

# Step by step procedure

[Education](#)



Academic Plan Step by Step Procedure When a student is identified and classified as vulnerable to failing to meet academic standards of success in a specific or a number of areas, that student's progress should be monitored at regular intervals. An intervention plan should be implemented at the onset and the student's learning objectives should be identified in an Academic Plan. The Academic Plan should set out the student's expected and desired learning goals, and the actual learning level (Fuchs & Fuchs, 2006). From the student's perspective, planning in terms of an academic plan has several benefits. It identifies the individual student's capabilities and skills. It also constructs an ambitious and hopeful future. Planning involves the student in the monitoring program and makes the student feel important and engenders concepts of "self-determination" (Individualized Service Plan, n. d., p. 11). Based on this conceptual framework, the following Step-by-Step Academic Plan is suggested for intervening in and monitoring an individual student's academic instruction and progress.

#### Academic Plan

Step 1: Once a student is identified and his or her specific needs are identified, conduct a survey calculated to gather information relative to the student's identified area of risk in terms of learning and the student's academic goals overall.

Step 2: Prepare an Academic Plan.

Step 3: Record the basic information in the Academic Plan. Basic information includes, Student name, identification number, date, high school, academic year and whether or not the student is on academic probation.

Step 3: Record the dates at which academic planning reviews will be conducted.

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Step 4: Provide a summary of the student's needs. For instance record the student's year at school, where academic support is required and the student's academic goals. State the student's academic goals in his or her own words.

Step 5: Set out the steps to be taken and monitored relative to the Academic Plan. Identify the start date and record the need identified in a specific subject. Next establish the student's academic goals with respect to the area in which the student is underachieving. List the student's responsibilities with respect to meeting the desired goals. For instance the student may be required to attend tutoring or will study or do both for a specific period. List the advisor's responsibilities as well. The advisor may be required to collaborate with the student's tutor relative to progress in the area of assistance. The advisor may also be required to have on-going study conferences with the student. The advisor will also be required to monitor the student's academic progress. List Service/Support and Frequency. This will include communicating with the teacher on a regular basis; Study Skills (2) F: F monthly; access parental involvement at three week intervals; and monthly scheduled counselling monthly. Target dates for each of the listed activities should also be listed.

Step 6: The student, parent/guardian, advisor and new program director should sign the Academic Plan acknowledging that they each participated in the development of the Academic Plan and acknowledge that they are bound by the Plan.

A Sample copy of the Academic Plan is attached.

Academic Plan

Date: September 12, 2011

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Student Name: Jane Doe

Student ID #: 01234

John Doe High School 1 of 2

Academic Year 2011-2012

Academic Probation:

Yes  No

New University : John Doe

1st AP Review Done: 10/20/11

2nd AP Review Done: 01/22/12

3rd AP Review Done: 3/23/12

4th AP Review Done: 06/01/12

Summary/ Reference to the Student Needs Survey: Jane is currently in the 10th grade at John Doe High School. Jane is in need of academic support in Math. Jane is motivated to achieve her academic objective this semester which is to get A's in all of her classes.

Academic Objective Declared by Student: " I want to get straight A's. "

Date

Identified

Identified Need

Goal

Student Responsibilities

Advisor

Responsibilities

Service / Support & Fx

Target Date

Advisor

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09/12/11

#1. Jane's current Math grade is (84). (86) (90) AEB: Self -reported low- test grades.

Jane will maintain a GPA of 90 or above in Math.

A. Jane will attend tutoring with Ms. Jones on Mondays from 7: 30-8: 00 am.

B. Jane will study 24 hrs. before a math test.

D. Jane will attend all of the Saturday academic sessions with New University for Math tutorial.

A. 1. Advisor will communicate with Ms. Jones as to Jane's math progress as needed.

B. 2. Advisor will prompt study discussion with Jane.

B. 1. Advisor will monitor Jane's academic progress

D. 1. Advisor will monitor Jane's New University attendance.

Communicate w/ Teacher as needed Monthly

Study Skills

(2) F: F every 30 days

Access Parent Connection

every (3) weeks

Personal Counseling

(2) F: F every 30 days

10/20/11

01/22/11

03/23/12

06/01/12

06/01/12

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06/01/12

Joan Doe, MA

Joan Doe, MA

Joan Doe, MA

Joan Doe, MA

LEGEND: ELOS= Estimated Length of Stay Target Date = Target Date for  
Completion of Objective

AP= Academic Plan SNS = Student Needs Survey Fx = Frequency

References

Fuchs, D. and Fuchs, L. S. (2006). " Introduction to Responsiveness-to-  
Intervention: What, Why and How Valid is it?" Reading Research Quarterly,  
Vol. 4: 93-99.

Individualized Service Plan: Participant's Manual. (n. d.). Education &  
Training Online Resource Library. 1-68.