



**DIVISION OF ELEMENTARY  
& SECONDARY EDUCATION**

**High-Impact Tutoring Pilot Grant  
2023-2024**

**Directions: Please make a copy of this application and submit it to [ade.tutoring@ade.arkansas.gov](mailto:ade.tutoring@ade.arkansas.gov) by November 10, 2023, with the subject line “[District Name] HIT Pilot Application.”**

The Arkansas Department of Education may require revisions or additional information to this application and/or decline to award funds to an applicant.

<b>Local Education Agency:</b>	<b>Gentry School District</b>
<b>District/School Contact Name:</b>	<b>Christie Toland</b>
<b>District/School Contact Title:</b>	<b>Assistant Superintendent</b>
<b>District/School Contact Email Address:</b>	<b>ctoland@gentrypioneers.com</b>
<b>District/School Contact Phone Number:</b>	<b>479-736-2253</b>

<b>School District:</b>	<b>Gentry School District</b>
<b>Name(s) of School(s) to Participate in High-Impact Tutoring Pilot:</b>	<b>Gentry High School, Gentry Middle School, Gentry Intermediate School, Gentry Primary School</b>
<b>Name of District Superintendent:</b>	<b>Terrie DePaola</b>
<b>District Superintendent Email Address:</b>	<b>tdepaola@gentrypioneers.com</b>
<b>Grant Amount Requested:</b>	<b>\$175,000</b>

## PROGRAM DESCRIPTION

### A. Executive Summary

Provide a summary that briefly describes the proposed tutoring initiative. As part of this brief summary, please include:

- A vision of the project
- How the project aligns with the LEA's current academic supports and initiatives
- The amount of funding requested, and a high-level overview of how funds will be used

Give the reader a vision of the project and the alignment with the applicant's high-impact tutoring plan. Summarize the amount of funding requested, introduce the grant project goals and activities, and explain how those activities will support advancing student learning and achievement.

Gentry School District's vision for implementation of the High-Impact Tutoring Pilot Program is founded in our district mission: Ensuring all students connect, learn and succeed. We believe that we are unable to fulfill this mission if our students do not graduate with strong reading skills. Through this program, each school will utilize the resources provided by this grant to strategically focus on assessing and targeting missing or weak reading skills, recovering lost instruction, and supporting strong pandemic recovery efforts that are already in place in our schools. As a result of the combined efforts of this program and the systems we have in place, for the 23-24 school year, we envision a 10% increase in our reading achievement scores in each school.

Currently, our students are struggling to recover from the hardships of the pandemic and the high inflation of our current economy. As of October 1, 2023, 946 of our 1602 students enrolled (59%) were eligible for free or reduced price meals. Since October 1, 2023, our enrollment has increased to 1691 students, many of whom also qualify for free meals. These struggles have impacted student attendance, and in turn, achievement.

Average daily attendance rates dropped significantly in all schools except Gentry Middle School last year. Our district average decreased from 91% to 88%. Gentry High School and Gentry Primary School saw the most significant decreases in attendance with a four percentage point drop in their average daily attendance. When individual student attendance is considered, the numbers are even more concerning. The graphs linked [here](#) show the numbers and percentages of students who were chronically and extremely chronically absent in the 22-23 school year as well as a snapshot of the number of students who are on track to chronic absenteeism for the 23-24 school year. To be considered chronically absent, a student misses 18 or more days of school for any reason other than school business. Extreme chronically absent students miss 30 or more days of school for any reason other than school business.

Achievement has been greatly impacted by the pandemic learning loss and poor attendance rates. Attendance task forces are in place district wide along with at least 40 minutes of daily dedicated intervention and enrichment time in each schools' master schedule. Even so, our secondary school reading achievement scores, specifically in our low socio-economic and English Language Learner subgroups, have not improved significantly.

The High-Impact Tutoring Pilot Program aligns perfectly with the strategic goals and plans for Gentry School District. The district 100 day plan for high impact can be found [here](#). As a part of our 10 year strategic plan, academic excellence is one of four priorities. The improvement of reading skills is central to the action items within this [priority](#). The resources afforded to each school with this grant will allow students to receive targeted assistance with improving their reading skills within our existing tiered system of supports.

Gentry School District is requesting \$175,000 for the program to be disbursed to all four of our schools

according to data driven need. Funds will be allocated to each school based on need and enrollment. The current enrollment for each school is as follows: (a) Gentry High School-542, (b) Gentry Middle School-404, (c ) Gentry Intermediate School-369, (d) Gentry Primary School-376. The funds will be specifically used to pay tutor salaries and benefits with a smaller amount allocated for materials and supplies.

## B. Needs Assessment

Describe the needs assessment data that was utilized to identify how funds will be used for a tutoring pilot program to improve student achievement and growth, (e.g., state assessment data, benchmark data, school and community surveys, EL percentage, economically disadvantaged percentage, special education percentage, ESSA scores). Please complete [this student data form](#) also for the scope of tutoring needs (requires making a copy of the form).

Trend data from the ACT Aspire and NWEA MAP along with attendance, discipline, graduation rate, student post-secondary success, community, staff, and student surveys were used in our needs assessment. A summary of our needs assessment, strategic plan, goals, and progress can be found [here](#). Findings from our assessment include an increase in the number of ELLs and students with disabilities, a decrease in student attendance and engagement, and an increase in discipline. Achievement is uneven. Our students with IEPs, low socio-economic status, and English Language Learners decrease in their achievement as they progress through the grades. NWEA MAP data was used to complete the student data form. Our data sheet is linked [here](#). All of this was used to determine the use of funds for the tutoring program. It was determined by the committee that all schools need reading tutors. The secondary schools also need math tutors. The focus for tutoring will be students who are in Tiers 2 and 3 remediation (K-12) and reading remediation classes or credit recovery in grades 9-12. We want to specifically target those who are ELLs with highly qualified tutors who possess expertise in this area.

## C. Current Tutoring Program Implementation

Describe the current level of implementation (exploration, initial implementation, full implementation) of High-Impact or other tutoring programs (include information on time of day, dosage, frequency, content areas, student attendance, etc.) within the LEA.

Gentry Primary and Intermediate Schools are partnered with the Siloam Springs Boys and Girls Club for after school tutoring. There are currently 130 students combined from both schools who attend the program. This is the maximum number that SSBGC allows in the program. There is always an extremely long waiting list for enrollment.

Gentry Middle School is in the exploration phase for before and after school tutoring. Changes are being planned to the 24-25 master schedule to allow for a zero hour and 8th hour so that students can attend before or after school tutoring next year. Gentry High School is also exploring this same option; however, they are implementing an after school tutoring program that is open three days per week for one hour each day. Tutoring is offered in the core content areas (math, reading, social studies, and science). Attendance has historically been poor due to lack of transportation for students and conflicting activities such as sports or jobs. Many of our students must have jobs to help with expenses at home. This is another reason that this

program aligns perfectly with our goals and needs.

D. High-Impact Tutoring Pilot Program Implementation	
What is your anticipated student-to-tutor ratio?	1:1 is ideal, no more than 1:4.
What materials will tutors use? Do these materials align with the instructional materials students currently use?	Materials provided to tutors for use in sessions will come from existing state approved instructional materials being used currently. This includes phonics chip kits, Benchmark instructional materials, Phonics First (if they tutor is trained), Read 180 (secondary), and approved materials from our Co-op literacy coach.
Who will be responsible for the day-to-day operations of tutoring programming at the District?	Christie Toland, Assistant Superintendent will oversee operations from the district level. Building principals will oversee operations at each building. Literacy Multi-Classroom Leaders at each campus will serve as support and coordination for the tutors.
Does the District have any potential vendors the district will be using/is currently using for tutoring?	Arkansas Tutoring Core and Imagine Learning are the vendors that we are interested in using. We already utilize the curriculum services of Imagine Learning in our elementary schools.
How will the District support scheduling students for tutoring?	Gentry School District requires dedicated time for remediation and enrichment within all master schedules in all schools. We have also staffed for a reading remediation program in our secondary schools.
When will tutoring launch?	Tutoring will launch within two weeks (or as soon as tutors are able to be onsite) of notification of grant receipt.
How many students are anticipated to participate?	Our goal is for 500 students to participate in the program district wide.
What data will be collected to monitor implementation of the program? How will it be collected? Who will be responsible? What frequency will it be collected? (E.g., student completion of tutoring sessions, with whom/which product, frequency, duration, specific tutor information, time of day, etc.)	We will track attendance of tutors, numbers of sessions provided by each tutor, number of tutors provided by each vendor, the duration and frequency of sessions, and the time of day in which services are utilized. This data will be collected from attendance logs that will be kept specifying the date, time, vendor, number of students seen, length of session for each student, and time of session. We

	<p>will use individual student attendance data, classroom formative assessments, and MAP formative assessment data to monitor implementation success. This data will be collected from weekly attendance reports generated from the district each Monday, professional learning community work, and from winter and spring MAP assessments. Christie Toland and each building principal will be in charge gathering, analyzing, and communicating the progress and success of this program.</p>
<p>What in-kind services and/or funds will the district provide to support the High-Impact Tutoring Pilot Program?</p>	<p>The district will provide the support of our multi-classroom leaders, space within our facilities for tutoring sessions, training for the tutors if necessary, access to materials and supplies needed to provide tutoring sessions, and administrative support. We are willing to partner and provide what is necessary to support our students and this program.</p>

**E. Monitoring**

Describe how the project will be monitored through data-driven decision-making by outlining a plan for revising and using ongoing data-driven decision-making. This plan should include:

- description of the student performance assessments or other data used to monitor progress toward meeting performance goals;
- outline the procedures and/or processes that will be put in place to monitor and assess the tutoring program, including the frequency with which data will be reviewed; and
- identification of key personnel that will be involved with the evaluation and monitoring process.

Ongoing, point in time data, common formative classroom assessments, unit assessments, and the district formative assessment (NWEA MAP) will be used to measure student achievement and growth. These will also be used to monitor progress towards goals and the overall success of the program.

The existing professional learning community structure will be used district wide to monitor and assess the tutoring program. Each school monitors individual student achievement through the PLC process in their weekly team meetings, guiding coalition meetings, and district leadership team meetings. Tutoring data will be reviewed at a minimum of every three weeks at the end of each of our unit assessment cycles.

Key personnel who will be responsible for gathering and reporting data are building literacy and math multi-classroom leaders, building administration, and Christie Toland, Assistant Superintendent.

**F. Budget Workbook**

Applicants must complete and upload the [FY24 Grant Budget and Narrative Proposal](#) with submission of the grant application. Provide an itemized budget breakdown and justification for each proposed purchase in each budget category listed in the Budget Worksheet.

**Budgets should include only allowable uses of funds as described in the section Allowable Costs.**

Provide a brief budget narrative below describing the district’s funding needs to support an effective high-impact tutoring pilot program.

Our budget worksheet and narrative proposal can be found [here](#).

Funding is only requested for salaries and benefits to pay tutors and for student access to Imagine Learning tutoring licenses for Gentry High School. Gentry School District will provide any needed materials, equipment, software access, devices, and space for the program.

## GOALS

Complete the following tables that support the objectives of the grant and explain what the funding will accomplish.

**NOTE: Grantees will be required to report on the goals and performance measures in each performance report. There will be a minimum of two performance reports due each year. Additional metrics may be required if awarded a grant.**

The following metrics will be tracked at the state level for each grantee:

- District and/or School-wide State Assessment performance results

Additional reporting requirements may be required. If so, ample time will be allocated in order for the grantee to collect the required information.

### 1. Program Performance Required Goal:

Increase the number of students receiving tutoring during the school day.

### Objective Metrics

1a. Performance Metric	Baseline	Target Level of Performance	Date for Achievement
Number of Students Receiving Tutoring during School Day (with related	0	10% increase in reading achievement K-12	August 2024

student metrics, reported in provided data-template)			
<b>1b. Performance Metric</b>	<b>Baseline</b>	<b>Target Level of Performance</b>	<b>Date for Achievement</b>
Districts Regularly Report on Student Data (per the provided data-template)	0	2 times per semester	August 2024

**2. Program Performance Required Goal:**

Increase the number of students achieving on grade level. If proposing a high-impact tutoring program for BOTH ELA and Math, include metrics for both subjects separately (i.e., an ELA baseline and target and a Math baseline and target)

Objective Metrics			
2. Performance Metric	Baseline	Target Level of Performance	Date for Achievement
Number of Students scoring "Ready" or "Exceeding" in on ACT Aspire/ATLAS assessments	District Reading-Economically Disadvantaged-31.61% District Reading All-38.26%, District Reading ELL-11.61%	District Reading target-50%	August 2024

**3. Program Performance Required Goal:**

Public school district or open-enrollment charter school will maintain consistent access for designated students to non-core instruction.

Objective Metrics
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3. Performance Metric	Baseline	Target Level of Performance	Date for Achievement
Percentage of Students provided designated time outside of core instruction for High-Impact Tutoring	25%	100% of Students are provided consistent access to non-core instruction through High-Impact Tutoring	August 2024