

Section IA: Program Description

Mackey Literacy Group
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The **Mackey Literacy Group (MLG)** is a for-profit educational organization that provides Supplemental Educational Services (SES) and/or programs targeting Arkansas low performing Title 1 schools and/or sites in the subject area of English/language arts for students in grade levels K-12. More specifically, MLG will provide extended day tutorial program services to any and all eligible students/parents attending identified Arkansas need improvement sites classified as Category 2, 3, 4, 5, and 6 in compliance with the No Child Left Behind legislation at the school sites, place of religious worship, and/or community center. All eligible students will be transported by their parents.

MLG utilizes a **Motivate & Engage to Reach & Teach (M.E.R.T.)** model in providing opportunities for student participants to receive intensive learning and enriching instruction with a focus on increasing overall literacy skills proficiency (reading, writing, language). The scientific basis for the MLG program and evidence of success (**See Attachment**) is directly aligned with the New Jersey Writing Project (www.njwpt.com), SRA Corrective Reading Program (www.sra.online.com), Arkansas standards, and National Reading Panel Strands (phonetic awareness, etc.).

The SRA Corrective Reading Program by McGraw Hill and the New Jersey Writing Project are research based programs that increases academic achievement of students in grades K – 12. The SRA Corrective Reading Program by McGraw Hill and the New Jersey Writing Project feature a meta-analysis of reading research: Phonemic Awareness Instruction, Phonics Instruction, Fluency, Vocabulary, Text Comprehension as well as instructions in Focus and Coherence, Development of Ideas, Organization, Voice, and Conventions in writing. MLG model instructional design integrates direct instruction (staff to student ratio of 10 to 1), individual and small group instruction, hands-on manipulative based instruction, cooperative learning, and reflective activities into daily weekly lesson.

MLG instructional material consist of staff curriculum guides and student syllabi outlining weekly (literacy) lesson plans, writing prompts, mini-lessons, open-response items, manipulatives, rubrics, and vocabulary. Classroom supplies (pencils, paper, construction paper, individual student portfolio folders, glue, crayons/color pencils and/or markers, chart tablets, scissors, etc) will be provided to the student participants by MLG.

As such, MLG innovative aspects of the program include a hired site-based Parent Coordinator/Facilitator responsible for supervision and monitoring of the following **specific strategies in working with parent/families and schools** regarding our SES programs: (1) Conference (via telephone, email, and/or face to face) with parents/families and child's academic progression and meet with schools, (2) Disseminate progress reports, evaluation/feedback forms, and handouts to the students' parent/families and schools, (3) Attend faculty meetings, school programs, and be visible on site, and (5) Host "Parent/Family and Community Night Out" and "Faculty/Staff Night Out".

Additionally, all of MLG's staff (administration/teachers) will hold a minimum bachelor's degree and support personnel (teaching assistants, parent coordinator, office staff) will hold a

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minimum high school diploma and at least three years of related work experience) as well as all MLG's staff and support personnel must clear a criminal background check prior to employment.

Section IIA. Program Overview

The Mackey Literacy Group (MLG) is a for profit educational organization that provides Supplemental Educational Services (SES) and/or programs targeting Arkansas low performing Title I schools and/or school sites. More specifically, MLG will provide extended day tutorial program services to any and all eligible students/parents attending identified Arkansas need improvement school sites classified as Category 2,3,4,5,6 in compliance with No Child Left Behind legislation.

MLG utilizes a **Motivate & Engage to Reach & Teach (M.E.R.T.)** model in providing opportunities for student participants to receive intensive learning and enriching instruction in the subject area of **English/Language arts** with a focus on increasing overall literacy skills proficiency, i.e reading, writing, language (**See Attachment**). MLG curriculum is directly aligned with the New Jersey Writing Project (www.sra.online.com), SRA Corrective Reading Program (www.njwpt.com), Arkansas standards, and National Reading Panel strands (phonetic awareness, etc.). MLG model instructional design integrates direct instruction (staff ratio 8 to 1), individual and small group instruction, hands-on manipulative based instruction, cooperative learning, and reflective activities into daily/weekly lesson (**See Attachment**). MLG program consists of a total of 35 hours of instruction delivered on weekly basis not to exceed 2 hours each day and/or 8 hours each week. MLG program provides all staff a minimum of 6 hours of staff development and training prior to delivery of program services. Specific staff development focus areas include (1) MLG Curriculum, (2) MLG policies and Procedures, (3) MLG Assessments, and (4) MLG Parent and School Communication Guidelines. Additionally, all MLG staff is required to pass a criminal background check before employment.

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MLG's supplemental educational services SES (**literacy program**) **employs an intrusive process to assess/diagnose student needs and skill gaps** by administering pretest based on ACTAAP Benchmark Examinations data/state assessments. After an assessment and diagnostic has been determined, an **Individualized Learning Plan (ILP)** will be developed to address student achievement needs. To reassess to ascertain skills are mastered from the service rendered in MLG's program, instructional staff administers interim assessments and post-tests **(See Attachment Sample Assessment Document & Individualized Learning Plan)**.

MLG's **Professional Staff Development and Training** component is a "Ten-Point" Comprehensive Module designed to provide SES instructional staff to deliver on-going quality and effective services. The module for training consists of the following **specifics**: Overview of MLG's SES program of services, M.E.R.T. Instructional Model and Curriculum Guide, MLG's Policies and Procedures including parent/teacher/provider communication, monitoring student progress, confidentiality, program documentation, health and safety, and instructional techniques.

MLG will contract with both participating SES program sites and/or community organizations to secure a facility site upon completion of identification of student/parent participants. It is MLG's goal to establish a positive relationship with participating schools and community entities throughout the delivery of all services including access to appropriate **facilities** and **equipment**. Therefore, MLG will work with all parties in securing instructional facilities and equipment needed to provide MLG educational program during the school year. MLG instructional **materials** consist of **staff curriculum guides** and **student syllabi** outlining weekly (literacy) lesson plans, writing prompts, mini-lessons, open response items, manipulative,

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rubrics and vocabulary, assignments, activities. Classroom supplies (pencils, paper, construction paper, individual student portfolio folders, glue, crayons/color pencils and/or markers, scissors, etc) will be provided to student participants.

MLG's will hire a site-based Parent Coordinator/ Facilitator, responsible for supervision and monitoring of the following **specific strategies in working with parent/families and schools** regarding our SES programs: (1) Conference (via telephone, email, and/or face to face) with parent/families and child's academic progression and meet with schools, (2) Disseminate progress reports, evaluation/feedback forms, and handouts to the student's parent/families and schools, (3) Submit required data to Arkansas Department of Education, participating school districts, personnel including all stake holders; in addition, be available to share with the community at large, (4) Attend faculty meetings, school programs, and be visible on site, and (5) Host "Parent/Family and Community Night Out" and "Faculty/Staff Night Out".

In addition, MLG's Site-Based Coordinator, MLG's Instructional Assistant, and MLG's SES Instructional Staff, will employ the following **specific strategies for evaluating program quality and effectiveness**: (1) pretest, interim, posttest data, (2) state assessment gains, (3) student attendance and retention, (4) parent/family participation, (5) graduation rates, (6) evaluation/feedback forms, and (7) surveys

If disputes or conflicts arise with parents/families and school district, MLG employs the specific terms and adequate process for resolving disputes or conflicts that may arise with parents and district in a positive way: *reaffirm the parents/families and school district that the goals for the child are shared goals, agree that the child's interest comes first, avoid confrontation and deal specifically with solutions to the identified issues and be prepared to offer*

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alternatives, state expectations that are realistic and reasonable, specify long-term goals and state when follow-up meetings/conferences should occur.

Section III: Indicators of Quality

A. Evidence of Links Between Research & Program Design

The MLG's SES program model core utilizes a two part intensive, diagnostic/prescriptive instructional design that first, identify each student participant literacy (reading, writing, language) specific deficit areas, and second, design and implement a corrective academic plan focused on significantly improving overall literacy (reading, writing, language) skills proficiency. MLG Motivate & Engage to Reach & Teach (M.E.R.T.) model curriculum is directly aligned with the New Jersey Writing Project (www.njwpt.com), SRA Corrective Reading Program by McGraw Hill publications (www.sraonline.com), Arkansas standards, and National Reading Panel strands (phonetic awareness, etc.) Both curricula emphasize identification of specific student skill deficit areas and development of a corrective Individualized Learning Plan ILP focused on increasing overall literacy proficiency (reading, writing, language).

Research studies conducted during the past few years provided baseline data of program effectiveness in significantly impacting literacy skills proficiency (reading, writing, language) of program participants. The SRA Corrective Reading Program by McGraw Hill and the New Jersey Writing Project are research based programs that increases academic achievement of students in grades 1 – 12. The SRA Corrective Reading Program by McGraw Hill and the New Jersey Writing Project feature the following components recognized by the National Reading Panel's meta-analysis of reading research: Phonemic Awareness Instruction, Phonics

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Instruction, Fluency, Vocabulary, Text Comprehension, as well as instructions in Focus and Coherence, Development of Ideas, Organization, Voice, and Conventions in writing.

Furthermore, MLG's program model baseline data was collected and evaluated to determine effectiveness during the past two years.

MGL's program model theoretical and empirical framework for the major design elements of its program is as follows: (1) Emphasize basic literacy skills, direct instruction, teaching skills on how to learn to effectively and proficiently read and write, and to enhance positive self-attitudes and concepts, (2) Employ effective instruction methodologies utilizing effective teaching practices by connecting students to lessons, providing clear and focused instructions, providing feedback and reinforcement, and (3) **Motivate & Engage to Reach & Teach** to student specific skills deficits and corrective academic improvement plans.

The research on targeted reading and writing instruction demonstrates the following learning effects: a faster learning rate, better retention of learned material, improved attitudes for learning, improved school attendance, motivation, and time-on-task. The M.E.R.T program design, SRA Corrective Reading by McGraw Hill, and the New Jersey Writing Project combined with directed-teacher instruction has significantly impacted student participants literacy proficiency by teaching basic skills, utilizing carefully sequenced lessons, tracking skills and mastery for time-saving planning, advancing through lessons so that support is gradually decreased encouraging independent learners and more critical thinkers. In addition, feedback and reinforcement in small teacher groups are both immediate and summary progress reports conducted at the end of each program cycle. MLG's research findings provide validity to the program design and demonstrated effectiveness significantly impacting literacy skills proficiency

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among student participants. In summary, MLG program model design will meet individual student needs and compliance with NCLB and ADE mandates.

C. Connection to State Academic Standards & School/School District's Instructional Program(s):

The MLG's SES program model instruction and content is strongly connected to Arkansas Academic Standards (English Language Arts Curriculum Frameworks) and benchmarks in Arkansas for Reading/Language Arts. Both SRA Corrective Reading by McGraw Hill Publications and the New Jersey Writing Curriculum research based curriculums nationally recognized for addressing achievement deficits among low-performing students; therefore, supports MLG's M.E.R.T. model design (literacy tutorial) offering incremental, repetition of skills to enhance mastery and student achievement.

MLG's Reading/Language Arts Curriculum program connects to the following **specific Arkansas state standards: STANDARD 2: Writing** with emphasis in the specific strands: 1. *Process*, 2. *Purpose, Topics, Forms and Audiences*, 3. *Conventions*, and 4. *Craftsmanship Process, Purpose, Topics, Forms*; **STANDARD 3: Reading** with emphasis in the specific strands: 1. *Foundations of Reading*, 2. *Variety of Text*, 3. *Vocabulary, Word Study*, and *Fluency*. SRA Corrective Reading by McGraw Hill Publications and the New Jersey Writing Curriculum is aligned with No Child Left Behind, the National Reading Panel content standards, and the Arkansas Benchmark areas of Phonemic Awareness, Phonics Instruction, Fluency, Vocabulary, and Text Comprehension. In addition, MLG program design employs the **specific strategies for evaluating program quality and effectiveness**: pretest, interim, posttest data,

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state assessment gains, student attendance and retention, parent/family participation, graduation rates, evaluation/feedback forms, surveys. Cooperatively and collaboratively, MLG works with school and schools districts to extend and to reinforce the daytime learning in a diagnostic and focused format to make the most of the instructional time.

D. Monitoring Student Progress

It is the overall goal of the M.E.R.T. program model to improve students' participant's literacy (reading, writing, language) skill proficiency; furthermore, it is imperative that MLG utilize a collective, intrusive process and assume an accurate role to **diagnose** a student's needs, **prescribe** an instructional program to meet that student's needs, and to **evaluate and monitor** the student's progress toward clearly identified goals. More importantly, the process used to evaluate, monitor, and track student progress on a continuous and regular basis will be accomplished by qualitative and quantitative methods.

Initially, MLG will assume a formal, **holistic** communicative process to assess/diagnose and identify students' skills. The communicative process or academic "goal-setting session" will take place at the school where the student actually attends. The academic "goal-setting session" will include MLG'S site coordinator, the child's teacher(s) and parent. The purposes of these sessions further ensure that MLG's program of services complements and supports regular day program curricular rather than conflict or duplicate teacher's daily regular day instruction and activities.

Collaboratively, the team (MLG, Parents, Site Coordinator) will examine the child's writing samples and the results/data from the his or her state assessments (norm-referenced and/or criterion-referenced tests) to serve as a basis when constructing a diagnostic test to analyze the child's weaknesses as well as the strengths. The diagnostic will consist of content

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related writing prompts, reading passages, open response items, multiple choice, graphs, illustrations/graphics which will be align with **Arkansas literacy (reading, writing, language arts) frameworks**. MLG will use collected data to develop an individual student academic plan template addressing the following though not limited to: **goals for the student, a timeline of services and progress, days, times, and types of service, attendance, assessment, assessment results, and outcomes**.

Interim assessments will occur (monthly) to determine if skills are mastered or re-teaching needs to occur. MLG's management team of content specialists/practitioners will create program assessments (pretest, interim, and posttest, student progress reports) to evaluate, monitor, and track student progress on a regular daily, weekly, monthly basis. Upon completion of MLG's program, all student data will be collected and analyzed to determine whether individual/collective student academic learning goal(s) were achieved. In addition to student academic progress, there will be a satisfaction survey given to the program participants (parents, school district officials) to evaluate the quality of MLG's literacy tutorial model .

E. Evidence of Effectiveness

MLG along with a team of educational practitioners designed its SES literacy tutorial program based on proven scientific based research curriculum, pilot baseline M.E.R.T. model student data, and positive feedback by stakeholders (parents, school officials). MLG's overall purpose was to collect and document evidence of quality/effectiveness in the areas of 1) Program positive impact on student achievement, 2) Program data collection supporting M.E.R.T. model positive impact on student achievement, and (3) Program data collection aligning proven scientific based research curriculum to M.E.R.T. program model. More specifically, MLG, implemented a two year pilot literacy tutorial program (2003-2004 and 2006-2007) as well as

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implemented a 13 week Supplemental Educational Services (SES) extended day tutorial program (January 2009 through April 2009) and collected a series of assessments to ensure that our proposed tutorial model demonstrated a proven track record of successfully impacting student achievement among program participants.

Program Target Population

MLG baseline pilot literacy tutorial program cohort student population involved approximately 50 (fifty) students grades 7th through 8th during both the 2003-2004 and 2006-2007 academic school years. The tutorial program was conducted over an 11 week period each year beginning in the fall semester. Student program participants attended literacy sessions a total three hours and two days of instruction each week. In addition, MLG's SES literacy tutorial program student population involved approximately 130 students grades 3rd through 8th during the 2008 through 2009 academic school year. The tutorial program was conducted over a 13 week period beginning January 20, 2009 and concluding April 11, 2009. Student program participants attended literacy sessions a total of two hours and two to four days each week. Data was collected from the program and results were compiled to gauge both quality and effectiveness.

Program Description

MLG utilizes a **Motivate & Engage to Reach & Teach (M.E.R.T.)** model program design provided student participants 32.5 hours of intensive learning and enriching instruction with a focus on increasing overall literacy skills proficiency (reading, writing, language). MLG model instructional design integrated direct instruction (staff ratio 8 to 1), individual and small group instruction, hands-on manipulative based instruction, cooperative learning, reflective activities, and problem-solving/observations into daily/weekly lessons.

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Program Impact Analysis

MLG's employed the following **specific strategies** for **evaluating program quality** and **effectiveness**: (1) pretest, interim, posttest data, (2) program assessment gains, (3) student attendance, (4) parent/family participation, (5) evaluation/feedback surveys. In addition, the M.E.R.T. model design specifically assessed each student participant(s) academic progress based on the following components: **Five** baseline student outcome learning objectives 1). Student will within a given context, produce an effective composition for a specific purpose 2). Student will produce a piece of writing that demonstrates a command of spelling, capitalization, punctuation, grammar usage, and sentence structure 3). Student will recognize correct and effective sentence construction in written text 4). Student will recognize standard usage and appropriate word choices in written text and 5) Student will proofread for correct punctuation, capitalization, and spelling in written text. Furthermore, student participants writing, language, and reading proficiency skills growth findings were compiled based on **writing** open response assignments, and **reading/language comprehension** multiple choice formatted questions. The following tables (**See Attached Documents**) evidence documents specific academic growth gains of student participants in the above listed areas.

Program Research-Based Alignment

The MLG's SES program model instruction design and content is strongly connected with Arkansas Academic Standards (English Language Arts Curriculum Frameworks), SRA Corrective Reading Curriculum by McGraw Hill Publications, and the New Jersey Writing Project Curriculum. Emphasis on increasing student achievement deficits among low-performing students; therefore, supports MLG's M.E.R.T. model design (literacy tutorial) offering incremental, repetition of skills to enhance mastery learning and student achievement.

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MLG M.E.R.T. model design is based on proven research-based instructional models aligned to SRA Corrective Reading Curriculum by McGraw Hill Publications supported (by twenty-three research findings, program studies delivered by educators (**See Cite Attachments**)) and the New Jersey Writing Curriculum project research findings involving five states, (California, Kentucky, Mississippi, Oklahoma, and Pennsylvania), 29 teachers, and 700 hundred student participants (**See Cite Attachments**) provide the framework for our SES literacy program. The research focus targeted reading and writing instruction impact on student learning revealed a faster learning rate, better retention of learned material, improved attitudes for learning, improved school attendance, motivation, and time-on-task. MLG's Reading/Language Arts Curriculum program connects to the following **specific Arkansas state standards**: **STANDARD 2: Writing** with emphasis in the specific strands: 1. *Process*, 2. *Purpose, Topics, Forms* and *Audiences*, 3. *Conventions*, and 4. *Craftsmanship Process, Purpose, Topics, Forms*; **STANDARD 3: Reading** with emphasis in the specific strands: 1. *Foundations of Reading*, 2. *Variety of Text*, 3. *Vocabulary, Word Study*, and *Fluency*. Finally, MLG conducted a series of post-program surveys to determine program quality/satisfaction.

F. Communication with Parents and Families

MLG utilizes a series of **specific procedures** (conferences, email, evaluation/feedback forms, academic goal-setting sessions, "Parent/Family Night-Out", parent meetings, progress reports, student portfolios, and notes/copies of mastered goals and objectives) to consistently report and inform student progress to parents and families. MLG parent/families communications flow chart (**See Attachment**) further illustrates (what, how, why) stakeholders (parents, schools, school districts) are informed on a regularly scheduled basis. Provisions to accommodate

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parents/families with languages other than English (Spanish) need will be met on a as needs basis with interpreters and/or written communication in the parents' native language. Along with being aware of the best time and means to communicate with the working parents, MLG's program works to accommodate the needs and schedules of working parents by extending its operation hours beyond 5:00 p.m. (upon parent request in advance to site coordinator) and by being available on weekend (Saturday) as needed in addition to Monday through Friday (8:00 a.m. to 5:00 p.m.) regular business hours.

MLG program design requires designated staff (program tutors, program site coordinator, program parent site coordinator) contact parents a minimum of once a week via telephone, e-mail, and written documents. Once a student completes MLG 35 hour literacy tutorial program, a final academic goals progress report and satisfaction survey will be sent to the parent reviewing each child's (pre/post test results, ILP mastery of goals and objectives and student daily assignments) to assess the overall effectiveness supplemental services provided.

Certainly, forming partnerships with the parents and families is vital to a child's success; therefore, MLG involves the parents to support the service provided by incorporating them into program activities, providing information and resources, group meetings to understand the program including sharing of goals and expectations and timetables for each goal, and having opportunities to make joint decisions about the servicing of their child.

If disputes or conflicts arise with parents/families, MLG employs the specific terms and adequate process for resolving disputes or conflicts that may arise with parents in a positive way: *reaffirm the parents/families that the goals for the child are shared goals, agree that the child's interest comes first, avoid confrontation and deal specifically with solutions to the identified*

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issues and be prepared to offer alternatives, state expectations that are realistic and reasonable, specify long-term goals and state when follow-up meetings/conferences should occur .

. Communication with Districts/Schools

As a SES provider, MLG will implement an array of methods, tools, and processes to ensure communication with participating districts/schools site: (1) Align the connection between its extended day literacy tutorial program and participating school site daily instructional curriculum (2) Provide a efficient communication process to report MLG's program student academic progress to school districts (3) Provide communication to school districts with specific guidelines for resolving MLG's program disputes and conflicts and (4) Provide communication to school districts of MLG's program interventions to accommodate the needs and schedules of participating sites.

First, to ensure that there is a connection between the described instructional program and program in place at the school, MLG will align its program to the standards (reading, writing, and language) set by the Arkansas Comprehensive Testing Assessment and Accountability Program (ACTAAP) comprehensive system. With this in mind, MLG's program will be customized around Arkansas' English Language Arts Curriculum Frameworks. MLG will further link its academic program to the program the student experiences in the regular day in the following collaborative and collective ways: (1) work with teachers on addressing the needs of students, (2) utilize diagnostic test based on Arkansas' criterion and norm referenced test, (3) meet with school staff to incorporate and build components from their literacy program into MLG's academic program, and (4) develop and administer pretests (diagnostic testing, interim assessments, and post-tests based on a student's individual assessment results.

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Second, to ensure efficient and immediate communication with the districts/schools regarding student progress, MLG will utilize formal and informal means to notify those servicing sites by the following methods: accessibility and visibility via faculty meetings/teachers' conference periods, email, face-to-face communication, formal progress reports, goal-setting sessions, memoranda, student portfolios, and telephone. Those methods will further ensure that MLG renders most effective quality service to student academic growth.

Third, MLG site coordinator will schedule a meeting with school district officials to provide and communicate its specific guidelines for resolving program disputes and conflicts; furthermore, MLG staff will review participating sites policies and guidelines to ensure full compliance. MLG conflict resolution process involves the following formal/ informal steps (1) Phone conference with staff, (2) Site conference with staff, (3) Phone conference with Program Coordinator, (4) Site conference with Program Coordinator, and (5) Phone/site conference with school district administrator and MLG site coordinators.

Fourth, MLG site coordinator will meet with participating school administration and provide a schedule of all program activities with dates and timelines. At this point, any conflicts will be addressed to meet the needs or schedules of school sites. In addition, MLG will communicate with school district officials on a regular weekly basis via (telephone conference, email, and face-to-face conference) to solicit feedback along with adjusting the literacy tutorial program with participating sites regular schedules.

Finally, MLG will seek to establish an ongoing professional relationship with school district sites with the intent of providing quality services in meeting student and parent's educational needs. MLG will employ all of these communication strategies to ensure maximum positive impact on each districts/schools overall educational goals.

H. Qualifications of Instructional Staff

MLG's chief executive officer, Anna Mackey, is a career educator, including six years of teaching experience in the areas of English in both Arkansas and Texas. She holds a degree in Education as well as a Master of Arts in Education with emphasis in Curriculum and Instruction, along with teaching certification in the State of Texas. Additionally, she has facilitated numerous literacy-based staff development workshops throughout the country. Her areas of expertise, includes Literacy Reform, Management, and Supervision. She is the founder of Mackey Literacy Group, Inc. (MLG), a for profit education company, who provide comprehensive literacy-based program(s) and professional development seminars and workshops.

MLG also has formed a partnership with an Arkansas based teacher/staff recruitment, management firm (Qualified Staffing and Training Services) to assists in the selection, training, evaluation, and administration of all it's program site(s). Dr. Dexter Booth, president of (Qualified Staffing and Training Services) has over twenty years of practitioner-based experience and expertise in the areas of educational administration, personnel recruitment and staff, school discipline, and school improvement professional development training. He holds a Doctorate degree and is certified to both teach and administrate in the State of Arkansas. Additionally, all of MLG's staff (administration/teachers) will hold a minimum bachelor's degree and support personnel (teaching assistants, parent coordinator, office staff), will hold a minimum high school diploma and at least three years of related work experience. MLG will require all program staff to attend and complete a minimum of 6 hours staff development and clear a criminal background check prior to employment (**See Attachments Sample Job Description and Professional Development and Training Agenda**). Specific staffs workshops

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will focus on the M.E, R.T. model to ensure Teachers/Staff **acquire training** in working with low-income, underachieving students.

- Teachers /Staff can provide **on-site supervision** immediately after the school day ends.
- Teachers’/Staff can **strengthen** the links between supplemental services and teaching that takes place during the regular school day.
- Teachers/Staff **know** the students and their parents.

MLG above training of all program staff will provide the methods, tools, and strategies to improve their ability, knowledge, and skills to make lessons come alive and increase student achievement.

In conclusion, MLG end goal is to select, train, and employ high quality, personnel staff in delivering of its program services. MLG.s mission is to impact the educational needs of all stakeholders (students, parents, and school districts) by providing the best, and most qualified staff available committed to meeting the varying needs of all our clients.

I. Provider’s Goals and Objectives

The following are the long term goals and objectives for MLG’s SES program. The expectations of the services proposed are to enhance student achievement by offering a high-quality, strategic plan designed to build essential skills, to improve test scores and to make use of every instructional time. The following delineates the program goals and measurable, realistic, and achievable objectives:

PERFORMANCE BASED ON PROGRAM GOALS AND OBJECTIVES

GOAL 1:

To increase academic achievement for students in literacy.

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OBJECTIVE 1.1: Given a pretest in literacy the first day of SES tutorial program, the student's learning needs will be assessed by the building administrator, the student's tutor and parent, sited school Title 1 Coordinator, and provider (MLG) and correlated with state Student Learning Expectations to create the ILP.

OBJECTIVE 1.2: 80% of students who attend 35 hours literacy tutorial will demonstrate gains in achievement as evidenced by the use of the pretest, interim test, and posttest.

OBJECTIVE 1.3: 80% of students who attend 35 hours literacy tutorials will demonstrate a minimum 10% increase on Arkansas' state assessment.

OBJECTIVE 1.4: 100% of students who attend 35 hours literacy tutorials will have an **Individualized Learning Plan (ILP)** identifying skills deficit learning areas and academic skills improvement goals.

GOAL 2:

To increase parental empowerment and involvement in educational experiences and collaboration with schools.

OBJECTIVE 2.1: Minimum 55% of student's parents who attend 35 hours literacy tutorials will participate in one of the three parent contacts by MLG personnel as follows: an initial meeting discussing the student's ILP, a parent contact for progress report three weeks into the program, and a final contact discussing ILP progress.

OBJECTIVE 2.2: Minimum 80% of parents (who return state required surveys) of students who attend 35 hours will rate the program "satisfactory" or above on surveys.

GOAL 3:

To increase MLG's SES instructional staff level of proficiency to deliver effective instruction.

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OBJECTIVE 3.1: 100% of MLG's SES instructional staff who attends 6 hours of professional staff development and training will execute time on task as allotted for literacy supplemental tutorials.

OBJECTIVE 3.2: 100% of MLG's SES instructional staff who attends 6 hours of staff development prior to students participating in literacy tutorials will implement SES program curriculum to all student participants.

J. Cost of Service

Providers are required to supply both a cost for each pupil for an instructional hour and per pupil for an instructional day AND a specific and detailed description of the pricing structure employed by the provider.**I.**

A cost for each pupil for an instructional hour:

The MLG's service cost for each pupil for an instructional hour will range from **\$45.00 - \$50.00 per hour.****II.**

A cost per pupil for an instructional day:

The MLG's service cost for each pupil for an instructional day will range from **\$75.00 - \$80.00 per day.**

III.

A specific and detailed description of the pricing structure employed by MLG:

The MLG's service fee will vary by district to allow for the maximum number of hours attainable based upon districts per pupil allocations. In general, the service fee will range from \$45.00 - \$50.00 per hour and \$75.00 - \$80.00 per day.

Breakdown of MLG's SES Program Instructional Week

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MLG's SES instructional week consists of literacy tutorials **up to 4 days per week** (including Saturday) occurring **up to 2 hours per day**. Saturday tutorials (**limited to 4 hours per Saturday**) will be utilize for **students to acquire the 35 hours needed to complete MLG's SES literacy tutorial program.**