

KANSAS STATE DEPARTMENT OF EDUCATION (KSDE)

**APPLICATION FOR SUPPLEMENTAL EDUCATION SERVICES PROVIDERS
2011-2012**

Instructions: Please review and follow all directions carefully when completing this application. No supplemental material beyond what is specifically requested in the application will be considered. If you have any questions, please contact KSDE Consultant, LaNetra Guess, at 785-296-8965 or email Lguess@ksde.org.

Supplemental Educational Services Provider Contact Information		
Provider/Company Name: ABLE Tutoring, LLC		
Contact Person: Torri Wells		
Address, City, State: 9947 Redbud Ln		Zip Code: 66220
Phone: 913- 710-4131	Email: torriwells@gmail.com	Fax:

Applications due on April 8, 2011 by 5:00 p.m. CDT at KSDE Office (this is not a postmark deadline)

Late or incomplete applications will not be reviewed or considered.

Send **one unbound original** (signed in blue ink) **and three copies** of your completed application to:

**Kansas State Department of Education
Title Programs and Services
120 S.E. 10th Avenue
Topeka, KS 66612-1182
ATTN: LaNetra Guess**

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave, Topeka, KS 66612 785-296-3201.

**Kansas Department of Education
Supplemental Educational Services Provider Application
School Year 2011-2012**

Part I: Contact Information for: ABLE Tutoring
Name of provider

A. Provider Contact for State Use: This contact person is the individual whom the State will contact regarding this application or services provided within the state of Kansas.

Name: Torri Wells	
Title: Director	
Office Phone: 913-710-4131	Cell Phone:
Hours of Operation: 7:00am to 7:00pm	
Fax:	
E-mail & Website: torriwells@gmail.com	
Address/City/State/Zip: 9947 Redbud Lane, Lenexa KS 66220	

B. Provider Contact for District Use: This contact person is the individual whom the school district personnel will contact regarding provider services.

x <input type="checkbox"/> Same as Provider Contact for State Use	
Name:	
Title:	
Office Phone:	Cell Phone:
Hours of Operation:	
Fax:	
E-mail & Website:	
Address/City/State/Zip:	

C. Provider Contact for Parent Use: This contact person is the individual named in the parent notification letter as the person to whom parents should contact with questions or concerns.

x <input type="checkbox"/> Same as Provider Contact for State Use		<input type="checkbox"/> Same as Provider Contact for District Use
Name:		
Title:		
Office Phone (Toll-free or local # if out-of-state provider):		
Hours of Operation:		
Fax:		
E-mail & Website:		
Address/City/State/Zip:		

I. Basic Program Information

1. Program Name and Federal FEIN or Social Security Number	
2. Date Service Provider Formed	<p><i>List the date (month, year) in which this provider first delivered educational services to students.</i></p> <p>August 2010</p>
3. Type of Organization	<p><i>Please check the category that best describes the organization.</i></p> <p><input checked="" type="checkbox"/> For profit <input type="checkbox"/> Not for Profit <input type="checkbox"/> School <input type="checkbox"/> District <input type="checkbox"/> Educational Service Center <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> Faith-based organization <input type="checkbox"/> Other (describe)</p>

<p>4. Potential districts to serve</p>	<p><i>Below is a list of potential Kansas districts which may be required to provide SES in 2011-2012. Please identify the district(s) in which you would be willing, have the staffing and sufficient resources in which to provide services starting <u>in all</u> checked districts by October 10, 2011.</i></p> <p><i>If approved, you must provide services to all districts checked below or risk removal from the KS Approved SES list.</i></p> <p> <input type="checkbox"/> USD 214 Ulysses <input checked="" type="checkbox"/> USD 259 Wichita <input type="checkbox"/> USD 261 Haysville <input checked="" type="checkbox"/> USD 308 Hutchinson <input type="checkbox"/> USD 430 South Brown County <input checked="" type="checkbox"/> USD 453 Leavenworth <input checked="" type="checkbox"/> USD 475 Geary County <input checked="" type="checkbox"/> USD 480 Liberal <input checked="" type="checkbox"/> USD 500 Kansas City Kansas <input checked="" type="checkbox"/> USD 501 Topeka </p>
<p>5. Place of Service</p>	<p><i>Please check the location(s) that best describes where services are delivered to students.</i></p> <p> <input checked="" type="checkbox"/> School <input type="checkbox"/> Business <input checked="" type="checkbox"/> Place of religious worship (i.e., church) <input checked="" type="checkbox"/> Community center <input type="checkbox"/> Provider's home <input type="checkbox"/> Student's home <input type="checkbox"/> On-line Accessed from: <input type="checkbox"/> Other: </p> <p>How will transportation be addressed, if needed? We provide transportation when possible.</p>
<p>6. Time of Service</p>	<p><i>Please check the time(s) that best describe when services are delivered to students.</i></p> <p><input type="checkbox"/> Before School</p>

	<input checked="" type="checkbox"/> After School <input checked="" type="checkbox"/> Weekends <input checked="" type="checkbox"/> Summer Hours of operation: 8:00am to 4:00pm
7. Subject Areas Covered	<i>Check all subjects for which tutoring will be offered.</i> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input checked="" type="checkbox"/> English as a Second Language
8. Grade Levels Able to Serve	<i>List the grade levels in which services are available.</i> K-12
9. Minimum and Maximum Number of Students Able to Serve	<i>Please provide an estimate of the minimum and maximum number of students that may be served.</i> Individual site minimum 15 Individual site maximum 150 District minimum 15 District maximum 400 <i>Are there a minimum number of students required before services will be provided?</i> <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Minimum: 15
10. Specific Student Populations Served	<i>Please check the students groups your organization will provide educational services.</i> <input checked="" type="checkbox"/> Minority students <input checked="" type="checkbox"/> Migrant students <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Special education students

	<p> <input checked="" type="checkbox"/> 504 student <input checked="" type="checkbox"/> English Language Learner <input type="checkbox"/> Other: (describe) </p> <p>Indicate the language(s) other than English in which services are available.</p>
<p>11. Student/ Instructor Ratio</p>	<p><i>Please list the ratio of instructors to children in the program. Indicate the number of students for every one instructor 7</i></p>
<p>12. Mode of Instructional Delivery</p>	<p><i>Check all that apply:</i></p> <p> <input type="checkbox"/> Individual tutoring <input checked="" type="checkbox"/> Small group tutoring <input type="checkbox"/> On-line/Web based <input type="checkbox"/> Computer Assisted <input type="checkbox"/> Other: _____ </p>
<p>13. Cost</p>	<p><i>Please provide an average per pupil cost, per unit of service. (Describe the length of the service, e.g., one hour, one month, one semester etc.)</i></p> <p>Per Pupil Cost \$1950. Explain how the cost per pupil is determined</p> <p>\$65 per hour to cover expenses for 30 hours of tutoring.</p> <p>Are there additional costs? (specify)</p> <p>No</p>
<p>14. Staff</p>	<p><i>Please indicate your hiring practices.</i></p> <p> <input checked="" type="checkbox"/> Hire teachers from within district <input checked="" type="checkbox"/> Hire fully licensed teachers from any location </p>

	<p> <input checked="" type="checkbox"/> Hire non-licensed educators <input checked="" type="checkbox"/> Hire paraprofessional who met Title I education requirements <input type="checkbox"/> Other (explain) </p>
<p>15. Technology</p>	<p><i>If technology is required to provide your services, list who is responsible for the following, as applicable (e.g., district, provider, parent, school)</i></p> <p>Hardware</p> <p>Software</p> <p>Internet access</p> <p>Software license</p> <p>Direct support to students</p>
<p>16. Other States</p>	<p>The applicant will notify KSDE in writing if they have been an approved SES Provider in other states <u>and</u> if they have been removed (and state reason) from another state's list of approved SES Providers. Failure to disclose removal and/or reason for removal from another state's list of approved SES providers will result in removal from Kansas' approved SES provider list. A list of state(s) where you are currently approved and, if applicable, the state(s) you have been removed from and reason for removal is required.</p> <p>Have you been removed from another state's list of approved SES Providers? If yes, in which state(s) did this occur and why?</p> <p>Yes No <input checked="" type="checkbox"/></p> <p>If yes, why you were removed?</p> <p>_____</p> <p>_____</p>

	<p>Are you an approved provider in other state(s)? If so, which states?</p> <p>_____ Missouri _____</p> <p>_____</p> <p>_____</p>
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II. Program Overview and Description

ABLE Tutoring offers **free tutoring** to qualifying Kansas students in grades K-12. We provide a safe and nurturing atmosphere that offers a student to tutor ratio of 7:1 maximum in which your child can learn. Our tutors develop a relationship with your child so we can encourage, inspire and motivate on an individual basis. Our tutors meet or exceed NCLB requirements. We help your child achieve their potential by building a solid foundation of skills that align with Kansas Standards Benchmark Assessed Indicators in reading and math. Our program uses SRA research-based curriculum to teach students in small groups. All educational materials and supplies are provided. We listen to your concerns regarding your child's learning strengths and weaknesses. Our individualized program will meet the needs of IEP and ELL students. Parents will choose reading or math tutoring services for your child. We then give a diagnostic evaluation to your child. Our diagnostic test identifies weak skills in your child's academic foundation. We share the information from the test with you and create an individualized program with a Learning Plan specifically designed for your child to increase those skills and build a solid foundation. We ask for your feedback in developing the Learning Plan for your child. Parents are provided a written progress reports monthly. We will contact you to set up a regular tutoring schedule for your child. ABLE provides 30-40 hours of tutoring, usually after school 2-3 days per week. We tutor at the school whenever possible. The cost is \$55 per hour. Students experience success when they work on their own level; "success breeds success" and students develop a positive, motivating attitude towards learning. Our goal is to provide the best tutoring possible for your child.

III. Indicators of Quality

A.

ABLE Tutoring has not provided SES in the past; therefore we do not have a historical record of effectiveness. However, we do use research-based curricula and instructional strategies. We designed our program to teach Kansas Standards Benchmark Assessed Indicators, which will be referred to as Kansas State Assessed Indicators in this application. After looking at the Kansas State Assessed Indicators, we researched instructional strategies and curriculum to best teach the Kansas State Assessed Indicators' skills to low-income, below-grade-level, IEP and ELL students who will be identified as the target group in this application. We then designed and assembled assessments to evaluate student progress so that adjustments in curriculum, level and instruction can be made as needed.

We tutor for 30 hours in reading and math. However, parents will choose either reading or math services for their child. Concentrating tutoring in one subject provides focused instruction with fewer targeted objectives. Students take a diagnostic test prior to tutoring. Results of the diagnostic test are shared with the student's parents and teacher. Student weaknesses on the Kansas State Assessed Indicators are identified from the test results and, with the agreement of the teacher and parents, are used to develop the Learning Plan.

The instructional design of the program allows students the opportunity to learn using a variety of research-based instructional strategies and curricula specifically designed to improve learning for the target group. Each session of tutoring provides students the opportunity to work on their instructional and independent levels in small groups of seven students using cooperative learning, explicit instruction and individualized instruction. Response to Intervention Process (RTI) has identified small group instruction as an intervention for Tier2. The Director or Educational Specialist prescribes learning materials at a specific level to teach the objectives on the Learning Plan. Individualized instruction allows students to work on personal objectives at their independent level and at their own pace, which gives students the time needed to understand and master objectives. Students will have extensive practice to build skills at each level so they can experience success. Constantly monitoring students' scores on practice assignments ensures each student is working at a level that is neither too easy nor too difficult. Tutors recognize and praise students' incremental progress and effort, allowing students to connect their effort to learning and success.

Because each student receives research-based instruction to improve skills needed for Kansas State Assessed Indicators, we anticipate positive results on our posttest, math module posttest and reading assessments. In addition we anticipate learning will be transferred and demonstrated on the Kansas State Assessments and District Assessments. We will survey our students the summer after receiving tutoring to collect data on Kansas State and District Assessments. Parents will be asked to complete consent forms allowing us to share and collect data from the school regarding grades, attendance, test scores, retention and graduation. We have discussed the collection of data with a data consultant who will be hired to organize, track and research data, including our tests results and state and district tests, to determine effectiveness of our tutoring program. Sub-group categories of data will include ELL, IEP, male, female and race.

A review of research-based strategies and best practice supports the usage of cooperative learning as a key component to student achievement of low-performing, IEP and ELL students. Cooperative learning provides opportunities for English-speaking classmates to achieve outside of their normal situation. The cooperative group provides encouragement and expands opportunities in higher achievement for its members. ELL students receive additional benefits from cooperative learning by either working with native-speaking peers to solve problems and open-ended questions or by working with bilingual students to support their language development. Students also will participate in peer-tutoring. Students will use the strategy of Think-Pair-Share to articulate their thoughts to their partner. When students explain their thinking, either in pairs or small groups, they are forced to reflect on their own reasoning and to organize their thoughts clearly in order to communicate them to others (Chapin et al., 2003).¹

Explicit instruction is a strategy in which the teacher: 1) demonstrates and provides clear models of how to solve a problem or learn a skill, 2) guides students to understand and articulate relationships, 3) provides extensive practice with timely feedback, 4) encourages students to verbalize their thinking and 5) helps students make connections between their knowledge and experiences and the new concepts and skills. A meta-analysis of research shows that substantial evidence supports the effectiveness of explicit instruction (Adams & Engelmann, 1996). Teaching underlying mathematical foundations through explicit instruction and then providing students with the opportunity to work on relevant problems produced positive gains when compared with traditional instruction (Gersten, 2003).²

Modeling versus telling is a key ingredient in explicit teaching, which provides better communication, resulting in greater achievement for all, including ELL, IEP and students performing below-grade-level. Math concepts are explicitly taught and modeled. Gradual release of responsibility allows students to be successful. Onset and rimes are explicitly taught and modeled as rimes are written in red and the onset in blue. Guided practice allows students to write the onset and rimes as they say sound(s) of the onset, rime and the new word.

By focusing instruction on the principles of Gardner's Multiple Intelligences and kinesthetic and multisensory instruction, students engage in effective and personalized learning experiences, which result in greater achievement for each of the targeted groups. (Gardner).³ As an example of incorporating the bodily-kinesthetic intelligence in a phonics lesson, students are explicitly taught how to physically stretch out sounds (segments) with their hands as if stretching out a rubber band and then blending the sounds together as their hands symbolize the rubber band coming back together. Additionally, tutors will reinforce vowel sounds. Young students also will use tactile activities to practice writing and making letters as they say the letter aloud.

We use the following math and reading curricula, which is appropriate for RTI Tier 2: *Multiple Skills*, *Specific Skills*, *SRA Reading Laboratories*, *SRA Phonemic Awareness*, *Do the Math*, *Essentials for Algebra* and *Mathematics Laboratories*. The National Reading Panel research fully supports the fundamental concepts and instructional design of the *Multiple Skills Series*, *Specific Skills Series* and *SRA Reading Laboratories*. SRA's *Multiple Skills Series* diagnoses students' reading comprehension problems and helps students refine key comprehension skills. The program provides self-paced practice in four major skill areas: understanding the main idea, making inferences and drawing conclusions, interpreting context clues and grasping significant facts. SRA's *Specific Skill Series* teaches and reinforces reading comprehension skills. The program builds reading proficiency by targeting specific skills using short reading passages and

formatted exercise questions. SRA's *Reading Laboratories* provide individualized reading instruction to readers at various levels. The *Reading Laboratories* offer lessons in phonics, decodable text, timed reading and fluency, comprehension, vocabulary, test preparation and literature.

Do the Math is a 12-module, research-based intervention program appropriate for RTI Tier 2 and 3 that focuses on Number and Operations, which aligns with Kansas State Math Standard 1. The program helps students build a strong foundation in computation, number sense and problem solving. The National mathematics Advisory Panels Final Report (2008) establishes fluency with fractions and other basic arithmetic concepts and skills as critical foundations for algebra. Research supports the usage of *Do the Math* in regard to its impact on student learning. Researchers found that diverse populations of students, including students with special needs, English language learners and general elementary school students who have been identified as low performing, made gains in their understanding of and skill at performing multiplication. Researchers also discovered that students acquired key academic math vocabulary, and students' confidence levels in themselves as math learners improved as a result of their participation in the program. In addition, all participating teachers, regardless of their experience and expertise, were able to implement the program successfully. Teachers also reported that through teaching the program, they gained a deeper understanding of multiplication and learned new strategies for teaching it. Students made gains in multiplication that were statistically significant. In all six schools in the study, treatment students, including English language learners, students with special needs and general education students, made gains in multiplication that were statistically significant. Overall, students in the three general education schools achieved a mean gain of 5.2 on a 20-point scale, and students in the special education schools achieved a mean gain of 3.4 points on a 20-point scale. A qualitative analysis of the teacher interview data reveals that students who participated in *Do the Math* acquired the key math vocabulary presented in the program and began to communicate using those vocabulary words. These interview findings were consistent with data obtained from classroom observations in that the researchers also noted that students were using words such as *factor*, *product*, *equation* and *Commutative Property* correctly and with regularity, when they participated in the lesson, while playing the games and when completing independent work. (Burns, 2009)

References

1. Chaplin, S., O'Connor, C., & Canavan Anderson, N. (2003). *Classroom discussions: Using math talk to help students learn*. Grades K-6. Sausalito, CA: Math Solutions Press.
2. Gersten, R. (1998). *Recent advances in instructional research for students with learning disabilities: An overview*. *Learning Disabilities Research and Practice*, 13,162-170.
3. Gardner, Howard. *Frames of mind: the theory of multiple intelligences*. New York: Basic, 1983;
4. Burns, Marilyn. *Do the Math: Math Intervention in New York City Schools Impact Study*. (2008).

B. Sections 5-8

Reading instruction includes a variety of researched instructional strategies designed for the target group. The program is a combination of small group instruction and individualized instruction. Instruction is designed for seven students per tutor. Students able to read independently on 1.5 grade level text and above will receive explicit reading instruction; work cooperatively with a group of 1-3 other students; and work at their own pace on individualized instruction, which involves silent reading to practice comprehension skills by answering questions and receiving immediate feedback from the tutor. Kindergarten and first grade students who are nonreaders or reading below 1.5 grade level independently will receive explicit instruction, gradual release of responsibility, guided practice and cooperative learning strategies using Think-Pair-Share to work on phonemic awareness objectives, phonics skills, letter recognition and sight words.

Reading instruction includes the National Reading Panel's five non-negotiable elements of reading in the following ways:

Phonemic awareness is taught to children in kindergarten and first grade in small groups using Direct Instruction that includes rhyming; sound and word discrimination; sentence segmentation; syllable blending and segmentation; onset-rime blending and segmentation; blending of phonemes; segmentation of phonemes and phoneme manipulation focusing instruction on one or two types of phonemes. We use SRA *Phonemic Awareness*, which teaches the previously mentioned skills. Phonemic awareness teaches students to segment and blend sounds that are needed for decoding words. Our phonemic awareness instruction and activities help the target group decode unknown words when reading because they will be able to segment and blend sounds.

2. **Phonics** is taught systemically. Synthetic Phonics is taught explicitly as the tutor models and scaffolds students to sound out words by converting letters to sounds and then blend the sounds to form words. Vowel sounds and combinations are explicitly taught and reinforced using onset and rimes-Analogy Phonics. Phonics through Spelling is taught as tutors guide the small group to segment words into phonemes and then match the letter to sound to form words in print. Explicit instruction is used as each student writes the letters/words the tutor models. Our phonics instruction gives the target group phonic skills needed to decode unknown words when reading because they know the various sounds represented by letters. Vowel flexibility enables the target group to try different vowel sounds when sounding out words.

3. **Fluency** instruction is integrated into the reading activities for each session. Activities include oral readings by the tutor for modeling rate, phrasing, expression and smoothness; repeatedly rereading with partners for additional opportunity for oral reading; and oral readings by the student to the tutor for increased fluency. Guided repeated oral readings will increase fluency and comprehension by the target group. Increased fluency allows the target group to focus more on the meaning of the text and remember what has been read by relating text ideas to personal background knowledge, thus increasing their enjoyment of reading.

4. **Vocabulary** is taught directly and indirectly. Students are taught to use context clues using vocabulary rich text. *Using Word Study* teaches root words, prefixes and suffixes. Interaction with partners increases vocabulary for ELL. The target group will improve oral vocabulary

through discussions and print vocabulary through research based curriculum. The target group will increase their reading comprehension because vocabulary is necessary for comprehension.

5. **Comprehension** strategies are taught to students using explicit instruction. Think-Pair-Share allows students to internalize the strategies as they verbally explain comprehension strategies to a partner. Students are taught how to relate text to their personal lives, and they share these connections with a partner. Students learn that reading has to make sense. Students take responsibility for learning by monitoring their reading using Meta-cognition by rereading if the sentence does not make sense. Students read independently and answer comprehension questions receiving immediate feedback to ensure they are reading in the zone of proximal development (75% or greater accuracy on comprehension questions). The target group will increase their comprehension as they learn to use a combination of reading comprehension strategies and practice reading for comprehension.

The core educational materials used are high-interest, research-based for Tier 2 Intervention and published from the SRA/McGraw-Hill. *Specific Skills, Multiple Skills and Reading Laboratories*, teaches phonics, fluency, vocabulary and comprehension. National Reading Panel research fully supports the fundamental concepts and instructional design of SRA's *Reading Laboratories*.

Students will have the opportunity to learn mathematics through the integration of the five strands of mathematical proficiency in the curriculum and instructional design of the program. *Do the Math* is our core curriculum. *SRA Math Laboratories* and *Big Ideas in Math* are used for meaningful practice of skills students understand. *Do the Math* aligns with USD 500's core curriculum resource, *Investigations in Number, Data and Space*. *Do the Math* focuses on number operation, Kansas Math Standard 1, which is the most heavily assessed standard for elementary students. *Do the Math*'s instructional design applies what is known about reaching a wide variety of students who struggle with math to achieve proficiency with arithmetic concepts and skills by incorporating the following guiding principles: Scaffolded Content, Explicit Instruction, Multiple Strategies, Gradual Release, Student Interaction, Meaningful Practice, Differentiation and Vocabulary and Language. The math vocabulary language is introduced after students have experience with concepts associated with the vocabulary to promote understanding. *SRA Math Laboratories* and *Do the Math* have assessments built into the program to ensure that students understand concepts and skills.

Assessments in *Do the Math* include the following: The **Beginning-of-Module Assessment** establishes a benchmark with which to measure each student's mathematics growth after completing the module. **Formative Assessment** through daily observations gives students the prompt attention that will enable them to complete math assignments successfully. **Progress Monitoring**, which occurs every fifth lesson, is followed by suggestions for differentiating instruction—what to do for the students who need additional support and those ready for a challenge. The **End-of-Module Assessment**, or **Summative Assessment**, provides an opportunity to measure student growth and an opportunity to give continued support to those who need it.

Because the strands are interdependent, the explanations of the strands in the program may intermix with other strands. Instruction that emphasizes more than a single strand of proficiency is more effective and is evident through the explanations.

Conceptual Understanding of the mathematical content is built through explicit instruction that incorporates the gradual release of responsibility in every lesson. Significant instructional time is devoted to developing concepts and methods. The math concept is introduced through a game or activity and modeled by the tutor. Students are then supported through guided practice as they continue to develop their own understanding of the concept. Once students can demonstrate an understanding of the concept, they are provided additional time to deepen their conceptual understanding further through independent practice with feedback from the tutor. Students also are provided multiple opportunities to discuss and build on prior knowledge (making connections promotes understanding) as they use Think-Pair-Share, a strategy beneficial to the target group, especially ELL students.

Strategic Competence is naturally incorporated in the program. Students are taught a math concept in a game or lesson as explained earlier. Students are explicitly taught to use various representations to show their understanding of problems and solutions. Students verbally clarify the concept of the game, and the tutor supports students to read and write equations to describe the process. Students are guided to write equations in multiple ways as discussion allows other children to understand different ways to solve the problem. Students formulate and represent problems in problem-solving activities. The target group will learn vocabulary from discussion using mathematical language and gain an understanding of mathematical symbols that will enable them to write equations.

Procedural Fluency is connected to the conceptual understanding and strategic competence. Students choose the most effective math equation from the multiple ways they represented the solution as described earlier (an example is repeated addition or multiplication). Students carefully practice problems they understand using directed practice with feedback. Practicing the skill will deepen the understanding of the target group as they see and recognize important relationships. Automaticity of facts enables the target group to increase accuracy when problem solving.

Adaptive Reasoning occurs when tutors guide students to explain their thinking and justify why a solution makes sense to the student. Students will first estimate their answers before solving and then reflect on their answers in light of their estimations to make certain their answers “make sense.” The target group will learn to think logically and determine if an answer is reasonable.

Productive Disposition of students is increased because the target group will understand the math concepts more deeply than they have before, experience success in the program and believe they have the skills needed to be successful in math. *Do the Math* is a math intervention program that builds a concept through several lessons, which allows students to progress at a slower pace than in the classroom. Additionally, tutors relate how the mathematical concepts coincide with students’ real-life experiences.

C.

Connection to State Academic Standards and Districts' Instructional Programs

The Kansas State Standards are our starting and ending point for alignment of our Learning Plans, curriculum, lesson design and assessments. First we look at the Kansas State Assessed Indicators for reading and math at each grade level since our purpose is to increase student skills needed to be successful on state assessments. The Kansas State Assessed Indicators are used to write the objectives for the Learning Plan. Next we consider what curriculum to use to teach each objective and the best instructional strategy to use. Finally we decide how the objective will be assessed to show progress and mastery. Then we review the Kansas State Assessed Indicator to ensure the objective, curriculum and assessments truly address the skill on the indicator. This is the process we use to align our program with the Kansas State Standards.

The reading program aligns with Kansas State Reading Standard 1: Reading-The student reads and comprehends text across the curriculum. Our reading program teaches Kansas Reading Standard 1 by teaching the following: phonemic awareness, phonics, vocabulary, fluency, and comprehension skills and strategies.

Our math program uses *Do the Math* to teach addition, subtraction, multiplication and division, and fractions. This aligns with Kansas Math Standard 1: Number and Computation-The student uses numerical and computational concepts and procedures in a variety of situations. We chose to focus on Standard 1, which is the most heavily assessed standard for elementary students, and to build understanding of the base 10 number system. *Essentials for Algebra* aligns with Kansas Math Standard 2: Algebra-The student uses algebraic concepts and procedures in a variety of situations.

Consider the following examples to show alignment of standards.

First Grade: Consider Reading 1.1.1.5 and Reading 1.1.1.4 **Objective:** The learner will replace the beginning sound to make new words; produce rhyming words; segment, blend and count sounds. The instructional strategy is Explicit Instruction. The tutor will model the rime, and students will use their linguistic intelligence by repeating the rimes correctly. Tutors will guide students to count the number of sounds in the rime and match sounds to letters. Once the rime is mastered, the onset is introduced through modeling. The tutor will model an action to correspond with the short vowel sound in the rime. Students will use their bodily-kinesthetic intelligence to make the action while verbally saying the short vowel sound. The tutor will model the stretching-strategy of the rubber band to segment sounds. The tutor will teach the letters that correspond with the sounds and then model writing the word. Students will use guided and independent practice to write the onset and rimes. The rimes will be written in a different color so students can easily visualize that the rime is the same for all words. Students will read words aloud as a group and then read the words to a partner for extra practice. The list will be taken home for students to read to parents for a home connection to involve parents.

Do the Math Lesson 2

Fourth Grade: Consider Math 4.1.4.K6 **Objective:** The learner will show the relationship between addition facts and corresponding multiplication facts. Students use the Circles and Stars activity to write repeated addition equations. The tutor demonstrates how to write a

multiplication equation making a connection to the repeated addition equation and the Circle and Stars activity. The tutor uses Gradual Release to guide students to write multiple ways of representing the activity using repeated addition and multiplication equations. Multiplication vocabulary is introduced (equation, times).

We have aligned the following content of our program to the instructional programs of Kansas City, Kansas USD 500 because it will be our primary focus. USD 500 teaches concepts and strategies for the Stages of Reading Development: Word learning, comprehension and fluency.

We teach the components of Word learning in the following ways:

- Phonological and phonemic awareness are taught to students as they segment and blend, count sounds in words and manipulate sounds.
- Knowledge of letters and letter combination is explicitly taught, and we focus on rimes, vowel combinations, vowel sounds and vowel flexibility.
- Knowledge of words is addressed as we use SRA materials that have consistent sight words that are introduced in a systemic way.

Comprehension is a major focus. Students are taught multiple comprehension strategies, and they learn to monitor their reading using Meta-cognition by asking themselves “Did that make sense?” as they are reading. Meta-cognition is a focus of USD 500. Students are assigned SRA *Specific Skills* or *Multiple Skills* to practice and reinforce the following comprehension skills: Main Idea; Details; Draw Conclusions; Sequence; Inference; Word Study; Cause and Effect; Fact and Opinion; and Compare and Contrast.

Several schools in USD 500 use Dynamic Indicators of Basic Early Literacy Skills (DIBELS). SRA Phonemic Awareness aligns with DIBELS in the following ways: Initial sound fluency and Phoneme Segmentation Fluency. Comprehensive instruction in phonemic awareness is essential for students to score well on DIBELS

USD 500 uses *Investigations in Number, Data and Space* as the core curriculum resource. *Do the Math* aligns with every aspect of *Investigations*. For example, both resources are designed to increase students’ conceptual understanding of number and operations. Both resources also are designed to scaffold students understanding and use of multiple strategies when solving problems. Additionally, both resources use some of the same models, open number lines and arrays, for developing student understanding of computational strategies. Some schools in USD 500 also use *Do the Math* as an intervention for struggling students.

Our program is designed to include both small group instruction and individualized instruction in reading and math. However, students are tutored in either reading or math. USD 500 provides support for individual student needs through small group instruction and/or conferring with students. Our small group instruction includes explicit instruction, gradual release of responsibility and cooperative learning. Explicit instruction is used to teach reading comprehension strategies, phonics, phonemic awareness, fluency and math concepts. Gradual release of responsibility is used in segmenting and blending, onset and rimes, phonics, math concepts and problem solving. Cooperative learning is used for fluency, comprehension, math

concepts and problem solving. Explicit instruction, gradual release of responsibility and cooperative learning are all instructional strategies USD 500 promotes and expects teachers to use. Think-Pair-Share is a common cooperative learning structure used by the district. In our program, students use Think-Pair-Share to share their thinking and responses with a partner. Peer-Tutoring is a strategy used by the district as well. Peer-Tutoring is used because students expand and deepen their own understanding when they have structured opportunities to verbalize their thoughts to teach peers. Peer-Tutoring will be used consistently in reading and math. Scaffolding is used by USD 500, and we use scaffolding with reading strategies and math concepts. We use several strategies of Positive Behavior Support (PBS), which is a focus of USD 500. Individualized instruction involves students working at their own level and at their own pace with a goal of 80% or greater accuracy with feedback from the tutor. USD 500 expects students to achieve a score of 75% or greater when answering comprehension questions. We use 80% because the units have five questions each.

We provide everything needed for tutoring (curriculum, educational materials, manipulatives, lesson plans, student folders, daily agendas, paper and pencils). The core educational materials used for reading are from the SRA/McGraw-Hill Reading Series. Included are *Specific Skills*; *Multiple Skills*; *Merrill Reading Skilltext Series*; *Reading Labs 1A, 1C, 2C, 3;B* and *Reading for Understanding*. *Phonemic Awareness* series materials are used for Emergent Readers. Supplemental items, such as flashcards, also are used.

The core educational materials used for math are from *Do the Math*. We use Program Modules A, B and C of the following concepts: Addition & Subtraction; Multiplication; Division and Fractions. We also use SRA/McGraw-Hill *Mathematics Laboratories*. We use the following *SRA Math Lab 2a, 2b, and 2c*; *School House Math Lab 1b*; *SRA Essentials of Algebra*; and *Big Ideas in Math* by Continental Press.

D. Monitoring Student Progress

Upon enrollment, parents select reading or math services for their child. Then we administer either the reading or math diagnostic test (aligning with parent choice) to the student. The tests are administered according to the guidelines and procedures specific to each test. Test results are shared with the parents and the school in an effort to share information and receive feedback regarding the development of the student's Learning Plan. We give the teacher and parents a list of the student's weaknesses on the Kansas State Assessed Indicators as identified by the diagnostic test. Teachers and parents choose the Indicators in which they want the student to receive tutoring instruction, which guides the development of the Learning Plan.

We may use any or all of the following tests for diagnostic purposes: California Achievement Test (CAT 5) in Reading Comprehension or Mathematics Concepts and Applications, Slosson Oral Reading Test (SORT), Phonics-Based Reading Test and Phonological Awareness Skills Test (PAST). The diagnostic evaluation is used to identify weak skills that align with Kansas State Assessed Indicators to pre-assess baseline data and develop the Learning Plan. The same evaluation will be used as a summative posttest to determine student growth and curriculum strengths and weaknesses. The CAT 5 Form A will be used for the diagnostic test and Form B as the summative test.

Students in grades three through twelve receiving reading services will take the Reading Comprehension section on the CAT. Additionally the SORT may be administered as well. The CAT 5 Comprehension evaluates the student's reading comprehension. The SORT is used to determine the student's sight word reading level. The SORT will be used as a guide to determine the level each student will begin reading in SRA books. Students in grades K-2 will be given any or all of the following: PAST, SORT and/or CAT 5 section Comprehension. PAST Test determines if students instantly recognize the letters of the alphabet, phonemic awareness skills and concepts of print. The Phonics-Based Reading Test determines mastery of specific phonemes.

Students receiving math services will take the CAT 5 Mathematics Concepts and Applications section as the diagnostic evaluation. Any or all of the following assessments may be used as well to determine weak skills on Kansas State Assessed Indicators: The Beginning-of-Module Assessment in *Do the Math* and SRA *Mathematics Laboratory* Placement Tests and Pretests.

Assessments are used to determine if the student needs additional instruction and to measure student progress. Ongoing formal and informal assessments guide instruction, determine mastery of skills/concepts and determine correct levels for student instruction.

We will use the assessments provided in *Do the Math* curriculum. The **Beginning-of-Module Assessment** provides specific information regarding content for which individual students will need additional support. It also establishes a benchmark with which to measure each student's mathematics growth after completing the module. **Formative Assessment** uses daily observations to give students the prompt attention that will enable them to complete math assignments successfully. **Progress Monitoring**, which occurs every fifth lesson, is followed by suggestions for differentiating instruction—what to do for the students who need additional

support and those ready for a challenge. The **End-of-Module Assessment**, or **Summative Assessment**, provides an opportunity to measure student growth and an opportunity to give continued support to those who need it.

SRA Math Laboratories provide pretests and posttests for each specific math skill to ensure students are working on skills identified on their Learning Plan. These assessments ensure that the students understand and master the skill before progressing to the next skill. Students work at their own pace on skills identified on the Learning Plan

The following tools will be used to assess students' needs continually for reading: Continuum for Student Fluency, Checklist of Comprehension Skills, teacher observations documented as comments, daily work scores from comprehension passages used for progress monitoring and rubrics for cooperative learning activities.

ABLE makes every effort to involve the district and school in developing the Learning Plan and the timetable for academic achievement. Once we have students enrolled in the program the ABLE Director or Educational Specialist meets with the principal in September, prior to the start of the program, to provide an overview of what the program will look like and discuss the site-specific logistics and student-specific information. We ask the principal's preference regarding the school's involvement in the development of each child's Learning Plan and method of communication with the school staff. Based on the principal's recommendation regarding communication, we will either survey the students' teachers regarding students' goals and objectives for the Learning Plan, based on Kansas State Assessed Indicators, or confer with the teacher by email, phone or face-to-face. We will make three attempts to involve the school and parents in the process of creating the Learning Plan. Learning Plans need to be developed within one week of the student completing the diagnostic evaluation. Our goal is to begin the process as soon as possible. We will begin testing students in each district within two weeks of receiving our student list or by October 1st whichever comes first. The state and district guidelines take precedence over our timelines if there is a discrepancy in the timeline dates. A copy of each student's Learning Plan will be placed in the ABLE binder in the school office so school personnel have access at any time.

ABLE Tutoring monitors, evaluates and tracks student progress on a continual basis using teacher observations, daily work, math module assessments, math pretests and posttests, and the student agenda in each student's folder. Each student has a folder with daily agenda pages, self-reflection pages and the student's Learning Plan. The agenda pages list the student's individualized curriculum, levels and assignments listed that align to the student's Learning Plan and Kansas State Assessed Indicators. After the tutor checks the student's work, the tutor writes the scores under the assignments. Students set an accuracy goal between 80%-100% for each of their assignments and how many assignments they will complete each session. Tutors monitor individual student scores daily to ensure the students is performing at 80% or higher. If a student scores below 80%, the tutor works with the student on the skills missed and provides re-teaching if necessary. If the student scores below 80% consistently, then the tutor notifies the Site Coordinator about the concern. At that point we work individually with the student to adjust curriculum, differentiate instruction or assess prior skills to ensure mastery of previous skills and concepts the student may be lacking. The student agenda will be updated if changes are needed in the student's level or prerequisite skills. We track progress with the daily agenda pages in each student's folder by recording scores daily. These pages stay in the folder so we can

compare the levels and examine scores of each student to determine progress over time. *Do the Math* has an objectives tracker used every fifth lesson to check when the student consistently performs the objectives. Tutors document individual student concerns on their daily time sheet as well, which is turned into the Site Coordinator to review. The daily agenda pages also have a comment section for tutors to document concerns and progress. Data from the daily work, student agenda pages and tutor observations are used to guide instruction, adjust curriculum levels, create progress reports and track student progress toward meeting specific achievement goals and objectives in the Learning Plan. The Site Coordinator and Director monitor the student agenda pages and comments on tutor's timesheets regularly to ensure the student is progressing and that tutors are monitoring scores and recording observations.

Multiple layers are used to encourage student attendance and effort. Perfect attendance will be celebrated throughout the program with a special treat, such as ice cream. Parents will be called daily to report student absences. Positive reinforcement (verbal praise, written notes, post cards mailed to the students, stickers and candy) will be used to praise student achievement, effort and attendance. As students experience success their motivation will increase- "success breeds success." After the diagnostic evaluation, students will choose the incentive they want to earn after completing the program and the posttest. The incentive is recorded in their student folder as a reminder to work diligently to successfully complete the program. Students are taught that effort and hard work are connected to learning. Students are reminded of their accuracy goals of 80%-100% as recorded in their folder. Because choice is a powerful motivator and the incentives need to be valuable to the student, incentives will be individualized if needed. Incentives for completion of the program, including the posttest, can include the following: Bicycle, gift card, movie tickets or backpack with school supplies. The total cost of incentives per student is \$50 or less.

Attendance will be monitored in multiple ways. Students have a calendar page in their folder. Each day the students sign their names or initials on the date of the calendar. Students also sign their names on the attendance sheets. Tutors list the names of students in their group on the tutor's daily time sheet. The students' daily agenda pages keep a running total of the hours attended. This system has checks and balances in place to ensure accurate attendance. The attendance is updated regularly in the ABLE Program Binder that is kept at the school for counselors, teachers and the principal to access at any time.

E.

Communication with parents/families, schools and districts

We strive to have consistent communication with parents and school personnel in all phases of tutoring in order to share information and make informed decisions regarding what is best for each child. We follow the district guidelines in developing the Learning Plan, establishing the timetable for tutoring and monitoring students' progress. If there is a discrepancy in our plan of communication and the district's plan, then the district's guidelines will prevail. If the district does not have guidelines, then we will diligently attempt to involve the district, school and the parents in developing the Learning Plan, timetables, student monitoring system and evaluation services. The ABLE Director meets with the district prior to beginning services to gain an understanding of district policy and guidelines for SES services. The ABLE Director or Educational Specialist also meets with the principal prior to the start of the program to provide an overview of the program and discuss the site-specific logistics and student-specific information. We ask the principal's preference regarding the school's involvement in the development of the Learning Plan, timetable for tutoring, method to share students' progress and method of communication with the school staff. ABLE will keep a program binder at the school office. The binder is updated throughout the program to include an overview of our program, a district-approved student list, individual student Learning Plans, progress reports, student attendance records and other pertinent information. Teachers, counselors and the principal will have access to the binder throughout the program. We will provide the necessary documentation to the state department and district as requested or required.

We begin the process with the parents as they select either reading or math services for their child. The student is administered a diagnostic test according to the assessment's guidelines. Test results are shared with the school and parents. ABLE Tutoring has a grade-level specific list of Kansas State Assessed Indicators aligned with district benchmark indicators for possible objectives on student Learning Plans. Based on the principal's recommendation regarding communication, we will either survey the students' teachers regarding students' goals and objectives or confer with the teacher by phone, email or face-to-face to determine goals for the Learning Plan. We offer to meet with the parents to review test results, discuss goals, set a timetable for tutoring and discuss concerns about their child's Learning Plan. We will use the teacher's selected Kansas State Assessed Indicators to guide the development of the Learning Plan. We will also incorporate parent concerns into the Learning Plan. We will make three attempts to involve the parents and school in the process of creating the Learning Plan. As a last resort, ABLE will write the Learning Plan if we do not get the parents' or the school's involvement. Parents will receive a copy of the results of the diagnostic evaluation and a copy of their child's Learning Plan in the mail, and copies will be delivered to the school. Because the state needs the tutoring to begin promptly, the Learning Plan will be developed within one week of the student completing the diagnostic evaluation.

ABLE strives to develop a partnership with parents, teachers and the principal and share consistent feedback on student performance. Parents are called as needed to discuss absences, student effort, behavior choices and progress. We meet with the principal throughout the program to communicate specific needs, concerns and progress in an effort to immediately correct problems and improve any weaknesses. We ask parents and teachers to mutually share information by completing a survey pre-, mid- and post-tutoring regarding student performance,

student needs and tutoring impact. Each month, parents and the school are provided a written student progress report concerning Kansas State Assessed Indicators on the Learning Plan, student performance in tutoring and student behavior. A copy of each student's progress report is kept in the ABLE program binder in the school office. We report the results of the summative test to parents and the school. A final report is given to the district. We hope to receive feedback from parents, teachers and the principal regarding our tutoring services throughout the program. Tutors complete a survey with comments regarding components of the program. We value the professional feedback and use it to improve our services and evaluate strengths and weaknesses in curriculum. A formal evaluation in the form of a survey asks for opinions regarding our program and for suggestions to improve our services. The evaluation is given to parents, teachers, tutors and the principal at the end of tutoring. The evaluation also asks parents to inform us of state tests results for their child when they receive them.

We want to build a relationship with the students and parents we serve as well as the teachers and school staff. Personal contact with families of low-income, below-grade level, ELL, and IEP students helps us develop trust. We like to have informal interactions outside of tutoring, especially before or after school with students and teachers. We make home visits to some of our students. Having more contact enables us to know more about the school and students we serve. We try to be as involved in the school and community as possible. We attend open house, provider fairs, sporting events, dinners and any in-service or workshop the school or district invites us to attend. Teachers, principals and districts have access to us at all times via email and phone. Phone calls are returned within one business day. We communicate throughout the program with the principal and the students' teachers. Students take home examples of concepts and skills learned in tutoring so parent know what they are learning. *Do the Math* has a *Community News* page for parents. Each *Community News* contains directions for a game families can play at home. We send home the materials needed to play the game. We strive to build a positive relationship with the students by mailing a post card to them personally and complimenting their efforts and accomplishments. We also strive to compliment the parents with an encouraging phone call regarding their child's effort, character, good choices and accomplishments. The positive communication with students and parents aligns with Positive Behavior Support (PBS) of USD 500.

More than 40 different languages are spoken by the families served by USD 500, with Spanish being the predominate language. The language barrier can be problematic for imperative communication with parents. We can provide translators for oral and written communication in the following languages: Spanish, Filipino, Chinese, Vietnamese and German. Parents/guardians needing communication in native languages previously listed will receive written information, progress reports and verbal communication in their native language. We will make every effort to find translators for other languages if needed to communicate with parents. We will provide a company phone/number to a Spanish-speaking employee if we have enough families to warrant the cost.

We strive to develop a working relationship with the families and students we serve. Our staff is trained to effectively communicate with parents by actively listening, restating the concerns and, after reaching a resolution, asking parents if they are satisfied with the resolution. Parents are given the email addresses and phone numbers of the Site Coordinator and Director and are encouraged to communicate any concerns. We will discuss concerns with parents and try to

deescalate and resolve the dispute by phone. We will schedule in-person or phone conferences with tutors and parents as needed to discuss problems in a timely and courteous manner. Additional interventions to address concerns will be added if needed. The Director will be involved if the dispute cannot be resolved by the Site Coordinator. The Site Coordinator will discuss all conflicts and resolutions with the Director to ensure that appropriate actions and interventions were taken. All phone calls and emails will be returned within one business day.

Part-time staff will address complaints, concerns and conflicts to the Director. All part-time tutors will be encouraged to contact the Director at any time and will have the email address and phone numbers of the Director. Part-time tutors are encouraged to offer suggestions to enhance the program.

F. Qualification of Instructional Staff

Our tutors are required to have a degree in education, a Kansas teaching license or be a Title 1 Paraprofessional. We hire experienced teachers with a Master's degree whenever possible. Additionally, our teachers must have prior teaching experience with below-grade-level, ELL and IEP students. ABLE targets teachers who have an early childhood certification or experience teaching primary grades to tutor grades K-2. Title 1 Paraprofessionals will work under the direct supervision of a certified teacher. We hire math teachers for tutoring high-level math. Tutors must have a passion for helping students learn and high expectations for students. We look for tutors who can establish a relationship and bond quickly with their students. Experience, knowledge, certification and a background teaching below-grade-level, IEP and ELL students are all paramount in the hiring decision.

Teachers are recruited by asking the district, principal and instructional coach for teachers they recommend as tutors. We attempt to hire teachers from the school because they have an established relationship with the students. We seek retired teachers through professional organizations. We actively seek and hire special education teachers, ELL teachers, classroom inclusion teachers, reading teachers and math teachers. Our employees complete a three-step interview process beginning with a phone interview. The second step in the interview process is a formal interview-in which potential employees are asked open-ended questions and required to present references. The final steps in the interview process involve the applicant passing a background check (if the district does not have one for that person), the Director communicating with references who have witnessed the applicant's teaching ability, and the tutor agreeing to a specific job description, code of ethics and compensation. A file containing a copy of the teacher's certificate, background information from references that have seen this individual teach or tell of past experience, and the background check report is kept on each tutor.

We have high expectations for our tutors. Tutors will have one formal formative evaluation after every 20 hours of tutoring. Tutors are evaluated by formal and informal observations according to our Evaluation Rubric. Tutors are given the Evaluation Rubric prior to tutoring and are asked to perform self reflections weekly to improve their skills as a tutor. Informal observations occur continuously as we monitor tutors, their interactions with students and check students' daily agendas in folders. We talk with students to determine their perceptions of the tutoring experience and listen for comments regarding tutors. We privately give tutors immediate and specific feedback regarding informal observations to ensure a quality program. The following teaching behaviors are scored using a performance rating scale (Developing, Proficient, Mastery) on the Evaluation Rubric: Monitors student performance and adjusts curriculum accordingly; Uses curriculum as trained; Uses cooperative learning and fosters team work skills; Follows the Learning Plan and routines; Establishes a respectful environment; Establishes rapport and an appropriate relationship with students; and Takes responsibility for learning and communicates needs to the Site Coordinator. The Site Coordinator and Director monitor tutors on a regular basis. The need for ongoing support is identified by monitoring tutors regularly. As the need for additional support and training is identified, individual or small group training/retraining will be immediate.

Learning to be an effective teacher is a career-long challenge. In order to provide the best tutoring possible for low income, below-grade-level, ELL and IEP students, we must have experienced teachers who have successfully taught the target group. Tutors must implement the

proven curriculum and instructional strategies as recommended. Special education teachers and classroom inclusion teachers will be hired to work with students on an IEP and other students who have difficulty learning. These tutors will be able to differentiate instruction for their students. Teachers who have experience working with ELL children will be hired to ensure students are taking part in meaningful discussions in cooperative learning activities and increasing their vocabulary as they are immersed in learning activities using English language. The high-quality curriculum, which research has shown to be effective with the target group, allows opportunity for learning through remediation. Students are monitored consistently each session by checking for understanding through observations and student work. Students work at their own pace and have the “gift of time” to develop mastery of skills and understanding before progressing in their individualized Benchmark Indicators on the Learning Plan. Effective research-based curriculum, instructional strategies, training and ongoing assessments ensure tutors have everything they need to be most effective. The Site Coordinator and Director monitor student folders to ensure tutors are following our system.

The Director or Educational Specialist provides the staff development training prior to tutoring and then monthly during tutoring. Tutors are trained to use curriculum, administer tests, follow lesson plans, update the student agendas, follow the Learning Plan, monitor progress and adjust curriculum prior to tutoring. Staff development will focus on Kansas State Assessed Indicators, instructional strategies and methods to aide below-grade-level, IEP and ELL students. We provide training on cooperative learning, peer tutoring, explicit instruction, gradual release of responsibility and individualized instruction. Tutors are trained to explain to students why content and activities are important. Tutors also are trained on effective ways to encourage positive behavior and build rapport. The tutor’s role is to coach and constantly evaluate student progress and differentiate instruction if needed. If new materials or instructional strategies are given to the tutors, ample in-service will be provided. Additional in-service will be given to those who do not understand the use of certain instructional strategies or the importance of Kansas State Assessed Indicators and to tutors who need to make adjustments in order to be more successful tutoring below-grade-level, ELL and IEP students. The need for ongoing support is identified by monitoring tutors on a regular schedule. As supervisors monitor, immediate feedback is provided to the tutor. As the need for additional support and training is identified, individual or small group training/retraining will be immediate. Monthly professional development will focus on improving instructional strategies, adjusting curriculum, scaffolding and providing for the specific needs of tutors at the site.

The following procedure will vary pending subjects and grade level of students receiving services. Each school will have a Site Coordinator. A District Coordinator will be hired if needed. The following resources are needed at the school site for every 25 students: Four-five tutors pending the subjects in which students are receive tutoring; one storage cabinet; one set of (*Do the Math, SRA Math Lab, Multiple Skills and Specific Skills*); student files, and student folders with daily agenda pages. One kit of *SRA Phonemic Awareness* is needed per site.

As soon as we are approved as a provider we will order, inventory and label curriculum. Storage cabinets will be purchased and assembled. We will assemble our diagnostic and math testing kits in plastic file boxes. We will prepare for tutor trainings and in-services and check minimum requirement for insurance with districts. Marketing materials, business cards, parent letters and student agendas will be printed.