



C A B R I N I - G R E E N
Tutoring Program, Inc.

**Welcome to the
Cabrini Green Tutoring Program, Inc.!**

Whether you are a veteran tutor or new to the Program, we are glad you have chosen to dedicate some of your valuable time this year to spend with a young student. We welcome your commitment as a gift to those who most directly benefit...the children of the CGTP.

For 43 years, the Cabrini Green Tutoring Program, Inc. (CGTP) has been committed to the children of the community.

Our Mission

The Cabrini Green Tutoring Program helps economically disadvantaged students to succeed in elementary school and beyond. We advance this mission by pairing the students with volunteer adult tutors and by providing educational and life skills resources.

What is the Cabrini Green Tutoring Program, Inc.?

- CGTP is a private, non-profit organization that provides free, one to one, weekly tutoring to 265 students in grades one through six.
- Our mission is to serve economically disadvantaged students succeed in elementary school and beyond. We advance this mission by pairing students with volunteer adult tutors and by providing educational and life skills resources.
- The program is funded by various foundation grants and individual donations.
- CGTP has approximately 300 volunteer tutors.

History

- The program started 43 years ago by Montgomery Wards employees. It operated out of Montgomery Wards space at Chicago & Larrabee Avenues for 34 years. Until 2007, CGTP was housed out of the New City YMCA on Halsted & Clybourn Avenues.
- The program has operated out of St. Vincent de Paul Center ever since.

When does it operate?

- CGTP provides tutoring during the school year, September to May.
- Tutoring takes place on Monday, Tuesday and Wednesday evenings from 6:10-7:30pm. Students come one night a week.

How does it operate?

- Each student is matched with a volunteer tutor for the duration of the school year. Students and tutors work one to one. Many of our tutors have worked with their students for at least one year already. Their tutors must supervise students at all times.
- Tutors and students work on homework, literacy, math, computers and life skills. We offer a tremendous amount of resources and support.
- Students are assigned to one of eight classrooms based on their grade level.
- Students are bussed from the Cabrini-Green Row Houses, Division/Larrabee and Marshall Garden Apts. Over 50% of our students still come from this area.
- About 35% of the student population comes directly from the After School Program of St. Vincent de Paul Center.

Staff

- Executive Director, Erin McPartlin, 312-397-9119 emcpartlin@cabrinigreentutoring.org; Office is 317.
- Director of Fundraising, Jill Heller, jillh58@aol.com
- Part-time Program Coordinator, Jennifer Jordan (Ms. Jennifer), 312-397-9119; msjennifer@cabrinigreentutoring.org; Her office is in the resource room.
- Education Support Supervisor, TBD
- Part-time Technology Coordinator, Michael Jordan
- Bus supervisors, TBD

www.cabrinigreentutoring.org

General Information about the Tutoring Sessions

Tutor Arrival & Check-In

Please arrive at the Tutoring Center between 6:00-6:05p. Enter through the front doors or the parking garage. Do not use the back doors.

Check in each night at the tutor table located in the first floor lobby. Be sure to initial next to your name in the tutor check-in book and look for any personal messages. This book is also a good place to communicate with staff if needed. While you are checking in, please take and read carefully the Tabletop News and any other information for weekly updates on events, resources, activities, scheduling, etc.

If you have a bussed student, you may want to wait in the lobby and help shepherd the students up the stairs quietly.

Otherwise, come up to the 3rd floor to wait for your student and collect his/her folder.

Tutor Nametags

CGTP will provide you with a lanyard and nametag. This is your responsibility to bring to and from tutoring each week. Tutors are expected to wear their nametags during tutoring. There will be a \$3.00 charge to tutors to replace their nametags.

Student Arrival & Check-In

Students will check-in on the third floor. Those students who attend St. Vincent de Paul Center after-school program will go directly to this area about 6:00pm. The student bus will normally arrive about 6:05p. Bussed students will enter from the front doors. These kids should be shepherded up the stairs to the third floor. Students should not take the elevators.

Students will wait for their tutors in the third floor lobby area, getting signed in with nametags and eating their healthy snacks. Please find your student here or ask a staff member for help. Kids may not leave the lobby area unless with their tutors. Student folders are located in this area.

If your student is not there, wait patiently for staff to assign you a substitute student for that night. Of talk with staff about alternatives.

Tutoring Time

Each student is assigned to a classroom based on grade/age level. Once inside, find a spot to sit and begin the tutoring session. CGTP provides an ample amount of resources. Do not touch or use the resources/ materials within the classrooms. For more information on available CGTP resources and the structure of the tutoring sessions, please see the latter sections of this book.

Tutor and Student Check-Out

Tutoring ends promptly at 7:30p. An announcement is made at 7:25pm reminding everyone of the time and to begin preparations to leave. Please do not go downstairs before this announcement. At 7:25pm, you should take the time to a.) clean up your area and throw away trash, b.) wipe down your table with the wipes provided in each room, and c.) put up your chairs.

Remember that parents and buses are ready for their departure. Any trips to the restroom or resource room should be done before 7:30.

Tutors should escort their students down to the first floor lobby. Here kids will enter either the bus line (to your left) or the parent pick-up area (to your right). It is important for you to know whether your student takes the bus or is picked up by a parent. If a parent picks up the child, they must park in the garage and come up the first floor. Do not release kids to walk to the garage themselves or out to Halsted St. to wait for a ride.

Once your student is in the bus line, with a parent/guardian, or under the supervision of staff, you are free to leave.

STUDENT PROCEDURES AND RULES

All students and parents/guardians should carefully read and familiarize themselves with the Contract for Success, Tutoring Procedures and Rules, and Three Strikes Policy. All students and parents will sign the Contract for Success to demonstrate their understanding of the program's expectations and make the Cabrini Green Tutoring Program a fun and safe place to learn and grow.

If a student violates these rules, he or she may be subject to suspension or expulsion from CGTP (See the Three Strikes Policy)

1. Students are expected to attend tutoring each week. Parents should call 312-397-9119 if their child will be absent.
2. Tutoring sessions start at 6:10pm. Students may arrive for check in at 6:00pm. Students will not be allowed in the Tutoring Center before 5:55pm. Tutoring sessions end at 7:30pm. Students must leave Tutoring Center at 7:30pm either by bus or parent pick-up. Parents must pick up their children promptly at 7:30. There is no 'late teacher'.
3. All students must be registered with CGTP. To be registered, a CGTP enrollment form must be completed and signed by a parent or guardian. Unregistered friends, siblings, relatives, etc. are not allowed in the Tutoring Center. Children may pick up a form for a friend and invite them to attend the following week if we have openings. CGTP students may only attend on their assigned nights.
4. Students are to check in on the 3rd floor and wait in the chairs until their tutor arrives or they are assigned a substitute tutor.
5. Students should take the center stairs. They are not allowed in the elevators.
6. Students are to stay with their tutors at all times.
7. Students and tutors should use the materials provided by CGTP. They should not use the materials already in the classrooms. These do belong to CGTP.
8. Students are expected to clean their work area and return all materials to the correct areas at the end of the session.
9. Students may not take materials home from the Tutoring Center. There is an opportunity to check out books.
10. Students must follow all rules of acceptable computer use posted in the lab.
11. Students should not wear baseball hats or dew rags in the building or on the bus.
12. Students are expected to show respect and cooperation with tutors, staff and other students. This includes working quietly so as not to disrupt others.
13. Students are expected to respect property, including tables, computers, books and supplies. Graffiti is forbidden.
14. Absolutely no fighting, rough play, teasing or foul language will be tolerated in the Tutoring Center or on the bus.
15. Weapons of any type should never come to the Tutoring Center or on the bus.

Zero Tolerance: Any behavior that causes or potentially causes harm to anyone or anything. This will result in immediate expulsion from the program.

Use of Tutoring Center Space

CGTP leases 3rd floor space from St. Vincent de Paul Center. We use the first floor lobby for entrance and exit procedures. No one should be on the 2nd floor or anywhere else on the first floor. Use only the stairwell adjacent to the elevators.

Classrooms

The eight classrooms we use are not exclusive to our program. They belong to an After School Program through St. Vincent de Paul Center. Therefore, all of the tables, chairs, couches, equipment, classroom computers, toys, etc. belong to them. Please DO NOT USE the toys, computers, books, equipment, consumable resources, etc. within these classrooms. Help keep these rooms clean by throwing away your garbage at the end of the night. Clean off your tables with the wipes provided and put up your chairs. Put your materials back in the Resource Room or carts.

Each student is assigned to a classroom by grade level. Each classroom is considered a "**Classroom Family**". This group should get to know each other, ask one another for help, if needed. Each "family" is lead by a TAB member or lead volunteer. This volunteer helps remind the group of upcoming events, necessary paperwork, etc. Town Meetings will run through the "Classroom Families" where awards are distributed for attendance, good report cards, etc. Please let us know if there any conflicts within the room such student issues or allergies.

Resource Room

Here you can find books, games, Life Skills, math materials, construction paper, educational activities, resources for reaching goals, dictionaries, tutor forms, etc. Ms. Jennifer's desk is also located here.

Resource carts are also located in the two hallways outside the classrooms. These materials include paper, pencils, markers, scissors and glue, and weekly photocopied resources. Here you can also find Time for Kids magazines.

Computer Lab

The computers belong to St. Vincent de Paul Center, and we use them in the evenings. Our students have a separate log in. All activities must be educational.

Room 351

Large events or gatherings take place here occasionally. Please do not use this room unless a special event is scheduled, or the Tabletop News indicates that the room is available.

Restrooms

Each classroom has both a girls' and boys' restroom. There is also an additional (adult) restroom located in the west hallway, near Erin's office.

Communication

Tabletop News

This is our weekly newsletter. It is emailed each week and in hardcopy at the start of tutoring. Please be sure to read it each week and identify the information that relates to you and your student. Be sure to check the "Tonight" box to know what is going on each night and what may be expected of you and your student. It is written at a level that you can also read it with your student.

Student Information and Contact

A copy of your student's registration information is provided to you at the beginning of the school year. Here you will find basic information regarding parental contact, school, teacher, special needs, etc. We strongly encourage tutors to contact their students' families at the beginning of the year and maintain communication. Keep the child's information in your cell phone, remind them about tutoring, call them if they are absent, etc. In addition, CGTP provides teachers with the names and emails of their students' tutors.

Email

Watch for Tabletop News emailed to you the day of your tutoring session, along with other program reminders. Additional emails are sent to keep you informed of special events or important updates.

Tutor Check-In Book

Initial next to your name as you check in. You may see a note in the "messages" column when you check in. Feel free to respond or leave your own message. This is a great opportunity to let us know about future absences.

CGTP Mailboxes

At the end of the night, there may be several things to turn in to CGTP staff. "Mailboxes" for these materials are attached to each of the rolling carts in both the east and west hallways. Additional mailboxes can be found on Erin's door and the door of the Resource Room.

Website

www.cabrinigreentutoring.org contains an up to date Google calendar, general program information, applications, and a page for tutors. While it always being updated, it contains information that may assist you with tutoring. A pdf of the handbook is also on the site.

Tutor Advisory Board (TAB)

This is a group of tutors who have volunteered for at least one full year and applied for the Tutor Advisory Board to get more involved. Their role is to represent and mentor the tutoring population, and assist with fundraising and event planning. The TAB members are happy to answer your questions or provide support when needed. Feel free to approach a member during tutoring or contact them at cgtptab@gmail.com.

Newsletters

Our community newsletter comes out at least twice a year. Tutors receive theirs at tutoring or via email. Please let us know if you have any contacts you would like us to add to our mailing list. The program is always trying to increase our database.

CGTP Policies and Procedures

Student Attendance

- Most of the kids have good attendance patterns, but sometimes attendance becomes a problem for a few of the children.
- Reiterate the importance of regular attendance. especially the first few weeks.
- Keep your student's phone number handy to call if she is late or absent.
- The tutoring year is divided into three, ten-week periods. Those students with perfect attendance are rewarded at the end of each period.
- CGTP will call the parents of any child who misses 3 consecutive sessions in a row or has inconsistent attendance. A warning letter will also be sent home. Any child who misses 4 or more consecutive sessions, or 5 or more sessions overall within a ten-week period, will be dismissed from the program.

Tutor Attendance

- Regular attendance is the most important ingredient to successful tutoring. Once you have been matched with a child, we expect you to commit to the tutoring arrangement you requested (1:1, 2:1, 2:2, substituting).
- We do understand the priorities of work, business travel, illness and vacations. Therefore, it is expected that regular tutors have no more than 4 absences over the year.
- When the occasion arises that you will be absent, please inform us as soon as possible. If you know in advance of travel or vacation plans, let us know. If something comes up the day of tutoring, please email or leave a voice mail as early as possible. This may not guarantee that your student will have a substitute, but we will do our best. Please do the same if you are running late.
- Please do not send someone who is not a CGTP tutor in your place without discussing this with CGTP staff first.
- Consider calling your student to let him know you will not be attending, or let him know the week before. This helps child feel secure about your relationship. Be sure to reiterate the importance of him attending in your absence.
- If a tutor is absent two consecutive sessions without notice, CGTP staff will call to determine her status.

Tutor Retirement

- While we don't ever want a tutor to "drop out" of the program, we understand that extreme situations may occur and leaving the program may be unavoidable.
- In this case, we need to plan for a smooth transition and keep the child's best interest a priority.
 - Please give as much notice as possible.
 - Attempt to find a replacement tutor, or CGTP can provide one.
 - Both tutors will work together to ease the transition.

New Tutor Procedures

- New volunteers are welcome throughout the year. If you know of someone who would like to get involved, please refer him to our website www.cabrinigreentutoring.org for an application. Potential tutors are welcome to attend with you if they would just like to see what CGTP is all about.

- Tutors must attend an orientation. They may get started prior to this, but are required to attend the next training session. Orientations are offered the third Wednesday of each month, beginning in October. A full schedule is available on the website.

Field Trips

- All field trip flyers and permission slips will be available on the tutor table. It is the tutor's responsibility to give these to the students. Please read through the information with your student and remind him to return the form by its due date.
- Tutors are not required to attend a field trip with their students unless otherwise specified. However, we often ask volunteers to help supervise.

Activities Outside of CGTP

- CGTP is a tutor/mentor program. However, all student/tutor contact must take place under the guidance and organization of the Cabrini Green Tutoring Program, Inc. Any student/tutor activities organized outside of CGTP are not sanctioned by the program. If you have any contact or outside activities scheduled with your student, the Cabrini Green Tutoring Program is not liable for an accidents or incidents resulting from the event. Contact Erin with any questions regarding this policy.

Gifts

- CGTP discourages tutors from purchasing major gifts or giving money to their students. Your student may begin to see your relationship as a material one. It can also be awkward for other tutors when students see this, and make siblings feel even worse.
- Exceptions include birthdays – you may want to buy your student something small like a cupcake or book; and Christmas – donors provide gifts for each child, but many tutors like to purchase something else for their students. This gift is not expected, nor is it discouraged.

Medications

- It is very important that tutors DO NOT GIVE ANY MEDICATIONS TO STUDENTS. This includes prescriptions and over the counter medications such as pain relievers, antacids, inhalers, vitamins, supplements, cold medicine, cough drops, etc.
- If a child is feeling too ill to work, notify staff and one of you will call a parent/guardian.
- If a child has asthma, he may have an inhaler on him. This is okay to use.

Incidents

- If a child gets hurt or there is an unusual incident, please complete an incident report and return it to staff. These can be found in the Resource Center.

Emergencies

- Stay with the victim(s), or remove them from the dangerous situation.
- Assign a person to either get Erin or call 911.
- Call Robert at the front desk by dialing 0 on an in-house phone.
- Get help from other tutors.
- Guide a violent child to a safe area, away from others and equipment AND/OR have the other tutor remove their students immediately.
- See exit procedures for a fire or other emergency.
- A practice fire drill will take place a few weeks into tutoring.

Donations to CGTP

Supply Donations

Some of the common supply needs of the Tutoring Program are:

- Lined paper (wide-ruled), blank paper, folders, notebooks
- Pencils and pens, markers, colored pencils, crayons
- Scissors, rulers, glue, glue sticks, index cards
- Sticky nametags (Avery)
- New or good condition books, dictionaries, reference books
- Copy paper (white and colored)
- Calculators, math materials
- New or good condition games, especially educational ones.
- New or good condition backpacks
- Student awards or incentives
- New or gently used books

Service Donations

- Copying services, especially colored copies for newsletter, brochures, etc.
- Photography

Other Donations

- Holiday gifts. We organize a Letters to Santa campaign at Holiday time. Watch for more information in mid-November, or contact Erin directly.
- New or gently used coats. These are offered to our students at holiday time.
- New hats and gloves sets. These are given to the children with their holiday gifts.
- Occasionally we accept donated tickets to local games or theater. These can be used as a field trip or reward.
- Raffle prizes for our "Jingle Mingle" and "Spring Fling" fundraisers

Prior to any in-kind donation, please contact us to see if your donation can be used or if another agency may be recommended.

Cash Contributions

The Cabrini Green Tutoring Program, Inc. is a not-for-profit 501©3 organization and individual cash contributions are welcome and tax deductible. Efforts can be made to obtain contributions from the companies where you work through "Dollars for Doers" programs and grants. If you have a volunteer donation program at your company, we would greatly appreciate it if you filled out the appropriate forms to help us attain funding from your company.

If you would like to act as a representative to your company to request funding, please contact Jill Heller, Director of Fundraising, at jillh58@aol.com.

Fundraisers

CGTP or its tutors host social fundraisers/bar events where tutors are encouraged to come and bring their friends and colleagues. Generally, raffle tickets are sold prior to the event for several great prizes. Many tutors take a pack of tickets to sell at work.

Legs for Literacy 5K Fun Run/Walk – This is held the Sunday after Mother's Day in Lincoln Park. A fun event – 13 years and counting!

RESOURCES & PROGRAMS

Although the students should bring their homework each week, the Center is filled with additional resources. There are also several programs in which tutors and students can participate.

* Optional

Expected

Homework #

Students are expected to bring their homework to tutoring, even if it is finished. This allows the tutor to see what the child is expected to know and what they are working on in class. Join the homework club to encourage her to bring it. Often children are not allowed to bring home their textbooks. If you are unclear as to the expectations of an assignment, the student may have classmates at tutoring that you can ask. Encourage the child to write down important information.

Although completing homework is a priority, it is not essential to work on every assignment. If the student seems to do certain assignments with ease, focus only on those he has trouble with. Or use CGTP resources to extend an assignment into related activities to build upon their prior knowledge or reinforce a concept or skill.

Keep in mind that homework assignments are often an important assessment tool for the classroom teachers to determine a student's independence with a skill or concept. Your role is not to do the assignment for the child or complete it without his full understanding. Your role as a tutor is to help your student better understand and guide his progress.

Weekly Resources in the Center *

CGTP provides weekly resources/activity sheets in the areas of reading, writing and math. The activity sheets are leveled by grades 1-6 and can be used at will. If your student does not have homework, or it is complete, you may want to select an activity sheet. Feel free to move up or down grade levels, depending the child's abilities and interests. Keep these sheets in her folder to continue later or collect them to use another day when time permits.

Shelved Activities *

Take advantage of the numerous educational resources and activities available in the Resource Room.

Games *

CGTP provides mostly educational games and a few recreational games. These can be beneficial to building social skills. Recreational games should not be used as a replacement to tutoring. Use the games as an incentive to work efficiently and behave properly. Encourage the child to learn how to play new games. Ask him to read the directions and help figure out how it is played.

Books *

CGTP offers fiction and non-fiction books, dictionaries, thesauruses, encyclopedias and reference books. The fiction books are labeled by grade and separated onto three rolling bookshelves, just outside the resource center. See the sticker on the binder and the color code on the side of the bookshelves to select books for your student.

Select a book together and read it now or keep it in the folder and take turns reading aloud each week. Complete story maps to strengthen comprehension skills. Pause when your student

comes to an unfamiliar word. Help him figure it out using clues from the rest of the sentence or a dictionary. You may want to keep a vocabulary log to review these words each week or when you have an extra five minutes.

Students may check out a book to take home. See the book pocket.

Computer Lab *

Sign up or sign in to use a computer in the lab. The Technology Coordinator can help you get set up, find activities and answer your questions. The Internet is intended for educational use and must be closely monitored by a tutor. Examples of use include school research, educational web games, current events and Internet instruction. See the CGTP portal for educational webpages. There are also several educational cd's for practice with phonics, study skills and keyboarding.

Contests and Events *

Take advantage of the extra activities planned throughout the year. These may include essay contests, a spelling bee, field trips, holiday parties, free book distributions, guest readers or speakers, etc.

Life Skills *

Students will practice and master out of varying levels of life skills. Some of these skills will include phone etiquette, ordering from a menu, writing a check, reading a food label, etc. Students will choose which skills they would like to complete. These do not have to be completed in succession. Students will receive certificates and points for each skill completed. A culminating dinner takes place in the spring for those students who have mastered more than half of the skills.

Homework Club *

Students and tutors can take advantage of this "club" to encourage the student to bring homework. At the end of each ten-week period, students are rewarded with points for each night they brought homework. Homework can include work assigned by a teacher, complete or incomplete, or something of academic value the child has brought from home or school. To join the club, simply add your student's name to the chart.

ISAT Preparation #

ISAT is the Illinois Standards Achievement Test given to students in grades 3-10. CGTP focuses on Reading and Math improvements and provides practice packets all year. These tests are given in mid-March.

Time for Kids Magazine *

Time for Kids (TFK) comes in three different issues each week for grades 1-2, 3-4 and 5-6. These current event magazines also have corresponding activity sheets that are copied each week for your use. Practicing and encouraging non-fiction reading helps students develop their skills for reading content-based text.

STAR Reading and Math Assessments #

CGTP has software that helps tutors better determine the reading/math levels and needs of their students. STAR is an assessment that students will take independently on the computer. The software then creates a report for the tutor that explains how well the student performed

and his or her areas of weakness or strength in relation to his or her grade level. Tutors can use this information to guide their instruction or help the child select books at his/her reading level. STAR Reading and STAR Math are two different programs. **CGTP expects all students to take these tests in the fall and in the spring.**

Reading & Math – Written Assessments and Goal Setting #

CGTP provides simple reading and math assessments to help determine your student's abilities and areas of need. These tools are essential to setting a reading and math goal for the tutoring year.

After administering the basic test (see each test for simple administration), set both a reading and math goal (two total goals) based on where your student showed the most frustration on the assessment. This is generally the point on the test where the child can no longer complete the section independently. Plan to set aside some time each tutoring session to work towards these goals. Materials and suggestions for each goal are located in the resource room. You will be administering a post-test at the end of the year and reporting your results to CGTP staff. **It is expected that students reach these goals.**

"My New Book" Special Literacy Program #

CGTP invites special guests to visit in the spring to read and promote quality children's literature. All students receive a new copy of that book as well. Students are broken up by grade and assigned a night to attend the reading. Watch for more information in the Tabletop News.

The "Good Report"

CGTP kids are expected to bring in their report cards. This program encourages kids to bring in their report cards each time and rewards progress. Those who make the "Good Report" three times during the year are rewarded in the spring.

Assignment Notebooks #

All students are provided a new assignment notebook. Please help them learn how to most effectively use this tool. These are a great opportunity for encouraging communication among teachers, parents, tutors and students. Students are expected to bring this back and forth among school, home and tutoring. Points will be awarded for such communication. Some students may use a notebook provided by their school instead.

Tutoring Plans #

All tutors and students must create their "plan" for their tutoring sessions. This is a general summary of the routine your sessions will follow. This is to be kept in the folder. See *Structuring your Tutoring Sessions* for more information.

Folder System #

All students are assigned a folder that should be kept here at tutoring. All students and tutors are expected to use their folders on a weekly basis. The folders will be used for:

- Distributing personal papers (awards, notes, etc.)
- Storing work from week to week, especially a copy of the plan and goals.
- Maintaining tutoring session logs where entries should be made at the end of each session.

- Some communication from staff and TAB members to tutors and students (reminders, encouragement, praise, etc.)

Tutor and Student Logs # *

Logs help track progress made during tutoring sessions. They also help reflect on the learning process and set a course for the next session. Logs are very beneficial to substitutes.

Student logs are optional; Tutor logs are required. Keep them in the student's folder.

Sample Student Log Grades 1-3

Date	What did I work on tonight at tutoring?
October 15, 2009	<i>We read Clifford. I did my math.</i>

Sample Student Log Grades 4-6

Date	What did I achieve tonight at tutoring?	What do I want to achieve next week?
<i>10/15/09</i>	<i>I worked on my math homework. My tutor helped me understand fractions better. I got a new book called Frindle. We read the first chapter.</i>	<i>Talk more about my book. Try to do my fraction homework even better.</i>

Sample Tutor Log

Date	Log your activities and accomplishments	Log your plans for next session
<i>10/15/09</i>	<i>She brought her math homework!! We spent a good ½ hour working on fractions. Seems to respond well to tangible activities. Selected a new book – she's is very excited about it. Read the first chapter. She says she'll read more at home.</i>	<i>Review new book, possibly story map it. Get her started in next chapter. Math homework??!! If not, we'll use fractions manipulative worksheet or the pizza game.</i>

Points System

Students will earn points for various accomplishments. These points will accumulate over the ten-week period. CGTP staff will track and total the points. A tracking sheet of a student's points is kept in the folder. Students can use their points to buy items from the CGTP "Store", open 3 times a year.

Opportunities to earn points include: Attendance, Life Skills/Technology Skills, Homework Club, Report Cards, Assignment Notebooks, Caught Being Good Awards, Tickets out the Door

Resources & Programs - AT A GLANCE

Required Resource or Program	Details	When
Student Assessments:		
	Literacy & Math Assessments for Goal Setting	September/October & April/May
	STAR Reading & STAR Math	September/October & April/May
Goal Setting/Working	Literacy & Math	September/October - Setting Ongoing - Working
Create a Plan	Summary of weekly tutoring expectations – keep in folder	September/ Early October
Student & Tutor Logs	Weekly notes on sessions – keep in folder	Each night
Folder System	Use for everything at tutoring – keep here	Ongoing
Assignment Notebooks	Track homework & communication	Weekly
“My New Book” Literacy Program	Guest readers read to the students. Kids take home new books.	March
ISAT Preparation	Spend time working on packets or websites	Ongoing
Town Meetings	Assemble in classrooms for awards	2-3/year
6 th Grade Graduation	Student Essay, Tutor Recommendation	March-May

Optional Resources	Details	When
Weekly Resources	Grade leveled activity sheets	Ongoing
Shelved Activities		Ongoing
Games		Ongoing
Books		Ongoing
Computer Lab		Max 30 min./night
Time for Kids magazines	Three levels, worksheets	Weekly

Optional Programs	Details	When
Homework Club	Track how often student brings homework	Ongoing
Life Skills	20 different skills	Ongoing
Technology Skills	Revised program coming out in fall/winter	Ongoing
National Nutrition Month	Special activities	March
CGTP Store	Kids spend accumulated points	3 times per year
Writing	Halloween, Black History, Career	Oct., Jan/Feb., Feb./Mar.
Free Books	1-2 per student	2-3/year
Black History Activities	TBD	Jan., Feb.
Spelling Bee	2-6 th grades	April
Field Trips	Museums, Career Day	Nov., Feb., Mar.

Cabrini Green Tutoring Program, Inc.

EXPECTATIONS OF TUTORING SESSIONS

CGTP provides enrichment in a one-to-one setting to allow for maximum attention to the individual needs of our students. As a tutor, you should plan to structure your sessions to best meet your student's academic and personal needs in a short period. Your time spent is valuable and should be structured accordingly.

Activities to Avoid

"Playing" with St. Vincent de Paul daycare toys such as blocks, trucks, kitchens, dress-up clothes, etc. While this playtime is certainly fun for the child, it is not an activity he/she needs a tutor to do. This is also distracting to the other children. These toys do not belong to CGTP. Loud, active games that distract or disturb others. This includes playing ball, wrestling, yelling or shouting.

Staying Flexible

Your student's needs may change from week to week or month to month. While trying to structure your time together and remain true to a plan, stay flexible to the student's workload, mood, or other factors at each particular session. But, keep in mind...You are the tutor and the adult. Establishing limits and structure early on in your relationship will help you both achieve the maximum benefits of your time spent together each week.

Structuring Your Tutoring Sessions

1.) Establish Your Expectations: CGTP expects that all students and tutors will work towards academic and life skill achievements during their sessions. And each participant comes to CGTP with an individual set of needs and expectations. Establishing and sharing those together, early on, will set a course for consistent and positive interactions with a greater success rate and productivity. *Refer to Establishing Expectations sheet in the student folder.*

2.) A Plan of Action: Based on both of your expectations, the needs of the student, parental input, and the mission of CGTP, develop a plan for the tutoring sessions together. This does not have to be a rigid schedule. Allow for some flexibility, but set goals and expectations for each session. Keep this plan in your student's folder. When students can anticipate how a session will go, there will be less room and need for misbehavior, power struggles, testing and wasted time.

3.) Know Your Resources: Knowing what is available to you will help you maximize your time spent tutoring. Spend time exploring the Resource Center and resource carts (and reading through this book). Develop a "bag of tricks or tools" that you and your student are familiar with. Employ often the use of "Reliable Challenges", those learning activities/games where students have a taste of success and are willing to further challenge themselves.

4.) Goal Setting: All students/tutors will set a literacy and math goal and work towards these goals throughout the school year. CGTP provides assessment written assessment tools in the fall to aid this process and provides a list of goals to select from. Resources and teaching ideas are available for each goal in the Resource room. Spring assessments determine mastery of these goals. .Students are expected to reach these goals.

The Tutoring Model

Meet, Briefly discuss your day/week, Establish student's needs,
Set a plan for the session, Gather materials



Take Actions towards those needs, Guided Instruction



Guided practice, Independent practice, Tutor reviews



Review what was covered, Reflect on the learning process,
Set a plan for the week or the next session

This is a general "ideal" tutoring model. Working with elementary school children, you will most likely be tutoring several subjects, often within the same session. See below for samples of a CGTP tutoring session.

The following is a sample of a structured tutoring session with an active, young student who may need a lot of activities in one session with breaks and movement throughout.

- Get student's folder, find a spot to call your own, talk about the day or week, look through the backpack and other homework papers. Set a plan for the next ½ hour. *10 minutes*
- Together, find the materials you may need. *5 minutes*
- Work on a homework assignment or CGTP worksheet. *10/15 minutes*
- Select a book and read together in a comfortable spot. *15 minutes*
- Take a short walk to return the book, use the restroom, set a plan for the next ½ hour, etc. *5 minutes*
- Use flash cards or math manipulatives to practice facts or number sense. *10 min.*
- Draw a picture about the book or Play a game together. *10 minutes*
- Talk about all that you did together and what you will do next week. Return the folder and materials. Give the student a small CGTP incentive like a sticker for time well spent.

The following is a sample of a structured tutoring session with an older, more focused student who may be able to stay on task longer.

- Get folder, find a spot, talk about the day or week, look at homework or other papers he/she brought. *10 minutes*
- Gather materials you may need, sign up for the computer lab. *5 minutes*
- Work on homework assignment or CGTP worksheets. *25 minutes*
- Move to the computer lab to practice skills from the Technology Curriculum. Look up current events on a safe website for kids. *25 minutes*
- Pack up your things, play a quick game of cards together, discuss and log what you did and what you plan to do next week. *10 minutes.*