High Impact Tutoring Grant GPSD 2023-24

Project Abstract (250-300 words) **– The Project Abstract is a (250- 300 word) summary of the proposed project's need, purpose, and projected outcomes. The proposed project and outcomes must cover the full grant period. Do not include information in the abstract that is not supported elsewhere in the application.**

The high impact tutoring grant would allow the Glassboro Public Schools to provide extended school day tutoring services to targeted students in grades 3 and 4 at Dorothy L. Bullock (DLB) Elementary School. There are currently 138 grade 3 students and 118 grade 4 students attending DLB. According to the 2022-23 NJSLA data, 16.4% of students did not meet expectations and 24.1 % partially met expectations in grade 3 while 16.5% of students did not meet expectations and 21.5% of students partially met expectations in grade 4. In addition, 42% of current 3rd grade students and 30% of current 4th grade students scored below the 20th percentile in math on the MAP assessments at the end of the 2022-23 school year. Mathematics would be the content area of focus for this grant since DLB students already receive interventions in ELA through our Basic Skills Program during the school day. The grant would allow us to offer intensive tutoring services 3 days a week, after school, in a small group setting with a certified teacher to students who did not meet expectations on NJSLA or NWEA MAP assessments. The instructional groups will focus on the skills identified in assessments as those of greatest need. Students will be progress monitored throughout the program to determine if the interventions are appropriate or if there is a need for more intensive support. Teachers will utilize Eureka math components for the core instruction along with iXL lessons for skill practice. Students are expected to receive higher scores on their classroom assessments at the end of each unit, MAP benchmark assessments which are given 3 times throughout the school year, and on the NJSLA at the end of the school year. With the goal of at least 40% of targeted students having met or exceeded expectations on the NWEA MAP and NJSLA assessment.

- **_Instructional Services:_** **Costs for compensating existing LEA staff for implementing high-impact tutoring services.**

  The high impact tutoring grant would allow us to pay our certified staff to provide services to students 3 days per week for 1 hour each day. The rate of pay would be equal to the current contractual rate of $41 per hour plus FICA costs. Transportation would be provided through our district bus services and would not incur an additional cost since the services are already being provided daily for all after-school activities.

- **_Professional development opportunities:_** **Costs associated with LEA staff participation in professional development opportunities focused on supporting the implementation of high- impact tutoring services.**

  Highly qualified, certificated staff would receive professional development on interpreting data from both the MAP and NJSLA assessments in addition to how to link those skills to the individualized learning maps in iXL. Teachers would also be trained in how to properly progress monitor the students progress throughout the duration of the program.

- **_Instructional materials:_** **Costs associated with obtaining instructional materials, tutoring platforms, and other resources for high-impact tutoring purposes.**

  The district would provide necessary materials for both staff and students such as curriculum support through Eureka Math, writing materials and notebooks/paper.

- **_Evaluation strategies:_** **Costs for developing and implementing strategies that can be used to assess the effectiveness/impact of tutoring services on student learning.**

The cost of the NWEA MAP assessments and iXL will not have an impact on the funds received from this grant since they are existing programs already in place. The teachers will receive progress monitoring materials based on the skills that are being addressed such as fluency sprints and RTI materials. These materials will only incur minimal costs, such as photocopying since they are an existing part of our Eureka Math and RTI programs.

Statement of Need [20] – The Statement of Need identifies the local conditions and/or needs that justify the project proposed in the application. A "need" in this context is defined as the difference between the current status and the outcomes and/or standard(s) that the LEA would like to achieve.

- **Describe the target population to be served in the proposed tutoring program. This should include the following, at a minimum:**
  - **Identify grade levels of the children to be served, with a *priority* focus on grades three (3) and four (4) within English Language Arts and Mathematics content areas;**
  - **Identify how students were selected for participation in the program; indicate which academic subject(s) will be the focus of the program and include a detailed explanation of why that subject(s) was selected; and**
  - **Describe the target population's current academic achievement as compared to state and local trends.**

The high impact tutoring grant would allow the Glassboro Public Schools to provide extended school day tutoring services to targeted students in grades 3 and 4 at Dorothy L. Bullock (DLB) Elementary School. There are currently 138 grade 3 students and 118 grade 4 students attending DLB. According to the 2022-23 NJSLA data, 16.4% of students did not meet expectations and 24.1 % partially met expectations in grade 3 while 16.5% of students did not meet expectations and 21.5% of students partially met expectations in grade 4. In addition, 42% of current 3rd grade students and 30% of current 4th grade students scored below the 20th percentile in math on the MAP assessments at the end of the 2022-23 school year. Mathematics would be our content area of focus since our students are already interventions in ELA through our Basic Skills Program. The grant would allow us to offer intensive tutoring services 3 days a week, after school, in a small group setting with a certified teacher to students who did not meet expectations on NJSLA or NWEA MAP assessments. Others will be given the opportunity if space allows after the initial group of students confirm or decline. Interventions will be provided in an effort to build critical foundational math skills that become increasingly complex and abstract with each grade level creating positive learning experiences and eliminating future challenges. The current 3rd grade cohort had a mean RIT score of 182.3 (13th percentile) and the 4th grade cohort had a mean RIT score of 196.7 (25th percentile) on the MAP assessment in the spring of 2023. These scores fall below the national achievement norms of 189.42 for end of 2nd grade (current 3rd grade students) and 201.08 for end of 3rd grade (4th grade students).

Identify the LEAs and student population's needs that your grant project intends to meet through this grant opportunity.

- o **Identify the reason for seeking funding. Discuss the needs of the student population and identify the learning needs that will be met relative to the grant's goals;**
- o **Identify the needs and current staffing and scheduling capacity to support the program and identify how your program will be implemented (partnering with a provider (see approved provider/vendor partner list), creating your program or a hybrid model) as a result of this grant.**

The utilization of the grant funds will allow the district to expand our existing extended school day tutoring program. The current Title I and ESSER III funding will continue to be used to offer after-school tutoring to a population of students at grade levels outside of this grant. The grant funded program will be taught by our highly qualified certificated teaching staff who are familiar with the grade level expectations, curriculum, and standards. Students will be placed in groups of no more than 3-4 students per teacher and will meet in person, 3 days a week, for one hour each day immediately after school. DLB Elementary School currently provides Basic Skills Instruction for students who require interventions in English Language Arts. Due to budgetary and scheduling constraints, the district does not have staff to provide math interventions outside of tiered classroom differentiation of skills and RTI strategies. The learning and instruction for DLB Elementary School students in the targeted grades were greatly impacted by the pandemic and online learning. This has negatively impacted their proficiency in foundational skills and has resulted in gaps in their academic achievement. Over 40% of the students at DLB fall into the poverty range which, according to research, can negatively impact a child's academic success rate. According to research conducted at the University of Pittsburgh, "children growing up in poverty do consistently worse in school compared to their peers from middle- and high-income backgrounds. They earn lower grades, perform worse on standardized achievement tests, and are less likely to graduate high school and attend college." Through small-group, targeted interventions in an extended school day model, DLB Elementary School tutoring program will build critical foundational math skills, create positive learning experiences, and eliminate future challenges.

- *Provide documentation* **to substantiate the stated conditions and/or needs. Documentation may include but is not limited to demographics, assessment data, descriptions of the target population(s), nonidentifying student data, personnel data, and research. Include as much relevant data as available.**
- **Do not attempt to address problems beyond the grant program's scope**.

Project Description [30] – Describe the project design and plan for implementing the project within the grant period in a detailed narrative. Assure that the strategies or activities are of sufficient quality and scope to ensure equitable access and participation among all eligible program participants. Provide evidence that the project is appropriate for and will successfully address the identified needs of the students within schools and/or districts. Describe the effect the project will have on the identified student population upon completion and how project impact will be evaluated. Explain how the proposed model, strategy, or approach is based on some or all of the criteria described in Section II.4a. Describe how the elements of a high-impact tutoring program will be addressed, with a specific focus on the criteria described in Section II.4. At a minimum, the project description should address the following four elements:

A. <mark>Tutor:</mark> **How will the grantee ensure all tutors are qualified, engaging, reliable, and consistent? Describe the initial and ongoing training that includes equity and safety. Describe the ongoing oversight and coaching tutors will receive.**
   - **Provide evidence of tutor expectations, content proficiency, effective facilitation, data practices, and supporting students with learning differences (i.e., preservice training, related credentials, etc.)**
   - **If applicable, describe how the grantee will ensure that the selected vendor meets the abovementioned expectations. If available, cite specific requirements, considerations, structures, and/or contractual evidence that will be included or reviewed by the grantee to ensure the above expectations are met.**
   - **Provide evidence that the grantee has addressed responsibility for maintaining the health, safety, and welfare while the students are under its control and supervision. The grantee must describe how students will be properly supervised, consistent with local policies and regulations, to ensure student safety while students receive tutoring services**.

Students will be identified through NWEA MAP assessment scores from the beginning of the year benchmark assessment data in conjunction with NJSLA data from the spring of 2023. Curriculum supervisors, building principal, and building assistant principal will assist in data review the teachers who are assigned to teach the program. Teachers as tutors are expected to plan according to the individual needs of each student based on assessment and progress monitoring data. Teachers will submit plans documenting the skills they are addressing along with both formative and summative assessments to check for understanding. All teachers have been trained in Eureka math strategies, best practices for math instruction, differentiation techniques, and some are trained in Sheltered English Instruction. The program will utilize Eureka math, iXL, and RTI strategies and progress monitoring. Students will be supervised by a certified teacher at all times during the program and the staff will follow the district safety and security measures that are board approved and followed throughout the school day.

B. <mark>Learning Integration:</mark> **Describe when tutoring will take place. How will the tutor(s) engage with teachers and families, if applicable? *Priority* will be given to those where tutoring is embedded within the school day.**
   - **Include how the program will be scheduled and how the grantee plans to provide tutoring service while maintaining students' consistent access to non-core/core academic instruction.**
   - **The NJDOE has developed guidance in support of this element for grantees' reference. The [Maximizing Schedules to Support Learning Acceleration](#) resource can be used to guide this portion of the grantee's application response**.

Students will be instructed in small groups of no more than 3-4 students per teacher during an extended school day program. Students currently receive Basic Skills Instruction in ELA through push in and pull-out support in addition to classroom through tiered interventions and RTI strategies. In contrast, math interventions during the school day are limited to classroom tiered interventions and RTI strategies. The extended school day program would provide intensive, individualized support for targeted students in grades 3 and 4. The program will take place 3 days per week for one hour each day. Teachers will be given access to student demographic information to allow for communication through email and telephone. Remind will also be

utilized to inform parents of program information and updates. Progress monitoring data will be shared with parents along with a report at the end of the program to indicate student progress.

C. ==*Program Elements:*== **Describe the program's structure and identify how you intend to** *implement* **high-impact tutoring.**
- **Quantify the number of students that will be served.**
- **Identify the specific high-quality instructional materials to be used throughout the program and provide a justification for their use.**
- **Describe the number of sessions and minutes per week for the targeted population.** *Priority* **will be given to those who can provide no less than three (3) or more times a week for thirty (30) to sixty (60) minutes per session.**
- **Describe the structure of the student tutoring sessions.** *Priority* **will go to those structuring tutoring sessions to three (3) or fewer students per tutor at a time.**
- **Describe how student attendance will be monitored.**
- **Explain how responsibility for maintaining students' health, safety, and welfare has been addressed during tutoring sessions. Describe how students will be properly supervised, consistent with local policies and regulations, to ensure student safety while students receive tutoring services.**

The goal of this program is to reach as many students as possible, which is also dependent on teacher availability and grant funding. With 3-4 students per teacher per grade level, the goal would be to enroll up to 30 students per grade level. Students would meet 3 days per week for one hour each day in an extended day format. As students progress through the program, they are able to reach their goal levels and exit allowing room for new students to enter. Student attendance will be monitored daily through a Google sheet on which teachers would record student attendance for each session. Students will be supervised by a certified teacher at all times during the program and the staff will follow the district safety and security measures that are board approved and followed throughout the school day.

D. ==*Data Use:*== **Describe the project's process for conducting routine assessments and ways the results will be used to provide individualized instruction. Include an explanation of how state assessment data will be used to describe the impact of the tutoring program.**
- **How will student assessment results be shared with staff? Describe the mechanisms for regular communication with content area teachers.**
- **Describe the measurement system that will be used to track the program's progress towards goals(s). How will progress be shared with key stakeholders?**
- **Include benchmarks for the program's early, middle and final stages and how progress will be measured towards these benchmarks.**
- **How will the grantee measure project impact or define evidence of success? How will the program be evaluated based on increases in student performance?**
- **The project requires a comparative analysis of student performance on state level assessments before and after the tutoring program is implemented. Describe how the analysis will be conducted and how the tutoring program's impact will be measured through state assessment results.**

Certified teaching staff will conduct a pre-assessment at the beginning of the program and utilize the data in conjunction with beginning of the year NWEA MAP data and NJSLA spring

2023 data. The data will be aggregated to determine the greatest skill areas of need in mathematics. The district curriculum supervisors and building level principal and vice principal will engage in data meetings with the teachers to ensure student needs are being met. Teachers will utilize the district RTI progress monitoring data collection sheets, iXL, Eureka sprints, formative and summative assessments, MAP data, and ultimately NJSLA data to gauge student success rates in the program. In addition to the preassessments that will be given, teachers will continuously progress monitor growth and will administer assessments at the midway point to determine if the interventions require adjustment. Students will also participate in district level MAP testing 3 times throughout the school year. MAP data will be analyzed for each student to determine if they are mastering the material. The data will be shared with the district Board of Education through board reports and a final board report showing program effectiveness and impact on student achievement according to MAP data. NJSLA data will also be analyzed once received and will be compared to the previous years data to determine if the program had an impact on student mastery of NJSLA skills. Students in the 4th grade cohort will have their scores and progress towards mastery compared to their scores from their 3rd grade assessment in spring of 2023. Scores from students in the 3rd grade cohort will be compared to their peers from the previous school year to gauge the impact tutoring had on achievement levels.

Goals/Objectives/Indicators [20] – **Establish one or more local goal(s) for this program. Using the goal(s), create objectives that are (1) relevant to the selected goal, (2) applicable to grant-funded activities, (3) clearly written, and (4) measurable. Objectives should clearly illustrate the plan to achieve the goal(s). They must be achievable and realistic while identifying the "*who, what, and when*" of the proposed project. Objectives must be results-oriented and clearly identify what the project is intended to accomplish. The objectives must contain quantitative information, benchmark(s), and how progress will be measured. Objectives should also link directly to the individual stated needs and provide a time frame for completion.**

Applications must also include a plan to evaluate the project's success in achieving its goal and objectives. Indicators of success must be established for each project objective. In constructing the indicators, describe the methods that will be used to evaluate the progress toward achievement of the goal and objectives, as well as the overall grant project outcomes. Also, describe in the indicators the measures and instruments to be used, the individuals responsible for developing and conducting the evaluation, and how results will be used to improve project outcomes. Well-constructed indicators of success will help establish a clear understanding of responsibilities and a system of accountability for the project. They will also help to determine whether or not to refine an aspect of the project to ensure overall success during the grant implementation period.

- **Review the Statement of Need before and after constructing the objectives to ensure that the objectives clearly address identified needs.**
- **Identify the project's anticipated outcomes in measurable terms and in relation to the stated needs.**
- **Define the population to be served.**
- **Identify the specific measuring/assessment tools and expected performance levels to indicate the successful achievement of the objective, specifically with regard to student performance on state level assessments.**

Make certain to construct measurable indicators of success that directly link to and support project objectives.

- **Goal #1:** At least 40% of targeted students will meet or exceed grade level expectations on NWEA MAP assessments in spring 2024.
  - **Objective**: Students in the tutoring program will meet or exceed grade level expectations on the end of year MAP benchmark assessment.
    - **Indicator:** 40% or more students in the tutoring program will receive a RIT score of 201 or greater in grade 3 and a score of 210 or higher in grade 4 on the end of year MAP assessment.

- **Goal #2:** At least 40% of targeted students will meet or exceed grade level expectations on NJSLA assessments in spring 2024.
  - **Objective**: Students in the tutoring program will have met or exceeded expectations on the NJSLA assessment.
    - **Indicator:** 40% or more 3rd and 4th grade students in the tutoring program will meet or exceed expectations on the NJSLA assessment.

Commitment and Capacity [10] – **After identifying the conditions and/or needs and the plan to address them, next describe the tutoring organization selected (or local instructional staff members, if not selecting from the vendor list) and the capacity to take on the project. Describe the LEA/school's commitment to addressing the conditions and/or needs identified, including the organizational support that exists for implementing the proposed project. Describe all organizational resources (staff, facilities, equipment, funds, etc.) that will support successful project implementation.**

- **Identify the current programs and initiatives that already exist within your LEA to address the targeted population's needs.**
  - **Identify opportunities to complement and/or improve existing programs and initiatives and the changes your grant project intends to accomplish as a result of this grant program; and**
  - **Identify existing partnerships with approved tutoring providers and describe how they will contribute to the success of your program, if applicable.**
- **Priority consideration will be given to applicants that can demonstrate that the applicant either anticipates, through participation in this program, or has already obligated or expended American Rescue Plan Elementary and Secondary Schools Emergency Relief (ARP ESSER) funding in service of learning acceleration beyond the twenty percent minimum allocation for addressing learning loss.**

In the past few years, DLB Elementary School has offered an extended school day program for math interventions based on NWEA MAP data. Students also receive interventions during the school day in math through tiered differentiated instruction and RTI strategies. An ELA basic skills instruction program is available to students based on MAP scores during the school day and utilizes both push in and pull-out models for interventions on top of the tiered differentiated instruction and RTI strategies in the ELA classrooms. Our goal with this program is to continue our tutoring program which is currently in jeopardy due to the

learning acceleration funds being utilized and their terms coming to an end. This grant would also allow us to reach more students in a smaller setting in comparison to the program that has been implemented in the past. DLB Elementary School has highly qualified certified teachers who are trained in the Eureka Math curriculum and the use of iXL as supplemental support. The teaching staff will utilize data gathered from MAP and NJSLA assessments to drive their instructional groups and strategies. They will tailor the instructional goals to each individual and will adjust the goals as needed based on progress monitoring and assessment data. Each teacher has access to the general curriculum materials (Eureka Math), iXL and the individualized iXL learning maps, Chromebooks for each student, and a ClearTouch panel in each classroom. Supplemental materials will also be made available, such as manipulatives and online resources. Teachers will also have the support of curriculum supervisors and building level administrators to assist with any concerns or hurdles they may face. Data will be reviewed throughout the program in consultation with administrators and other teachers in the tutoring program. The tutoring program will take place at the DLB Elementary School in the classroom of the teacher who is providing the tutoring services. Transportation will be provided for all students or parents/guardians will have the opportunity to pick their child up from the program. This will not require additional funding since it is provided to the building on a daily basis for all after-school activities and clubs.

Project Activity Plan [10] - The Activity Plan is for the current grant period and follows the goal(s) and objectives that were listed in the previous section. Activities represent the steps that it will take to achieve each identified objective. Also, the activities identified in this section serve as the basis for the individual expenditures being proposed in the budget. Review the Goal(s) and the Objectives when constructing the Project Activity Plan to ensure that appropriate links have been established between the goal(s) and objectives and the activities.

- **State the relevant objective in full in the space provided. Number the Goal 1 and each objective 1.1, 1.2, 1.3, etc.**
- **Describe all the tasks and activities planned to accomplish each goal and objective.**
- **List all the activities in chronological order.**
- **Space the activities appropriately across all report periods of the grant project.**
- **Identify the staff directly responsible for the implementation of the activity. If the individual conducting the activity is not referenced appropriately on the Project Activity Plan, it may not be possible to determine an allocation of the requested cost, and costs may be disallowed.**
- **List the documentation that tracks the progress and confirms the completion of each activity, such as agenda, minutes, curriculum, etc.**
- **In the Report Period Column on the Project Activity Plan, indicate with a checkmark the period in which the activity will be implemented. If the activity is ongoing or recurring, place a checkmark in the boxes under each period in which the activity will talk place.**

Do not list the project director or other person with general oversight authority as the "person responsible" for carrying out all activities. Each activity or set of activities should demonstrate

a shared responsibility for the project; one individual may have broad oversight, but successful applications will have multiple individuals working together on the entire project to demonstrate sufficient organizational commitment and capacity.

Implementation Activity	Staff Responsible for Conducting Activity	Documentation	Reporting Period (1, 2, 3, or 4)
1.1.1 Administer NWEA MAP fall 2023 baseline assessment	Classroom teachers	NWEA MAP reports	1
1.1.2 Aggregate Data from NJSLA Spring 2023 and NWEA MAP Fall 2023	Classroom teachers Administrators Teacher Tutors	NWEA MAP reports NJSLA Spring data	1
1.1.3 Determine students eligible for tutoring extended day program, Send consent forms to parents of eligible students, & hire teachers	Administrators Classroom teachers	NWEA MAP reports Teacher Recommendations Board Agenda Signed consent forms	1
1.1.4 Meet with Teacher Tutors to develop plans for students	Administrators Teacher Tutors	Meeting Minutes iXL plans Lesson/Intervention Plans MAP data	1
1.1.5 Administer midyear MAP benchmark assessment	Classroom Teachers	NWEA MAP Reports	2
1.1.6 Aggregate Data from NWEA MAP Winter 2023 & adjust plans and iXL plans	Classroom teachers Administrators Teacher Tutors	NWEA MAP reports iXL plans Lesson/Intervention plans Meeting Minutes MAP data	2
1.1.7 Administer end of year NWEA MAP assessment	Classroom Teachers	NWEA MAP Reports	3
1.1.8 Aggregate Data from NWEA MAP Spring 2023 & determine level of student achievement	Classroom teachers Administrators Teacher Tutors	NWEA MAP reports Meeting Minutes MAP data	3
2.1.1 Administer NJSLA	Classroom Teachers	NJSLA data	4
2.1.2 Aggregate data from NJSLA to determine achievement levels	Classroom Teachers Teacher Tutors Administrators	MAP Data NJSLA Data	4
1.1.9 & 2.1.3 Share program updates and results with Board of Education	Administrators	Monthly Board Reports	1,2,3,4

Budget [10] – **Once the objectives that will guide the work in the implementation phase of the grant have been prioritized, begin to develop the details of the budget that will be necessary to carry out each activity.**

The applicant's budget must be well-considered, necessary for the implementation of the project, remain within the funding parameters contained in this NGO, and demonstrate prudent use of resources. The budget will be reviewed to ensure that costs are customary and reasonable for implementation of each project activity.

The applicant must provide a direct link for each cost to the goal, objectives and activities in the Project Activity Plan that provides programmatic support for the proposed cost. In addition, the applicant must provide documentation and details sufficient to support each proposed cost. Guidance on constructing a grant budget may be found in the Pre-award Manual for Discretionary Grants.

The budget submitted as part of the application is for the current grant period only.

- **Hire Teachers:**
    - Teachers will be paid at the contractual rate of $41 per hour for 3 hours of teaching and 1 hour of preparation time each week for a total of 4 hours per week.
- **Program Materials:**
    - Consumable supplies (pencils, paper, etc)
    - Math manipulatives
- **Collaboration and Planning after contractual hours:**
    - Teachers will be paid for one-hour meetings after school hours to collaborate with other teacher tutors and administrators for data review and intervention plan adjustments. Teachers will be paid at the contractual rate of $41 per hour for one hour per meeting.

Upload [00] – **Evidence and/or documentation supplied as required uploads will support the Project Design Considerations, specifically, the statement of need and project description. Failure to submit a required upload(s) may result in a lower application score or an application being removed from consideration for funding.**

I.1.   Application Component Required Uploads

Application components listed in the table below are required to be included as part of the application. Failure to include a required upload may result in a lower application score or the application being removed from consideration for funding.

Required Uploads:

☐   Attachment 1   **Entity Overview** page from the applicant's SAM/UEI profile.

☐   Attachment 2   **Tutor Qualifications:** including but not limited to tutor expectations, content proficiency, effective facilitation, data practices, and supporting students with learning differences (i.e., preservice training, related credentials, etc.).

☐   Attachment 3   **Tutoring Health and Safety Plan**: addresses responsibility for maintaining the health, safety, and welfare while the students are under the control and supervision of a tutor. The grantee must describe how students will be properly supervised, consistent with local policies and regulations, to ensure student safety while students receive tutoring services.

☐   Attachment 4   **Statement of Need Documentation:** may include but is not limited to demographics, assessment data, descriptions of the target population(s), nonidentifying student data, personnel data, and research. Include as much relevant data as available.

☐   Attachment 5   **Vendor Contract, if applicable:** may include, but is not limited to, the description of scope and tutoring services in return for compensation

(frequency of services, number of students served, scheduling, staffing, method of delivery, curriculum and data requirements, etc.).