

Based on the evidence and your system's objectives for family engagement: 1) Select one or more related goals to meet your system's objective and 2) For each goal select two or more Vital Behaviors to assist you in reaching the goal and objective.

Evidence Statements: *When teachers reach out to parents, students make more progress in both reading and math, researchers studying schools in low-income neighborhoods found student performance improved 40 to 50 percent faster if teachers did these three things: 1. Met face-to-face with each family at the beginning of the year to build relationships 2. Sent families materials each week on ways to help their children at home 3. Telephoned parents routinely with news about how their children were doing, not just if there were problems. Source: PTA Standards* Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. **Source: PTA Standards** *When parents understand the vital role that accommodations play in the success of their child's classroom education, then they can partner with the IEP team to discuss if the implementations are working successfully. Source: Epstein* *When parents have access to information and understand what their child is learning, then they are prepared to encourage their child to invest in a regular education diploma. Source: Epstein*

Objective/Area of Concentration:

Improve the attendance, behavior, and academic outcomes of students.

Goal 1

By May 15th ___% of or ___ out of ___ target families will apply learned skills/strategies during activities with their child to improve post-secondary/behavior/academic outcomes with 60% completion as measured by weekly/monthly reporting.

Goal 2

By May 15th ___% of or ___ out of ___ target families will contribute during school-family-community collaboration opportunities to increase engagement with 60% completion as measured by the monthly reporting.

| Vital Behavior | Vital Behavior | Vital Behavior | Vital Behavior | Vital Behavior | Vital Behavior |
|--|--|---|--|--|--|
| Student will be supported by family or community mentor to assist in meeting needs of student as they reach goals, regularly reporting progress | Family and student will use provided exercises to practice at home , regularly reporting efforts using preferred method of communication. | Family and student will complete a vision sheet related to student's interests, strengths, and challenges, identifying task to complete, regularly reporting progress. | Family will utilize conversation starters or communication guide to have ongoing conversations with student related to their attendance, behavior, and/or academic achievement. | Family and student will review behavior strategies to guide conversations/activities, regularly reporting progress. | Family and student will utilize resources and supports , in their school or community to improve attendance, behavior, and/or academic achievement, regularly reporting progress. |

Suggested tools are listed below to assist you as you train families to complete the tasks you will monitor during your benchmark checks. Feel free to use the tools located on the Learning Curve.

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| Contact/ Communication log; Job/task completion agreement | Homework guide; Reading log; Communication log | Vision Worksheet; Interest Inventory; Skills Log with Progress Monitoring | Conversation guide; Calendar/ Communication Log | Behavior guide/ chart; Conversation guide | Communication log; Transition planning guide |
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