

**Kimball Mid-Level School within a School Program  
SMART Program – Students in Math & Reading Tutoring**

**Kimball Jr High School**

Contact Person: Peggy Trimble 398-7700 Ext. 320

Program Length: October - May

Number of Learners Served: 10-15

**Mission Statement:**

The mission of the Kimball middle level alternative program is to provide a learning environment adapted to help meet the need for more individualized and paced instruction for students who need additional support. The program's aim is to help students feel successful, appreciated and accepted in their acquisition of knowledge.

**Belief Statements:**

- Students learn at different rates and with varied needs of educational support. To provide for optimum learning, we need to address the learning styles of each student in a smaller setting classroom.
- Each student is capable of learning and accomplishing individual success. To promote this, we will strive to foster in students a positive attitude toward setting and achieving goals. We will seek to develop the highest possible learning potential of each student.
- Middle level students have a special developmental need to feel appreciated and accepted. To facilitate this, the program will promote growth of healthy self-esteem in the students.
- Students need to learn how to learn. We will provide opportunities to develop skills in problem solving, critical and creative thinking as well as in studying and organizing their learning environment.
- Students learn best from those who show genuine concern for their welfare and are positive role models. Like other Kimball high school teachers, the teachers of this program will provide a safe, caring and positive learning environment. In addition, the low student-to-teacher ratio will provide more one to one opportunities for students who may need additional support.
- Students need to become informed, responsible citizens in our diverse democratic society.
- The program will provide opportunities for students to appreciate this diversity, make decisions about their behavior and to become accountable for their actions as students of Kimball High School and as future citizens.
- Some students learn better in smaller environments where fewer distractions and more individualized attention is available.

**Entrance Criteria:**

The target population will be 7th and 8th grade students who display two or more of the following characteristics:

- The student has demonstrated a need for additional instruction in order to be successful on state mandated tests.
- The student has demonstrated a negative attitude toward learning, class participation, self motivation, and/or responsibility.

- The student has had attendance problems beyond explainable illness or family responsibilities.
- The student has difficulty with peer relations and demonstrates a low self-esteem.
- The student has a need for individual attention for academic, personal, and/or social difficulties.
- The student has demonstrated a need for additional instruction to pass BST reading, writing, and/or math.
- The student is overwhelmed in classes of large numbers.
- The student has a history of academic failure in more than one subject.

### **Referral/Enrollment Process:**

Referral will generally be by the student's teachers, parents, or/ or MCA, NWEA, or other standardized test scores. When a program is considered full, a waiting list will be established on a first come first serve basis.

### **Description of the Academic Program:**

The Minnesota Academic Standards and learning competencies needed to be successful on Minnesota Comprehensive Assessment tests will serve as the foundation for the school-within-a-school's tutoring program. Throughout the school year, the students will work on reading and/or mathematics curriculum focuses on skills necessary to help students gain competencies while also expanding organizational, study, and social skills.

Mrs. Tabitha Mortenson (English), Mrs. Melissa Winter (English), Ms. Melissa Plakut (Math), Mrs. Peggy Trimble (Curriculum Coordinator), Mr. Jay Klein (Counselor) and Mr. Erik Widvey (High School Principal) will be responsible for program supervision. Ms. Plakut will work directly with students during structured tutoring sessions. Each month the advisory team will meet with Ms. Plakut to review the status of the SMART program, gain insight into program progress, and address program needs.

### **Description of Support Services:**

Support Services are available through the school psychologist, guidance counselor, and/or the school chemical health/violence prevention specialist. Various support groups will be available throughout the year. Mr. Jay Klein (Counselor) will coordinate support services.

### **Social and Personal Development Skills Curriculum:**

Social and personal developmental skills may be addressed formally through the implementation of a set program, or informally, woven into the themes of the curriculum. Goal setting, conflict resolution, assertiveness, decision-making, organization and showing respect for self and others are a few skills that might be addressed. Self-esteem will be emphasized throughout the program as the students work on various activities.

Once a month, program participants will work directly with a specialist on a variety of topics which may include such things as peer pressure, bullying, tobacco & drugs, etc.

**Program Schedule:**

Students will attend the program through a study hall tutoring pull-out session. Students will participate in a pull-out session two to three times per week for approximately 50-75 minutes per week. Students will work in small groups with a maximum of five students per group.

**Parent Involvement:**

English and math teachers will make a parent contact prior to the start of the program to support the need for academic assistance through tutoring. Parents will give permission to place their child into the tutoring program when the CLP is signed and returned to the school. Staff members involved in the program would be available for individual conferences by arrangement.

**Exit Criteria:**

Students would exit the program in May or when it is determined that they no longer need additional math and/or reading support. Each fall a new list of students eligible for participation in the SMART program will be generated.