



SAMPLE MATERIAL

## ACCESS Class Weekly Record and Program Overview

Burlingame High School, California

**Topic:** Adolescent Literacy

**Practice:** Intensive Intervention

The ACCESS class at Burlingame High School provides additional academic support to students who struggle with reading. ACCESS stands for **A**cademic **S**uccess and is described in the Burlingame High School Site Profile. The reading academic intervention class helps students with goal setting and developing self-monitoring skills to become more organized. The Weekly Record template, developed by English teacher Jim Burke, is used at the beginning of the week to set academic goals, make a plan, and reflect at the end of the week on their effort, progress, and achievements as academic learners.

## ACCESS: Program Overview

Fall 2008-09- Hallabrin

**Description** *What is ACCESS?* ACCESS stands for **Academic Success**. While the school district calls this course Developmental Reading, we will never use that name because this course is much more than that. ACCESS develops the skills and capacities you need to succeed in school in general and your academic classes in particular. In addition to learning to read strategically, for example, you will also learn how to take notes, how to think more effectively, and how to participate in academic classes. This program exists to help you as both a student and a person in the year ahead. Throughout the year, we will further challenge ourselves through a variety of experiences (e.g., field trips, guest speakers, special programs, and mentorships). These challenges are meant to improve both your skills and your confidence. My role as your teacher is to support you and to help your teachers in whatever ways I can to ensure that you learn how to succeed in their classes. So let me summarize what I just said by listing the key components of this program:

- School Skills
- Personal and world knowledge
- Habits of Mind
- Personal, academic, and social success
- Conversations
- Opportunities

**Texts** While this course uses other texts, the core books are:

- *The Reader's Handbook: A Student Handbook of Reading and Learning* (textbook)
- *Writers Inc.: A Student Handbook of Writing and Learning* (textbook)
- *The Essentials of Speech Communication* (textbook)
- *If They Can Argue Well, They Can Write Well* (textbook)

**Required Supplies**

You must *immediately* (by Friday) obtain the following materials. They will serve as the basis for Friday's class. Please purchase:

- One 1.5-inch white three-ring binder with a plastic sleeve cover on front and back
- 100 sheets of binder paper
- Pens and pencils
- Five section dividers
- Highlighter pen
- 3-hole punch that fits into your three-ring binder (*highly* recommended, not required)

**Reading** In this course you will:

- Learn how to read in a variety of ways (e.g., surface, close, critical).
- Develop strategies to read different types of texts: stories, poems, essays, tests, textbooks, graphics, websites, and images.
- Learn how different texts are organized.
- Read for a variety of purposes (e.g., academic, personal, informational)
- Study and learn to monitor your reading processes.
- Improve their reading speed, stamina, and confidence.

**Academic Literacy**

You will also:

- Maintain an "Academic Notebook" (see separate guidelines for this)
- Take effective notes to improve reading comprehension, study for tests, and write.
- Learn how tests work and develop strategies to improve performance on them.

## ACCESS Overview

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- Keep track of and complete assignments for all classes.
- Manage time to ensure you have fun *and* succeed in school.
- Participate in classes in ways that improve your standing and show respect.
- Ask for and accept help when you do not understand how to do an assignment.
- Determine which ideas and information matters most when reading or viewing.

Opportunities Throughout the course of the year, all students will participate in some or all of the following programs, experiences, or events:

- Field trips to college campuses
- Field trips to job sites around Bay Area
- Toastmasters International Leadership Program
- Reading Buddies at Washington Elementary School and possibly others
- Guest speakers in our class
- A structured debate

## Policies

### *Attendance*

- All school attendance policies regarding absences and tardies apply to this class.

### *Food*

- *No food or drinks are allowed in our classroom.* Sometimes kids choose to hang out in my room during lunch or brunch; food and drinks are permissible during those times *so long as you clean up.*

### *Seating*

- Seats are assigned by me.

### *Grading*

- Your grade is based on your performance and improvement in these areas:
  - Attendance
  - Classwork
  - Daily Reading
  - Materials
  - Study Hall
  - Contribution

## Office

### Hours

I do not offer scheduled office hours, but instead make myself generally available before, during, and after school. I am always happy to meet with students.

### How to

### Reach Me

I encourage both parents and students to communicate any concerns, questions, or needs as they arise. The school phone number is (650) 762.0100. Email is a blessing to us all; I encourage you to use it, but please consider the length and frequency of your messages. My e-mail is [mhallabrin@smuhsd.org](mailto:mhallabrin@smuhsd.org).

Signing this document indicates that you and one of your parents have read and understood this document. Moreover, by signing it you agree to the policies and standards outlined herein.

Student Name and Signature \_\_\_\_\_ Date \_\_\_\_\_

**ACCESS Overview**

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Parent Name and Signature \_\_\_\_\_ Date \_\_\_\_\_

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Date: \_\_\_\_\_

## Weekly Record

 **Set a Goal** ("By Friday, I will...")

PASE Yourself	
Personal	Academic
Social	Extracurricular

 **Make a Plan** (List two specific actions or strategies that will help you reach this goal by Friday.)

- 1.
- 2.

 **Self-Evaluation** (Describe *what* you accomplished, *why* you accomplished it, and *evidence* that you did.)

 **Weekly Wisdom** (What did you learn about yourself, people, or the world this week—and how?)

### Weekly Academic Record

	Class	Teacher	Homework		Quizzes	Tests	Progress Report	Grade	Absent	Late	Grade
			Total	Done							
1											
2											
3											
4											
5											
6											

### Weekly Reflection

#### Suggestions/Prompts

- This week I finally...
- One strategy that helped was...
- I felt really good when I...
- I got very frustrated by...
- What worked/what did not...
- Last week I...but this week...
- It's hard for me to... because...
- What went well/what did not...
- What's hard/getting easier...


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