April Lee’s Affinity Group Guiding Questions

from Kickoff 2024 meeting

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| Literacy Data Sheet |
| **Ideas for Learning Targets (Remember they need to match up with your Action/VB Outcomes and Student Outcomes)** |
| I can list two benefits of reading with my child each night |
| I can name 2 ways my child’s reading skills improve with regular attendance. |
| I can identify 3 strategies to make reading time more engaging for my child. |
| I can explain how reading for 20 minutes daily can impact my child’s academic performance. |
| I can describe 2 ways that limiting absences improves my child’s literacy progress. |
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| **Ideas for Student Outcome Data to share in your Final Reports** |
| Absenteeism decreases |
| Student finishes more books |
| Student fluency scores improve |
| Informal questioning of parents to learn that students reading more for pleasure or students are asking to read;comparing before and after support |
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| Self Determination/IEP Attendance Data Sheet |
| **Ideas for Learning Targets (Remember they need to match up with your Action/VB Outcomes and Student Outcomes)** |
| I can define self-determination |
| I can identify 3 Self-determination skills that I will work on at home |
| I can identify 3 actions that my student will complete to participate in his/her IEP process. |
| I can list 3 self-determination skills to help my student with |
| I can identify my child's strengths and weaknesses |
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| **Ideas for Student Outcome Data to share in your Final Reports** |
| Students growth of self-determination skills; compare before and after support |
| Use of informal questioning of parents to measure growth; compare before and after support |
| Student attendance and participation in IEP meetings; compare before and after support |
| Student goal setting and meeting |
| Student decision making steps made and completed |
| Action plan created and implemented |
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| Partnerships/Communication Data Sheet |
| **Ideas for Learning Targets (Remember they need to match up with your Action/VB Outcomes and Student Outcomes)** |
| I can identify 2 methods to use to initiate positive communication on a regular basis with my child’s teacher. |
| I can list 3 agencies to contact to support my child this school year. |
| I can identify 2 positive communication strategies to use during an IEP meeting |
| I can explain how collaboration helps when transitioning students to their post-secondary goals. |
| I can name 3 people at my child's school to talk to about my child's progress. |
| I can name two benefits to my involvement in my child's education. |
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| **Ideas for Student Outcome Data to share in your Final Reports** |
| Student progress conversations taking place; compare before and after support |
| Partnerships being made and utilized to benefit the student |
| Use of communication skills; compare before and after support |
| As partnership and communication opportunities increase, linking those to other student goals like increased self-determination, goals being met, and so forth |
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| Transition/PS/Graduation Data Sheet |
| **Ideas for Learning Targets (Remember they need to match up with your Action/VB Outcomes and Student Outcomes)** |
| I can identify one or more agencies that can assist my child with transition after highschool |
| I can name at least 2 areas of interest, 1 strength, and 1 challenge for my child as he/she prepares to transition from High School |
| I can list 3 actions needed to be taken this year to help my child prepare for graduation. |
| I can list 3 independent living skills to work on with my child at home. |
| I can name 2 post-secondary options my child is interested in. |
| I can define post-secondary education. |
| I can list 3 resources to assist my child prepare for a job. |
| I can describe how to talk to my child about setting a goal using the word SMART. |
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| **Ideas for Student Outcome Data to share in your Final Reports (consider beginning, benchmarks, and ending data)** |
| Access to agencies; compare before and after support |
| Student interests being sought and supported; growth of interest |
| Graduation goals//actions being met |
| Growth of independent living skills as the year progresses and IEP goals are met |
| College or career connections made; compare before and after support |
| Job readiness skills learned and implemented; compare before and after support |
| Classes to complete before end of year/graduation; compare before and after suppor |