

Parent-Student Improvement Plan

Student Name: John Doe

Class: Basic Algebra, Letters II: Medieval Era History

Instructor: Mrs. Jones, Mrs. Smith

Students come under Parent Student Improvement Plan at the discretion of the teachers and administration, when it appears that intervention may be necessary to ensure the future success of the student at The Ambrose School. Our goal is to have every student graduate from The Ambrose School. However, the rigor of our program may require some students to obtain more help than we are able to provide as part of our standard academic program. Options include pursuing cognitive training or tutoring outside the classroom; developing an improvement plan between teachers, parents, and student; and placing a student on academic or behavioral probation.

OPTION THREE (F-313C) – ACADEMIC/BEHAVIORAL PROBATION

The purpose of placing a student on academic probation is to alert students, parents, teachers, and administrators of a risk to academic advancement. This can be for a number of reasons in one class or several. Students who receive a "D" or "F" grade in any semester of a required Upper School course are placed on academic probation in an effort to address the concern. This may be to emphasize the need for improvement in the future (as in the case of a "D"), or it may be to seek an alternative means of meeting the requirement in order to continue toward the next grade level, course level, or graduation credit fulfillment (as in the case of an "F"). The same team of parents, teachers and administration meet at the time set forth by the original PSIP to review progress and determine the next course of action. This may include removing the students from probationary status, extending the probation period, or unenrolling the student. By policy, we cannot disproportionately impact our classrooms for the needs of an individual student in the long-term, and some coursework cannot be made up through standard repetition in the following year or summer.

☒ Academic ☐ Behavioral Probation

Plan: John is being placed on academic probation as a result of her struggles in the courses Basic Algebra, in which he finished the fourth quarter with an "F" average, and Humanities, in which he finished the fourth quarter with a "D" average. No action is required at this time, however it is advisable to seek tutoring in basic Algebra skills. John will be placed in Advanced Algebra in the fall of 2013, pending the completion of Geometry in the 2012-2013 school year.

Date: 6/11/12

Intervention: Alert Geometry and Advanced Algebra instructors of potential risk for John as an inbound student, and alert 9th grade homeroom teacher about humanities risk. Parents notified of probation, schedule meeting to access John's progress and plan for 2012-2013 school year.

Date: 8/6/12

Intervention: Steve and Sara Doe met with <high school principle>, <Headmaster>, and <Teacher> to access John's situation and readiness for the new school year. Discussion included acknowledgement that John is more than able academically, but continues to be challenged to overcome emotional and social challenges.

The following Action Plan was agreed upon:

- (1) Responsibility of the parent: Given John's struggles with math, a tutor is needed to ensure that he doesn't fall behind with 9th grade Geometry. He will need to take Advanced Algebra for tenth grade. (<Headmaster> will inquire with Alisha Jones, as a possible math tutor and encourager.)
- (2) Responsibility of the parent: Steve and Sara will look to move John to a new doctor to reevaluate his current medicines, and ensure that they are necessary and properly prescribed given John's current needs. Ongoing counseling will ensure that John's emotional concerns are being addressed. The school requests any specific information from the counselor and/or doctors to ensure that Ambrose is able to effectively address John's distinctive needs.
- (3) Responsibility of the school: A peer tutor/encourager "study buddy" is to be identified to come along side John and encourage him, especially with his humanities work. <Peer name> is proposed as a possible candidate. <Headmaster> will reach out to <peer name>. It is to be made clear that this is not a formal tutoring role with formal pressure.
- (4) Responsibility of the school: John's teachers will provide specific accountability to ensure that all assignments are turned in on time and that his work is consistently being checked. Any deficiencies will be immediately addressed and made known to John's parents. Poor organization habits (disorganized binders, etc) will need to be addressed by both school and home.
- (5) Responsibility of the school: The teachers will be proactive in assuring that the student agenda is being used by the student to document assignments. Teachers will also be deliberate regarding study skills and best practices in John's classroom. The new tutorial system will ensure that in addition to other meetings, John's homeroom teacher (Mrs. <teacher>) is meeting with John twice a month.
- (6) Responsibility of the student: John will be expected to write down all homework and to turn in assignments on time.

Date: 8/14/12

Planned Intervention: An administration meeting needs to occur with the parents at the end of Q1 in addition to the parent teacher conference, Q1.

Date: 10/26/12

Administrator Signature: _____ Date: _____

Parent/Guardian Signature _____ Date: _____

For Office Use:

- ☐ Administrator:
- ☐ File in student file