

What are the Points of Entry for Success Planning?

12/3/21 Learning Community Session

OPPORTUNITY FOR ALL
EDREDESIGN
THE EDUCATION REDESIGN LAB

HARVARD

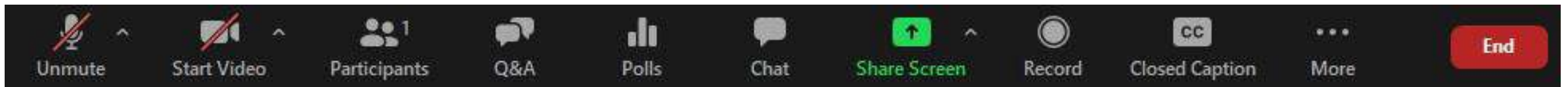


GRADUATE SCHOOL
OF EDUCATION



Welcome and Tech Tips

- Participants are **muted** to limit background noise
- For tech support, please send **chat message** to Michelle Sedaca
- Please submit questions in the **chat box**
- Live captioning is available by using the **“CC”** button on the bottom of the screen
- When breakout rooms are enabled, you will see an invitation notification to join.

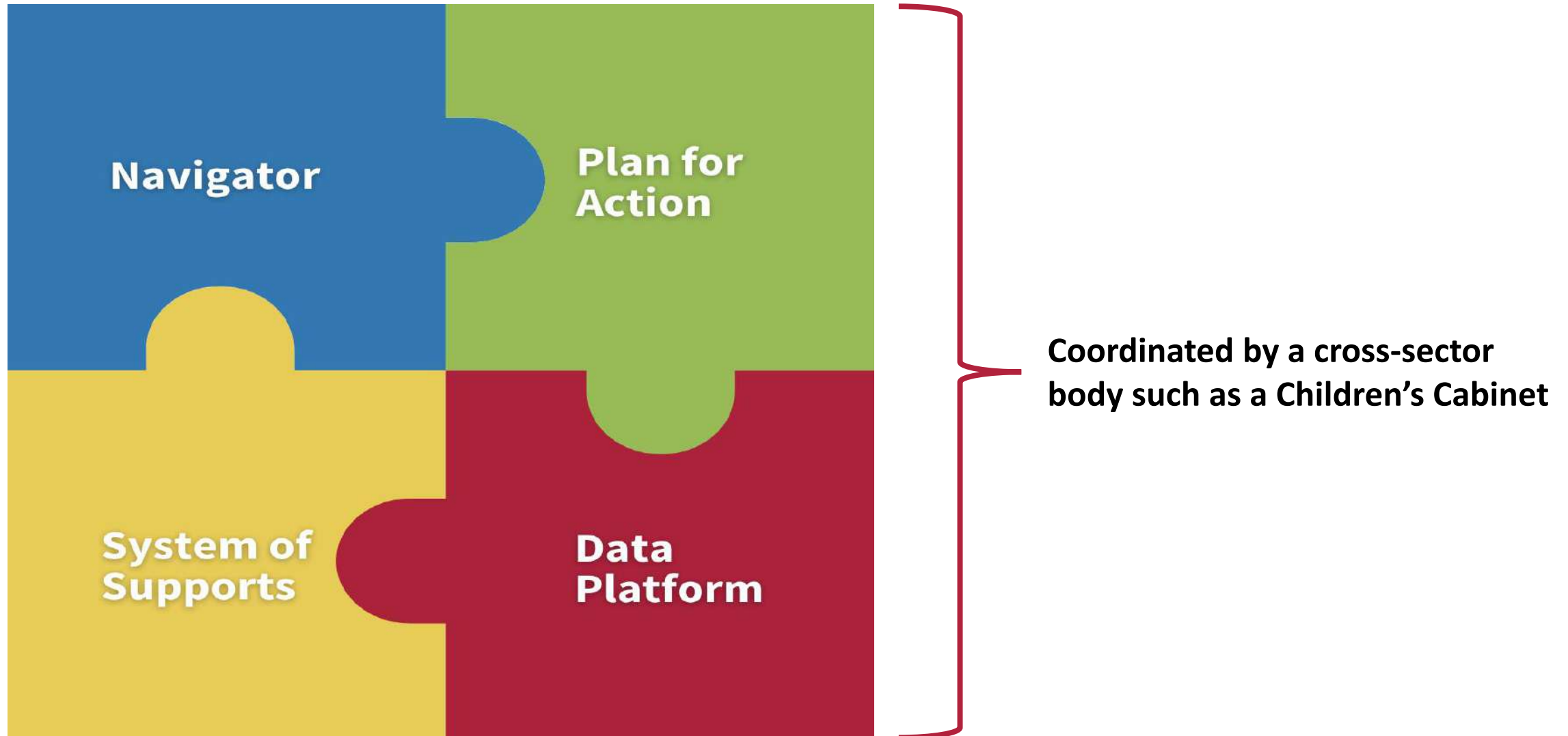


Session Overview



- **Success Planning framework**
- **Points of entry for each component**
- **Q&A**
- **Self-assessment protocol**
Breakout groups
- **Bringing it all together and action steps**
Discussion protocol and wrap up

Success Planning Components



10 Guiding Principles



Equitable



Comprehensive



Student-Centered



Relationship-Driven



Personalized



Actionable



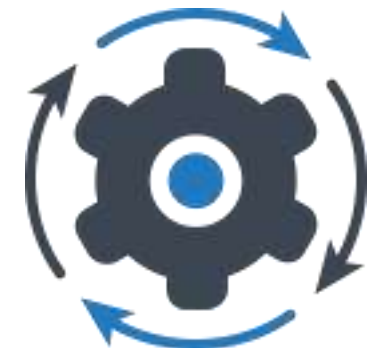
Cross-Sector



Information-Driven



Secure



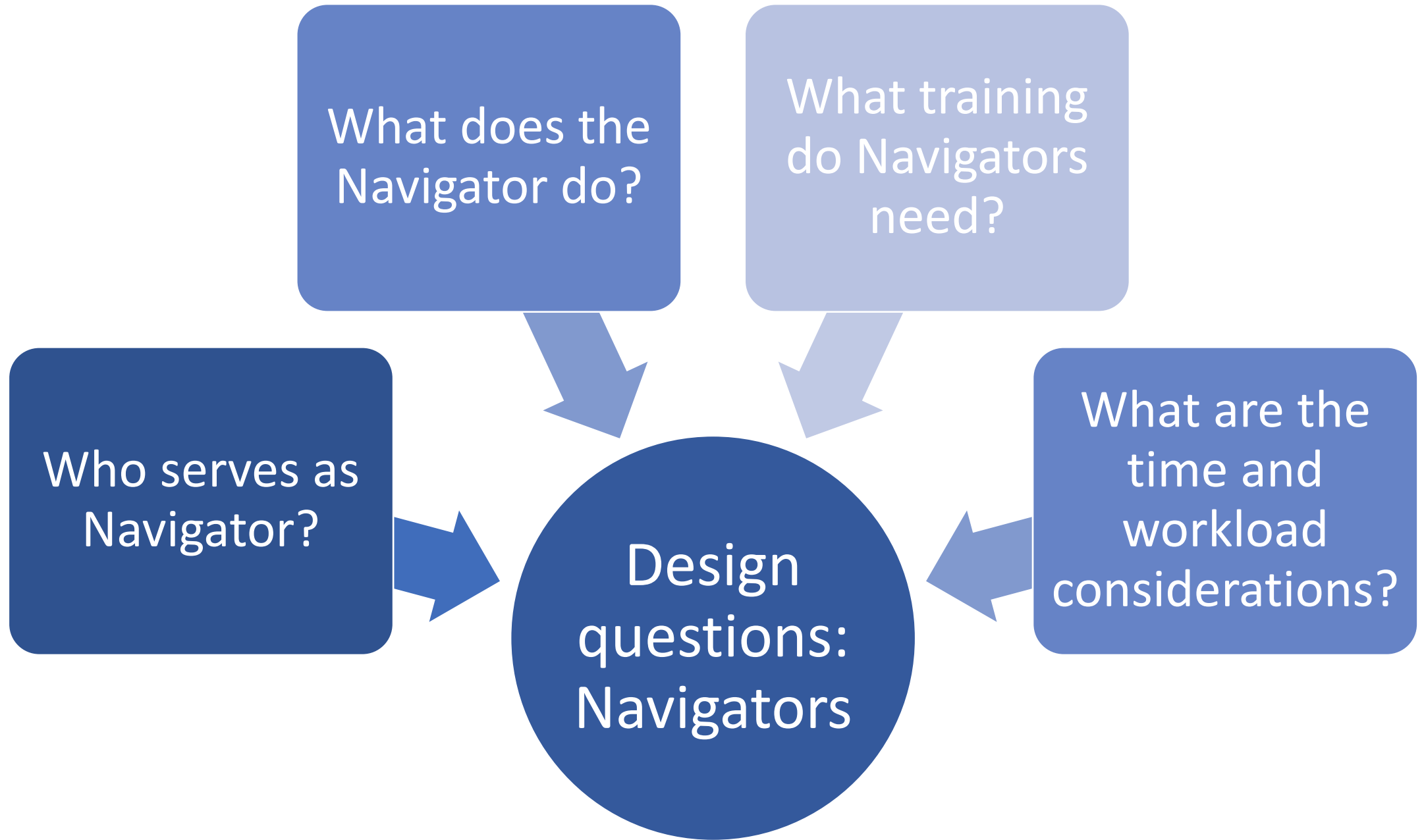
Sustainable



We are now going to make Success Planning concrete

A panoramic view of the Nashville skyline at sunset. The sky is a mix of deep blue, purple, and orange, with scattered clouds. The city's lights are beginning to glow, reflecting on the water in the foreground. The word "NASHVILLE" is superimposed in large white letters across the center of the image. The skyline includes the prominent AT&T Building (the "Batman Building") and other modern skyscrapers, as well as older brick buildings. A bridge is visible on the left side of the frame.

NASHVILLE



What does the Navigator do?

What training do Navigators need?

Who serves as Navigator?

What are the time and workload considerations?

Design questions: Navigators

Who serves as a Navigator?



Boy — Niño
Girl — Niña
Apple — Manzano
House — Casa
Desk —





**what
do they
do?**



**MENTAL
HEALTH
SUPPORTS**

**resources for
students**



What training does the Navigator need?







What are the time and workload considerations?



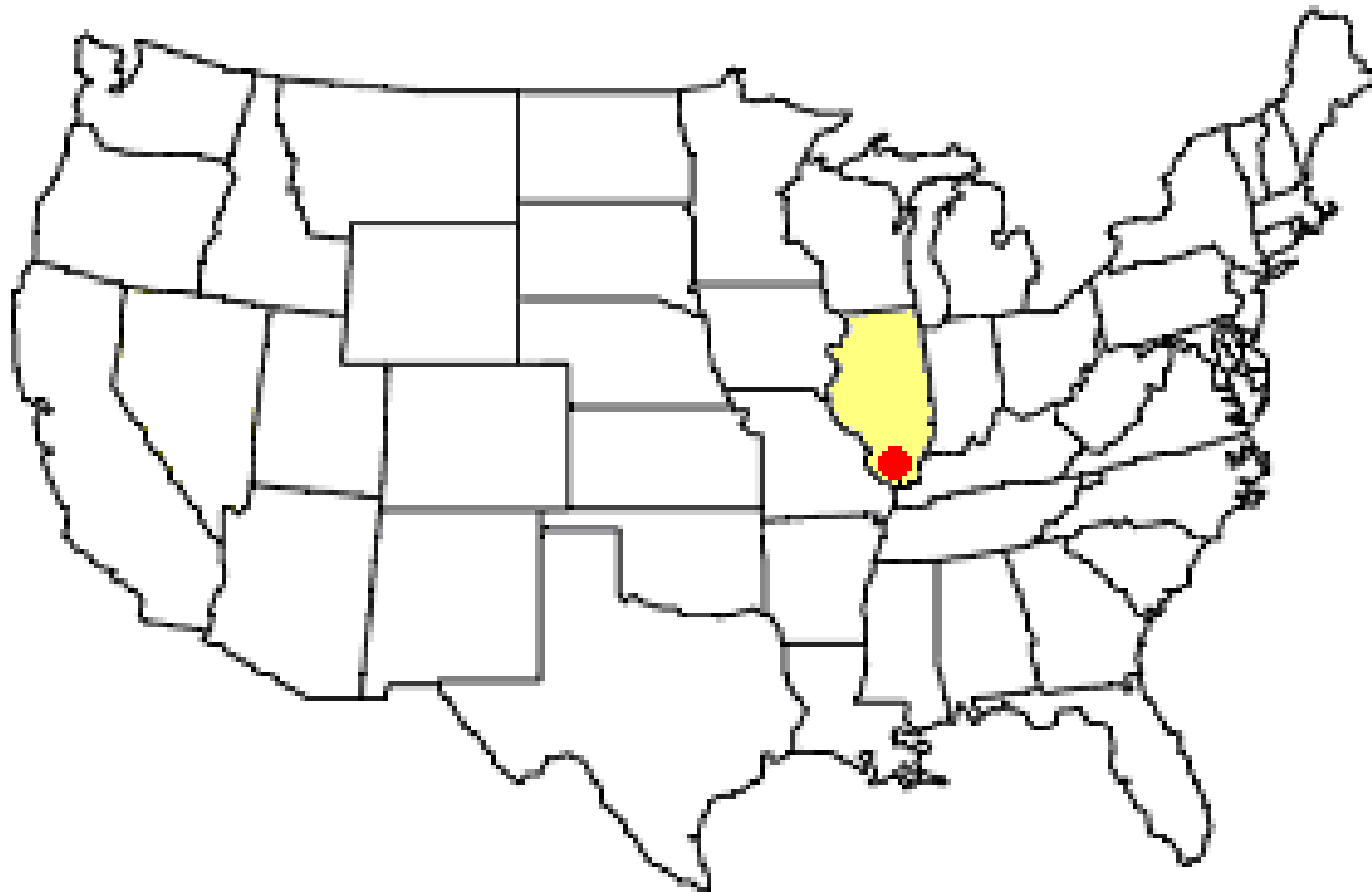
28	29	30	31	1	2
4	5	6	7	8	9
11	12	13	14	15	16
18	19	20	21	22	23
25	26	27	28	29	30
1	2	3	4	5	6



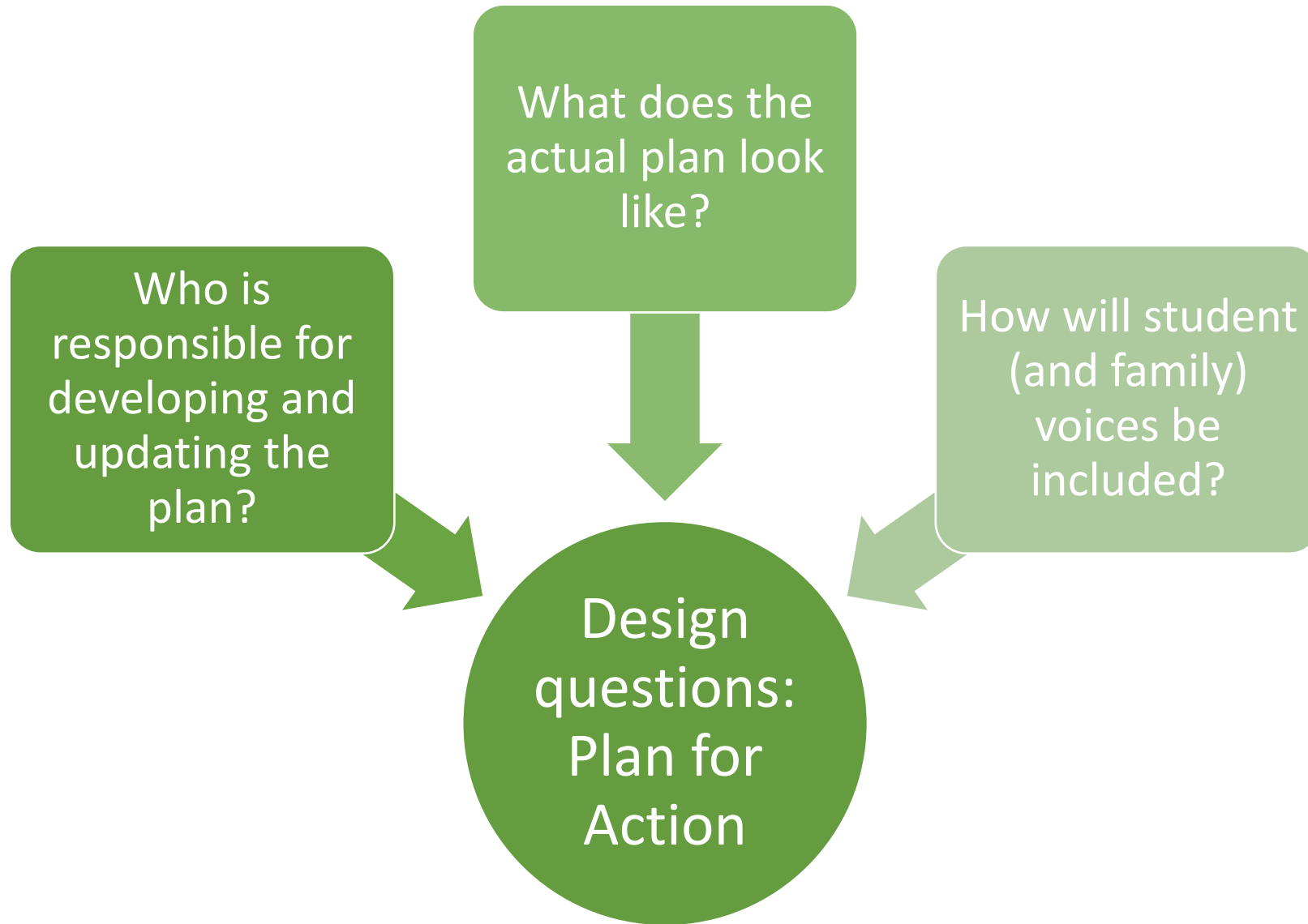
MORE EXAMPLES



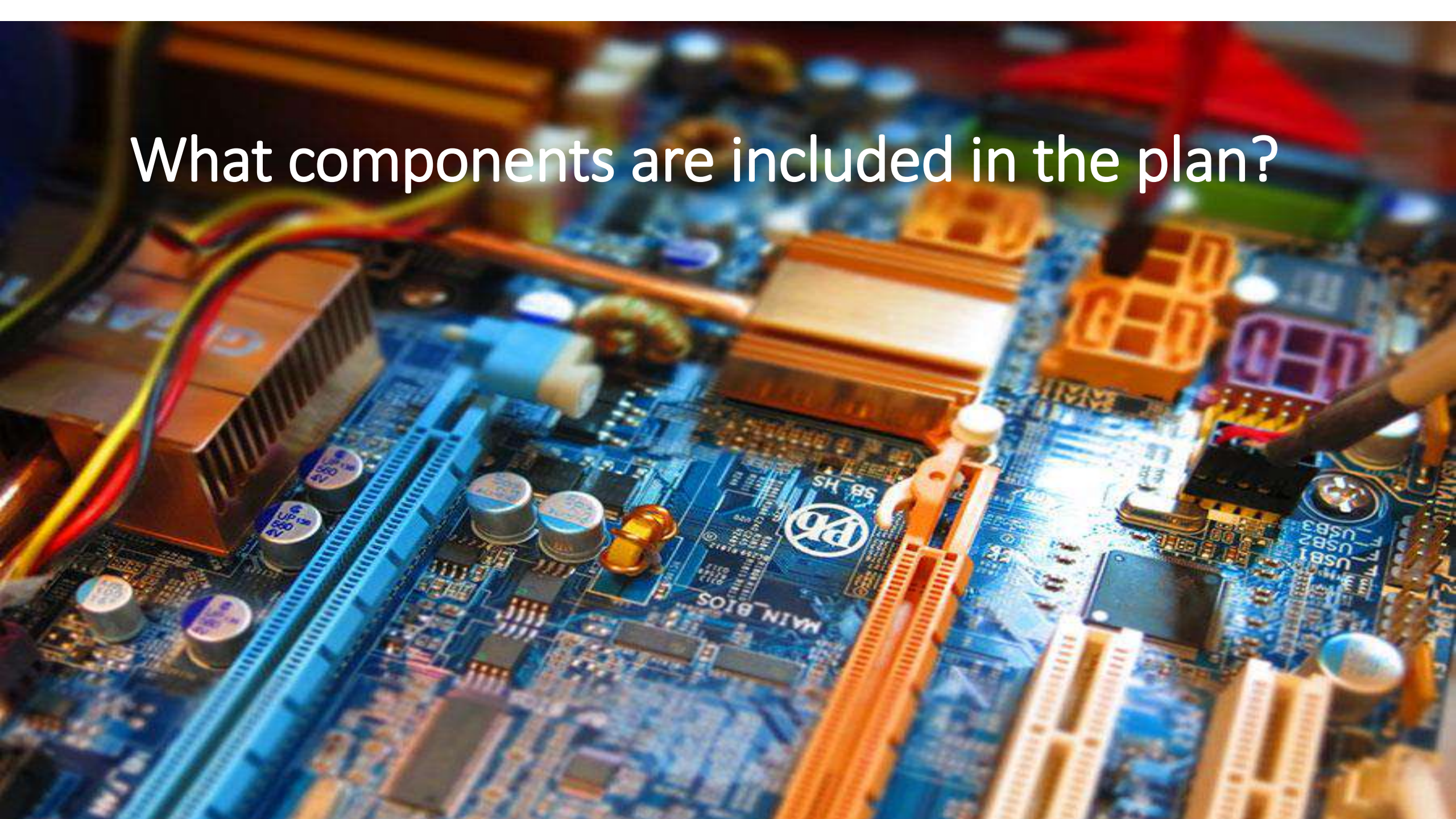
== **PLEASE** ==



Southern Illinois: Unity Point School District



What components are included in the plan?



ELL Success Plan

UNITY POINT DISTRICT #140



G.L.O.B.A.L.

Gaining Language, Overcoming Barriers, Advancing Learning

English Learner Addendum to the Individualized Student Success Plan

<u>Demographics</u>						
Name: Arturo Almanza Martinez		Country:		Language: Spanish		
Parent Name:		Phone:		Email:		
<u>Screener Info</u>						
Screener Date:		Screener Grade:		EL Services Begin Date:		
Speaking	Listening		Reading	Writing		Composite
1	1					1
Oral Language			Literacy			
1						
<u>ACCESS Testing Progress to Proficiency</u>						
Proficiency Level	Base Year 2016	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5
Listening	5.0	5.0	6.0	6.0		
Speaking	2.9	4.2	3.3	3.8		
Reading	2.9	3.5	2.6	5.8		
Writing	3.9	3.5	3.6	3.8		

UNITY POINT DISTRICT #140



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English Learner Addendum to the Individualized Student Success Plan

Composite	3.7	3.8	3.8	4.3		
Composite Scale Score	319	342	350	376		
<u>ACCESS Testing Progress to Proficiency Exit Score</u>				Illinois Proficient Ranges		
Grade Level Began: K				Grade	Composite	
				0	319	
Grade Level Expected to Exit: 8				1	339	
				2	353	
Composite Scale Score Needed: 406				3	365	
			4	376		
			5	384		
			6	393		
			7	400		
			8	406		
Test Taking Strategies that work for me: Having scrap paper to write down my ideas and thoughts. And using graphic organizers						
<u>Language Development Goals</u>						
	I learn best by...			My goal is to...		
Listening	Fewer kids in the room			Maintain my score		
Speaking	Writing it down first			One on one or small group		

UNITY POINT DISTRICT #140



G.L.O.B.A.L.

Gaining Language, Overcoming Barriers, Advancing Learning

English Learner Addendum to the Individualized Student Success Plan

Reading	Practice reading	Highlight answer in text to make sure it is right
Writing		Answer the prompt
The strategies that help me to better understand my teachers and the material are..... Knowing what exactly it is that they want		
I feel most comfortable participating in class by..... I like to participate		
<u>Cultural Awareness</u>		
What you should know about me and my culture is..... I LOVE spicy food.		
The hardest part about being in the United States is..... N/A		
The best part about being in the United States is.... N/A		

Sixth Grader Success Plan

Individual Student Success Plan

Name: Taylor Crippen	Birthdate: 5/2/2008	Attendance: Absent: Ex: 3.5 Un: Tardies: Ex: 0 Un:
<p>What are some things you feel you do well? I am good at math and P.E. and Dance</p>		
<p>What are some things you are interested in (inside and outside of school)? Fancy restaurants and doing fun activities at school like field day.</p>		
<p>What are some things that are important to you? Getting good grades in school, managing my diabetes and being helpful to others</p>		
<p>How do you feel you learn best? Listening to music helps me learn</p>		
<p>What can your teachers do to help you be successful in the classroom? help me when I need and just be the best teachers they can be</p>		
<p>Academic Areas:</p>		
	I learn best by...	My biggest struggle is..
ELA	Gives my examples to look at	vocabulary
Literature	When I get to pick what I read	when I don't feel like reading
Math	Seeing examples	when I get frustrated I shut down

P.E.	When we do individual things	push-ups		
Science	Seeing the examples and asking questions	the concepts are sometimes hard		
Social Studies	Reading the textbook	I get distracted easily		
<p>Academic Data:</p>				
Assessment:	Fall	Winter	Spring	Other:
STAR Math	5.7	(4.4) 626		
STAR Reading	4.3	3.7		
AIMS Math	219/358	234/358		
AIMS Reading	517/692	504/692		
WTW				
<p>Social Emotional Needs:</p>				
<p>Students I work well with... Onnie and Hayden</p>				
<p>Students I do not work well with... William, Omar, Mogolodi</p>				
<p>Extra help I receive (i.e. Speech, EL, Title, Resource, Social Work, etc. ... I receive help from Mrs. Pam managing my Diabetes when need.</p>				
<p>6th Grade Still being "Me" not letting anyone change me.</p>				

First Grader Success Plan

Unity Point School
STRONG BEGINNINGS
 Individual Student Success Plans for ALL
Guidelines
2020-2021

ISSP Planning Sheet for Parents/Caregivers

Student Name..... Student X
 Date..... 8-18-2020
 Parent/Caregiver Name..... Parent X

To develop the best possible experience for your child this year, we need your assistance and knowledge of your child. Below are some questions for you to think in preparation for the ISSP meeting. You may wish to write down your thoughts for future reference.

1. What do you feel are the strengths of your child (overall strengths)?
Independent, creative, and dedicated

(More Specific to the following areas):

Academically:
Emi is very smart, and is nearly reading already. She sounds out words she does not know and is very good with sounds. She likes doing schoolwork and is very dedicated to doing her work correctly.

Behavior:

Emi is very agreeable most of the time and is a good listener.

Social:
Emi is very socially aware and outgoing. She is able to read some social situations in ways that I would say are above her peers.

Personal:
She is a very creative person and loves being around people. She also works well independently and is a good self-starter. She doesn't let much stop her and is always trying hard to do her best.

2. What do you feel are your child's challenges (areas that may be frustrating or that your child can improve)?
Emi can easily get frustrated if something "isn't perfect." She is very hard on herself to get things just right, which can sometimes cause her to get stuck and refuse to move on. For example, her letters- if she doesn't get a letter written just right in a word, she gets hung up on it before she is able to move on.

3. How do you think your child learns best?
Emi learns best in a variety of ways. Because she is a good self-starter and quite intelligent, she does well with both independent and guided learning. She likes to watch videos to show examples or to hear stories about how learning something applies directly to her or someone she knows.

4. Does your child have any behavior/s that are of concern to you or other family members? If so, please describe the behavior/s.
No. She seems pretty well adjusted.

5. What are your child's favorite activities?
She loves playing with her twin sister, along with her brother, as well. She likes playing board games, reading, playing with dolls or Pokemon. She and her sister often engage each other in imaginative play. She loves our pets and loves to help take care of them.

6. What are your child's special talents or hobbies?
She likes to draw and tell stories. She is very responsible for her age, and loves to bear some responsibilities more than her siblings and takes great pride in it, i.e. washing the dishes by hand.

7. Does your child have any particular fears? If yes, please describe.
None that come to mind that seem to pertain directly to school. She can sometimes be afraid of the dark.

8. How does your child usually react when upset? How do you deal with this behaviour?
She will sometimes cross her arms and refuse to interact. (This may be a home-only behavior, as I have not heard this was an issue at school.) We try to redirect and/or talk her through the issue to try to let her see the logic and reasoning behind a choice we/someone has made to upset her.

9. What are some things that I should avoid that might interfere with teaching and learning?
Nothing that I can think of.

10. Do you have any suggestions for how I should work with your child?
She loves participating and sharing what she knows. She enjoys being helpful and responsible for herself, others, and classroom responsibilities.

11. Who would be in a supervisory role during remote learning?
Mom (Allison Hyland)

12. Are there certain days or times of the day that your child can NOT sign on to a device?
None that I am currently aware of, unless it overlaps with their brother's times for online learning.

13. Are there any medical concerns including allergies?
None.

14. What impact has the covid pandemic had on your family? (illness, death, economic, other)
Our life has not changed drastically. Mom has continued to stay at home (has been a stay-at-home mom for about 9 years), and Dad works remotely when needed. We have missed friends, but still maintained close relationships with family that are being safe during this time. We live in the country on 10 acres, so we have plenty of room to run around and stay busy!

15. What educational activities has your child been involved in since school was last in session?
Emi will play online educational games, play on her tablet, as well as reading together with us, and reading independently. She also enjoys watching some educational shows (PBS) and playing board games as a family.

16. Does the family have any specific needs the district may be able to assist in?
No

17. Is there other information that would help us in our planning for your child?
None that hasn't been covered above.

18. Do you need to fill out a form for free or reduced breakfast/lunch?
No, this is already completed.

19. Are there any concerns with your child returning to school?
We feel it is safer and more responsible to maintain remote learning during this time than to attend in person. That being said, we are happy with the UP plan to return to school, when it seems safe, in a blended model with limited timeframes in school, limited class size, and limited exposure outside the classroom to others.

20. Are you able to drop off and pick up your child from school or will they need to ride the bus?
We would be dropping off as well as picking up.

21. How did your child do on Zoom meetings last Spring?
Emi did great. She loved the interaction and loved participating with the class and her teacher.

22. Have you noticed any changes in your child's social/emotional behavior or health in the past 6 months? (sleep, eating habits, isolation)
No major changes- she just misses her friends and school, as many kids.

23. How familiar are you with email and google classroom?
I am good with email. I am familiarizing myself with Google Classroom, but still learning.

24. What are your goals this year for your child?
I would like to see her become more confident in her choices without questioning her ability to do things. She doubts something if it isn't "perfect," so I would like her to be able to see her work as doing her best is enough.

Who is responsible for developing
and updating the plan?

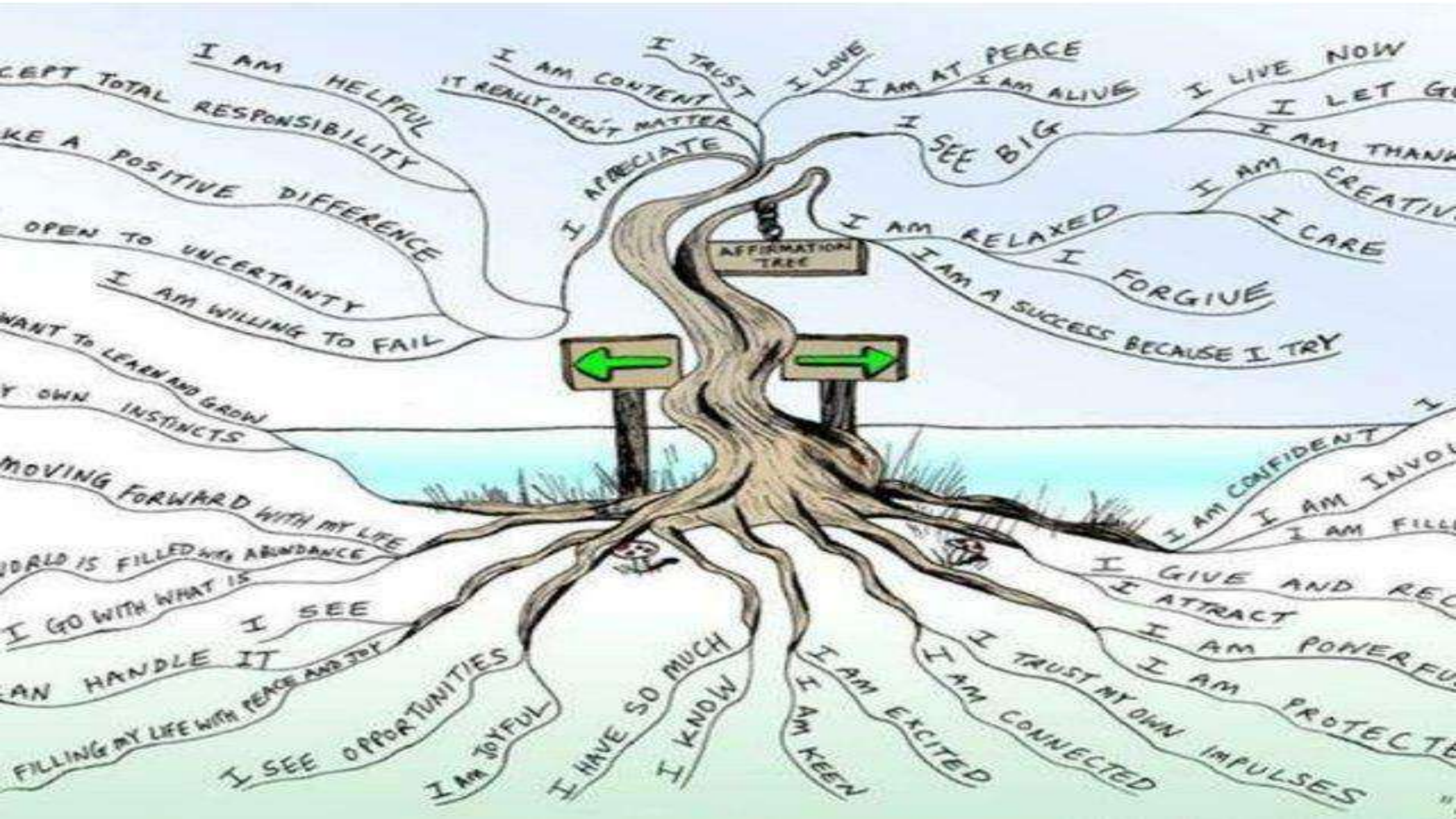


BLUE BIRD.



How will student and family voices be included?





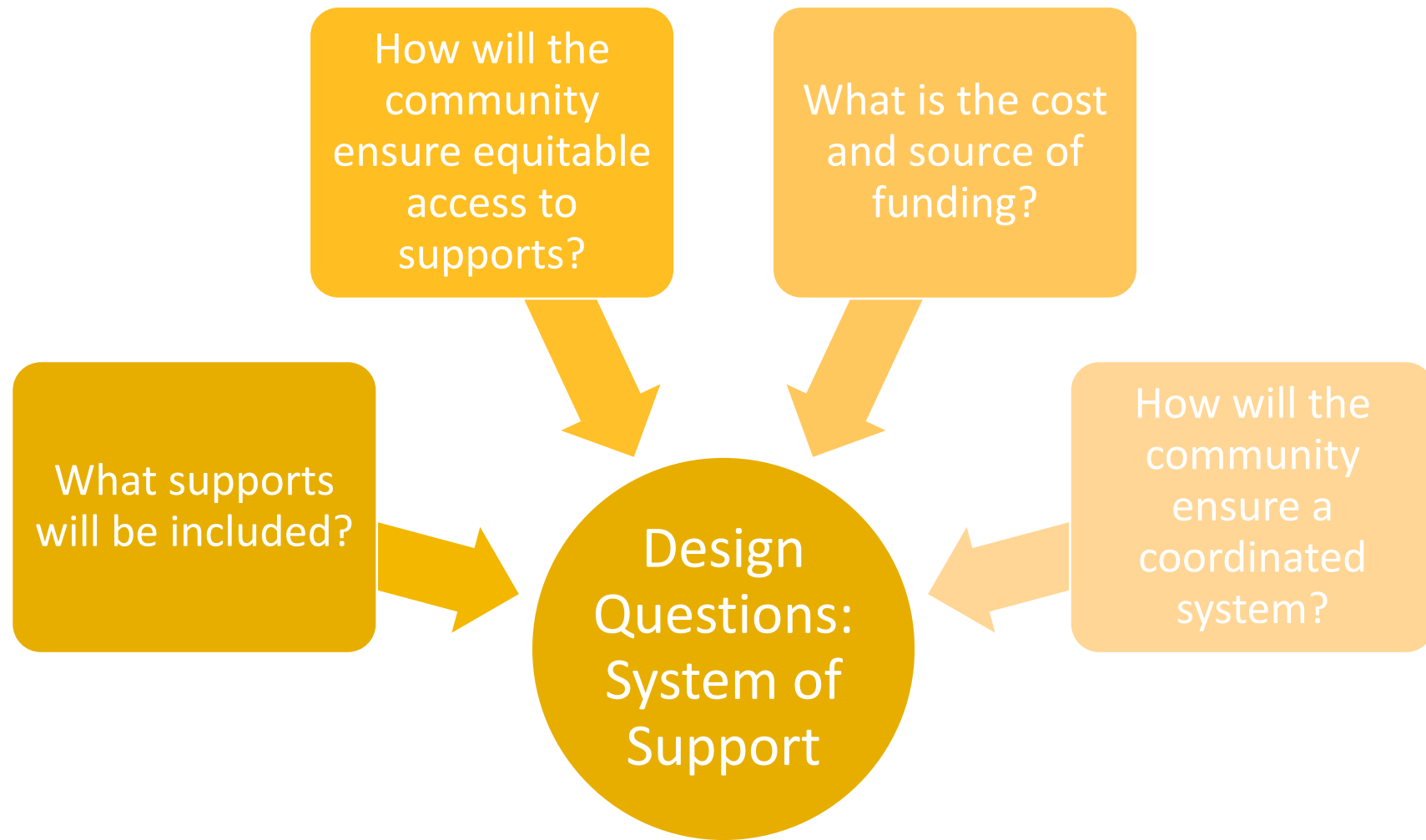
MORE EXAMPLES



== **PLEASE** ==

An aerial photograph of Oakland, California, showing a dense urban landscape with numerous skyscrapers and buildings. The city is set against a backdrop of rolling hills and a clear blue sky. A large, white, stylized text overlay reads "OAKLAND" across the center of the image. The text is framed by a white, torn-paper-like border.

OAKLAND

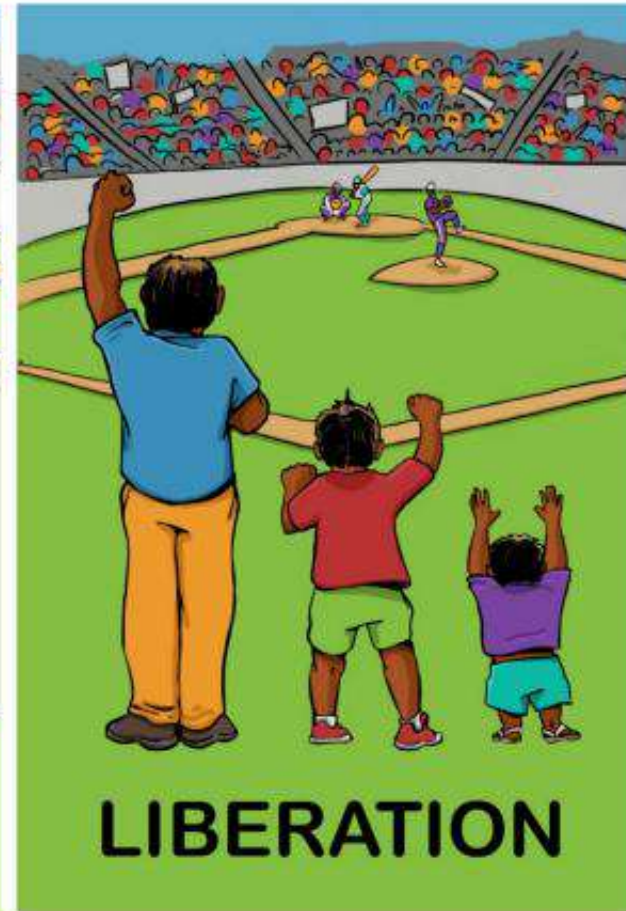
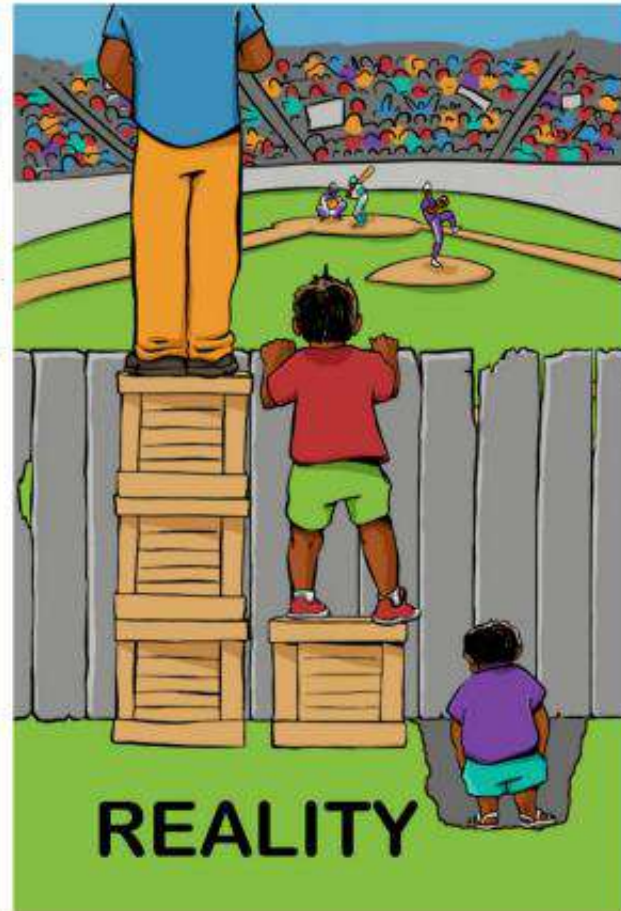
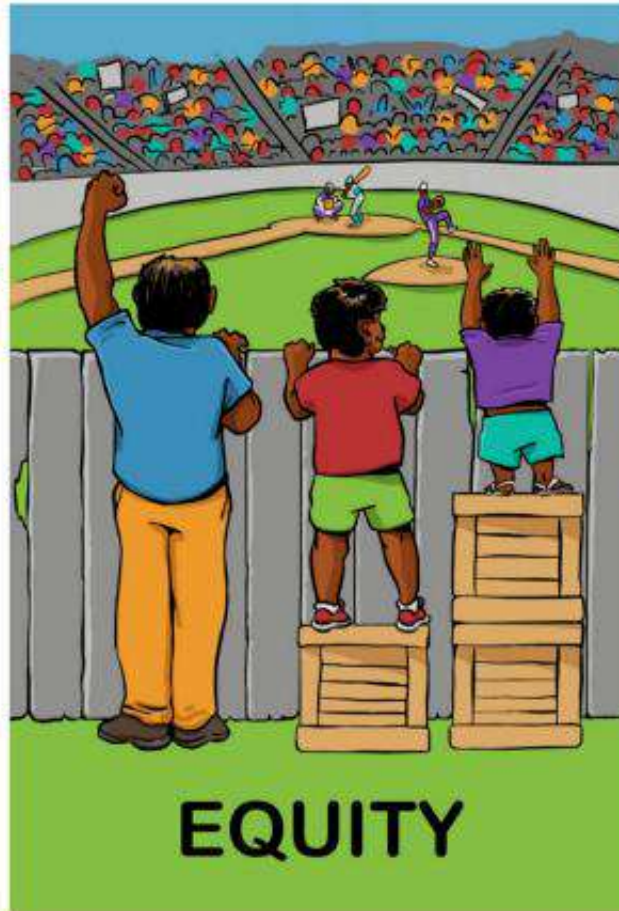
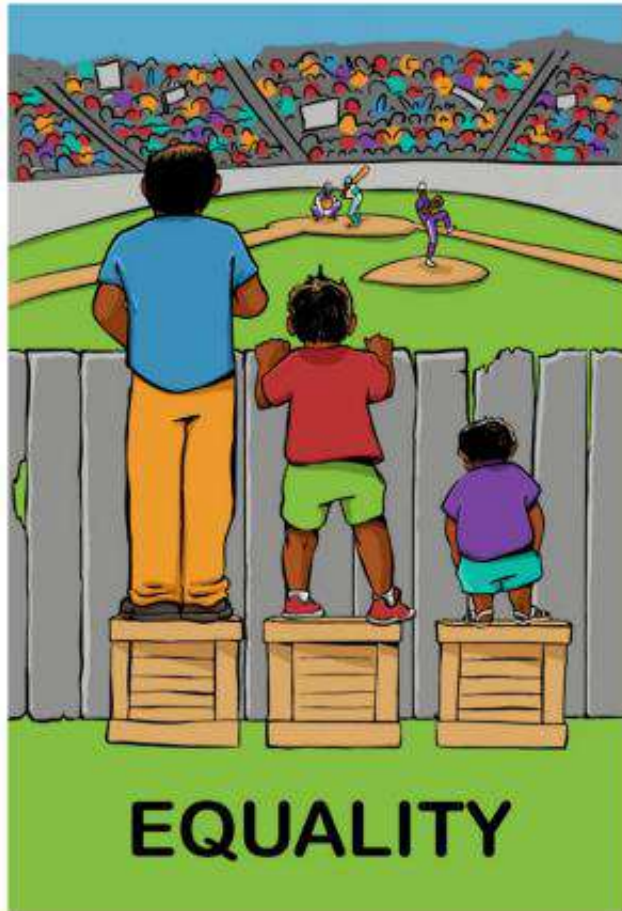




What multi-sector supports should be included?



How will the community ensure equitable access to supports?



1	20/200	E
2	20/100	F P
3	20/70	T O Z
4	20/50	L P E D
5	20/40	P E C F D
6	20/30	E D F C Z P
7	20/25	F E L O P Z D
8	20/20	D E F P O T E C
9	20/15	L E F O D P C T
10	20/13	F D P L T C E O
11	20/10	P E Z O L C F T D



What is the cost and source of funding?





Community Schools

Programs & Services

How will the community develop a coordinated system?



Great partnerships — share common goals.



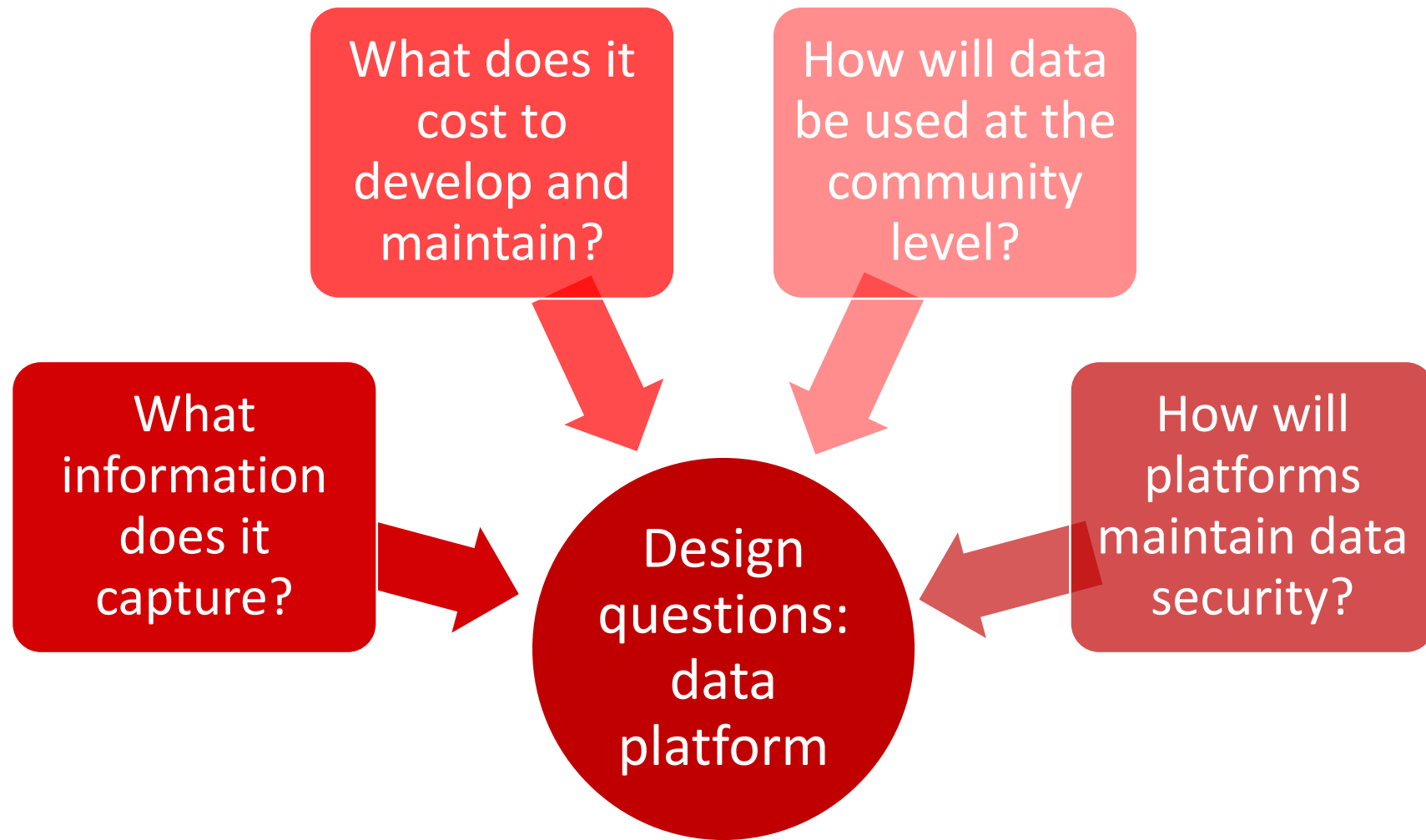
MORE EXAMPLES



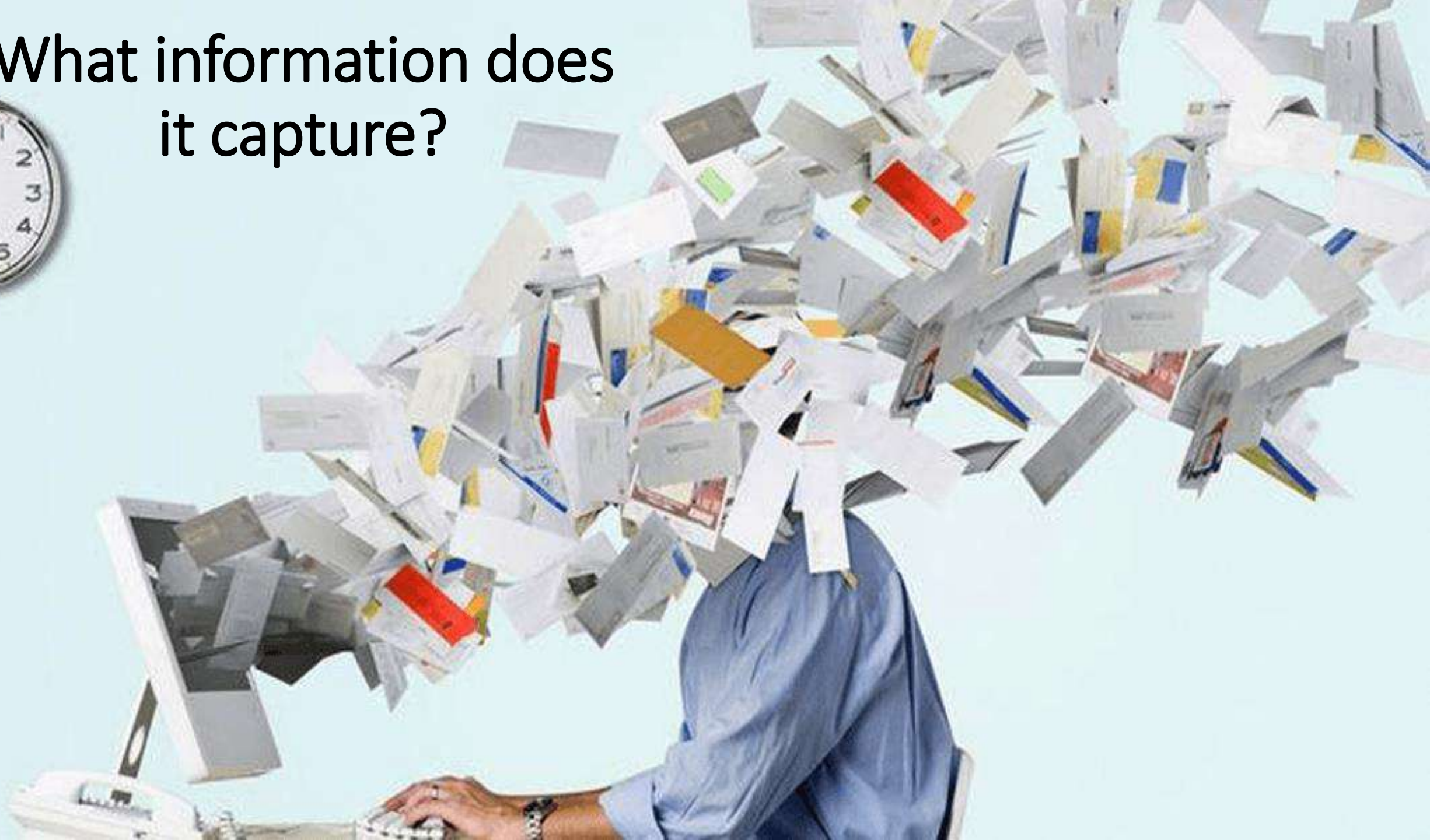
== **PLEASE** ==

Greetings From





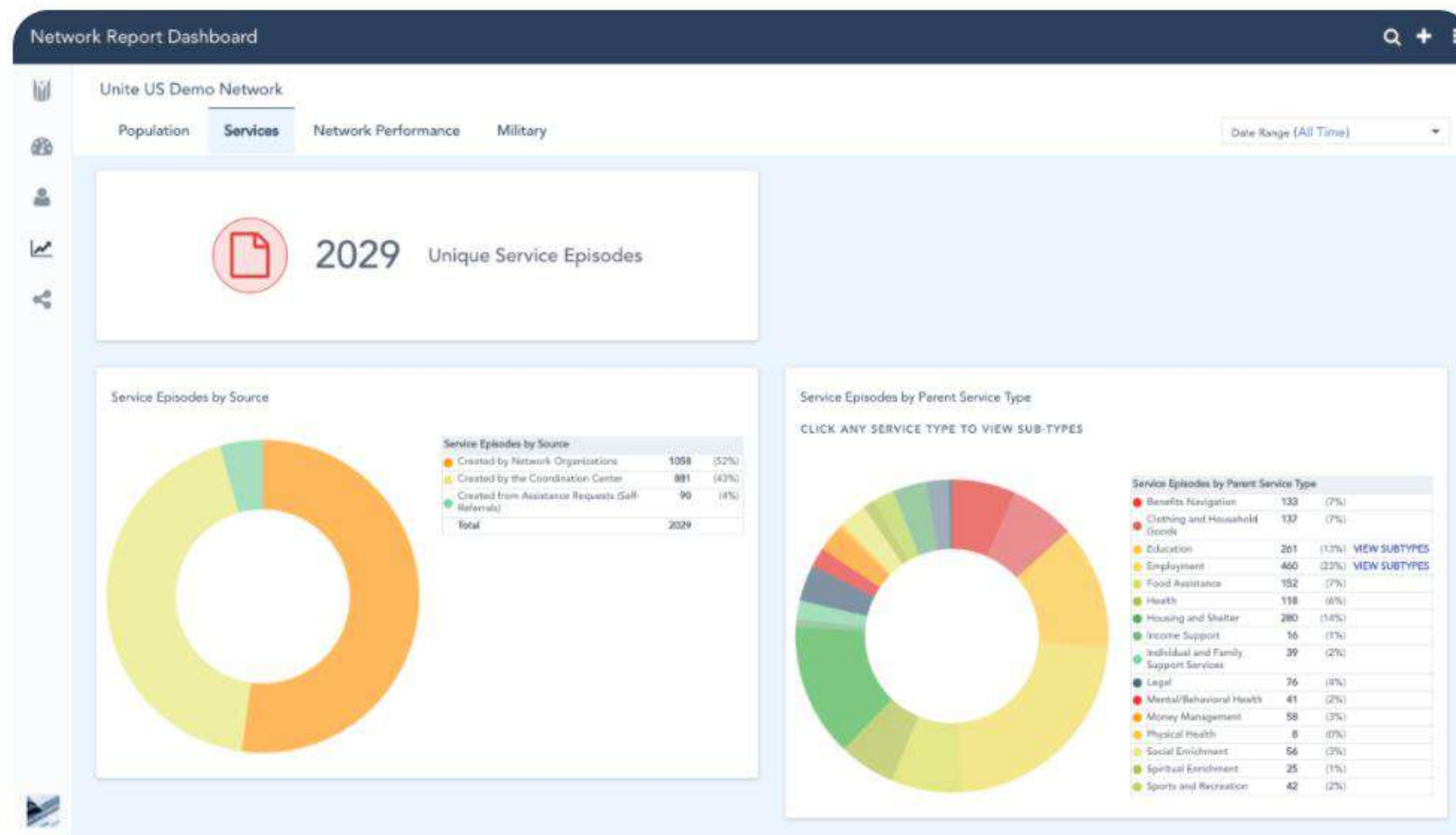
What information does
it capture?



Services

The Services tab shows you information about service episodes.

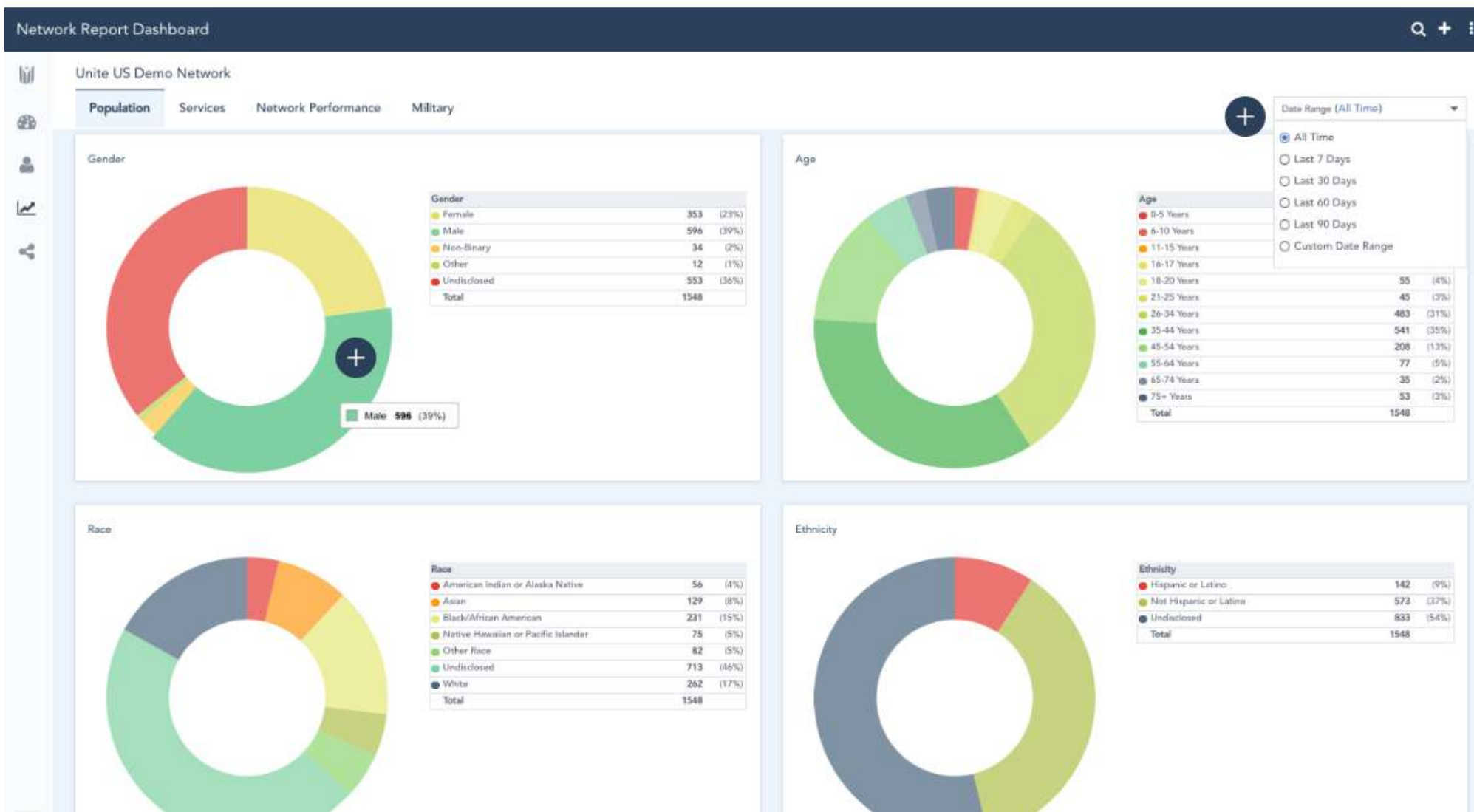
Recall that a service episode is a unique individual request for service; the journey of a client's access to one service (one service episode includes the original referral and the case created out of that referral).



Population

When you first enter the Network Report Dashboard, you will see the Population tab. Here you can get a sense of the age, gender, race, and ethnicity breakdown of people in your community.

Hover over the blue buttons to explore more.



What does it cost to develop and maintain?





UNITE US

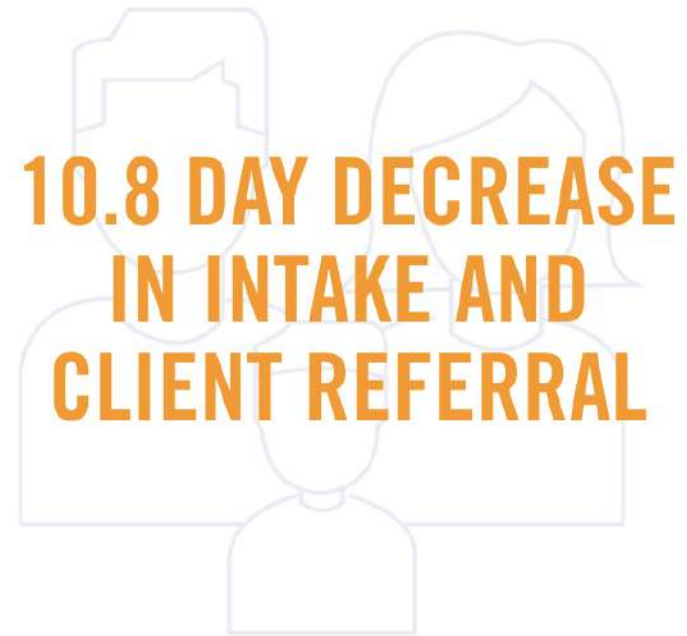
How will data be used at the student and/or community level?

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"Before I write my name on the board, I'll need to know how you're planning to use that data."



**10.8 DAY DECREASE
IN INTAKE AND
CLIENT REFERRAL**

**4.6 DAY DECREASE
IN TIME TAKEN TO
MAKE A
MEANINGFUL
CONNECTION.**



**29.4 DAY DECREASE
IN TIME TO CLOSE A
REFERRAL**

How will platform maintain data security?



“Somebody broke into your computer, but it looks like the work of an inexperienced hacker.”



HIPAA

FERPA

MORE EXAMPLES



== PLEASE ==





Breakout Groups



Online Tools and Resources: [EdRedesign.org](https://edredesign.org)



Lynne Sacks, Research Director
Lynne_Sacks@gse.harvard.edu

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Cambridge, MA 02138

www.EdRedesign.org

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