



Oaks Christian Academic Success Program

Parents' Manual

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A Brief Overview of the Academic Success Program and Center

The Academic Success Center provides students with a place to study individually and with peers, in an informal environment. The Academic Success Program provides academic support to individual students who struggle with organizational skills, time-management, and study skills. The program includes individual instruction, encouragement, and accountability over the period of a full semester to a year, depending on the individual student's needs. The Academic Success Center, itself, is open to all high school students, daily, as a study hall and resource center.

Overview of ASP Coordinator's Responsibilities

Responsible to: Linda Conti, Director of College Guidance

Role: Provide instruction in organization, time-management, and study skills to students grades 9 through 12, as needed

Duties:

- Student learning
 - Prepare and implement individualized programs of instruction in the areas of organization, time-management, and study skills for each student enrolled in ASP
 - Meet with students individually at least once each cycle as students, as they develop independent learning skills
 - Determine and coordinate additional needs of students such as peer tutoring, math labs, conferences with teachers
 - Partner with students' counselors and teachers to facilitate student success
 - Prepare and present student study-skills workshops for the general student body
 - Prepare and present parent workshops to help parents work with students at home
- Student progress
 - Monitor the academic progress and development of independent learning behaviors of individual students
 - Focus the individual instructional sessions to meet current needs of each student
 - Communicate weekly progress to parents
 - Maintain on-going progress reports for each student



- Evaluate each student's independent learner readiness at the end of each semester

- Student guidance and support
 - Establish personal relationships with each student in the program, and with parents, to the fullest extent possible
 - Provide additional resources to students and parents, via web site <http://www.hslionsden.com> , email and mailings
 - Encourage and affirm students in meeting academic responsibilities and becoming independent learners



Philosophy of the Academic Success Program

All students have the capacity for success at Oaks, given that they:

- exhibit curiosity
- demonstrate potential to learn
- experiment with new ideas
- ask provocative questions
- generate hypotheses
- examine ideas

However, not all students succeed due to:

- lack of attention
- poor or ill-timed questions
- lack of organization
- inability to complete tasks
- inappropriate participation or lack of participation in discussion
- lack of discernment as to what information is important

Therefore, the Academic Success Program sets as its goal the development of the following:

- active reading skills (Reader's Handbook)
- organizational skills (planner, binder, prioritizing, time-management)
- note-taking skills (reading and listening)
- test-preparation and test-taking skills (vocabulary of tests, strategies, learning style)



ASP Placement, Attendance, and Graduation

Placement:

- Students are placed in the Academic Success Program after referral by their counselor, teachers, and/or administrator.
- Upon referral, the student's needs are assessed and recommendation for placement is approved by David Cooper, high school principal and program supervisor.
- The Academic Success Program Coordinator then contacts the student and parents, arranging a meeting to discuss the student's participation/responsibility in the program.

Attendance:

- Each student will attend 40 minutes of instruction per 6-day cycle, during one of his study periods. Instruction during each session focuses on the individual's academic needs, as determined by the program coordinator.
- Additional meetings and/or study hall periods may be assigned, if determined as needed by the program coordinator.

Graduation from Program:

- Each student's academic progress will be monitored with weekly progress reports that include the most recent grades and assessment of developing independent learning skills.
- Students and parents receive copies of the weekly progress report.
- Students remain in the Academic Success Program for at least one full semester and graduate from the program upon consistent demonstration of independent learning skills.



Tentative Schedule of Instruction

1st Quarter:

- First Session*: Successful Students / Goals
- Second Session*: Organizational Skills / Binder
- Third Session*: Time-Management / Planner
- Fourth Session*: Learning Styles / Study Strategies
- Fifth Session*: Listening Skills / Note-Taking
- Sixth Session*: Reading Strategies (i.e. SQ3R; vocabulary; annotating; summarizing)
- Seventh Session*: Reading Strategies (i.e. textbooks)
- Eighth Session*: Concentration / Memory Skills
- Ninth Session*: Test Preparation Strategies
- Tenth Session*: Specific Test-Taking Strategies
- Eleventh Session*: Essay Test Strategies
- Twelfth Session* and on-going: Reading Strategies (content-specific)

End of 1st Quarter: Begin Compiling Portfolio

Throughout 2nd Quarter: Reinforcement of Strategies / Compiling Portfolio

Mid 2nd Quarter: Final Exams (Action Plan for Studying)

End of 1st Semester: Student-Led Conferences / Portfolio Presentation

2nd Semester: Focus on Maintaining / Improving Behaviors

- monitor progress of students
- build portfolios
- meet with new students, following course of 1st semester

Mid 4th Quarter: Final Exams (Action Plan for Studying)

End of 2nd Semester: Student-Led Conferences / Portfolio Presentation



Student Self-Assessment Form Completed During First Meeting:

STUDY SKILL CHECKLIST

Read each statement and consider how it applies to you. If it does apply to you, check Y. If it does not apply to you, check N. The purpose of this inventory is to find out about your own study habits and attitudes.

1. Y N I spend too much time studying for what I am learning.
2. Y N I usually spend hours cramming the night before an exam.
3. Y N If I spend as much time on my social activities as I want to, I don't have enough time left to study, or when I study enough, I don't have time for a social life.
4. Y N I usually try to study with the radio and TV turned on.
5. Y N I can't sit and study for long periods of time without becoming tired or distracted.
6. Y N I go to class, but I usually doodle, daydream, or fall asleep.
7. Y N My class notes are sometimes difficult to understand later.
8. Y N I usually seem to get the wrong material into my class notes.
9. Y N I don't review my class notes periodically throughout the semester in preparation for tests.
10. Y N When I get to the end of a chapter, I can't remember what I've just read.
11. Y N I don't know how to pick out what is important in the text.
12. Y N I can't keep up with my reading assignments, and then I have to cram the night before a test.
13. Y N I lose a lot of points on essay tests even when I know the material well.
14. Y N I study enough for my test, but when I get there my mind goes blank.
15. Y N I often study in a haphazard, disorganized way under the threat of the next test.
16. Y N I often find myself getting lost in the details of reading and have trouble identifying the main ideas.
17. Y N I rarely change my reading speed in response to the difficulty level of the selection, or my familiarity with the content.
18. Y N I often wish that I could read faster.
19. Y N When my teachers assign papers I feel so overwhelmed that I can't get started.
20. Y N I usually write my papers the night before they are due.
21. Y N I can't seem to organize my thoughts into a paper that makes sense.



Weekly Check-Up Form Completed During Each Meeting:

Name: _____ Date: _____

	Study Strategy used during past cycle	Study Strategy to try this next cycle		Homework grades below 70% and assignment title	Quiz grades below 70% and quiz title	Test grades below 70% and test title		ASP Assignments for Next Cycle
Class _____ Grade _____								
Class _____ Grade _____								
Class _____ Grade _____								
Class _____ Grade _____								
Class _____ Grade _____								
Class _____ Grade _____								
Class _____ Grade _____								
Class _____ Grade _____								

- This week, I accomplished: _____
- My goal for this next cycle is: _____
- I will achieve this by: _____

Parent signature: _____



Progress Report Sent to Parents:

From: Hagberg, Laurie
Sent: Friday, April 20, 2007 11:22 AM
To: re Student
Subject: ASP Update – Student's Name

Hello ...,

... and I met, and I've posted his grades below as they appear in school records. Our discussion focused on the importance of honestly evaluating one's self and one's actions and taking responsibility for those. You'll see on the Weekly Check-up form that ... reflected on what he did during the past cycle and what he needs to do differently, specifically in the areas of completing assignments and vocabulary study. We discussed, again, the importance of setting goals that are specific actions. Also, as part of the Academic Success Program, ... currently has the following assignments:

- _____ is to meet with ..., by 5/8
- Given memory "booster" suggestions to use/adapt as helpful
- Vocabulary flash cards
- Class notes: history, health, science
- Study Hall - E7
- Math lab - D7
- Study strategy: include writing of some type when studying for tests -- for example, using one's notes or study guide, write out possible exam questions and then answer those questions (gave ... a page outlining this strategy)

If you have any questions, please do feel free to call or email me.

Blessings,
Laurie

Top of Form

Daily Progress

Student:

School: High School (9 - 12)

Academic Year: 06-07

Session: Regular

Marking Column: Sem 2

Display using: Course name

GRADES:

Academic Technology-3 (Grade - 87.20)

Biology (H)-4 (Grade - 64)

Spanish I-3 (Grade - 81)

Algebra 1B-2 (Grade - 70.50)



Student/Classroom Observation Form:

Observation

Student:

Date: 9/12/06 **Day/Per.** A day, per. 5a

Class: Biology

Behaviors to Observe	Notes
Punctual; Prepared for class – <ul style="list-style-type: none"> ● Book ● Binder ● Pen or pencil ● Other 	<ul style="list-style-type: none"> ● Tardy ● After sitting down, immediately turned around to talk with neighbors.
Response to directions	<ul style="list-style-type: none"> ● Talked during most of the initial remarks of the teacher ● Seemed to be unaware or ignoring teacher’s directions to look at periodic table during review
On-task – <ul style="list-style-type: none"> ● Note-taking ● Oral participation ● Reading ● Group interaction 	<ul style="list-style-type: none"> ● Answered questions with understanding – no notes seemed to be taken
Seat location in classroom / neighbors	<ul style="list-style-type: none"> ● Front row
Additional notes related to student	



Academic Success Assignment Form:

Student: _____

Assignments:

- Planner is to be completed for the week
 - Subject
 - Assignment as it is written on Oaks.net, the board, or handout
 - Due date
 - # of minutes required to complete the assignment

- Math lab: _____ and instructor's signature required in planner on day of attendance.

- Reading notes from text assignments in: _____ to be checked on _____

- Class lecture/discussion notes in: _____ to be checked on _____

- Tutoring: to be completed: _____ and instructor's signature required in planner on day of attendance.

- Teacher conference with _____ by _____ and conference form completed with teacher's signature.

- Other: _____

Parent Signature



Teacher Conference Form:

Student: _____

Please meet with _____ by _____

Teacher's Office Hours are: _____

Student, please complete the following as applicable and return with teacher's signature:

Date of conference: _____

During this conference, I: (check all that apply)

- Turned in

- Reviewed for an upcoming test
- Discussed a test or assignment on which I earned a grade below 70%
- Received help with content that I missed due to absence or did not understand when presented
- Other:

Teacher's comments:

Teacher's signature after conference: _____

Student is to return signed form to Mrs. Hagberg by _____



Peer Tutor Request Form:

Request for Peer Tutoring

Student's Name/ Grade	Subject Tutors Needed	Open Periods
<hr style="border: 1px solid black; margin-top: 45px;"/>	<hr style="border: 1px solid black; margin-top: 45px;"/>	<p>A _____</p> <p>B _____</p> <p>C _____</p> <p>D _____</p> <p>E _____</p> <p>F _____</p>



Student Self-Assessment Form Completed at the End of the Semester:

Name: _____

1. Assess your progress this semester. What do you do now, as a student, that you did not do last semester?
2. What areas appear to be “problem” areas for you in each class? Be specific (i.e. not just “homework”, but what specific types of assignments, etc.)

English:
Math:
History:
Science:
Language:
Health/Bible/Tech:
Elective:

3. Write specific actions you will take this quarter to address the problem areas listed in #2.

English:
Math:
History:
Science:
Language:
Health/Bible/Tech:
Elective:

4. Where and when do you do most of your homework?
5. About how much time a day, do you spend on homework?
6. Rate yourself on the following:

1 = Always 2 = Only for certain classes 3 = Only if needed for ASP 4 = Never

Using planner:
If “2”, which ones:
If “3”, why?

Checking Passport:
If “2”, which ones:
If “3”, why?

Dividing time needed by days available, budgeting time for assignments due in future:
If “2”, which ones:
If “3”, why?

Cont'd on next page



Taking notes (RAP, etc.) while reading textbook:

If "2", which ones:

If "3", why?

Taking notes (5-Ws, etc.) while reading fiction (novel, play, poem, short story):

If "2", which ones:

If "3", why?

Taking notes during class:

If "2", which ones:

If "3", why?

Studying vocabulary words in sentences:

If "2", which ones:

If "3", why?

Studying for tests by summarizing notes or rewriting key ideas on paper:

If "2", which ones:

If "3", why?

Studying for tests at least three days before the actual test:

If "2", which ones:

If "3", why?

Meeting with teachers outside of class prior to exams to clarify material:

If "2", which ones:

If "3", why?

Meeting with teachers outside of class after exams to go over missed items:

If "2", which ones:

If "3", why?

Attending math labs:

If "2", which ones:

If "3", why?

Meeting goals this quarter:

If "2", which ones:

If "3", why?

Final comments:



Educational Consultants

Educational/Learning Centers:

NAME	PHONE #	Diagnostic Assessment	Homework Support	Reading Skills	Study Skills	Math Skills	SAT, PSAT, ISEE
Bridell Institute	805-371-9914 X 818-991-5906	X	X	X	X	X	X
Greenhall Math and Language	805-241-2500					X	X
Greystone Learning Center	805-277-0732 X	X	X			X	
Huntington Learning Center	818-716-0100 X 805-494-3090	X	X	X	X	X	X
Lynn Merrill Educational Center	818-865-0008 X	X	X	X	X		
Noble Educational Center	818-346-6333 X	X	X	X			

Subject Tutors:

NAME	PHONE #	GRADES SERVED	English	Math	History	Science	Language	Test Prep: SAT, PSAT, ISEE
Bill Andrews	(818) 347-5189	6th - 12th	X X		X	X		X
Ernie Blazic	(818) 312-2590	6th - 12th		Prealgebra to Calculus				
Ellen Covella	(805) 491-3232	6th - 12th	X					
Sofia Gilbert	(805) 907-5854	6th - 12					Spanish	
Ronnie Osterman	(818) 707-0520	K - 12	X					
Sandra Ramirez		6th - 12					Spanish	



Diana Szabo	(805) 552.0651	6th - 12th	X
Mike Winkler	cell #805.587.1148	6th - 12th	algebra I
Amy Hillis Zazzi	(805) 551.4975	6th - 12th	X

Learning Specialists/Therapists:

NAME	PHONE #	Diagnostic Assessment/Treatment
Bozylinski, Stephen M.D.	(805) 492-3578	ADD/ADHD
Kundell, Stephen M.D.	(805) 480-3730	Autism
Moebius, Mary M.D., F.A.P.A.	(818) 776-8705	Child, Adolescent and Adult Psychiatry
Schiltz, Karen Ph.D.	(805) 379-4939	Clinical Neuropsychologist Associate Clinical Professor UCLA Semel Institute and Resnick Neuropsychiatric Hospital