



ARKANSAS DEPARTMENT OF EDUCATION

LEA APPLICATION FOR
SCHOOL IMPROVEMENT GRANT FUNDS
TITLE I, SECTION 1003(g)

LEA APPLICATION FOR
SCHOOL IMPROVEMENT GRANT FUNDS
SIG ARRA 1003(g)

SECTION A, Part 1: LEA Contact Information and Certification

LEA Name: Dreamland Academy	
Mailing Address (Street, P.O. Box, City/Zip) 5615 Geyer Springs Road Little Rock, AR 72203 PO Box 190917 Little Rock, AR 72219	Starting Date August 2012
Name, title and phone number of authorized contact person: Mark A. Loken 501-256-3377	Ending Date June 2015
Amount of funds requested: [REDACTED]	Number of schools to be served: One

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for a subgrant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on _____ (Date).

Signature: _____
Superintendent of Schools AND
Signature: _____
School Board President

Date: _____

Date: _____

ADE USE ONLY	
Date Received: _ _ _ _ _	Obligation Amount: _ _ _ _ _
Reviewer Signature: _ _ _ _ _	Approval Date: _ _ _ _ _
Reviewer Signature: _ _ _ _ _	Approval Date: _ _ _ _ _

SCHOOL IMPROVEMENT GRANTS

Purpose of Program

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the Federal Register on October 28, 2010 school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest achieving 5 percent of a State's Title I schools in improvement, corrective action, or restructuring. Title I secondary schools in improvement, corrective action or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving 5 percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools. An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identifies as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools "newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

Availability of Funds

FY 2011 school improvement funds are available for obligation by SEAs and LEAs through September 30, 2015.

State and LEA Allocations

Each state (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a School Improvement Grant. The Department will allocate FY 2011 school improvement funds in proportion to the funds received in FY 2011 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of ESEA. An SEA must allocate at least 95 percent of its school improvement funds directly to LEAs in accordance with the final requirements. The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

Consultation with the Committee of Practitioners

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business. Civil rights, and community leaders that have a interest in its application.

FY 2011 SUBMISSION INFORMATION

Electronic Submission:

The ADE will only accept an LEA's 2011 School Improvement Grant (SIG) application electronically. The application should be sent as a Microsoft Word document, not as a PDF.

The LEA should submit its 2011 application to the following address:

jayne.green@arkansas.gov

In addition, the LEA must submit a paper copy of page 2 signed by the LEA's superintendent and school board president to :

Jayne Green
Four Capitol Mall, Box 26
Little Rock, AR 72201

Application Deadline:

Applications are due on or before May 18, 2012

For Further Information:

If you have any questions, please contact Jayne Green at (501) 682-2395 or by email at jayne.green@arkansas.gov .

SECTION A, Part 2: Schools to be Served

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

Using the list of Tier I, II and III schools provided by ADE, complete the information below, for all Tier I, II and III schools the LEA will serve. The Intervention Model must be based on the “School Needs Assessment” data.

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

SCHOOL NAME	NCES ID#	Grade Span	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						Turnaround	Restart	Closure	Transformation
Dreamland Academy		K-5	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If an LEA is not applying to serve all Tier I schools it will need to explain why it lacks the capacity to serve these schools.

NA

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

SECTION B, PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

Complete steps 1 and 2, Develop a Profile of the School's Context and Performance. Please develop a profile for each school to be served. (Items in this section have been adapted from Selecting the Intervention Model and Partners/Providers for a Low-Achieving School A Decision-Making and Planning Tool for the Local Education Agency, Center on Innovation & Improvement.)

Step 1 - Develop a Profile of the School's Context

Name of School: Dreamland Academy

LEA #: 60-4270

Context

1. Grade levels (e.g., 9-12): K-5
2. Total Enrollment: 142
3. % Free/Reduced Lunch: 98%
4. % Special Education Students: 17%
5. % English Language Learners: 12%
6. Home Languages of English Language Learners (list up to 3 most frequent :)
 1. Spanish
 - 2.
 - 3.

7. Briefly describe the school's catchment or enrollment area (neighborhoods, communities served):

Dreamland is located in Southwest Little Rock. The area is referred to as the iron triangle due to the high crime rate and its impoverished nature. Numerous students at Dreamland come from homes where the parents are under-employed and under-educated. These conditions result in multi-generational welfare recipients. Another large majority of our students come from one-parent-homes. Homes where one parent is incarcerated or the child is in the foster care system. We have found that several students are living with other families, and by definition these students are classified as homeless. A large amount of Dreamland's students come to Dreamland once they have been suspended from traditional schools, both the students and the parents think they are being treated unfairly due to circumstances beyond their control.

8. List the feeder schools and/or recipient schools that supply or receive most of this school's students:

School	Grade Span		School	Grade Span
Other Charter School	6-12			
Private School	6-12			
Public Middle Schools	6-8			
UMAS Head start	3yr-Pre K			

9. Briefly describe the background and core competencies of the school's current key administrators and indicate the number of years they have held the position and the number of years they have been employed in the school and LEA.

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Dr. Brendly Clark Superintend/Principal	Dr. Clark has a Ph.D. in human resources.	2	5 in some aspect	5 in some aspect
Charles Caradine Assistant Principal, Recruiter, APSCN, Nutrition Director	Retired Army Recruiter	5	5	5
Donald Howard -human Resources/ P.E. Coach	Master's Degree human resources	3	3	3
Mark Loken is the Math/ Science Specialist	BS Physics, Sec Ed MS Geophysics	1.5	1.5	1.5
Katie Murph Literacy Specialist/Counselor	Double Master's Degree Second Language Acquisition School Leadership	5	5	5

10. Describe how administrators are evaluated. By whom? How frequently? What is the process?

Yearly, the director evaluates all administrators on job performance using the respective job description. Each administrator receives a written summary of their job performance. In the upcoming year, administrators will be evaluated based on the Arkansas Evaluation System. Administrators will develop a professional growth plan (see attachment).

11. Briefly summarize the process by which teachers are evaluated. By whom? How frequently?

In the past teachers were informally evaluated by the superintendent/principal. These evaluations were composed mainly of walks by the classroom and making notes of what is seen or heard in the class. Teachers were given feedback if the superintendent/principal had any issues or concerns and teachers are to be given a formal written evaluation based on the superintendent/principal's observations.

Next year the evaluation process will change next year to reflect the Arkansas Evaluation System for teachers. The teachers in the Dreamland will be evaluated regularly by the principal. Evaluations will be based on a combination of scheduled and informal observations (two or more formal, and two or more informal as needed). During the scheduled meetings the principal uses a rating tool with competencies. Each competency is discussed and the teachers are rated by the principal. The principal and the teacher engage in conversation about the findings. The findings are transferred to a Professional Growth Plan which allows teachers to receive relevant job embedded professional development that is specifically created based on the data of their students and tracks progress and training. The professional growth plan needs are also sent to the Director of Special Programs where they are utilized along with teacher requests and student achievement data to develop professional development activities. In addition teachers will be scheduled to evaluate each-other to help facilitate the exchange of quality teaching strategies.

12. Briefly describe previous and current reform and improvement efforts, within the last five years.

Year One 2007-08

The building was wired for technology and public address system. Each classroom was stocked with bank of three to five computers, classroom libraries, television, CD players, white boards along with textbooks and learning materials. The school also established a computer lab and media center. A website was developed. Dreamland established an aftercare program for weekdays from 3:30 to 6:00 for Dreamland Students. Dreamland had the following plans approved: Technology plan, ACSIP, Gifted and Talented Plan approved and G/T Established. Dreamland developed the required handbooks, parent/student handbook, staff handbook, and crisis intervention manual. Dreamland was accredited despite financial challenges.

Year Two 2008-09

Dreamland created invention for re-directing student from failure and poor achievement to competence in reading and mathematics. We provided behavioral support for numerous students needing therapy. Curricular offerings were diversified to include special classes like martial arts and urban step dancing, which compelled students to remain in class and exert some effort because they wanted to participate. Repayment plans for debts were made and the State Board allowed the school to remain open and challenged us to implement the deficit reduction plan. Two of the debts were retired. The curriculum was expanded to include a small piano lab, piano lessons for interested student through a public-private partnership with a local piano instructor. The Accelerated Reader program was implemented and the library was stocked with high interest books for the students. Reading clinic was established. Writing instruction was strengthened by using standards for sentence and paragraph. Classroom libraries were increased. Students were encouraged to read and build mathematics competences through a variety of incentive programs. Learning materials were purchased for students and every student got homework assistance packet so parents could assist at home. First piano recital was held, provided after school tutoring in reading and mathematics. We had our first Family Fun Day and were shocked by the numbers. We made it an annual event. We expanded our responses to students and by target their needs. Our in-school suspension program was entrenched in intensive care principles where student behaviors were redirected. We had an alternative program where instead of sending students home they stayed on campus away from the student population, completed their work and had counseling by the school counselor and social worker to help with alternate solutions to fighting. Dreamland applied for and revived a Twenty First Century Community Learning Center grant and used it to offer afterschool programming for 253 students. During the hours of 3:30 to 6:00 students were offered tutoring in reading, writing, and mathematics, and provided a variety of other courses such as dance, volleyball, basketball, cheerleading, computer exploration, urban step dancing, and vocal music. Students visited museums, theatre productions as a regular component of the after school program. Students were allowed to participate in city-wide athletic programs such as Dreamland's boys and girls basketball teams, cheerleading, pep squad, and children choir. Once again Dreamland was accredited, passed the USDA

Audit, Passed Title One Desk Audit, passed financial audit, passed Standards Review, and the ACSIP was approved

Year Three 2009-2010

Dreamland expanded special education technology by adding 10 computers to classroom. Reciprocal Teaching interventions were added to develop a research-based framework for improving reading performance. Dreamland field-tests Reciprocal Teaching strategies as aids to meaning construction. The test was done with 4th and 5th grade students and as was expected their scores on the benchmark exam improved greatly. For the third year in a row Dreamland was accredited, and the ACSIP was approved. Special Education compliance review was passed, along with the financial audit. A reading and math specialist were hired. Dreamland also added Star Reading and Math Assessments to determined students' need.

Year Four 2010-2011

Dreamland added two main tools which included a smart accountability process that charted a plan for school improvement and would engage student in learning standards and monitor the process made. The second tool was a Response to Intervention framework which allowed Dreamland to scaffold the entire school and the student population into tier that would provide needed interventions. Dreamland sought and received a 1003(g) School Improvement grant and used it to create Smart Accountability Program based on the information available from the Arkansas Department of Education. Dreamland Established a Distance Learning Center and Distance Curriculum for students. A second computer lab was opened. A mobile computer lab was purchased for classroom use. Dreamland bought a school bus so that students' backgrounds could be established. The school's web site was enhanced. Dreamland financial audit showed no findings for the third year.

Year Five 2011-2012

Dreamland had a system in place that included comprehensive curriculum and academics. The students receive instruction in the academic core content areas and take courses in computer application, vocal music, painting, drawing, dance, library, fitness, and character education. Students have many opportunities for tutoring and art-based experiences in afterschool activities and in Saturday school. Reading and Math specialists proved support for teachers in three ways 1) to strengthen their understanding of Benchmark and Common Core State Standards, 2)to help them create lessons that result in student learning, and 3)to facilitate alignment from one grade to the next. The curriculum materials have diversified and we offer approaches to learning math. These include competitive math competitions, Singapore Mathematic, Common Core Curriculum Maps for English Language Arts, and Accelerated Math program that we link with a web-based program, ALEKS. The distance learning lab has integrated content learning and students experience learning and language from faraway places. We are using monthly assessment to make data driven decision about student learning. We have a response to intervention. We have provided staff with a lot of professional development in the following areas uniform application of writing program and its standards, behavioral standards, assessments structure to help teachers improve their strengths and implementation of the Common Core State Standards in K-2. We have

increased parental involvement because we understand the importance of the family support. We have provided support with our school social worker help unity with services for the family. We have broadened our efforts by having family events one a month. We encourage parents to volunteer at school. We offer resources in the media center. We have also made an office for parents so when they are in the building they have a comfortable place to work. There are workshops for the parents, outing involving parents and staff so all can be seen in a different light. There is a weekly coffee for parents to come in and discuss whatever they wish with administration. Dreamland had behavioral support in place that caters to the students' individual behavioral needs. We match students with supportive adults. The school had a external providers that assist the school social work and counselor with individual and group counseling. The groups include incarcerated parents, homeless, and abuse. Different groups are added as needed.

Step 2 - Develop a Profile of the School's Performance

1. Enter the percentage of all students who tested as proficient or better on the state standards assessment test for each subject available.

Subject	2011	2010	2009	2008	2007
Reading/Language/English	24	35	26	19	
Mathematics	22	24	23	21	
Science	5	12	4	0	
Social Studies					
Writing					

2. Student analysis from the past 3 years - enter the percentage of students in each subgroup who tested proficient or better on the state standards assessment test for each subject available.

Test Year:

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2011	2010	2009	2011	2010	2009	2011	2010	2009	2011	2010	2009	2011	2010	2009
Reading/ Language/ English	NA	NA	NA	23			NA	NA	NA	NA	NA	NA	NA	NA	NA
Mathematics	NA	NA	NA	20			NA	NA	NA	NA	NA	NA	NA	NA	NA
Science	NA	NA	NA	2		4									
Social Studies															

See Appendix

3. Student analysis from the past 3 years - enter the percentage of students at each grade level in this school who tested proficient or better on the state standards assessment test for each subject available.

Test Year: 2011

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	27	21	26							
Mathematics	33	16	16							
Science			2							
Social Studies										
Writing										
Other										

Test Year: 2010

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	15.8	39.4	34.3							
Mathematics	18.4	27.3	25.7							
Science			11.4							
Social Studies										
Writing										
Other										

Test Year: 2009

Subject	3rd Gr.	4th Gr.	5th Gr,	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English	56.6	25.9	23.1							
Mathematics	30.2	24.1	7.70							
Science			3.80							
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for the 2010-2011 school year: 97%

5. Mobility rate for the 2010-2011 school year:

6. Graduation rate for all students for the 2010-2011 school year: NA

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Graduation rate percentage for past 3 years: (high schools only)

	All Students
2011	NA
2010	NA
2009	NA

Key Questions

1. Which subpopulation of students are experiencing the lowest achievement?
African America Males

2. Which subpopulation of students is experiencing the lowest graduation rates?
NA

3. In which subjects are students experiencing the lowest achievement?

Reading and Language Usage based on the NWEA summary data

4. What characteristics of the student demographics should be taken into account in selecting a model and external partners and/or providers?

The charter was written to cater to the at-risk student population with high needs and to students that desire a non-traditional learning environment that emphasizes performing arts. This type of environment demands staff and external partners with redirecting and nurturing skills together with skills of engaging educational activities using non-traditional methods. It also requires a model conducive to the needs of our student body by not imposing services from outside sources (Restart Model) for families that distrust forced and traditional educational forms or the elimination of services (Cancellation Model).

5. What, if any, characteristics of the enrollment areas of the school should be taken into account in selecting a model and external partners and/or providers?

Dreamland Academy is located in a high-crime and needs area with a model and extension services that cater to their special needs of a nurturing environment and one where parents are supported in creating better learning environments. The Transition Model allows incoming administrative staff who has sought out supportive community partners and who are familiar with the needs of the families to implement their holistic support of Dreamland's students.

Step 3 Reviews of ADE Scholastic Audit and other School Data

1 A. Provide a detailed summary of the schools progress relative to the Arkansas Standards and Indicators for School Improvement, (ADE Scholastic Audit):

- Discuss the specific findings that led to the “Recommendations”;
- LEA (Leadership) and/or school “Recommendations” identified for implementation;
- Implementation progress;
- Timeline of prioritized “Recommendations” and the
- Evaluation process.

Dreamland Academy has located most of the documentation outlined by the un-announced Scholastic Audit as deficient. As a result Dreamland will discuss audit findings that have not been adequately addressed to date.

The recommendations recommended for implementation include the utilization of additional curriculum maps for Common Core Mathematics, adding common assessments with vertical alignment of grading, and adding administrators with an educational background, and greater supervision of authentic bell to bell instruction.

The curriculum committee will make modifications to third through fifth grade curriculum to show the common core state standards. The committee will use the pacing guides are contented in the Common Core Curriculum Maps, written by teachers, for teachers. The committee will also put together a monthly calendar to be given to all teachers, including the specialty teachers. The calendar will have the essential questions, student learning expectations, objectives, essential vocabulary. All teachers will have more professional development on core common state standards.

The PLC committee will work on creating common assessments that are authentic tasks that will encourage higher level thinking skills. The committee will meet weekly to follow the progress of all the students. If there are students not making progress then PLC will discuss ways to scaffold the students learning.

Dreamland had a data wall but will increase its use of the data to build a better understanding of each student, not just groups of students.

With the change in administration educators, there will more accountability for teachers. The administrators will be able to look at lesson plans more deeply, search for higher level thinking skills, and rigorous and authentic bell to bell instruction.

Dreamland plans to work with locate home extension service to provide more parental involvement. The extension service will be on campus once a month with different programs for the parents.

Dreamland is developing another service with Arkansas State PIRC/ Center for Effective Parenting, where parents will be able to come to the school once a month to develop strategies to use at home with their children to increase their academic progress and growth on the ACTAPP exam.

The PTO will be encouraged to work with both of these groups in a partnership to increase parental involvement and involvement from the local community.

The LEA has identified the following recommendations for implementation: The new principal for the upcoming school is an educator that has a license in school administration and is aware of the things an instructional leader needs to do to help make student learning priority. The PLC team will serve as the instructional leadership team for the purpose of improving teaching and learning.

Dreamland is developing a plan for bus routes for students. The LEA is hoping that this cut down on tardiness and truancy of the students. The school will also have incentives for the students that arrive to school on time each day.

Dreamland will be planning interventions next year using the PLC committee so each student will have a targeted invention. Every teacher that comes in contact with that child will know what interventions to use with each student.

1B. The LEA level must address how the LEA will support the building in providing continuous school improvement at the building level. Additionally, the LEA will specifically address those items unique to the role of the LEA (i.e., board policy, supervising and guiding building level leadership).

The LEA will work closely with the state to ensure the ACSIP model is reflective of the activities of the school. It will work closely with the district to ensure all monies available to the schools are closely aligned with the work of the school and the external provider and lead partner. The money spent will be closely monitored and used judiciously and the activities will be closely monitored ensure they are implemented with fidelity and efficacy.

The LEA will support the school leadership in recommending policies for the board to create in reference to needed procedures and practices. The principal will work closely to build capacity among self and staff in instructional leadership and highly effective classroom instruction and monitoring of student achievement. They will work together to create a culture and climate conducive to learning, implement a guaranteed essential curriculum, and will actively participate and implement the job embedded professional development provided on a daily basis.

1C. The school must address those items unique to the roles and responsibilities of the school for providing continuous school improvement.

a) Serve minority students

Dreamland academy is the only remaining Charter school in Little Rock that was established by African American citizens and serves a student population of 99.3% minorities. Dreamland Academy seeks to teach using non-traditional methods and had been partially successful of incorporating dance, art and music in their instruction. Unfortunately much of the incorporation level has been left to the creativity and artistic level of individual instructors.

b) Student High needs

Dreamland Academy serves a student body with unusually high level of special needs. We have many students with academic deficits, those with behavior problems histories, those needing counseling or therapy and those with multiple special needs. Currently 17% of the school population is diagnosed with special needs and many other students have severe and undiagnosed needs. Students often come from homes where they are often concerned about meeting their basic needs of food, clothing, and sheltered from unsafe environments where they can be loved and cared for including many homeless children. Most of our students do not have supportive home environments where emotional well-being and education are valued. These students have a difficulty perceiving the significance of their own education.

To address those needs Dreamland will provide an additional SPED teacher who will help address the current case load of our current SPED teacher and will also instigate a team-teaching cooperative with each of our K-5 teachers. According to our plan one of the SPED teachers will begin team-teaching with our K-2 teachers, and the other SPED teacher will team teach with our 3-5 grade teachers. In addition Dreamland plans to send a trained social worker home to our most needy students to better assess their needs and support their parents in creating positive home environment. In addition Dreamland will help parents identify other supportive organizations in the community.

c) Student body and school in a high poverty and crime rate location

Dreamland Academy of performing Arts school is centrally located between Little Rock's shootings and the intersection of the lines of assaults and robberies within the last year according to stopcrime.com. Accordingly most of the student body are at-risk and come from often unsafe and unsupportive environments.

To address this issue Dreamland has put an emphasis on creating a safe and nurturing environment and has come a long way towards that goal. Dreamland will continue to improve in creating a safe environment by hiring three teaching aids that will be specifically assigned to redirecting disruptive students and helping them cope using nurturing principals. These teacher-aids will help students keep up with their required work while teaching them anger management and positive planning strategies.

- d) Parents and guardians of our student body often distrust and are non-supportive of traditional schools. These adults often had bad experiences with their own education in traditional public schools and often distrust their faculty and staff.

To address this Dreamland has sponsored “Parents Night Out” where a handful of parents (4-6 parents) have participated in bowling, dinner and other activities each month. I have noticed that parents have come out in greater numbers for student performances and academic award ceremonies. In the future Dreamland will expand its parent’s involvement by increasing academic and performing presentations of their students and extend invitations to the parents the of additional free and supportive community programs. In the future Dreamland will host one Performing Arts concert per month (dance, musical production, Play, talent night, Black History month or other presentation), and one academic ceremony or activity per month including Spelling Bee, Science Project, Math Counts, Math Game Tournament (2), Student authors Convention, others)

Dreamland Academy plans to extend its community support programs by fostering a partnership with U of A’s Cooperative Extension Service Family Life team headed by Dr. H. Wallace Goddard to support the families of Dreamland students through training programs for the adults. These monthly programs would be held on the same dates directly after the academic events or performing art productions. Child care and dinner will be provided by Dreamland. In addition Dreamland will purchase books and materials that will be given free to adult participants, one book per adult, on condition each recipient commits to read the book, Dreamland will use the same book selection recommended and presented by Dr. Goddard in training sessions. These training sessions will focus on child rearing skills and marriage support classes. We at Dreamland believe that students will perform better in school as their climate and stability at home improve.

Positive peer interaction and youth engagement and academic success are more likely established once the ground work of a safe and supportive environment is established for our students. Dreamland seeks to take a holistic approach to our student body in providing for a safe nurturing environment, a stimulating and engaging learning environment, as well as taking on the role of being a conduit for parent and family support.

Dreamland also plans to utilize Arkansas’ new Parent Education Consultant and President of Arkansas Parent Network, Virginia W. Ford, in locating additional programs to address the needs of our student’s families. Programs may include Practical ESL training for parents (Spanish-English), GED for parents/guardians, and other initiatives as Dreamland gains knowledge and access to them.

2. Provide a summary of other data sources used to supplement the needs assessment and the selection of an appropriate intervention model for each Tier I and Tier II school. (i.e. perceptual data from students, staff and parents, process data, improvement plan outcomes or results, professional development program outcomes or results, other).

School report card trends show that

Surveys of Dreamland faculty, Students and parents show that

The main concerns of teachers areTeacher perceive that major issues include ...

Dreamland has implemented monthly Renaissance Place, Star math and reading assessments, as well as ALEKS interventions and assessments that provide teachers information of student needs and progress. In addition NWEA assessments were administered three times during the school year, which assessments and follow-up reports allow instructors to group students based upon their knowledge and skill sets (needs), and if utilized may also provide opportunities of individualized grouping and instruction using their RIT scores and specialized intervention websites.

The school improvement plans required staff to submit their needs assessment data monthly to a secretary who posted class averages on the school's data wall. Staff was required to attend professional development on how to use the needs assessment resources. The staff did improve their understanding of the needs assessment recourses, demonstrated how to use it, but were not permitted to use NWEA grouping strategies. In addition there was insufficient accountability and structure needed to ensure these resources were utilized.

SECTION B, PART 2:

B. DESCRIPTIVE INFORMATION: LEA Capacity

The Arkansas Department of Education will use the following to evaluate LEA's capacity or lack of capacity to serve all schools. Please answer each question.

1. **Is there evidence of past school improvement initiatives? If the answer is yes, what were the LEA's prior improvement, corrective action and restructuring plans? What was the success/failure rate of those initiatives?**

Dreamland academy is currently in School Improvement Year 3. No restructuring was planned but several other corrective action plans were outlined in Dreamland's school improvement plans including the following.

- a. Provide professional development so that 80% of teacher surveys will indicate teachers will know how to administer NWEA assessments.
 - b. Provide School wide computer based gifted and talented program.
 - c. Provide professional development so that 80% of teacher surveys will indicate teachers understand math Benchmark standards.
 - d. Host Parent Involvement Night, commit parent through compact to help their children with mathematics. Survey is to indicate that 80% of parents are satisfied with results.
 - e. Administer NWEA assessments in October, January and May.
 - f. Create math AIPs for identified students, meet with parents of identified students in conference and request their approval and signature. LEA seeks to have 80% participation of parents.
 - g. Provide teachers with EdHelper.com website to help with individualized lesson plans. LEA seeks to have 80% of teachers renew their subscriptions.
 - h. Provide math tutoring for selected students during after school CCLC program. Students will be administered a pre- and posttest with the goal of reaching 80% correct responses by each of the participants.
 - i. Students eligible for special education will receive tutorial support from a special education teacher and paraprofessional.
 - j. Dreamland will provide math tutors in summer school for grades k-5. Eighty percent of attending students will score at a statistically significant level.
 - k. Dreamland will hire a HQ teacher to make mathematical connections with music.
2. **Assess the commitment of the LEA, school board, school staff, and stakeholders to support the selected intervention model.** Dreamland's school board has voted to approve their support for the 1003 grant and the transition model. Teachers and other staff also overwhelmingly supported our proposal and recommendations for the grant as 100% of the teachers and 80% of the supportive staff, including teacher's aides, agreed or strongly agreed that they were involved in discussing school improvement ideas that were gathered for 1003(g). The same percentages were gathered from teachers and supportive staff regarding knowledge of restructuring models permitted through 1003(g). Of the teacher's surveyed 50% strongly agreed and another 38% agreed that the transition model

is best for our school. The supportive staff all agreed or strongly agreed that the transition model is a great or good idea for Dreamland's future. Survey results show the staff opposed both the restart and closure models as a viable option for our school.

Dreamland's stakeholders include community groups, parents and concerned citizens. Of these groups several community groups have agreed to support Dreamland's vision through community outreach programs. Parents have voiced approval for the idea in a parent involvement meeting presented and lead by a parent/board member.

3. **Does the LEA currently have a school improvement specialist? If the answer is yes, has the LEA supported the school improvement specialist efforts?** No, The LEA does not have a SIP specialist. Rather than one SIP specialist, we at Dreamland would like collect the collective insight of a committee composed of the administration, and no less than half (three) of the teachers. We plan on devoting a portion of each staff meeting and the whole of a bimonthly meeting toward SIP review, reporting and the development of plans to implement SIP reforms.
4. **Is there evidence that the LEA has required specific school improvement initiatives of all schools?** The LEA has made attempts at specific school improvement measures but failed to follow-up with follow-up and accountability measures to ensure the implementation at each level.
5. **Examine the LEA's staff organizational model to include the experience and expertise of the staff.** See Organization Chart in Appendix A.
6. **Examine the LEA's plan and ability to recruit qualified new staff and provide training to support the selected intervention model at each Tier I school.** Currently Dreamland has the best staff since its inception. Letters of non-renewal were distributed by the current administration to teachers without current certification. Any hiring by Dreamland must wait until it charter is renewed which, due to the lateness of the year, may pose a challenge. View Hiring Plan 2012 in Appendix.
7. **Review the history of the LEA's use of state and federal funds.**
During the first quarter of Dreamland's charter the school lost a significant number of its students resulting a \$41,000 per month loss in revenue, and a total reduction in Dreamland's allocation of \$103,000 resulting in a net deficit for the first school year. Dreamland has since rebounded and remained fiscally sound since overcoming the challenges of the first year's deficits. Please see Appendix for our latest financial audit report and summary audit report. Previous reports and also available both through Dreamland and ADE as these were submitted for our Charter renewal application.
8. **Review the LEA plans to allocate necessary resources and funds to effectively implement the selected intervention model.** The LEA's budget for the next fiscal year is reduced from the funds received previously, yet has allocated funds for as many of the support staff and as much other resources for the Transition model as possible. Additional support staff and other resources are hoped to be secured through this grant.
9. **Review the narrative description of current conditions (including barriers) related to the LEA's lack of capacity to serve all schools.** NA. This question does not apply due to the fact that Dreamland services only one school.

Dreamland has dismissed or otherwise lost previously a large turnover and currently hold much of the staff it seeks and will not consider dismissing half the staff after presenting them with letters of renewal.

3. District contractual agreements, including collective bargaining, that affect transformation and how:

There is no collective bargaining agent.

Closure

The LEA closes the school and enrolls the students in other schools in the LEA that are higher achieving.

1. State statutes and policies that address school closures, limit them, create barriers to them, or provide support for them and how:
2. District policies that address school closures, limit them, create barriers to them, or provide support for them and how:
3. District contractual agreements, including collective bargaining, that affect school closures, limit them, create barriers to them, or provide support for them and how:
4. Higher achieving schools available to receive students and number of students that could be accepted at each school:

Step 2: Develop Profiles of Available Partners

Prior to selecting an Intervention Model, the LEA must complete all parts of section B.

Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
New Beginnings	N	Y	Mental Health Services	
Kid Source	N	Y	Therapy Services (Speech, OT, PT)	
Accesses	N	Y	Educational Services	
Wilson Communication Development Corp.	N	Y	Charter Sponsor	
U of A's Cooperative Extension Service Family Life team	N	Y	Parental Involvement	
Jr. Achievement Inc.	N	Y	Lesson in business that are appropriate for each grade level.	
Parent Education Consultant and President of Arkansas Parent Network, Virginia W. Ford,	N	Y	Parental Support	

Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
New Beginnings	New Beginnings	New Beginnings	New Beginnings	
Kid Source	Kid Source	Kid Source	Kid Source	
Accesses	Accesses	Accesses	Accesses	
Wilson Communication Development Corp.	Wilson Communication Development Corp.	Wilson Communication Development Corp.	Wilson Communication Development Corp.	
U of A's Cooperative Extension Service Family Life team	U of A's Cooperative Extension Service Family Life team	U of A's Cooperative Extension Service Family Life team	U of A's Cooperative Extension Service Family Life team	
Jr. Achievement Inc.	Jr. Achievement Inc.	Jr. Achievement Inc.	Jr. Achievement Inc.	

Restart

The LEA converts or closes and reopens a school under a charter/performance contract with a charter school governing board, charter management organization, or education management organization.

Charter governing boards, charter management organizations, and potential charter school operating organizations available to start a charter school and brief description of services they provide and their track record of success.				
Charter Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)

EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.				
Education Management Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)

Step 3: Determine Best-Fit Model and Partners

The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending this school given the existing capacity in the school and the district? There is no “correct” or “formulaic” answer to this question. Rather, relative degrees of performance and capacity should guide decision-making. The following table outlines key areas and characteristics of performance and school, district, and community capacity that should be considered as part of your decision making. The checks indicate that if this characteristic is present, the respective intervention model could be an option.

Characteristics of Performance and capacity				
Characteristic	Intervention Model			
	Turnaround	Transformational	Restart	Closure
School Performance				
X All students experience low achievement/graduation rates.	✓		✓	✓
Select sub-groups of students experiencing low-performance		✓		
X Students experiencing low-achievement in all core subject areas	✓		✓	✓
<input type="checkbox"/> Students experience low-achievement in only select subject areas		✓		
School Capacity				
<input type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
X Evidence of pockets of strong instructional staff capacity		✓		
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓
X History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
X Evidence of response to prior reform efforts	✓	✓		
District Capacity				
<input type="checkbox"/> Willingness to negotiate for waiver of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
X Capacity to negotiate with external partners/provides			✓	
X Ability to extend operational autonomy to school	✓		✓	
X Strong charter school law			✓	
X Experience authorizing charter schools			✓	

1. Best Practices	<input checked="" type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
	<input checked="" type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
	Community Capacity				
	<input type="checkbox"/> Strong community commitments to school	✓	✓	✓	
	<input type="checkbox"/> Supply of external partners/providers			✓	
	<input type="checkbox"/> Other higher performing schools in district				

on a the Characteristics of Performance and Capacity table above, rank order the intervention models that seem the best fit for this school.

Best Fit Ranking of Intervention Models Rank was determined by the percentages of check for each model. The percentage has been include to show the rank.

A. Best Fit: Transformational (80% of Trans. characteristics)

B. Second Best Fit: Turnaround (70% of Turn. characteristics)

C. Third Best Fit: Restart (67% of Restart characteristics)

D. Fourth Best Fit: Closure (50% of Closure characteristics)

2. Now answer the questions below only for the model you consider the best fit and the model you consider the second best fit. Review the questions for the other two models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.

The Transformation Model

1. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

New leaders have been selected to run the school based on performance. The new leaders selected both have an educational background and are willing to work with all stake holders to make sure that student achievement is meeting state standards.

2. How will the LEA enable the new leader to make strategic staff replacements?

The new leaders will be able to hire the staff that they feel is the best suited for Dreamland's mission and that will help increase student performance. All staff will be training in the methods that are chosen. The administrators will follow each teacher through lesson plans, classroom observations, and student performance. We will work to grown our staff professionally by identifying practices that are ineffective and replacing them with proven practices. The teachers who are resistant to change will be given opportunities and support to meet expectations, and if resistance continues they will be afforded due process.

3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

The LEA will supports the transformation model by making sure that the teachers have the support they need to differentiate effective help for each student. This will be done through PLC's, co-teaching and modeling done by both the mathematic/science and literacy coaches. The LEA recognizes its limitations in transforming Dreamland. The LEA pledges to support the teachers as they evaluate policies and practices that are ineffective and recommend corrective action.

4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?

The focus of all decisions must be from the point of what is best for all Dreamland students rather than what adults want. The teachers and the principal must be involved with the design and the development of the rigorous, transparent and equitable evaluation systems that takes into account data on student growth over time. There must be high quality job embedded professional development.

Decisions about budgeting, scheduling and staffing will be made from a collaborative effort of school level administration and staff. Parents and students will become a part of the decision making process at Dreamland

How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?

The district will support the principal, by providing the job embedded professional development necessary to support the transformation model requirements for building the capacity of the leader and faculty at Dreamland Academy, to move to best practices in teaching and learning. The changes will be brought about by setting high expectations for everyone and frequent monitoring to assure fidelity of implementation of PLC meetings, as well as teacher observations and evaluations (TESS), and the teacher's professional growth plan. Sustainability will result from improving professional practices, by confronting the culture of low expectations, and a more systemic approach to educating the students of Dreamland.

The Turnaround Model

1. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?

The LEA will use PLC's, grade level meetings, committee meetings and the LEA will work with all partners and stake holders to help with maintaining the rigorous curriculum needed to increase student performance.

2. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

New leaders have been selected to run the school based on performance. The new leaders selected both have an educational background and are willing to work with all stake holders to make sure that student achievement is meeting state standards. The LEA will have a discussion with parents, students and school leadership teams about the type of leader needed for the school. The LEA chosen two leaders who has demonstrated the ability to change that has resulted in improved teacher performance and student academic achievement; can provide leadership for a positive school culture; has the ability to communicate written and verbally with staff, students, district administrators and community partners; demonstrates a belief that all students can learn and excel; and models positive standards for self, staff and students

3. How will the LEA support the school leader in recruiting highly effective teachers to the lowest achieving schools?

The LEA will continue to provide resources and opportunities for high quality professional development which is job embedded. Teachers appreciate the opportunity to have relevant job embedded professional development. The LEA actively seeks grants and other funding resources to supply teacher resources and needed technology/software.

4. How will staff replacement be conducted—what is the process for determining which staff remains in the school?

The Principal and Selection Committee under the direction of the Superintendent will conduct interviews and recommend the hiring of new staff. Positions that are available will be posted online and in newspaper print. The committee will conduct the interviews, rate the candidates and choose the best fit applicant

5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school?

Dreamland has no collective bargaining agreement so this will not be an issue.

6. What supports will be provided to staff selected for re-assignment to other schools?

There are no other schools in the district but the school will provide letters of introductions, references or other information as requested by the staff.

7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

There may be negative budgetary implications of maintaining surplus staff. The Superintendent, his administrative staff and the School Board will work on the implementation of reduction-in-force

8. What is the LEA's own capacity to conduct and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?

The LEA's new administration is willing to do what even it take to make sure that the students get what they need to meet state standards and to meet benchmark requirements.

The school had partnerships with New Beginning, Kid Source, Myon Reading and are working to get two additional partners to work with both parents and students.

9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?

Decisions-making policies and mechanisms are explored, evaluated and recommended by the school and district level leadership teams. The LEA will work to ensure that the school level team and administration have time and opportunities to plan/decide on budget needs, scheduling and staffing for Dreamland Academy

10. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the turnaround, and how will these changes be brought about and sustained?

The district will support the principal and the school's leadership team in determining the changes in operational practices and policies needed to fully implement the turnaround model.

The Restart Model

1. Are there qualified (track record of success with similar schools) charter management organizations (CMOs) or education management organizations (EMOs) interested in a performance contract with the LEA to start a new school (or convert an existing school) in this location?
2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.
3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?
4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?
5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?

School Closure Model

1. What are the metrics to identify schools to be closed?
2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?
3. How will the students and their families be supported by the LEA through the re-enrollment process?
4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?

7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?

8. What supports will be provided to recipient schools if current staff members are reassigned?

9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?

10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

11. How will the LEA track student progress in the recipient schools?

12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?

13. How does school closure fit within the LEA's overall reform efforts?

Step 4: Define Roles and Develop Contracts

1. Briefly describe the role of each of the following groups or partners relative to the implementation of the intervention model.

GROUP/PARTNER	ROLE WITH THIS SCHOOL IN IMPLEMENTATION OF INTERVENTION MODEL
State Education Agency	
Local Education Agency	
Internal Partner (LEA staff)	
Lead Partner	
Support Partner	
Support Partner	
Principal	
School Staff	
Parents and Community	

2. Determine the performance expectations for the lead partner and supporting partners, with quarterly benchmarks.

Note: Developing performance expectations and benchmarks to include in the contract with each partner is one of the LEA's most important responsibilities. Please see the links to web resources at the back of the application to assist in making these decisions and in developing the appropriate contracts. Also engage LEA legal counsel in this process.

3. Describe how the LEA's will monitor implementation of the intervention model. Who will do what and when?

Step 5: Forge Working Relationships

Describe how the LEA will promote the working relationships among the groups and partners committed to this intervention—the state, the LEA, the lead partner, the support partners, the internal partner, the principal, school teams, and the parents and community.

The LEA will work closely with the state to ensure the ACSIP model is reflective of the activities of the school. It will work closely with the district to ensure all monies available to the schools are closely aligned with the work of the school. The money spent will be closely monitored and used judiciously and the activities will be closely monitored ensure they are implemented with fidelity and efficacy.

The principal will work closely with the teachers to build capacity among self and staff in instructional leadership and highly effective classroom instruction and monitoring of student achievement. They will work together to create a culture and climate conducive to learning, implement a guaranteed essential curriculum, and will actively participate and implement the job embedded professional development provided on a daily basis.

The school will work closely with teams inside the school to ensure every staff member clearly understands their role and is receiving benefits of the job embedded professional development. All faculty will be held to a high standard of implementing all areas of the plan and prescriptive actions with fidelity. All faculty will be responsible for the work to ensure high student academic success is achieved. All teachers teach reading, writing and math and will plan for the needs of individual students.

In addition the school will work harder to create a strong parent and community support system for the school:

Parent and Community Involvement~

To ensure that parents become involved in their children's academic, physical, and social growth at school, schools must employ a variety of processes and tools.

Key things to remember:

- 1) We will be working with parents who often do not know how to help their students.
- 2) Many may not have computer access at home.

Step 6: Intervention Models Needs Assessment Review Committee

Committee Members

Name	Role		Name	Role

Meetings

Location	Date		Location	Date

Step 7: Sustainability

Please tell how the LEA will continue the commitment to sustain reforms after the funding period ends.

The LEA plan for sustainability must be embedded in intervention implementation. Sustainability does not happen at the end of the grant period, but is an integral part of the entire process. The application should include an identified mechanism for measuring and supporting capacity building of the local school board, central administration and building level administration; and a change in school culture to support the intervention implemented in the school or schools. Such mechanisms must include the use of formative evaluations to drive instruction and support the intervention; and may include differential pay for highly effective teachers. Sustainability must be addressed within the Implementation Plan.

The ADE will assess the LEA's commitment to sustaining reforms after the funding period ends by:

- Review LEA goals and objectives;
- Review LEA three-year budget;
- Review ACSIP interventions and actions
- Review implementation of Scholastic Audit Recommendations
- Review alignment of funds for the continued support of those successful intervention efforts and strategies.
- Monitor targeted changes in practice and student outcomes and make adjustments as needed to meet identified goals.
- Review short-term and long-term interventions as well as review the accountability processes that provide the oversight of the interventions, school improvement activities, financial management, and operations of the school.
- Review a timeline of continued implementation of the intervention strategies that are aligned with the resources, school's mission, goals, and needs.
- Review professional development plans for staff and administrators to ensure data analysis is ongoing and will result in appropriate program adjustments to instruction.
- Monitor the staff and administrators commitment to continuous process by providing professional development to increase the capacity of the staff to deliver quality, targeted instruction for all students.

SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

Please complete the following goal and objective pages for each Tier I, Tier II, and Tier III school being served.

School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #1: Increase student achievement in literacy as measured by state's Benchmark Literacy exam for all identifiable subgroups.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
	There will be a 25% increase in the number of students scoring proficient or advanced on the state benchmark literacy exam.	The results of the state Literacy Benchmark Exam. Classroom observations. Professional development Team Meeting Data Wall Academic team meeting with agendas, minutes and sign in sheets.	August 2012, 2013, 2014	April 2013, 2014, 2015	Principal

School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal # 2: Increase student achievement in mathematic as measured by state's Benchmark Mathematics' exam for all identifiable subgroups.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementati on Date	Target Completi on Date	Person Responsible
	There will be a 15% increase in the number of students scoring proficient or advanced on the state benchmark mathematic exam.	The results of the state Literacy Benchmark Exam. Classroom observations. Professional development Team Meeting Data Wall Academic team meeting with agendas, minutes and sign in sheets.	August 2012, 2013, 2014	April 2013, 2014, 2015	Principal

School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal # 3: Increase student achievement in science as measured by state's fifth grade Benchmark Science' exam for all identifiable subgroups.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
	There will be a 15% increase in the number of students scoring proficient or advanced on the state 5 th grade benchmark science exam.	The results of the state Literacy Benchmark Exam. Classroom observations. Professional development Team Meeting Data Wall Academic team meeting with agendas, minutes and sign in sheets.	August 2012, 2013, 2014	April 2013, 2014, 2015	Principal

School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal # 4: School leaders and staff provide a school culture and climate conducive to learning.

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible
<p>The principal and staff demonstrated leadership to ensure the climate of the school and each classroom reflects high expectations for students' behavior and learning.</p>	<p>Administrative policies and procedures for student behaviors and learning behaviors are consistently implemented by school leaders</p> <p>Students' behavior reflects the teachers' high expectations.</p> <p>Parents are involved in their student's academic life.</p>	<p>Principal documents implementation of discipline policies and procedures.</p> <p>Parents are involved in programs set up by school to help increase students' learning. Participation is documented with sign in sheets.</p>	<p>August 2012, 2013, 2014</p>	<p>June 2013, 2014, 2015</p>	<p>Superintendent, Principal, and teachers</p>

School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible

School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible

School Improvement Grant - Section 1003(g)
LEA Goals and Objectives

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with measurable outcomes, evidence being used to document progress, and a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal

Objective	Measureable Outcome(s)	List Evidence to Document Improvement or Progress Toward Goal	Implementation Date	Target Completion Date	Person Responsible

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier I and Tier II Schools

Describe actions the LEA has taken or will take, to:

- Design and implement interventions consistent with the final requirements of selected model;
- Recruit, screen, and select external providers, if applicable, to ensure their their quality (briefly describe their role relative to the implementation and the performance expectations with quarterly benchmarks);
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (language in collective bargaining agreements and changes in decision-making policies and mechanisms); and
- Sustain the reforms after the funding period ends.

SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities for Tier III Schools

SECTION B, PART 5:

ADE Timeline

Task	Date To Be Completed
1. Written and verbal notification to superintendents of LEAs eligible to receive a SIG 1003(g) grant.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
2. LEA's letter of intent to apply sent to SEA	April 16, 2012
3. Release LEA applications and guidelines for eligible applicants.	Within a week of approval of ADE's SIG 1003(g) grant by USDOE.
4. LEA application due for Tier I and Tier II schools.	May 18, 2012
5. Application Review by ADE * Review process is on the following page.	May 21 -25
6. Award funds to LEAs so that intervention models can be implemented by the beginning of the 2011-2012 school year.	June 1, 2012
7. LEA applications for Tier III schools due.	TBA

8. Award funds to LEAs for Tier III schools.	TBA
9. Provide technical assistance for initial grant implementation.	April 2012 – June 2013

ADE REVIEW PROCESS:

A comprehensive rubric addressing each area of the school application and intervention models will be utilized to score the application and ensure that the LEA and school have the capacity to use school improvement funds to provide adequate resources and related supports. The application is divided into six sections. Two sections require general information. The remaining four sections have a maximum point value of 150 points. If an LEA receives a score of 0 on any section funding will not be granted. LEA applications will not be revised after the final due date. In order to be considered for funding an LEA application must receive at least 75 of the 150 points available. The LEA must submit a separate application for each school. A team of ADE staff members will review all LEA applications and assess the adequacy and appropriateness of each component. Team members will include Title I, school improvement, accountability, curriculum and assessment, and federal finance. Each member will have the opportunity to comment and provide feedback on each section of the application. The number of grants awarded will be based upon funding and application reviews. Grants will be prioritized based on the final scores of the comprehensive rubric review by the ADE team. Funding limitations prohibit Tier III schools from applying for this grant at this time. If future funding becomes available for Tier III schools they will be prioritized based on funding and application reviews.

B. DESCRIPTIVE INFORMATION: Timeline

YEAR ONE TIMELINE

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I, Tier II and Tier III school identified in Part A of the application.

May 2012– June 2012 Pre-implementation

Please describe the monthly action steps the LEA will take to plan and prepare for the implementation of an intervention model.

May leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.	
June	

Annual Schedule	
July	<ul style="list-style-type: none"> • New Principal In Place • Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.
August	<ul style="list-style-type: none"> • Teachers Return • Train staff on the implementation of new or revised instructional programs and policies that is aligned with the school's comprehensive instructional plan and the school's intervention model.
September	Data Deseccration, Co-teaching model starts, PLC Meetings, Monthly testing
October	Review of data with PLC, Modifications made for individual students not progressing
November	Professional Development in PL:C's and Co-teaching, Monthly testing, PLC Meetings for data deseccration
December	PLC Meeting with data for modifications for individual students
January	Review Professional Development, PLC Meeting with data for modifications for individual students
February	PLC Meeting with data for modifications for individual students
March	PLC Meeting with data for modifications for individual students
April	Benchmark Testing
May	PLC Meeting with data for modifications for individual students Put together summer packets for students based on PLC by data deseccration.
June	
July	Prepare for new school year. Work on PD, staffing. Put together information on individual students from benchmark scores, began to set up inventions based on all testing data.

2012-2013 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

2013-2014 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

July	
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	

2014-2015 School Year

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model.

2014-2015 School Year	
July	
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to –

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools: and
- Implement intervention activities for each Tier III school it commits to serve.

Note: An LEA's budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA's three-year budget plan.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000. Each school can receive no more than \$6,000,000 over three years.

Please note that for a given required criteria, the estimated budget amounts may differ each year depending on your needs and progress in the implementation process. These amounts may be amended in subsequent years based on your actual needs.

SCHOOL IMPROVEMENT GRANT 3-YEAR BUDGET REQUEST

District/School: Dreamland Academy

Tier 1

Total 3-Year Budget \$\$884,019.00

Pre-Implementation:

SIG funds used for pre-implementation must be tied to the model being selected. These are some examples of potential activities.

- Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans.
- Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity; or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model
- Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and developing student assessments.
- Train staff on the implementation of new or revised instructional programs and policies that is aligned with the school's comprehensive instructional plan and the school's intervention model.
- Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

COMPLETE THREE YEAR BUDGET FOR THE MODEL CHOSEN

All of the SIG funds an LEA uses in a Tier I or Tier II school must be used to support the LEA’s implementation of one of the four school intervention models, each of which represents a comprehensive approach to addressing the particular needs of the students in a school as identified through the LEA’s needs assessment. Accordingly, in determining whether a particular proposed use of SIG funds is allowable, an LEA should consider whether the proposed use is directly related to the full and effective implementation of the model selected by the LEA, whether it will address the needs identified by the LEA, and whether it will advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools. In addition, in accordance with general cost principles governing the SIG program, an SEA must ensure that a proposed use of funds is reasonable and necessary. Further, an LEA must consider whether the proposed use of SIG funds would run afoul of the —supplement not supplant requirement— i.e., for a school operating a schoolwide program, the school must receive all of the non-Federal funds it would have received if it were not operating a schoolwide program, including all non-Federal funds necessary for the operation of the school’s basic educational program.

Please check any budget activity that is part of your pre-implementation and use the first column under year 1 for the budgeted amount.

TURNAROUND MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre-Imp			
<input type="checkbox"/> 1. Developing teacher and school leader effectiveness				
<input type="checkbox"/> Select a new principal				
<input type="checkbox"/> Make staff replacements				
<input type="checkbox"/> Support required, recommended and diagnostic strategies				
<input type="checkbox"/> Change and sustain decision making policies and mechanisms				
<input type="checkbox"/> Change and sustain operational practices				
<input type="checkbox"/> Implement local evaluations of teachers and principal				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				

Subtotal				
<input type="checkbox"/> 2. Reforming instructional programs				
<input type="checkbox"/> Develop data collection and analysis processes				
<input type="checkbox"/> Use data to drive decision making				
<input type="checkbox"/> Align curriculum vertically and horizontally				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 3. Increasing learning time and creating community-oriented schools				
<input type="checkbox"/> Increase learning time (extended day, week, or year)				
<input type="checkbox"/> Develop community partnerships that support the model				
<input type="checkbox"/> Implement parent and community involvement strategies for ongoing engagement and support				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Subtotal				
<input type="checkbox"/> 4. Flexibility and Sustain Support				
<input type="checkbox"/> Implement a comprehensive approach to school transformation				
<input type="checkbox"/> Ongoing, intensive professional development and technical assistance from the LEA and the SEA				
Additional options (specify) Any of the required and permissible activities				
<input type="checkbox"/>				
<input type="checkbox"/>				

<input type="checkbox"/>				
<input type="checkbox"/>				
	Subtotal			
<input type="checkbox"/>	5. LEA-activities designed to support implementation of the turnaround model			
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
	Subtotal			
	Total for Transformation Model			

CLOSURE MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre-Imp			
<input type="checkbox"/>	Costs associated with parent and community outreach			
<input type="checkbox"/>	Costs for student attending new school			
	Subtotal			

Restart Model	YEAR 1		YEAR 2	YEAR 3
	Pre-Imp			
<input type="checkbox"/> Convert or close school and reopen under a charter school operator or education management organization that has been selected through a rigorous selection process				
<input type="checkbox"/> Enroll, within the grades it serves, any former student who wishes to attend the school.				
<input type="checkbox"/> LEA-activities designed to support implementation of the restart model				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Total				

TRANSFORMATION MODEL	YEAR 1		YEAR 2	YEAR 3
	Pre - Imp			
X Select a new principal	X			
<input type="checkbox"/> Assign effective teachers and leaders to lowest achieving schools				
<input type="checkbox"/> Recruit, place and retain staff		X	X	X
X Select new staff		X	X	X

X Replace staff deemed ineffective	X	X	X	X
<input type="checkbox"/> Negotiate collective bargaining agreements				
<input type="checkbox"/> Support for staff being reassigned				
<input type="checkbox"/> Retaining surplus staff				
<input type="checkbox"/> Create partnerships to support transformation model	X	X	X	X
<input type="checkbox"/> Change decision-making policies and mechanisms around infusion of human capital				
<input type="checkbox"/> Adopt a new governance structure				
X High-quality, job-embedded professional development				
X Implementing data collection and analysis structures	X			
X Increase learning team (extended day, week, and/or year)	X			
<input type="checkbox"/> Student supports (emotional, social, and community-based)	X	X	X	
Additional options (specify) Any of the required and permissible activities under the transformational of new school model				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
LEA-activities designed to support implementation of the transformation model				
X Professional Development PLC's	X	X	X	X
X Professional Development Data	X	X	X	X
Total	8	7	6	6

Tier III:

Provide a budget that indicates the amount of SIG funds the school and LEA will use to support school improvement activities at the school or LEA level.

Activity	Explanation	Amount
SpEd Teacher	Special education teachers will work with K-2, and 3-5 students. When they are not in resource class the teachers will be co-teaching with classroom teachers to provide additional support for all students that may need extra support.	45,000.00
Math Coach	The math coach will work with all teachers K-5. The coach will be in each classroom for one hour per day to co-teach, model, or provide support of the teachers and the students.	45,000.00
Literacy Coach	The literacy coach will work with all teachers K-5. The coach will be in each classroom for one hour per day to co-teach, model or to provide support for the teachers and students.	45,000.00
Librarian	Will set up the library to provide literacy support for all students. The Librarian will host book talks, author studies, poetry reading, and all related library skills needed to be successful in the 21 st century.	45,000.00
87" Promethean Boards	6 boards one per class and one for the distance learning lab.	6 @ \$1,900 = \$17,735.00
Rewire 201B	Move one lab from up-stairs to the downstairs so each building will have access to a lab.	\$5000.00

Computers	New computer to upgrade and replace old technology.	22@ \$500= \$11,000.00
Books	Books	\$5000.00
Book shelving and furniture	Addition equipment for classroom	\$3000.00
Total	Staffing Equipment	\$253,500.00 per year \$41,1735.00
Grand Total	Three year total	\$884,019.00

Budget Narrative:

Requirements

- Must include justification of cost estimates
- Must include description of large budget items
- Must be aligned with the budget table
- Must describe how funds from different sources will be utilized

D. ASSURANCES

STATEMENT OF ASSURANCES *SCHOOL IMPROVEMENT GRANT FUNDS - TITLE I, PART 1 SECTION 1003(g)*

By the signature of the Superintendent of
the LEA assures that it will –

1. Use its School Improvement Grant to implement fully and effectively an intervention in a Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of section III of the final requirements in order to monitor each Tier I and Tier II school that receives with school improvement funds, and establish goals (approved by the SEA) that are accountable to its Tier III schools that receive school improvement funds;
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators of section III of the final requirements in order to monitor each Tier I and Tier II school that receives with school improvement funds, and establish goals (approved by the SEA) that are accountable to its Tier III schools that receive school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization or education management organization accountable for complying with the final requirements of section III of the final requirements and
4. Report to the SEA the school-level data required under section III of the final requirements.

Applicants receiving funding under the School Improvement Grant program must report to the SEA the following school-level data:

1. Number of minutes within the school year;
2. Student participation rate on State assessments in reading/language arts and mathematics, by student subgroup;
3. Dropout rate;
4. Student attendance rate;
5. Number and percentage of students completing advanced coursework (e.g., early-college high schools, or dual enrollment classes);
6. Discipline incidents,
7. Truants,
8. Distribution of teachers by performance level on an LEA's teacher evaluation and
9. Teacher attendance rate.

This data must be collected and reported at least annually. Data in items 2 through 7 must be disaggregated to the student subgroup level for each school within an LEA, with results for schools receiving School Improvement Funds reported in contrast to results for each other school within the LEA. Data for item 1 must be disaggregated to the grade level for each school within the LEA and reported in contrast to results for each other school within the LEA. Data for items 8 and 9 must be disaggregated to the individual teacher level for all teachers in schools receiving School Improvement Grant funds and reported in contrast to results for each other school within the LEA.

Superintendent's Signature

Date

Superintendent's Printed Name

Streamland Academy

G ARRA 1003(g) - Revised April 13, 2012

Kansas Department of Education – Division of Learning Services

SECTION E:

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

Applicants must indicate which, if any, of the waivers below it intends to implement.

To allow the State to extend the period of availability of FY 2010 carryover school improvement funds for the SEA and all of its LEAs to September 30, 2015.

The State is requesting to permit LEA's to allow their Tier I and Tier II, Title I participating schools, that will fully implement a turnaround or restart model beginning in the 2012-2013 school year to "start over" in the school improvement timeline. The school must request this waiver in the application for the School Improvement Grant.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

LEA Application Checklist
(Copy and complete a separate checklist for each school applying.)

School Name:

LEA #:

SECTION A, Part 1 General Information
 LEA Contact Information and Certification

SECTION A, Part 2 Schools to be Served
 Selection of Identified Schools

 Identification of Intervention Models

SECTION B, PART 1 Needs Assessment
 Develop a Profile of the School's Context

_____ Develop a Profile of the School's Performance

SECTION B, PART 2 LEA Capacities
 Selecting the Intervention Model and Partners for a Low-Achieving School

 Develop Profiles of Available Partners

 Determine Best-Fit Model and Partners

 Define Roles and Develop Contracts

 Forge Working Relationships

 Intervention Model Needs Assessment Review Committee

SECTION B, PART 3
 Annual Goals

SECTION B, PART 4
 Proposed Activities

SECTION B, PART 5
 Timeline

SECTION B, PART 6

LEA Consultation

SECTION C

Budget

SECTION D

Assurances

SECTION E

Waivers

ATTACHMENTS (scanned or mailed):

- Signature Page (page 2 in the application is to be mailed)
- School Board Minutes Showing Approval of SIG 1003(g) Application
- Principal's Professional Growth Plan

Additional Resources

The following is a series of resources, which might be accessed to support writing for ARRA SIG funds.

<http://www2.ed.gov/programs/sif/faq.html>

<<http://www.centerii.org>>.

<http://www.centeroninstruction.org>

http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID <http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300>

http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300>

Reading Research Links

National Reading Panel

Publications

<http://www.nationalreadingpanel.org/Publications/publications.htm>

Center on Instruction

http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end

Learning Point Associates

Focus on Adolescent Literacy instruction

<http://www.learningpt.org/literacy/adolescent/instruction.php>

International Reading Association

Adolescent Literacy focus

http://www.reading.org/resources/issues/focus_adolescent.html

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

<http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdolLitResearchBrief.pdf>

The Leader in Me by Stephen R. Covey
How Schools and Parents Around the World Are Inspiring Greatness, One Child at a Time
www.TheLeaderinMeBook.com

Council of Chief State School Officers
Adolescent Literacy toolkit available at
http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/

Content Area Literacy Guide available at
http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf

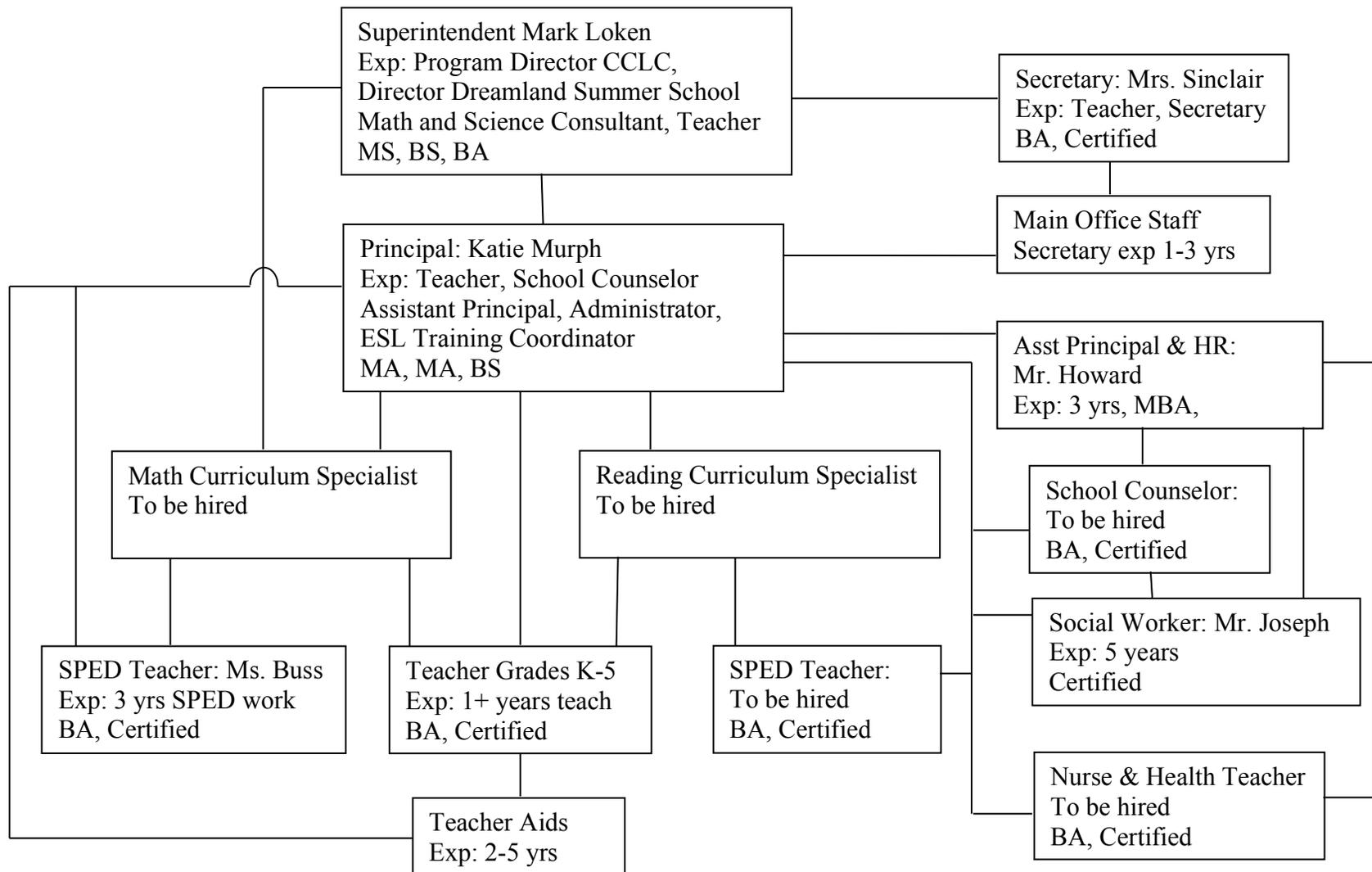
Appalachia Regional Comprehensive Center (ARCC)
Adolescent Literacy toolkit available at
<http://www.arcc.edvantia.org/resources.php?toolkit=63>

The National Center for Education Evaluation and Regional Assistance
Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

Literacy Issues in Secondary Education: An Annotated Bibliography compiled by Donna Alvermann, University of Georgia, available at
<http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html>

Appendix A

Organization Chart



Appendix B

Hiring Plan 2012

Upon approval of Dreamland's renewal application and of this grant, Dreamland will advertise the positions online, in newspapers and on radio stations centered in Little Rock. The advertisements will be exactly or something close to the following:

Dreamland Academy serves a student population with high needs and large percentages of at-risk students using a performing arts approach. If you would like to be a part of a program that makes a real difference in the lives of those who need you, contact us at 501-562-9278. Dreamland will advertise the following positions:

- Math Curriculum Specialist
- Reading Curriculum Specialist
- SPED Teacher (One of two SPED at Dreamland)
- Math Teacher
- Nurse and Health Teacher
- Librarian (Part-time)
- Counselor (Part-time)

Appendix C

DREAMLAND ACADEMY
SUMMARY REVENUE STATUS REPORT (BOARD FORMAT)

11/14/11
ACCOUNTING PERIOD: 13/11

SELECTION CRITERIA: l=1 AND orgn.key_orgn = revledgr.key_orgn AND account.acct = revledgr.account

ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
16110	SCHOOL LUNCH PROGRAM	1,758.00	.00	.00	1,757.75	.25	99.99
16120	SCHOOL BREAKFAST PROGRAM	.00	.00	.00	.00	.00	.00
16210	STUDENT	.00	.00	.00	.00	.00	.00
17120	OTHER SCH SPONSORED EVENT	.00	1.00	.00	1.00	-1.00	.00
17130	STUDENT ORG-EVENTS & ACTIV	.00	.00	.00	.00	.00	.00
17210	SCH SPNSRD-PICTURES, ETC	.00	.00	.00	.00	.00	.00
17220	STUDENT SPON SALES-IE CANDY	.00	.00	.00	.00	.00	.00
17400	STUDENT FEES	.00	.00	.00	.00	.00	.00
18900	OTHER COMMUNITY SVS ACT	.00	.00	.00	.00	.00	.00
19200	PRIVATE CONTRIBUTIONS	.00	.00	.00	.00	.00	.00
19515	LEA'S SUPERVISOR PROGRAM	.00	.00	.00	1,500.00	-1,500.00	.00
19800	REFUNDS OF PRIOR YR EXPEN	.00	.00	.00	1,706.46	-1,706.46	.00
19900	MISC REV FR LOCAL SOURCES	.00	.00	.00	7,775.70	-7,775.70	.00
31102	ENHANCED EDUCATIONAL FUND	.00	.00	.00	.00	.00	.00
31450	STUDENT GROWTH FUNDING	.00	.00	.00	.00	.00	.00
31460	DECLINING ENROLLMENT	88,689.00	.00	.00	88,689.00	.00	100.00
31700	CHARTER SCHOOL FUNDING	1,629,528.00	.00	.00	1,629,523.00	5.00	100.00
31702	CHARTER SCHOOL ENHANCED E	.00	.00	.00	.00	.00	.00
32250	PATHWISE MENTORING GRANT	.00	.00	.00	3,942.51	-3,942.51	.00
32256	PROFESSIONAL DEV. ACT 59	11,190.00	.00	.00	11,190.00	.00	100.00
32310	HAND CHILD-SUPV/EXTEND YR	.00	.00	.00	1,108.33	-1,108.33	.00
32381	NSLA ACT 59	326,697.00	.00	.00	326,697.00	.00	100.00
32520	MATCHING (STATE)	1,211.00	.00	.00	1,210.46	.54	99.96
41900	OTHER UNRES/D FEDERAL	.00	.00	.00	.00	.00	.00
42900	OTHER UN/I FEDERAL-STATE	.00	.00	.00	.00	.00	.00
43181	21ST CENTURY COMM L C	120,000.00	.00	.00	120,000.00	.00	100.00
45110	ESEA CH1 COMP (R) 100-297	157,955.00	13,705.57	.00	162,266.90	-4,311.90	102.73
45114	TITLE I SCHOOL IMPROVEMEN	16,500.00	.00	.00	16,500.00	.00	100.00
45119	TITLE I, PART A-ARRA	75,117.00	4,632.01	.00	75,117.18	.18	100.00
45124	ESEA STAB-ARRA. CFDA	188,315.00	-13,297.88	.00	167,043.74	21,271.26	88.70
45140	SEMHA HOMELESS ASSIS ACT	10,000.00	.00	.00	10,000.00	.00	100.00
45510	SL 4 LUNCHES-TYPE A	75,488.72	.00	.00	92,108.14	-16,619.42	122.02
45520	SL 11 LUNCH-FREE/REDUCED	60,002.96	.00	.00	34,914.54	25,088.42	58.19
45540	SPECIAL MILK	.00	.00	.00	14,859.34	-14,859.34	.00
45613	IDEA VIB PASS THROUGH	46,033.00	13,305.66	.00	46,890.14	-857.14	101.86
45621	AREA-IDEA	42,122.00	.00	.00	35,849.59	6,272.41	85.11
45624	IDEA STABILIZATION-ARRA	.00	.00	.00	.00	.00	.00
45803	AREA RENO STAB	.00	.00	.00	.00	.00	.00
45910	MEDICARE CATASTROPHIC COV	18,000.00	.00	.00	2,640.39	-2,640.39	.00
45913	ARMAC MEDICAID ADM CLAIM	.00	.00	.00	18,788.32	-788.32	104.38
45925	IMPROVING TEACH QUALITY	.00	.00	.00	7,679.00	-7,679.00	.00
45971	SAFE/DF SCH/COMM	.00	.00	.00	.00	.00	.00
52200	TRANS FROM OPERATING FUND	739,710.25	24,082.82	.00	766,114.26	-26,404.01	103.57
52600	TRANS FROM FEDERAL GRANTS	.00	8,664.88	.00	8,664.88	-8,664.88	.00
TOTAL REPORT		3,608,316.93	51,094.06	.00	3,654,537.63	-46,220.70	101.28

SCHOOL PROFILE—GRADE 3 MATHEMATICS

Results by Gender and Ethnicity

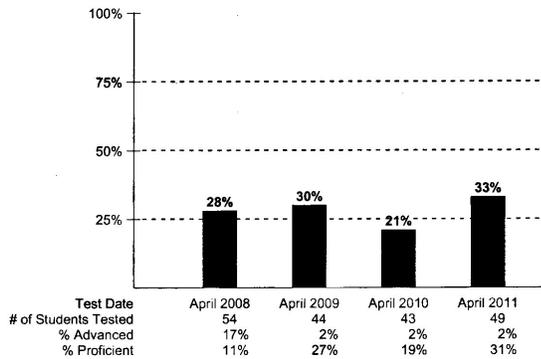
The following table shows the number and percent of Grade 3 students in your School at each performance level for the Gender and Ethnicity Population Groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population	9	18%	24	49%	15	31%	1	2%	464	464	602
Gender											
Female	2	8%	11	46%	10	42%	1	4%	490	490	604
Male	7	28%	13	52%	5	20%	0	0%	438	438	600
Ethnicity											
Hispanic	0	0%	1	50%	1	50%	0	0%	493	493	589
Asian	0	0%	0	0%	0	0%	0	0%			642
Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%			525
American Indian/Alaska Native	0	0%	0	0%	0	0%	0	0%			597
Black	9	20%	23	51%	12	27%	1	2%	458	458	550
White	0	0%	0	0%	2	100%	0	0%	558	558	622
Two or More Races	0	0%	0	0%	0	0%	0	0%			604

Note: 1st Year LEP students are not included in this summary.

Proficient and Advanced Performance History

The following graph displays the number of Grade 3 students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the Arkansas Augmented Benchmark Examination in Mathematics since April 2008.



SCHOOL PROFILE—GRADE 4 MATHEMATICS

Results by Gender and Ethnicity

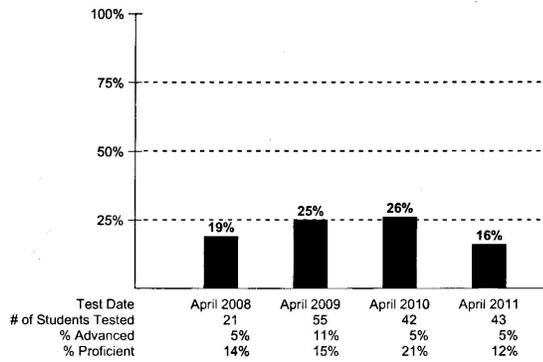
The following table shows the number and percent of Grade 4 students in your School at each performance level for the Gender and Ethnicity Population Groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population	26	60%	10	23%	5	12%	2	5%	467	467	640
Gender											
Female	8	62%	4	31%	1	8%	0	0%	453	453	645
Male	18	60%	6	20%	4	13%	2	7%	473	473	637
Ethnicity											
Hispanic	0	0%	0	0%	2	100%	0	0%	577	577	627
Asian	0	0%	0	0%	0	0%	0	0%			691
Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%			563
American Indian/Alaska Native	0	0%	0	0%	0	0%	0	0%			642
Black	26	65%	9	23%	3	8%	2	5%	460	460	593
White	0	0%	1	100%	0	0%	0	0%	495	495	657
Two or More Races	0	0%	0	0%	0	0%	0	0%			649

Note: 1st Year LEP students are not included in this summary.

Proficient and Advanced Performance History

The following graph displays the number of Grade 4 students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the Arkansas Augmented Benchmark Examination in Mathematics since April 2008.



SCHOOL PROFILE—GRADE 5 MATHEMATICS

Results by Gender and Ethnicity

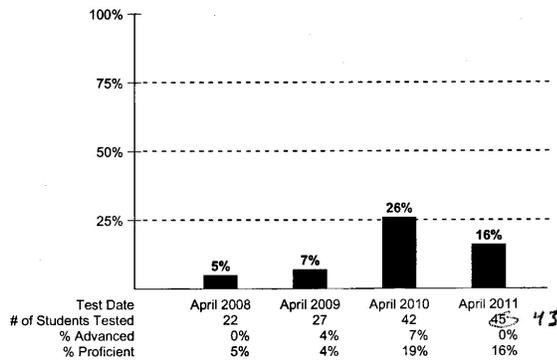
The following table shows the number and percent of Grade 5 students in your School at each performance level for the Gender and Ethnicity Population Groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population	22	49%	16	36%	7	16%	0	0%	549	549	672
Gender											
Female	10	50%	8	40%	2	10%	0	0%	547	547	677
Male	11	48%	7	30%	5	22%	0	0%	554	554	666
Ethnicity											
Hispanic	1	100%	0	0%	0	0%	0	0%	531	531	652
Asian	0	0%	0	0%	0	0%	0	0%			716
Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%			601
American Indian/Alaska Native	0	0%	0	0%	0	0%	0	0%			666
Black	20	48%	15	36%	7	17%	0	0%	552	552	621
White	0	0%	0	0%	0	0%	0	0%			690
Two or More Races	0	0%	0	0%	0	0%	0	0%			682

Note: 1st Year LEP students are not included in this summary.

Proficient and Advanced Performance History

The following graph displays the number of Grade 5 students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the Arkansas Augmented Benchmark Examination in Mathematics since April 2008.



Appendix D: SECTION B STEP 2, 1 and 2, Original Source Data for Transparency p. 4

Put Grade 3 literacy here

SCHOOL PROFILE—GRADE 4 LITERACY

Results by Gender and Ethnicity

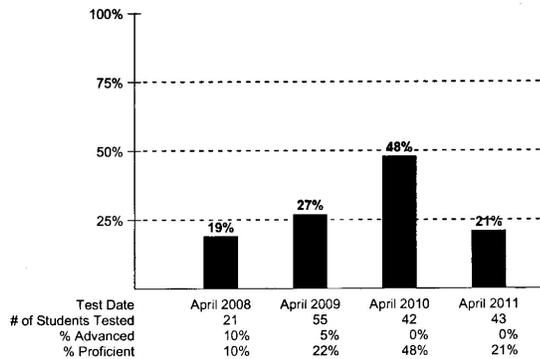
The following table shows the number and percent of Grade 4 students in your School at each performance level for the Gender and Ethnicity Population Groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population	18	42%	16	37%	9	21%	0	0%	380	380	695
Gender											
Female	3	23%	8	62%	2	15%	0	0%	431	431	725
Male	15	50%	8	27%	7	23%	0	0%	358	358	667
Ethnicity											
Hispanic	0	0%	1	50%	1	50%	0	0%	570	570	674
Asian	0	0%	0	0%	0	0%	0	0%			766
Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%			586
American Indian/Alaska Native	0	0%	0	0%	0	0%	0	0%			697
Black	18	45%	14	35%	8	20%	0	0%	368	368	621
White	0	0%	1	100%	0	0%	0	0%	493	493	721
Two or More Races	0	0%	0	0%	0	0%	0	0%			717

Note: 1st Year LEP students are not included in this summary.

Proficient and Advanced Performance History

The following graph displays the number of Grade 4 students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the Arkansas Augmented Benchmark Examination in Literacy (Reading and Writing) since April 2008.



SCHOOL PROFILE—GRADE 5 LITERACY

Results by Gender and Ethnicity

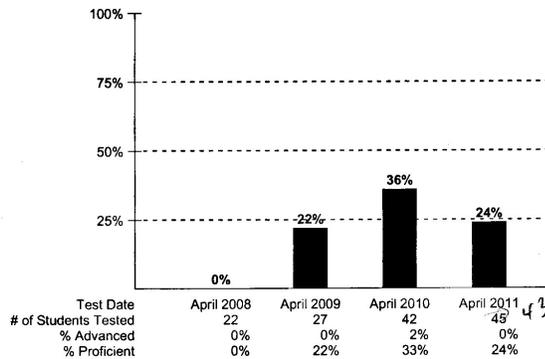
The following table shows the number and percent of Grade 5 students in your School at each performance level for the Gender and Ethnicity Population Groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population	7	16%	27	60%	11	24%	0	0%	504	504	718
Gender											
Female	2	10%	13	65%	5	25%	0	0%	537	537	755
Male	5	22%	12	52%	6	26%	0	0%	478	478	683
Ethnicity											
Hispanic	0	0%	1	100%	0	0%	0	0%	424	424	681
Asian	0	0%	0	0%	0	0%	0	0%			788
Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%			605
American Indian/Alaska Native	0	0%	0	0%	0	0%	0	0%			712
Black	7	17%	24	57%	11	26%	0	0%	508	508	645
White	0	0%	0	0%	0	0%	0	0%			747
Two or More Races	0	0%	0	0%	0	0%	0	0%			741

Note: 1st Year LEP students are not included in this summary.

Proficient and Advanced Performance History

The following graph displays the number of Grade 5 students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the Arkansas Augmented Benchmark Examination in Literacy (Reading and Writing) since April 2008.



SCHOOL PROFILE—GRADE 5 SCIENCE

Results by Gender and Ethnicity

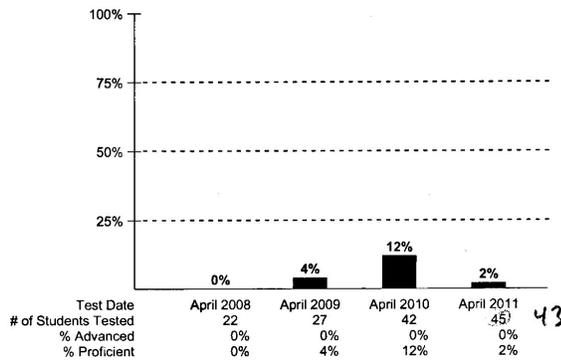
The following table shows the number and percent of Grade 5 students in your School at each performance level for the Gender and Ethnicity Population Groups. More detailed data for these and other population groups and comparisons to District, Region, and State results can be found in your School Summary Reports.

Population Group	Below Basic		Basic		Proficient		Advanced		Mean Scale Scores		
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	School	District	State
Combined Population	28	62%	16	36%	1	2%	0	0%	149	149	203
Gender											
Female	13	65%	6	30%	1	5%	0	0%	151	151	203
Male	14	61%	9	39%	0	0%	0	0%	147	147	204
Ethnicity											
Hispanic	0	0%	1	100%	0	0%	0	0%	158	158	194
Asian	0	0%	0	0%	0	0%	0	0%			220
Native Hawaiian/Pacific Islander	0	0%	0	0%	0	0%	0	0%			169
American Indian/Alaska Native	0	0%	0	0%	0	0%	0	0%			205
Black	27	64%	14	33%	1	2%	0	0%	148	148	177
White	0	0%	0	0%	0	0%	0	0%			213
Two or More Races	0	0%	0	0%	0	0%	0	0%			210

Note: 1st Year LEP students are not included in this summary.

Proficient and Advanced Performance History

The following graph displays the number of Grade 5 students tested in your School and the percent scoring at the Proficient or Advanced performance levels on the Arkansas Augmented Benchmark Examination in Science since April 2008.



Appendix D: SECTION B STEP 2, 1 and 2, Original Source Data for Transparency p. 8

Calculation of combined Proficient and Advanced Benchmark Scores

	2011			2011			2011		
	Mathematics			Literacy (Reading & Writing)			Science		
	Passed P&A	Total std	Per-cent	Passed P&A	Total std	Per-cent	Passed P&A	Total std	Per-cent
3rd Grade	16	49	33	13	49	27			
3rd Black	13	45	29	10	45	22			
4th Grade	7	43	16	9	43	21			
4th Black	5	40	13	8	40	20			
5th Grade	7	43	16	11	43	26	1	43	
5th Black	7	42	17	11	42	26	1	42	
Total 3-5	30	135	22	33	135	24	1	43	2
Black 3-5	25	127	20	29	127	23	1	42	2

	2008		2009		2010		2011	
	Passed A/P	Total std						
# 3 Math	15	54	13	44	9	43	16	49
# 4 Math	4	21	14	55	11	42	7	43
# 5 Math	1	22	2	27	11	42	7	43
Sum	20	97	29	126	31	127	30	135
% Passed	21		23		24		22	

	2008		2009		2010		2011	
	Passed A/P	Total std						
# 3 Lit	14	54	12	44	9	43	13	49
# 4 Lit	4	21	15	55	20	42	9	43
# 5 Lit	0	22	6	27	15	42	11	43
Sum	18	97	33	126	44	127	33	135
% Passed	19		26		35		24	

	2008		2009		2010		2011	
	Passed A/P	Total std						
# 5 Sci	0	22	1	27	5	42	2	43
Sum	0	22	1	27	5	42	2	43
% Passed	0		4		12		5	

Appendix E: STAFF SURVEY, p. 1

Check one: I am a(n):

Administrator Teacher Teacher's aide Other staff

DREAMLAND'S FUTURE/ 1003 GRANT

1. I have been involved in discussing School Improvement ideas that are gathered for the 1003 Grant and for our school's future.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

2. I feel that my ideas really matter and that I am listened to when I share my thoughts and ideas.
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

3. I know about each of the four restructuring models allowed through 1003(g).
 - a. Strongly agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly disagree

THE BEST 1003(g) MODEL FOR OUR SCHOOL

1. I believe and/or feel that the TRANSITION MODEL is a _____ for our school.
 - a. great idea
 - b. b. good idea
 - c. c. so-so idea
 - d. bad idea
 - e. terrible idea

2. I believe and/or feel that the TURNAROUND MODEL is a _____ for our school.
 - a. great idea
 - b. b. good idea
 - c. c. so-so idea
 - d. bad idea
 - e. terrible idea

3. I believe/feel that the RESTART (MERGER) MODEL is _____ for our school.
 - a. great idea
 - b. b. good idea
 - c. c. so-so idea
 - d. bad idea
 - e. terrible idea

4. I believe and/or feel that the CLOSURE MODEL is _____ for our school.
 - a. great idea
 - b. b. good idea
 - c. c. so-so idea
 - d. bad idea
 - e. terrible idea

Appendix E: STAFF SURVEY, p. 2

LEARNING COMMUNITIES

1. The teachers in my school meet as a whole to discuss ways to improve teaching and learning
_____ Never _____ Seldom _____ Sometimes _____ Frequently _____ Always
2. We observe each other's classroom instruction as one way to improve teaching
_____ Never _____ Seldom _____ Sometimes _____ Frequently _____ Always
3. Teachers examine student work with each other
_____ Never _____ Seldom _____ Sometimes _____ Frequently _____ Always

LEADERSHIP

4. Our principal believes teacher learning is essential for achieving our school goals
_____ Never _____ Seldom _____ Sometimes _____ Frequently _____ Always

RESOURCES

5. Teachers at our school have opportunities to learn technology to enhance instruction
_____ Never _____ Seldom _____ Sometimes _____ Frequently _____ Always
6. Our In our school we find creative ways to expand human resources
_____ Never _____ Seldom _____ Sometimes _____ Frequently _____ Always

DATA-DRIVEN

7. Teachers at our school learn how to use data to assess student learning needs
_____ Never _____ Seldom _____ Sometimes _____ Frequently _____ Always
8. Teachers analyze classroom data with each other to improve student learning
_____ Never _____ Seldom _____ Sometimes _____ Frequently _____ Always

EVALUATION

9. We set aside time to discuss what we have learned from our professional development
_____ Never _____ Seldom _____ Sometimes _____ Frequently _____ Always



**REGULATORY BASIS FINANCIAL STATEMENTS
AND OTHER REPORTS**
with
Independent Auditor's Report
June 30, 2011

LISA STEPHENS & COMPANY, PLC
CERTIFIED PUBLIC ACCOUNTANT

LISA STEPHENS & COMPANY, PLC
CERTIFIED PUBLIC ACCOUNTANT

◆◆◆
715 FRONT STREET ◆ P.O. BOX 1978 ◆ CONWAY, AR 72033
PHONE 501-327-2834 ◆ FAX 501-327-6663

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Dreamland Academy of Performing and Communication Arts

I have audited the accompanying financial statements of each major governmental fund of Dreamland Academy of Performing and Communication Arts (the "Charter School") as of and for the year ended June 30, 2011, which collectively comprise the Charter School's regulatory basis financial statements as listed in the table of contents. These financial statements are the responsibility of the Charter School's management. My responsibility is to express an opinion on the financial statements based on my audit.

I conducted my audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

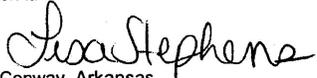
As described more fully in Note 1, the Charter School has prepared these financial statements using accounting practices prescribed or permitted by Arkansas Code, which practices differ from accounting principles generally accepted in the United States of America. The effect on the financial statements of the variances between these regulatory accounting practices and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material.

In my opinion, because of the effects of the matter discussed in the preceding paragraph, the financial statements referred to previously do not present fairly, in conformity with accounting principles generally accepted in the United States of America, the financial position of Dreamland Academy of Performing and Communication Arts as of June 30, 2011, or the changes in financial position for the year then ended. Further, the Charter School has not presented a management's discussion and analysis that accounting principles generally accepted in the United States has determined is necessary to supplement, although not required to be part of, the basic financial statements.

In my opinion, the financial statements referred to previously present fairly, in all material respects, the respective financial position of each major governmental fund of the Charter School as of June 30, 2011, and the respective changes in financial position and budgetary results for the year then ended, on the basis of accounting described in Note 1.

In accordance with *Government Auditing Standards*, I have also issued my report dated January 4, 2012 on my consideration of the Charter School's internal control over financial reporting and on my tests of compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of my testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of my audit.

My audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the Charter School's regulatory basis financial statements. The accompanying Schedule of Expenditures of Federal Awards and the Schedule of Capital Assets are presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information in the Schedule of Expenditures of Federal Awards has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves. In my opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole. The Schedule of Capital Assets has not been subjected to the auditing procedures applied in the audit of the regulatory basis financial statements and, accordingly, I express no opinion on it.


Conway, Arkansas
January 4, 2012

**DREAMLAND ACADEMY OF PERFORMING AND COMMUNICATION ARTS
PULASKI COUNTY, ARKANSAS
BALANCE SHEET
GOVERNMENTAL FUNDS - REGULATORY BASIS
June 30, 2011**

	Governmental Funds	
	Major	
	General	Special Revenue
ASSETS		
Cash and cash equivalents	\$35,337	\$12,102
Accounts receivable	-	39,616
TOTAL ASSETS	\$35,337	\$51,718
LIABILITIES AND FUND BALANCES		
Liabilities:		
Accounts payable	\$11,621	\$975
Total Liabilities	11,621	975
Fund Balances:		
Unreserved (unrestricted):		
Undesignated	23,716	50,743
Total Fund Balances	23,716	50,743
TOTAL LIABILITIES AND FUND BALANCES	\$35,337	\$51,718

The accompanying notes are an integral part of these financial statements.

**DREAMLAND ACADEMY OF PERFORMING AND COMMUNICATION ARTS
PULASKI COUNTY, ARKANSAS
STATEMENT OF REVENUES, EXPENDITURES, & CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS - REGULATORY BASIS
For the Year Ended June 30, 2011**

	Governmental Funds	
	Major	
	General	Special Revenue
REVENUES		
State assistance	\$2,061,150	\$1,210
Federal assistance	-	825,929
Meal sales	-	1,758
Other revenues	10,983	-
TOTAL REVENUES	2,072,133	828,897
EXPENDITURES		
Regular programs	828,033	45,910
Special education	16,312	45,854
Compensatory education	63,574	252,539
Other instructional programs	36,070	-
Support services - students	166,103	20,277
Support services - instruction	200,193	191,752
Support services - general administration	178,252	-
Support services - school administration	125,707	3,741
Support services - business	64,260	117,404
Support services - M & O	347,665	11,000
Support services - food service	-	230,639
Student transportation services	20,643	725
Community services operations	-	481
Facilities acquisition and construction services	1,885	-
Activity expenditures	1	-
TOTAL EXPENDITURES	2,048,698	920,322
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	23,435	(91,425)
OTHER FINANCING SOURCES (USES)		
Transfers in	656,242	85,789
Transfers out	(742,031)	-
TOTAL OTHER FINANCING SOURCES (USES)	(85,789)	85,789
EXCESS OF REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	(62,354)	(5,636)
UNRESTRICTED FUND BALANCES - 7/1/10	86,070	56,379
UNRESTRICTED FUND BALANCES - 6/30/11	\$23,716	\$50,743

The accompanying notes are an integral part of these financial statements.

**DREAMLAND ACADEMY OF PERFORMING AND COMMUNICATION ARTS
PULASKI COUNTY, ARKANSAS
STATEMENT OF REVENUES, EXPENDITURES, & CHANGES IN FUND BALANCES
BUDGET & ACTUAL - GOVERNMENTAL FUNDS - REGULATORY BASIS
For the Year Ended June 30, 2011**

	Governmental Funds					
	General			Special Revenue		
	Budget	Actual	Variance Favorable (Unfavorable)	Budget	Actual	Variance Favorable (Unfavorable)
REVENUES						
State assistance	\$2,056,104	\$2,061,150	\$5,046	\$1,211	\$1,210	(\$1)
Federal assistance	-	-	-	809,534	825,929	16,395
Meal sales	-	-	-	1,758	1,758	-
Other revenues	-	10,983	10,983	-	-	-
TOTAL REVENUES	2,056,104	2,072,133	16,029	812,503	828,897	16,394
EXPENDITURES						
Regular programs	829,003	828,033	970	45,910	45,910	-
Special education	16,312	16,312	-	45,855	45,854	1
Compensatory education	49,789	63,574	(13,785)	266,326	252,539	13,787
Other instructional programs	36,071	36,070	1	-	-	-
Support services - students	166,104	166,103	1	19,302	20,277	(975)
Support services - instruction	195,711	200,193	(4,482)	196,236	191,752	4,484
Support services - general administration	180,169	178,252	1,917	-	-	-
Support services - school administration	124,689	125,707	(1,018)	3,742	3,741	1
Support services - business	58,782	64,260	(5,478)	117,404	117,404	-
Support services - M & O	345,903	347,665	(1,762)	11,000	11,000	-
Support services - food service	-	-	-	230,638	230,639	(1)
Student transportation services	20,643	20,643	-	725	725	-
Community services operations	-	-	-	481	481	-
Facilities acquisition and construction services	-	1,885	1,885	-	-	-
Activity expenditures	-	1	(1)	-	-	-
TOTAL EXPENDITURES	2,025,061	2,048,698	(23,637)	937,619	920,322	17,297
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	31,043	23,435	(7,608)	(125,116)	(91,425)	33,691
OTHER FINANCING SOURCES (USES)						
Transfers in	653,921	656,242	(2,321)	85,789	85,789	-
Transfers out	(742,031)	(742,031)	-	-	-	-
TOTAL OTHER FINANCING SOURCES (USES)	(88,110)	(85,789)	(2,321)	85,789	85,789	-
EXCESS OF REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	(57,067)	(62,354)	(5,287)	(39,327)	(5,636)	520,893
FUND BALANCES - JULY 1, 2010	142,299	86,070	(56,229)	6,388	56,379	49,991
FUND BALANCES - JUNE 30, 2011	\$85,232	\$23,716	(\$61,516)	(\$32,939)	\$50,743	83,682

The accompanying notes are an integral part of these financial statements.

**DREAMLAND ACADEMY OF PERFORMING AND COMMUNICATION ARTS
PULASKI COUNTY, ARKANSAS
NOTES TO FINANCIAL STATEMENTS
June 30, 2011**

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**Reporting Entity**

The Board of Education, a five member group, is the level of government, which has responsibilities over all activities related to public elementary and secondary school education within the jurisdiction of Dreamland Academy of Performing and Communication Arts (the "Charter School"). The Charter School is an open-enrollment charter school and the sponsoring entity is the Wilson Community Development Corporation, a nonprofit corporation. There are no component units.

Description of Funds

Major governmental funds (per the regulatory basis of accounting) are defined as General and Special Revenue.

General Fund – The General Fund is the general operating fund and is used to account for all financial resources, except those required to be reported in another fund.

Special Revenue Fund – The Special Revenue Fund is used to account for the proceeds of specific revenue sources (other than trusts for individuals, private organizations, or other governments or for major capital projects) that are legally restricted to expenditures for specified purposes.

Measurement Focus and Basis of Accounting

The financial statements are prepared in accordance with a regulatory basis of accounting (RBA). This basis of accounting is prescribed by Arkansas Code Annotated § 10-4-413(c), as provided in Act 2201 of 2005, and requires that financial statements be presented on a fund basis with, as a minimum, the general fund and special revenue fund presented separately and all other funds included in the audit presented in the aggregate. The law also stipulates that the financial statements consist of a balance sheet; a statement of revenues, expenditures, and changes in fund balances; a comparison of the final adopted budget to the actual expenditures for the general fund and special revenue funds of the entity; notes to financial statements; and a supplemental schedule of capital assets, including land, buildings, and equipment. The law further stipulates that the State Board of Education shall promulgate the rules necessary to administer the regulatory basis of presentation.

The RBA is not in accordance with generally accepted accounting principles (GAAP). GAAP require that basic financial statements present government-wide financial statements. Additionally, GAAP require the following major concepts: Management's Discussion and Analysis, accrual basis of accounting for government-wide financial statements, including depreciation expense, modified accrual basis of accounting for fund financial statements, separate financial statements for fiduciary fund types, separate identification of special and extraordinary items, inclusion of capital assets and debt in the financial statements, specific procedures for the identification of major governmental funds and applicable note disclosures. The RBA does not require government-wide financial statements or the previously identified concepts.

The accompanying financial statements are presented on a fund basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts, which are segregated for purposes of recording specific activities or attaining certain objectives. Revenues are reported by major sources and expenditures are reported by major function. Other transactions, which are not reported as revenues or expenditures, are reported as other financing sources and uses. Transactions related to the recording of installment contracts and capital leases are reported as other financing sources. Changes in private-purpose trust funds will be reflected in the notes to the financial statements.

Revenue Recognition Policies

Revenues are recognized when they become susceptible to accrual in accordance with the RBA.

Use of Estimates

Management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**DREAMLAND ACADEMY OF PERFORMING AND COMMUNICATION ARTS
PULASKI COUNTY, ARKANSAS
NOTES TO FINANCIAL STATEMENTS (CONTINUED)
June 30, 2011**

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**Capital Assets**

Information on capital assets and related depreciation is reported in Schedule 1. Capital assets are capitalized at historical cost or estimated historical cost, if actual data is not available. Capital assets purchased are recorded as expenditures in the applicable fund at the time of purchase. Donated capital assets are reported at fair value when received. The Charter School maintains a threshold level of \$1,000 for capitalizing equipment. Library holdings are not capitalized.

No salvage value is taken into consideration for depreciation purposes. All capital assets, other than land and construction in progress, are depreciated using the straight-line method over the following useful lives:

Asset Class	Estimated Useful Life in Years
Equipment	5-20

Fund Balance Designation

Undesignated fund balance – indicates that portion of the fund balance not reserved or designated.

Budget and Budgetary Accounting

The Charter School is required by state law to prepare an annual budget. The annual budget is prepared on a fiscal year basis. The Charter School does not prepare and submit amended budgets during the fiscal year. The State Department of Education's regulations allow for the cash basis or the modified accrual basis. However, the majority of the charter schools employ the cash basis method.

The Charter School budgets intra-fund transfers. Significant variances may result in the comparison of transfers at the Statement of Revenues, Expenditures and Changes in Fund Balances – Budget and Actual – General and Special Revenue Funds – Regulatory Basis because only interfund transfers are reported at the Statement of Revenues, Expenditures and Changes in Fund Balances – Government Funds – Regulatory Basis.

Budgetary perspective differences are not considered to be significant, because the structure of the information utilized in preparing the budget and the applicable fund financial statements is essentially the same.

NOTE 2: CASH DEPOSITS WITH FINANCIAL INSTITUTIONS

Cash deposits are carried at cost (carrying value). A comparison of the bank balance and carrying value is as follows:

	Carrying Amount	Bank Balance
Insured (FDIC)	\$47,439	\$300,000
Uninsured, Uncollateralized		27,861
Total Deposits	\$47,439	\$327,861

NOTE 3: INTERFUND TRANSFERS

The Charter School transferred \$85,789 from the general funds to the special revenue funds to cover operating cost of the Food Service Fund.

NOTE 4: ACCOUNTS RECEIVABLE

The accounts receivable balance of \$39,616 at June 30, 2011 was comprised of the following:

Description	Governmental Funds
	Major Special Revenue
Federal Assistance	\$39,616

**DREAMLAND ACADEMY OF PERFORMING AND COMMUNICATION ARTS
PULASKI COUNTY, ARKANSAS
NOTES TO FINANCIAL STATEMENTS (CONTINUED)
June 30, 2011**

NOTE 5: COMPENSATED ABSENCES

Charter School employees are entitled to paid vacation and sick days, depending on length of service and other factors. It is impractical to estimate the amount of compensation for future absences, and accordingly, no liability has been recorded in the accompanying financial statements. Costs of compensated absences are recognized when actually paid to employees.

NOTE 6: ACCOUNTS PAYABLE

The accounts payable and accrued liability balance of \$12,596 was comprised of the following:

Description	Governmental Funds		Total
	Major		
	General	Special Revenue	
Vendor Payables	\$11,621	\$975	\$12,596

NOTE 7: COMMITMENTS

The Charter School was contractually obligated for the following at June 30, 2011:

Operating Leases (noncapital leases with initial non-cancellable lease terms in excess of one year)

General description of lease and leasing arrangements: Building

Future minimum rental payments (aggregate) at June 30, 2011: \$325,260

Basis on which contingent rental payments are determined, if applicable:

Monthly lease is \$13,552.50 per month with an option to renew for a one or two year period.

Rental payments for the operating lease described above were approximately \$162,630 for the year ended June 30, 2011.

General description of lease and leasing arrangements: Two Ricoh copiers

Future minimum rental payments (aggregate) at June 30, 2011: \$6,280

Basis on which contingent rental payments are determined, if applicable:

Monthly lease is \$785 for both copiers with 30,000 copies per copier, with additional black and white and color copies costing \$.0105 and \$.07 cents per copy, respectively.

Rental payments for the operating leases described above were approximately \$9,420 for the year ended June 30, 2011.

Future minimum rental payments for the succeeding years:

Year Ended June 30, 20XX	Amount
2012	\$168,910
2013	162,630
Total	<u>\$331,540</u>

NOTE 8: RETIREMENT PLANS

The Charter School contributes to the Arkansas Teacher Retirement System (ATRS), a cost-sharing multiple-employer defined benefit pension plan that covers all Arkansas public school employees, except certain nonteachers hired before July 1, 1989. ATRS, administered by a Board of Trustees, provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to

**DREAMLAND ACADEMY OF PERFORMING AND COMMUNICATION ARTS
PULASKI COUNTY, ARKANSAS
NOTES TO FINANCIAL STATEMENTS (CONTINUED)
June 30, 2011**

NOTE 8: RETIREMENT PLANS (CONTINUED)

plan members and beneficiaries. Benefit provisions are established by State Law and can be amended only by the Arkansas General Assembly. The ATRS issues a publicly available financial report that includes financial statements and required supplementary information for ATRS. That report may be obtained by writing to Arkansas Teacher Retirement System, 1400 West Third Street, Little Rock, Arkansas 72201 or by calling 1-800-666-2877.

ATRS has contributory and noncontributory plans. Contributory members are required by State law to contribute 6% of their salaries. Each participating employer is required by State law to contribute at a rate determined by the Board of Trustees, based on the annual actuarial valuation. The current employer rate is 14% of covered salaries, the maximum allowed by State law. The Charter School's contributions to ATRS for the year ended June 30, 2011, 2010 and 2009 were \$203,149, \$207,273 and \$141,604, respectively, equal to the required contributions for each year.

NOTE 9: RISK MANAGEMENT

The Charter School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

The Charter School carries commercial insurance for buildings, contents, board liability, and student accidents. Settled claims did not exceed this commercial coverage in any of the past two fiscal years. There were no significant reductions in insurance coverage from the prior year in the major categories of risk.

The Charter School participates in the Arkansas Fidelity Bond Trust Fund administered by the Governmental Bonding Board. This program provides coverage for actual losses sustained by its members through fraudulent or dishonest acts committed by the officials and employees. Each loss is limited to \$250,000 with a \$1,000 deductible. Premiums for coverage are paid by the Chief Fiscal Officer of the State of Arkansas from funds withheld from the Public School Fund.

NOTE 10: ON-BEHALF PAYMENTS

Arkansas Department of Education made on-behalf payment for health insurance for all eligible employees in the amount of \$131 per month. The total amount of these payments for eligible employees was \$29,311.

NOTE 11: SIGNIFICANT CONCENTRATION

The Charter School is economically dependent on funding received through state and federal assistance. Approximately 71% and 28% respectively, of total revenues were from state and federal sources for the year ended June 30, 2011.

NOTE 12: CONTINGENCIES

The Charter School participates in federally assisted grant programs. The Charter School is potentially liable for expenditures which may be disallowed pursuant to the terms of these grant programs. Management is not aware of any material items of non-compliance which would result in the disallowance of program expenditures.

NOTE 13: SUBSEQUENT EVENTS

Management has evaluated subsequent events through January 4, 2012, the date which the financial statements were available for issue.

**DREAMLAND ACADEMY OF PERFORMING AND COMMUNICATION ARTS
PULASKI COUNTY, ARKANSAS
SCHEDULE OF CAPITAL ASSETS
For the Year Ended June 30, 2011
(Unaudited)**

	<u>Balance June 30, 2011</u>
NONDEPRECIABLE CAPITAL ASSETS	N/A
DEPRECIABLE CAPITAL ASSETS	
Equipment	<u>\$56,747</u>
Total depreciable capital assets	<u>56,747</u>
Less accumulated depreciation for:	
Equipment	<u>15,518</u>
Total accumulated depreciation	<u>15,518</u>
TOTAL DEPRECIABLE CAPITAL ASSETS, NET	<u>41,229</u>
CAPITAL ASSETS, NET	<u><u>\$41,229</u></u>

**DREAMLAND ACADEMY OF PERFORMING AND COMMUNICATION ARTS
PULASKI COUNTY, ARKANSAS
SCHEDULE OF SELECTED INFORMATION FOR THE LAST FOUR YEARS
GOVERNMENTAL FUNDS - REGULATORY BASIS
For the Year Ended June 30, 2011
(Unaudited)**

	Year Ended June 30, 20XX			
	2011	2010	2009	2008
General Fund				
Total Assets	\$35,337	\$182,286	\$103,991	\$6,765
Total Liabilities	11,621	66,216	134,665	176,418
Total Fund Balances	23,716	86,070	(30,674)	(169,653)
Total Revenues	2,072,133	2,147,889	2,029,472	1,325,426
Total Expenditures	2,048,698	2,062,619	1,859,825	1,496,674
Total Other Financing Sources (Uses)	(85,789)	31,474	(30,668)	(36,816)
Special Revenue Fund				
Total Assets	\$51,718	\$56,379	\$70,297	\$56,278
Total Liabilities	975	-	2,865	-
Total Fund Balances	50,743	56,379	67,432	56,278
Total Revenues	828,897	869,733	378,697	754,899
Total Expenditures	920,322	849,312	398,211	735,437
Total Other Financing Sources (Uses)	85,789	(31,474)	30,668	36,816

**DREAMLAND ACADEMY OF PERFORMING AND COMMUNICATION ARTS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
Fiscal Year Ended June 30, 2011**

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Federal Expenditures
CHILD NUTRITION CLUSTER		
U.S. Department of Agriculture		
Passed Through State Department of Education:		
School Breakfast Program	10.553	\$34,915
National School Lunch Program	10.555	92,108
Special Milk Program for Children	10.556	14,859
Total U.S. Department of Agriculture		<u>141,882</u>
TOTAL CHILD NUTRITION CLUSTER		<u>\$141,882</u>
OTHER PROGRAMS		
U.S. Department of Education		
Passed Through State Department of Education:		
Title I Grants – Local Educational Agencies	84.010	\$162,267
Special Education – Grants to States	84.027	53,575
Education for Homeless Children and Youth	84.196	5,572
Fund for the Improvement of Education	84.215	16,500
21 st Century Communities Learning Center	84.287	109,906
Improving Teacher Quality State Grants	84.367	25,794
America Recovery and Reinvestment Act – Title I Grants	84.389	75,117
America Recovery and Reinvestment Act – Special Education	84.391	23,972
America Recovery and Reinvestment Act – Stabilization & Renovations	84.394	196,980
Total U.S. Department of Education		<u>669,683</u>
TOTAL OTHER PROGRAMS		<u>472,703</u>
TOTAL EXPENDITURES OF FEDERAL AWARDS		<u>\$811,565</u>

The accompany notes are an integral part of this schedule.

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

NOTE 1: Basis of Presentation – The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of Dreamland Academy of Performing and Communication Arts and is presented on the regulatory basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133. Therefore, some amounts presented in, or used in the preparation of, the regulatory basis financial statements.

NOTE 2: During the year ended June 30, 2011, the District received Medicaid funding of \$21,429 from the State Department of Human Services. Such payments are not considered Federal Awards Expended and therefore are not included in the above schedule.

**DREAMLAND ACADEMY OF PERFORMING AND COMMUNICATION ARTS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Fiscal Year Ended June 30, 2011**

Section I – Summary of Auditor's Results

FINANCIAL STATEMENTS

Type of auditor's report issued – GAAP basis of reporting - adverse
Regulatory basis opinion units - unqualified

Internal control over financial reporting:

No material weaknesses identified.
No significant deficiencies identified that are not considered to be material weaknesses.
No noncompliance material to financial statements noted.

FEDERAL AWARDS

No material weaknesses identified.
No significant deficiencies identified that are not considered to be material weaknesses.

Type of auditor's report issued on compliance for major programs – unqualified

No audit findings disclosed that are required to be reported, as required in accordance with Circular A-133, Section 510(a).

Identification of major programs:

84.010 U.S. Department of Education
84.389, 84.391, 84.394 U.S. Department of Education, American Recovery and Reinvestment Act

Dollar threshold used to distinguish between Type A and Type B Programs - \$300,000.

Section II – Financial Statement Findings

No matters reported.

Section III – Federal Award Findings and Questioned Costs

No matters reported.

**DREAMLAND ACADEMY OF PERFORMING AND COMMUNICATION ARTS
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
Fiscal Year Ended June 30, 2011**

Dreamland Academy of Performing and Communication Arts had no findings in the prior report, for the fiscal year ending June 30, 2010.

LISA STEPHENS & COMPANY, PLC
CERTIFIED PUBLIC ACCOUNTANT

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 715 FRONT STREET ◆ P.O. BOX 1978 ◆ CONWAY, AR 72033
 PHONE 501-327-2834 ◆ FAX 501-327-6663

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND
 OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
 ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Trustees
 Dreamland Academy of Performing and Communication Arts

I have audited the financial statements of each major governmental fund of the Dreamland Academy of Performing and Communication Arts as of and for the year ended June 30, 2011, which collectively comprise the Charter School's regulatory basis financial statements, and have issued my report thereon dated January 4, 2012. I issued an adverse opinion because the Charter School prepared the financial statements using accounting practices prescribed or permitted by the Arkansas Code, which differ from accounting principles generally accepted in the United States of America. The effect on the financial statements of the variances between these regulatory accounting practices and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material. However, the financial statements present fairly, in all material respects, the respective financial position of each major governmental fund of the Charter School as of June 30, 2011, and the respective changes in financial position and budgetary results for the year then ended, on the basis of accounting described in Note 1. I conducted my audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing my audit, I considered Dreamland Academy of Performing and Communication Arts' internal control over financial reporting as a basis for designing my auditing procedures for the purpose of expressing my opinion on the regulatory basis financial statements, but not for the purpose of expressing an opinion on the effectiveness of Dreamland Academy of Performing and Communication Arts' internal control over financial reporting. Accordingly, I do not express an opinion on the effectiveness of the Charter School's internal control over financial reporting.

A *deficiency of internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

My consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. I did not identify any deficiencies in internal control over financial reporting that I consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Dreamland Academy of Performing and Communication Arts' regulatory basis financial statements are free of material misstatement, I performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of my audit, and accordingly, I do not express such an opinion. The results of my tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended for the information and use of the Legislative Joint Auditing Committee, the local Charter School Board of Trustees and management, state executive and oversight management, federal regulatory and oversight bodies, the federal awarding agencies and pass-through entities, and other parties as required by the Arkansas Code, and is not intended to be and should not be used by anyone other than these specified parties. However, pursuant to Arkansas Code Annotated § 10-4-417, all reports presented to the Legislative Joint Auditing Committee are matters of public record and distribution is not limited.



Conway, Arkansas
 January 4, 2012

LISA STEPHENS & COMPANY, PLC
CERTIFIED PUBLIC ACCOUNTANT

◆◆◆
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**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD
 HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL
 CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133**

To the Board of Trustees
 Dreamland Academy of Performing and Communication Arts

Compliance

I have audited the compliance of Dreamland Academy of Performing and Communication Arts (the "Charter School") with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the Charter School's major federal programs for the year ended June 30, 2011. The Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the Charter School's management. My responsibility is to express an opinion on the Charter School's compliance based on my audit.

I conducted my audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that I plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as I considered necessary in the circumstances. I believe that my audit provides a reasonable basis for my opinion. My audit does not provide a legal determination of the Charter School's compliance with those requirements.

In my opinion, Dreamland Academy of Performing and Communication Arts complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2011.

Internal Control Over Compliance

The management of the Charter School is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing my audit, I considered the Charter School's internal control over compliance with requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing my opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, I do not express an opinion on the effectiveness of the Charter School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

My consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. I did not identify any deficiencies in internal control over compliance that I consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the Legislative Joint Auditing Committee, the local Charter School board and Charter School management, state executive and oversight management, federal regulatory and oversight bodies, the federal awarding agencies and pass-through entities, and other parties as required by Arkansas Code, and is not intended to be and should not be used by anyone other than these specified parties. However, pursuant to Arkansas Code Annotated § 10-4-417, all reports presented to the Legislative Joint Auditing Committee are matters of public record and distribution is not limited.

Lisa Stephens
 Conway, Arkansas
 January 4, 2012

