

**ADDED COMPENSATION REQUEST
FOR PROFESSIONAL STAFF ONLY
Fiscal Year 2018-2019**

Submit Completed Form to:
Human Resources and Labor Relations

Date of Request _____

When properly signed, this form gives official approval for \$_____ per hour extended payment covering more than a two-week pay period. No Payment for \$_____ per hour for additional services will be made without this form officially approved by the Assistant Superintendent for Human Resources and Labor Relations. This form is not to be used for incidental day-by-day payments.

Name of Staff Member to Receive Payment _____

Building _____

Total Hrs. Requested _____ x Hrly Pay of \$_____ = Total Amt. Added Comp. \$ _____

Dates of Additional Services _____

Reason for Additional Services _____

Account # _____

Employee Signature _____

Signature of Principal/Supervisor _____

Signature of Assistant Superintendent _____

(To Be Completed by Administrative Office)

Approved _____
Name

Title

Approved _____
Assistant Superintendent for
Human Resources & Labor Relations

Date _____

Approved Finance _____

Date of Approval _____

Reason (If Denied) _____

Approved _____
Superintendent

_____ Date _____

Date of Approval _____

APPROVAL IS SUBJECT TO MASTER AGREEMENT PROVISIONS



Form A – Title I - Structured Tutorial Plan - Directions

INSTRUCTIONS

Definition and Components of Structured Tutorial

3-Tier Model - The 3-Tier Model is an instructional framework, which presents three levels of strategic instruction for reducing the number of struggling students in a core content area. The Model includes three tiers: Tier I represents the 90 minute core instruction, Tier II represents supplemental instruction, and Tier III represents intensive interventions.

Supplemental Instruction (Tier II) – Supplemental Instruction is additional instruction delivered outside the regular instructional day (an extended-day, extended week or extended year) and provides differentiated instruction that is unique and different than the core instructions students have already received. Supplemental Instruction represents Tier II of the 3-Tier Framework.

Structured Tutorial - A structured tutorial is a planned program for struggling students identified by specific criteria. The assigned, certified, highly-qualified teacher will develop a required plan for each student supported by data, identifying the specific standards in the content area that need reinforcing and provide supplemental instruction through differentiated strategies to struggling students. Structured Tutorials represent supplemental instruction and Tier II of the 3-Tier Framework.

Page 1:

1. **Student Name** – Indicate the name of the student that is being referred for a structured tutorial. Only indicate one student per tutorial plan form.
2. **Content Area** – Indicate which specific core content area the student’s structured tutorial plan is being conducted. Only Reading (ELA) and Math are designated for 2016-17 academic year. Only indicate one content area per tutorial plan form by checking the box for “Reading” or “Math”.
3. **Grade Level** – Indicate which grade level the student is currently in.
4. **Building Location** - Indicate the school location where the structured tutorial is being conducted. Students should only be assigned to the school building they are currently attending.
5. **Start Date**: Indicate the date that the structured tutorial plan will be implemented. This does not include preparation time for the assigned and authorized teacher. This represents the date that the structured tutorial plan begins after school.
6. **End Date** - Indicate an end date that is from one week to three weeks from the start date of the structured tutorial. This end date contemplates pre- and post testing to measure achievement and whether the supplemental instruction application is successful and allows students who are successful to exit the structured tutorial. Only two-to-four week intervals (duration) will be approved.
7. **MEAP Score** – Indicate the MEAP Score (3 or 4) for the appropriate content area checked in item #2.

8. Retained – Indicate whether the student was retained by checking the box “Yes” or “No”.
9. Summer School – Indicate whether the student attended Summer School by checking the “Yes” or “No” box.
10. Assigned/ Authorized Teacher – Print the name of the certified, highly qualified teacher who will plan, conduct the structured tutorial, and follow-up on the student’s progress based on the structured tutorial plan. The preference is for the classroom teacher who is most familiar with the identified student’s classroom performance and impact of the supplemental instruction.
11. Signature – The signature of the assigned/ authorized teacher who agrees to conduct the structured tutorial plan.
12. Date – Indicate the date that the assigned/ authorized teacher signed the structured tutorial plan.
13. Principal’s Name – Indicate the building principal’s name.
14. Signature – indicate the building principal’s signature for approval of the structured tutorial.
15. Date – indicate the date the building principal signed.
16. Conducted Pre-Assessment - Indicate the pre-assessment instrument that will be used to identify the student’s beginning performance level and/or score on the GLCE’s for the student’s structured tutorial plan. The following are examples of assessments that can be used as appropriate: PLATO, ITBS, MEAP, SRI, and Teacher-Made Assessment.
17. Planned Post-Assessment(s) - Indicate the post-assessment instrument that will be used to measure whether the supplemental instruction provided to the student has been successful in moving the student from below standard to standard or above. This assessment should be given within a two/four week interval to measure progress towards the plan objectives. The same assessments used for the pre-assessment can be used for the post-assessment.
18. What are the specific GLCEs where the student needs assistance according to the Pre- Assessment results? - Indicate the specific content area, which the student has been unsuccessful or needs reinforcement. *One example may be: content area – ELA/Reading; area student needs assistance – sound segmenting, blending, substitution, breaking down words.*
19. How was the student selected for the Structured Tutorial? - Indicate what decision-making process was followed to determine that the student was eligible to be referred for a structured tutorial. Be specific and explain the process.

What data was used to determine the needs? – Indicate the specific data (the name of the assessment is not an indicator of the specific data) compiled that was used as guidance for the referral decision. Consider only current data. Review longitudinal data. Appropriate data criteria may include but is not limited to: *Behavioral data such as “student continually disrupts class” is **not appropriate** as criteria for eligibility.*
20. Identify the GLCEs that will be reinforced - Indicate the specific “Grade Level Content Expectations” (GLCE) that are **not being met**, which the plan for differentiated additional/ supplemental instruction will assist the student in achieving. The GLCE’s represent what will be taught and reinforced in a

different way than how it was taught during the 90-minute core instruction. They represent what the student must learn during the structured tutorial to be successful. They represent the details of the curriculum and what is in your pacing guides. Only a limited number of GLCEs should be listed. PLATO results should provide the specific GLCEs

21. How will the tutorial be structured? - Indicate specifically how you will organize for instruction. How will you organize the student for instruction? Will the student participate in small group (dyads, triads, quads, etc) instruction? Will the student require instruction on a one-on-one basis teacher-to-student? What techniques will be used to ensure interaction? Will a Cooperative Learning “Jigsaw” method be used? Will technology be used, manipulatives, leveled readers, etc.
22. Duration of Tutorial - The duration of the tutorial is related to the item number 5 and 6 (start date and end date). Indicate in terms of weeks and days how long the structured tutorial will be implemented. The recommendation two-to-three week intervals at which time an assessment should measure progress. Attendance must be taken for the duration of the structured tutorial. The assigned/ authorized teacher should forecast the duration of the tutorial as follows:

4 Weeks – Indicate by checking the box provided whether the structured tutorial will last two or three weeks for the short-term.

Second Session – If a student is tutored for an additional 4 week interval indicate by checking this box.

Extended Day-Before School/ Extended Day-After School – Indicate by checking the box provided the extended day preference. Structured Tutorials are provided extended day or outside of the instructional day, which means before school or after school. The assigned/ authorized teacher with the signed permission of the parent may select to conduct the structured tutorial before school or after school. A parent permission slip signed by the parent or guardian is required for a student to participate in the structured tutorial.

Tutorial Schedule– Indicate the schedule format for the structured tutorial. Indicate which days of the week and the time frame (beginning and end times), which the assigned/ authorized teacher will meet with the student using the schedule chart.

Assessment(s) Schedule – Indicate the assessment(s) schedule using the chart to indicate the date(s) on the corresponding day of the week and the time frame (beginning and end times), which the assigned/ authorized teacher will assess the student to monitor progress.

Strategy (ies) Schedule – Indicate the strategy schedule using the chart to indicate if there is a varied format for using instructional strategies. Do Not refer to above items because they do not provide a schedule of events/ activities. One example may be that on Tuesdays students work in based groups for instruction on the content areas and on Thursdays students work with manipulatives and hands-on activities.

Page 2:

23. What specific strategies are planned to differentiate instruction? - Indicate the specific strategies that will be used to deliver the instruction. Structured Tutorials provide supplemental instruction, which must be unique and different from the core instruction students have already received during the instructional day. Therefore, strategies must be implemented that differentiate instruction. Reference the ASCD Tomlinson Model, for which the District has provided professional development and

resource materials.

24. What are the expected outcome(s) for the student? (What will they be able to do?) – Indicate the content needs specified in items 12 and 14 of the plan in outcome terms. What expectations the student was unable to meet at the start of the structured tutorial, the student should be able to meet at the assessment or progress monitoring intervals.
25. What are the recommendation(s) for follow-up in the classroom? – Indicate the plan to follow-up on the student’s progress in the classroom. This is important whether the assigned/ authorized teacher is the student’s classroom teacher or not. However, it will be essential for a plan to be coordinated with the classroom teacher if the teacher conducting the structured tutorial is not the classroom teacher. Is the student sustaining expectations upon return to the classroom? Is the student able to progress to the next level of expectations? Will the student continue to need supplemental instruction in the content area?
26. Additional Comments – Indicate any relevant comments, which pertain to the selection of the student for the structured tutorial. For example:
- It may be important to indicate if the student has an IEP in another content area that may have implications for the student’s performance.
 - Indicate the classroom teachers name and/or other content area teachers for follow-up purposes that may be working with the student.



Form A - Structured Tutorial Plan – Title I

Student Name: _____ Reading Math Grade Level : _____

Building Location: _____ Start Date: ___/___/___ End Date: ___/___/___

MEAP Score: _____ Retained: Yes No Summer School: Yes No

Assigned /Authorized

Teacher: _____ Signature: _____ Date: _____

Principal's

Name: _____ Signature: _____ Date: _____

Conducted

Planned

Pre-Assessment(s): _____ Post-Assessment(s) _____

What are the specific content areas that correspond to GLCE's where the student needs assistance according to the Pre-Assessment results? _____

How was the student selected for the Structured Tutorial? What data was used to determine the needs? _____

Identify the GLCE's that apply that the structured tutorial will be reinforced:

Strand _____ Content _____ Benchmark _____ / Strand _____ Content _____ Benchmark _____

Strand _____ Content _____ Benchmark _____ / Strand _____ Content _____ Benchmark _____

Strand _____ Content _____ Benchmark _____ / Strand _____ Content _____ Benchmark _____

How will the tutorial be structured? _____

Duration of Tutorial:

4 Weeks Second Session

Extended Day – Before School Extended Day – After School

Item	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Schedule						
Assessment(s)						
Strategy(ies)						

What specific strategies are planned to differentiate instruction? _____

What are the expected outcome(s) for the student? (*What will they be able to do?*)

What are the recommendation(s) for follow-up in the classroom? _____

Additional Comments:

FORM B - Student Structured Tutorial Lesson Plan

<p>CLASSROOM ENVIRONMENT Delivery Options & Pupil Support Services for Grade level based on Funding Source Guidelines</p>	<p>CURRICULUM Which GLCE's are being addressed? Instructional Program/Services Subject Area/Grade Level Content Standards and Benchmarks</p>	<p>TEACHING STRATEGIES What will the Teacher Do? Best Practices Linked to Scientifically How and in what ways will Instruction be Differentiated and delivered? Different than how it is taught in core? Duration (time frame)</p>	<p>LEARNING STRATEGIES What will the learner do as a result of the tutorial? Best Practices Linked to Scientifically How and in what ways will students learn by engagement with the core content based on Differentiation Instruction? Duration (time frame) Attendance date(s) must be provided.</p>	<p>ASSESSMENT Another word for "test" Test is aligned with academic standards; Pre/Post-Test Progress Monitoring by Assessment</p>
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FORM B - Student Structured Tutorial Lesson Plan

<input type="checkbox"/> Extended Day, Before School <input type="checkbox"/> Extended Day, After School <input type="checkbox"/> Extended Year, Summer School <input type="checkbox"/> Extended Year <input type="checkbox"/> Other	<input type="checkbox"/> ELA/ Reading <input type="checkbox"/> Math Strand _____ Content _____ Benchmark _____ Strand _____ Content _____ Benchmark _____ Strand _____ Content _____ Benchmark _____ Strand _____ Content _____ Benchmark _____	<input type="checkbox"/> Tier II – Supplemental Instruction <input type="checkbox"/> Tier III - Interventions	<input type="checkbox"/> M <input type="checkbox"/> T <input type="checkbox"/> W <input type="checkbox"/> TH <input type="checkbox"/> F <input type="checkbox"/> S <input type="checkbox"/> Parent Permission Time(s): _____ to _____ Duration: _____ Weeks Date(s) _____ _____ _____ _____ Was Student Retained? <input type="checkbox"/> Yes <input type="checkbox"/> No Did Student Attend Summer School? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> PLATO <input type="checkbox"/> ITBS <input type="checkbox"/> MEAP <input type="checkbox"/> SRI <input type="checkbox"/> Teacher Made <input type="checkbox"/> Other _____ _____
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STUDENT: _____ GRADE: _____ TEACHER: _____ SCHOOL: _____

(Adopted from Analyzer (Beane, 2006, Hansen & Beane, 1992; 3-Tier Framework – Texas University)



Form C - Title I – Structured Tutorial Attendance

Student Name: _____ Tutorial Period
Start Date: ___/___/___ End Date: ___/___/___

Time Frame: _____ Building Location: _____

Math Reading/ ELA Grade Level: _____

Pre- Assessment _____ Post-Assessment: _____

Attendance / Student Sign-in

Date	Time IN	Time OUT	Hours	Sign-In

Assigned /Authorized Teacher: _____ Signature: _____

Comments/Remarks:



Form D- Structured Tutorial Parent Permission - Title I

Date: _____

Dear Parents

Recent review of your child's assessments indicate that he/she will need additional instruction in the areas of _____:

- a) _____,
- b) _____,
- c) _____,

It will be necessary to conduct this additional instruction, to support _____ learning after-school, which is called a structured tutorial. The following schedule has been developed:

Item	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Schedule						

The following certified teacher has been assigned:

_____ Teacher

_____ School

We require parent permission to implement this plan to help your child with the learning requirements for his/her grade level. Thank you for your cooperation.

Parent Signature: _____ Date: _____

Please return this letter to your child's classroom teacher and a copy will be provided for your records.



Title I – Structured Tutorial Processing

PROCEDURES

The instructions that follow will explain how to process the State and Federal Programs Office Title I – Structured Tutorial – Extended Day Program implementation and staffing. The following forms are required for the process:

- **2016-17 Added Compensation Request For Professional Staff Only** - obtain by accessing MS-WORD and clicking on FILE, then on NEW, and then on More, scroll down to the Human Resources folder, open it and download the form. This Added Compensation Request is Step 1 to initiate approval of added pay.
- **Additional Pay Form** - the district added pay form is the time card that generates payroll after the Added Compensation Request for Professional Staff Only has been submitted. This is Step 2 and must be completed every pay period to generate payroll at the building level.
- **Form A– Structured Tutorial Plan –Title I** - obtain by accessing MS-WORD and clicking on FILE, then on NEW, and then on More, scroll down to the Compensatory Education (Comp Ed), open it and download the form. Submit with Added Pay for each student.
- **Form C – Structured Tutorial Attendance –Title I** - obtain by accessing MS-WORD and clicking on FILE, then on NEW, and then on More, scroll down to the Compensatory Education (Comp Ed) folder, open it and download the form. Form C is not submitted but kept at the building in the Structured Tutorial binder.
- **Form D – Parent Permission Letter** - obtain by accessing MS-WORD and clicking on FILE, then on NEW, and then on More, scroll down to the Compensatory Education (Comp Ed) folder, open it and download the form. Form D is not submitted but kept at the building in the Structured Tutorial binder.

- 1) Title I identified Schools may implement the Structured Tutorial Program utilizing the allocated 250 hours for Extended Day (before school or after school). The Structured Tutorial represents supplemental instruction and Tier II of the 3-Tier Framework. A Structured Tutorial is a planned program for struggling students identified by specific criteria. An assigned, certified, high-qualified teacher will develop a required plan for each student supported by data, identifying the specific standards (GLCEs) in the content areas of Reading or Math that need reinforcing and provide supplemental instruction through differentiated strategies for struggling students. Structured Tutorials contemplate small groups of students. A classroom of students is not allowable under Title I funding. Incomplete forms will be returned. The rationale is

- a) To allow attendance monitoring.
 - b) To allow pre- and post -assessments to measure student achievement of content expectations.
 - c) To allow student exit and/or entry into the program during the four week intervals.
- 2) The Structured Tutorial is designed for a prescribed period of time.
 - 3) Structured Tutorials may only be conducted by a “certified teacher” who is highly-qualified in the content area of Reading and Math.
 - 4) To initiate Structured Tutorial an “**Added Compensation Request for Professional Staff Only form**” must be completed prior to implementation. Teachers should complete the following paperwork and submit the request for Added Compensation for approval.
 - a) All the required signatures must be obtained, which includes the Teacher, Principal, and Assistant Superintendent. Forms will be returned to buildings if signatures are omitted.
 - 5) Compensation for each teacher conducting the structured tutorial is **activated** by completing a separate “**Additional Pay form**”:
 - a) Complete the Additional Pay Form according to the district payroll schedule upon completion of the structured tutorial services.
 - b) Attach the Form A– Structured Tutorial Plan - Title I– to the Additional Pay Form for each assigned / authorized teacher. Complete Form A Plan in its entirety for each student that has been identified for supplemental instruction on an extended day basis. Refer to the instructions for completing Form A.
 - c) Students identified for the Structured Tutorial must have the Parent Permission Letter – Form D signed by the parent and/or guardian on file at the school-tutoring site in the Structured Tutorial binder. Other parent permission formats may be used to document the parent signature. However, signed parent permission must be on file at the site.
 - 6) Submit to the State and Federal Programs Office Secretary, 550 Millard, Second Floor the Added Compensation Request for Professional Staff for each assigned teacher with the Structured Tutorial Plans attached for the identified students they will be working with the teacher for processing.
 - a) Added Compensation Request for Professional Staff – for each assigned certified teacher.
 - b) Form A – Structured Tutorial Plan - Title I — for each identified student who will be working with the teacher
 - c) Added Pay Form – to generate payroll every pay period from the building level.
 - 7) The State and Federal Programs Office Director will review the Request for Added Compensation for compliance and sign-off. Incomplete request will be returned.

- 8) Upon approval by the State and Federal Programs Office Director the Added Compensation Request is forwarded to Human Resources and the Superintendent for additional signatures and to Finance for processing.
- 9) The Assigned Teacher and Principal at the building level are responsible for submitting the Added Pay Form to correspond to the pay period when the structured tutorial is implemented. Submit to Payroll and Payroll will submit to State and Federal Programs Office for compliance approval. The Added Pay must be matched with the Added Compensation Request in Payroll.
- 10) The Instructional Division will monitor structured tutorials through the AYP/ SI (Adequate Yearly Progress / School Improvement) Director. Building visits will be made during the scheduled time for Structured Tutorials.
- 11) Assigned Teachers are responsible for implementing student pre-and-post assessments and providing progress information to measure the effectiveness of the Structured Tutorial for the two or four week interval.