

APPLIED SCHOLASTICS ACHIEVEMENT PROGRAM™ **Achieving Student Academic Proficiency...ASAP**

OVERVIEW

OBJECTIVE

The objective of ASAP is to close the academic deficiency gaps in underperforming students. This program is conducted by identifying through educational assessments where the student is in reading, math and language arts. Then, through precise program application, closing the gap on where the student is as opposed to where he should be; bringing him up to grade level so he can go forward accessing his curriculum.

THE CHALLENGES

The students often read far below their grade level; usually between 2nd and 4th grade reading levels. The students generally lack comprehension strategies or skills to study and learn.

They are often as far behind in math as they are in language and reading. They sometimes have social, communication, esteem, confidence and motivation situations that make unraveling their academic deficiencies even more complicated.

THE APPROACH

The first step is individual assessment using a combination of standardized and proprietary tests (along with any available data from the school) in order to identify exactly where the student is functioning in reading comprehension and math.

After the assessments, all students receive seminars in discovering their purpose for learning any subject, the importance of knowing the meaning of words and demonstrating their understanding of concepts using sketches, clay or objects.

ASAP has two pathways: one for students reading at or above 4th grade level and one for students reading below the 4th grade level.

For students reading *below* 4th grade level, the first step is to remediate reading using specialized materials to move them up to 4th grade level reading.

Once a student is reading at 4th grade level, the two pathways are the same. The first step for students reading at 4th grade or above is *Learning How to Learn*. In this program the students learn how to recognize and overcome their own barriers to learning. They learn comprehension strategies

and other remedies to assist them when they are not able to comprehend. They also learn skills for vocabulary acquisition with comprehension, they learn how to demonstrate theories using clay and other manipulatives for problem solving, logic and thinking. They also learn how to work in partnerships with other students applying the skills and tools not only to themselves but also to others. Having students working with students, lessens the burden on instructors, builds team interacting skills and also strengthens their use of their own skills because they have to apply it and help another. This is of course under instructor supervision.

The *Learning How to Learn* component is crucial, not just to the program but to the student because it makes him able to be a partner in his own education and able to participate in the balance of the program where he is closing his academic deficiencies. It gives him the tools and skills to go forward as a responsible learner. His learning rate will accelerate!

This first step also positively impacts the student's ability to learn in other classes.

The second step is building core vocabulary with comprehension and ability to use that vocabulary in order to start closing language and understanding gaps and rapidly raising the literacy level of each student. This is done in a very precise method using proprietary materials developed after use with thousands of students.

The third step is building vocabulary in math and that is followed by practice in the math functions.

There are multiple steps within this program to accommodate the needs of all students regardless the level they begin with.

THE PROGRAM

Current research indicates that remediation should not be done by the same instructors as classroom teachers, those that have already taught during the day. Your program should be set up with its own class and instructors.

Ideally students attend an ASAP class all day until their remediation is complete. If that is not possible then students should get at least 6 to 7 1/2 hours per week; (1 1/2 hours per day) to build consistency and momentum.

THE INSTRUCTORS

Those teaching and administering ASAP must be properly trained in the ASAP methods in order to achieve the desired results. This is not a band-aid but an actual complete repair of the student and his academic deficiencies. It is an exact process using specific methods which, if done correctly and exactly, get an accurate result each time.

Experience also shows that proper practice and apprenticing for those administering and teaching is necessary in order to keep them from "reverting to habit" rather than identifying and handling barriers to study when they occur.

With no prior training in the study and teaching methods utilized, one can be prepared and certified at Applied Scholastics in approximately 2 to 3 weeks.

You will need two teachers, one for the students reading at 4th grade level and one for those who are not, as the pathways are divergent for those students until the lower level readers are brought up to reading at 4th grade level.

THE CLASSROOM

The class sizes, regardless of which pathway the students go on, must be kept small. Educational deficiencies take time and attention as well as application of precise program steps in order to get the desired result.

PROGRAM TIME

This is an individualized program and therefore the number of hours for each student to complete the program can and will vary. The idea is to as rapidly as possible bring the student up to a level where he is ready and able to participate at the appropriate grade level.

CLOSING NOTES

ASAP is the full training and curriculum package that one would utilize to open an educational center to offer tutoring and academic remediation and acceleration.

ASAP can and should be utilized in a multitude of educational settings. These are not the only ways the program can be used.

Implementing the ASAP program is easy! It will open your doors to additional students that you might ordinarily decline for admission. Implementing ASAP is also an ideal way to utilize your school space in the afternoons, evenings and weekends, creating an additional source of income. Under-utilized space is costing you money!