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Lunch Tutoring in One High School's Regular Daily Schedule: A Policy Advocacy Document.

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**EMBEDDING LUNCH TUTORING IN ONE HIGH SCHOOL'S REGULAR
DAILY SCHEDULE:**

A POLICY ADVOCACY DOCUMENT

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Educational Leadership Doctoral Program

Submitted in partial fulfillment
of the requirements of
Doctor of Education
in the Foster G. McGaw Graduate School

National College of Education

National Louis University

June 2017

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DAILY SCHEDULE:
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Educational Leadership Doctoral Program

Submitted for Approval

June 2017

Approved copy on file in the Dean's office.

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ABSTRACT

This project discusses capacity-building steps for reconfiguring a school culture as a learning community that values the potential of student and teacher school day time for effective, beyond the classroom, academic support. Stakeholders efficiently leverage all available time for highly engaged, innovative learning in a variety of interconnected contexts as a means for improving student-learning gains. The proposed policy centers on an initial pilot implementation of lunchtime tutoring, yet furthermore, the policy overall provides a way of looking at the school day as a valued time resource that has the potential to support student achievement success within an interconnected, flexible, time-valuing culture of learning.

PREFACE

This project proposes embedding lunch tutoring into the regular bell school schedule. The implementation of my policy will ensure that the school has at least one formalized, during the school day, student academic support opportunity that is available for students beyond the classroom period. The policy provides an articulated vision for promoting effective and long-term change to a school's culture.

Although, a classroom teacher, I foresee the potential and the need for this advocacy. As an ELP (after school tutor/teacher), I foresee the problems of students not attending after school tutoring though they need the extra help. I believe that by creating an environment that nurtures learning throughout the school day not only will student achievement levels increase school wide, but also students will be learning skills for college and lifelong learning success.

This project addresses the implementation of a lunchtime tutoring policy as a model program to initiate a cultural change resulting in better use of the time available during the school day for academic support. The policy encourages students to take responsibility for their learning by providing choices, beyond classroom time, for academic support. The academic support is relevant and immediate using an effective communications network of learning community members: students, teachers, parents, guidance counselors, administration, coaches, media specialist, and other staff members. My discussion and intention is to position the policy firmly within the greater district policy context of Response to Intervention (RTI) tier 2 and above support for student academic learning improvement.

The school as well as the district will see the importance and impact this lunch tutoring will have on the students' academic achievement and will in turn, fund resources to make this advocacy a reality.

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SECTION ONE: VISION STATEMENT

Introduction to the Problem

My policy advocacy initiative attempts to shift the conception and use of time during the school day to better support student academic achievement. The conception of the school day as a responsive, instructional delivery system that provides flexibility and options for students is not new to educational practice. However, during the development of this policy statement, I engaged in reflective practice about time use during the school day. I considered how the school day seems to short-circuit connections between classroom time and the potential of the overall learning environment of the school, especially at the high school level. As a member of the school's School Improvement Plan team, I am well aware of the challenges facing the school and the attempts school leaders have made to support academic achievement in the classroom and beyond classroom time. As a teacher for the after-school learning program, I am well aware that beyond the school day academic support is not providing the support that our lower achieving population requires. I began to think about creative ways for providing academic support during the school day. I also began to consider the expectation, or lack of expectation, we place on students for taking ownership for their learning. This seems especially important for preparing them for the demands of lifelong learning.

Lifelong learning and student learning success depend on motivating and supporting our students to take the initiative to fill in the gaps in their academic knowledge. Because I have observed that students who are in need of extra academic support are not attending after school tutorials, I am advocating for academic support during the school day. Our students are not self-motivated learners; we are not

addressing our low school achievement scores adequately. At present, students do not have opportunities for academic support during the school day at our school other than a hit and miss system of teachers who are providing tutorials during their own lunch periods and planning time. I advocate for providing students with opportunities to improve their academic knowledge during the school day beyond the classroom period as a systemic school offering.

My attendance at a Professional Learning Community (PLC) Solution Tree conference in Atlanta, Georgia, some years ago, was greatly informative about the incorporation of school wide initiatives and student supports. At the PLC conference, I met presenter and author Richard (Rick) DuFour, who talked about the importance of professional learning communities as a methodology for school transformation. While attending one of the sessions there, I came across a presenter from a school in Atlanta who shared about their incorporation of lunch tutoring into their regular daily schedule. This presenter showed positive data trends for students' academic performance before and after lunch tutoring. These data showed improvements in students' academic achievement and reduction in behavior problems. He said that the model they used limited the students' leisure time during the lunch period, and provided time for academic help and for jump-starting their homework. Students had 30 minutes to eat and 20 minutes for tutoring every day. They embedded this time within their daily schedule as a mandatory part of all students' day. Students who did not need much help that day had time for completing homework or extra time to study and prepare for their upcoming lessons or test. The presenter influenced my reflections about possibilities for my school.

I attempt to address my concerns by using critical theory in order to formulate a policy to address the moral and ethical issues that emerge during my consideration of the lack of academic support available for students during the school day. I intend that my practical policy will serve as a platform from which to inform administrative decision-making. Before attempting to create a policy, I have to determine if there is a real need for it. Coplin and O'Leary consider policy as needed when different people disagree on a public issue (1981). In my opinion, one of the reasons that the issue of the usage of school day time seems to need a policy is due to the entrenched, traditional culture that completely separates classroom learning from the rest of the day. Homework aside, I do not believe that we are adequately supporting our students academically. Without school regulations requiring the provision of academic support, faculty's view that our students and parents/guardians have the primary responsibility for requesting support services will continue to pervade the culture. Our teachers consider their role as narrowly prescribed to classroom instruction. In practice at our school, academic support and guidance is relegated to guidance counselors and support specialists. Lunchtime tutoring may seem to be a simple inroad into establishing a full-day learning culture; however, to embed effective practices into the school community requires the creation of a policy. Although our school does agree about offering tutoring, I believe that a policy is a necessity for the successful introduction and establishment of school day academic support opportunities for students. My policy addresses a major shift in values, in practice, and in culture. The disagreement or conflict that I anticipate emerging is over faculty agreement and buy-in about processes, type of activities, and resources for the shaping and implementation of academic supports beyond the classroom during the school day.

I believe that before even considering the development of a policy, it is important to understand what policy is, who creates it, and the philosophy of education upon which policy makers and implementers base the policy. Fowler presents a clear definition of the concept of public policy:

The dynamic and value laden process through which a political system handles a public problem. It includes a government's expressed intentions and official enactments as well as its consistent pattern of activity and inactivity. (p. 3, 2004)

This means that public policy can be unwritten rules as well. In education, federal or state legislators pass statutes. School boards and superintendents with the assistance of staff create and implement policies at the school district level as well. School principals develop policies and have the primary responsibility to implement them at the school level. Fowler (2004) has created a six-stage process for creating policy. These stages structure my policy development approach. The stages in the process include issue definition, agenda setting, policy formulation, policy adoption, implementation, and evaluation. Fowler suggests that these stages are not necessarily progressive steps to take. In the process of creating policy, you sometimes have to go back and forth through the stages to improve a policy. Therefore, these six stages provide a structure for my policy proposal development and presentation; however, they did not necessarily progress in a simple forward motion without revisiting prior steps and formulations of the policy. Yet, before developing the policy, I first clarified my personal vision.

My vision is a school-wide culture of academic support opportunities for students that provide assistance on content immediately relevant to their learning needs. I envision a school environment with stakeholders' who are aware of the immediate

learning expectations across campus. I envision school settings where all students are accountable for their own learning. I envision a school culture that provides opportunities for students to choose learning support throughout the school day and beyond the school day. I envision a school culture that respects student and teacher time as a valuable resource for learning. I envision a school wide community that acts in ways that demonstrate a shared value of learning.

Definitions

Throughout the discussion of my policy development, I frequently use the term *academic support*. I use this term to represent many different instructional methods and services that support students in their learning success. According to the Great Schools Partnership's Glossary of Education Reform, academic supports are resources that help with students to be successful in the academic learning progress which can be accelerated. Their peers can be instrumental in helping their peers in meeting learning standards. When I use the term without qualification, specific examples, or additional explanation, I am referring to beyond classroom academic assistance for students. I am making this clarification because academic support can also be used to reference academic-support strategies within the classroom such as differentiated instruction and scaffolding. The term academic support is a term generally referred to the services provided to students who are underperforming. I am addressing the needs of all students. I focus my policy on academic support that supports student achievement of content standards. I am using the term in reference to needs-based support with the further qualification that the needs are referred to as learning needs such that there is support that goes beyond the classroom or instruction.

The Glossary of Education Reform considers academic support in practice as a wide range educational methods which after-school programs, summer schools, and tutoring. This also constitutes help from counselors, mentors, teachers and other advisors. The common forms of school-based academic support strategies during the school day that are of interest to me in the design of my policy statement in response to the issues and needs at our school. School day academic-support opportunities that are of particular interest to me are lunchtime tutoring and learning labs. This is the time whereby students could get one-on-one individual from a teacher and also during this time, the students get extra time to practice on their work or study with their peers, or study with peers. In the future, I would like to explore within the policy of academic support during the school day the use of technology-assisted strategies that provide students with additional self-directed learning through digital and online learning applications. The use of technology is something I am not good at. Although quite young, I consider myself an “old school.” My students and the present generation cause for the use of technology in instruction. The use of this technology can also help students to understand difficult concepts better. Some of the technologies include visual aids or learning using computer games plus teachers may have a program that will let them be able to save their course materials electronically. One of my colleagues and also from a workshop I once attended uses One Note program whereby teachers can write and store their teaching materials on file and online and can retrieve later. This is a better system than keeping papers, worksheets where sometimes teachers cannot find when needed. Students and teachers can also communicate online. For instance, we now use a grading program called Edsby which has a feature where students and parents can message

teachers about their work or grade or absence, etc. Within the scope of this policy advocacy initiative, I will not explore the many possible options for the academic support. I will explore the policy framework by limiting my scope to lunchtime tutorials.

Critical Issues

One of the critical issues concerning academic support at my school is that administration and teachers seem to consider academic support as something that is in addition to an existing academic program. This type of mentality is viewed upon as the school only gives support only when asked to do so or when one can actually see the need to do so or in compliance to regulations such as Exceptional Student Education (ESE) or English Language Learners (ELL) service provisions. My vision of academic support is in opposition to this. I see academic support as a fundamental component of an effective school. The school should provide support opportunities to every student as an integrated component of the school day. However, it should be part of daily practice to offer these kinds of assistance and at anytime without being asked by parents. That is to say that, teachers, counselors, administrators and any staff member should be able to provide assistance to students at any time when needed. We should all get specialized training and leveraging time and resources for academic support activities during the school day.

As mentioned previously, I am a teacher who serves on our after school's Extended Learning Program (ELP) team; therefore, I have firsthand knowledge of the program. Many students in my school who are in need of tutoring do not attend our after school Extended Learning Program (ELP). ELP is free of charge for students, with transportation provided for the students' who live within the zoned neighborhood area of

the school. However, the students who usually attend are those who do not need bus transportation; and, most of these are already doing well in class but just need some clarification on homework material or help for preparing before a major test. Students who are usually failing or struggling in class and are in great need of tutoring are the ones who do not attend tutoring. I have in the past given snacks to ELP students to help them keep up their energy level and stay focused after school. Subsequently, the school administration has started providing snacks for those who attend tutoring to encourage, or should I say, “entice” students to attend ELP. My ELP classes are always full of students, but not the low performing students though who should be there. The administration also asked the teachers to provide some type of extra credit for those students who attend ELP; however, this enticement did not work either.

After learning about a school in another state that had successfully embedded lunch tutoring into their daily schedule, I felt that we should implement a similar initiative at our school. My school has tried this in past, but it was not well planned and executed so it was a failure and died off. It was not embedded in the daily schedule, but rather it was an add-on event; administrator’s announced that students who wanted some help with homework should meet in the gymnasium, and that teachers who were interested (actually, those who no regular lunch duty) go there to provide tutoring services. The result proved to be chaotic; in addition, it did not have a good student participation rate.

I continue to provide lunch tutoring for students as well as tutoring during my conference/planning period in my classroom every day. Other teachers have regarded my practice as beyond the scope of professional practice; other teachers have told me that I

am “crazy” for eating lunch with my students and offering help every day. They remark that it is important to get a break away from my students sometimes. The students seem to need and to seek assistance, but they are not able or do not want to attend after school programs. The low performing students clearly need academic support. There is a need in my school to provide opportunities for additional academic help for all students, but especially for our low performing students who need extra help with their work lest they fall too far behind or lose their momentum in school and drop out of school. If we intend, as a responsible, professional institution, to support greater school performance and higher student achievement levels, academic support is not a luxury but a necessity.

Recommended Policy

The policy I am recommending is to provide academic support embedded in the school day with the initiation of a pilot program that models careful planning and implementation. The pilot program is a lunch tutoring program scheduled as a part of our school’s regular daily schedule as an institutionalized best practice. I foresee this policy to be effective in meeting students’ academic needs to provide needed remediation during the school day, especially for students who are unable to stay after school to obtain the services and as an option to explore other than pulling students out of class causing them to miss instructional time.

Envisioned Effect

By providing a lunchtime tutoring model, the school day academic support policy embeds support during the regular, daily student schedule. Students will not have any excuse about not being able to stay after school or no transportation. Instead, students will pick up their lunch and head over for lunch tutoring and get help with material they

do not understand and/or get a jump-start on their homework. My motive for advocating this policy is based on the need for student academic achievement performance improvement and is appropriate for the specific context of our school in terms of student needs and the vision and mission of our school and district.

SECTION TWO: ANALYSIS OF NEED

Educational Analysis

This policy is to help with overall student educational accomplishment at our school. Instead of students waiting till another day or hiring a private tutor requiring payment for the services, the student is able to access free tutoring services during his/her lunchtime. Educationally, the policy is in line with the district's support and funding of the RTI initiative intended to meet the need of students who are falling behind academically. In education, response to intervention (commonly abbreviated RTI) is whereby educators provide academic interventions to at-risk students and any students who are not performing on grade level or academic standards. There is an RTI team which meets regularly to discuss students' academic progress looking at various departments and how the students are doing and what can be done to help the students who are not doing well. The district RTI initiative requires schools to provide tiered interventions for students who are falling behind academically; therefore, the transition to my policy of embedded academic support during the school day meets established district RTI agenda. In RTI model provides interventions to students who are struggling in class or school in general in order to increase their achievement level (Gersten et al. 2009). RTI is a multi-tiered form of intervention. Tier 1 is about research-based core instruction which is conducted and offered in the classroom whereby students receive differentiated instruction depending upon each student's needs. The second tier which is higher than the first one provides different targeted levels of instructions which have specific individualized instruction. My policy addresses tier 2 and above. The RTI aim is to make sure that students receive assistance immediately when they start falling behind in their work.

My policy supports district policy as well as responding to the school's need to find best practical methods for implementing tier 2 and 3 interventions, and our student need for additional academic support and increased academic performance.

Economic Analysis

The redistributive nature of the policy depends on administrative approval to shift teacher scheduling and time as well as allocated Title I funding to support additional school day time for teachers. In this way, the policy is not extremely costly but does require reallocation of funds and resources to support lunchtime tutoring. As a Title I school, the school has access to Title I funding, so administration might reasonably request student support services funding to institutionalize this type of school day academic support.

My policy plan is to have a budget allotted to pay teachers who teach during the lunchtime an extra amount for before or after school planning time. This is not too far different from the precedent of funding for our after school tutoring, known as Extending Learning Program or ELP, whereby teachers are paid their regular hourly rate for rendering tutoring services after school in various subject areas. These teachers are pre-selected by the Assistant Principal for Curriculum (APC) and the department chairs.

Administration may be hesitant to allocate funds for this type of change especially now during the district's current budget crisis. As far as monetary funds, as our district is on budget cuts and crunch, instead of paying teachers for lunch tutoring, it could be in lieu of teacher lunch duties. I know there are some teachers besides me who would rather tutor students than monitor the lunchroom or hallways during lunchtime. Nevertheless, a

little “stipend” will not hurt or rather boost the morale of teachers as it does for the ELP teachers.

As an ELP teacher, I understand the energy and effort it takes to provide additional time to students during the day. I have to ensure that my policy plan has the potential to provide services for students that can demonstrate gains in learning. The policy must leverage teacher time and effort, as well as the economic expense, to produce the most value possible; this is to say, the policy implementation must be effective, efficiently run, increase student achievement, and must be viewed by parents, students, and faculty as worthwhile. If the policy plan is not reflective, responsive, and utilized properly, then students will not participate. I believe that the policy plan has great potential to produce effects greater than the costs involved.

Social Analysis

As well as negotiating the economic nature of institutional change, the school community must be open to such a change in mindset in order to shift to a full day of learning time options concept. A lunchtime tutorial is just an inroad into the philosophy of providing school day academic learning support opportunities for students. This policy should formulate characteristics that appeal to a vast number of students, faculty and administration. Without self-interested buy-in, this policy will not thrive. For example, providing teachers with flexibility of choice to add a paid block of time to the beginning of the day or the end of the day to make up for the time they invest in tutorials during student lunch periods might be of great interest to teachers. Another possible appeal might be providing students with an incentive for participating in tutorials such as a “buddy system” where they can form a group of friends who sign up for tutorial; or,

perhaps, incentives for students who participate in 5 tutorial sessions such as a \$10 gift card donated from a local bookstore or other store. I am personally strongly against paying students money for attending tutoring as giving students the wrong idea about the motivation they should have for improving their academic achievement. This practice seems to undermine the objective of instilling in students greater responsibility for their learning. Administration must see the potential learning gains and the feasibility of the policy in terms of the teacher contract, expenses, scheduling, parent and student needs, and the potential of teacher and student participation.

Order is very important and has a high priority in society as well as a major educational and social policy concern. Having a well-organized policy implementation plan will go a long way toward influencing administration and teacher buy-in. Well thought out plans that take into consideration teacher, student, parent, and administration buy-in have had better success at our school than those initiatives that have been knee jerk responses to needs or imposed from district office without school site input. The policy implementation plan I propose gives students choices as well as greater power over their own learning. They decide, using formative assessment results, the areas where they need tutoring. Eventually, I envision that students will have the power to decide when, where, with whom, and how they are tutored once the policy grows to provide more options during the school day than just the lunchtime tutoring. In responsiveness to the students' social needs, students will have options to sign up with a learning team of friends or one friend or to seek individual tutoring, teacher tutors, peer tutors, or technology supported learning lab academic support during the school day.

The policy proposed provides for buy-in and capacity building. The social nature of a community network between students, teachers, parents, and tutors will help to generate support of students. This is already in place in many ways as teachers are using the district grade and accountability system to communicate with parents and track student achievement. The communication among stakeholders will gain capacity through teacher professional development sessions before the intervention begins and provision of Professional Learning Community time with other teacher tutors throughout the year.

Political Analysis

Power is another aspect of community buy-in to consider for policy implementation. Individual and groups often act to increase their power. This policy is a regulatory policy in the sense that the school daily schedule would officially include the lunch tutoring component, and the provision of this service for students would become established as a rule and policy at the school. Administrative support for change is the first and primary political consideration for my policy; especially since the policy involves change to the master schedule. Administration would modify the master schedule so that classroom teacher schedules and time can be structured for academic support activities during the school day beyond classroom instruction. For example, adding an hour for planning at the beginning of the school day for all tutorial teachers would require an extra hour of pay for those teachers. The only thing is that teachers need an appropriate tutoring environment, which adds to the demands on school resources in terms of space. We attempted at one time a mass tutorial in the gymnasium, but it was a disaster.

Leveraging current practices at my school will assist to address Administration's concerns. We currently have a PLC that meets early Monday mornings (before classes start) that the administration has embedded in our bell schedule without affecting the rest of the school. This could be used as a model for implementing a monthly planning Professional Learning Community or one of the PLCs we have in our school could be designated for Lunchtime Tutorial PLC as we do have a specialty PLC for AP teachers once a month. This precedent would assist with policy acceptance and implementation by administration.

Political considerations include the need for buy-in from faculty, students, parents and stakeholders. Without this, resistance to a shift in culture would undermine the policy. Many feel that the school's responsibility is to give students the opportunity and support they need to learn content during the classroom period. The policy faces the need to shift this opinion through presentations that clearly communicate findings from research into best practices and by presenting the academic learning gain deficits of our students. In addition, the policy will require that I find teachers who will chose to participate in student tutorials. As a policy leader, I would take the initiative to recruit teachers; many of whom I already know are ready to participate because they often stay in their classrooms during their lunch period to tutor students as I do.

Fowler (2004), talks about valid information, stating that people are willing to change their opinions when facts and narrative are new and valid. Part of this building of a coalition (Kotter, 1996) is building relationships with key stakeholders and using them in important ways. Fowler talks about the importance of listening when it comes to the politics of a new policy. This can start with faculty's early engagement in my policy

development process, the sharing and use of my work as one of many important resources to establish need, and what Kotter identifies, as the sense of urgency (Kotter, 1996).

Political implications may demonstrate what Block (2009) refers to as the “stuck community” (Block, 2009, p. 37). Schools, which are resistant to change have difficulty making this type of paradigm, shift and often blame leadership for their frustration and discomfort. Block states, “In order to eliminate our fear and respond to the neediness of our people, we try harder at what we have been doing all along” (Block, 2009, p. 39). Recognizing that teachers are going to be resistant to this change will allow me to continue to look for ways to alleviate their objections. The need for academic support is not going to change. It will be our responsibility as school leaders to handle the policies and procedures, which affect the implementation of effective academic support opportunities for all students. To meet the need for organized, effective school leadership, I propose a Coalition Team formation of key stakeholders to include administration, department heads, students, parents, and support staff as well as school leaders who have a vision for the policy. In addition, in the form of a PLC, I propose a team of teachers and other staff members who embrace the vision forming an Implementation Team to include academic teachers, guidance counselors, and other involved staff members. Buy-in, clear communication, and the formation of teams with clear roles and responsibilities promise to assist in policy institutionalization in the face of political roadblocks.

Moral and Ethical Analysis

The moral and ethical aspect of my policy advocacy centers on teacher professional expectations of remuneration for their work hours and for breaks during the day as well as planning time. If teachers work, then they should be paid. Teachers are notorious for going beyond the call of duty for their students. Exceptional teachers form learning relationships with their students and care for their students. Whether a teacher is highly protective of their time or is overly generous with their time, professionalism is at the core of any policy implementation. Therefore, I believe that the policy must hold the teacher contract as sacred. In addition, the policy, in order to succeed and to garner buy-in, will not undermine any district or school level rules. Teacher time is an invaluable resource; that is to say, that, teachers should not work or feel that they are working beyond their contractual time, do not have enough prep/planning time. Students should not feel that coming to tutoring is a way to get extra credit towards their grade; rather, students' tutorial is a means to their gaining knowledge and understanding leading to better grades and academic achievement. The policy must also garner student buy-in through continuous school wide reinforcement of expectations and consistency of effort on the part of classroom teachers and tutorial teachers to provide relevant and timely assistance.

As educators, we have a moral responsibility to encourage our students to take responsibility for their learning and to develop the skills they need to become life-long learners. By assisting students to assess their own learning deficits and to take the steps to fill in their gaps in understanding, we fulfill an obligation to our students. By providing our students with academic assistance options during the school day, we will

reinforce not only a school wide culture of learning, but also reinforce the expectation that students find ways to further their own learning beyond the classroom.

SECTION THREE: ADVOCATED POLICY STATEMENT

Browder's (1995) describes policy advocacy as, "the conceptual explications of a studied position on a specific educational issue, a position intended to serve as a policy guideline to be followed in professional practice" (p. 40). I advocate an academic support policy for RTI tier 2 and above for students beyond the classroom and during the school day. My vision is the immediate response to student learning assistance needs by piloting a model program consisting of lunchtime student tutorials that are supported by best practices and actionable lines of communication between students' classroom teachers and tutors. The policy advocated includes an emphasis on placing the responsibility for learning on students as learners in charge of their performance.

Goals and Objectives of the Policy

The goal of the policy is to establish an effective lunchtime tutorial program. The policy objectives include steps for securing implementation as a model demonstration of an effective school day, academic support opportunity for students beyond the classroom and rigorously supports RTI tier 2 and above. Clearly defined policies are central to effective schools. The objectives of my policy reflect the student-centered classrooms consistent with district priorities. Administrators, teachers, guidance, and other key personnel serving on a Coalition Team will develop policy objectives that are clearly defined for both students and teachers that consider and take an active part in RTI. I have drafted student achievement objectives for the policy that I propose as fundamental to policy success in order to track the tutorial best practices effectiveness and to collect data directly related to student behaviors and academic learning gains (Figure 1). Data will be collected for each of these outcome areas: academic

achievement reflected by GPA, end of course exams, state achievement tests, and classroom unit tests; student engagement measures to include school attendance and attendance at tutorials; student motivation and engagement in learning overall as well as independence reflected by parent, teacher, and student annual survey instruments and student interviews as well as student initiated requests for tutorial program resources. I have drafted student achievement objectives for the policy that I propose as fundamental to policy success in order to track the tutorial best practices effectiveness and to collect data directly related to student behaviors and academic learning gains (Figure 1).

Student Achievement Objectives
<ol style="list-style-type: none">1. Promote student independence as self-motivated, life-long learners.2. Demonstrate achievement gains for students who regularly participate in lunchtime tutorials.3. Increase students' interest in learning and ownership of the learning process through attendance at lunchtime tutorials.4. Increase student motivation and engagement in learning through opportunities for self-initiated effort that results in success.

Figure 1. Student Achievement Objectives.

In addition to the policy objectives, I understand the importance of implementation objectives to guide the implementation process (Figure 2). These implementation objectives depict a process of planning steps for initiating policy permissions and for accessing and securing practical space and furniture allocations. The capacity building steps identified in the objectives are not necessarily to be considered a one-time start up exercise, but will need to be continually addressed as continuation objectives on an annual basis.

Lunchtime Tutorial Implementation Objectives

1. Establish policy buy-in and a steering committee representing administration and core content area teachers willing to participate.
2. Develop and implement communication systems and processes to identify student academic needs and provide students with academic support choices.
3. Identify and establish tutorial locations conducive to individual and group tutorial sessions; and secure allocation of furniture, white board, and other instructional tools/equipment.
4. Secure permission and establish schedule for lunchtime tutorials with buy-in from lunchroom staff, administration, and participating teachers.
5. Design and implement Tutorial Professional Development sessions for teacher volunteers to set standards of practice and to introduce a Lunchtime Tutorial Professional Learning Community as a monthly opportunity to share progress and best practices and to monitor effectiveness of the program.
6. Present the rationale, processes, and objectives of the Lunchroom Tutorial to all faculty and advertise it to students and parents.
7. Set up a tracking system and data base for student attendance at tutorials and tutorial students' academic progress; and, methods for providing findings to administration and faculty members.

Figure 2. Lunchtime Tutorial Implementation Objectives.

As far as tutorial content, the need to consistently maintain our students grade level standards achievement has never been greater in light of high stakes state exams. The main courses to concentrate on for this initial tutoring should be math reading, writing and science. Ever since the time of Florida Comprehensive Assessment Test (FCAT) and now the Florida Standard Assessments (FSA), the focus of state achievement tests has been on reading, math (mainly Algebra 1, then the state added Geometry and now Algebra 2) and also now Biology. U.S. History was just added to the mix last year. Considering ACT and SAT the focus on these college admission tests are also focused on math, science, reading, English/writing. Our school, just like most schools in this district, is highly deficient in reading, followed by math then writing/science. However, since these FSA, especially Algebra 1 and reading, is a graduation requirement we should start our lunch tutoring with these focus areas (and

leave the other courses for ELP as usual). If we do so, a little bit at a time, throughout the school year, I think it will be better than waiting until just a week before the FSA.

Experience of failure is one of my motivations for advocating this policy. Often in the past, we have initiated a massive boot camp where students meet in one area and teachers, cram materials they should know before taking the test. Not only did this seem ineffective, but also we pulled students from other classes. This is especially counterproductive if a student is not doing well in a math class that they miss because they are given a permission pass to go to science boot camp. The boot camp helped the science department, but not the other areas such as math. The problem I had last year was I did not have same students showing up for these special FSA tutorials (at lunch and after school). I have different students because they all cannot stay at a specific time or day. This lack of consistency and coordination caused repetition of material for some while those who hardly came to any of my sessions were lost. I actually started a month before the FSA but most of students only showed up close to the testing time. This is a school culture problem. Also a lot of the students like to go to their own classroom teachers not some other teachers for the tutoring so every teacher had to come up with some kind of extra tutoring which a lot of the teachers did not want to do (unlike me who eats lunch with students and tutors them and after school). Another problem was that we have three different lunch periods so not everyone could come to my lunch period as they may have a class during my lunchtime. Last year, I was fortunate to have my lunch and conference period during a lunch period so I could tutor either time except for one that I had a class. This year, my wish was not granted by the APC, and I do not have a conference time during a lunch period. Many students who need to come for extra help

do not have my lunchtime, which is the only possible time to schedule tutorials, as I have classes during the other lunch periods. The policy that I am proposing will provide a systematic school wide plan for consistently supporting academic achievement throughout the year as an effective, well-organized tier 2 intervention.

Stakeholders Related to the Policy

The policy will not succeed without the teacher leadership and provision of relevant, timely, and engaging tutorial sessions. The teachers who volunteer to staff the lunchtime tutorials are the heart of the success of the policy implementation at the school site. Administration is a guiding consideration as policy acceptance and practical framing at the school level will depend on administration buy-in and commitment to supporting the endeavor. Parent buy-in as well as awareness of the new opportunity for their student is an important component in that they could encourage their student to take part. I believe that parents, administration, students, and teachers will become more and more convinced of the value of the lunchtime tutorials as direct student achievement results increase and as willing student participation increases. As students begin to express their satisfaction with the program, I believe that more students will take advantage of the opportunity.

Rationale for the Validity of the Policy

Adopting Fowler's (2004) evaluative questions regarding the legitimacy of this project are paramount to determining the validity of this proposal. The questions posed for evaluation of validity by Fowler include the following:

- Is the proposed policy consistent with the school's or district's vision statement or philosophy?

- Is it consistent with the school's or district's assessed needs?
- Is it consistent with the school's or district's priorities?
- Is it consistent with the level of available and potentially available resources?
- Is it consistent with the values of the community?
- Does evidence exist that it has been effective with student populations?

(Fowler, 2004, p. 279).

Having reflected upon all of these questions, I am able to say that the policy I am proposing is aligned validly with district and school site vision, needs, and priorities. Ensuring that students have the academic support they need during the school day reflects our school philosophy that all students succeed. The policy proposed is also consistent with the level of available and potentially available resources. I believe that the policy is also consistent with the values of the community. With uncoordinated, inconsistent tutorial supports being practiced by teachers in the school with good results, I believe that a coordinated, consistent effort such as the Policy Plan for incorporating a Tutorial Program during the school day will result in significant learning gains for our students.

The policy is supported by the Florida Principal Leadership standards in that it focuses on the number one priority of school leaders, student success. The standards for Student Achievement, Instructional Leadership, Organizational Leadership, Professional and Ethical Behavior describe, "effective school leadership as demonstrating that student learning is the top priority through leadership actions that build and support a learning organization focused on student success" (FDOE, 2016). The policy focuses on providing supports for student success and as such is aligned with the Leadership Standards.

The policy aligns with the school district Response to Intervention (RTI) policy of tiered supports for student academic achievement. This policy sees the necessity of providing all students with additional academic support. Although my school has the after school learning program in place, it does not meet the need of students for school day assistance. The policy aligns with best practice research in education on the effective use of tutorials. Bloom (1984) in his summary of effect sizes of key variables of on student achievement provides those variables that have the highest effect on student growth. Effect sizes diminished from tutorial instruction to Reinforcement (1.20); Feedback-corrective (1.0); Cues and explanations (1.0); Student time on task, classroom participation, improved reading/student skills (1.0) which are all learner effected; to Home environment intervention (0.50); peer cross-age remediation (0.20); and by way of comparison, Socio-economic status (0.25) (p. 6). Tutorials, although intensive, are found to be a highly rated vehicle for effecting student growth, higher even than the student's socio-economic status.

In the Fuchs, Seethaler, Powell, Fuchs, Hamlett and Fletcher (2005) have found that small group tutoring is effective in the improvement of student math performance. He also finds that it is one of the few tier 2 math interventions that produce positive outcomes. The policy's lunchtime tutoring promises to provide an effective tier 2 math intervention at our school.

SECTIONS FOUR: POLICY ARGUMENT

It is vital to review all aspects of a policy before the implementation process.

Browder (1995) defines a policy argument as the “pro-and-con essay on the merit of the advocated policy, considering research findings, public and professional opinions if they exist, and any factors that appear relevant to the situation” (p. 59). In this chapter, I will present the pros and cons of the merit of this advocated policy, review the research, and present professional opinions. I previously conducted detailed research regarding the different viewpoints

My goal is to present a compelling need for a clear policy for immediate response tutorials as academic support for students. For maximum success, the policy demands student ownership of their learning and efficient communication between teachers, students, and tutors. The overall policy purpose is to create a school culture of learning opportunities for students beyond the classroom. These learning opportunities are designed as more than a one-time tutorial session. Systematic implementation steps and policy evaluation conducted by a network of key stakeholders promises to make a positive impact on student achievement.

Arguments For the Policy

After-school tutoring programs and the old “pull-out” system (whereby students are pulled out from other classes or offer remediation services) have not been effective in reaching all students, and especially for those most in need of tutoring. Thus, tutored students do not miss instruction if tutorials are provided separate from class instruction time. In fact several researchers commend the small group format for tutorials. Fuchs, Seethaler, Powell, Fuchs, Hamlett and Fletcher (2005) argue that tutorial benefits include

effective individualized instruction opportunities as well as positive relationship building and maximized time on task for students. Fuchs, et al. explain,

Working with just two students makes it much easier for the instructor to individualize instruction (both in terms of the level and pace) to what students need. The tutoring method also makes it much easier to develop positive relationships with students and to maximize time-on-task. (2005)

Fuchs et al (2005) report positive results from small group tutoring on the improvement of student performance in math. The tutorial context intensifies the potential gains in learning in that students are much more focused and accountable for their interaction with the content. For example, Lazear argues that tutoring is somewhat like very small class sizes that reduce disruptions (Lazear, 2001). This conception supports my belief that offering day-time tutorials will help students better engage with the content material and will increase student learning outcomes significantly.

The costs of teacher providing tutorials may be defrayed by the allocation of Math and Reading Coaches provided at the school as Title I benefits. These coaches could help with getting the resources needed and planning for the tutoring. They could also help with the tutoring themselves (we have one math and three reading/writing resources/coaches). There are many options for making this policy work through creative scheduling, careful planning, and key stakeholder buy-in, as well as PLC supported teacher collaboration on a regular basis.

Arguments Against the Policy

Some of the reasons against the policy are those, as mentioned earlier, of the traditional opinion that the school's responsibility is to provide classroom instruction and

only additional supports for students who are identified with learning disabilities. Another reason against the policy is that students look forward to the time at lunch to be with friends and have free time. To elect to go to a tutorial may get the response from students that their lunch “freedom” is taken away and they are “forced” or required to attend more instructional time (like an extra class period) instead of having their relaxing lunch period or chat with friends. Administrators may be hesitant to implement a program that may add cost to the school budget. However, the cost could be limited if the lunch tutoring time replaces the teacher lunch duty assignment.

There is also research that seems to speak against offering interventions to the high school age group. The conventional wisdom summarized by Barrow, Claessens and Schanzenbach (2013) states,

The finding of no test score improvement but a strong improvement in school attainment is consistent with a growing literature suggesting that interventions aimed at older children are more effective at improving their non-cognitive skills than their cognitive skills.

The record of low accomplishment of previous efforts may suggest that high schools are more effectively engaged on tracking students into vocational or technical training rather than supporting high-level course math achievement (Cullen & Sadoff, 2013). Carneiro & Heckman, 2003 support that policymakers focus more resources on academic interventions in early childhood than in the high school level. However, some researchers expect that a systemic problem in many current urban schools is the lack of a sufficiently intensive safety net to remediate deficits in academic skills. In the working paper from Northwestern University, *Not Too Late: Improving Academic Outcomes for*

Disadvantaged Youth, the authors contend that an intervention with a great deal of individualized instruction seems to result in gains in learning (Cook, Dodge, Farkas, Fryer, Jr., Guryan, Ludwig, & Mayer, 2015). Cook et al further argue that the outcomes per cost value are sizable (2015). I believe that we as educators have underestimated the effect that lunchtime tutorials may have on student achievement gains.

Other arguments that may arise against the policy are whether tutorials are the best way to allocate teacher time and school resources. I would argue against the policy if teachers are asked to give up their preparation periods to conduct tutorials, limiting their planning time during the school day. If the tutorials are ill designed, I can also see debate against the implementation of tutorials since they may fail to produce the desired improvement to student achievement.

SECTIONS FIVE: POLICY IMPLEMENTATION PLAN

The previous sections of this document point out the rationale and benefits of school day academic supports out-side of classroom time. This section details the policy implementation plan inclusive of the activities associated with integrating a lunchtime tutoring plan.

As noted previously, administration must commit to dedicate the resources necessary to conduct such an analysis successfully. In addition, buy-in and capacity among staff participating in the tutoring is a crucial component of implementation success. This obviously requires involving stakeholders in planning so that the policy plan integrates with other existing school practices and scheduling. I will share the conceptual framework and supporting research with administration and to teachers at teacher meetings to garner support and to effect approval to implement a lunchtime tutoring program. As Fowler (2009) argues,

Well-informed school leaders who are attuned to the emerging policy agenda can often advance the new issue they support. By keeping abreast of the professional literature and monitoring the project that the best practices research supports, they may be able to establish a program truly on the cutting edge of the policy agenda.

(p. 190-191)

School leaders must understand the practical reasons for, and the potential of the development of lunchtime tutoring including the research and vision behind the policy philosophy of practice. In this way, stakeholders have a grasp on the greater vision rather than thinking that the policy plan is just another fad that will pass. Fowler (2009) states, “innovation for the sake of innovation frequently fails because the implementer senses

(accurately) that the new policy is just this year's fad, and as a result, they never take it seriously" (p. 286). Laying a careful foundation for changing the way the school provides academic support will help to provide a context of long-term, school wide cultural change rather than promoting the perception that it is a one-year fad.

When the school adopts the policy formally, it will be essential to ensure that capacity is developed and the school conditions are in place for successful implementation. In addition to job-embedded training for participating teachers, training is also necessary for facilitating the process with other stakeholders as well. This may take the form of advertisement of the program to students using posters and on the school web site, parent letters, announcements at parent/teacher nights, and other forms of dissemination.

Proposed Plan

I intend to use the eight steps outlined by Kotter (2014) for leading change that will succeed to implement this policy. The first step is to create a sense of urgency. If the decision makers within the organization can see the need for change, then they will understand the importance of acting quickly. According to Kotter, people who are focused on making real progress every day characterize true urgency. I intend to use the school's current achievement data and student learning gains deficits to support the urgency for change. Fowler (2000) explains that the purpose of a policy is to solve a recognized, real problem and to build capacity for continued growth. I believe both of those reasons apply here. The lunchtime tutorials will assist student obtain academic gains and the initiative will assist in leading the way for additional school day academic support opportunities for students.

The second step toward adaptive change is to create a guiding coalition to lead the initiative. It will be critical to include enough key players to develop and maintain momentum. Fowler (2009) states that a proposed plan “must include representative of two key stakeholder groups: the principal and teachers, because they are the grassroots implementers, their input is essential” (p. 269). My policy requires the establishment of an implementation team. The team will assist in framing the content and scheduling of the tutorials as well as the system of communication between teacher, student, parent, and tutors.

The third step in this change process is to develop the change vision. The vision must be clear, easily communicated, and strategically feasible. It must be realistic and include goals that carry credible strategies so that educators are able to see the potential realization of the vision. Fowler (2010) presented guidelines for determining the appropriateness of a new policy: in Fowler’s terms, the policy vision must be “imaginable, desirable, feasible, focused, flexible, and communicable” (Fowler, 2010). This step in the change process is a good time for the coalition to consider the policy alignment with district and school site academic RTI, the school’s student achievement vision, the school’s assessed needs, the school and district’s priorities, the available and potentially available resources, and the values of the community. Fowler also suggested that leaders consider whether evidence exists that the new policy has been effective with student populations in terms of age, racial or ethnic background, gender, socioeconomic status, English language proficiency, and life experience. The research and best practices gathered in my study will assist to provide the evidence that this policy has potential for positive effects on student learning gains.

Step 4 involves communicating the vision to stakeholders and creating buy-in. The vision will be communicated to all stakeholders in as many ways as possible. This communication will include meetings, emails, presentations, printed literature, and other methods developed by the guiding coalition. Administration and coalition leaders will communicate the vision simply and vividly.

Step 5 challenges change leaders to empower broad-based action by removing as many barriers as possible. Teacher time and resources will be an important barrier to overcome as well as shifts in schedules and payment for teachers who commit to spending the lunchtime tutoring students. Negotiations between district administrators and school leaders and between school leaders and teachers will be a necessary change stage for this policy implementation. Student responsiveness and participation will be another important component of step five.

The sixth step according to Kotter (2014) is to generate short-term wins. The change leaders need to create visible success as soon as possible in order to move the organization forward through this instructional change. I believe that during the first quarter of the school year, participating students, teachers, and the students' parents, three key stakeholder groups, will experience a short-term wins as students gain competencies and improve their academic performance. This could help to increase the sense of urgency for the program and promote optimism related to the change, increase morale and motivation, and build momentum. Short-term wins will also help educators to fine tune the process of successfully providing lunchtime tutorials that effectively meet the immediate needs of students. Tutors will document these short-term wins using data and share them with all stakeholders to secure the value of the initiative.

Kotter (2014) identifies the seventh step as not letting up. Change leaders must keep tweaking and improving the lunchtime tutorials so that momentum is not lost. “Not letting up” will also be demonstrated by adherence to the vision of offering other school day academic support opportunities for students. New behaviors and practices among all stakeholders must become part of the organization’s culture in order for this change to last. At this point in the process, there should be a constant effort to keep momentum going in order to drive the change deeper into the school culture.

Relative to Kotter’s seventh step, Fowler (2000) maintains, “Successful implementations depend on continuous monitoring and feedback” (p. 289). The pre-implementation plan for evaluating and collecting data for the assessment of the program would assist in supplying documentation of program successes. Indeed, since the purpose of advancing school day academic support for students, initially using the lunchtime tutorial program is based on student learning needs in order to increase levels of student achievement, the quantitative student achievement data is an important element to track. This will necessitate tutors keeping track of student participation (which students and how many sessions per each student) and content area standards addressed in tutorials as well. In this way, our school can identify where the program is working and where there is need for improvement.

Finally, step eight requires leaders to make the change stick. This change will be nearly meaningless if it is abandoned after a year or so of implementation. If the provision of school day academic support opportunities beyond the classroom setting becomes integrated into the school culture, the change will stick. As additional strategies and options for students become available during the school day, the policy will stick.

The majority of the organization must embrace the culture of flexibility and opportunity for student learning during the whole school day in order to effect long-term, lasting change.

Establishing the Policy

Now that I have presented the major steps to be taken in the stages of policy implementation, the issue remains as to how to establish the policy and how to create an environment conducive to a change of mindset among stakeholders. An undergirding perception of the value of school day academic support beyond the classroom and the potential benefits a policy supporting greater academic support opportunities along with the necessary planning and actions must be obtained. This would be tackled first of all among administration and then among faculty members. The primary policy specifics include the need for time and buy-in for planning and implementation commitment. The policy I am advocating for includes the creation of a coalition team for steering the initial startup of the lunchtime tutorials and for continuing to promote the vision of the policy. In order to implement the tutorials with fidelity, participating teachers will be supported with professional development that provides communication process introductions, student data collection process, best practice tutorials and tutorial options. In a daylong training session, the teachers will work with their peers to share ideas and discuss the program and key components, particularly the need to maintain an emphasis on core content area standards.

In addition, a professional learning community of participating teachers, from a group of teacher/tutor professionals who meet together monthly to share best practices, review the effectiveness of the program, and share their attendance and student success

indicators. The group meetings will serve as a context for sharing problems, successes, student needs, communication successes and needs, and ideas for continually improving the tutorial program.

Components of Practical Practices

As a part of the vision of the implementation after the initial establishment of the policy plan, I think it is important to have in mind practical examples or samples of implementation of lunchtime tutorial programming from best practice research and from successful school site implementations. The exciting aspect of educational practitioner work is the larger community of educational professionals and researchers who are willing to share their work and insights with us as we develop our school’s initiative.

Scheduling

In view of the fact that this policy will initiate a very simple plan for a model lunchtime tutorial without causing major changes in the school day schedule, I will be using the regular bell schedule at our school as shown in the figure 3 below. The schedule consists of 1, 2, 3rd periods at 50 minutes each; and in the afternoon 7th and 8th periods of 50 minutes each. The tutorials will focus on time during 4, 5, 6 periods also called Lunch A, B, and C. Each of these lunch periods are 50 minutes long as shown in the figure 4 below.

Period 1	7:33 – 8:23	[50]	
Period 2	8:29 – 9:24	[55]	
Period 3	9:30 – 10:20	[50]	
Period 4	10:26 – 11:16	Lunch A	[50]
Period 5	11:22 – 12:12	Lunch B	[50]
Period 6	12:18 – 1:08	Lunch C	[50]
Period 7	1:14 – 2:04	[50]	
Period 8	2:10 – 3:00	[50]	

Figure 3. Regular Bell Schedule.

The lunchtime tutoring coalition team will need to make many decisions concerning how the 50 minute lunch period should be used for tutoring; including, perhaps, many different offerings offered during this block of time. One consideration may be to allow students who are going to tutorials to leave the class prior to their lunchtime several minutes early to allow them to pick up their lunch first before other students are released to go to lunch. Many other considerations and decisions will need to be made for planning the policy implementation with input from teachers and administrators as well as from students and parents. One consideration is the student transporting of food to other areas of the school building. If the program is indeed a lunch and learn program, the coalition team must consider all the ramifications of having students carry food into classrooms or other rooms at the school. The tutorial providers as well as what content area will be selected for the initial tutorials is yet to be determined. However, tutors will be in close communication with teachers and aware of classroom expectations if they are not the tutorial student's classroom teacher. I believe that we can find inspiration from what is working at other schools.

One sample from a successful school implementation of what they termed, "SMART Lunch", requested sign-up ahead of time by the student in need of services and a signed commitment from the student for 8 sessions (LaMotte-Kerr, 2016). This allowed for scheduling and specific subject expertise of tutors to be available. Successful programs such as this one are very inspiration and can serve to spark discussion about our program. The SMART lunch at Panther Creek High School found a way to vary the traditional lunch schedule in such a way that all students and teachers eat lunch at the same time for one hour (LaMotte-Kerr, 2016). According to the principal, strict rules

were introduced for specific times when students can and cannot eat. For example, one half of the student population partakes in the SMART lunch while the other half each traditional meal and they alternate after thirty minutes when a bell rings (LaMotte-Kerr, 2016). The concept at Panther Creek is that all students benefit; it is not just for students who are falling behind. The article quotes a biology teacher at another school in the same district that is implementing SMART Lunch, she commented, “SMART lunch” was never intended to be punitive. It’s all about choices. It’s all about options. It’s all about time management, and I think that’s one of the life skills it helps students develop” (LaMotte-Kerr, 2016). An example of a sign-up form from a North Carolina school (LaMotte-Kerr, 2016) which is modified for use at our school is presented in Appendix A. In this sample, information is collected from the student prior to acceptance into the tutorial program. It is important to note that the sign-up form asks students for their preferences and gives them an opportunity to select what they want their tutorial sessions to look like. Also, of note, is the need to gather information for parent contact and to engage parents in the process of student academic support as a network of support rather than just a one-time homework-assistance type program. The student is further asked to make a personal commitment to the tutorial program and to take responsibility for the success of their academic improvement.

SECTION SIX: POLICY ASSESSMENT PLAN

The purpose of this Policy Assessment Plan is to introduce processes to monitor the progress of the proposed policies and administrative procedures addressed in the study as well as its results. Implementation must be monitored to conscientiously impact the change desired. Fowler (2009) argues,

Successful change] does not occur because it is the natural product of implementation. It occurs because advocates of the new policy...work deliberately to modify the formal rules and procedures of the organization in order to accommodate the policy change permanently (p. 229).

In order for Fowler's recommendation to occur, the plan requires advocates who commit to the plan and to the progress monitoring of the plan. My policy includes an assessment plan. This plan when implemented will help students who need extra academic help but are unable to stay after school hours. I foresee this plan as a success if and when implemented properly. There should be progress monitoring to ensure that the plan is working or fulfilling what it is intended to be. There could be a small committee besides just the regular administrators to foresee this plan.

Before the stakeholders at my school and I implement the policy, the evaluation portion of the policy plan must be thoughtfully constructed so that data collection and key stages of implementation may be systematically monitored. Patton (2008) emphasizes that the evaluation plan "focuses on finding out if the program has all its parts, if the parts are functional and if the program is operating as it's supposed to be operating" (p. 308). Once the plan is in place, the implementation process and a monitoring system to track progress should commence. As Patton advises, the evaluation process is designed to

provide beneficial insight for program improvement and to identify best practices (2008). The evaluation of the policy of school day academic support through a lunchtime tutorial program will be “designed in such a way to effectively provide relevant insights into the implementation and clear recommendations for program improvement in addition to information concerning impact and outcomes” in keeping with Patton’s recommendations (2008). Lunch tutoring, will give access to students to get help on materials that are not clear to them in their classes and to get a jump start on their homework or study for upcoming assessments. By being an after school teacher/tutor, I see the shortcomings of that program whereby the students who need extra help are not staying after school to get the help they need. By offering tutoring during the school hours, the students will not have excuse but be able to attend and get the help that they need to be successful in their classes. This is a highly recommended program that could be very successful and beneficial when executed properly.

Communication is a critical part of the monitoring process. This communication should be with and among the different stakeholders: district leaders, school leaders, teachers, parents, and students. One way to achieve this goal of monitoring progress would be to meet with the different stakeholders to discuss what has been successful and elicit their thoughts concerning possible improvement. A brief monthly meeting might easily serve as a progress monitoring activity. My proposal is for a Lunchtime Tutoring specialty PLC to serve as a forum during which members initially share successes, roadblocks, failures, and needs. The importance of continuous communication is that all those involved are bringing different experiences and perspectives to the table. In this way, open and honest dialogue leads to idea generation and consensus development. The

maintenance of a shared vision is crucial to success. The plan will need revision throughout the year as different needs are identified, better strategies and best practices are discovered, or possible roadblocks are revealed. These monthly meetings must emphasize the importance of continuous monitoring and adjustments to the implementation process.

At each stage of the Tutorial Program implementation the Policy Plan Evaluation will gather information. The Policy Plan Evaluation is primarily the responsibility of the Tutorial Program PLC leaders who will align the policy implementation with the Committee's input and input from the principal.

The first stage is the planning process. The baseline student achievement data will inform the Committee's identification of the content area most in need of tutorial services for students. Student achievement data will continue to inform and drive the program as it is implemented.

The second stage involves the coordination of tutorial program training for faculty and staff. During this stage, the PLC will also organize advertisement of the program to parents and students. Next, teachers, students, and classroom teachers will be asked to begin identifying needs. The initiations of student academic need communication to the classroom teacher will be tracked to assess how many classroom teachers, parents, and/or students initiate interest in the Tutorial Program for students as well as tracking student completion of program sign-up forms. Information on sign-up forms will be collected by the program PLC and reviewed for the coordination of tutorial offerings.

In addition, the compiled information database from the Tutorial Program will be reviewed annually to identify patterns of student needs, student improvement, and annual tutorial program satisfaction surveys from parents, teachers, tutors, and students.

Classroom teacher identification of course content tutorial needs will also be collected and compared with student achievement data. These data will be compared over time from year to year on an annual basis to determine specific content needs and instructional training needs. The principal will be asked to have an informal program review with the PLC on an annual basis to review the data and the program's progress.

Once tutorial sessions commence, student attendance will be tracked as well as student academic progress. Tutorial students' grades, end of course exams, and achievement test scores will be reviewed to determine the impact that their commitment to the tutorial program may have made to their school performance.

A key to the program is the classroom teacher's willingness to identify the content concepts on which an individual student is struggling proactively. In addition, it will be the responsibility of the classroom teacher to assist the student fill out and submit a tutorial sign-up sheet in a timely fashion so that the struggling student's academic needs may be addressed expeditiously. Once the student submits the sign-up form (Sample in Appendix A.), the program's PLC and the tutors take charge of the student's academic support needs, and keep in communication with the classroom teacher, parents, and student. Communication is a major component and touchstone for the Policy Proposal since stakeholder communication, input, and responsibility for program success is the foundation of any policy change. The following graphical representation, Figure 4., depicts the flow of information among stakeholders as well as process responsibilities.

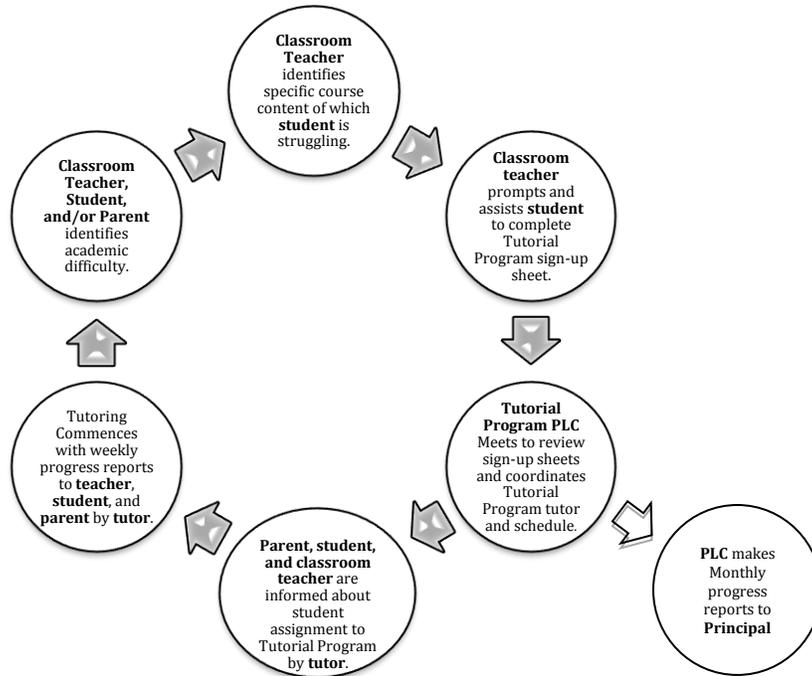


Figure 4. Tutorial Program Cycle of continuing communication between student, parent, classroom teacher, tutor, and Tutorial Program PLC members.

SECTION SEVEN: SUMMARY IMPACT STATEMENT

The implementation of my policy will ensure that the school has at least one formalized, during the school day, student academic support opportunity that is available for students beyond the classroom period. The policy provides an articulated vision for promoting effective and long-term change to a school's culture. The policy implementation follows the steps for effective change as delineated by Kotter. The plan for change considers the need for adaptive leadership getting many stakeholders involved as suggested by Heifetz, Linsky and Grashow (2009), "adaptive leadership is the practice of mobilizing people to tack tough challenges and thrive" (2009, p. 14). As my school implements options for students to consider for academic support, I believe that students will gain a sense of empowerment and self-efficacy for their own learning gains. I believe that by creating an environment that nurtures learning throughout the school day not only will student achievement levels increase school wide, but also students will be learning skills for college and lifelong learning success.

I believe my policy will show short-term gains quickly. However, in order to see a substantial change in the organization, it will take time, as there needs to be a change in mindset for all involved (Heifetz, Linsky, & Grashow, 2009). This policy will provide support for student academic achievement while assisting students to develop the skills to take charge of their own learning. This policy will require people to buy-in to the concept of school day student academic support opportunities based on the value of the program and the vision for the program rather than on a simple compliance demands. The adaptive change will take longer to become a way of work at the school and an embedded component of school operation since all subgroups involved will have to buy-

in before the full vision will be realized at the school. However, I believe that the lunchtime tutorials as a portion of the overall transition to full day support options for students, is immediately possible and will show immediate results. The ultimate goal will be achieved, improvement of student learning. The impact on the budget will be negligible if Title I funds and scheduling adoptions are feasible. The impact on students is anticipated to show gains in student learning for those who participate regularly in lunchtime tutorials as well as other outcomes that will be evident through parent and student surveys and perhaps student focus groups. These outcomes include student ownership of their learning, increased student motivation and engagement in learning, and the promotion of student perception of themselves as self-motivated learners.

With the goal of improving student achievement, the Policy proposed provides a direct response to specific student learning needs in a timely process that is based on the establishment of a network of responsible adults who are tasked with the successful implementation of the proposed tutorial program policy implementation. The school faculty values student success and has been seeking ways to address individual student learning needs beyond the limitations of classroom time. After school tutorials work for some students, but the faculty has seen that many of the students who are in the greatest need for additional academic support do not elect or cannot attend the afterschool hours' program.

The students and parents or guardians, especially, will **value** this policy. The values of this policy is having the students improve on their academic performances and not losing valuable time at school or after school. In view of the fact that students who really need extra time and tutoring are unable to stay after school to get that assistance,

by having this tutoring during lunch and embedded in the school schedule will be beneficial. Parents or students will not have to make an extra time to stay after school or pick up their children at a later time from the normal school hours.

The **vision** of the policy is to provide academic support for students during the school day in a way that ensures they are provided with the resources they need for learning when and where they need it. The vision of this policy is also to have students improve on their academics which in turn will improve on the overall school's grade. I envision this policy to be one of the best policies or best practice and appropriate for the school because it will bring good results.

Many teachers are helping their students by offering lunchtime or after school tutorials already; however, these tutorials are not consistent nor are they structured to address the needs of all students. The needs and concerns of the school leadership, teachers, parents, and students are addressed by the strong communication component of the program policy implementation. Through a structured community effort such as this policy proposal, I believe that the school will be able to effect strong academic performance gains within the first year of implementation. The needs and concerns of all stakeholders will be sufficiently and successfully met and included as this policy is thoroughly and successfully implemented.

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Appendix A

Sample Student Tutorial Program Sign-up Form

Date _____

Student Last Name _____ First Name _____

Student ID _____ Grade Level _____

Name of Parent/Guardian _____

Home /Cell Phone _____ Work Phone _____

Academics

Please indicate the areas in which help is needed:

English _____ Algebra I _____ Geometry _____ Algebra 2 _____

Other (please list classes) _____

FSA EOC classes (English, Algebra I, Geometry, Algebra 2, Biology, U.S. History) will have priority. Tutoring for other courses will be available if slots are available.

Who is your classroom teacher for the subject for which you need tutoring?

How do you learn best (hearing, seeing, reading, doing)?

Are you able to stay afterschool or to report prior to school for tutoring services.

Tutoring will occur during your scheduled lunch. You will be released early so that you may get your food and take it to your tutoring location. What class are you in prior to your lunch period?

Which lunch do you attend?

I agree to the following requirements:

- I understand that I am responsible for the progress I make while in the program.
- If I am unable to attend, I will notify my tutor as soon as possible.
- Services will be terminated if there are chronic absences.
- I will bring in any homework/classwork that I have and be ready to work.
- I will have a good attitude about being a part of the program.
- Services will last 8 sessions and then reevaluated at the end to determine if my participation needs to be extended.