

Provide a brief description of how the elements of a high-impact tutoring program (as described on page 3 of the request for applications) will be addressed. If the plan will modify or omit elements, provide the rationale for the modifications or omissions and how the evidence base demonstrates that the modified program will achieve the desired results. *

- Tutoring is provided in groups of four or fewer students

Students working in math will receive tutoring in groups of three. Students working in reading will receive individual instruction.

- The same tutor tutors the group of students throughout the school year

Tutors will be consistent.

- Tutoring is provided a minimum of three times per week

Math tutoring is provided at least three times a week. Reading tutoring is provided daily each day school is in session.

- Tutoring is implemented throughout the school day, not as a before- or after-school program and is supplemental to core academic instruction and not a replacement for such instruction

Tutoring takes place during the school day during the school day.

- High-quality trained tutors provide the tutoring, including teachers, paraprofessionals, community providers, AmeriCorps members and other individuals who have received training

We are in partnership with Americorps who provide training to their tutors.

- The program uses a high-quality curriculum aligned with academic standards and may be provided by the LEP

All lessons have been developed to align with the Common Core State Standards for each grade level.

- Tutoring is data-driven, with interim assessments to monitor student progress.

The Math and Reading Corps program uses data for all decision-making (i.e., identifying students to tutor; targeting instruction; monitoring progress; exiting students). STAR is used as qualifying, interim, and monitoring assessments.

Describe how students will be identified for participation in the program. LEPs are encouraged to consider a wide variety of relevant data sources when determining criteria for student identification. *

WCA will utilize a triangulation approach to identify students. Data points that will be considered are NWEA MAPS data (2-8 only), Dibels data (K-3 only), teacher input, parent input, STAR for Math Corps/CBM for Reading Corps testing.

Describe how parents/guardians will be engaged in the development of the tutoring program, the identification of students and, as appropriate, potential solutions to other programmatic concerns such as transportation. *

Parent referrals will be welcome. We will evaluate any student referred by a parent and review the triangulation of data to determine whether a student qualifies for tutoring or if other supports are more appropriate. We consider tutoring to be part of the multi-tier support (MTSS) program. For MTSS parents are contacted and provided progress monitoring data.

How many students are expected to be served through the program? *

120 students will be served through this program.

Describe how student academic progress and other program outcomes (including meeting the social and emotional needs of students) will be measured. *

Student academic progress will be measured through STAR for Math Corps/CBM for Reading Corps testing. For Reading Corps CBM testing, students will receive benchmarking, three times per academic year, in addition to weekly progress monitoring.

In addition, NWEA MAPS data (2-8 only), Dibels data (K-3 only) will also be tracked. Students will also participate in a social and emotional survey three times annually.

Address whether the local education provider will create its own program and/or whether it will partner with existing tutoring providers for implementation or tutor capacity and training. *

World Compass Academy is in partnership with the Americorps program, which provides tutors, tutors training, and research supported programming. Americorps Members spend two weeks participating in a training program, are assigned a Master Coach from Americorps and an internal coach at World Compass Academy, are provided with detailed Math/Reading Handbooks as well as additional resources. Members receive ongoing coaching throughout the year and have Friday mornings reserved for professional development.

Indicate which academic subject(s) will be the focus of the program. *

Math and Reading are the focus of the program.

Describe the plan for recruitment of tutors including who will be recruited and how tutors will be recruited, trained and supported. If you anticipate challenges in recruiting tutors for this program, please describe those challenges and how you anticipate overcoming those challenges. *

Americorps advertises and recruits tutors. World Compass Academy has supported this effort by sharing the Americorps flyer on social media and in the school newsletter. Tutors undergo an initial two week training and receive a Master Coach. Once arriving at WCA, they are given an internal coach, who is also a teacher at the school, who helps them with scheduling, answers questions, and provides feedback. Internal coaches and tutors connect for 10 minutes daily. Master Coaches, Internal Coaches, and tutors connect monthly to review student progress and problem solve as necessary. Americorps also offers ongoing professional development for tutors.

Address how tutoring will be delivered and how the delivery will accommodate remote learning, if necessary. *

Tutoring will be delivered during the school day. Tutors have cubicle spaces to work with students. Tutors will pull students during periods of the day where direct instruction is not taking place. In the event of a transition to remote learning, tutors have been provided laptops by the school and will continue to deliver instruction remotely using the Google Meets platform.

Address whether tutors will follow a specific curriculum and how that curriculum is aligned with the Colorado Academic Standards. *

Tutors will follow the scope and sequence outlined by Americorps.

For Reading Corp:

The National Reading Panel (2000) identified the “Big Five” areas of reading instruction: phonological awareness, phonics, fluency, vocabulary, and comprehension. Each reading domain has a direct relationship with overall reading achievement. Reading acquisition is an iterative process by which development of lower level skills (e.g., phonological awareness, phonics, and fluency) and higher level skills (e.g., vocabulary and comprehension) interact to strengthen one another, and in turn, overall reading achievement improves (Hoover & Gough, 1990; Tilstra, McMaster, van den Broek, Kendeou, & Rapp, 2009). The Reading Corps interventions address three of the five areas directly, while addressing vocabulary and comprehension implicitly (Reading Corps Research Base – K-3 Model).

For Math Corp:

For Math Corps instruction focuses on areas where mastery is necessary to appropriately prepare students for Algebra. Instruction focuses on working with whole and rational numbers, operations (addition, subtraction, multiplication, division).

Describe how tutoring will be incorporated into the school day and how the school will creatively use seat time and scheduling so that students have consistent access to non-core-academic subjects.

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World Compass Academy’s math block is 60 minutes in length. Students receiving math support will be pulled during the final 20 minutes of class, which is a time dedicated to independent work. Students participating in reading corps will be pulled as a double dose of instruction during language arts center rotations.

Describe how your program meets any or all the priority criteria outlined in the request for applications document. *

World Compass Academy is working with a research-proven program to deliver all elements of a high-impact tutoring program. The students who participate in the tutoring are determined to be below benchmark.