

Abstract

A research project was implemented to improve the use of the school-provided academic planner in an urban setting in the Pacific Northwest. The researcher observed the academic planner was an underutilized part of Middle School students' academic day. Existence of the problem was seen through blank calendar pages coinciding with confusion about due dates; teacher and student surveys that stated under use of academic planner and lack of time-management skills. Interventions focused on direct use of academic planner. Post-intervention data suggests the academic planner had little impact on academic grades, but there was an increase in awareness of materials needed for class and it was a positive tool when students were absent. Appendices contain various surveys and parent letter.

