

T.E.A.M.S
**Tutoring Effectively and Motivating
Students**



Program Guidelines

2016~2017

Supplemental Tutoring -School Improvement Program

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|---|--|
| Purpose: | To provide teacher-directed before or after-school tutoring and mentoring opportunities to improve student achievement. |
| <u>Academic Tutoring</u> for all Cassville R-IV Teachers | <ul style="list-style-type: none">• Building level principal directs the program for his/her respective faculty• Sessions will be before or after-school• Sessions lasting no less than fifteen (15) minutes• Tutoring groups should have a minimum of three (2) students and no more than six (6); unless teachers work in a cooperative pair and then the ratio will be seven (7) students minimum and 14 students maximum for the session-OR by principal approval• Teachers may see more than one group of students per week• Tutoring will be based in the core academic areas• Teachers will need to have three (3) parent contact visits or communications• Teachers will be paid \$30/hour• Tutoring will top out at 50 hours per semester |

2
0
1
6

WILDCATS

2
0
1
7

MISSION

Embrace knowledge, respect tradition, and foster community

VISION

Graduation for every student...Success for every graduate

PRIORITY

Our priority is to develop college and career ready students by:

1. Provide a 21st century learning environment
2. Focusing on math and literacy for all students grades K-12
3. Strategically respond to address student's individual needs
4. Developing grading practices that reflect student learning

1. 21st Century

- 1 to 1
- Technology Specific Learning Opportunities
- Project Based Learning
- K-12 Instructional Technology Standards
- Emphasis on Learning Targets
- Transformational not substitutional
- Technology Instructional Coach
- Production Centers and elearning
- STEM
- Digital Citizenship

2. Math & Literacy

- Assessment: STAR Reading, Math & Early Literacy
- DRA K-5
- Daily Math Curriculum
- Integrate Missouri Literacy Standards into Content Areas
- MRI PK-12
- Reading Recovery
- STEM/PLTW

3. Student Needs

- Positive Behavioral Support (PBS) K-12
- Cooperative Assistance Team (CAT) PK-5
- Response to Intervention (Rtl) PK-12
- Bright Futures
- Improved Tutoring at CHS
- Academic/At-Risk Intervention Program
- Building Level Interventionist

4. Student Learning

- Incorporate Rigor, Relevance, and Relationships into Curriculum
- Standards Based Grading PK-8
- Common Assessments
- Consistent Progress Monitoring K-12
- Grading Based on Missouri Learning Standards
- SLO driven instruction

**Comprehensive School Improvement Plan
Strategic Planning Document
2016-2017**

District Performance Standards

| | |
|-------------------------------------|--|
| Academic Achievement | The district administers assessments required by the Missouri Assessment. |
| Subgroup Achievement | The district demonstrates required improvement in student performance for its subgroups. |
| College and Career Readiness | The district provides adequate post-secondary preparation for all students. |
| Attendance Rate | The district ensures all students regularly attend school. |
| Graduation Rate | The district ensures all students successfully complete high school. |

Building Level Goals

Eunice Thomas Elementary

Goal 1: 90% of students will be reading at or above grade level as measured by the DRA, STAR, and classroom assessments.

Through the utilization of a greater variety of leveled text, specific/targeted assessments, diagnostics, increased intervention strategies and personnel we will be affording students more differentiated reading instruction and success.

Goal 2: Through implementation of Balanced Literacy and the incorporation of Readers' and Writers' Workshop strategies, teacher's instructional practices will change to allow for greater student achievement.

The teaching process itself will change to allow for greater small group targeted student instruction. Reading collections allow for greater diversification in reading material selection. Teachers will focus on the Missouri Learning Standards through the implementation of the Missouri Reading Initiative (MRI) utilizing leveled readers.

Intermediate

Goal 1: 90% of students will be at or above grade level in grade level math facts as measured by the STAR, and classroom assessments.

Through the identification and utilization of learning targets, specific and targeted assessments and diagnostics, and increased intervention strategies we will afford students more differentiated math instruction and success.

Goal 2: By developing a balanced literacy approach, using the MRI (Missouri Reading Initiative) model students will show growth annually through grade level assessments and progress monitoring.

Using MRI instructional strategies, students will be successful through small group, targeted instruction. Teachers will use multiple resources to focus on Missouri Learning Standards for reading and writing.

Middle School

Goal 1: By year's end, 80% of students will be reading at or above grade level as measured by the STAR and scoring proficient or advanced in ELA reading learning targets.

CA data team will meet regularly to evaluate STAR and in-class assessments of essential learning standards to plan and implement interventions based on student needs.

Goal 2: By mid-year, grades 6-8 will incorporate, follow, and adhere to our K-12 writing plan (TAGS).

All teachers in our building will reinforce the same vocabulary and have the same expectations of students regarding their writing activities assigned in class. Writing quality will improve with adherence to a common set of expectations.

Goal 3: By years end, 80% of students will be at proficient and advanced on districts new math curriculum grade level standards.

Math data team will meet regularly to evaluate in class assessments of essential learning standards to plan and implement interventions based on student needs. All departments will incorporate STEM based activities.

High School

Goal 1: Each teacher will have 80% of students show mastery on each learning target for each course.

We will progress monitor every student on each learning target to be able to work on interventions for students not being successful. Teachers will use our ACES tutoring time as well as an intervention specialist to help students achieve mastery.

Goal 2: Incorporate differentiated instruction in the classroom.

We will focus on differentiating instruction using SLO data and progress monitoring to drive instruction.

Goal 3: Continue to implement technology into instruction for students grades 9-12.

We will use a technology coach and student-led professional development to educate our staff on different methods that are available and what they can use to help our students become better equipped to enter into a 21st century environment.



Cassville R-IV School District
T.E.A.M.S. Application Form

Ttutoring Effectively And Motivating Students

School Year 2016-2017

| | |
|---|---|
| Name | |
| Building | <input type="checkbox"/> ETE <input type="checkbox"/> IN <input type="checkbox"/> MS <input type="checkbox"/> HS |
| Area Teaching | |
| Semester of Participation | <input type="checkbox"/> Fall <input type="checkbox"/> Spring |
| Estimated Number of Tutoring Hours | |
| Explain how this responsibility relates to your building improvement goals: | |
| Specific Action to be completed for designated responsibility: | |
| Explain the parental contact portion of your tutoring | |
| Are you tutoring in a building to which you are not assigned? (Note: Building level principal approval must be obtained from each building involved in tutoring plan) | <input type="checkbox"/> No <input type="checkbox"/> Yes If Yes, what building: <input type="checkbox"/> ETE <input type="checkbox"/> IN <input type="checkbox"/> MS <input type="checkbox"/> HS |

I understand that my tutoring plan will be completed during non-contracted hours during the 2016-2017 school year and will be aligned with the tutoring guidelines. My plan will be approved by my building principal and any revisions to my plan must be approved by the building principal.

| | |
|--|-----|
| Teacher Signature | |
| Date | / / |
| Administrator's Signature | |
| Date | / / |
| Additional Administrator's Signature (If applicable) | |
| Date | / / |