

# ALL IN TUTORING PLAN SY 23-24

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**TAKE OFF! WITH DPS**



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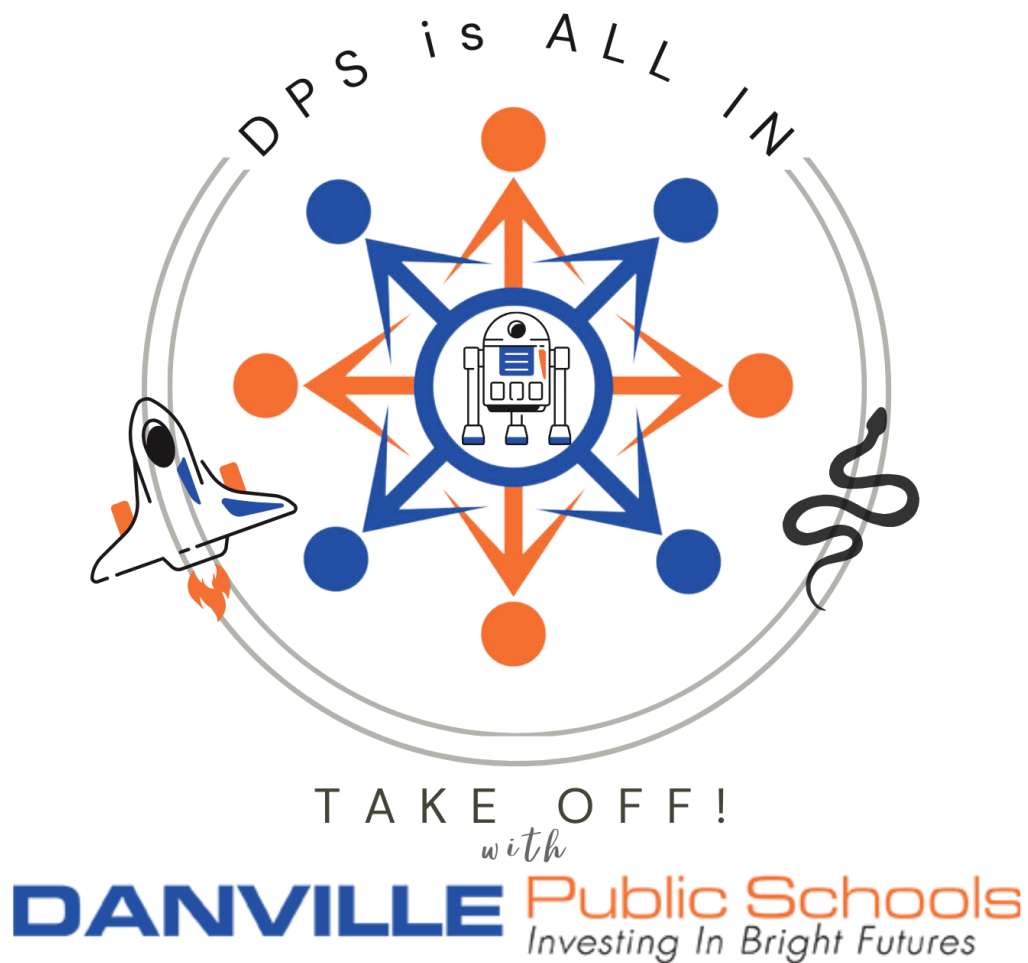


**danvillepublicschools.org**



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## Take Off! With DPS

### Overview

Danville Public Schools believes in using data to make decisions for continuous improvement. “Take Off! With DPS” aims to launch students toward academic excellence by strengthening students' confidence, enhancing their comprehension, and improving their overall academic performance. By offering specialized tutoring opportunities, we are committed to ensuring that every student has the opportunity to succeed academically.

Take Off! With DPS has been generated to support our strategic plan and to meet the expectations of VDOE’s All In Tutoring Initiative. It includes four components:

- **Part One: Targeted Tutoring and Double Dosing - T2D2**
- **Part Two: Math and Reading Skills Academy - MARS Academy**
- **Part Three: March-April-May Better Achievement - MAMBA Mentality**
- **Part Four: Meaningful Engagement**

Each component is described in detail below.

### Part 1: Targeted Tutoring & Double Dosing - T2D2



Purpose	T2D2 aims to provide high-intensity after-school tutoring and double-dosing opportunities during the school day for students in reading, mathematics, and science. This program will allow students to preview content to build background knowledge in preparation for regularly paced instruction.
Description	<p>Tutoring will take place during the school day and after school: <i>schedule varies by school site</i>, for all students in Grades 3-8.</p> <ul style="list-style-type: none"> <li>● Support for special populations <ul style="list-style-type: none"> <li>○ Students with Disabilities <ul style="list-style-type: none"> <li>■ Pull-out support during designated intervention time</li> <li>■ Triple dosing for identified students through middle school elective time</li> <li>■ Supplemental small group support</li> </ul> </li> <li>○ English Learners <ul style="list-style-type: none"> <li>■ Double Dosing small group instruction by EL teacher to support specifically language development with a laser focus on mathematics</li> <li>■ Pull out support during designated intervention time to support individual student needs based on SOL data</li> </ul> </li> </ul> </li> </ul>

Schedule	<ul style="list-style-type: none"> <li>30-60 minutes per day during the school day. <i>Varies by school site.</i></li> <li>90-120 minutes two to three days per week, after school. <i>Varies by school site.</i></li> </ul>
Staff	School tutorial staff varies by school site. Site-based plans include licensed and non-licensed personnel.
Materials	Teacher/Tutor-Led Instruction Pacing developed by the DPS C&I Team, including the following resources: iReady Tools for Instruction (Reading), CommonLit (Reading), DEKS (Reading, Math, and Science), and VDOE Bridging the Gap (Math)
Training	Training by school personnel on the expectations for tutoring and use of provided pacing guide and materials.
Monitoring	Ongoing monitoring using assessment data tracking of unit pre-and post-tests, benchmark data, and ongoing tutorial walkthroughs.

## Part 2: M.A.R.S. Academy

### Saturday Program



Purpose	Danville Public Schools believes in using data to make decisions for continuous improvement. The Math and Reading Skills (M.A.R.S.) Academy is a Saturday School Program for targeted tutoring for students in grades 3-12. It is a dedicated initiative designed to provide personalized support in math and reading. The M.A.R.S. Academy aims to launch students toward academic excellence in math and reading by strengthening students' confidence, enhancing their comprehension, and improving their overall performance in math and reading.
Description	<ul style="list-style-type: none"> <li>The program is designed for students “at-risk” and “not proficient” in grades 3-12, identified using growth and benchmark data</li> <li>Teachers are assigned ten students per class; all ten students come to tutoring, and students are placed in groups based on their level of understanding. Five students are placed in one group, and five students are placed in another group. Halfway through each tutoring session, students swap what they are working on, allowing each student to spend half of each session face-to-face with the tutor in a small group and half of each session applying their learning on the digital platform.</li> <li>Support for special populations <ul style="list-style-type: none"> <li><b>Students with Disabilities:</b> Collaboration with EC Teachers</li> </ul> </li> </ul>

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	<p>to support identified students to meet their learning outcomes.</p> <ul style="list-style-type: none"> <li>○ <b>English Learners:</b> Collaboration with EL Teachers to provide individual support to identified students to meet their learning outcomes.</li> </ul>
Schedule	<ul style="list-style-type: none"> <li>★ Saturdays from January 20, 2024 through May 11, 2024</li> <li>★ <b>DRAFT</b> Daily Schedule <ul style="list-style-type: none"> <li>○ 8:00a-8:30a → Teacher Planning/Student Arrival (Grab-n-Go Breakfast)</li> <li>○ 8:30a-10:00a → Session 1</li> <li>○ 10:00a-11:30a → Session 2</li> <li>○ 11:30a-12:00p → Teacher Planning/Student Dismissal (Bagged Lunches)</li> </ul> </li> </ul>
Staff	<ul style="list-style-type: none"> <li>● 1 Division-Level Lead</li> <li>● 4 Site Facilitators</li> <li>● 36 elementary school teachers (EC Teacher + EL Teacher per site)</li> <li>● 18 middle school teachers [(9 Math and 9 ELA) (EC Teacher + EL Teacher per site)]</li> <li>● 8 high school teachers (2/content)</li> <li>★ <i>Additional staffing may be considered upon review of eligible student populations.</i></li> </ul>
Materials	<ul style="list-style-type: none"> <li>● Teacher-Led Instruction following Saturday School Pacing developed by the DPS C&amp;I Team</li> <li>● Math: Zearn (Grades 3-8)</li> <li>● ELA: Ignite Reading (Grades 3-8)</li> <li>● Progress Learning (Grades 9-12)</li> </ul>
Training	<ul style="list-style-type: none"> <li>● Reading → January 6, 2024</li> <li>● Math → January 13, 2024</li> </ul>
Monitoring	<ul style="list-style-type: none"> <li>● Ongoing monitoring using Zearn, Ignite, and Progress Learning</li> <li>● Ongoing monitoring using assessment data tracking of unit pre-and post-tests, benchmark data, and ongoing tutorial walkthroughs</li> </ul>


### Part 3: MAMBA Mentality

Purpose	Danville Public Schools believes in using data to make decisions for continuous improvement. The <b>March-April-May-Bigger-Achievement</b> Program will provide personalized learning support using standardized assessment data in grades 3-8.
Description	The program is designed for “at-risk” and “not proficient” students during the school day.

	<ul style="list-style-type: none"> <li>Student schedules will be modified to provide intensive instruction in reading, mathematics, and science content areas. <ul style="list-style-type: none"> <li>Support for special populations <ul style="list-style-type: none"> <li><b>Students with Disabilities:</b> Collaboration with EC Teachers to support identified students to meet their learning outcomes.</li> <li><b>English Learners:</b> Collaboration with EL Teachers to provide individual support to identified students to meet their learning outcomes.</li> </ul> </li> </ul> </li> </ul>
Schedule	<p><b>DRAFT</b> Daily Schedule: March to May 2024, with daily support</p> <ul style="list-style-type: none"> <li>Elementary <ul style="list-style-type: none"> <li>7:35-8:00AM → Breakfast</li> <li>8:00-11:00AM → Reading/Social Studies</li> <li>11:00-11:30AM → Lunch</li> <li>11:30-2:30PM → Math/Science</li> <li>2:30-Dismissal → PE/Art/Music/SEL</li> <li>★ <i>Times may vary by site.</i></li> </ul> </li> <li>Middle <ul style="list-style-type: none"> <li>7:05-7:30AM → Breakfast</li> <li>7:30-10:30AM → ELA/History</li> <li>10:30-11:00AM → Lunch</li> <li>11:00-2:00PM → Math/Science</li> <li>2:00-Dismissal → Electives</li> <li>★ <i>Times may vary by site.</i></li> </ul> </li> </ul>
Staff	Teachers, coaches, and administrators
Materials	<ul style="list-style-type: none"> <li>Math: Zearn</li> <li>ELA: Ignite Reading</li> <li>District Created SDBQ reports</li> </ul>
Training	Site-based training to support site-specific needs.
Monitoring	Site-based monitoring to support site-specific needs.

## Part 4: Meaningful Engagement

### Saturday Program



Purpose	Ensuring that students in grades K-12 with chronic absences receive the support they need is the main objective of the Meaningful Engagement Program. The program aims to provide a nurturing environment that addresses the unique needs of these students. Its goal is to bridge the gaps
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	in education caused by frequent absences and ensure that these students have the opportunity to catch up and succeed academically.
Description	The Meaningful Engagement Program for students in grades K-12 with chronic absences aims not only to help them catch up on missed work but also to empower them with the necessary skills, knowledge, and confidence to succeed academically and beyond. Our commitment is to provide a nurturing and stimulating learning experience to help these students reach their full potential and flourish in their educational journey. We strive to create a supportive environment enabling them to thrive and achieve their goals.
Schedule	<ul style="list-style-type: none"> <li>★ Saturdays from January 20, 2024 through May 11, 2024</li> <li>★ <b>DRAFT</b> Daily Schedule <ul style="list-style-type: none"> <li>○ 8:00a-8:30a → Teacher Planning/Student Arrival (Grab-n-Go Breakfast)</li> <li>○ 8:30a-10:00a → Session 1</li> <li>○ 10:00a-11:30a → Session 2</li> <li>○ 11:30a-12:00p → Teacher Planning/Student Dismissal (Bagged Lunches)</li> </ul> </li> <li>★ <i>Additional Meaningful Engagement opportunities will be provided after school and during summer school.</i></li> </ul>
Staff	<ul style="list-style-type: none"> <li>● 10 Elementary Teachers (K-2)</li> <li>★ <i>Grades 3-12 will participate in the MARS Academy.</i></li> <li>★ <i>Additional staffing may be considered upon review of eligible student populations.</i></li> </ul>
Materials	<ul style="list-style-type: none"> <li>● Teacher-Led Instruction following Saturday School Pacing developed by the DPS C&amp;I Team</li> <li>● i-Ready (K-2)</li> <li>● Math: Zearn (Grades 3-8)</li> <li>● ELA: Ignite Reading (Grades 3-8)</li> <li>● Progress Learning (Grades 9-12)</li> </ul>
Training	<ul style="list-style-type: none"> <li>● Reading → January 6, 2024</li> <li>● Math → January 13, 2024</li> </ul>
Monitoring	<ul style="list-style-type: none"> <li>● Ongoing monitoring using i-Ready, Zearn, Ignite, Progress Learning, and attendance data</li> <li>● Ongoing monitoring using assessment data tracking of unit pre-and post-tests, benchmark data, and ongoing tutorial walkthroughs</li> </ul>

\*Plans subject to change based on student needs and availability\*