**Quarterly Progress of Austin Aspires Action Teams – April 2016**

|  |  |  |
| --- | --- | --- |
| **Action Team** | **Summary** | **Possible Measures** |
| All learners will be ready for kindergarten. (15) | Action Team in collaboration with local preschool collaborative has drafted a community wide reporting tool on an agreed upon set of readiness objectives. Data sharing agreement will be needed. A community campaign to share objectives and strategies for support is being drafted. | At the recommendation of our Austin area preschool collaborative, our Action Team is designing a community reporting tool for kindergarten objectives. This reporting tool will allow preschools to use their current assessment tools while combining the data to report it universally. |
| All learners will be challenged to achieve their academic potential. (10) | **Vision for “academic potential”**  Empowering all individuals to become self-directed learners through authentic experiences that take into account each individual’s unique academic, emotional, and social needs. | * 3rd grade reading measured by NWEA/Scantron * 8th grade math measured by NWEA/Scantron * ACT * Survey data to capture student/community engagement |
| Our community will support and enhance parents and mentors in their role as primary influencers of our learners. (10) | Action Team created list of sources where parents seek information and the information they seek. Team created common understanding of terms in goal statement.  **Support:** (earlier)   * Accompany someone * Provide for needs * Guidance and advice * Foundational pieces   **Enhance:** (later)   * Supplement, add to, develop, improve, grow * What can be done to make it easier for you?   **Parents:**   * Primary caregivers (Mom, Dad, Steps, Foster, Boyfriend/girlfriend of parent, Extended family)   **Mentors:**   * Anyone that teaches or influences you * Someone you go to for nurturing, listening, advice, coaching (Friends of parents, Parents’ friends, teachers, siblings, aunts/uncles, neighbors, friends)   **Primary Influencers:**  A consistent presence in evaluating needs, and teaching and modeling, to positively impact learners. | * Parent Surveys * Student Surveys   Minnesota Student Survey  Developmental Assets Profile  REACH Survey |

|  |  |  |
| --- | --- | --- |
| Our community will provide equal access to opportunities which encourage our learners to explore areas of personal interest and prepare for post-secondary education or career. (11) | Action Team created a list of community opportunities (and barriers to participation) for interest exploration. A list of potential strategies to facilitate equal access to participation is also in process. In addition, the team is investigating the importance of “spark” in student achievement and engagement in college and career. | * Post HS Survey * Statewide Longitudinal Education Data System (SLEDS) Data * 4,5, or 6 year graduation rate * Survey tool to measure “spark” |
| Our community will address social, emotional, mental and physical barriers to success for all learners. (15) | **Social Health**  Social health is the ability to initiate and accept social opportunities with others. It also relates to the ability to adapt comfortably to different social situations and act appropriately in a variety of settings.  **Emotional Health**  Emotional health is an overall sense of well-bring which contributes to an individual’s ability to be able to genuinely function in society and meet the demands of everyday life; people with emotional health have the ability to cope effectively with illness, change of misfortune.  **Mental Health**  Mental health is a state of well-being in which every individual is discovering his or her own potential and can cope with the normal stresses of life and recognize the need for assistance.  **Physical Health**  Physical health includes the knowledge to manage and maintain health and is not merely the absence of disease or illness. | * Availability of providers and resources * Data from Minnesota Student Survey * School attendance data and discipline data * ACES Data |
| Student Advisory Board  (41 attendees in March) | Students who participated in focus groups as well as the entire student bodies of Austin High School and Pacelli High School were invited to join our Student Advisory Board. Our first meeting was held during the lunch periods on March 17th. Each Action Team posed a question to the students and their responses have been shared with each Action Team. Their insight provided confirmation and forward movement for our teams. In addition, the students have offered feedback to the members of our Leadership Table when posed the question “What do leaders in our community need to know about you and your opportunities to achieve academic excellence in Austin?” | **Feedback for Leadership Table:**   * We need help in finding our interests and pursuing them in the community. * We have great teachers in Austin. * We want more opportunities for job shadowing, especially in the medical field. * We need to get outside during the day and move. * We need more opportunities to exercise for free. * We need to have more respect retreats. * We need safe after school activities for young children. * Teachers are not giving up on us – they believe in us. * We need increased information and transportation about school clubs. * We want more opportunities for hands-on learning. |