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District Policy

2428.3- Student Academic Plan

Section: Program
Date Created: September, 2013
Date Edited: September, 2013

Program

Policy #2428.3

Student Academic Plan

September 13

2428.3 STUDENT ACADEMIC PLAN

The school district shall implement a student academic plan for students in Grades 7-12 to assist any at-risk student to meet his/her academic requirement to successfully pass all required courses to graduate corresponding to their graduating class. The principals in Catherine E. Doyle School and the Wood-Ridge Intermediate School will devise a plan to meet students individual needs in grades pre-K – 6 with the approval of the Chief School Administrator.

Teachers will supply a list of at-risk students to the appropriate guidance counselor at mid-marking period and end of marking period. Teachers have the latitude to submit anytime during the marking period if projected failure is imminent.

Guidance Counselors will schedule a meeting with all appropriate staff members, student and parent within five (5) days of receipt of the teacher-generated report.

Participants:

- Guidance Counselor
- Athletic Director – in charge of athletic teams and/or cheerleading
- Assistant Principal – in charge of extra-curricular activities
- Teacher(s)
- Student
- Parent/Guardian
- CST (if appropriate)

- Coach/Advisor (if available)

ATHLETES/EXTRA-CURRICULAR PARTICIPANTS

Student Academic Plan A contract will be agreed upon with academic strategies to be implemented. All participants will sign the contract

Monitoring the SAP The teacher will complete progress reports in accordance with the S.A.P. and forward to the guidance counselor. The guidance counselor and teacher will determine if adequate progress is being made in accordance with the S.A.P. If no progress is being made, a meeting will be convened with the student.

Ramifications Failure of the student to adhere to contract under the specific timelines will remove them from team/activity and from field trips and/or other school activities until such time as the student makes a sincere effort to improve his/her academic performance. If, in the opinion of all participants, the student does adhere to the contract but is still failing, an adjustment to the contract will be implemented with new guidelines/strategies.

Discipline Issues If a student is issued a detention, the student must report to morning detention the day of assignment by the administrator. Failure to report will result in non-participation in the athletic event/extra-curricular event scheduled for that specific day.

NON-ATHLETE/EXTRA-CURRICULAR STUDENT PARTICIPANTS

Student Academic Plan A contract will be agreed upon with academic strategies to be implemented. All participants will sign the contract

Monitoring the SAP The teacher will complete progress reports in accordance with the S.A.P. and forward to the guidance counselor. The guidance counselor and teacher will determine if adequate progress is being made in accordance with the S.A.P. If no progress is being made, a meeting will be convened with the student.

Ramifications Failure of the student to adhere to contract under the specific timelines will exclude them from field trips and/or other school activities until such time as the student makes a sincere effort to improve his/her academic performance. If, in the opinion of all participants, the student does adhere to the contract but is still failing, an adjustment to the contract will be implemented with new guidelines/strategies.

Discipline Issues If a student is issued a detention, the student must report to morning detention the day of assignment by the administrator. Failure to report will result in non-participation in activities for the day (i.e. field trip, assemblies, etc.

First Reading: August 7, 2013

Second Reading & Adoption: September 18, 2013

**Wood-Ridge School District
Wood-Ridge, NJ 07075**

**STUDENT ACADEMIC PLAN
(S.A.P.)**

Student Name:
Sample Grade 5 ELA & Math

Grade:
5

Address:

Parent/Guardian:

Class Title	Areas To Be Addressed	Strategies for Improvement	Timelines	Additional Information
English Language Arts	<p>Literature (Key Ideas and Details)</p> <p>Literature (Craft and Structure)</p> <p>Literature (Integration of Knowledge and Ideas)</p> <p>Informational Text (Key Ideas and Details)</p>	<ul style="list-style-type: none"> • Describe the setting and analyze how it contributes to the story • Describe how the events in the plot build on one another including how the conflict is created and resolved • Summarize a story or drama including the main events and key details • Cite textual details and examples to support inferences and explanations about a literary text’s meaning • Use details from a story, drama, or poem to determine its theme • Explain the difference between first and third person narration and compare and contrast the narrative points of view of different stories • Determine the meaning of words and phrases that allude to significant characters in mythology • Describe the feelings that a story, drama, or poem is trying to evoke • Interpret visual and other multimedia elements to confirm details and deepen understanding of a story • Describe sequential relationships in a text using time and sequence words • Explain basic multiple step procedures described in scientific or technical texts • Explain cause and effect relationships in a historical, scientific, or technical text by comprehending specific information in the text as well as by identifying individual cue words • Explain comparisons made in informational texts based on specific content in the text • Explain the explicit meaning of an informational text based on evidence from the text • Summarize a short informational passage including the main idea and key details • Make inferences when reading an informational text, citing textual details and examples to support them 	September 2015-June 2016	<p>Common Core Domain Assessments</p> <p><u>STAR Spring 2015 ELA</u> Scaled Score: 428 Level of Performance: Intervention</p> <p><u>STAR 2015-2016 ELA Oct/January/March</u> October: 407 (PP PR 19) January: 452 (PP, PR 22) March: 424 (PR 14)</p> <p><u>Rattlesnake for Dinner Initial Assessment</u> (October) 6/13 = 46%</p> <p><u>Narrative Writing: Create a Superhero (October) 5.W.3</u></p> <p><u>Text Features Assessment</u> – 12/14/15 (5.RI.10) 36/60 = 60% (had directions and rubric to complete the project)</p> <p><u>Text Structure Assessment</u> – 1/12/16 (5.RI.5) 10.5/16 = 66%</p> <p><u>Main Idea and Details – An Earth-Shaking Event</u> 2/23/16 (5.RI.2) 4.5/9 = 50%</p>

<p>Mathematics</p>	<p>Informational Text (Craft and Structure)</p> <p>Informational Text (Integration of Knowledge and Ideas)</p> <p>Numbers and Operations (Number and Operations in Base Ten)</p> <p>Measurement and Data</p>	<ul style="list-style-type: none"> • Identify and explain the main idea of an informational text and explain how key details support it • Describe the organizational structure of an informational text or passage • Describe the viewpoint or opinions of an author in an informational text • Interpret information presented visually, orally, or quantitatively and explain how the information contributes to deeper understanding of the text's topic • Read and write a whole number in standard form, word form and expanded form up to 1,000,000 • Compare two whole numbers up to 1,000,000 • Round a whole number within 1,000,000 to a specified place • Fluently add whole numbers within 1,000,000 • Understand how the unit square is defined • Measure an area by counting unit squares • Understand that area can be measured using unit squares • Find the area of a rectangle with whole number side lengths by tiling • Demonstrate that the area of a rectangle is the same using tiling or multiplying side lengths • Find the area of a rectangle by multiplying side lengths • Find the area of a rectangle by multiplying side lengths to solve a problem • Represent a whole number product as a rectangular area in mathematical reasoning • Demonstrate the distributive property using tiling in a rectangular array • Represent the distributive property in mathematical reasoning using area models • Find the area of a rectilinear figure in a given situation by decomposing it into non overlapping rectangles and adding the areas of the non-overlapping parts • Solve a problem involving rectangles with the same area and different perimeters • Solve a problem involving rectangles with the same perimeter and different areas 	<p><u>Boston Massacre Comprehension Questions</u> (5.RI.2) 4/26/16 2/4 = 50%</p> <p><u>STAR Spring 2015 MATH</u> Scaled Score: 599 Level of Performance: Intervention</p> <p><u>STAR 2015-2016 MATH Oct/January/March</u> October: 571 (PP, PR 20) January: 640 (P, PR 36) March: 683 (PR 44)</p> <p><u>Placement Test 9/30/15</u> 10/24 (NBT 5/6, OA 3/6, NF 1/5, G 0/4, MD 1/3)</p> <p><u>Place Value Marathon Review Activity 10/28/15</u> – 16/20 = 80% (needs to review rounding whole numbers)</p> <p><u>Place Value Assessment 11/4/15</u> (4.NBT.1,2) 51/54 = 94%</p> <p><u>Rounding Assessment 11/25/15</u> (4.NBT.3,4) 51/54 = 94%</p> <p><u>Multiplication (2x2 digit), Division (with remainders), and Arrays</u> 12/16/15 5.NBT.5,6 15/22=68% (computation errors – needs to practice multiplication basic facts)</p>
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				<p><u>Two Dimensional Shapes Attributes Assessment</u> 2/4/16 4.G.2 73/75 = 97%</p> <p><u>Area and Perimeter Assessment</u> 2/24/16 (4.MD.3) 14/27 = 52%</p> <p><u>Fraction Assessment (improper, mixed, equivalent, comparing, adding, subtracting)</u> (4.NF.1,3) 5/4/16 86%</p>
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We agree to the SAP as listed above. Student participates in the following sports/activities: _____

Guidance Counselor Signature: _____ Athletic Director*/Assistant Principal Signature: _____
*(*if student is a participant in sports/activities)*

Teacher Signature: _____ Coach/Advisor Signature: _____
(if student is a participant in sports/activities)

Student Signature: _____ CST Signature: _____
(if appropriate)

Parent/Guardian Signature: _____

Date: _____

Plan successfully completed on: _____

Plan not successfully completed/action taken _____

Reviewed and Approved by Principal: _____

Date: _____

At conclusion of established timeline, teacher will notify Guidance of compliance status.

Wood-Ridge School District
Wood-Ridge, NJ 07075

STUDENT ACADEMIC PLAN (S.A.P.)

Student: _____ Grade: _____ Subject: _____ Teacher: _____ Marking Period: _____

Areas in Need of Improvement	Strategies for Improvement	Timeline for Completion

We agree to the SAP as listed above.

Student participates in the following sports/activities: _____

Guidance Counselor Signature: _____

Athletic Director* or Assistant Principal Signature: _____
*(*if student is a participant in sports/activities)*

Teacher Signature: _____

Coach/Advisor Signature: _____
(if student is a participant in sports/activities)

Student Signature: _____

CST Signature: _____
(if appropriate)

Parent/Guardian Signature: _____

Date: _____

Plan successfully completed on: _____ OR Plan not successfully completed/action taken: _____

Reviewed and Approved by Principal: _____ Date: _____

At conclusion of established timeline, teacher will notify Principal/Assistant Principal & Guidance Dept. of compliance status

**STUDENT ACADEMIC PLAN
STRATEGIES for IMPROVEMENT
This document must accompany the SAP.**

- Parent/Guardian Contacted before SAP put into place: (required)
Dates and Type of Contact: _____

- Teacher/Student Contact: ie: before/after school help (required)
Dates and Type of Contact: _____
Description of planned contact: _____

- Alternate Assessments:
Description: _____

- Notebook Checks (indicate frequency): _____

- Opportunity to make-up and submit work (specify work and due dates): _____

- Preferential seating

- Improve Attendance

- Report to class on time

- Test re-takes (alternate version)

- Updated progress report in Realtime, (monitored by student, parent and guidance counselor)
- Dates for Parent/Guardian check in _____

- Documented (parental or teacher supervised) at home “study time log” for assessments

- Be prepared for class (Specify needed materials):

- Meet with peer tutor weekly

- Other:

Wood-Ridge School District
Wood-Ridge, NJ 07075

STUDENT ACADEMIC PLAN (S.A.P.)

Student: _____ **Grade:** _____ **Subject:** _____ **Teacher:** _____ **Marking Period:** _____

Areas in Need of Improvement	Strategies for Improvement	Timeline for Completion
<p>Current Grade (12/16/16) = 58 Marking Period 1 Grade: 67 Low basic algebra and computation skills Low quiz and test grades Incomplete homework assignments</p>	<p>Peer Tutor arranged through Guidance</p> <p>Student will maintain planner with upcoming assignments + assessments</p> <p>Extra Help after school with Ms. A or Mr. B at least once per week</p> <p>Improve study skills using online videos through Khan Academy (checked weekly)</p> <p>Student will receive a study guide 1 week before tests & exam</p> <p>Student is eligible to make corrections on tests, quizzes, exams for up to 50% credit within 1 week</p> <p>Complete HW assignments on time and thoroughly</p> <p>Student will self- monitor grade through Realtime Grade review with Guidance/CST every 2 weeks</p>	<p>SAP will be reviewed at the completion of MP 2</p>

We agree to the SAP as listed above.

Student participates in the following sports/activities: _____

Guidance Counselor Signature: _____

Athletic Director* or Assistant Principal Signature: _____
*(*if student is a participant in sports/activities)*

Teacher Signature: _____

Coach/Advisor Signature: _____
(if student is a participant in sports/activities)

Student Signature: _____

CST Signature: _____
(if appropriate)

Parent/Guardian Signature: _____ Date: _____

Plan successfully completed on: _____ OR Plan not successfully completed/action taken: _____

Reviewed and Approved by Principal: _____ Date: _____
At conclusion of established timeline, teacher will notify Principal/Assistant Principal & Guidance Dept. of compliance status

**STUDENT ACADEMIC PLAN
STRATEGIES for IMPROVEMENT
This document must accompany the SAP.**

- Parent/Guardian Contacted before SAP put into place: (required)
Dates and Type of Contact: _____
- Teacher/Student Contact: ie: before/after school help (required)
Dates and Type of Contact: _____
Description of planned contact: _____
- Alternate Assessments:
Description: _____
- Notebook Checks (indicate frequency): _____
- Opportunity to make-up and submit work (specify work and due dates): _____
- Preferential seating
- Improve Attendance
- Report to class on time
- Test re-takes (alternate version)
- Updated progress report in Realtime, (monitored by student, parent and guidance counselor)
- Dates for Parent/Guardian check in _____
- Documented (parental or teacher supervised) at home “study time log” for assessments
- Be prepared for class (Specify needed materials): _____

Meet with peer tutor weekly

Other: