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Innovative Teacher Mini-Grant Application

Contact Information

Name	Email Address
Lead Teacher	
Teacher	
Teacher	
Principal	
School	

Grant Overview

Grant Title	Supporting College and Career Ready ELLs
One sentence that clearly describes your project	Provide English Language Learners (ELLs) regular, individualized tutoring that is embedded in the school day to support achievement across content areas, guarantee graduation, and ensure that students are meeting a-g requirements to be college and career ready.
Requested amount	\$4818.00

Agreement and Signatures

I (We) understand our complete and signed application must be submitted by email to grants@rbef.org on October 4, 2019. I (We) agree to fulfill the requirement to submit paid receipts for expenditures, to inventory all purchased equipment and materials with the Redondo Beach Unified School District (RBUSD) and to send in a one-page impact report by June 17, 2020. I (We) understand that failure to submit the one-page report will result in lack of eligibility for an RBEF teacher grant in the following school year. I (We) understand that all major equipment and/or instructional materials purchased with this grant are the property of and must remain in the RBUSD.

		Date
Lead Teacher		10/2/19
Supervisor/Principal		10/2/19

Office Use Only

Date Received	
Grant Number	



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The grant selection process will be anonymous. Your application will be identified by a grant number only. Please do not include your name(s) or the name of your school in the body of your application.

Grant Overview

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One sentence that clearly describes your project	Provide English Language Learners (ELLs) regular, individualized tutoring that is embedded in the school day to support achievement across content areas, guarantee graduation, and ensure that students are meeting a-g requirements to be college and career ready.

Requested Funding – Collaborative Teams

☐ \$3,000

☒ \$5,000

☐ Other:

Student Population

Number of students involved	41
Student grade level(s)	9-12
Briefly describe the student population including any special needs or interests this project will address.	RUHS has an English Language Learner (ELL) population of 41 students. They vary from emerging English speakers (at a beginning stage of developing English skills) to bridging English speakers (with moderately developed English skills). This particular group of students includes our school's most critical learners and, as such, they deserve our care and attention. As with any group of ELLs, they require special support to meet federal and state mandates around graduation. However, this specific group is particularly high-need due to the low college and career preparedness scores (19.2%) noted on the California School Dashboard. Additionally, these ELLs are highlighted in the RBUSD LCAP as a group whose a-g completion rates are currently at 0% (0 out of 14) and are therefore worthy of targeted services.

Project Description

<p>Objective What is the objective of your project and what problem or need does it address?</p>	<p>The objective of this project is to provide regular tutoring services to our ELLs during the school day. Failure to demonstrate fluency in English is not the solitary reason for low a-g completion rates; the high level of academic vocabulary (which ELLs haven't yet mastered) demanded in required classes such as chemistry, algebra, and English, poses a significant barrier to success.</p> <p>These students need personalized, one-on-one and small group help to take the necessary leaps in academic discourse that their coursework demands. A three-year study by the Center for Applied Linguistics found that the most effective English Language Development (ELD) programs provided significant extended learning time with individualized supports to help students become eligible for and transition to college and career. Regular, reliable, personalized tutoring can help RUHS students identify their weaknesses and receive instruction that helps fill the gaps in their learning. Best practices in ELD instruction suggest tutoring programs, especially for high school students. "As secondary students are required to do "double the work" — learn English and content — it is often a daunting task to try and keep up with as many as eight subjects at a time" (Short & Fitzsimmons, 2007).</p>
<p>Process Describe the nature of the project and what will be done (include instructional methods, procedures, or activities).</p>	<p>In general, the purpose of the ELD tutor is to provide individualized support for students as they are working on assignments from their core classes. This includes, but is not limited to, English, history, math, and science homework, projects, and assignments.</p> <p>This kind of work is done during the "tutorial" or "independent work" segment of our block period in the ELD class. During class, the ELD teacher works with one small group at a time on specialized language instruction that is differentiated for language and ability levels. Meanwhile, the other students are working on their homework/assignments from other classes or completing other language development tasks (Duolingo, listening stations, preparing speeches, journal writing, etc.). The ELD tutor would be on hand to help students with questions and struggles as they work to complete these assignments. Independent work time will be maximized with the addition of an ELD tutor who can play an important role in the students' success by providing extra academic support. This is particularly helpful for students who may not have access to academic resources and help at home.</p> <p>The tutor would use student tutorial request forms to identify the assistance they need and plan his/her instructional approach.</p>

	<p>Students also enter their planned independent work tasks on a shared Google Sheet, which the tutor would use to help facilitate independent work time.</p> <p>The tutor will get direction from and collaborate with the ELD teacher. The tutor would be needed for periods 1 and 3, Mondays, Wednesdays, and Fridays. The tutor would work with 15 students in period 1 and 26 students in period 3. This would be weekly, for the remainder of the 2019-2020 school year.</p>
<p>Logistics Who will be involved and where and when will the project take place?</p>	<p>The hiring process and job expectations for the ELD tutor would parallel the current system in place for hiring AVID tutors (see attached job posting from RUHS on EdJoin). Some of the ELD tutor's responsibilities would include:</p> <ul style="list-style-type: none"> • Work individually with students on writing assignments, as well as support student mastery of various content subject areas • Assist students in any subject area, by being familiar with students' textbooks and materials and classroom resources • Assist in teaching study skills and other general academic skills • Respond to student writing with helpful verbal and written comments • Ensure that students complete work in a timely manner • Establish and maintain rapport with students • Facilitate student learning in a challenging, yet supportive, tutoring environment • Set an example of personal excellence and high expectations
<p>Standards What standards (CA content and/or common core) will this project address, support, or extend?</p>	<p>Of the three main parts of the CA ELD standards, part one, "Interacting in Meaningful Ways" is the most relevant to this kind of work. Working individually and in small groups with a tutor helps "foster intellectually and discourse-rich, meaningful interactions" as prescribed by the standards. Specifically, the standards supported include:</p> <p>ELD.P1.9-12.1: Exchanging information and ideas via oral communication and conversations</p> <p>ELD.P1.9-12.2: Interacting via written English (print and multimedia)</p> <p>ELD.P1.9-12.3: Offering opinions and negotiating with or persuading others</p> <p>ELD.P1.9-12.5: Listening actively and asking or answering questions about what was heard</p> <p>ELD.P1.9-12.9: Expressing information and ideas in oral presentations</p> <p>ELD.P1.9-12.11: Supporting opinions or justifying arguments and evaluating others' opinions or arguments</p> <p>ELD.P1.9-12.12: Selecting and applying varied and precise vocabulary and other language resources</p>

Project Innovation

Explain why you believe your project is innovative. Include your rationale for selecting/designing the new or creative approach or program you plan to implement.

For the past 4 years, students have identified the opportunity for one-on-one help with class assignments as the absolute most valuable aspect of the ELD class at RUHS. I have seen how this kind of support improves learning, study habits, and confidence. The “ah ha!” moments that happen when working with an ELD student are priceless. These mini breakthroughs give ELLs the stamina to push through their academically challenging day. Unfortunately, most teachers don’t have the time to regularly offer one-on-one support to our critical ELL population. The opportunity for students to clarify, practice, and extend the learning with a tutor can be the difference between frustration and failure or perseverance and success.

Alignment with College Readiness Focus

Describe how your project supports the RBUSD Kinder to College initiative. Specifically, how will your project promote a college-going culture and/or build your students’ interest, knowledge, skills and readiness for college.

Having a regular tutor in the ELD class will help focus attention and meaningful effort toward the study habits and academic discourse needed to succeed in high school and beyond. With the support of the tutoring program, ELLs will be regularly analyzing their grades and tracking their class assignments, helping to build their capability and interest in further academic success. Ultimately, this will support higher passing rates, and the ability to take courses that allow ELLs to be a-g compliant and ready for college.

Plan for Evaluating and Documenting Impact

Evaluation

What student outcomes do you expect and how will you measure success?

- Students will request specific help from the tutor at least once a week (as documented on the request form).
- Students will maintain Cs or better in all classes.
- Students will have few missing or incomplete assignments (as shown in Power School).
- Students’ abilities to manage their work load will increase as demonstrated in improved time management and efficiency in identifying, starting, and completing assignments.
- A positive, engaged atmosphere around independent work time will grow as students find the help they receive is useful and meets their needs.
- There will be an increase in a-g compliance for the RUHS ELL population.

What evidence (photos, work samples, assessments, etc.) will you gather during the project to document the grant's impact?

Procedurally, students fill out tutorial request forms that specify the assistance they need. They also enter their planned independent work tasks on a shared Google Sheet. This is an effective way for students to communicate their needs. It also allows us to track student growth areas and provides an accountability measure. The combination of these two measures documents regular and focused attention on the academic needs of our ELL population.

Additionally, students will complete reflections and metacognitive journals about their learning during the ELD class. These student evaluations can document the value of a tutor's support during independent work time. We will also collect data on assignment completion from core teachers each semester through a survey. Lastly, we will track improvement in a-g compliance from last year to this year.

Item Description	Amount
Tutor salary: December 2, 2019 – June 10, 2020 \$16.06/hour, 12 hours/week <ul style="list-style-type: none"> 4 hours a day, 3 times a week (8:00 am-12:00pm) 300 total hours <ul style="list-style-type: none"> 21 weeks, 12 hours/week 6 weeks, 8 hours/week 	\$4818.00
TOTAL	\$4818.00

AVID TUTOR - RUHS at Redondo Beach Unified School District



REDONDO BEACH UNIFIED SCHOOL DISTRICT

Job Information

Date Posted: 1/15/2019

Application Deadline: 8/31/2019 12:00 AM Pacific

Employment Type: Part Time

Length of Work Year: 3 to 5 hours/day; 10 months;
Beginning August 30, 2017

Salary: \$16.06 per hour

Number Openings: (At time of posting) Not Specified

Contact: Scott Sibley

Email: ssibley@rbusd.org

Phone: 3109371213

Requirements / Qualifications

Energetic approach to responsibilities; positive personality; sense of humor and compassion; creative ability; ability to visualize and implement change; capacity to withstand stress; self motivated; potential for growth

- Resume

Comments and Other Information

*Employment is contingent upon successful completion of a LiveScan background check; candidates must disclose any convictions on application. Be aware that convictions expunged under California Penal Code 1203.4 will be revealed by LiveScan. Failure to do so will result in a rescinded job offer. Candidate selected for employment will be required to provide verification of work authorization in the form of a passport, driver's license, or other equivalent and social security card. TB skin test required.

Redondo Beach Unified School District (RBUSD) is an equal opportunity employer and prohibits discrimination, harassment, intimidation, or bullying in all district programs, activities, and employment on the basis of actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, age, sex, sexual orientation, parental or marital status, pregnancy, or association with a person or a group with one or more of these actual or perceived characteristics. Redondo Beach Unified School District prohibits sexual harassment of RBUSD employees and job applicants, as well as retaliatory behavior or action against employees or other persons who complain, testify, or otherwise participate in the complaint process established pursuant to this policy and administrative regulation. For more information, you may contact the Title IX Coordinator/ Director of Student Services Dr. Anthony Taranto, E-mail: ataranto@rbusd.org, Telephone: 310-379-5449

Redondo Beach Unified School District

AVID TUTOR



Redondo Beach Unified
AVID Tutor
AVID TUTOR - JOB DESCRIPTION

Under direct supervision of the AVID coordinator/teacher, tutors perform the following tasks:

Conduct tutorial sessions that underscore the principle of collaborative learning and the practice of students teaching other students through discussion of class and text notes.
Determine from student notes and discussions the concepts that need to be taught or retaught.
Evaluate student binders, including calendars, class and textbook notes, etc.
Become familiar with the materials in the AVID Curriculum Libraries.
Become familiar with the textbooks and materials used by AVID students.
Conduct mini-lessons in the process of writing in all subject areas, study skills, and other aspects of college preparation.
Conduct brainstorming and clustering sessions.
Set an example of personal excellence and high expectations for AVID students to follow.
Work with students in any phase of the writing process, such as brainstorming, clustering, read arounds, revision, and editing.
Contact teachers regarding course outlines and assignment schedules as directed by the AVID coordinator/teacher.
Assist in developing a resource file of enrichment materials for use in tutorial sessions.
Communicate frequently and honestly with the AVID coordinator/teacher regarding student progress and areas of concern.

QUALIFICATIONS:

AVID tutors should be excellent role models of motivated, organized, successful college students who believe that the AVID students can and will succeed. They should be enrolled at colleges or universities. The tutors should represent balance academic backgrounds, some liberal arts majors, others science or mathematics majors. The tutors should be people who will work in a supportive manner with middle and/or high school students and will be able to understand the delicate position they will occupy; they are advocates of students, yet ultimately they are responsible to the teacher. They must be willing to meet regularly to discuss student progress and to confer with the teacher about future tutorial plans.

Conduct tutorial sessions that underscore the principle of collaborative learning and the practice of students teaching other students through discussion of class and text notes.

Determine from student tutorial worksheets, notes and discussions the concepts that need to be the focus of tutorial sessions.

Work with students in any phase of the writing process, such as brainstorming, clustering, read arounds, revision, and editing.

Allow students to shoulder the responsibility for their own active learning while guiding them with strategies that they will become accustomed to using independently.

Reinforce the idea that learning extends far beyond mere studying to form the basis for long term accomplishments.

Have a strong knowledge of Geometry and Biology and be familiar with students' textbooks and materials and AVID classroom resources.

Evaluate student binders, including calendars, class and textbook notes, and learning logs.

Assist in teaching study skills and other aspects of college preparation.

Take responsibility for the tone and atmosphere of the AVID classroom.

Acknowledge the individuality of all AVID students and work to develop their academic and personal pride.

Assist the AVID coordinator as requested, such as contacting teachers regarding course outlines and assignment schedules, helping with field trips, contacting parents, etc.

Assist in developing a resource file of enrichment materials for use in tutorial sessions.

Communicate regularly with the AVID coordinator/teacher regarding student progress and areas of concern.

Set an example of personal excellence and high expectations for AVID students to follow.

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