



GETTING KIDS BACK ON TRACK

Supporting Students During the Covid-19 Crisis Through Individualized Success Planning

The crisis in schooling during the pandemic has made clear that a one-size-fits-all approach to education won't work for getting kids back on track when schools reopen. School leaders will need to address the myriad effects of the pandemic on students: interrupted learning, mass social promotion, and trauma. To mitigate the effects of lost school time and the disparate impact of school closures on students experiencing poverty, students with disabilities, and English language learners, educators need strategies to understand individual children's immediate needs.

The response should avoid a uniform approach to all students and recognize the importance of individualizing strategies for each child. Schools should ensure each student has an adult navigator who knows her or him individually and can act as a guide to develop a plan for success and connect her or him with the necessary academic and social-emotional supports to get back on track. Individualized Success Planning for each student can help school leaders identify and meet individual needs to get kids back on track quickly.

RAPID-RESPONSE SUCCESS PLANNING COMPONENTS

Access to Learning

Academic Progress

Wellbeing and
Enrichment

What is Success Planning?

Success Planning is a flexible process, facilitated by an **adult navigator**, who acts as a student's advocate, for identifying each student's needs and providing personalized support. The navigator's role is to identify needs and facilitate the creation and implementation of an individualized plan for action. While there's no single model, navigators will gather **information**, both academic and nonacademic, about each student's status, develop a **plan** for action, and identify **supports and resources** to address the elements in the plan.

The core elements of a rapid-response Success Planning process include ensuring **access to learning**, mitigating gaps in **academic progress**, and addressing students' **wellbeing and enrichment** opportunities. The process results in the creation of a concrete plan and implementation strategy that will be revised periodically.

Access to learning:

- Computer or device
- Reliable Internet
- Knowing how to access online learning
- Identifying other barriers to access (housing, childcare, etc.)

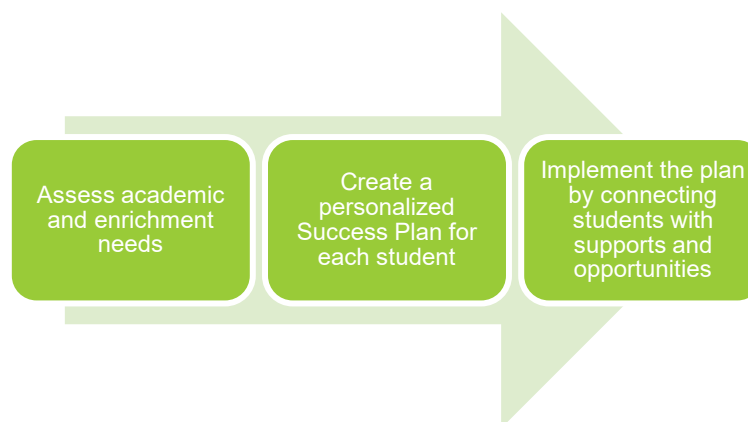
Academic progress:

- Assessment of on/off track in academic subjects
- Plan for academic intervention: summer, tutoring, etc.
- Family communication plan

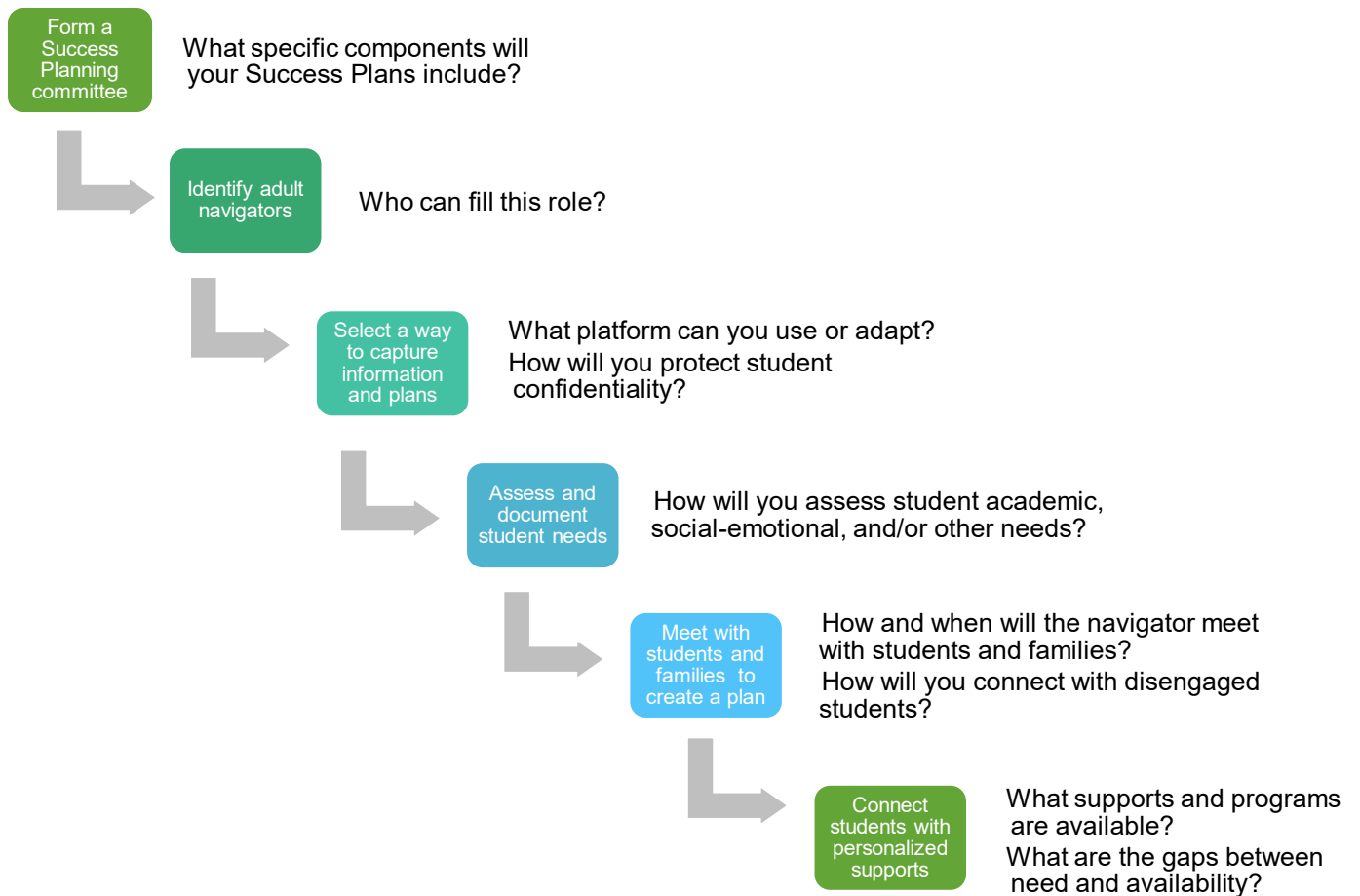
Wellbeing and enrichment:

- Assessment of need
- Connection to interventions and supports
- Enrichment opportunities

Success Planning Process



Success Planning Action Steps for School Leaders



What is the Navigator Role?

The navigator role can be filled in different ways and take different shapes depending on the needs of a school and on the age of the child. While the navigator role can vary, its primary function is to ensure that there is an adult with a 360-degree view of each child who is responsible for coordinating and implementing a plan for action/support. The navigator gathers data from multiple sources, meets with the student and with her parents, develops a plan and an implantation strategy, and keeps in regular communication with the student and family.

High schools could use counselors, homeroom teachers, or advisory leaders as navigators. Elementary schools may use classrooms teachers or aides. Identifying—and training—a designated individual(s) to undertake these responsibilities is a crucial component of preparing students to get back on track.

What Might This Look Like in Practice?

A high school homeroom teacher, whose role has been redefined, would check in with each of her students individually at the beginning of the year to review academic progress, identify where learning is off track, determine whether the student has any barriers to online learning, and jointly develop a plan for support that could include tutoring, an afterschool program, or a buddy system for kids to support each other.

An elementary school teacher would meet with students and parents to review the assessment of academic progress and nonacademic needs, identify where learning is off track, determine what supports for mental health and summer enrichment would be beneficial, and jointly develop a plan for support that could include tutoring, a referral for mental health services, and information about summer arts programs.

What Key Competencies Do Success Planning Navigators Need?

- Ability to connect with individual students and match students' needs with necessary supports and services
- Ability to map existing resources that meet the identified needs and to develop and maintain external partnerships as appropriate
- Familiarity with referral processes and follow up
- Ability to engage families in the school community, including involving them in the planning process and connecting families to appropriate resources
- Skills in collecting, analyzing, and presenting data on a variety of metrics such as attendance, behavior, school climate, and academics (assessing individual student and schoolwide data)
- Ability to collaborate effectively with teachers, administrators, and other school staff

**This list is adapted from City Connects and Community School coordinator job descriptions.*