

**The Framework for Your School District’s Local Control and Accountability Plan**

Throughout this implementation guide, the levels of practice build on each other, assuming that good practices at the emerging and progressing levels will continue at the next level.

## Standard 3—Supporting Student Success

Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

**Goal 1: Sharing Information About Student Progress: Do families know and understand how well their children are succeeding in school and how well the entire school is progressing?**

Indicators	Quality of Implementation			Your Current Level
	Level 3 <b>Excelling</b> Highly functioning level of development and implementation	Level 2 <b>Progressing</b> Functioning level of development and implementation	Level 1 <b>Emerging</b> Limited level of development and implementation	
<b>Ensuring parent-teacher communication about student progress</b>	<p>Teachers and parents discuss students’ individual learning styles, family cultural experiences, strengths, and academic and personal needs, then develop learning goals to support academic success at school and at home.</p> <p><i>For example, the school has adopted a Personal Education Plan for parents, students, and teachers to establish education/career goals.</i></p>	<p>Teachers and guidance counselors regularly contact parents with positive news as well as concerns about their children. Parents have an easy way to communicate with teachers on a regular basis.</p> <p><i>For example, each classroom has a website where class assignments and other schoolwide events are posted. Parents can ask general questions or schedule meetings with teachers as needed.</i></p>	<p>Parents can contact teachers through e-mail, notes, or phone messages and receive a timely response. Teachers make contact with all families at the start of the year to establish positive relationships.</p> <p><i>For example, teachers in high school send home a welcome note to all families inviting their comments and providing an e-mail address or phone number.</i></p>	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet

### Standard 3—Supporting Student Success, continued

Indicators	Quality of Implementation			Your Current Level
	Level 3: <b>Excelling</b>	Level 2: <b>Progressing</b>	Level 1: <b>Emerging</b>	
<p><b>Linking student work to academic standards</b></p>	<p>Teachers and parents have regular discussions about how each school program or activity links to student learning through academic standards.</p> <p><i>For example, the teacher and families discuss the music curriculum goals before a student concert; parents of football players are offered opportunities to learn how the playbook relates to math and logic standards.</i></p>	<p>Teachers explain to parents throughout the year what students are learning and what good work looks like under the academic standards for the student's age and grade level.</p> <p><i>For example, teachers maintain portfolios of students' work for parents to review upon request.</i></p>	<p>Student work is displayed throughout the school in a way that shows how it met academic standards.</p> <p><i>For example, teachers display students' writing assignments to demonstrate how students used skills such as clear and concise language, proper spelling, and staying on the topic.</i></p>	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet
<p><b>Using standardized test results to increase achievement</b></p>	<p>Parents are included on school or school district academic standards committees and discuss how to raise expectations and achievement for every student.</p> <p><i>For example, a cochair of the standards committee is a position established and reserved for parents only.</i></p>	<p>Families have opportunities to learn how to interpret testing data.</p> <p><i>For example, family members and teachers are invited to participate in workshops, sponsored by the PTA/parent group and the school, to learn how the school uses standardized test results to improve student achievement.</i></p>	<p>Parents are informed about standardized tests.</p> <p><i>For example, the principal explains at an informational meeting when and which standardized tests are given at which grade levels, and why the tests are being given.</i></p>	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet

### Standard 3—Supporting Student Success, *continued*

Indicators	Quality of Implementation			Your Current Level
	Level 3: <b>Excelling</b>	Level 2: <b>Progressing</b>	Level 1: <b>Emerging</b>	
<b>Sharing school progress</b>	<p>The principal collaborates with PTA/parent group leaders to present regular progress updates on reaching academic goals and develops strategies to support improvement.</p> <p><i>For example, the PTA/parent group works with school staff to match mentors with struggling students.</i></p>	<p>The principal collaborates with PTA/parent group leaders to facilitate discussion between school staff and families on needed academic improvements.</p> <p><i>For example, family-school dialogues focus on increasing the diversity of students in the gifted program or the number of girls taking advanced math and science classes.</i></p>	<p>The principal presents the school's academic goals at the beginning of the school year and reports on progress made the previous year.</p> <p><i>For example, the principal or other school administrators host parent meetings for each grade or subject matter to present academic goals for the year and to solicit feedback.</i></p>	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet

**Standard 3—Supporting Student Success, continued**

**Goal 2: Supporting Learning by Engaging Families: Are families active participants in their children’s learning at home and at school?**

Indicators	Quality of Implementation			Your Current Level
	Level 3: <b>Excelling</b>	Level 2: <b>Progressing</b>	Level 1: <b>Emerging</b>	
<b>Engaging families in classroom learning</b>	<p>The PTA/parent group helps organize a database of parent and family skills, expertise, and backgrounds, through which teachers can find resources.</p> <p><i>For example, a parent who is an artist is brought in to work with students to create a school mural.</i></p>	<p>Families and teachers engage in innovative ways to collaborate on classroom learning.</p> <p><i>For example, teachers invite community groups and families to their classes to share information about their cultures and demonstrate how foods from their cultures are prepared, helping students learn history and culture, as well as math and chemistry skills.</i></p>	<p>Families and teachers work together to provide resources for upcoming units of study.</p> <p><i>For example, grandparents discuss life under segregation during a lesson on civil rights.</i></p>	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet
<b>Developing family ability to strengthen learning at home</b>	<p>Teachers and the PTA/parent group plan regular family learning events at workplaces and community locations.</p> <p><i>For example, workshops on a variety of topics that help parents support learning are held during lunchtime at a local manufacturing plant or at a child-care site in the late afternoon.</i></p>	<p>The school and PTA/parent group work together to provide families tools to support student learning at home.</p> <p><i>For example, a series of workshops teach parents strategies for supporting reading development for different grade levels.</i></p>	<p>The school and PTA/parent group offer programs on parenting skills that will help promote learning.</p> <p><i>For example, an expert is invited to give a presentation to help parents deal with the tough issues of raising teenagers.</i></p>	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet

### Standard 3—Supporting Student Success, *continued*

Indicators	Quality of Implementation			Your Current Level
	Level 3: <b>Excelling</b>	Level 2: <b>Progressing</b>	Level 1: <b>Emerging</b>	
<b>Promoting after-school learning</b>	<p>The school partners with community organizations (including faith-based) to provide after-school programs for children and families.</p> <p><i>For example, the local Boys and Girls Club works with parents, students, and school staff to create a program that meets the recreational and academic needs of students. The program is available five days a week and is free of charge.</i></p>	<p>The PTA/parent group and the school invite families to learn more about the value of after-school activities.</p> <p><i>For example, the PTA/parent group hosts an Afterschool Alliance Lights On Afterschool event to raise awareness about the importance of after-school programs.</i></p>	<p>The school informs parents of after-school opportunities.</p> <p><i>For example, fliers about school-based as well as community-based programs are sent home with the student. E-mail, Web announcements, and phone calls in families' home languages are also utilized.</i></p>	<input type="checkbox"/> Level 3 <input type="checkbox"/> Level 2 <input type="checkbox"/> Level 1 <input type="checkbox"/> Not here yet

“Families” and “parents” are used interchangeably to refer to adults who are responsible for a student. “Families from all backgrounds and neighborhoods” and “diverse families” include families from all races, ethnicities, cultures, religions, family structures, and economic levels, as well as those with physical or mental challenges.