learning and test taking. The most effective way to teach techniques and empower students is to show them how to translate and formulate learning materials and exam content into test preparation questions that are not intimidating and easy to understand. This program provides instruction in the areas of reading, math, and writing skills that will focus on the states' content Academic Standards/Frameworks using *Strategies to Achieve Reading Success (STARS)* and the *Strategies to Achieve Mathematics Success (STAMS)* program. The program will be geared toward individual deficit areas as indicated by the academic improvement plans developed at the local levels.

BE Keepers' long term goal is to improve student's proficiency in the areas of reading and math in order to help them achieve Arkansas standards, as demonstrated by improved performance on the Benchmark and end of course exams. BE Keepers will also use quality fine arts as an incentive in improving student's academic performance. This goal will be achieved through the use of supporting short term objectives. First, baseline score will be established for each student using the diagnostic tools. Second, bi-weekly reports will document student's progress with a projected 15-20% increase in proficiency areas between each reporting periods. By the midterm test, students will experience an overall proficiency increase of at least 30% from the baseline scores in the areas of reading and math knowledge and improvement. Baseline and midterm scores will utilize the same assessment tools. As needed, teachers/tutors will revise student's individual tutorial plan to achieve maximum academic improvement. Other objectives include maintaining a student completion rate for all session at 80% or greater and maintain a parent/family participation rate of 85% or greater as evidenced by participation at parent-teacher/tutor conferences, workshops, and other activities.

Another objective is to extend the learning activities in the National Reading Panel's areas of phonemic awareness instruction, phonics instruction, fluency, vocabulary, and text comprehension as a structured part in teaching children to read fluently and across the curriculum. (See Appendix)

According to Arkansas Academic Standards/ Frameworks, Arkansas students are expected to utilize a wide range of writing strategies and use different writing process elements appropriately to communicate with different audiences. To support our goal, we are integrating a balanced reading program where students are writing to communicate across the curriculum, in accordance with Arkansas Department of Education (1999). The National Council of Teachers of Mathematics research identified five mathematical process standards (Problem, Solving, Reasoning and Proof, Communication, Connections, and Representation). BE Keepers program address each standard using *Strategies to Achieve Mathematics Success (STAMS)* (See Documentation in Attachment). The role of the teacher is a "critical variable" in improving mathematics instruction and math scores. One objective is to select teachers that demonstrate a strong commitment to an interest in mathematics/reading education as tutors and provide professional development on at least a monthly basis for all staff. BE Keepers will also achieve its goal by establishing and maintaining partnerships and communication between BE Keepers personnel and school district personnel. By the end of the academic school year, students will experience an overall proficiency increase of at least 75% in areas of reading and math knowledge and improvement. Baseline scores will be assessed by Benchmark results, and BE Keepers assessment tools (See Attachments for Reading and Math subject areas). We also expect an overall decrease in student's disciplinary problems and an increase in student's school attendance from baseline. BE Keepers provides supplemental material that produces lessons that reinforce the Academic Standards & Frameworks while using quality fine arts as a motivator. Achieving our goal will help school districts meet the requirements for AYP Status with the NCLB.

J. Cost of Service

BE Keepers Unlimited will provide supplemental services in literacy and math on a per pupil cost which will be \$50.00 per pupil per instructional hour; \$100.00 per pupil per instructional day; 2 days per week, total 4 hours per week not to exceed the current cap. We only charge for the days the student attend our program.

The BE Keepers Unlimited, LLC Summer Program will provide supplemental services in literacy and math for five days per week for two or more hours of instruction per day and will not charge more than \$500.00 per week per child. The maximum charges will not exceed the current maximum charge allowed. The enrichment activities we offer to our students that are not incorporated directly into the instructional program we do not include in our time charge to the LEA or to the student. There are no expected out of pocket expenses to the parent or student for our services.

