

Student Success Toolkit for Families

Developed by the

Carolina Family Engagement Center (CFEC) in the
College of Education at the University of South
Carolina

In Partnership with the
Wandersman Center

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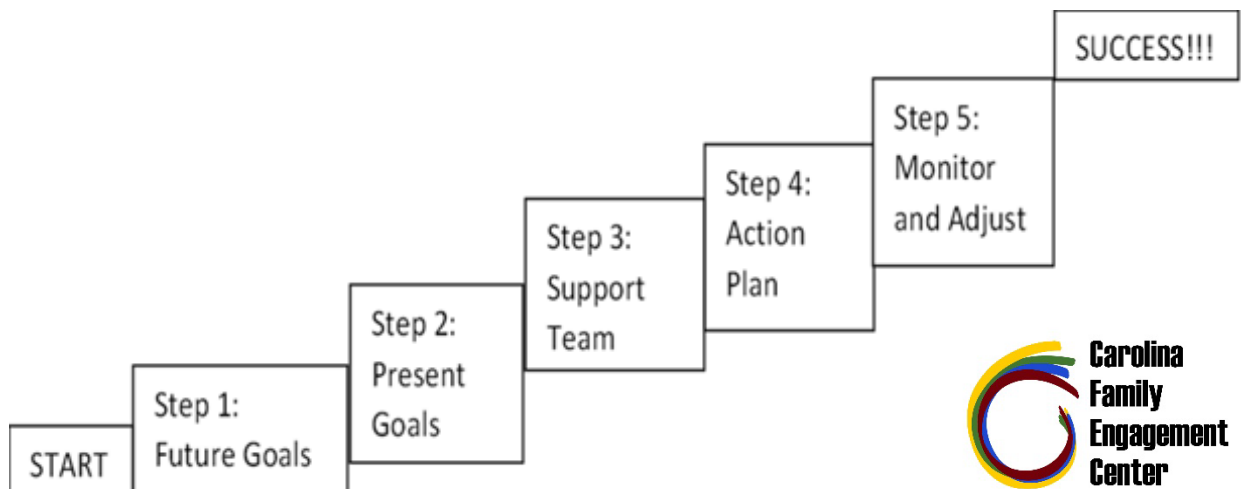
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Featuring the

Staircase to Student Success



**Letter of Encouragement from
Claressa Hinton Thompson, M.A., Lead Author**

Who Am I?

Hello. My name is Claressa Hinton Thompson. I am a fellow parent, an African American woman in my late 30s, the proud mother of a 15-year-old daughter, and happily married. I enjoy working with people and get to do work every day that I love in my job as a family engagement specialist with the Carolina Family Engagement Center at the University of South Carolina. I love my life. It is this life and this work that led me to develop a program on which this Toolkit is based and become lead author of this Toolkit.

However, the life I live today wasn't always my life. I was a foster child from the time I was 2 years old. There were many factors working against me that could have set me up for failure, and there were many times in my childhood that I didn't think I would make it out as a successful adult. I had to become resilient, and I had to learn to become my own advocate. It wasn't easy. However, there was one adult in my life – a basketball coach – who saw potential in me and helped set me up for success. If you want to know more about my story, please go to <https://cfec.sc.gov/news/2021-10/intrinsic-motivation-cfecs-claressa-hinton-overcomes-adversity-help-children-and>.

Why Did I Develop this Toolkit?

For more than 10 years, I have had the privilege of working with families and schools to help students be successful in school and in life. I have learned a lot and have developed materials that I use with families in helping them set up their students for success. However, I am only one person and can work with only one family at a time. That is why I decided to put this ***Student Success Toolkit for Families*** together. I used the worksheets and materials in this Toolkit with my own daughter and wanted to make them available to families like yours – families who are looking for something to help guide them in working with their students – but without me there to help them. Together with some of my greatest colleagues and with input from families, I developed this Toolkit – for you! This Toolkit is available to any parent or other adult who is looking for materials and a process that can help them help their students be successful.

What is in the Toolkit?

This Toolkit contains worksheets and materials I developed and includes instructions on how to use them. They will guide you and your student through the process of setting goals, creating a plan, putting it into action, and measuring your progress toward success. Using the Toolkit worksheets and materials will allow you to tailor your plan to fit the specific strengths and needs of **your** student and family. It also will encourage you to make use of resources available through your school and community.

As a Parent, Can I Really Do This?

I'll be honest – following this process and completing the Toolkit worksheets will take some time and a lot of thought. However, I promise you that the time and hard work you put into completing them – carefully and honestly – will be worth it in the end! If you skip steps, you will likely see no change in your student's performance and end up frustrated. I know you **CAN** complete the process and the worksheets and use this Toolkit to your advantage, or we would not have made it available to you!

Final Thoughts?

I want to thank you for taking the time to read this letter! I also want to thank you in advance for taking the time to do the hard work ahead of you. I encourage you to go through this Toolkit with your student, follow the process, complete the worksheets, develop the plan, and – most importantly – follow through. I wish nothing but success to you and your student as you go through this journey together!

Sincerely,



Student Success Toolkit for Families

Welcome!

Congratulations! We are excited for you and your student as you work together to set them up for success in school – and in life! We hope that this Toolkit will be helpful as you think about *who* needs to do *what*, *when*, and *how* to achieve student success.






Who Should Use the Toolkit?

This ***Student Success Toolkit for Families*** is designed for any parent, family member or other adult dedicated to supporting a student in achieving success in school. When we say “parent,” we mean any person who is taking the lead in a student’s life to help set them up for success.

How Does This Toolkit Work?

This Toolkit is designed for a student’s parent and the student to work together to engage in the process of this Toolkit. This Toolkit contains a series of worksheets for you and your student to complete together.

What are Five Important Keys to This Toolkit?

-  It was developed to help students in all families of various backgrounds.
-  It was guided by research and actual use with families of middle and high school students from a wide variety of backgrounds with in-person guidance from Claressa Hinton Thompson, the lead author.
-  The tools and materials can be useful for students of any age or grade.
-  Each Toolkit Item has an *overview* with instructions followed by a blank *worksheet* for you to use and a *sample* showing you how a parent might complete the worksheet. You can make changes to these worksheets so that they fit the needs of your student and family.
-  The Toolkit is meant to be used as a whole package. Each part is important to the success of the whole process.

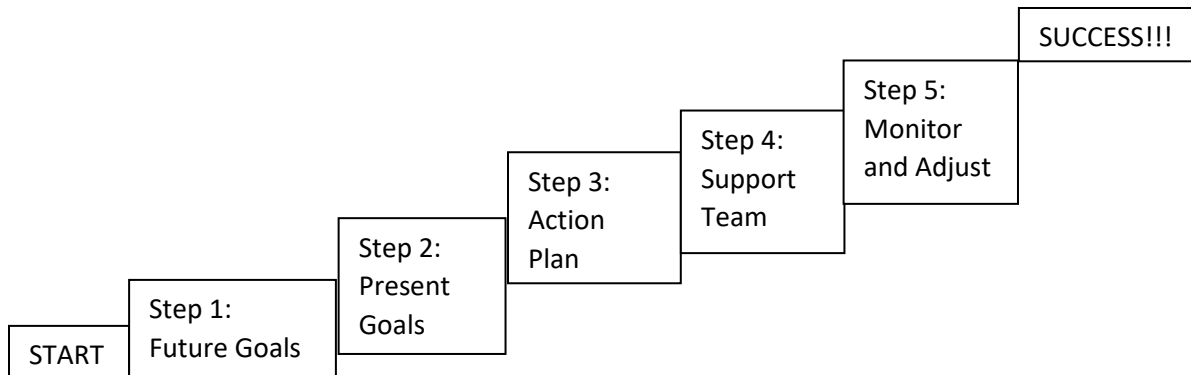
What is the Toolkit?

The Toolkit contains a set of worksheets and other materials designed to help you, as the parent, and your student work together to develop and implement a plan to help the student achieve success in school. The Toolkit can be thought of as a "Staircase to Student Success" that is shown below. This staircase is an approach used to get from where you’re start to a desired goal. The materials and examples in this toolkit apply to the school setting and are designed to help with five steps to reach student school success.

Five Steps to School Success

- Step 1: Identify your student’s big-picture goals or dreams for their future.
- Step 2: Set specific goals for school success in the present.
- Step 3: Develop and follow a family action plan to achieve your student’s school success goals.
- Step 4: Create a student support team made up of family, school, and community members.
- Step 5: Monitor your student’s progress and adjust the plan as needed until the goals are met.

Staircase to Student Success



Who Developed This Toolkit?

This Toolkit is based on a process created by Claressa Hinton Thompson and was co-developed by Claressa and her colleagues at the Carolina Family Engagement Center (CFEC) (<https://cfec.sc.gov>) in partnership with the Wandersman Center (<https://www.wandersmancenter.org/>). CFEC is a grant project of the South Carolina School Improvement Council and is housed in the College of Education at the University of South Carolina. Our team is committed to the educational and life success of students and their families. CFEC is funded by the U.S. Department of Education (grant # U310A180058).

When Should We Start?

The best time to start using this Toolkit is the summer before the school year starts. This will give you time to do the steps required to complete the student success plan. Then, you and your student will be ready to act on your plan as soon as school starts. However, you can start using this Toolkit whatever time of the year it is so please don't wait until the next school year.

Let's Get Started!

Student Success Toolkit for Families

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Toolkit Item 1: Meet My Student!

Overview

What is It?

“Meet My Student!” is a one-page form that introduces your student to their teachers. It’s a paper version of a “student selfie” or a brief student portfolio.

What is Its Purpose?

“Meet My Student!” provides teachers (and others who contribute to my student’s success) with important information about the student in a simple format.

- It states their name and a little about who they are – what they like and dislike, and how they spend their time outside of school.
- It includes a picture of them for easy, visual identification.
- It provides contact information for the important adults in the student’s life. Mainly, this is you, but it also should include a few other adults who the teacher can contact as needed to share important information about your student.
- It also provides a quick list of your student’s goals for this year in school, their longer-term goals (such as graduating from high school or their desire to be a teacher), and any challenges that might interfere with their success.

How Do I Use It?

You and your student should work on this as the first activity in this Toolkit process.

- “Meet My Student!” is all about the student, so it should be fun for them. It is also probably the easiest part of this process.
- You might not be able to fill in all the information right away, such as the long-term goals and goals for this school year, but you and your student will know most of the information.
- Plus, this can help you and your student start with a fun activity.

When Should I Use It?

You can begin work on this form as soon as you start using this Toolkit, but the BEST time to develop it is during the summer before the school year starts.

- Your student can take a copy of “Meet My Student!” to each of their teachers to introduce themselves on the first day of school or before school starts.
- If you have an opportunity BEFORE the school year starts, we encourage you and your student to meet their teachers together and hand each of them a copy of “Meet My Student!”
- If the school year has already begun, it’s ok. Just complete it as soon as you can and give a copy to your student’s teachers.

Meet (Student's Name - First and Last)!

<p>My name is _____, and I will be a _____ grader here at _____ (school name). I am looking forward to having you as my teacher!</p>	<p>(Place photo of the student here)</p>	<p><i>A bit about me!</i> Favorite color: _____ Favorite animal: _____ Favorite food or drink: _____ Favorite subject: _____ Favorite sport: _____ <i>When I'm not at school, you might find me...</i> 1 - _____ 2 - _____ 3 - _____</p>
<p>(Place for photo of important adults in the student's life)</p>	<p>Should you have questions or concerns, please contact my parents to arrange a meeting: (Primary Adult Name, Relationship to Student, and Phone Number): (Secondary Adult Name, Relationship to Student, and Phone Number): Other care providing adults:</p>	<p>(Place for photo of pet or best friend or student doing something they enjoy - dancing, playing volleyball, sleeping, etc.)</p>
<p>This Year's Goals 1 - _____ 2 - _____ 3 - _____</p>	<p>My Challenges Some challenges I face in school might be... 1 - _____ 2 - _____ 3 - _____</p>	<p>Begin with the End in Mind My long-term goal is to be a _____. I would like to be the best at _____. To me, success means _____.</p>

Fun Facts About Me: (provide anything that might be interesting about the student's name or a special talent or skill they have or about their family)

Meet Alyssa Keen!

<p>My name is Alyssa Keen, and I will be a 10th grader here at Best High School. I am looking forward to having you as my teacher!</p>		<p>A bit about me! Favorite color: green Favorite animal: dog Favorite food or drink: French fries Favorite subject: lunch, but also science Favorite sport: volleyball When I'm not at school, you might find me... playing volleyball doing arts and crafts hanging out with friends</p>
	<p>Should you have questions or concerns, please contact my parents to arrange a meeting:</p> <p>My mom Tessa Keen: 123-555-555 My grandma Elsa Keen: 123-456-7899 My uncle Robert Friend: 123-123-1234</p>	
<p><u>This Year's Goals</u> Maintain at least a C in all my classes Learn how to write better Volunteer at the holiday bake sale at school</p>	<p><u>My Challenges</u> Some challenges I face in school might be... Turning in assignments late Talking to friends in class Getting Ds or Fs on tests</p>	<p><u>Begin with the End in Mind</u> My long-term goal is to be a hairstylist. I would like to be the best at professional nail art. To me, success means graduating from high school and getting my cosmetology license to do hair and nails.</p>

Fun Facts About Me: I was named after my great-aunt Alyssa. She and my mom were close growing up.

Toolkit Item 2: *First Things First!*

Overview

What Is the Purpose of this Item?

First Things First is a necessary startup step in developing your student’s success plan. Talking through the questions below will help you and your student to clearly identify what needs to happen or what needs to change for your student to be successful in school. In this step, you and your student will do the following:

- Describe yourselves to each other and say how you see each other.
- Name your student’s strengths – things they are good at that will help them be successful in school.
- Identify your student’s weaknesses – things they don’t do well or that get in the way of their success in school.
- List family, school, and community resources and supports that your student needs to be successful.
- Choose a few specific challenges for your student to work on this school year.
- Identify the strengths and available resources your student will use to help meet these challenges.

How Do We Use It?

Find a block of time – about 20 minutes – that you and your student can sit together and complete the worksheet on the next page. Here is a list of “guiding questions” to think about as you get started.

Guiding Questions for <i>First Things First!</i> Think about as you get started
<ul style="list-style-type: none">• What supports and resources does my student need to be successful at school?
<ul style="list-style-type: none">• What are my student’s strengths and interests? What do they do well? What do they do well at school? What is their best subject?
<ul style="list-style-type: none">• What are my student’s challenges? What does my student do (or not do) that gets in the way of their success? Are they failing classes? Does my student have learning challenges? Physical or mental health challenges? Special needs?
<ul style="list-style-type: none">• What does the actual information (data) say about my student’s success and challenges at school? How is attendance? Grades? Getting work completed? Turning in assignments on time?
<ul style="list-style-type: none">• What resources and supports are available at school that could help my student further develop their strengths or overcome their challenges? In our family? Local community?

Toolkit Item 2 Worksheet: *First Things First!*

First Things First! Identify Strengths, Supports, Needs & Resources	
<p>Who's Who: Who is the student? (<i>Write the student's name</i>) _____ How do I as their parent describe my student as a person? How does my student describe themselves as a person? Who is the parent? (<i>Write the parent's name</i>) _____ How does my student describe me as their parent? How do I, as their parent, describe myself?</p>	
<p>STUDENT STRENGTHS: What does my student think their strengths are? What do I think their strengths are? What interests do they have that can help them be successful? What do they do really well?</p>	
<p>STUDENT CHALLENGES: What does my student think their challenges are? What do I think their challenges are? What might be some things they need to improve in order to be successful? Do they have physical or mental health disabilities or special needs of any kind?</p>	
<p>How does my student feel he/she is doing in school? How do I think my student is doing in school?</p>	
<p>What does the actual information (data) say about how my student is doing? What does the actual information (data) say about their strengths and challenges? With attendance? Grades? Getting work completed? Turning in assignments on time?</p>	
<p>What resources and supports does my student need to overcome their challenges?</p>	
<p>What resources and supports are available at school?</p>	
<p>What resources and supports does my family have to help my student be successful in school?</p>	
<p>What resources and supports does my local community have to help my student be successful in school?</p>	
<p>What are the 1-3 specific challenges that my student will focus on this school year?</p>	
<p>What are the strengths and resources that we will build on in addressing these challenges?</p>	

Toolkit Item 2: SAMPLE for *First Things First!*

<i>First Things First! Identify Strengths, Supports, Needs & Resources</i>	
<p>Who's Who: Who is the student? <u>Alyssa Keen</u> How do I as their parent describe my student as a person? How does my student describe themselves as a person? Who is the parent? <u>Tessa Keen</u> How does my student describe me as their parent? How do I, as their parent, describe myself?</p>	<p>As the parent, I see Alyssa as a natural born leader – who can also be bossy sometimes. As Alyssa, I see myself as an influencer. Someone who others follow. I have lots of friends. As Alyssa, I see my mom Tessa as loving me and wanting what's best for me. She can also be bossy at times. As the parent, I want the best for my daughter. I see myself as trying hard to help my daughter be successful in school and in life.</p>
<p>STUDENT STRENGTHS: What does my student think their strengths are? What do I think their strengths are? What interests do they have that can help them be successful? What do they do really well?</p>	<p>Alyssa thinks she is good at having friends. I think she is good at getting people to do what she wants. She can do what she puts her mind to. She loves her theatre class. Her interests are friends, volleyball, and baking cupcakes. She also bakes cupcakes well and is good at playing volleyball.</p>
<p>STUDENT CHALLENGES: What does my student think their challenges are? What do I think their challenges are? What might be some things they need to improve in order to be successful? Do they have physical or mental health disabilities or special needs of any kind?</p>	<p>Alyssa doesn't think she has any challenges, but she does think she turns in assignments late and talks too much in class. I think she doesn't try hard enough in school, and she doesn't take advantage of the help her teachers offer, like math labs. She doesn't have special needs or accommodations in school.</p>
<p>How does my student feel he/she is doing in school? How do I think my student is doing in school?</p>	<p>Alyssa thinks she does well in school, even though she gets Ds and Fs. I think she isn't doing well in school and can do better.</p>
<p>What does the actual information (data) say about how my student is doing? What does the actual information (data) say about their strengths and challenges? With attendance? Grades? Getting work completed? Turning in assignments on time?</p>	<p>Last year, several of her teachers commented that Alyssa is a very smart student and can do really good work when she tries. Her art teacher said she is very talented in art, especially drawing. Last year, her report card showed that she got Cs, Ds, and Fs. She has to retake 9th grade math. She had 10 tardies last year, and those were in math. She is missing assignments and turns them in late, especially in math.</p>
<p>What resources and supports does my student need to overcome their challenges?</p>	<p>Help with math from teachers at school. Someone to be accountable to for completing and turning in assignments on time.</p>
<p>What resources and supports are available at school?</p>	<p>Math lab – every day right after school. Afterschool homework help – for all subjects.</p>

What resources and supports does my family have to help my student be successful in school?	Alyssa likes spending time with her grandmother Elsa – that could be a comfortable place she can do homework. I'm not good at math, and neither is her grandmother Elsa.
What resources and supports does my local community have to help my student be successful in school?	Our church has free tutoring help on Sunday evenings before night church service.
What are the 1-3 specific challenges that my student will focus on this school year?	Turning in assignments on time. Not talking to friends during class. Getting Cs or better on tests.
What are the strengths and resources that we will build on in addressing these challenges?	Math labs at school. After school tutoring and help with studying for tests. Free tutoring at church. Homework at Grandma Elsa's.

Toolkit Item 3: *And Then...Develop Goals and Outcomes*

Overview

What Is the Purpose of this Item?

After completing the *First Things First* worksheet (Toolkit Item 2), the next step in this process is to develop goals and outcomes for your student.

Why Is It Important?

- This is another “startup” step toward developing a success plan for your student.
- Talking through the questions will allow you and your student to talk openly and honestly about your child’s hopes and dreams for the future. It is also a time to talk to your student about how success in school now will empower them to create that future for themselves.
- As you and your student complete the worksheet, you will decide together what success in school this year will look like.
 - First, you will be asked to create at least one and no more than three short-term goals for school success.
 - Then, you will list the specific outcomes or results that your student must achieve in order to meet each of their goals.
- Your support as a parent will be critical to your student’s success. Therefore, this step also calls for you to set goals for how you will support your student during this school year.

How Do We Use It?

Find a block of time – about 45 minutes – that you and your student can sit together and complete the worksheet on the next page. Here is a list of “guiding questions” to think about as you get started.

And Then...Develop Goals & Outcomes	
<i>Think about these questions as you prepare to work on the worksheet</i>	
Long-Term Goal(s)	<i>What is my student’s long-term goal(s) In general, what does my student want to achieve in life in the long run?</i>
Short-Term Goals	<i>What will it take to reach their long-term goal? What are my student’s goals for this school year?</i>
Specific Outcomes for Short-Term Goals:	<i>For each short-term goal, write out the specific outcomes (results) that your student is expected to achieve. Make sure that these outcome statements are specific, measurable, have a defined timeframe, and realistic.</i>
<i>Specific (clearly defined):</i>	<i>Brief statement that clearly defines the goal.</i>
<i>Measurable:</i>	<i>How will we measure whether they have achieved the desired outcome? What will it look like?</i>
<i>Defined Timeframe:</i>	<i>By when will my student be expected to achieve this outcome?</i>
<i>Realistic:</i>	<i>Is it reasonable to expect that my student can achieve this outcome by the deadline we have created?</i>

Toolkit Item 3: Worksheet for *And Then...Develop Goals and Outcomes*

<i>And Then... DEVELOP GOALS AND OUTCOMES</i>	
<p>LONG-TERM GOAL What is my student’s dream? What does my student want to achieve in life in the long run? In other words, what is my student’s long-term goal?</p>	
<p>Short-Term Goals What are their goals for <u>this school year</u> that will help get them closer to being able to achieve their long-term goal?</p>	
<p>Specific Student Outcomes linked to Short-Term Goals What are my student’s specific outcomes linked to each goal for the next nine weeks of school? Write specific outcomes that go along with each goal. Make sure they are specific, measurable, have a defined timeframe, and are realistic. <i>How will we know that my student has accomplished the goal?</i> <i>What will it look like?</i> <i>How will we measure it?</i> <i>When will it happen?</i> <i>Is it realistic? Is it reasonable for my student to accomplish in this timeframe?</i></p>	
<p>Specific Parent Goals to Support My Student What are my (parent’s) goals for supporting my student in achieving their goals for this year? What will I do specifically to provide helpful support?</p>	
<p><i>NOTE: Information from this worksheet will be used to complete Toolkit Item 1 “Meet My Student!” Toolkit Item 6 “My Student’s Success Action Plan” and Toolkit Item 8 “My Student’s Success Strategies”</i></p>	

Toolkit Item 3: SAMPLE for *And Then...Develop Goals and Outcomes*

<i>And Then... DEVELOP GOALS AND OUTCOMES</i>	
<p>LONG-TERM GOAL What is my student’s dream? What does my student want to achieve in life in the long run? In other words, what is my student’s long-term goal?</p>	<p>Alyssa’s long-term goal is to be a hairdresser. She would like to be the best at professional nail art. She wants to graduate from high school, get into a good cosmetology school, graduate from it, and get her cosmetology license to do hair and nails.</p>
<p>Short-Term Goals What are their goals for <u>this school year</u> that will help get them closer to being able to achieve their long-term goal?</p>	<p>Maintain at least a C in all my classes Learn how to write better Volunteer at the holiday bake sale at school</p>
<p>Specific Student Outcomes linked to Short-Term Goals What are my student’s specific outcomes linked to each goal for the next nine weeks of school? Write specific outcomes that go along with each goal. Make sure they are specific, measurable, have a defined timeframe, and are realistic. <i>How will we know that my student has accomplished the goal?</i> <i>What will it look like?</i> <i>How will we measure it?</i> <i>When will it happen?</i> <i>Is it realistic? Is it reasonable for my student to accomplish during this timeframe?</i></p>	<p>1 – Maintain at least a C in all classes:</p> <ul style="list-style-type: none"> • Turn in assignments on time. • Do not talk to friends during class – because I get points off my overall class grade. • Go to math lab at school Mondays and Wednesdays. • Go to afterschool tutoring Tuesdays and Thursdays. • Go to tutoring at church on Sunday evenings. • Success = grade average each week is at least a C. • Success = 9-week grades are at least a C. <p>2 – Learn how to write better</p> <ul style="list-style-type: none"> • Get help with writing in afterschool tutoring and at church tutoring. • Success = writing grades are at least a C weekly and at 9-weeks. <p>3 – Volunteer at the holiday bake sale</p> <ul style="list-style-type: none"> • Success = she signs up, bakes cupcakes, and participates in the bake sale at school.
<p>Specific Parent Goals to Support My Student What are my (parent’s) goals for supporting my student in achieving their goals for this year? What will I do specifically to provide helpful support?</p>	<p>As her parent, I will</p> <ul style="list-style-type: none"> • arrange for transportation for after school tutoring and math labs • take her to church early for Sunday evening tutoring • use Powerschool to check her grades every week on Fridays • I will buy her ingredients needed for her to bake cupcakes for the holiday bake sale.
<p><i>NOTE: Information from this worksheet will be used to complete Toolkit Item 1 “Meet My Student!” Toolkit Item 6 “My Student’s Success Action Plan” and Toolkit Item 8 “My Student’s Success Strategies”</i></p>	

Toolkit Item 4: *Resource Availability, Fit, and Capacity*

Overview

What Is the Purpose of this Item?

After completing the *First Things First* worksheet (Toolkit Item 2) and developing goals and outcomes (Toolkit Item 3), it's time to identify available resources that can help your student meet their goals.

- First, identify what resources are available.
- Then, consider how well these resources “fit” your student’s and family’s needs and strengths.
- Finally, decide if you and your student “have what it takes” (capacity) to use these resources.

This is another “startup” step toward developing a success plan for your student. Talking through the questions will allow you and your student to explore available resources and choose the ones that will be most helpful to your student in meeting their goals.

How Do We Use It?

Find a block of time – about 20 minutes – that you and your student can sit together and complete the worksheet on the next page. Here is a list of “guiding questions” to think about as you get started.

<i>What’s Available? How Well Does It Fit? How Well Can We Do It?</i>	
<i>Think through these questions as you prepare to do the worksheet on the next page.</i>	
Availability – What Resources and Supports are Available?	✓ What programs, supports, and resources are available at their school, in our local community, and/or in our family that could help your student reach their goals and outcomes?
Fit – How Well Do They Fit My Student’s Needs and Us?	✓ How well do these programs, supports, and resources fit what my student needs to help them achieve their goals and outcomes?
	✓ Do these make sense given what the data say about my student’s strengths and needs?
	✓ Do these make sense considering my student’s learning style, habits, interests, preferences, personality, etc.?
	✓ Do these fit my parenting style, personality, preferences, family culture and values, routine?
Capacity – What Do We Need to Implement These?	✓ Does my student’s school have the time, ability, and resources needed to provide these programs, supports, and resources to my student?
	✓ Does my student have the time, ability, and resources needed to engage in these programs, supports, and resources?
	✓ Do I (as the parent/family members) have the time, ability, and resources needed to participate or support my student’s participation in these programs, supports, and resources?

Toolkit Item 4: Worksheet for Resource Availability, Fit, and Capacity
What's Available? How Well Does It Fit? How Well Can We Do It?

What's Available? How Well Does It Fit? How Well Can We Do It?	
<p><i>What's Available?</i> What programs, supports, and resources are available that relate to my student's needs and goals:</p> <ul style="list-style-type: none"> • at my child's school • in the community • among our network of family and friends <p>Are these programs, resources, and strategies available that have worked for other students who face similar challenges as my student?</p> <p>Are these things that we think might work well for us?</p>	
<p><i>Fit: How Well Do They Fit My Student's and Family's Needs?</i> Which of the available programs, supports, and resources most closely match my student's needs and goals?</p> <p>Do these programs and resources make sense given what the actual information (data) says about my student's strengths and needs?</p> <p>Are these programs and resources a good fit for my student's learning style, habits, interests, preferences, personality, values, etc.?</p> <p>Are these programs and resources consistent with my parenting style, personality, preferences, family culture and values, routine?</p>	
<p><i>Capacity: What Do We Need to Implement These?</i> Does my student's SCHOOL have the time, ability, and resources needed to provide these programs, supports, and resources? Or, is the school able to allow an outside resource to come in and provide a needed service?</p>	

<p>Does my STUDENT have the time, ability, and resources needed to engage in these programs, supports, and resources? DO I (PARENT/FAMILY MEMBER) have the time, ability, and resources needed to participate or support my student's participation in these programs, supports, and resources?</p>	
<p>Capacity-Building Needed? What capacity-building might be needed for my student to be able to engage in these programs and resources? What capacity-building might I need to implement or support my student in participating in these programs and resources?</p>	
<p>What do I need to be able to participate? Complete the list provided and add anything else that you, as the parent/family member, need to be able to fully participate or support your student in engaging in these programs and resources.</p>	<ul style="list-style-type: none"> • I need to make enough TIME in the day to _____ • I need to KNOW _____ • I need to be able to _____ • I need help from my Student's Support Team (Toolkit Item 5) to _____ • I need CONFIDENCE to _____ • I need...

Toolkit Item 4: Sample for Resource Availability, Fit, and Capacity

What's Available? How Well Does It Fit? How Well Can We Do It?

What's Available? How Well Does It Fit? How Well Can We Do It?	
<p>What's Available? What programs, supports, and resources are available that relate to my student's needs and goals:</p> <ul style="list-style-type: none"> • at my child's school • in the community • among our network of family and friends <p>Are these programs, resources, and strategies available that have worked for other students who face similar challenges as my student? Are these things that we think might work well for us?</p>	<p>After-School Tutoring Content Tutoring Eagle Recovery Online Tutoring</p>
<p>Fit: How Well Do They Fit My Student's and Family's Needs? Which of the available programs, supports, and resources most closely match my student's needs and goals? Do these programs and resources make sense given what the actual information (data) says about my student's strengths and needs? Are these programs and resources a good fit for my student's learning style, habits, interests, preferences, personality, values, etc.? Are these programs and resources consistent with my parenting style, personality, preferences, family culture and values, routine?</p>	<ol style="list-style-type: none"> 1. Each content area has a specific day that tutoring is available. 2. These programs and resources give my child guidance in whichever area they're having challenges in. 3. The programs and resources Taylor the services my child gets to meet the need of their learning style and strength. 4. The programs and resources at my child's school taking consideration any and everything to make my child successful.
<p>Capacity: What Do We Need to Implement These? Does my student's SCHOOL have the time, ability, and resources needed to provide these programs, supports, and resources? Or, is the school able to allow an outside resource to come in and provide a needed service? Does my STUDENT have the time, ability, and resources needed to engage in these programs, supports, and resources?</p>	<ol style="list-style-type: none"> 1. We have what it takes to implement the resources that are available to fit my student's needs. 2. My child's school has the time and ability to provide intentional resources and support. 3. My student has the time and ability to use the resources and support her learning.

<p>DO I (PARENT/FAMILY MEMBER) have the time, ability, and resources needed to participate or support my student's participation in these programs, supports, and resources?</p>	<p>4. As my child's mother I will participate more and engage in her learning process.</p>
<p>Capacity-Building Needed? What capacity-building might be needed for my student to be able to engage in these programs and resources? What capacity-building might I need to implement or support my student in participating in these programs and resources?</p>	<p>1. The capacity building needed to support my student is collaborating more with her teachers. 2. As my child's mother I need to be more consistent with participating and her educational success.</p>
<p>What do I need to be able to participate? Complete the list provided and add anything else that you, as the parent/family member, need to be able to fully participate or support your student in engaging in these programs and resources.</p>	<ul style="list-style-type: none"> • I need to make enough TIME in the day to make sure my daughter understands the information she's learning. • I need to KNOW what's the overall goal for my daughter's education. • I need to be able to understand my role in my daughter's education. • I need help from my Student's Support Team (Toolkit Item 5) to be more consistent with talking with my daughter about her education. • I need CONFIDENCE to talk about education. • I need help and guidance with educational support.

Toolkit Item 5: Developing the Plan

Overview

What Is the Purpose of this Item?

After completing the *First Things First* worksheet (Toolkit Item 2), developing goals and outcomes (Toolkit Item 3), and figuring out what resources you and your student will use (Toolkit Item 4), it is important to develop the plan for supporting your student’s success.

- First, you need to develop the plan. We have guiding questions below and a worksheet on the next page to help you think through different plan activities.
- Then, you need to develop a timeline for each activity. We have a form for that, too, called “My Student’s Success Action Plan” (Toolkit Item 6)

Why Is It Important?

This is another “startup” step in developing the plan for your student to be successful in school. Talking through the questions will allow you and your student to figure out all the details about the plan. Put your thinking cap on because this requires good thinking!

How Do We Use It?

You and your student should find a block of time – about an hour – that you and they can sit together and complete the worksheet (next page). Here is a list of “guiding questions” to think about as you get started.

Developing the Plan <i>“A goal without a plan is just a dream.” by Claessa Hinton Thompson</i>	
Lights! Camera! ACTION!	What actions need to be taken so that my student meets their goals and outcomes for this school year?
Strategies	What strategies (<i>based on availability, fit, and capacity identified earlier in the Toolkit 4 worksheet</i>) will we implement as a team to ensure my student accomplishes their goals and outcomes?
Strategies that Apply to All Students and Parents in Supporting Student Success at School	<ul style="list-style-type: none"> • Be <u>engaged</u> in the student’s learning process • Keep the <u>end in mind</u> - my student’s end-goal (long-term goal) • <u>Celebrate success</u> of big accomplishments and ALL the small ones in between • List names and roles of supportive people on <u>My Student’s Success Support Team (Toolkit Item 7)</u> • <u>Communicate effectively</u> with my student and their Student Support Team • Develop and follow <u>My Student’s Success Action Plan (Toolkit Item 6)</u> • Parent and student together complete “Meet My Student!” (Toolkit Item 1) and <u>provide copies</u> to teachers and other members of the Student Support Team • <u>Share power and accountability</u> among all members of the Student Support Team (Toolkit Item 7), including the student [use optional Toolkit Item 14 <u>Student Success Team Contract</u>] • <u>Collaborate with local community members</u> for external resources • Use the <u>To Do Lists (Toolkit Item 9)</u> to help students stay on track • Use the <u>Student-Parent Calendar: Month At-a-Glance (Toolkit Item 10)</u> • Review <u>Student Progress Report (Toolkit Item 11)</u> information that is available through PowerSchool (your student’s school’s electronic software platform). It

	<p>holds actual information (data) about your student's school performance such as attendance records (including tardies and class absences), grades (daily assignments, tests, quarterly, semester) and disciplinary records (examples: being sent to the principal's office, detention, in- and out-of-school suspension).</p> <ul style="list-style-type: none"> • Schedule <u>Student-Parent Team Meetings (Toolkit Item 12)</u> for regular check-in • Get <u>feedback from the student</u> with the <u>Parent Report Card (Toolkit Item 13)</u> • Schedule a <u>Student Support Team Evaluation Meeting (Toolkit Item 16 "How Did We Do? How Do We Continue to Improve? Where Do We Go from Here?")</u>
Strategies and Tasks that Apply SPECIFICALLY to My Student	<p>What is <u>My Student's Success Action Plan (Toolkit Item 6)</u>?</p> <p>What strategies and tasks are specific to support my student in "<u>My Student's Success Strategies</u>" (Toolkit Item 8)? [See "<u>Claressa's Tips and Resources</u>" (Toolkit Item 18) for ideas.]</p> <p>What is our <u>plan for implementing My Student's Success Action Plan?</u> (timeline)</p>
Timeline	<p>Develop a timeline <u>on My Student's Success Action Plan (Toolkit Item 6)</u> with specific tasks, who is responsible, and who will verify or check these to make sure they are completed.</p>
Signed Contract (optional)	<p>Parent and student (and any other members of the Student Support Team with roles and responsibilities) sign the <u>Student Success Team Contract (Toolkit Item 14)</u>, if you decide that it's a good idea for you and your student to use it.</p>
Supplemental Support Forms (as needed)	<p>Use <u>Supplemental Support Forms (Toolkit Item 17)</u> as part of the Student Success Action Plan for morning routine, afternoon routine, evening routine, and school day routine as they make sense for your student and you.</p>

Toolkit Item 5: Worksheet for *Developing the Plan*

DEVELOPING THE PLAN <i>“A goal without a plan is just a dream.” By Claressa Hinton Thompson</i>		
Action	What actions need to be taken so that my student meets her long-term goal(s)? What actions need to be taken so that my student meets her short-term goals and outcomes for this school year?	
Strategies	What specific strategies (<i>based on availability, fit, and capacity identified previously</i>) will we implement as a team to ensure my student reaches her goals and specific outcomes?	
Strategies that Apply to All Students and Parents in Supporting Student Success at School	<ul style="list-style-type: none"> • Work with my student to complete “Meet My Student!” (Toolkit Item 1) • Develop “My Student’s Success Action Plan” (Toolkit Item 6) • Complete “My Student’s Success Support Team” (Toolkit Item 7) • How and when will I communicate effectively with my student and My Student’s Support Team members? • Develop “My Student’s Success Strategies” (Toolkit Item 8) • How will I engage in my student’s learning process? • How will my student and I together celebrate successes - big ones AND all the small ones in between? • What can I do to make sure I follow the Student Success Action Plan to support my student’s success? (<i>Remember to keep the end goal in mind.</i>) • HOW will I share power and accountability among all members of My Student’s Support Team, <i>including my student</i>? • WHAT community members can I collaborate with for external resources? • WHEN (how often) will I review actual current student information (data) on the Student Progress Report (Toolkit Item 11) that is available through PowerSchool? [types of data provided: attendance records (including tardies and class absences), grades (daily assignments, tests, quarterly, semester) and disciplinary records (examples: being sent to the principal’s office, detention, in- and out-of-school suspension)] • WHEN and HOW OFTEN will my student and I meet for “check-ins” through Student-Parent Team Meetings (Toolkit Item 12)? 	

	<ul style="list-style-type: none"> • WHEN and HOW will I get feedback from my student with the Parent Report Card (Toolkit Item 13)? • Will we use the Student Success Team Contract (Toolkit Item 14)? If so, list all names for who will sign it and when. 	
Strategies and Tasks that Apply SPECIFICALLY to My Student	<p>What is <u>My Student's Success Action Plan</u> (Toolkit Item 6)?</p> <p>What strategies and tasks are specific to support my student in "<u>My Student's Success Strategies</u>" (Toolkit Item 8)? [See "<u>Claressa's Tips and Resources</u>" (Toolkit Item 18) for ideas.]</p> <p>What is our <u>plan for implementing My Student's Success Action Plan</u>? (timeline)</p>	
Timeline (Fill in the specific timeline as part of My Student's Success Action Plan – Toolkit Item 3)	<p>Develop a <u>timeline</u> for each task, who is responsible, and who will verify or check these to make sure they are completed.</p> <p>How will we use the <u>To Do Lists</u> (Toolkit Item 9) to help develop the timeline with specific tasks? How often (daily, twice a week, weekly, twice a month, monthly)?</p> <p>How will we use the <u>Student-Parent Calendar: Month At-a-Glance</u> (Toolkit Item 10)?</p> <p>When (and how often) will I review my <u>Student Progress Report</u> data (Toolkit Item 11)?</p> <p>When will we have our scheduled <u>Student-Parent Team Meetings</u> (Toolkit Item 12) for check-ins?</p> <p>WHEN and HOW will I get feedback from the <u>Parent Report Card</u> (Toolkit Item 13)?</p> <p>WHEN will we have our scheduled <u>Student Support Team Evaluation Meeting</u> (Toolkit Item 16)</p>	
Signed Contract (optional)	<p>Are we going to use this? (Yes or No)</p> <p>(If Yes) Have the parent and student (and any others with roles and responsibilities) sign the <u>Student Success Team Contract</u> (Toolkit Item 14). Who will sign? (list all names)</p>	<p>Are we going to use this? ____ Yes or ____ No</p> <p>If yes, WHO will sign (list all names)?</p>
Supplemental Support Forms (optional, as needed)	<p>What other forms will we use (if any) (for example, Supplemental Support Forms Toolkit Item 17)? List them and fill the forms in.</p> <p>Options: morning routine, afternoon routine, evening routine, school day routine</p> <p>Others?</p>	

Toolkit Item 5: Sample for *Developing the Plan*

DEVELOPING THE PLAN		
Action	<p>What actions need to be taken so that my student meets her long-term goal(s)?</p> <p>What actions need to be taken so that my student meets her short-term goals and outcomes for this school year?</p>	<p>1. My daughter and I need to come up with a meeting schedule.</p> <p>2. My daughter and I need to discuss her goals for the 9 weeks.</p>
Strategies	<p>What specific strategies (<i>based on availability, fit, and capacity identified previously</i>) will we implement as a team to ensure my student reaches her goals and specific outcomes?</p>	<p>My daughter and I need to develop a student support team. (Identify)</p>
Strategies that Apply to All Students and Parents in Supporting Student Success at School	<ul style="list-style-type: none"> • Work with my student to complete “Meet My Student!” (Toolkit Item 1) • Develop “My Student’s Success Action Plan” (Toolkit Item 6) • Complete “My Student’s Success Support Team” (Toolkit Item 7) • How and when will I communicate effectively with my student and My Student’s Support Team members? • Develop “My Student’s Success Strategies” (Toolkit Item 8) • How will I engage in my student’s learning process? • How will my student and I together celebrate successes - big ones AND all the small ones in between? • What can I do to make sure I follow the Student Success Action Plan to support my student’s success? (<i>Remember to keep the end goal in mind.</i>) • HOW will I share power and accountability among all members of My Student’s Support Team, <i>including my student</i>? • WHAT community members can I collaborate with for external resources? • WHEN (how often) will I review actual current student information (data) on the Student Progress Report (Toolkit Item 11) that is available through PowerSchool? [types of data provided: attendance records (including tardies and class absences), grades (daily assignments, tests, quarterly, semester) and disciplinary records (examples: being sent to the principal’s office, detention, in- and out-of-school suspension)] • WHEN and HOW OFTEN will my student and I meet for “check-ins” through Student-Parent Team Meetings (Toolkit Item 12)? • WHEN and HOW will I get feedback from my student with the Parent Report Card (Toolkit Item 13)? 	<ul style="list-style-type: none"> • My daughter and I will complete a Meet the student form for all her teachers. • My daughter and I set up a time to meet with Ms. Adams to get all her academic information. (<i>Ms. Adams is the school counselor.</i>) • My daughter and I have made a list of all the people on her student support team. We have scheduled a meeting with all of them Aug. 14. • We have developed her strategies for this 9 weeks and plan to get input on Aug. 14. • I will take more of a role in attending more parent events that she is involved in. • My daughter and I will be meeting every 9 weeks.

	<ul style="list-style-type: none"> Will we use the Student Success Team Contract (Toolkit Item 14)? If so, list all names for who will sign it and when. 	
Strategies and Tasks that Apply SPECIFICALLY to My Student	<p>What is <u>My Student's Success Action Plan (Toolkit Item 6)</u>?</p> <p>What strategies and tasks are specific to support my student in "<u>My Student's Success Strategies</u>" (Toolkit Item 8)? [See "<u>Claressa's Tips and Resources</u>" (Toolkit Item 18) for ideas.]</p> <p>What is our <u>plan for implementing</u> My Student's Success Action Plan? (timeline)</p>	
Timeline (Fill in the specific timeline as part of My Student's Success Action Plan – Toolkit Item 3)	<p>Develop a <u>timeline</u> with specific tasks, who is responsible, and who will verify or check these to make sure they are completed.</p> <p>How will we use the <u>To Do Lists (Toolkit Item 9)</u> to help develop the timeline with specific tasks? How often (daily, twice a week, weekly, twice a month, monthly)?</p> <p>How will we use the <u>Student-Parent Calendar: Month At-a-Glance (Toolkit Item 10)</u>?</p> <p>When (and how often) will I review my <u>Student Progress Report</u> data (Toolkit Item 11)?</p> <p>When will we have our scheduled <u>Student-Parent Team Meetings (Toolkit Item 12)</u> for check-ins?</p> <p>WHEN and HOW will I get feedback from the <u>Parent Report Card (Toolkit Item 13)</u>?</p> <p>WHEN will we have our scheduled <u>Student Support Team Evaluation Meeting (Toolkit Item 16)</u></p>	<ol style="list-style-type: none"> We have a timeline developed with specific tasks. We will meet monthly. (<i>Parent and daughter</i>) Student-Parent Calendar: Month At-a-Glance will be filled out the month before. Student Progress Report will be reviewed at the end of every 9 weeks. Our scheduled Student-Parent Team Meetings will be at our house at the end of every 9 weeks. Feedback from the Parent Report Card will be done at the end of the 9 weeks. We have our scheduled Student Support Team Evaluation Meeting at the end of every 9 weeks.
Signed Contract (optional)	<p>Are we going to use this? (Yes or No)</p> <p>(If YES) Have the parent and student (and any others with roles and responsibilities) sign the <u>Student Success Team Contract (Toolkit Item 14)</u>. Who will sign? (list all names)</p>	<p>Are we going to use this? <u>X</u> Yes If yes, WHO will sign (list all names)? Each person on our student support team will sign it.</p>
Supplemental Support Forms (optional, as needed)	<p>What other supplemental forms will we use (if any)? List them and fill the forms in. Options: morning routine, afternoon routine, evening routine, school day routine Others?</p>	<p>Morning and Night Routines.</p>

Toolkit Item 6: My Student's Success Action Plan

Overview

What Is the Purpose of this Item?

After engaging in the process of developing the plan (Toolkit Item 5), it is important to list the specific details for every part of the student's plan on one document (Toolkit Item 6). This item outlines a timeline for the plan components. It also specifies WHO is responsible for doing WHAT - WHEN and HOW, and WHO will sign or initial when each task is done.

- Use the information that you and your student completed in Toolkit Item 5 "Developing the Plan" to fill in Toolkit Item 6 "My Student's Success Action Plan."
- The Toolkit Item 6 worksheet is an accountability document for the student's plan because it specifies WHO is going to do WHAT – WHEN and HOW.

Why Is It Important?

The Toolkit Item 6 worksheet IS the plan! Without it, no one knows what they should be doing, when they should be doing it, how they should be doing it, or when the student is successful! Like the lead author Claressa Hinton Thompson says, "A goal without a plan is just a dream."

How Do We Use It?

You and your student should find a block of time – about an hour – that you and they can sit together and complete the worksheet (next page).

Toolkit Item 6: Worksheet for *Student Success Action Plan*

STUDENT SUCCESS ACTION PLAN & TIMELINE			
SPECIFIC ACTION PLAN TASKS, RESPONSIBLE PERSON, AND DATES			
TASKS	TIMELINE <i>(date range or due date)</i>	PERSON OR PEOPLE RESPONSIBLE	PERSON WHO WILL VERIFY <i>(Initial when checked)</i>
“Meet My Student!” (Toolkit Item 1)			
<ul style="list-style-type: none"> • Complete “Meet My Student!” • Deliver “Meet My Student!” to teachers 			
“My Student’s Support Team” (Toolkit Item 7)			
<ul style="list-style-type: none"> • Complete “My Student’s Support Team” form • Use the “Student Support Team” throughout the school year 			
“My Student’s Success Strategies” (Toolkit Item 8)			
<p>Complete Toolkit Item 8: Identify strategies that are specific to setting up your student for success <i>(review Claressa’s Tips and Resources – Toolkit Item 18 – for ideas that have worked with other students and their families)</i></p> <p>List the specific tasks for each strategy that will be used: <i>(add numbers below as needed)</i></p> <ul style="list-style-type: none"> • 1. • 2. • 3. • Others: 			
Parent communicates with teachers			
<ul style="list-style-type: none"> • How? • How often? 			
Parent communicates with student			
<ul style="list-style-type: none"> • How? • When? • How often? 			
To Do Lists (Toolkit Item 9)			
<ul style="list-style-type: none"> • Develop a plan for the timeframes for these <i>(use all that apply)</i> <ul style="list-style-type: none"> ○ Yearly? ○ Quarterly (every 3 months)? ○ Monthly? ○ Weekly? ○ Daily? 			

<ul style="list-style-type: none"> Implement them when specified 			
Student-Parent Calendar: Month At-a-Glance (Toolkit Item 10)			
<ul style="list-style-type: none"> Develop a plan for meetings between parent and student Conduct the meetings when specified 			
Review Student Progress Report Data (Toolkit Item 11) Using PowerSchool (or whatever your school uses)			
<ul style="list-style-type: none"> Access it and generate the report What data will be used? How often? (<i>Specify when the reviews between parent and student will occur</i>) 			
Student-Parent Team Meetings (Toolkit Item 12)			
Specify how often parent and student will meet AND specify what will be reviewed: <ul style="list-style-type: none"> What will be reviewed _____ (example, quarterly)? What will be reviewed _____ (example, monthly)? What will be reviewed _____ (example, weekly)? What will be reviewed _____ (<i>when</i>)? 			
Parent Report Card (Toolkit Item 13)			
<ul style="list-style-type: none"> How often / when student will complete Parent Report Card? Who will meet to review the Parent Report Card that the student fills out? 			
Student Success Team Contract (Toolkit Item 14) (optional)			
<ul style="list-style-type: none"> Are we using it? (YES or NO) If YES, who will sign it and when? 			
Put It into Practice! (Toolkit Item 15)			
<ul style="list-style-type: none"> When are we going to start the plan? How long will we implement the plan before our first evaluation team meeting? What will we do if the plan seems to be falling apart? What's the "backup" plan? 			
Student Support Team Evaluation Meetings <i>Evaluate the Plan Implementation: How Did We Do? How Do We Continue to Improve? Where Do We Go from Here?</i> (Toolkit Item 16)			
<ul style="list-style-type: none"> How often / when will the evaluation meetings occur? Which team members will meet? 			
Supplemental Support Forms (Toolkit Item 17) (optional, as needed)			
<ul style="list-style-type: none"> Parent and student together develop Morning Routine and use it Parent and student together develop Afternoon Routine and use it Parent and student together develop Evening Routine and use it Parent and student together develop School Day Routine and use it 			

Toolkit Item 6: SAMPLE for Student Success Action Plan

STUDENT SUCCESS ACTION PLAN & TIMELINE			
SPECIFIC ACTION PLAN TASKS, RESPONSIBLE PERSON, AND DATES			
TASKS	TIMELINE (date range or due date)	PERSON OR PEOPLE RESPONSIBLE	PERSON WHO WILL VERIFY (Initial when checked)
“Meet My Student!” (Toolkit Item 1)			
<ul style="list-style-type: none"> Complete “Meet My Student!” Deliver “Meet My Student!” to teachers 	8/14/22 8/17/22	Tessa and Alyssa Keen Alyssa Keen	Tessa Keen
“My Student’s Support Team” (Toolkit Item 7)			
<ul style="list-style-type: none"> Complete “My Student’s Support Team” form Use the “Student Support Team” throughout the school year 	8/14/22 8/17/22 – 5/14/23	Tessa and Alyssa Keen	Tessa Keen
“My Student’s Success Strategies” (Toolkit Item 8)			
Complete Toolkit Item 8: Identify strategies that are specific to setting up your student for success (<i>review Claressa’s Tips and Resources – Toolkit Item 19 – for ideas that have worked with other students and their families</i>) List the specific tasks for each strategy that will be used: (<i>add numbers below as needed</i>) <ul style="list-style-type: none"> 1. We will have family meetings to clean out bookbag and organize school documents. 2. Follow all daily routine schedules. 3. Develop a reward chart for Alyssa Keen. 	8/14/22 9/11/22 10/9/22 11/13/22 12/11/22 1/8/23 2/12/23 3/12/23 4/16/23 5/14/23	Tessa and Alyssa Keen	Tessa Keen
Parent communicates with teachers			
<ul style="list-style-type: none"> How? How often? 	Text Monthly	Tessa Keen	Tessa Keen
Parent communicates with student			
<ul style="list-style-type: none"> How? When? How often? 	In person First Friday afternoon of each month	Tessa and Alyssa Keen	Tessa Keen
To Do Lists (Toolkit Item 9)			
<ul style="list-style-type: none"> Develop a plan for the timeframes for these (<i>use all that apply</i>) <ul style="list-style-type: none"> Quarterly (every 3 months)? Implement them when specified 	Each 9 weeks	Alyssa and Tessa Keen	Tessa Keen
Student-Parent Calendar: Month At-a-Glance (Toolkit Item 10)			
<ul style="list-style-type: none"> Develop a plan for meetings between parent and student 	Each 9 Weeks	Alyssa and Tessa Keen	Tessa Keen

<ul style="list-style-type: none"> Conduct the meetings when specified 			
Review Student Progress Report Data (Toolkit Item 11) Using PowerSchool (or whatever your school uses)			
<ul style="list-style-type: none"> Access it and generate the report What data will be used? How often? (Specify when the reviews between parent and student will occur) 	Each 9 weeks	Alyssa and Tessa Keen	Tessa Keen
Student-Parent Team Meetings (Toolkit Item 12)			
Specify how often parent and student will meet AND specify what will be reviewed: <ul style="list-style-type: none"> What will be reviewed _____ (example, quarterly)? Grades What will be reviewed _____ (example, monthly)? Behavior What will be reviewed _____ (example, weekly)? Long-Term Goals What will be reviewed _____ (when)? 	Each 9 weeks Grades Attendance (Tessa to pull data by using PowerSchool)	Alyssa and Tessa Keen	Tessa Keen
Parent Report Card (Toolkit Item 13)			
<ul style="list-style-type: none"> How often / when student will complete Parent Report Card? Who will meet to review the Parent Report Card that the student fills out? 	Each 9 Weeks	Alyssa and Tessa Keen	Tessa Keen
Student Success Team Contract (Toolkit Item 14) (optional)			
<ul style="list-style-type: none"> Are we using it? (YES) If YES, who will sign it and when? Tessa and Alyssa Keen 	Each 9 Weeks	Alyssa and Tessa Keen	Tessa Keen
Put It into Practice! (Toolkit Item 15)			
<ul style="list-style-type: none"> When are we going to start the plan? Aug.15 How long will we implement the plan before our first evaluation team meeting? 1 month What will we do if the plan seems to be falling apart? What's the "backup" plan? Review plans each 9 weeks. 	Each 9 Weeks	Alyssa and Tessa Keen	Tessa Keen
Student Support Team Evaluation Meetings <i>Evaluate the Plan Implementation: How Did We Do? How Do We Continue to Improve? Where Do We Go from Here?</i> (Toolkit Item 16)			
<ul style="list-style-type: none"> How often / when will the evaluation meetings occur? Which team members will meet? 	Each 9 Weeks	Alyssa and Tessa Keen	Tessa Keen
Supplemental Support Forms (Toolkit Item 17) (optional, as needed)			
<ul style="list-style-type: none"> Parent and student together develop Morning Routine and use it Parent and student together develop Afternoon Routine and use it 	Each 9 Weeks	Alyssa and Tessa Keen	Tessa Keen

Toolkit Item 7: My Student's Success Support Team

Overview

What is it?

The *Student Support Team* provides a vehicle for families to develop a team approach to problem-solving. The team members are the ones who are working together to help support your student's success.

- There are more people in your student's life than just you who are available to help support them in reaching their goals and being successful.
- It is important to list who these people are, what role they play in your student's life, and what resources they can provide that will help your student be successful.

Who Can be a Member?

Any person in the student's world who can support the student in accomplishing his or her goal(s) and specific outcomes.

- We encourage you to think about the obvious ones, such as other family members, teachers, the principal, and the school counselor.
- ADDITIONALLY, we also encourage you to think more broadly, such as coaches, subject area specialists and other tutors, the bus driver, the lunchroom workers, the front office staff, before and after-school program coordinators, and even recreational park leaders or people in the community who could serve as mentors.
- Imagine what experiences and encouragement a local bakery owner could provide as a mentor for a student who loves to bake and might be interested in becoming a baker or a bakery owner some day!
- The broader the "community of supports" for your student and you, the more likely your student is to experience their greatest success!

How Do We Develop the Team?

Use the category prompts provided on the worksheet (next page) to brainstorm. Think about their roles and write their names and contact information.

How Do We Use It?

You and your student should find a block of time – about 15 minutes – that you and they can sit together and complete the worksheet (next page).

- Keep this list handy and use it!
- Think about sharing a copy of this list to each member listed as a member of your student's support team.
- Update the list often to add members or to remove members, as appropriate.

Toolkit Item 7: Worksheet for My Student's Success Support Team

Student Success Support Team			
From the <u>School</u> <i>(examples: teachers, principal, school counselor, math tutor, sports coach)</i>	From our <u>Family</u> <i>(examples: aunt, grandmother, other relatives, close family friend)</i>	<u>Before and After School</u> <i>(examples: before school programs, after school programs and clubs, tutoring)</i>	In our <u>Local Community</u> <i>(examples: recreational park leaders, mentor)</i>
Role: Name: Contact Info:	Role: Name: Contact Info:	Role: Name: Contact Info:	Role: Name: Contact Info:
Role: Name: Contact Info:	Role: Name: Contact Info:	Role: Name: Contact Info:	Role: Name: Contact Info:
Role: Name: Contact Info:	Role: Name: Contact Info:	Role: Name: Contact Info:	Role: Name: Contact Info:
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Role: Name: Contact Info:	Role: Name: Contact Info:	Role: Name: Contact Info:	Role: Name: Contact Info:
Role: Name: Contact Info:	Role: Name: Contact Info:	Role: Name: Contact Info:	Role: Name: Contact Info:

Student Support Team

A student support team provides a vehicle for families to develop a team approach to problem-solving. Team members can be anyone who supports student achievements.

1. Principal - Dr. Friend
2. General education teacher - Dr. Top
3. Counselor - Ms. Tallie
4. Lead teacher - Ms. Peterson
5. Recreation Park Leader - Ms. Harris
6. Subject area specialist - Ms. Daigle
7. ESOL teacher - Ms. Rodie
8. Math Tutor - Mr. Jackson
9. School social worker - Mrs. Clay
10. Coach - Coach Bob
11. Section 504 coordinator - Mrs. Smith
12. Mentor - Ms. Sara



Toolkit Item 8: My Student's Success Strategies

Overview

What is It?

“My Student’s Success Strategies” is a one-page form that provides space for all the key information about the specific strategies and tasks that you and your student will use for the success of your student.

The information included in this item will be specific to YOUR STUDENT:

- their goals
- why their goals are important
- their reasons for wanting to accomplish their goals
- the specific strategies that will be put into place to support your student’s needs
- the specific rewards that the student will be able to access when they are successful at meeting their goals and outcomes
- what “big steps” and “small steps” are necessary to accomplish the outcomes
- the timeframe for when these will take place

When Do We Use It?

This form can be completed a few different times during the year. Most ideally, you and your student should complete the first one during the summer prior to the upcoming school year. We specifically included a place for the start and end date for this item, so you could also certainly develop one for each school quarter or semester. Even though developing multiple “success strategies” might seem like more work, it actually makes it easier to break up bigger tasks and timeframes into smaller tasks as action items and for shorter, more manageable timeframes.

How Do We Use It?

You and your student should find a block of time – about 30 minutes – that you and they can sit together and complete the worksheet (next page).

Just like all the other materials in this toolkit, My Student’s Success Strategies can always be revised throughout the school year, as needed. This is especially true if the student meets their goals or outcomes ahead of schedule, or if the student seems to be falling behind in not meeting the original outcomes.

- For the student to be successful, My Student’s Success Strategies form needs to be current and accurate. That means, that changes might be necessary throughout the school year based on the student’s performance, newly developed skills, and new challenges that might emerge.
- We encourage you and your student to review this during some of your Parent-Student Team Meetings and make changes as needed.

My Student's Success Strategies

Toolkit Item 8 Worksheet

<p>GOALS & OBJECTIVES</p>	<p>WHY ARE THEY IMPORTANT?</p>	<p>MOTIVATION WHAT WILL I GET OUT OF IT?</p>
--------------------------------------	---	---

<p>START DATE</p>	<p>DEADLINE</p>	<p>REWARD</p>
--------------------------	------------------------	----------------------

OBSTACLES TO OVERCOME

RESOURCES

**BIG STEPS
(MAJOR EVENTS)**

- _____
- _____
- _____
- _____

**LITTLE STEPS
(ACTION ITEMS)**

- _____
- _____
- _____
- _____

NOTES

My Student's Success Strategies

Toolkit Item 8 *SAMPLE*

GOALS & OBJECTIVES My goal this year is to make a C or above in every class.	WHY ARE THEY IMPORTANT? My goal is important because I would like to become a dance teacher.	MOTIVATION WHAT WILL I GET OUT OF IT? I would like my mother to be proud of me, and it makes me feel good to meet my goals.
--	--	---

START DATE August 15th, 2022	DEADLINE At the end of every 9 weeks.	REWARD I get to go out to eat with my mom and go shopping with a friend.
--	---	--

OBSTACLES TO OVERCOME

1. Turning my assignment in late.
2. Asking my teachers for help.
3. Stay for after-school tutoring.

RESOURCES

After-School Tutoring
Content Area Tutoring
Student-Parent PowerSchool

BIG STEPS (MAJOR EVENTS)

- Keep a C average in every class
-
-
- No behavior infractions

LITTLE STEPS (ACTION ITEMS)

- Attend every class every day on time
- Complete in- and out-of class assignments
- Study for tests and get help from teachers and after-school tutoring
- Review school code of conduct book and follow class and school rules

NOTES

Get code of conduct book from Ms. Adams (school counselor).
Student and mom review code book together with Ms. Adams (mom has to sign it - school requirement).

Toolkit Item 9: To Do List

Overview

What is it?

The “To Do List” is a list of action steps the student needs to do each day on a weekly basis that will help them be successful and meet their goals and outcomes.

When Do We Use It?

You and your student should find a block of time – about an hour – that you and they can sit together and complete the monthly To Do list, then the weekly to do lists that supports the monthly goals, and then specify the daily action steps needed to accomplish the weekly goals.

How Do We Use It?

This was designed to be very flexible. It can be used for different time periods, depending on what best fits your student’s and your family’s needs. We have also provided two options: one form has a place for accountability signatures and initials, and the other form does not. You can use whichever one makes the most sense for you and your student.

We recommend that there is **at least a monthly to do list**. Ideally, there would be a weekly to do list that would support the items on the monthly to do list. Further, it can also be used as a daily to do list that specifies what would need to be done “today” that helps ensure that the student will be successful in accomplishing their goal for that week.

Example of One Way to Use It

- A monthly to do list could include an item such as “complete and turn in my homework in every class by the due date.”
- The weekly to do list would have the specific homework assignments listed for every class and their due dates. As an example, the weekly to do item might read, “Write and turn in my English essay that is due Friday.”
- Then, the daily to do list would break down the assignments into specific tasks that would need to be done that day to work toward getting the whole assignment completed and turned in.
- To continue our example, the to-do list items for that week might read as follows:

Day	Daily To Do List: Action Items	Check when complete
Monday	1. Ask my English teacher if she would check my outline in class Wednesday and also read my draft essay on Thursday before school and provide feedback before my first class of the day.	✓

	2. Develop my topic for my English essay during study hall or before I go to bed Monday night.	✓
Tuesday	Develop an outline for my introduction, body, and conclusion for my English essay in study hall (because I have a band concert Tuesday night).	✓
Wednesday	1. Give my outline to my teacher in class to check and give me feedback 2. Draft the paragraphs for my introduction, body, and conclusion for the English essay.	✓ ✓
Thursday	1. Meet my English teacher before school and give her my draft essay to read and provide feedback before my first class starts. 2. Revise my essay in study hall using my English teacher's feedback. 3. Re-read my essay in the afternoon when I get home and make final revisions. Be sure to proofread for correct grammar and punctuation. 4. Put final essay in my English folder in my backpack.	✓ ✓ ✓ ✓
Friday	Turn in my completed final essay in English class.	✓

Reasons for Having a Monthly, Weekly, and Daily To Do Lists

We recommend having monthly, weekly, and daily “To Do Lists” to have a longer-term plan and also have shorter periods of time with smaller action items. These break the larger tasks into smaller, more manageable action items.

- Recall that we recommended something similar with “My Student’s Success Strategies.”
- We all know that on Monday, an assignment that isn’t due until Friday seems like plenty of time to get it done.
- However, when students break that assignment into what needs to be done each day, it does several things to ensure the student is successful.
 - First, it helps to make sure it gets done well and on time.
 - Second, it helps the student and you see if any additional resources or supports might be needed for the student to complete the assignment. In the example given, the student would need to ask the teacher early in the week if she could provide help on Wednesday in class and that Thursday morning before school starts. In addition, alternative arrangements might need to be made on Thursday to make sure the student can get to school early to get help from the teacher.
 - Finally, it reduces that last minute panic late Thursday night that such a big assignment is due the next day!

Ta-Do List

DATE:

"Anything worth having takes time."



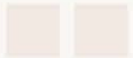
1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



NOTES:

Ta-Do List

DATE: _____

"Anything worth having takes time."

Adult Initials

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

NOTES:

ACCOUNTABILITY SIGNATURES

STUDENT SIGNATURE

PARENT SIGNATURE

Ta-Do List

SAMPLE

DATE: Aug 15 - Oct 10, 2022

"Anything worth having takes time."

Adult Initials

- | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|
| 1. | Make a checklist of items needed for school daily. The checklist will include textbooks, library books, school ID card, notebook paper, interactive notebooks for each class, and pencils. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Pack backpacks nightly to ensure all items are accounted for and are ready for school the next morning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Alyssa will review interactive notebooks for all content core classes nightly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Bring computer Notebook and all items needed for homework home every day. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Personalize all notebooks and folders by teacher and content areas. Include teacher's name and class, such as "Mr. Johnson, science class." | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Set up a meeting with Ms. Adams (school counselor) for quarterly Student Support Meeting for Alyssa and Tessa Keen (mom). DATE: TIME: AM / PM | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Develop a place as a learning station at home to keep all school stuff. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

NOTES:

Mom will help Alyssa with daily reminders at first about the daily items - to help Alyssa get into a routine.

Alyssa will get mom's approval for the "learning station" - to make sure it's in a good place in the house.

Alyssa can ask mom to "quiz her" for daily content from notebooks and other learning materials Alyssa brings home daily.

ACCOUNTABILTY SIGNTURES

STUDENT SIGNATURE

PARENT SIGNATURE

Toolkit Item 10: Student-Parent Calendar: Month-At-a-Glance

Overview

What is it?

Each month has its own page with the days of the month numbered and space for a basic “to do” list for the month. Each sheet will provide a quick and easy way to see all the important items on that month’s calendar and all the months in the school year.

How Do We Use It?

You and your student should find a block of time – about an hour – that you and they can sit together and mark important dates for key events on the monthly calendar sheets for each month in the school year. Examples of these include the following:

- first day of school
- school holidays
- when quarterly reports will be available
- the end of the quarter and/or semester
- due dates for major assignments
- permission slips that need signatures for upcoming events
- birthdays
- holidays
- doctor’s appointments
- travel dates

The best way to use these monthly calendars at-a-glance, is to print out all months of the year – July (which is the month before a new school year starts) through June (when school ends).

- Fill in as many events as possible when you first sit down with them.
- Fill in additional events during the Student-Parent Team Meetings.
- Change event dates as needed during the Student-Parent Team Meetings.

Month: _____

Year _____

Mon

Tue

Wed

Thu

Fri

Sat

Sun

October

2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10 End of the first 9 weeks	11	12 End of 9 weeks Meeting (Student Support Meeting)	13	14 Teacher Conference	15
16	17 After-School Tutoring	18 After-School Tutoring	19 After-School Tutoring	20 Report Card	21 After-School Tutoring	22
23	24 Parent-Teacher Conference	25 After-School Tutoring	26 After-School Tutoring	27 After-School Tutoring	28 After-School Tutoring	29
30	31 After-School Tutoring					

Toolkit Item 11: Student Progress Report

Overview

What is It?

A Student Progress Report is a way for parents and students to gather information (data) about how students are doing in their classes at any time. This information is available through PowerSchool, which is the school's electronic online system that allows parents and students to access information about the student's up-to-date school performance. Schools in South Carolina use PowerSchool (many other states also use PowerSchool).

- ❖ PowerSchool houses student data, such as student's grades (examples: daily assignments, test grades, quarterly grades, semester grades, GPA), attendance records (including tardies and class absences), and disciplinary records (examples: being sent to the principal's office, detention, and in- and out-of-school suspensions).
- ❖ It isn't how the student *feels* that they are doing in school. Rather, it is the factual information about their school and class performance.
- ❖ Teachers and other school personnel enter the information (data) into PowerSchool.
- ❖ If you don't know how to use PowerSchool (or whatever platform your school uses), we encourage you to ask someone at your student's school. Someone in the front office should be able to help you or get you to a person who can.
- ❖ ***On the next page of this Toolkit, there is a helpful guide for how to get into PowerSchool and how to use it to get the information about your student's school performance that will be helpful in their success.***

Why is It Important?

It is very important that you and your student know where a student stands in each class before mid-quarter or quarterly report cards are released. The information on PowerSchool is concrete and provides objective data about the student's actual performance in school. It is also a way to make sure that information in PowerSchool is accurate. Sometimes, a teacher might make a mistake and enter a wrong grade, or students might have been marked "absent" when they actually had the necessary forms turned in for an "excused absence."

How Do We Use It?

We encourage parents to log into PowerSchool and generate reports as often as possible, but **AT LEAST** before regular Parent-Student Meetings and before any Team Meetings about your student's school performance.

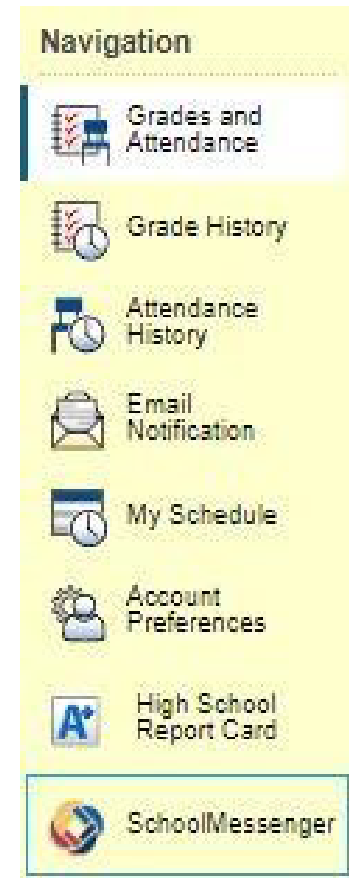
- ❖ Depending on how the teacher uses PowerSchool, often information is available about upcoming assignments and tests. This information can be very helpful as you and your student develop specific tasks for the to do list for the week and/or upcoming assignments that you and your student can put on the monthly calendar.
- ❖ It is important to contact the teacher or someone else at the school to figure out what is happening if something doesn't seem right in what is showing up in PowerSchool for your student, or if your student is showing a failing grade in a class.



Student Parent Portal Reference Sheet

Navigation Menu - This serves as the central point for you to navigate the different pages within the PowerSchool Student/Parent Portal.

- **Grades and Attendance:** Click to view student grades and attendance for current term.
- **Grade History:** Click to view student grades for previous school years and terms.
- **Attendance History:** Click to view attendance for the current term.
- **Email Notification:** Click to show the email notifications you receive at a frequency of your choosing.
- **My Schedule:** Click to show the student's schedule for current week and term.
- **Account Preferences:** Click to see information about updating your password and contacting the Parent Help Desk.
- **High School Report Card:** Click to view the student's report card for a term of your selection.
- **SchoolMessenger:** Click to be brought to the email service we use called SchoolMessenger.



PowerSchool link – link to a video-based tutorial for PowerSchool

https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.bing.com%2Fck%2Fa%3F!%26%26p%3D68f4b825da74ddc2JmltdHM9MTY3NDY5MTIwMCZpZ3VpZD0yZjQ2OGFiNy0yMmE0LTY1MzktMzY5OC05YmUyMjZhNDZiYjAmaW5zaWQ9NTUzNg%26ptn%3D3%26hsh%3D3%26fclid%3D2f468ab7-22a4-6539-3698-9be226a46bb0%26u%3Da1L3ZpZGVvcy9zZWZyY2g_cT1Qb3dlcINjaG9vbCtmb3lrcGFyZW50cyZkb2NpZD02MDgwMTlyNjU1NDUxNTE1MTcmbWIKPTRFRDIBOENCREY2NzkxNTA1OTU1NEVEOUE4Q0JERjY3OTE1MDU5NTUmdmlldz1kZXRhaWwmRk9STT1WSVJF%26ntb%3D1&data=05%7C01%7CGINAKUNZ%40sc.edu%7C803b8b73072b4b3045f108db007be9d2%7C4b2a4b19d135420e8bb2b1cd238998cc%7C0%7C0%7C638104304730870625%7CUnknown%7CTWFpbGZsb3d8eyJWljoic4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikl1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=QPdpodpLyjMo979a1Pn9UkM9%2FFqIhsgFOOjVNdp2EKU%3D&reserved=0

Student Parent Portal Reference Sheet

Email Notification - The Email Notification page provides you with the ability to choose how often you wish to receive emails, the type(s) of information included in these emails, and to add additional email accounts to receive these emails. The choices you have for how often you will receive emails are: **Never, Weekly, Every Two Weeks, Monthly, and Daily.**

What Information Would You Like to Receive?

- Summary of Current Grades and Attendance
- Detail Report Showing Assignment Scores for Each Class
- Detail Report of Attendance

Frequency

How Often?

Apply These Settings to All Your Students?

Send Now For

Viewing Grades and Attendance - The Grades and Attendance page displays comprehensive information about a student's grades and attendance for the current term, cumulative GPAs, and a legend explaining the meaning of each attendance code.

Grades and Attendance

Counselor: [REDACTED]

Exp	Last Week					This Week					Course	Attendance								
	M	T	W	H	F	M	T	W	H	F		Q1	E1	Q2	S1	Q3	F1	22-23	22-23	22-23
P1(A-C-D)											A.P. CALCULUS AB [Email] [REDACTED] Rm: 3021									
P2(A-B-D)											MANDARIN CHINESE 4A [Email] [REDACTED] Rm: 2046									
P3(A-C)											JR LIFETIME PE III [Email] [REDACTED] Rm: 163-1									
P5(A-C-D)											AMERICAN GOVERNMENT [Email] [REDACTED] Rm: 2063									
P6(B-D)											3-D DESIGN & ENGINEER +LAB [Email] [REDACTED] Rm: 1033									
P7(A-C)											RHETORIC & PERSUASION [Email] [REDACTED] Rm: 2001									
P8(A-B-D)											A.P. COMP. SCI. PRINCIPLES+LAB [Email] [REDACTED] Rm: 3002									

To send an email to a teacher, click on the name of the teacher.

The student's cumulative GPAs are listed. Be sure to look at the GPAs for the student's graduation year (Overall/Academic or Unweighted/Weighted).

Current Cumulative T
SHS Overall (Class o
SHS Academic (Class
SHS Unweighted (Cl
SHS Weighted (Cl
Show dropped

Last Week					This Week		
M	T	W	H	F	M	T	W

Att

Attendance By Class

Exp	Last Week					This Week					Course	Q1	E1	Q2	S1	Q3	F1	Absences		Tardies	
	M	T	W	H	F	M	T	W	H	F								22-23	22-23	22-23	22-23
1(A-B)											7TH HOMEROOM Beecher, Althea - Rm: B3R1						[1]	17	17	0	0
2(A)											ACADEMIC ENRICHMENT 7 Shaik, Fazurnisa - Rm: B3R4							0	5	5	0
2(A)											ACADEMIC ENRICHMENT 7 Shaik, Fazurnisa - Rm: B3R4						[1]	2	2	0	0
3(A-B)											ENG LANG ARTS 7 Beecher, Althea - Rm: B3R1	50	0	61	56	47	47	17	17	0	0
4(A-B)											MATHEMATICS 7 Fletcher, Keon - Rm: B2R1	80	0	69	75	42	42	11	11	0	0
5(A-B)											LUNCH 2 Dawson, Julia - Rm: B3R7						[1]	18	18	0	0
6(A-B)											SS 7. CONT CULTURES 1600 TO PRESENT Dawson, Julia - Rm: B3R7	50	0	71	61	90	90	21	21	0	0
7(A)											INTERMED VISUAL ARTS Dunlap, Andrew - Rm: G121	85	0	96	91	91	91	6	6	0	0
7(A)											7th GR HEALTH & PE Uhis, Oryssa - Rm: GYM						70	2	2	0	0
8(A-B)											SCIENCE 7 Pedalagaglia, Novena - Rm: B3R11	78	0	66	72	72	[1]	21	21	0	0

Student Progress Report SAMPLE

Middle School

22-23 Year

Scores

Name: [REDACTED] Grade: 8 ID: [REDACTED] DOB: [REDACTED] 2008 SUNSID: HR: [REDACTED]
HomeSch: [REDACTED]

ENG LANG ARTS 8 ACC Exp. 8(A-B) - [REDACTED], J [REDACTED]

Term: Q3
Final Letter Grade¹: 53
Final Percent: 53

Teacher Comments:
Section Description:

PowerTeacher Pro Assignments

Due Date	Category	Assignment	Flags	Score	%	Grade
02/03/2023	Classwork 1	Informational text: Discovering Kites		--/15		
02/03/2023	Classwork 1	Freckle		--/10		
02/01/2023	Classwork 1	Progress Learning: Text Features		--/100		
01/27/2023	Homework	Life of a butterfly		0/10	0	0
01/27/2023	Classwork 1	Nonfiction Text Features - NewsELA Article		10/10	100	100
01/27/2023	Classwork 1	Text Structure		10/10	100	100
01/26/2023	Classwork 1	NRI: Transition words and phrases		0/100	0	0
01/26/2023	Tests/Projects	We Real Cool- one pager		10/15	66.67	67
01/20/2023	Classwork 1	Reading log - Jan. 16-20		--/30		
01/20/2023	Classwork 1	Common Lit- "This Is Not a Small Voice"		--/10		
01/17/2023	Classwork 1	We Real Cool- Common Lit		0/10	0	0
01/13/2023	Classwork 1	Reading log - Jan. 9-13		--/50		View
01/13/2023	Tests/Projects	MasteryConnect: Figurative language test		--/19		

Toolkit Item 12: Student-Parent Team Meetings

Overview

What is It?

Student-Parent Team Meetings are specific days and times that you and your student schedule to meet together to review their Student Success Action Plan (Toolkit Item 6) and other items relevant to their success. Other items include Student Progress Report (Toolkit Item 11), Student-Parent Calendar: Month At-a-Glance (Toolkit Item 10), To-Do Lists (Toolkit Item 9), Parent Report Card (Toolkit Item 13), and any other Toolkit Item worksheets or additional information that would be helpful to review at the meetings.

Why is It Important?

Meeting regularly at planned times and days with your student helps keep you and them accountable for following the Action Plan that you and they developed (Toolkit Item 6) to help set them up for success in school. Regular meetings allow you and your student to talk openly about what is working well and what is not going well, and what might need to be changed in their plan to help them be successful in meeting their outcomes.

How Do We Use It?

In the next section, we have provided a “Student-Parent Team Meetings” worksheet. This worksheet outlines the plan for “check-in” meetings between your student and you. This form is designed to be developed by you and your student together. The purpose of these check-in meetings is to review the student’s performance and progress towards goals since the last check-in meeting, and preview what’s needed to be successful before the next scheduled check-in meeting. Note that ideally you and your student would develop your scheduled meetings during the summer before the school year starts. However, you can develop your schedule for these meetings whenever you start working with your student. Again, don’t wait until the next school year.

How Often Should We Meet?

You are probably wondering, “How OFTEN should these check-in meetings be scheduled?” The answer is “It depends.” First, you and your student need to decide how OFTEN you should have these check-in meetings. We recommend that you have at least one check-in meeting each month, and you might want to consider having weekly check-in meetings. We recommend that you set how often you will have check-in meetings based on the level of independence and successful performance of the student. Think about it this way, “**How long can my student go before they show signs of struggling?**” We suggest that you make sure you schedule your check-in meetings a little sooner than you have seen your student be successful without check-ins. For example, if your student does a pretty good job for about two to three weeks at a time, but seems to struggle with grades, attendance, or getting assignments turned in before the month is over, then you might want to schedule a meeting every other week (example, every other Thursday). You might even determine that you will start the school year having weekly check-in meetings (example, every Sunday evening) to review the previous week’s events and prepare for the upcoming week, and then spread out the schedule to every other week and then monthly, as long as your student is being successful at meeting their goals. You know your student best. If you know that your student seems to struggle each week, then you might consider having two check-in meetings each week (example, Sunday and Wednesday evenings) or even daily until they show success in their performance that allows you to go a little longer between check-in meetings.

Helpful Tips

First, check-in meetings need to be scheduled according to the availability of the student and their parent. This might seem obvious, but you need to make sure that the check-in meetings are scheduled at times when you both are available. Consider job schedules, before and after-school extra-curricular activities schedules (example, sports teams practice and games schedules, work schedules, planned visitation with other family members, etc.).

Second, it is always better to start the school year meeting MORE OFTEN (example, daily or weekly) and then spread out the time between meetings in small “jumps” (example, from daily to twice a week, from weekly to every other week, from every other week to monthly). Having scheduled check-in meetings less often (or, spreading out the time between meetings longer) should be based on the student’s actual performance (rather than their promise to do better on their own). There is sometimes a tendency to think, “Well, we’ll start the year off meeting less often and then see how it goes. We can always meet more often if my student’s performance slips.” In truth, it is harder to “catch up” after a student’s performance has slipped, and as a parent, it is a much better idea to take the approach that you and your student will “get a jump start” and “stay on top of things” together. The “wait and see” approach is usually the one that sets us all behind and having to “catch up” is always more difficult and stressful than staying ahead of things.

Third, the timing of the check-in meetings should parallel or take into account your student’s school calendar. For example, make sure to schedule meetings in enough time for things like mid-quarter reports, quarterly grades, semester final exams, etc.

Fourth, you and your student should EACH have a copy of the check-in meetings schedule. You’re in this together, so it is important that you each have your own copy of the meeting schedule.

Fifth, even scheduled meetings can be rescheduled, as needed. From time to time, things come up unexpectedly. If a sporting event gets rescheduled and will conflict with your scheduled check-in time, then reschedule the meeting. Ideally, you and your student should look ahead at the upcoming scheduled check-in meetings, and together reschedule the meeting. When a meeting needs to be rescheduled, put that meeting on the calendar for a specific date and time. While tempting to say, “We’ll reschedule this meeting,” it is easily lost in the shuffle unless another meeting gets put on yours and your student’s calendar.

Sixth, in addition to having the “Student-Parent Team Meetings” form completed that states how often you will meet and specifies the meeting dates and times (see the form), you could also indicate these check-in meetings on the “Student-Parent Calendar: Month At-a-Glance” (you could circle the meeting dates, for example). Looking at the monthly calendar would also help in identifying any upcoming check-in meetings that need to be rescheduled due to scheduling conflicts.

Finally, and extremely importantly, having check-in meetings more often sets a student up for great success. This success provides a tremendous opportunity for you and your student to celebrate their successes. These check-in meetings are designed to be rewarding for you and your student, not a punishment. If you have check-in meetings often, then your student is more likely to be successful. Together, you can celebrate the successes and troubleshoot the challenges before they become a bigger problem. Working together as a team, you and your student will develop the kind of relationship that shows that you and your student are partners in their school success, you enjoy celebrating successes together, and that you can meet challenges head on as soon as they begin to occur. Spreading out the time between check-in meetings, as long as the student remains successful, will help promote their independence as they grow and mature.

Toolkit Item 12: Student-Parent Team Meetings Worksheet

Helpful Tips:

- ✓ Check-in Meetings need to be scheduled according to the availability of the parent and the student.
- ✓ Meetings should be at least monthly, but they can be more often (examples: every other week, weekly, twice a week).
- ✓ Meetings for check-ins more often sets a student up for great success.
- ✓ Meetings should parallel or take into account your student's school calendar.
- ✓ Parent and student should EACH have a copy of the check-in meetings schedule. (Can also indicate these on the "Student-Parent Calendar: Month-At-a-Glance" sheets – see Toolkit Item 10)
- ✓ Scheduled meetings can be rescheduled, as needed – be sure to assign a new date and time.
- ✓ Time to celebrate! Begin the meetings celebrating all the successes – big and small!

Student-Parent Team Meetings Schedule				
How often will we meet?	<i>(example: every Friday afternoon at 5:00 pm)</i>			
These are the dates and times that we will meet <i>(schedule at least the four meetings to start)</i>	What Successes Did We Celebrate?	What Areas Still Need Work?	How Can I Make Improvements?	Other Notes:
Day of week: _____ Date: _____ Time: _____ AM / PM (circle one)				
Day of week: _____ Date: _____ Time: _____ AM / PM (circle one)				
Day of week: _____ Date: _____ Time: _____ AM / PM (circle one)				
Day of week: _____ Date: _____ Time: _____ AM / PM (circle one)				

Toolkit Item 12: Student-Parent Team Meetings SAMPLE

Helpful Tips:

- ✓ Check-in Meetings need to be scheduled according to the availability of the parent and the student.
- ✓ Meetings should be at least monthly, but they can be more often (examples: every other week, weekly, twice a week).
- ✓ Meetings for check-ins more often sets a student up for great success.
- ✓ Meetings should parallel or take into account your student's school calendar.
- ✓ Parent and student should EACH have a copy of the check-in meetings schedule. (Can also indicate these on the "Student-Parent Calendar: Month-At-a-Glance" sheets – see Toolkit Item 10)
- ✓ Scheduled meetings can be rescheduled, as needed – be sure to assign a new date and time.
- ✓ Time to celebrate! Begin the meetings celebrating all the successes – big and small!

Student-Parent Team Meetings Schedule				
How often will we meet?	<i>(example: every Friday afternoon at 5:00 pm)</i>			
These are the dates and times that we will meet <i>(schedule at least the four meetings to start)</i>	What Successes Did We Celebrate?	What Areas Still Need Work?	How Can I Make Improvements?	Other Notes:
Day of week: Friday Date: 8-19-22 Time: 5:00 pm	All folders are labeled and organized	Reading over daily assignments	Schedule 30 minutes a day for daily recap	
Day of week: Wednesday Date: 10-12-22 Time: 4:00 pm	All grades are above a C average	Sign up for content tutoring for math, reading, and science	Continue to review class content every day in every subject	
Day of week: Monday Date: 10-24-22 Time: 4:00 pm	Attended all parent-student conferences so far this year	Grades updated on time for the teachers	Email teacher weekly for updated grades	Review grades weekly and follow up with teachers for classes with grades below a C average
Day of week: Wednesday Date: 11-16-22 Time: 4:00 pm	Attended every tutoring class	Home-school collaboration needs to be better	Make sure parent, student and teachers (math, reading, and science) are all included on weekly emails	We need more tools to use at home for math, reading, and science

Toolkit Item 13: Parent Report Card

Overview

What is It?

This item was designed to give students the opportunity to evaluate the performance of their parent(s) on attributes that are deemed valuable to both the student and their parents. The student's evaluation is designed to be given based on EVIDENCE – by having the student provide specific examples of what the parent has done (or failed to do) to earn the grade or rating assigned. The Parent Report Card is similar to the Student Progress Report (Toolkit Item 11) because both reports use actual data. For students, it's their grades in school, number of days present or absent in class, number of behavior referrals, etc. from PowerSchool. For the parent report, the student provides specific examples of what the parent has done that meets the parent goal or not.

How Do We Use It?

- ❖ The student and their parent(s) together develop the list of attributes, and the student assigns a “grade” (A, B, C, D, or F) or a rating (1 point for lowest rating and 5 points for highest rating). **THIS MUST BE CUSTOMIZED TO FIT YOUR FAMILY'S VALUES AND ATTRIBUTES THAT ARE IMPORTANT TO YOU AND YOUR STUDENT.**
- ❖ We provided two options for parent report cards. In one, the student “grades” the parent, and in the other one, the student provides a number to rate the parent. You and your student can choose one, or you can develop your own together.
- ❖ The student and parent(s) together decide what the evaluation period will be – the interval of time for which the parents' performance will be evaluated. For example, this might be a monthly evaluation period, a quarterly evaluation period, or even a weekly period of time for the evaluation.
- ❖ We recommend that the Parent Report Card is printed out and provided to the student to keep during the pre-determined evaluation period, and then the student records the date on which the student gave the grade (in the “Date Given” slot).

Why is It Important?

This report card is intended to prompt a discussion between the student and their parent(s) about what attributes the parent is doing well and which attributes the parent could improve upon, according to the student. Much like the Student-Parent Team Meetings, one goal for the Parent Report Card is to provide families with a direct opportunity to celebrate their successes – how they work together well as a team – and where the student believes that the parent(s) can make improvements that are valuable to the student and the parent(s).

PARENT REPORT CARD



Parent(s) Name(s):

Student's Name:

Evaluation Period:

Assessment Date:

Parental Attributes

Mom's Grade

Dad's Grade

Total Grade

Blank area for Parental Attributes.

Blank area for Mom's Grade.

Blank area for Dad's Grade.

Blank area for Total Grade.

Grading Scale

A = Excellent. Parent always shows desired behaviors.
B = Very good. Parent frequently shows desired behaviors.
C = Good. Parent often shows desired behaviors.

D = Satisfactory. Parent shows desired behaviors only at a bare minimum.
F = Unsatisfactory. Parent does not show the desired behavior at all.

Quarter One

Quarter Two

Quarter Three

Quarter Four

PARENT REPORT CARD

Sample

Parent(s) Name(s): Tessa Keen

Student's Name: Alyssa Keen

Evaluation Period: Quarterly (every 3 months)

Assessment Date: 11/15/22

<i>Parental Attributes</i>	<i>Mom's Grade</i>	<i>Dad's Grade</i>	<i>Total Grade</i>
<p>1. My parent makes me feel safe and loved.</p> <p>2. My parent spends quality time with me.</p> <p>3. My parent prepares healthy meals.</p> <p>4. My parent values my opinion.</p> <p>5. My parent checks PowerSchool for my school performance before our parent-student meetings.</p>	<p>"A" because my mom hugs me and tells me she loves me everyday in the morning and at night.</p> <p>"C" because she works a lot. Wish she could come to my volleyball games.</p> <p>"D" because we mostly get take out. I love her tacos she makes.</p> <p>"B" because she lets me tell her what I think, but she makes the decisions.</p> <p>"C" because sometimes we have to check it together when we meet.</p>	<p>"A" because when I'm at my dad's, he makes sure he knows who I'm with.</p> <p>"C" because I don't live with him. We do fun things together when I'm at his house.</p> <p>"B" because he loves to cook, and we cook together sometimes.</p> <p>"A" because he lets me help decide what to cook with him.</p> <p>"F" because my dad doesn't do that. My mom does that.</p>	<p>"A" because my mom and dad both love me. I love them, too.</p> <p>"C" because they work a lot, and they aren't together, so I have to split my time.</p> <p>"C" because they make sure I have healthy food mostly. I wish my mom and I could cook together like my dad and I.</p> <p>"B" They both ask me what I think and let me play volleyball.</p> <p>"C" because it's just my mom doing it.. She does it most of the time, but sometimes we do it together.</p>

Grading Scale

A = Excellent. Parent always shows desired behaviors.
B = Very good. Parent frequently shows desired behaviors.
C = Good. Parent often shows desired behaviors.

D = Satisfactory. Parent shows desired behaviors only at a bare minimum.
F = Unsatisfactory. Parent does not show the desired behavior at all.

Quarter One - "B"

Quarter Two

Quarter Three

Quarter Four

Parent Report Card

Mom's Name:

Dad's Name:

Evaluation Period:

Date Given:

My Parent...

Mom's Grade

Dad's Grade

My Comments

1.

2.

3.

4.

5.

MY GRADING METHOD

Five points = You're the Best Parent Ever! You do your best to take care of me.

Four points = A Great Parent! You do an impressive job being a parent.

Three points = You Do A Good Job! You get things done.

Two points = We Can Do Better. There are some improvements we can do.

Once point = We need to talk.

Total Points for Mom

Total Points for Dad

A note for Mom

A note for Dad

Parent Report Card

Sample

Mom's Name: Sally

Dad's Name: Jarvis

Evaluation Period: 8/15 - 11/15/22

Date Given: 11/16/22

My Parent...	Mom's Grade	Dad's Grade	My Comments
Supports my interests	"4" comes to my band concerts	"1" doesn't come to my band concerts or anything at school	My mom does, but I don't feel like my dad does - he's not there.
Helps me with difficult tasks	"3" tries to help me study, but doesn't always know how to help me and gets frustrated	"1" we don't work on hard things together	I'm not sure how my mom could learn how to help me better.
Prepares food that's good for me	"5" my mom is the best cook!	"2" mostly eat fast food when I'm with dad	I'm ok with how I eat - my mom's a good cook, and I eat her food.
Spends time with me	"2" works a lot and always doing housework in the evenings	"4" when we're together, we do fun things	I like spending time with my mom, but she has to work a lot and do everything in our house.
Assists me with schoolwork	"3" willing to help me study, but doesn't always know how	"1" doesn't help me with schoolwork	I like spending time with my dad, but we don't see each other often.
Makes me feel loved	"5" tells me she loves me and hugs me every day	"4" tells me he loves me, but I don't see him often	He's a fun dad, but my mom is the one who makes sure I have what I need for school and band. I know my mom and dad love me.

MY GRADING METHOD

Five points = You're the Best Parent Ever! You do your best to take care of me.

Four points = A Great Parent! You do an impressive job being a parent.

Three points = You Do A Good Job! You get things done.

Two points = We Can Do Better. There are some improvements we can do.

Once point = We need to talk.

Total Points for Mom
22 out of 30 = 73%

Total Points for Dad
13 out of 30 = 43%

A note for Mom
Thank you for loving me. Let's try to spend more time together.

A note for Dad
Thank you for loving me. Please try to come to a band concert.

Toolkit Item 14: Student Success Team Contract

Overview

What is It?

This form is optional. It is intended to have all the people who have a role in the Student Success Action Plan sign a contract or agreement that they will honor their part in doing what they said they would do in the plan.

Who Should Sign It?

This agreement should be signed at least by the student and the parent. However, it could also be signed by any other person who has a specific role with action items outlined in the Student Success Action Plan (Toolkit Item 6). This could mean having specific teachers or a mentor or a counselor sign it if their performance is considered important to the success of the student.

How Do We Use It?

This contract serves as an accountability document. The contract specifies WHO will do WHAT by WHEN and what REWARDS will be granted for successful completion and what NEGATIVE CONSEQUENCES will be applied for violating the terms of the agreement. In other words, this contract states what the positive contingencies or rewards (such as privileges earned, items to use or keep, special events, or even chores to get out of having to do) will be for following the contract, and what the negative contingencies or punishments (such as loss of privileges, having to do extra chores, giving up items that the student possesses) will be for breaking the contract. Note that terms of the contract can be updated and renegotiated upon request of the student or parent.

Why is It Important?

This contract is intended to hold everyone accountable who has a role in the Student's Success Action Plan (Toolkit Item 6). It is one thing for the student and the parent to "say" that you are willing to implement the plan, but it is another to sign your names to a written contract that specifies the terms and conditions.

Toolkit Item 14: Student Success Team Contract

Worksheet

I, _____ (the student), agree to do the following things and WHEN:

I, _____ (the parent), agree to do the following things and WHEN:

I, _____ (school personnel, such as the teacher, counselor, principal, etc.), agree to do the following things and WHEN:

If all of these things are done, then _____ (the student) will receive the following rewards:

If these are not done, then these negative consequences (listed below) will be provided to _____ (the student).

(student signature)

(date)

(parent signature)

(date)

(OTHER signature)

(date)



Great Wonderful High School

Dr. Friend, Principal

School Parent Compact

The GWHS - Parent Compact is an agreement between the school, parents and students that firmly unites us. The School - Parent Compact was developed jointly with school staff, students, and parents. As a school - community, GWHS will focus its School - Parent Compact on the academic standards to support all students and help them reach proficiency or beyond in reading, writing and mathematics.

Below are ways each team member will be accountable for helping to achieve this goal.

School Staff/Teachers Will:

- Provide high quality, rigorous, "best practices" instruction daily.
- Use student achievement data to make instructional decisions and to address the diverse learning styles of students.
- Create a positive learning environment for all student to experience success.
- Welcome parents as partners in the education of their professional development experiences that continue to improve classroom instruction.

Families/Parents Will:

- Ensure that my child attends school regularly and on time.
- Support G.W. High School and offer ideas to improve the educational process.
- Provide a safe and positive place for my child to do his or her assignments.
- Welcome teacher as partners in the education of my children.
- Participate in opportunities to learn about the school, needed services, and ways to support my child.
- Talk with my child daily about his or her school experience.

Students Will:

- Attend school regularly and on time.
- Support G.W. High School and ask for help when needed.
- Completing all assignments giving by Teachers and staying engaged in classes.
- Welcome teachers and parents as partners while they work to help me achieve.
- Participate in school activities and always try my best.
- Talk with my parent(s) guardian(s) daily about my school experience.

Toolkit Item 15: *Put It Into Practice!*

Overview

What is it?

Now that you have developed the plan and all the other components, it is time to implement the plan! This item is meant to help you think through a few things as the plan is being put into practice.

Why is it Important?

With any plan that is being implemented, it is important to stay on top of it and carefully monitor how it is working. It is also important to make sure that you are checking yourself to make sure you are doing everything you can to stay on track and to help your student stay on track.

How Do I Use It?

Set aside about 15 minutes for yourself as the parent to think through these guiding questions shown in the table below. You can use the worksheet on the next page to respond to these questions and write it out.

Guiding Questions for “Put It into Practice!”	
Implement My Student’s Success Action Plan (Toolkit Item 6) <i>I can use these questions as a guide to help me stay on track with the Action Plan</i>	
What can I do to help myself stick to the plan during the school year?	How well am I following the plan?
Am I listening to my student and working with them on the plan?	Do I need to make any changes to the plan because something isn’t working?

Toolkit Item 15: *Put It Into Practice!*

Worksheet

<i>Put It into Practice!</i> IMPLEMENT THE PLAN	
What can I do to help myself stick to My Student's Success Action Plan (Toolkit Item 6) during the school year?	
How well am I following the plan?	
Am I listening to my student and working with them on the plan?	
Do I need to make any changes to the plan because something isn't working?	

Toolkit Item 15: *Put It Into Practice!*

SAMPLE

<i>Put It into Practice!</i> IMPLEMENT THE PLAN	
What can I do to help myself stick to My Student's Success Action Plan (Toolkit Item 6) during the school year?	<p>1 – Make sure I meet with Alyssa for our Student-Parent Team Meetings</p> <p>2 – Talk with her school counselor to make sure Alyssa is going to tutoring and turning in assignments</p> <p>3 – Print reports from PowerSchool weekly to track Alyssa's progress in every class</p> <p>4 – Reach out to teachers if grades are slipping</p>
How well am I following the plan?	I did well for the first 3 weeks, and then Alyssa and I went two weeks without meeting. We will get back on our weekly schedule for meetings.
Am I listening to my student and working with them on the plan?	Alyssa said I am not listening to her when she tells me why assignments are showing up as missing on PowerSchool even though she said she turned them in. I need to follow-up with all her teachers for missing assignments and make sure she gets caught up, or that the teachers update PowerSchool information.
Do I need to make any changes to the plan because something isn't working?	I think I need to meet with Alyssa's school counselor weekly and have her help me review the information in PowerSchool to help coordinate Alyssa and me with her teachers for updated class assignment and grade information.

Toolkit Item 16: *How Did We Do? How Do We Continue to Improve? Where Do We Go from Here?*

Overview

What is it?

After the Student Success Action Plan (Toolkit Item 6) has been in place for a period of time (for example, two or three months), it is important to evaluate the plan to see what is working and what is not to help your student be successful in school. It is important to use the evaluation to figure out what to keep in place and what to change. This information can be used to figure out how to maintain and grow your student's success.

There are three parts to this toolkit item.

1. Evaluating the plan by asking, "How did we do?"
2. Continuing to make improvements by asking, "How do we continue to improve?"
3. Growing and maintaining student success by asking, "Where do we go from here?"

How Do We Use It?

Find a block of time – about 45 minutes – that you and your student can sit together and complete the worksheets on the next three pages. You might also decide that it would be helpful for some of the members of the student's support team (Toolkit Item 7) to join you and your student for some or all of this part of the process. Below is a list of "guiding questions" for each of these three parts to think about as you get started.

How Did We Do? Evaluate the Plan Implementation

Was our plan successful?	How do we know? What does the data say?
Did we accomplish what we wanted?	Did the student meet their specific outcomes?
What does the actual information (data) say on the Student Progress Report?	What does the actual information (data) say on the Parent Report Card?
How good was the communication between parent and student?	How good was the communication between home and school?
What worked well? (parent's input)	What didn't work well? (parent's input)
What worked well? (student's input)	What didn't work well? (student's input)

How Do We Continue to Improve? *Continue with the Plan? Modify the Plan? Change the focus to another Objective?*

- What changes do we need to make to My Student's Success Action Plan (Toolkit Item 3)?
- What short-term goals should my student work on next?
- Revisit the long-term goal and make sure the short-term goals and outcomes are still aligned!
- Do we need to change the short-term goals? The outcomes?
- If my student has met their outcomes, how will they continue with those successes?
- Other ideas?
- If my student has not met their outcomes, what do we need to change to help them meet their short-term goals?
- Do we need to bring in additional resources and supports?

Keep Up the Good Work! Where Do We Go from Here? Planning for Sustainability

- ❖ Take a "look back" and a "look ahead." If our family engagement plan through this Student Success Action Plan (Toolkit Item 6) was successful, how will we continue to be successful?
- ❖ Let's revisit my student's goals and outcomes. Are they still the right ones? Do we need to change them? How do I move my student to the next level of success?
- ❖ Let's revisit My Student's Success Support Team (Toolkit Item 7). Are the supports still the right ones? Do we need to change any of them? What supports can be added to help move my student to the next level of success?
- ❖ Final thoughts from the PARENT(S). Final thoughts from the STUDENT. Final thoughts from OTHER Team members.

Toolkit Item 16 Worksheets for Evaluating the Plan
How Did We Do?

<i>How Did We Do?</i> EVALUATE THE PLAN	
Was our plan successful? How do we know? What does the data say?	
Did we accomplish what we wanted? Did the student accomplish the outcomes?	
What does the data say on the Student Progress Report(s)?	
What does the data say on the Parent Report Card?	
How good was the communication between parent and student?	
How good was the communication between home and school?	
What worked well? (parent's input)	
What didn't work well? (parent's input)	
What worked well? (student's input)	
What didn't work well? (student's input)	

How Do We Continue to Improve?

<i>Continue with the Plan? Modify the Plan? Change focus to another Objective?</i> CONTINUE TO IMPROVE	
What changes do we need to make to My Student's Success Action Plan (Toolkit Item 6) and/or My Student's Success Strategies (Toolkit Item 8)?	
Let's revisit the long-term goal(s). Are the short-term goals still aligned? Do the outcomes still work for those goals?	
If my student has met her outcomes, how will she continue with those successes? What short-term goals should my student work on next? What are the outcomes for those goals?	
If my student has not met her outcomes, what do we need to change to help her meet those short-term goals? Do we need to change the short-term goals? The outcomes?	
Do we need to bring in additional resources and supports?	
Other ideas?	

Where Do We Go from Here?

<i>Keep Up the Good Work! Where Do We Go from Here?</i> PLANNING FOR SUSTAINABILITY	
Take a “look back” and a “look ahead.” If our family engagement plan through this Student Success Action Plan (Toolkit Item 6) was successful, how will we continue to be successful?	
Let’s revisit my student’s goals and outcomes. Are they still the right ones? Do we need to change them? How do I move my student to the next level of success?	
Let’s revisit My Student’s Success Support Team (Toolkit Item 7). Are the supports still the right ones? Do we need to change any of them? What supports can be added to help move my student to the next level of success?	
Final thoughts from the PARENT(S)	
Final thoughts from the STUDENT	
Final thoughts from OTHER Team members	

Toolkit Item 16 Sample for Plan Evaluation

How Did We Do?

How Did We Do? EVALUATE THE PLAN	
Was our plan successful? How do we know? What does the data say?	This year, our plan was successful. We know because our grades increased, the data is showing that I now “met” the state standards in math.
Did we accomplish what we wanted? Did the student accomplish the outcomes?	Yes, we accomplished what we wanted – better math scores. Alyssa met the state standards in math, and my grade was an 88% a “B” in math for the school year!
What does the data say on the Student Progress Report(s)?	Alyssa showed lots of growth in math each 9 weeks.
What does the data say on the Parent Report Card?	Mom showed good support in math even when things were challenging, and also mom held Alyssa accountable for going to after-school tutoring in math.
How good was the communication between parent and student?	Communication between Alyssa and mom improved each 9 weeks.
How good was the communication between home and school?	Communication between home and school began to be a partnership because we collaborated on more than one issue – when challenges arose.
What worked well? (parent’s input)	Mom felt like she had a say-so in Alyssa’s academic achievement, more like a “partner” compared to the year before when she felt like they were invisible and didn’t really matter.
What didn’t work well? (parent’s input)	Mom didn’t like the schedule for math nights because they were scheduled on the same nights as her other children’s school night events which meant she couldn’t attend both.
What worked well? (student’s input)	Alyssa and her mom built a better relationship related to math. My mom had trouble with math, too, so we were able to teach each other about math and learn together.
What didn’t work well? (student’s input)	Alyssa wished she could have had this Toolkit before this year because she would have realized that math was not as challenging as she thought it was all these years.

How Do We Continue to Improve?

<i>Continue with the Plan? Modify the Plan? Change focus to another Objective?</i> CONTINUE TO IMPROVE	
What changes do we need to make to My Student's Success Action Plan (Toolkit Item 6) and/or My Student's Success Strategies (Toolkit Item 8)?	On my toolkit, Alyssa wants to continue to use this plan until she graduates and even beyond, if she can go to college. The strategies worked well, and we want to continue using them.
Let's revisit the long-term goal(s). Are the short-term goals still aligned? Do the outcomes still work for those goals?	Yes. The goals are still aligned. The outcomes still work – turning in math assignments on time and staying after school for the math labs.
If my student has met her outcomes, how will she continue with those successes? What short-term goals should my student work on next? What are the outcomes for those goals?	Alyssa's next goal is to keep all of her grades up that increased. Now, Alyssa needs to focus on reducing tardies in classes other than math. Alyssa saw that she began enjoying classes as her grades increased.
If my student has not met her outcomes, what do we need to change to help her meet those short-term goals? Do we need to change the short-term goals? The outcomes?	All Alyssa's goals were met! We're keeping all of the strategies in place for math, and adding a strategy for reducing tardies in other classes.
Do we need to bring in additional resources and supports?	Yes. We need to have Alyssa use a daily agenda for all classes and then review with mom each day so that we won't "forget" what is due when.
Other ideas?	Alyssa can use a reminder on her computer to turn in her assignments, because she is getting a lot of her assignments completed in school in the afternoon and then forgetting to turn them in during class the next day.

Where Do We Go from Here?

Keep Up the Good Work! Where Do We Go from Here? PLANNING FOR SUSTAINABILITY	
Take a “look back” and a “look ahead.” If our family engagement plan through this Student Success Action Plan (Toolkit Item 6) was successful, how will we continue to be successful?	Continue to use the plan and be accountable – mom and Alyssa to keep our meeting dates.
Let’s revisit my student’s goals and outcomes. Are they still the right ones? Do we need to change them? How do I move my student to the next level of success?	Yes, still keep math goals and strategies in place, but now give each of the other classes the same attention and amount of respect and focus. This will help Alyssa keep all of her grades increased and reduce the tardies for other classes. Reviewing all assignments with mom on a daily basis with a daily agenda will help Alyssa stay accountable with completing and turning in assignments.
Let’s revisit My Student’s Success Support Team (Toolkit Item 7). Are the supports still the right ones? Do we need to change any of them? What supports can be added to help move my student to the next level of success?	Add Alyssa’s math teacher Mrs. B to my student’s support team because now Alyssa and she have developed a good relationship.
Final thoughts from the PARENT(S)	I think Alyssa can do good work, but I want her to give her BEST each day so that she can be successful.
Final thoughts from the STUDENT	School is “not that bad.” (Now that she is getting good grades, school is a better place to be than before.)
Final thoughts from OTHER Team members	All of them were VERY HAPPY for these positive results. They knew Alyssa could do it, but seeing it on paper was so rewarding and made them happy, too.

Toolkit Item 17: Supplemental Support Forms

Overview

What is it?

This toolkit item provides a few optional forms that can provide additional support for common challenging times for students. These include morning routine (that includes getting up and ready for school), afternoon routine (that includes time devoted to completing homework), evening routine (getting ready for bed), and the school day routine (that includes the student's class schedule, what they should be doing each day in class, and it provides a space for them to write their assignments and upcoming tests). These routines can provide a checklist of what tasks need to be done and when.

Why is it Important?

Having a written routine is very helpful in knowing what should be done when. If there is an actual routine written and posted where you and your student can see it easily, it makes it a lot easier for your student to know what they are expected to do and when. It is important for you and your student to develop these together so that you and they can discuss what tasks are important to do and when. It gives you and them the opportunity to talk about *why* those tasks are important and how following these routines will help them be successful in school. As the parent, you can check to make sure the tasks have been completed on time. This gives you the opportunity to praise your student for getting tasks done that are part of their routine, and to “celebrate the successes” together when they get their routine tasks done.

When Do We Use It?

You and your student should find a block of time – about a half hour – that you and they can sit together and write out an actual routine for tasks that they need to do every day and the times that they need to do them. You and your student can develop routines for the morning, afternoon, evening, and even a school day routine. You can pick one or more of these times to develop routines. You can also choose to develop routines for other challenging times, such as weekends, if your student has specific tasks that need to be done then, such as if they have sports practice or dance classes. The most important thing is for you and your student to talk about times that are challenging for them and develop routines together with specific times and tasks.

The next page shows an example of a student's daily routine that includes a morning, afternoon, and evening routine for days when they have school.

DAILY routine

SAMPLE

SMALL STEPS

EVERY DAY



Morning

6:00-6:15am - Wake-up, Tidy-up room

6:15-6:30am - Bathroom Time

6:30-6:40am - Get Dressed

6:40-6:50am - Gather items needed for school

6:50-6:55am - Walk to the bus stop

Afternoon

3:45-4:00pm - Phone Check-In

4:00-6:00pm - After-School Tutoring

6:00-6:30pm - Dinner

Evening

6:00-6:30pm - Dinner

6:30-7:15pm - Recap of Content for all subjects

7:15-7:30pm - Gather items needed for school

7:30-9:00pm - Self-Care Time

9:00-9:30pm - Get ready for bed

9:30pm (*you decide the time; put the time that works best for your family*) - In bed

My Daily Routine

Morning

Time (start - end)	Task

Afternoon

Time (start - end)	Task

Evening

Time (start - end)	Task

My Morning Routine

Time (start - end)	Task Item To Do

My Afternoon Routine

Time (start - end)	Task Item To Do

My Evening Routine

Time (start - end)	Task Item To Do

Toolkit Item 18: Claressa’s Tips and Resources

Overview

What is it?

This item provides actual suggestions (or “tips”) that Claressa has found to be helpful and that families she has worked with have found to be helpful. (These also have research support behind them finding that they have been found to be helpful with many other students and families facing similar challenges.) These are really just a few examples of many strategies that could potentially be helpful for your student and your situation. These are really just meant to be ideas and suggestions. We hope that this list will provide suggestions that you think might work and might be worth a try as you try to figure out the specific strategies that would be most helpful in supporting your student’s success. These could be listed on Toolkit Item 8 “My Student’s Success Strategies,” which would also then be part of the over plan in Toolkit Item 6 “My Student’s Success Action Plan.”

How Do We Use It?

The tips include tips for parents (families) to support their students at home, parents to communicate with their student’s school, parents to learn about what supports and resources are available at their student’s school, and parents to learn about what supports and resources are available in their local community.

The final page in this Toolkit is called, “References and Resources.” It comes after the next page that lists Claressa’s Tips and Suggestions. On the final page, we have provided links to online resources that either provide support for Claressa’s tips or contain additional ideas that you find to be helpful to try in working with your student. Finally, we express a huge THANK YOU and wish your student and you success!

Toolkit Item 18: Claressa’s Tips and Suggestions

<i>...for Parents (Families) to Support Their Students at Home</i>	<i>...for Parents to Learn about the Supports and Resources Available at Their Student’s School</i>
<i>...for Parents to Communicate with Their Student’s School</i>	<i>...for Parents to Learn about the Supports and Resources Available in Their Community</i>

1. Boost your child's self-esteem (give praise and compliments, even for doing what's expected).
2. Meet with your child’s teachers regularly.
3. Complete school surveys – it’s an opportunity to make sure your voice is heard.
4. Be a part of school parenting teams.
5. Get to know your child’s school.
6. Be a part of your child’s learning process.
7. Develop a school and home calendar.
8. Help your child develop academic goals.
9. Ask questions about your child’s future in life.
10. Be crystal clear in your communication with your child.
11. Give positive and consistent feedback weekly and even daily.
12. Set high expectations for your child and be consistent with discipline.
13. Make time to meet with your child weekly.
14. Make all communications with your child intentional.
15. Be a good role model.
16. Develop active listening skills.
17. Tailor your parenting based on what’s best for your child.
18. Develop flexibility and transparency with your child.
19. Display unconditional love.
20. Be realistic about your child’s needs and limitations.
21. Always keep your word.
22. Develop a reward system to keep your child motivated.
23. Keep good documentation.
24. Make rules you can and will enforce consistently.
25. Keep your commitments.
26. Build trust and respect with your child.
27. Connect with your child and see them for who they are.
28. Keep up with your child’s small celebrations of their successes weekly.
29. Be your child’s biggest cheerleader.
30. Apologize for mistakes.
31. Focus on positive points that your child is doing well.
32. Explain why things are important.
33. Discuss the behavior you would like to see and praise it specifically.
34. Let children make mistakes and experience “failure” because disappointments are essential life experiences.
35. Provide the opportunities for your child to learn and practice good coping skills.
36. Start fresh each day.
37. Make a clear distinction between the child as a person and their behavior.
38. Ask questions and let your child respond.
39. Develop non-verbal cues.
40. Put challenging items as placeholders and address any problematic behavior after they are rested, fed, and everyone is calm.

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We wish only success for your student and you!

THANK YOU

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