

Section IA: Program Description

Save Our Kids: Academics Through Sports

Save Our Kids: Academics Through Sports Supplemental Educational Program is a not-for-profit organization that aims to increase students' proficiency in reading/language arts and mathematics while using sports as an incentive. This program doesn't differ from the district's prevailing instructional or curricular approach. Save Our Kids 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 and have been shown to be effective in increasing student achievement. The most important component of Save Our Kids is that of a Supplemental Service Provider that provides educational support services to students, parents, and school districts in the State of Arkansas. Save Our Kids 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.).

Save Our Kids Save Our Kids program is based at local schools and other locations throughout the community and is held before school, after school, and weekends. The location and meeting times may vary by school district. Save Our Kids instruction includes small group and/or individual instruction. Group instruction consists of no more than 10 students per teacher. Save Our Kids serves a variety of students (grades 3-8) including low income students, migrant students, minorities, Spanish speaking students, limited English proficient students, and student with special needs and learning disability.

Save Our Kids is not responsible for the transportation of the students. Parents/families are responsible for the transportation of the students. Save Our Kids will provide all materials, equipment, and supplies needed to participate in the program. There are no costs to the students. Save Our Kids hires tutors that are highly qualified teachers, with a minimum of a Bachelor's Degree and certified by ADE with two or more years of teaching experience

Section IB: Basic Program Information

<i>Applicant Name</i> Save Our Kids: Academics Through Sports	<i>Program Name (if different from Applicant Name)</i>
Has this applicant ever been removed from any state's approved provider list? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If the response is "Yes", applicant must provide a description of the circumstances under which the removal occurred, and the state(s) from whose approved provider list the applicant was removed.	
Type of organization (indicate with a check in the appropriate box) <input type="checkbox"/> For-profit <input checked="" type="checkbox"/> Not for Profit <input type="checkbox"/> School Entity <input type="checkbox"/> Higher Education Institution <input type="checkbox"/> Other (describe)	First Year applicant approved to offer SES services in Arkansas January, 2004-2005 First year applicant approved to offer SES services anywhere January, 2004-2005
Subject areas to be covered (09-10 indicate with a check in the box) <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> English/Lang Arts <input type="checkbox"/> Science	Grades to be served (09-10) in each subject area to be covered Math 3-8 English/Language Arts 3-8 Science
Staff availability and qualifications (do not exceed 100 word description) Save Our Kids only work with teachers that are certified to teach by the Arkansas Department of Education who have been in the teaching profession for at least 2 years. The minimum qualification is a Bachelor's degree preferably in elementary/secondary English, Reading or Math field. Save Our Kids teachers will have experience working with students that are economically disadvantaged, from varied racial and ethnic groups, limited English proficient and who may have other disabilities.	
Service delivery setting (check all that apply) <input checked="" type="checkbox"/> School Business location Place of religious worship Community Center <input type="checkbox"/> Student's Home (parent or guardian must be present during tutoring) <input type="checkbox"/> On-line <input type="checkbox"/> Other (describe)	Specific student populations proposed to be served (check all that are proposed to be served) <input checked="" type="checkbox"/> Low income <input checked="" type="checkbox"/> Minority <input checked="" type="checkbox"/> Migrant <input checked="" type="checkbox"/> Limited English proficient (indicate languages) <input checked="" type="checkbox"/> Special education <input type="checkbox"/> Other (describe)
Time when services are proposed to be offered	Student/instructor ratio

<p>X Before school X After school X Weekends X Summer <input type="checkbox"/> Other (describe)</p>	<p>List the ratio of instructors to children in the proposed program 10:1</p> <p>Maximum number of students for each instructor (not to exceed 10 students per instructor)</p> <p>10:1</p>
<p><i>Cost per hour (not to exceed current maximum allowable from RFA)</i> \$50.00 per instructional hour per pupil; \$100.00 per pupil per instructional day; 2 days per week, total 4 hours per week.</p>	<p><i>Approximate number of hours required for proposed tutoring</i> 30-40</p>
<p><i>Minimum number of students that will be served in a single district</i></p> <p>5</p> <p><i>Minimum number of students that will be served in a single school or setting</i></p> <p>5</p>	<p><i>Will students be transported by this provider?</i></p> <p><input type="checkbox"/> Yes X No</p>
<p><i>Provider Contact Information:</i> Contact Person Name: Fred Smith Street Address: P.O. Box 233 City, State, Zip: Crawfordsville, AR 72327 Contact telephone number: (901) 406-6631 Contact fax number: (662)-781-4315 Email: sokacademics@yahoo.com Website: Hours of operation: 8:00 a.m. – 6:00 p.m.</p>	

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

- Alma
- Alpena
- Arkadelphia
- Ark School for the Blind
- Ark School for the Deaf
- Armorel
- Ashdown
- Atkins
- Augusta
- Bald Knob
- Barton Lexa
- Batesville
- Bauxite
- Bay
- Bearden
- Beebe
- Benton
- Bentonville
- Bergman
- Berryville
- Bismarck
- Blevins
- XX Blytheville
- Booneville
- Bradford
- Bradley
- Brinkley
- Brookland
- Bryant
- Buffalo Island
- Cabot
- Caddo Hills
- Calico Rock
- Camden Fairview
- Carlisle
- Cave City
- Cedar Ridge
- Cedarville
- Center Point
- Charleston
- Clarendon
- Clarksville
- Cleveland County
- Clinton
- Concord
- Conway
- Corning
- Cotter
- County Line
- Cross County
- Crossett
- Cushman

- Cutter Morning Star
- Danville
- Dardanelle
- Decatur
- Deer/Mount Judea
- Delight
- DeQueen
- Dermott
- Des Arc
- Dewitt
- Dierks
- Dollarway
- Dover
- Drew Central
- Dumas
- Earle
- East End
- East Poinsett County
- El Dorado
- Elkins
- Emerson Taylor
- England
- Eureka Springs
- Farmington
- Fayetteville
- Flippin
- Fordyce
- Foreman
- Forrest City
- Fort Smith
- Fouke
- Fountain Lake
- Genoa Central
- Gentry
- Glen Rose
- Gosnell
- Gravette
- Green Forest
- Greenbrier
- Green County Tech
- Greenland
- Greenwood
- Gurdon
- Guy Perkins
- Hackett
- Hamburg
- Hampton
- Harmony Grove (Ouachita)
- Harmony Grove (Saline)
- Harrisburg
- Harrison
- Hartford

- Hazen
- Heber Springs
- Hector
- Helena/West Helena
- Hermitage
- Highland
- Hillcrest
- Hope
- Horatio
- Hot Springs
- Hoxie
- Hughes
- Huntsville
- IZARD County Consolidated
- Jackson County
- Jasper
- Jessieville
- Jonesboro
- Junction City
- Kirby
- Lafayette County
- Lake Hamilton
- Lakeside (Chicot)
- Lakeside (Garland)
- Lamar
- Lavaca
- Lawrence County
- Lead Hill
- XX Lee County
- Lincoln
- Little Rock
- Lonoke
- Magazine
- Magnet Cove
- Magnolia
- Malvern
- Mammoth Spring
- Manila
- Mansfield
- 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
- XXOsceola
- Ouachita
- Ouachita River
- Ozark
- Ozark Mountain
- Palestine Wheatley
- Pangburn
- Paragould
- Paris
- Parkers Chapel
- Pea Ridge
- Perryville
- Piggott
- XXPine Bluff
- Pocahontas
- Pottsville
- Poyen
- Prairie Grove
- Prescott
- Pulaski County Special
- Quitman
- Rector
- Riverside
- Riverview
- Rogers
- Rose Bud
- Russellville
- Salem
- Scranton
- Searcy
- Searcy County
- Sheridan
- Shirley
- Siloam Springs

- Sloan Hendrix
- Smackover
- South Conway County
- South Mississippi County
- South Side (Bee Branch)
- Southside (Batesville)
- Spring Hill
- Springdale
- Star City
- Stephens
- Strong Huttig
- Stuttgart
- Texarkana
- Trumann
- Turrell
- Twin Rivers
- Two Rivers
- Valley Springs
- Valley View
- Van Buren
- Van Cove
- Vilonia
- Viola
- Waldron
- Warren
- Watson Chapel
- Weiner
- West Fork
- XX 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"/> Atkins | <input type="checkbox"/> Benton |
| <input type="checkbox"/> Alpena | <input type="checkbox"/> Augusta | <input type="checkbox"/> Bentonville |
| <input type="checkbox"/> Arkadelphia | <input type="checkbox"/> Bald Knob | <input type="checkbox"/> Bergman |
| <input type="checkbox"/> Ark School for the
Blind | <input type="checkbox"/> Barton Lexa | <input type="checkbox"/> Berryville |
| <input type="checkbox"/> Ark School for the
Deaf | <input type="checkbox"/> Batesville | <input type="checkbox"/> Bismarck |
| <input type="checkbox"/> Armorel | <input type="checkbox"/> Bauxite | <input type="checkbox"/> Blevins |
| <input type="checkbox"/> Ashdown | <input type="checkbox"/> Bay | XX Blytheville |
| | <input type="checkbox"/> Bearden | <input type="checkbox"/> Booneville |
| | <input type="checkbox"/> Beebe | <input type="checkbox"/> Bradford |

- Bradley
- XX Brinkley
- Brookland
- Bryant
- Buffalo Island
- Cabot
- Caddo Hills
- Calico Rock
- Camden Fairview
- XX Carlisle
- Cave City
- Cedar Ridge
- Cedarville
- Center Point
- Charleston
- Clarendon
- Clarksville
- Cleveland County
- Clinton
- Concord
- Conway
- Corning
- Cotter
- County Line
- XX Cross County
- Crossett
- Cushman
- Cutter Morning Star
- Danville
- Dardanelle
- Decatur
- Deer/Mount Judea
- Delight
- DeQueen
- Dermott
- Des Arc
- Dewitt
- Dierks
- Dollarway
- Dover
- Drew Central
- Dumas
- XX Earle
- East End
- XX East Poinsett County
- El Dorado
- Elkins
- Emerson Taylor
- England
- Eureka Springs
- Farmington
- Fayetteville
- Flippin
- Fordyce
- Foreman
- XX Forrest City
- Fort Smith
- Fouke
- Fountain Lake
- Genoa Central
- Gentry
- Glen Rose
- XX Gosnell
- Gravette
- Green Forest
- Greenbrier
- Green County Tech
- Greenland
- Greenwood
- Gurdon
- Guy Perkins
- Hackett
- Hamburg
- Hampton
- Harmony Grove
(Ouachita)
- Harmony Grove
(Saline)
- Harrisburg
- Harrison
- Hartford
- Hazen
- Heber Springs
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- XX Helena/West Helena
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- Highland
- Hillcrest
- Hope
- Horatio
- Hot Springs
- Hoxie
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- Huntsville
- IZard County
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- Jasper
- Jessieville
- XX Jonesboro
- Junction City
- Kirby
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- Lake Hamilton
- XX Lakeside (Chicot)
- Lakeside (Garland)
- Lamar
- Lavaca
- Lawrence County
- Lead Hill
- XX Lee County
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- Magazine
- Magnet Cove
- XX Magnolia
- Malvern
- Mammoth Spring
- Manila
- Mansfield
- XX Marion
- XX Marked Tree
- Marmaduke
- XX 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
- XX Osceola
- Ouachita
- Ouachita River
- Ozark

- Ozark Mountain
- XX Palestine Wheatley
- Pangburn
- Paragould
- Paris
- Parkers Chapel
- Pea Ridge
- Perryville
- Piggott
- XX Pine Bluff
- Pocahontas
- Pottsville
- Poyen
- Prairie Grove
- Prescott
- Pulaski County
- Special
- Quitman
- Rector
- Riverside
- Riverview
- Rogers
- Rose Bud
- Russellville
- Salem
- Scranton
- Searcy
- Searcy County
- Sheridan
- Shirley
- Siloam Springs
- Sloan Hendrix
- Smackover
- South Conway
- County
- South Mississippi
- County
- South Side (Bee
- Branch)
- Southside
- (Batesville)
- Spring Hill
- Springdale
- Star City
- Stephens
- Strong Huttig
- XX Stuttgart
- Texarkana
- XX Trumann
- XX Turrell
- Twin Rivers
- Two Rivers
- Valley Springs
- Valley View
- Van Buren
- Van Cove
- Vilonia
- Viola
- Waldron
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- Western Yell County
- Westside (Hartman)
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- Consolidated
- White County
- Central
- White Hall
- Wickes
- Wonderview
- Woodlawn
- XX Wynne
- Yellville Summit

Section II: Narrative and Supporting Documentation

Section IIA. Program Overview

Narrative Description of Program

Save Our Kids: Academics Through Sports Supplemental Educational Program provides both academic and recreational opportunities for children. As a Supplemental Service Provider, Save Our Kids 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 reading diagnostic tool Comprehensive Assessment of Reading Strategies (CARS), and Strategies to Achieve Mathematical Success (STAMS) with math diagnostic tool Comprehensive Assessment of Mathematics Strategies (CAMS). Both STARS and STAMS are aligned with Arkansas's Academic Standards & Frameworks.

Save Our Kids' long term goal is to improve students' 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. Save Our Kids will also use sports as an incentive in improving student's academic performance. By using the assessment, diagnostic, and screening tools of the Curriculum Associates (including Test Ready Omni Reading, and Omni Math for pre-test, interim, and post-test), Save Our Kids will assess each students' strengths, deficit areas, and appropriate individualized instructional objectives . Upon discovery of students' skill gap deficiencies, assistance will be provided on-going throughout the program for the mastery of skills.

Save Our Kids instructional courses follow a recursive-learning model in which instruction is followed by assessment, analysis, and intervention. The benefit of Save Our Kids' methodology is that we clarify individual strengths and needs at an early stage in order to provide the best instruction possible for reading, math and writing skills. Save Our Kids also provides a customized curriculum for each child with on-going use of assessment tools to reassess if skills are mastered. Additionally, the instruction is consistent and linked with the academic programs students experience in the regular school day by

maintaining frequent (bi-weekly) communication between our program and school personnel. All instructional material will be provided by Save Our Kids. The student will not be required to provide or purchase any instructional materials.

Save Our Kids recognizes teachers are a critical variable in improving mathematics instruction (National Council of Teachers of Mathematics, 2003). Therefore, Save Our Kids will select certified teachers whom have at least 2 years of experience teaching related subject areas and are district personnel. Teachers will also have experience in using evidence-based proven methodologies. Curriculum Associates' Strategies to Achieve Reading Success (STARS) and the Strategies to Achieve Mathematics Success (STAMS) provide training on how to use STARS and STAMS. These electronic trainings will be offered to the Save Our Kids teachers along with other topics. The topics will include practical strategies for teachers utilizing Curriculum Associates' online courses.

We will also be flexible working with parents/families (in regards to student's need) to accommodate the needs and schedules of working parents. Beginning the second week of supplemental services, Academic progress reports will be provided to parents on a bi-weekly basis. These reports will consist of appropriate information from assessments, lesson reports/plans, and attendance logs. Parent and family involvement will be encouraged and welcomed. We have a grievance procedure that is in place for the parents and administrators to use if and when there may be a dispute. Save Our Kids 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 Save Our Kids of needed services/workshops.

Save Our Kids will also use specific strategies when working with school personnel. Upon enrollment into our program, appropriate school personnel will be notified of students enrolled in our program via introduction/informational packet, which will include dates/times services are provided and program contact information. Students' academic improvement plans, academic progress reports, and an invitation to Save Our Kids monthly parent-teacher meetings will be provided to school personnel.

School personnel will also receive follow-up communication to ensure they are aware of students' progress.

Save Our Kids management staff will use specific strategies to evaluate program quality and effectiveness using the requirements of ADE and Academic Standards and Frameworks as a guide. Appropriate reports will be produced as needed. The qualitative and quantitative methods (such as surveys and interviews) used to assess the needs of the families and students will help assist Save Our Kids staff in program delivery. Save Our Kids management staff and teachers will assist in monitoring and tracking students' progress by completing and maintaining documentation of students' progress (i.e. assessment outcomes, attendance logs, lesson plans, and lesson reports).

Section III: Indicators of Quality

A. Evidence of Links Between Research & Program Design

Save Our Kids 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 Attachment). Additionally, Curriculum Associates' Phonics for Reading, whose content and instructional practices directly align with NRP's (2000) areas of phonemic awareness, phonic, and fluency will 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 and sound associations to identify words (Juel, 1991). Therefore, Save Our Kids will address NRP's areas of reading instruction through STARS and Phonics for Reading.

Curriculum Associates' 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 have organizational designs that are grounded in various areas of research such as 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 consist of a scaffold strategy-based instruction organizational framework that also helps foster student self-monitoring and assessment. The lessons are designed to promote individual understanding & application of reading (STARS) and mathematical concepts (STAMS). Students build on their capacity to analyze, reason, and communicate ideas effectively by applying specific reading strategies and mathematical concepts in a variety of contexts & situations. Exploring reading-based problems through

instructional math activities allow students to strengthen their connection between reading and mathematics problem solving.

Research shows that scaffold instruction/strategies optimizes student learning (for all types of students) by providing a supportive environment while facilitating student independence” (ERIC Document, 2002). STARS/STAMS are comprehensive 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, these programs will be used along with sports to peak student interest in academics and improving test scores.

Save Our Kids uses a proven method grounded 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 points (1) the assessment of learning needs, (2) the diagnosis of learning opportunities and (3) the delivery of learning content. Also Save Our Kids 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 challenges identified in previous research. The program’s strengths 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 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	

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

Save Our Kids provides direct services to students and uses Strategies to Achieve Reading Success (STARS) and the Strategies to Achieve Mathematics Success (STAMS) as the content tool. The Comprehensive Assessment Reading Strategies (CARS) and Comprehensive Assessment of Mathematic Strategies (CAMS) are used as the assessment tools. All are entirely aligned with Arkansas Academic Standards/Frameworks. Our services are academically focused and targets areas of reading, language arts, and math and comply with all local education agencies’ instructional standards. 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.

D. Monitoring Student Progress

Upon entering the program, Save Our Kids will conduct a diagnostic 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 need of each student to design their personal Academic Improvement Plan (AIP). 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 appropriate program management. Program management 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. Specific program management staff members will be responsible for maintaining each student's files and other documentation.

In order to serve teachers and families effectively, Save Our Kids 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 will be completed by the teacher 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, and outcomes. A separate chart will be maintained for each individual student. A copy of the completed report(s) will be submitted to ADE as needed. Each teacher 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 all Sample Forms)

STARS and STAMS, Curriculum Associates' assessment program tools, have been used previously by Save Our Kids successfully and will continue to 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 appropriate program management. 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 throughout the program inclusive of the sports incentive. Save Our Kids will conduct 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 management team of Save Our Kids will assist in evaluating the program based on the requirements of ADE and Academic Standards/Frameworks with information being shared with appropriate parties. Staff will assess each student's academic portfolio and re-access students' specific needs, expected learning progress outcomes, and targeted timeline dates for completion. Staff will also establish baseline English language proficiency scores for each student being served and monitor the student's progression in developing proficiency in English. (Forms are attached).

E Evidence of Effectiveness

Save Our Kids will use the following programs: Phonics for Reading, Strategies to Achieve Reading Success (STARS) with Comprehensive Assessment of Reading Strategies (CARS) diagnostic tool, and Strategies to Achieve Mathematical Success (STAMS) with Comprehensive Assessment of Mathematics Strategies (CAMS) diagnostic tool, which does have an extensive research history of effectiveness.

Phonics for Reading addresses phonics: one of the important components of reading instruction cited by the Report of the National Reading Panel (2000). This program teaches phonemic decoding to students who have not yet mastered those skills. This program has the flexibility to be taught in small groups, one-on-one, in general and/or special education classrooms, during the academic school year, and/or 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.

Phonics for Reading includes a clear 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 Teacher's Guide to assist in determining student placement. The various placement tests consist of subtests which may also be used to monitor progress during teaching and as a posttest at the end of a level. Phonics for Reading contains components that are research based and has delivery of explicit phonics instruction with clear objectives, providing consistent teaching routines, repeated practice, immediate corrective feedback and cumulative review-features that aid struggling readers.

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 includes explicit/systematic instruction, materials that include a detailed scope, sequence, and

clear objectives, materials that are teacher friendly/easy to navigate, features that are helpful to 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. Currently, research has not been conducted to examine the effectiveness 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 reading program diagnostic, and Comprehensive Assessment of Mathematics Strategies (CAMS), the math program diagnostic, are tools that identify student's mathematical/reading improvement areas and allow teachers to focus their instruction and 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). CARS/CAMS deliver quick diagnostic results regarding individual student performances, enabling students to take an active role in monitoring their learning progress. Teachers are also provided with immediate feedback on each 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.

Teachers can use this information to easily compare levels of mastery or create Class Performance Charts to track the overall diagnostic results of the student's classroom. The CARS/CAMS offers teachers a flexible schedule in which 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.

Save Our Kids will serve as an integral part of the school's total educational program. The purpose of the sports program, regardless of age level, is to develop healthy lifestyles and recreational skills and to teach commitment, self-discipline, self-sacrifice, sportsmanship, cooperation, 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 building self-esteem and self-discipline and by enriching their scholastic environments.

Our reading program engages 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 skills to reading. Save Our Kids also uses Curriculum Associates' STARS reading program material to enhance the reading levels of each participant. STARS provide instructional activities for 12 reading strategies, use a step-by-step approach to achieve reading success, and prepare students for assessment in reading comprehension. The test-readiness materials are research based and designed to identify each child's strengths and weaknesses.

The STAMS math program 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 STAR and STAMS 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. The abovementioned programs have the potential to have a positive impact on student achievement, student performance and outcomes. The management team of Save Our Kids will implement evaluation methods to assess the effectiveness the program's components.

Save Our Kids 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 Save Our Kids team member is dedicated to improving student achievement. The wide range of educational experiences of the staff empowers students to succeed academically. By implementing these successful strategies, we will make an impact on students, parents and the local school district. Letters of recommendations from parents and educators are attached.

F. ommunication with Parents and Families

Communication is critical between the Save Our Kids program and parents. Parents will be informed of students' progress and will be expected to communicate with the program on a continuous basis. Save Our Kids will be flexible in the reporting to the parents and families in meeting the needs of the students 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. 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.

Save Our Kids will conduct monthly parent-teacher conferences, meetings, and activities at various dates and times to accommodate the needs and schedules of working parents. Save Our Kids 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 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 Save Our Kids.

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. Save Our Kids will provide parent and family involvement workshops (on various topics) on a monthly basis. Save Our Kids will also provide small group sessions for parents to discuss services available that can assist in their children's achievement. Additionally, parents will receive an informative

package outlining program requirements, guidelines, and procedures. Parents will 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, Save Our Kids will use many forms of communication (phone, email, face-to-face, etc.) to update parents of their student's performance and other activities. Teachers 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.

Save Our Kids 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). Save Our Kids will also conduct mid-term follow up communication (verbally or written) with parents and families to assess their satisfaction, opinions, perceptions of the program. Results will be analyzed by the management team. Anything that needs to be addressed will be brought to the attention of the appropriate Save Our Kids personnel.

G. Communication with Districts/Schools

One goal of Save Our Kids 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. Save Our Kids 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 Save Our Kids is that of a Supplemental Service Provider that provides educational support services to students, parents, and school districts in the State of Arkansas. Save Our Kids 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 Save Our Kids, 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. Save Our Kids 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 informational packet. This will include an introduction to the program, dates/times services are provided, contact information for Save Our Kids, 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 Save Our Kids of student's academic performance.

The teachers/schools will be provided with each student's academic improvement 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 Save Our Kids 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 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 Save Our Kids monthly parent-teacher conferences as well.

Save our Kids will maintain a log of communication with districts/schools, Save Our Kids will use face-to-face, telephone, electronic, and written communication to update schools/districts regarding student's performance and other activities. Each teacher 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 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 Save Our Kids management staff will keep a copy of all records for on-site monitoring reviews.

Copies of any student's Academic Improvement Plan (AIP), student's academic school record, and Save Our Kids records will be made available to schools/districts as needed. This information will be used to address specific needs of the each student in the form of lessons plans and an individualized curriculum for each student.

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, Save Our Kids staff will consist of professionals that are highly qualified and experienced using research-based, proven methodologies. Each staff member has extensive expertise in working with disadvantaged, LEP students, special education students, and students of various ethnic backgrounds. Save Our Kids 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, and 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. Save Our Kids will take recommendations from principals of assigned schools where the Supplemental Services will be offered. 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 are 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 and paraprofessional for every 10 students in the program.

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

Minimum qualifications for all teachers 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 and reading across the content areas. Save Our Kids staff will preferably have Master's and/or Doctorate degrees in related fields of study. Save Our Kids 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. Hiring for instructional purposes will be from the district personnel (only).

I. Goals and Objectives

During Save Our Kids' formative years, we learned that an after school program embraces 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) programs, which is geared toward individual deficit areas indicated by the academic improvement plans developed at the local levels.

Save Our Kids' long term goal is to help improve student's proficiency in the areas of reading and math while achieving Arkansas standards, as demonstrated by improved performance on the Benchmark and end of course exams. Sports will also be used as an incentive in improving academic performance. This goal will be achieved through supporting short term objectives. First, by using the diagnostic tools students' baseline scores will be established. 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. As needed, teachers 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 participation rate of 85% or greater as evidenced by participation at parent-teacher conferences,

workshops, and other activities. Another objective is to extend the learning activities in the NRP'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 Attachment A)

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 NCTM research identified five mathematical process standards and the Save Our Kids program addresses each standard using Strategies to Achieve Mathematics Success (STAMS) (See Attachment B). 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. Save Our Kids will also achieve its goal by establishing and maintaining partnerships and communication between Save Our Kids personnel and school district personnel. By the end of 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 Save Our Kids 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. Save Our Kids provides supplemental material that produces lessons that reinforce the Academic Standards & Frameworks while using sports as a motivator. Achieving our goal will help school districts meet the requirements for AYP Status with the No Child Left Behind Act.

J. Cost of Service

Save Our Kids 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. Our charges will not exceed the maximum of \$400.00 per pupil per instructional week, whichever amount is less per the RFP. The sports incentive program associated with our program there is no charge to the LEA, parents or students.

On occasion when we have the opportunity to offer a Saturday only program of longer than three hours per Saturday we will not charge an amount over \$150.00 per student. The Save Our Kids: Academic Through Sports Summer Program will provide supplemental services in literacy and math meeting five days per week for two or more hours of instruction per day and will not charge more than the \$500.0 per week as stipulated in the RFP.

