



Lyons Middle-High School Academic Improvement Plan



Student Name:	Grade Level:
Courses Currently Taking:	Courses Currently Failing:

Academic Eligibility Information:

Students failing four or more classes will be placed on academic ineligibility. During this time, they are unable to participate in any extracurricular activities in order to focus on improving their academics.

Meeting With Your Counselor During Academic Ineligibility:

Academic ineligibility is not a punishment or a sign that academic success is not possible. Instead, ineligibility is a sign that it is time for you to seek help in taking an active approach to improve your academics and get back on track. During this meeting with your counselor, you may be asked to:

- Reflect on challenges that led to your ineligible status
- Discuss school resources for helping to get back on track
- Plan an after school schedule
- Develop a plan for success
- Schedule follow-up meetings

Making the Most of School Resources:

Learning Supports

- Math Lab, Periods: 1 (ABCD), 4 (ABCD), 5 (BD),
- Humanities Lab, Periods: 4 (BD), 7 (ABCD), 8 (AC)
- Science Support, Periods:
- Why Try- Middle School, Period: 9 (AC)
- Literacy 7-8, Periods: 1 (AC), 4 (BD), 6 (AC/BD)
- AIS English, Periods: 4 (AC)
- Tier 2 Support, Periods: 1 (ABCD), 2 (ABCD), 3 (ABCD), 8 (ABCD), 9 (ABCD)

After School Tutoring

- Monday-Friday 2:40-3:15 with your teachers
- Monday & Wednesday 3:30-4:30 with tutors from Hobart & William Smith Colleges
- Tuesday & Thursday 4:00-5:00 with tutors from Hobart & William Smith Colleges
- Monday-Thursday 3:15-4:00 with Mrs. Cruz

Grade Level Team Reflection on Student Performance

Please mark all areas of concern for each student.

<p>Academics/ Study Habits</p> <ul style="list-style-type: none"> <input type="checkbox"/> Difficulty managing time <input type="checkbox"/> Unsure how to study <input type="checkbox"/> Unable to understand course content <input type="checkbox"/> Understands material, but has trouble with exams <input type="checkbox"/> Enrolled in too many courses <input type="checkbox"/> Does not take notes <input type="checkbox"/> Concentration is easily broken <input type="checkbox"/> Does not attend class regularly <input type="checkbox"/> Has trouble keeping up with assigned readings <input type="checkbox"/> Difficulty with organization <input type="checkbox"/> Other (comment below) 	<p>Motivation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student is involved in out of classroom activities <input type="checkbox"/> Student is not involved in out of classroom activities <input type="checkbox"/> Student does not have a positive relationship with any of his/her teachers <input type="checkbox"/> Student does not demonstrate academic interest in school <input type="checkbox"/> Student does not have post-secondary plans <input type="checkbox"/> Student is often tired/sleepy in class <input type="checkbox"/> Outside of class assignments are frequently not completed <input type="checkbox"/> Other (comment below)
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Academic/Study Habit Comments:	Motivation Comments:
Course Content <ul style="list-style-type: none"> <input type="checkbox"/> Unable to understand course content <input type="checkbox"/> Difficulty with writing tasks/assignments <input type="checkbox"/> Difficulty with math tasks/assignments <input type="checkbox"/> Difficulty with science tasks/assignments <input type="checkbox"/> Student is behind on science lab assignments <input type="checkbox"/> Difficulty with reading tasks/assignments <input type="checkbox"/> Difficulty with social studies tasks/assignments <input type="checkbox"/> Uninterested in course topics <input type="checkbox"/> Conflicts with teachers <input type="checkbox"/> Other 	Personal/Social Concerns <ul style="list-style-type: none"> <input type="checkbox"/> Student demonstrates health concerns that interfere with studies <input type="checkbox"/> Student has family responsibilities affecting academics <input type="checkbox"/> Student is not adjusting well to new grade level/school <input type="checkbox"/> Student appears anxious, isolated, tired, depressed <input type="checkbox"/> Other (please see counselor)
Course Content Comments:	Personal/Social Concerns Comments:

Grade Level Team Recommendations for MTSS Interventions:

Student Action Steps: (i.e. participate in Hobart tutoring, meet with counselor weekly, stay after school daily)	Teacher Action Steps: (i.e. provide copies of notes or missing assignments; develop after school rotation, etc.)

Grade Level Team Recommendations for Student Goals for the Next Five Weeks:

Goal #1:	Steps to Help Student Reach Goal:
Goal #2:	Steps to Help Student Reach Goal:
Goal #3:	Steps to Help Student Reach Goal:

Student Meeting with Counselor:

1. Do you feel there were conditions out of your control that led to academic ineligibility?

2. How could you have responded to these differently? What could you have done differently?

3. Based on the teachers' feedback, what action steps will you be taking in the next five weeks to get back on track?

4. Based on the teachers' feedback and your meeting with your counselor, what academic goals are you adopting for the next five weeks? What steps will you take to reach these goals?

5. What other academic supports do you feel would help you to be more successful?

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Counselor Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

(Please share your completed plan with the teachers for whom you are failing. They should sign above to show that you have shared this plan with them.)