

SALEM PUBLIC SCHOOLS

Using tutoring to support students in quarantine



Explore the concrete ways Salem Public Schools employed “Power Strategies” that address critical student needs now *and* lay a sustainable foundation for lasting improvement.

Learn more and see examples [here](#).





**Salem Public Schools knew they
needed an equitable way to
support students who couldn't
come to school in person...**

IN SALEM:



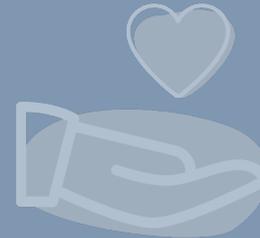
**#1
Empowering,
Adaptable
Instruction**



**#2
Time &
Attention**



**#3
The
Teaching
Job**



**#4
Relationships
& Social-
Emotional
Support**



**#5
Family &
Community
Partnerships**



[See Snapshot of Salem](#)

THEIR NEED

Salem Public Schools has been able to offer daily in-person instruction in its elementary schools this year. **However, the district needed a solution for students who could not come in-person – due to illness or exposure – to ensure continuous, equitable learning experiences for all students.**



Students' Experiences

- Students who needed to quarantine due to exposure or illness suffered **interruptions to learning** that made it difficult integrate back into their classrooms once they are able to return in-person.

Teachers' Experiences

- Teachers struggled to **keep track** of who was in quarantine, for how long, and how to **give students the supports they needed while at home.**



WHAT THEY DID

Salem Public Schools knew that successful in-person learning would require the district to:



Create dedicated, synchronous learning time for students in quarantine to keep them on pace for when they return to in-person learning



Develop a system for identifying and tracking students in quarantine

Ensure tight communication between teachers, families, and staff supporting remote instruction

HOW THEY DID IT

To achieve this strategy, Salem Public Schools **shifted their resources** by...

1. Hiring **dedicated remote tutors** to lead small-group instruction for temporarily remote students.
2. Developing a **system-wide process and consistent experience** for students in quarantine, including:
 - a. Protocols for identifying and tracking students in/out of remote classrooms
 - b. Creating district-wide remote lesson plans
 - c. Daily 'welcome' sessions for all students – remote and in-person

Sample Remote Student Schedule	
8:20am	Welcome and Read Aloud <i>Synchronous with classroom teacher</i>
Movement Break	
9:10am	Math / ELA Lesson <i>Synchronous with tutor</i>
Movement Break	
11:00am	Specials & Enrichment <i>Synchronous or pre-recorded with specials teachers</i>
Lunch	
12:00pm	Math and Literacy Practice Independent Reading & Choice <i>Asynchronous</i>
2:00pm	End of Day

1

HOW THEY DID IT:

Hiring **dedicated tutors** to lead small-group instruction to temporarily remote students

- Salem hired tutors to provide small group instruction for up to 15 students who were in temporary quarantine.
 - Tutors were hired centrally and assigned to each elementary school.
 - They were contracted for 19 hours a week at \$25 per hour.
- Due to the flexible requirements of the role, Salem was able to hire from a broad set of applicants.
 - Undergraduate and graduate students, parents with children at home, and part-time workers looking for additional opportunities.

Sample Remote Student Schedule

8:20am	Welcome and Read Aloud <i>Synchronous with classroom teacher</i>
	Movement Break
9:00am	Math / ELA Lesson <i>Synchronous with tutor</i>
	Movement Break
11:00am	Specials & Enrichment <i>Synchronous or pre-recorded with specials teachers</i>
	Lunch
12:00pm	Math and Literacy Practice Independent Reading & Choice <i>Asynchronous</i>
2:00pm	End of Day

2

HOW THEY DID IT:

Developing a **system-wide process and consistent experience** for students in quarantine, including...

Daily 'welcome' sessions for all students

The district ensured that students in quarantine had daily, simultaneous time with in-person classmates and their homeroom teacher.

Protocols

To create consistency for stakeholders and lessen the burden on homeroom teachers, Salem created a common [protocol](#) for identifying and tracking students in/out of remote classrooms.

Districtwide remote lessons plans*

The central office created a rotating set of lesson plans for each grade level focused on skills practice in ELA and Math (see an example [here](#)).

*This approach allows tutors to support learning for students across grade levels in the same setting without deep knowledge of the specific lessons being taught in-person or requiring tutor and teacher collaboration. The central office team aligns the skills practice to the scope and sequence of the grade-level curriculum for ELA and Math so that it supports the learning that students miss while out of school

WHAT SUPPORTED **CHANGE** IN **SALEM?**



FLEXIBILITY IN TUTOR ROLE

Tutor positions are both part-time and remote, expanding the possible pool for high-quality tutors.



CENTRAL SUPPORT

While these positions are school-based, the central office was able to support schools in implementing and scaling the initiative, through actions like the creation of the lesson plans.

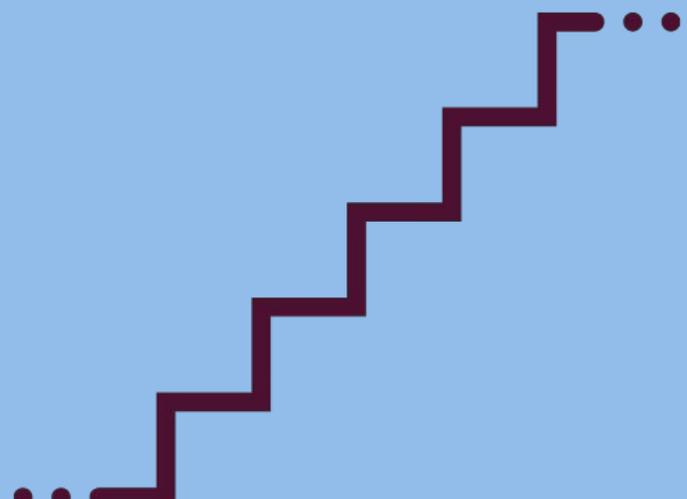
IMPACT

While in a quarantine classroom, students received at least **two hours of synchronous instruction daily from their tutor** – amounting to **20 hours** of synchronous instruction that the student would have otherwise lost.

This approach also unearthed an untapped **pipeline for high-quality instructional supports**. Salem received significantly more applications for these roles than typical for other positions, and was able to hire a more diverse set of candidates.



BUILD TOWARD



Salem Public Schools is exploring ways to expand and sustain their approach, including...

- **Reducing Group Size During In-Person Instruction**
Tutors are assigned to schools, and many work on-site, giving schools the ability to push tutors into in-person instruction during targeted times in the day
- **Increasing Opportunities for Tutoring, Within & Outside the School Day**
The flexible hours and remote options opens up a pool of qualified tutors who can be used to support students during and outside of the school day – including “vacation academies” or after-school programming
- **Developing a Pipeline for Instructional Supports**
Through partnerships with local universities, Salem has been exploring how to leverage student-teachers and education students as tutors or instructional support staff, while also sustaining a robust teacher pipeline

APPENDIX

DISTRICT SNAPSHOT

ENROLLMENT

~3700 STUDENTS
10 SCHOOLS

Grades K-12

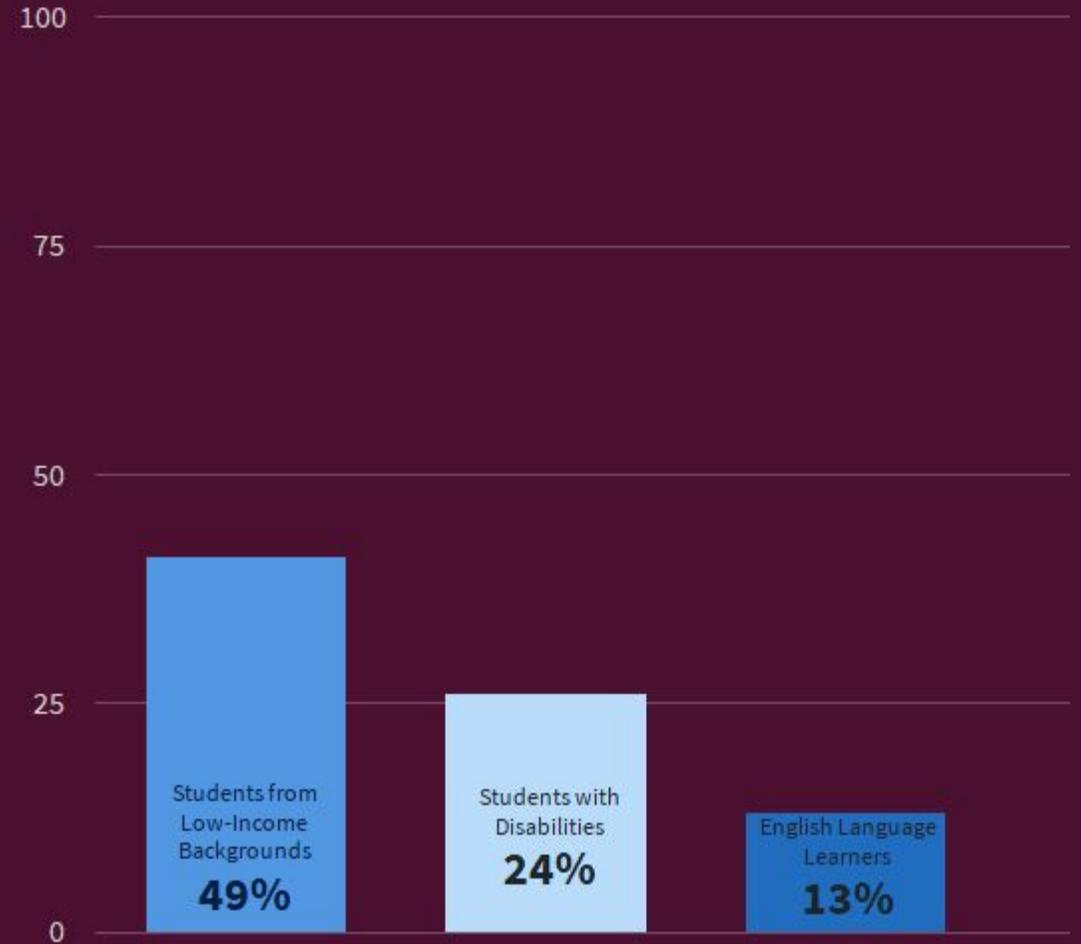
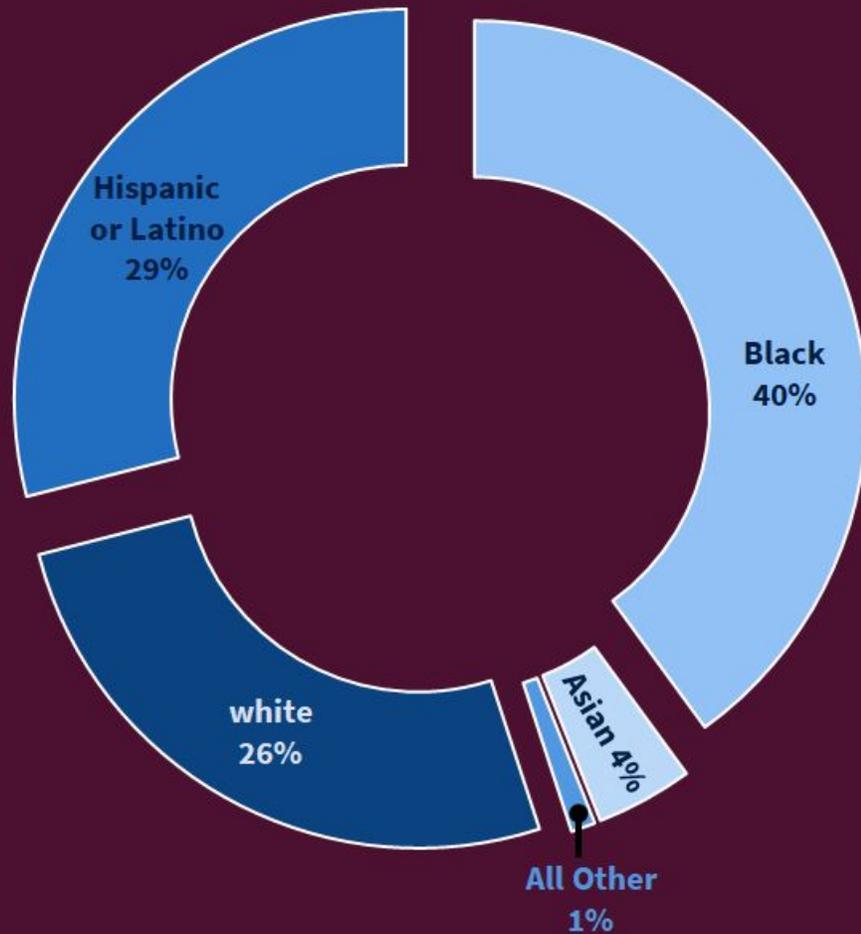


FUN FACT

Salem's mascot is the Witch – a reference to the city's role as the birthplace of the 1692 Salem Witch Trials.



DISTRICT SNAPSHOT



A CLOSER LOOK AT HOW SALEM UTILIZED TIME WITH TUTORS



K Focus = numbers to 10, number pairs to 10	Grade 1 focus = +/- within 20	Grade 2 focus = +/- within 100
<i>Math Concepts Mini-Lessons (5-10 minutes)</i>	<i>Math Games & Skills Practice (15 minutes)</i>	<i>Morning Independent Work (20 minutes)</i>
<p>Kindergarten With a Ten Frame, show 3, 4 and 5. Show one at a time, asking students how many are in the frame and how they knew. Notes are included at the bottom of the first 2 pages.</p> <p>Grades 1-2 Use Base Ten Blocks to show 5, 25 and 55. Ask students what number is represented and how they know.</p>	<p>Kindergarten Students use unifix cubes (or 10 objects from home such as pennies) to make groups of objects up to 10. Try making groups of 3, 7, 5, and 9. Encourage the use of 1:1 correspondence to check their work. Try more numbers if they have time.</p> <p>Grades 1-2 Play Place Value Path - Students will need pennies or other counters to cover their board. Each student may choose Game 1, 2 or 3, depending on their comfort level. Typically, first-graders will choose Game 1 or 2 and second-graders will choose Game 2 or 3.</p>	<p>Kindergarten Play Happy Numbers</p> <p>Grades 1-2 ST Math or Happy Numbers</p>

**A CLOSER LOOK
AT HOW SALEM
COORDINATED SUPPORT
FOR QUARANTINED
STUDENTS**



Sample Protocol & Roles

Task	Owner
Parent calls Nurse, Office, or Principal to notify	Parent
Google Form is filled out with student information (dates of quarantine, IEP information, ect.), student is added to tutor's roster	Nurse
Email is sent to parents with Zoom information, link to schedule, etc.	Family Engagement Facilitator
Teacher is notified of student placement	Nurse
Student materials (including book bag) are packed and replenished	Teacher, School AP/Coach
Materials are picked up by family or dropped off to student's home	School Secretary, Family Engagement Facilitator
Log-In issues or other questions are addressed	School AP/Coach
When ready, students are removed from quarantine classroom	School AP/Coach (r), IT



THE LIBRARY

ARTIFACTS

- Salem created a common protocol for identifying and tracking students in/out of remote classrooms
- The central office created a rotating set of lesson plans for each grade level focused on skills practice in ELA and Math

RELATED

- Broad-Based Academic Support *Annenberg Institute*
- Accelerating Student Learning with High-Dosage Tutoring *Annenberg Institute*
- High-Quality, High-Dosage Tutoring Can Reduce Learning Loss *The74*
- District Systems to Support Equitable and High Quality Teaching and Learning *Annenberg Institute*
- New School Staffing Strategies Inspired by the Pandemic *FutureEd*