

SCHOOL ADMINISTRATIVE UNIT #81

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After School Tutorial Academic Assistance Program:

Elementary Program:

Provide an after school program for students who are performing below grade level based on classroom performance, state, and local assessments. In an effort to increase student performance, this program would offer an after school program designed to remediate weakness in reading/writing and mathematics in grades 1-5. Research has shown that it is more difficult for students to make up gaps in achievement as they move through the grades. By providing a program that provides small group instruction, targeted to specific weaknesses, the District can improve overall student achievement. Currently, in grades 3 – 5 as identified by the state NECAP assessment, 51 students score substantially below proficient on reading and 85 score substantially below proficient in mathematics. The District does offer Reading Specialist support for students at the elementary level in reading but this is often in place of classroom instruction and not additional support. The District does not currently have a program for mathematics support and remediation. Instituting an after school program would provide the necessary additional support to elementary students and provide them with increased knowledge and skills.

Project:

Goal: 50% of the students who score substantially below proficient, who participate in an after school remediation program will improve performance by one or more categories over the next three years.

Indicators:

- Students will improve their comprehension using literacy and informational texts
- Students will improve their fluency and reading rate
- Students will improve organization, detail, and structure of writing
- Students will improve their understanding and application of data, probability, and statistics appropriate to their grade level
- Students will improve their basic skill operation appropriate to their grade level
- Students will improve their understanding and application of geometry and measurement

Measures:

- Student performance will be measured by the NECAP assessment given in October in grades 3-5

- Student performance will be measured through intermediate District assessments (i.e., Gates MacGinitie, math placement test, etc.)
- Student performance will be measured through teacher report on classroom performance

Targets:

- 15% of the students receiving tutoring will improve their performance by one category during the first year
- 20% of the students receiving tutoring will improve their performance by one category the second year
- 15% of the students receiving tutoring will improve their performance by one category the third year.

Program Specifics:

- Two primary teachers (grades 1-3) and two intermediate teachers (grades 4-5) in each building – (For the purposes of this project, Zone A will be considered one school)
- 4 Days a week – Monday – Thursday for 1 hour 3:20 – 4:20
- Late bus transportation

While the program is designed for those students who are not performing at grade level, it should be noted that any student may participate in this program to enhance their overall skills, as space may allow.

Middle School and High School Program

The Middle School and High School Program would operate slightly differently from the Elementary School. While the same considerations and concerns apply, at this level students have the added responsibility of passing courses for credit. Particularly at the High School, if a student does not earn the requisite credits, graduation is in jeopardy. Students frequently have difficulty with core content and the complexity of the concepts presented in their texts and lessons. Providing support for students in reading in the content area, vocabulary development and identifying essential concepts in science, social studies, mathematics, and language arts becomes essential for student success.

Project:

Goal: 60% of the students who are failing two or more courses and who consistently participate in an after-school tutoring program will improve performance in those classes to a passing grade.

Indicators:

- Students will improve their comprehension of content vocabulary
- Students will improve core content reading comprehension
- Students will improve organization, detail, and structure of writing
- Students will improve their understanding and application mathematical concepts and skills
- Students will increase comprehension of assignments and activities specific to content

Measures:

- Student performance will be measured by classroom grades and progress reports
- Student performance will be measured through teacher reports on classroom performance
- Performance will be measured by student reporting of effectiveness

Targets:

- 60% of the students receiving consistent tutoring will improve their performance to passing during the first year

Program Specifics:

- Students who are in danger of failing two or more content area subjects, as determined by progress reports, will be required to attend after school tutoring sessions two days a week. (Content area subjects are: English, Math, Science and Social Studies)
- The program is offered four days, students failing two or more courses are encourage to attend all four days
- Students at-risk are students who are failing one class. Those students are encouraged to attend tutoring two days a week.
- At any point during a quarter, a grade level team can place a student on “academic probation” with parent permission and require attendance at two tutoring sessions

While the program is designed for those students who are not performing at grade level, it should be noted that any student may participate in this program to receive support and enhance their overall skills, as space may allow.