



## Tennessee Accelerating Literacy & Learning Corps

# Tutoring with TN ALL Corps

## *Guidance for Districts*

### *Overview*

Students across the state had varying access to instruction in Spring 2020 and throughout the 2020-21 school year. This may have resulted in lower proficiency across the state, specifically in math and in early reading. This impacted low-income students, those with disabilities, and English learners more than other students, and widened existing achievement gaps as students who were already not proficient were more likely to see grade level mastery decline over this 18-month period.

Structured tutoring programs have been proven to significantly increase student achievement when done in a tightly managed and clearly defined program, including consistency, quality materials, and well-trained tutors.

This document provides an overview of the TN ALL Corps opportunity, the components of high dosage/low ratio tutoring through TN ALL Corps, sample program models, considerations for determining students served, and an appendix of sample tutoring program models.

**Intent to Apply:** Districts who wish to participate in TN ALL Corps must complete and submit the [Intent to Apply form](#) by August 18, 2021.

**Office Hours:** To support districts exploring the TN ALL Corps opportunity, the department will host Office Hours on Tuesdays and Thursdays from 1 to 2 p.m. CT via Microsoft Teams.

Microsoft Teams Link: [Join Microsoft Teams with Video](#)

Dial-In Phone Number: 615-270-9704, Code: 608007596#

## About TN ALL Corps

### What is TN ALL Corps designed to do?

**TN ALL Corps is a grant opportunity to empower districts to implement or strengthen robust tutoring programs for students across the state.** Through TN ALL Corps grants, districts can flexibly design their local tutoring supports within the grant framework to meet the tenets of high dosage/low ratio tutoring that drives strong outcomes for students.

### What is the potential student impact of participating in the TN ALL Corps?

The goal of the TN ALL Corps is to ensure Tennessee students have access to consistent, high dosage/low ratio tutoring. The current funding covers a three-year period with a goal of significantly increasing student achievement by Summer 2024. **If every district in the state provided tutoring to 15% of their students, over 100,000 students will have access to 250 – 500 additional hours of targeted support through tutoring and summer programming in the next three years.** With strong core instruction, tutoring and summer school, there is no better way to improve student achievement.

### What flexibilities do districts have for participating?

Districts will be able to select the structure of tutoring, the staffing, and the students served. For additional flexibility, districts can choose when to launch TN ALL Corps programming, as an early adopter in August/September 2021 or as part of the year one cohort in January 2022. Districts also have the option of launching in the year two cohort during the Summer of 2022.

### What is required for a district to participate in TN ALL Corps?

Districts participating in the TN ALL Corps will commit to the following:

1. Districts must serve 15% of their 1<sup>st</sup> – 5<sup>th</sup> grade students by the end of the three years. Districts may choose which students/grades to serve within this band. Districts may gradually increase the number of students served (please see page 6 for examples).
2. Districts should maintain tutor ratios of 1:3.
3. Serving students in grades 6-8 is optional. If a district opts to provide tutoring to students in grades 6-8, ratios must be no more than 1:4.
4. Districts should provide tutoring sessions that last between 30–45-minutes and occur 2 - 3 times per week. (Districts may also seek to supplement these time requirements with sprints during Fall, Winter, and/or Spring breaks, as noted in their applications.)
5. When serving any student in 1<sup>st</sup> - 8<sup>th</sup> grades, the tutoring content must focus on reading or math for an entire semester. Districts should review student data and may choose to change the content focus after each semester, but students must be served for a full year.
6. Data collection and reporting requirements will be consistent with what will already be required in ESSER.

## High Dosage/Low Ratio Tutoring

All students should have access to grade level instruction no matter where they are in their continuum of learning. Tier I core instruction is essential to ensure that all students are continuing to accelerate their learning.



### **TIER 1: Core Instruction**

**Daily grade level instruction grounded in high-quality instructional materials (HQIM) with supports and access points for all learners.**

Core instruction should not revert to “where students are” in learning. Instead, students should receive daily Tier I core instruction along with a **continuum of supports**. These include additional time, skill-specific support, and links between grade levels to connect missed learning. Each support serves a unique and different purpose, but all are part of a comprehensive, effective academic program. Tennessee provides students with access to a number of supports to supplement core instruction.



### **TN ALL Corps Tutoring**

(Should focus on students demonstrating additional learning loss, especially “approaching”) High-dosage, low ratio tutoring that creates high-impact learning experiences, focuses on **re-teaching missed or unlearned content**, and connects missed learning to grade level content.



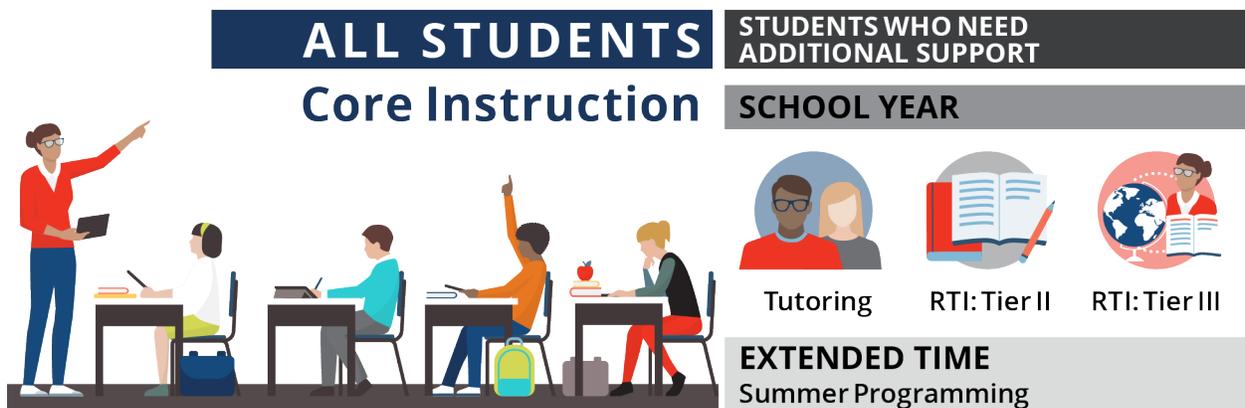
### **Response to Instruction and Intervention (RTI<sup>2</sup>)**

(Should focus on serving students in the bottom 25<sup>th</sup> percentile) Structured intervention time (Tier II or Tier III) to provide additional **skills-specific instruction** and ensure students practice skills that allow them to access their Tier I/core instruction.



### **Summer Programs**

(Should serve students with “below” and “approaching” results on TCAP) Designed to provide **additional instruction time** in grade level lessons, grounded in high quality materials that more practice in smaller group settings.



## What are the components of high dosage/low ratio tutoring?

Districts that participate in the TN ALL Corps grant opportunity are expected to comply with the following tenets of high dosage/low ratio tutoring for elementary and middle school grades.

Key Components	
	<p><b>Group Size</b> Small student groups of up to 3 students for elementary school and 3-4 for middle school.</p>
	<p><b>Frequency</b> Two to three sessions per week. (May also include week-long intensive sprints with experienced teachers)</p>
	<p><b>Staffing</b> May include teaching staff, paraprofessionals, teacher candidates, tutors, or volunteers – as long as adequate training is included for those who need it.</p>
	<p><b>Scheduling</b> Sessions taking place during the school day are typically more effective (replace time or extended day), but tutoring may be provided during any time block.</p>
	<p><b>Delivery</b> In-person.</p>
	<p><b>Measurement</b> Use of ongoing, informal assessments to target instruction.</p>
	<p><b>Content Focus</b> Focus on one content area per semester. For example, some of the largest impacts are seen when focusing on elementary reading and middle school math.</p>
	<p><b>Materials</b> High quality materials aligned with classroom content should be used to reinforce classroom instruction and reinforce and enhance classroom instruction.</p>
	<p><b>Relationships</b> Consistent tutors increase outcomes, based on the results of national data collection and feedback from students and staff.</p>
	<p><b>Prioritization</b> Tutoring is for everyone, though lower-performing students at the “approaching” level should be prioritized.</p>

## [Optional] Free TN ALL Corps Additional Resources

1. Free online synchronous HS tutoring in math, essay writing and ACT support
2. Free online supplemental math program for grades 1 – 8 (recommended to use for all students)
3. Free online supplemental reading program for grades 1 – 6 (recommended to use for all students)
4. Free tutor training for alternative educators
5. Provider directory to help identify possible resources for tutoring programs
6. TN ALL Corps Implementation Cohort

## Sample Program Models

To assist districts in creating robust local tutoring programs, the department developed sample program models, including scheduling and financial considerations. For consistency in planning and visioning different options, all model schedules are based on an elementary school with 540 students, and schedules include the percentage of students who could be served. These models are solely provided as examples to assist in district planning. Districts will need to develop schedules to fit local contexts. Full schedule samples are listed in the appendix and linked here for your convenience.

[Sample One: Tutoring Supports Within RTI<sup>2</sup>](#)

[Sample Two: Extended Day or Before School \(Using a LEAPs/21<sup>st</sup> Century Blend\)](#)

[Sample Three: Hybrid Approach](#)

[Sample Four: Additional Staffing Model-During Day](#)

## Financials

Tennessee is benefitting from more than \$4 billion in one-time COVID-19 relief and stimulus funding. Investing in tutoring supports for students is one way districts can plan to meet the federal requirement to spend at least 20% of their ESSER 3.0 allocations towards mitigating learning loss. To support districts in participating in TN ALL Corps to create or strengthen tutoring programs for students, the department has developed a financial match model for districts, with \$130 million planned investment for matching. For every student tutored, the department will provide \$700 per student per year, while a district contributes \$800 per year per student.

This amount covers up to 15% of district students in 1<sup>st</sup> – 8<sup>th</sup> grades in year one. Districts will a phase-in approach (such as those starting with 5%) are also covered. Should there be additional funds available, the state may be able to provide additional funds to serve more students. Districts will be requested to submit an intent to participate in the TN ALL Corps program, and funds from the department’s investment will be allocated between participating districts.

## Basic Funding Model

	Year 1 (FY22)	Year 2 (FY23)	Year 3 (FY24)
<b>State</b>	\$700/student	\$700/student	\$700/student
<b>District</b>	\$800/student	\$800/student	\$800/student
<b><i>*Remaining state funding will be allocated to serve additional students at the same rates listed above. Districts should note if they are planning or able to serve more students in their TN ALL Corps Intent to Apply.</i></b>			

**Student Enrollment**

**How does a student enter and leave a cohort?**

**Student Cohorts**

Students must remain in tutoring for at least one calendar year and focus on one content area each semester. Students may receive supporting one content area for the entire year or change content areas at the semester mark. Often, students at these performance levels need support in both ELA and math. So, if students reach grade level mastery on one content area after one semester, they will most likely need additional support in the content area not previously served.

Regardless, students performing at the “approaching” or “below” levels will benefit from additional, targeted instruction beyond reaching the minimum bar for proficiency to strengthen their core foundational knowledge.

**How does a district meet the expected 15% threshold in the tutoring?**

The models below are EXAMPLES of how a district may reach the 15% threshold. There are a number of different models a district may choose to utilize so that for at least one calendar year of the first 3 years of the program 15% of students are enrolled.

<b>Example 1:</b> Gradual Increase (Slow Growth Model)	FY22 – 5%,	FY23 – 10%,	FY24 15%
<b>Example 2:</b> (Sustainability & Consistency)	FY22 – 15%,	FY23 – 15%	FY24 15%
<b>Example 3:</b> Gradual Decrease (Front-loading Support)	FY22 – 20%,	FY23 – 15%,	FY24 10%

**What is required of a district for data tracking?**

All active students in the TN ALL Corp program will be required to complete a placement assessment and to complete progress monitoring for the duration of their tutoring support. This will be done through the online assessment component of the free math and reading online resource program. This will reduce the data collection burden for districts and be more seamlessly integrated into the student experience. There is no requirement to track students in years beyond their tutoring support.

Students who exit tutoring support will not have to complete additional assessments; instead, their data will be collected through statewide TCAP and universal screening reporting. However, it is strongly encouraged that all students participate in the free online math and reading resources, as they have been proven to provide personalized, mastery-driven, engaging activities for students that can significantly increase achievement when regularly accessed during the school day, after-school or as homework.

## ***Considerations for Determining Students Served***

When a district looks at the continuum of support for students, many considerations should take place.

### **A. What does your 2020-21 data tell you?**

1. What specific grade levels or content areas of the 2021 universal screener, benchmark, TCAP, and/or EOC data are most concerning?
2. What groups of students do the data represent?
3. What supports are already in place for some students?
  - a. Access to high-quality instructional materials and highly qualified teachers
  - b. RTI2
  - c. Summer Programming
  - d. Other
4. What groups of students took advantage of these supports and what groups did not? Why did they opt-in or not?
5. What three areas of data are you going to focus on? (For example, 1<sup>st</sup> grade literacy universal screening data, 2<sup>nd</sup> grade numeracy universal screening data, 5<sup>th</sup> grade TCAP mathematics section, 7<sup>th</sup> grade math benchmark data).

### **B. Which students need tutoring most?**

1. Which group of students show critical learning loss that you would prioritize first for tutoring?
2. What group of students has the most critical loss for their learning for the 2021-22 school year and which group of students have critical loss for their vertical progression (e.g., first grade reading or sixth grade math)?
3. Which students need the most time to accelerate learning?
4. What are your focal groups of students in ranked order?

## C. When do your existing schedules (based on student groups in Section b) provide opportunities for tutoring?

1. **Prioritizing school schedules:** What school schedules do you need to analyze based on your priorities? (e.g., Grades 2 and 6 only, all grades, etc.)
2. **Time within the school day:** Is there flexible time in the schedule? (e.g., morning meeting, writing lab, silent reading). If so, how long is it?
3. **Time outside of the 'regular' school day:** Is there flexible and accessible time before or after the 'regular' school day? Can you find a flexible 30 minutes in the existing schedule throughout the day?
4. **Other Operational Variables:**
  - a. **Transportation:** Do you have multiple bus routes in the morning or afternoon or before/after school programming? What flexibility exists to vary these?
  - b. **Location:** Do you have the availability and use of classroom space in the morning, afternoon or before/after school programming? Are there additional location or space constraints to consider?
  - c. **Student experience:** Are there specific times when students might be most suited to absorbing deep content?
5. **Revisiting the Plan:** Do you need to modify the ideal group(s) of students served based on scheduling restrictions? Based on your analysis of your school schedule, when is the best time to offer tutoring?

## D. Who is best suited to provide tutoring?

1. **Existing availability of support:**
  - a. Based on your schedule decisions and student needs, do you currently have teachers available to provide tutoring?
  - b. Can you flex staffing between teachers and education assistants to provide appropriate coverage for tutoring?
  - c. Are there others employed by the district who could provide appropriate coverage for tutoring?
  - d. Can you provide push in rotations through independent stations to maximize staffing?
2. **Additional hiring for support**
  - a. Do you have a partnership with an education preparation provider? Could you work with this provider to support your tutoring provider?
  - b. Do you need to hire teachers or educational assistants? What is the timeline and sourcing plan for this effort, and how can you incorporate this into your plan?  
How can bringing on new teachers and supports for tutoring provide additional pathways into the profession or a long-term solution for future vacancies?
3. **Revisiting the plan**

Do you need to modify the ideal group(s) of students served based on staffing?

## Appendix: Sample Models

### Sample One: Tutoring Supports Within RTI<sup>2</sup>

This model focuses on using existing RTI<sup>2</sup> schedules and structures within the school day. It does not allow tutoring to supplant an RTI<sup>2</sup> program. Instead, a district should look at revising RTI<sup>2</sup> programming to include tutoring for students who do not need RTI<sup>2</sup> to maximize existing schedules. One challenge of this schedule is that a district would not be able to provide tutoring for students who need RTI<sup>2</sup> services.

**Financial Component:** This model requires districts to add additional educational assistants and/or full-time teachers dependent on funding. It is a fiscally tight model. If a district chose to add 5 EAs or 5 teachers, the district could expand tutoring access by two groups per grade level. This schedule requires the school to add volunteers to cover recess, drop off, and morning meeting for grades 2-5. A district could also add staffing (Ed Assistants or aspiring teachers) to support these transition times. Teachers have preparation during a split schedule for drop off, morning meeting and recess or have after school paid planning time.

1 <sup>st</sup> Grade (90 4 sections)	2 <sup>nd</sup> Grade (90 4 sections)	3 <sup>rd</sup> Grade (90 4 sections)	4 <sup>th</sup> Grade (90 4 sections)	5 <sup>th</sup> Grade (90 4 sections)
Drop Off 8:00-8:15				
Morning Meeting 8:15-8:25	Morning Meeting 8:15-8:30			
Knowledge Based ELA 8:25-9:25 (60m)	<b>Rotation 1:</b> ELA, Foundational Skills, Math 8:30-9:40 (70m)	Literacy Block 8:30-9:30am (60m) Reading 9:30-10:00 (30m)	RTI <sup>2</sup> 8:30-9:30 (60m) 2/3*	Specials 8:30-9:30 (60m)
Foundational Skills 9:25-10:25 (60m)	<b>Rotation 2:</b> ELA, Foundational Skills, Math 9:40-10:50 (70m)	Foundational Skills 10:00-10:45 (45m)	Specials 9:30-10:30 (60m)	RTI <sup>2</sup> 9:30-10:30 (60m) 2/3*
RTI <sup>2</sup> 10:30-11:30 (60m) 1*	<b>Rotation 3:</b> ELA, Foundational Skills, Math 10:50-noon (70m)	Social Studies / Science Block 10:45-11:45 (60m)	Literacy Block 10:30-noon (90m) Lunch 12:00-12:30	Math Block 10:30-11:45 (75m) Recess 11:45-12:15
Specials 11:30-12:30 (60m) Teacher Planning	Lunch 12:00-12:30	Lunch 11:45-12:15	Math Block 12:30-1:45 (75m)	Lunch 12:15-12:45
Lunch 12:30-1:00	Recess 12:30-1:00	Math Block 12:15-1:15 (75m)	Social Studies / Science Block 1:45-2:45 (60m)	Literacy Block 12:45-2:00 (90m)
Recess 1pm-1:30 <i>Low staff need</i>	Specials 1:15-2:15	RTI <sup>2</sup> 1:15-2:15 (60m) 2/3*	Recess 2:45-3:15	Social Studies / Science Block 2:00-3:00 (60m)
Writing Lab 1:30pm -2:00 (30m) Teacher Lunch	RTI <sup>2</sup> 2:15-3:15 (60m) 2/3*	Specials 2:15-3:15	Teacher Planning Paid After School	Teacher Planning Paid After School
Math 2:00-3:15 (75m)	Teacher Planning Paid After School	Teacher Planning Paid After School		
6 Tutoring Groups (3 groups M/W/F & 3 groups T/TH) Capacity 18 students 20%				

\*Teachers/EA push in Double Staff 3 tutoring rotations

**Sample Two: Extended Day or Before School (Using a LEAPs/21<sup>st</sup> Century Blend)**

This model focuses on blending a LEAP or 21<sup>st</sup> Century programming with TN ALL Corps programming. As a reminder, a district cannot supplant program received from a LEAP or 21<sup>st</sup> Century federal grant. However, a district can choose to offer high dosage TN ALL Corps tutoring within the after-school enrichment programming provided by LEAP and 21<sup>st</sup> Century federal grants. This can be done by extending or expanding this enrichment programming. As a reminder, LEAP programs must operate for 15 hours a week and 21<sup>st</sup> Century must operate 12 hours (Grade PreK-6) and 10 hours (Grade 7-12). This model focuses on providing stipends for existing expert teachers. However, some districts use their teachers to staff LEAP or 21<sup>st</sup> Century programming. In that case, a district would have to consider adding staff for the federal programming or for TN ALL Corps.

**Financial Component:** This schedule adds stipends for staff (pay four to six teachers one hour stipend from AM and pay three teachers' stipends for 3 hours in PM). This model could also be completed if the district hired EAs for the afternoon tutoring or partnered with an education preparation provider. The model is a fiscally lower expenditure model but can be increased to include additional tutoring groups as staffing allows. This model can also be adapted if a school has staggered bus schedules and students arrive early in the morning or leave later in the afternoon. Additional staff would need to be added to the cost model, and then, additional groups of students could be served during this time. If allowed by the district, schools can utilize a flexible schedule for existing staff to provide before or after school tutoring. For example, staff may come in early for tutoring and leave early those days or arrive later and stay in the afternoon for tutoring. The salary would remain the same, however, individual schedules can be adjusted.

1 <sup>st</sup> Grade (90 4 sections)	2 <sup>nd</sup> Grade (90 4 sections)	3 <sup>rd</sup> Grade (90 4 sections)	4 <sup>th</sup> Grade (90 4 sections)	5 <sup>th</sup> Grade (90 4 sections)	Supplemental Programming
Homeroom					Before School LEAPS/21 <sup>st</sup> C
Morning Meeting 8:15-8:30					Tutoring Rotations - 4-6 groups serving up to 12 groups =36 students
Foundational Skills 8:30-9:30 (60m)	<b>Rotation 1:</b> ELA/Sci/SS, Foundational Skills, Math 8:30-9:40 (70m)	Literacy Block 8:30-9:30 (60m)		RTI <sup>2</sup> 8:30-9:30 (60m)	
ELA/Scie/SS 9:30-10:30 (60m)	<b>Rotation 2:</b> ELA/Sci/SS Foundational Skills, Math 9:40-10:50 (70m)	Writing Lab 9:30-10:00 (30m)		Specials 9:30-10:30 (60m)	
RTI <sup>2</sup> 10:30-11:30 (60m)		Foundational Skills 10:00-10:45am (45m)		Literacy Block 10:30-11:45 (75m)	
Lunch 11:30-noon (30m)	<b>Rotation 3:</b> Listening and Learning Foundational Skills, Math 10:50-noon (70m)	RTI <sup>2</sup> 10:45-11:45 (60m)		Lunch 11:45-12:15 (30m)	
Specials 12:00-1:00 (60m)	Lunch 12:00-12:30 (30m)				
	Writing Lab 12:30-12:45 (15m)				
Recess 1:00-1:30	Specials 12:45-1:45 (60m)			Math Block 12:15-1:30 (75m)	

1 <sup>st</sup> Grade (90 4 sections)	2 <sup>nd</sup> Grade (90 4 sections)	3 <sup>rd</sup> Grade (90 4 sections)	4 <sup>th</sup> Grade (90 4 sections)	5 <sup>th</sup> Grade (90 4 sections)	Supplemental Programming
Math 1:30-2:40 (70m)	Recess 1:45-2:15 (30m)	Recess 1:30-2:00 (30m)	Social Studies/ Science Block 1:30-2:45 (75m)		
Science/ Social Studies 2:40-3:15	RTI <sup>2</sup> 2:15-3:15 (60m)	Social Studies / Science Block 2:00 pm-3:15 (85m)	Foundational Literacy Skills 2:45-3:15 (30m)	Foundational Literacy Skills 2:45-3:15 (30m)	
After School Programming for 21 <sup>st</sup> Century or LEAPS 3:15pm -6pm that includes snack, homework help, enrichment and family engagement activities					Tutoring Rotations - 4-6 groups serving up to
3:15-4pm 6 group MWF/ 6 groups T/TH =36 students (G1) MWF (ELA) and T/TH (Math)					Pay stipends for 3 teachers for 3 hours daily
4-5pm 6 group MWF/ 6 groups T/TH =36 students (G2/G3) MWF (ELA) and T/TH (Math)					
5-6pm 16 group MWF/ 6 groups T/TH 2 groups =36 students (G3/G4) MWF (ELA) and T/TH (Math)					

### Sample Three: Hybrid Approach

This model provides a blended approach of RTI<sup>2</sup> tutoring rotations, adding morning tutoring groups, and uses staff flexibly. This model does require additional staff (at least two teachers or EAs to cover rotations during tutoring).

**Financial Component:** This model requires two-three additional staff (educational assistants or teachers to provide tutoring groups throughout the school day). A district might have additional educational assistants, paraprofessionals, aspiring teachers or community partners/volunteers to assist as well.

1 <sup>st</sup> Grade (90 4 sections)		2 <sup>nd</sup> Grade (90 4 sections)		3 <sup>rd</sup> Grade (90 4 sections)		4 <sup>th</sup> Grade (90 4 sections)		5 <sup>th</sup> Grade (90 4 sections)	
Grade Level Morning Meeting 8:00-8:30	3 tutor groups M/W/F T/TH	Grade Level Morning Meeting 8:00-8:30	3 tutor groups M/W/F T/TH	Grade Level Morning Meeting 8:00-8:30	3 tutor groups M/W/F T/TH	Grade Level Morning Meeting 8:00-8:30	3 tutor groups M/W/F T/TH	Grade Level Morning Meeting 8:00-8:30	3 tutor groups M/W/F T/TH
Foundational Skills 8:30-9:30 (60m)		<b>Rotate Session 1</b> ELA/Sci/SS Foundational Skills Math 8:30-9:40 (70m)		Literacy Block 8:30-9:30 (60m)				RTI and Tutoring 8:30-9:30 (60m) 4 tutor groups	
ELA/Sci/SS Block One 9:30-10:30 (60m)		<b>Rotate Session 2</b> ELA/Sci/SS Foundational Skills Math 9:40-10:50 (70m)		Reading 9:30-10:00 (30m)				Specials 9:30-10:30 (60m)	
RTI 10:30-11:15 (45m)		<b>Rotate Session 3</b> ELA/Sci/SS Foundational Skills Math 10:50-noon		Foundational Skills 10:00-10:45 (45m)				Literacy Block 10:30-11:45 (75m)	
Lunch 11:15-11:45		Lunch noon-12:30		RTI and Tutoring 10:45-11:45 (60m) 4 tutor groups				Lunch 11:45-12:15	
Specials 11:45-12:45		Writing Lab and Tutoring noon-12:30 4 tutor groups						Math Block 12:15-1:30 (75m)	
Recess 12:45-1:15		Specials 12:30-1:30		Recess 1:30-2:00				Social Studies/Science Block 1:30-2:45 (75m)	
Math 1:15-2:30 (75m)		Recess 1:30-2:00						Foundational Literacy Skills 2:45-3:15	
Writing Lab and Tutoring 2:30-3:15 4 tutoring groups		RTI 2:00-3:15		Social Studies / Science Block 2:00-3:15 (75m)					

7 Tutoring Groups: Capacity 21 students 23%

### Sample Four: Additional Staffing Model-During Day

This model provides a scheduling option that allows a district to add additional staffing. This increased staffing can be flexible and could be aspiring teachers completing their residency, could be additional educational assistants or could be additional certified staff. The selection of additional staff is dependent on staffing availability and funding.

1 <sup>st</sup> Grade (90 4 sections)	2 <sup>nd</sup> Grade (90 4 sections)	3 <sup>rd</sup> Grade (90 4 sections)	4 <sup>th</sup> Grade (90 4 sections)	5 <sup>th</sup> Grade (90 4 sections)	Additional Staffing
Homeroom					
Morning Meeting 8:15-8:30	Morning Meeting 8:15-8:30 (2 tutoring groups M/W/F and T/TH)		Morning Meeting 8:15-8:30		2 staff for tutoring
Foundational Skills 8:30-9:30 (60m)	<b>Rotation 1:</b> Knowledge Building ELA (content specific), Foundational Skills, Math 8:30-10:00 (90m)	Literacy Block 8:30-9:30 (60m)	RTI <sup>2</sup> 8:30-9:30 (60m) (2 tutoring groups M/W/F and T/TH)		2 staff for tutoring
Knowledge Building ELA (content specific) 9:30-10:30 (60m)	<b>Rotation 2:</b> Knowledge Building ELA (content specific), Foundational Skills, Math 10:00-11:30 (90m)	Writing Lab 9:30-10:00 (30m) 10 tutor groups (2 tutoring groups M/W/F and T/TH) (Tutoring with teachers and staff)	Specials 9:30-10:30 (60m)		2 staff for tutoring
RTI <sup>2</sup> 10:30-11:30 (60m) (4 tutoring groups M/W/F and T/TH)		Foundational Skills 10:00-10:45 (45m)	Literacy Block 10:30-11:45 (75m)		2 staff for tutoring
Lunch 11:30-noon	<b>Rotation 3:</b> E Knowledge Building ELA (content specific), Foundational Skills, Math 11:30-1:00 (90m)	RTI <sup>2</sup> 10:45-11:45 (60m) (2 tutoring groups M/W/F and T/TH)	Lunch 11:45-12:15 (30m)		2 staff for tutoring
Specials noon-1:00 (60m)		Lunch 11:45-12:15	Math Block 12:15-1:30 (75m)		2 staff for tutoring
Recess 1:00-1:30	Lunch 1:00-1:30 (30m)	Math Block 12:15-1:30 (75m)			2 staff for tutoring
Math 1:30-2:40 (70m)	Writing Lab/Recess 1:30-2:00 (30m) 10 tutor groups (2 tutoring groups M/W/F and T/TH) (Tutoring with teachers and staff)	Recess 1:30-2:00 (30m)	Social Studies/Science Block 1:30-2:45 (75m)		2 staff for tutoring
Scie/Social Studies 2:40-3:15	RTI <sup>2</sup> 2:00-3:00 (60m) 4 tutoring groups M/W/F and T/TH)		Foundational Literacy Skills 2:45-3:15		2 staff for tutoring