

Tutoring

at Lodi High School



SAPS Club proposal

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Some students are struggling in

- Core classes
- AP classes
- Electives (i.e. Foreign Language)



Why?

One reason: Not enough in-class or intervention time

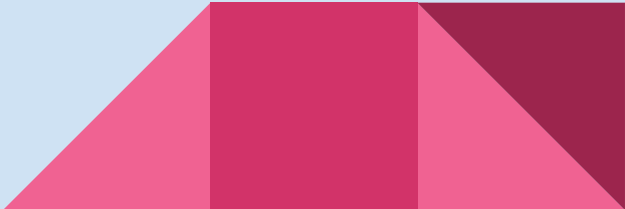
Falling behind causes student stress and anxiety

Easy to fall behind:

- Miss a concept (no time to catch up)
- Illness, class every other day, absenteeism

As a consequence:

Failing students are pressured into ELTs (extended learning time) forcing them to drop a (fun) elective -
STRESS



Could we use students as a possible solution?

When our classmates are struggling
and the staff of doesn't have the time to help them
in the way that each student needs...

Can fellow students help?

Can we bond together and help each other?

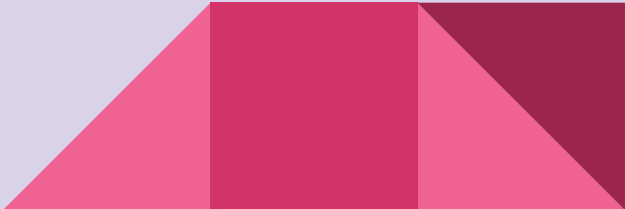




**Let's get the district to help set up a
system**

For example... our Social Studies wing

Fassbender (AP World history) & Kittleson (AP Human GEO)

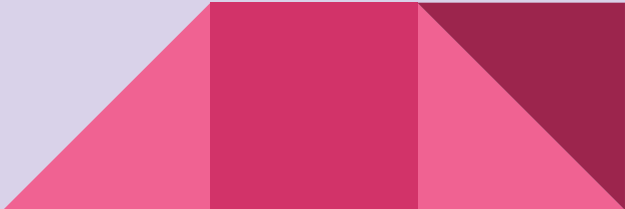
- Student Tutors help other students during intervention
 - Helpers are upperclassmen that have taken the class the previous year
 - Help with homework, explain concepts, and or give subject practice
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Our proposal:


Expand what Social Studies is doing

Find student tutors to help in all subjects during intervention time


Tutors that can help students with homework, explain concepts, and or give them practice with the subject




Step 1a - Math tutors. Implemented 3/24

- During intervention time
 - Minimum of one student tutor per teacher (or more)
 - Tutors help with concepts, homework, and catching up
 - LOCATION: in the pods and or the classroom
 - Frees up time for Staff to help students who need more significant help
 - Tutors get: extra credit, build resume, volunteer hours, builds leadership skills
- 


Step 1b - move into other subjects

- Also during intervention time
 - Minimum of one student tutor per teacher (or more)
 - Tutors help with concepts, homework, and catching up
 - LOCATION: in the pods and or the classroom
 - Frees up time for Staff to help students who need more significant help
 - Tutors get: extra credit, build resume, volunteer hours, builds leadership skills
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Step 2 - 1 on 1 tutors

- Location:
 - After school in the library(?)
 - After school at student's or tutor's home (private lessons)
 - Tutoring becomes a paid student job, builds resume, builds leadership skills
 - District or parent pays tutor for after school tutoring
 - Parent pays for private tutoring at home
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Tutor supervisor

- Hire teacher as a coach to run the tutoring program
 - Mentor
 - Training
 - Schedule tutors and tutees
 - Communicate with district and High School BCT group
 - Maintain tutoring website (SAPS will produce)
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Tutor-Tutee Relationship

- Tutoring teams (step 1 & 2)
 - Switching off
 - Schedule availability (Flexi?)
- Contract (responsibility)
- Tutoring log for progress (step 2)

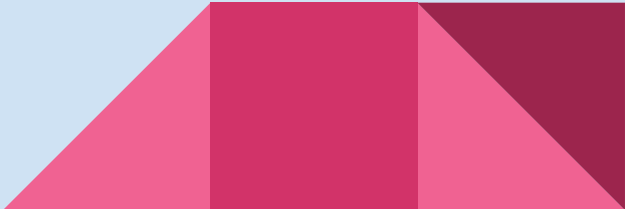


Outcome



- Increase grades and test scores:
 - Core classes and Electives
 - AP classes
 - ACT
- Reduced student stress & anxiety
 - Struggle less in school
 - Feel supported
 - Builds confidence in their learning abilities
- Opportunity for students
 - Creates meaningful student jobs
 - Encourages students to become educators

What the proposal will need...

- **Tutors** - self assigned and appointed by a teacher, counselor, or administrator
 - **Tutees** - self assigned and appointed by a teacher, counselor, or administrator
 - **Tutor supervisor**
 - **Budget**
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Timeline

NOW 2024

- **RIGHT NOW:** Find a minimum of five **MATH** tutors for intervention time (no cost)
- SAPS club will survey the staff about expanding into other subjects.
- Start creating a list of possible tutors for the 2024/2025 school year (teacher, counselor, admin recommended)

Fall 2024

- Hire a Tutor supervisor (coach) to run the tutoring program
- Establish tutoring locations outside of intervention: library, LGI, Pods, etc
- SAPS club will create a tutoring website
 - List of tutors that tutees could choose from
 - Online form for parents, tutees, and tutors to sign up for the program

SAPS has been working on this...

- Created a rough proposal of the concept in SAPS club
 - Solicited feedback from Mr. Marshall and incorporated it
- Contacted CESA5 to find other schools that have student tutoring programs
 - Poynette and Middleton Cross Plains
- Spoke to Poynette about their program (Ann Kirshbaum on the phone)
 - incorporated their successes
- Solicited feedback from teachers in Science (Ms Tenbarger), Social Studies (Mr Kittleson), and Math (____)
 - incorporated their ideas
- Traveled to the Middle Cross Plains school district and met with Charles Sackett, head of their student tutoring program
 - incorporated their ideas



Additional thoughts

Code of conduct **Mission Statements**

The School District of Lodi Co-Curricular Activities Program is designed to afford the students of our school district with the opportunity to participate in a variety of academic, athletic, vocational, social and civic activities beyond the regular curriculum. These activities and programs are an extension of and work in partnership with the regular academic curriculum. The goals of these activities are identical to those of the general academic program of our school.

Co-curricular activities provide students the opportunity to apply academic and cognitive learning in a setting outside the classroom. In these activities, the physical development, individual creativity, social interaction, self-esteem, and personal enjoyment of the student are further developed and enhanced. Because this development is crucial in preparing students to live successful and fulfilling lives, we encourage participation in the co-curricular program.

Intervention Period (Tues., Wed., Thurs., and Fri.)

Lodi High School has an intervention period for **39 minutes** at the end of each school day. The purpose of the intervention period is to give more help to students who need it and flexibility to students who don't. Through our flexible schedule system, staff members are able to request students who they want to see for the week. Students meet with their homeroom teacher during Advisory time, the first day of the week to confirm their intervention schedule for the week. Seniors who are in good standing are allowed to leave during intervention period, which helps to keep our student to staff ratio very manageable. Students then follow their schedule to get the additional help and support they need from the staff of LHS each day.