



Tutoring Implementation Plan

Expand and target individual attention and learning time inside and outside of traditional school hours, especially for students with the greatest learning needs

What is this document (and what is it not)? How should districts plan to use it?

- ERS is providing this planning template as a tool for districts to use throughout their work to plan for & monitor key ESSER initiatives. Within each of the four sections listed below, districts will find a set of key questions and considerations related to the implementation of a specific initiative within the **Time & Attention** Power Strategy.

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SECTION 1: VISION & DESIGN

1a. CLARIFY VISION & DEFINITIONS OF SUCCESS

What is the issue you are trying to solve by providing students additional time & attention? How might it intersect with any of the historical context and inequities that already exist in your system?

Try to include baseline data that shows the issue and/or root causes of the issue, where possible disaggregated by race, English Learner status, poverty, SWD status or other priority groups in your districts.

How is this responding to what you've heard from your community about what's most important? Where might you need more information, particularly to ensure you are leveraging the unique expertise of stakeholders from historically marginalized communities in developing the proposal?

What are all the ways the system is thinking of trying to solve this issue? Are there other connected time & attention initiatives that require coordination or are critical success factors?

What does success look like for your tutoring program?



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<i>What is the desired student experience?</i>	<i>What is the desired teacher/tutor experience?</i>

1b. SOLIDIFY TUTORING PROGRAM DESIGN

Component	Questions	Key Design Decisions	Resource Implications (People, Time, Money)
Focus Area	- What grades and subjects? - Targeted populations or schools?	Grades and subjects: Targeted populations and schools:	
Schedule & Dosage	- How often & when? - Days/week? - Length of sessions? - How long will each tutoring cycle last? - Before/after/during school? - Virtual/in person? - Group sizes?	Length and frequency: Timing: Medium: Group sizes: -	



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Content	• What curriculum? • What instructional materials? • How does it align with what is being taught in school?	Curriculum:	
Staffing & Instruction	• Who is doing the tutoring? • What support do tutors receive (i.e. training)? • How are tutors cultivating relationships with students? • How are tutors working with teachers? • Who will manage the tutors / tutoring program?	Who: Supports: Trainings: Partnerships:	
Funding		ALL CORPS:	

1c. DETERMINE PROGRAM ROLLOUT

How/when will you introduce the tutoring program? Which schools/students will you target first? Which tutors will you train first?



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SECTION 2: PROGRESS MONITORING & ADAPTATION PLAN

2a. IDENTIFY BARRIERS TO SUCCESS AND PIVOT POINTS		
<i>What major barriers exist to implementing this initiative successfully? What risks to ongoing, lasting impact do you see? What could go “wrong” with implementation as planned?</i>	<i>What implications for equity could this barrier pose if unaddressed?</i>	<i>How will you adjust this initiative / pivot if necessary? What will your “Plan B” and “Plan C” be?</i>

2b. PLAN FOR PROGRESS MONITORING			
<i>What specific measures of success do we need to look at and when should we look at them to know how things are going?</i>			
<i>As you work, consider the following checklist:</i>			
☐ Are your measures aligned with the actual information you want to capture? Will they give you a complete overview of everything that matters to you?			
☐ Are your measures feasible to implement? Are they efficient to collect, embedded in regular work routines, and minimally disruptive to everyday work?			
☐ Are there any redundant measures trying to capture the same information? Are all of them actually necessary? If not, which ones could you cut?			
	Goal (What do we want to see?)	Measure(s) (How will we measure it?)	Owner / Frequency of Review



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Outcome Goals <i>Can only measure at longer intervals. Consider:</i> - Standardized / summative assessments - Long-term student & teacher satisfaction			
Progress Goals / Leading Indicators of Success <i>Tracking medium-term indicators of programmatic impact / success. Consider:</i> - Student, parent, teacher qualitative satisfaction with program - Interim assessment data & student work - Tutor effectiveness evaluations			
Fidelity Goals <i>In the short-term and ongoing, ensuring we are implementing what we meant to implement and that it's happening. Consider:</i> - Student & teacher attendance - Time on task / completion of curriculum			



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2c. DETERMINE ONGOING COMMUNICATION STRUCTURES

How will stakeholders continue to be engaged throughout implementation and after to provide feedback on the ongoing impact? How will we continue to partner and deepen relationships with students, families, and communities of color to make sure our work to advance equity is effective and sustainable for the long-haul?

How will this process be documented and communicated to stakeholders? What key messages will we communicate consistently about this initiative? What do we most want stakeholders to hear/know?



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SECTION 3: SUSTAINABILITY PLAN

3. DEFINE LONG-TERM VISION FOR SUSTAINABILITY

Where do we want this initiative to be in three years?

Has it run its course/accomplished its objective?

Has it become a part of our system and ongoing operating budget?

Has it created enough excitement to generate its own revenue stream/funding source?

Has it adapted/evolved into a new “build-toward” strategy?

What resource shifts could be explored to sustain this initiative beyond 3 years?

People

(Assignment, Hiring)

Time

(School Master Schedules,
Admin Schedules, or time to
do something)

Money

(Monetary incentives,
purchasing technology and
materials, other costs)

Professional Learning

Other

(Strategy decisions, community
engagement)



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SECTION 4: WORK PLAN FOR IMPLEMENTATION

4a. CLARIFY ROLES				
Who is serving in the different roles associated with implementation of this initiative?				
Manager - Assigns responsibility and holds Strategy Owners accountable. - Makes suggestions, asks hard questions, reviews progress, serves as a resource, intervenes if the work is off-track	Owner - Has overall responsibility for the success or failure of that strategy. - Ensures that all work gets done (directly or with helpers) and that others are involved appropriately. <i>There should be only one strategy owner.</i>	Consulted - Should be asked for input or needs to be brought into the strategy	Helper - Assists with or does some of the work of the strategy	Approver - Signs off on decisions before they are final

4b. DETERMINE SCHOOL / CENTRAL DIVISION OF RESPONSIBILITY
<i>What aspects of implementation (design, hiring, assignment, scheduling, executing) are schools and the central office responsible for?</i>



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Central Office	Schools

4c. WORK PLAN FOR IMPLEMENTATION

What are the key action steps associated with implementing this initiative?

Key Action Steps <i>Specific, sequenced actions adults take in response to prioritized needs. Limited in number to maintain focus.</i>	Owner	Major Deliverables <i>What will completing this action step produce?</i>	Start Date <i>When should this work begin?</i>	End Date <i>When is this action step due?</i>	Status	Notes / Explanation of Status