

RENEW Goal-setting and Progress Monitoring with the RENEW Home School Community Tool

The Home School Community Progress Tool can serve as a way to assess a student's overall strengths and areas of need in all domains of life. Using the tool in Phase 1 of RENEW provides an overall measure of functioning, as well as allowing the student and facilitator to identify specific needs and strengths to address in mapping and action planning. Choosing specific needs to address can allow for goal setting around these needs. These goals can then be monitored in EXCEED, using the Individual Student Goal templates and rubric.

Please look at the attached sample. Areas of need at school are highlighted in yellow and areas of strength at school are highlighted in green. With this student, we might focus on the needs at school if her difficulties with anger management and conflict are resulting in suspensions, for example.

Working with this student during mapping, this information may result in a goal being set to address managing anger at school, using strengths to support this goal. So, the student might have a goal to learn and complete exercises for relaxation and mindfulness to support improved anger management. Using EXCEED, an individual goal could be set in this student's plan and Items 16 – I control my anger or 24 – I control myself, could be tracked using the EXCEED rubric on a weekly basis. This goal could be tracked in EXCEED with other selected goals, such as Attending School (weekly attendance) or Behavior in School (DPR or WPR scores), by reviewing/rating with the student each week.

The Home School Community Progress Tool (or sections of it) could also be repeated as a whole, periodically, to track progress with the student and/or action groups.

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RENEW Home School Community and Job Progress Tool

Illinois Statewide Technical Assistance Center (ISTAC) Systematic Information Management for Educational Outcomes (SIMEO)

How to complete this form:

- Time 1/Baseline collected no later than 30 days from referral and before first action group meeting
- Youth completes the form, or rates selected items, with facilitator or team at agreed upon schedule
- Facilitator provides examples, clarity as needed

Student Name: Sara Student

Student ID:1234567

Please identify the period of assessment:

<input checked="" type="checkbox"/> Time 1/Baseline	<input type="checkbox"/> Time 2	<input type="checkbox"/> Time 3	<input type="checkbox"/> Time 4	<input type="checkbox"/> Time 5
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Date tool completed: 9-22-2014

Use the following rubric when identifying needs and strengths:

High Need = I really struggle with this. It is a challenge for me and could lead to being kicked out, failing, getting fired, putting myself in a physically dangerous situation.

Somewhat Need = I struggle with this sometimes, but not enough to be kicked out, fail, get fired, or put myself in a physically dangerous situation.

Somewhat Strength = I am kind of good at this and can do this about the same as my friends and school mates. At times I still need guidance and direction.

High Strength = I am really good at this and don't need any additional guidance or direction from adults.

Needs/Strengths	HOME				SCHOOL				COMMUNITY			
	Need		Strength		Need		Strength		Need		Strength	
	high 1	some- what 2	some- what 3	high 4	high 1	some- what 2	some- what 3	high 4	high 1	some- what 2	some- what 3	high 4
Safety/Medical/Basic Needs												
3) I make healthy choices			X				X				X	
4) I have health issues that keep me from doing what I want to do (asthma, chronic sickness, etc.)				X				X				X
5) I see a doctor or nurse when need to because I am sick or hurt				X				X				X
6) I feel safe from violence and crime			X					X				X
7) I have survival skills			X				X		X			
8) I have enough age appropriate activities to support my success		X				X				X		
9) I have enough healthy food to eat			X				X				X	
10) I have transportation to the places I need to go			X				X				X	
Social Relationships												
11) I have friends			X				X				X	
12) I am accepted by other students			X				X				X	
13) I get along with other students			X		X				X			

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Needs/Strengths	HOME				SCHOOL				COMMUNITY			
	Need		Strength		Need		Strength		Need		Strength	
	high 1	some- what 2	some- what 3	high 4	high 1	some- what 2	some- what 3	high 4	high 1	some- what 2	some- what 3	high 4
14) I get along with adults	X				X					X		
15) I respect adults in authority		X				X				X		
Emotional Functioning												
16) I control my anger	X				X					X		
17) I feel like I belong			X		X						X	
18) I know when to ask for help				X				X			X	
19) I know how to ask for help			X					X			X	
20) I handle disagreements in a constructive way	X				X					X		
21) I respond to conflict / problem situations like most other people my age		X				X				X		
Behavioral Functioning												
22) I seek attention from people in a way similar to most other people my age			X				X				X	
23) I follow rules	X					X					X	
24) I control myself	X				X					X		
25) I care about my own safety				X				X				X
26) I participate in organized activities (sports, clubs, etc.)	X				X				X			
27) I am usually on time			X				X				X	
28) I complete tasks (chores, assignments, favors, etc.) on time		X					X				X	
29) I complete tasks (chores, assignments, favors, etc.) successfully			X					X			X	
30) I pay attention to directions		X					X				X	
31) I am able to work by myself (chores, assignments)			X					X				X
32) I follow rules when I am not being supervised		X				X					X	
33) I like to get better at things I try				X				X			X	
Cultural/Spiritual												
34) I have a way to meet my needs so I fit in with people who are like me			X				X				X	
35) I have a way to access support for my spiritual beliefs.		X				X				X		
36) I feel accepted by people who are of the same culture and people have the same spiritual beliefs				X			X				X	

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School progress: Respond to the following statements to the best of your ability.	High Need	Somewhat Need	Somewhat Strength	High Strength	Not Applicable
37) I attend school	1	2	3	4	N/A
38) I complete class assignments on time	1	2	3	4	N/A
39) I work on my own, or independently as instructed	1	2	3	4	N/A
40) I complete homework on time	1	2	3	4	N/A
41) I pass quizzes and tests	1	2	3	4	N/A
42) I complete subjects with a passing grade	1	2	3	4	N/A
43) I participate in classroom discussions and activities	1	2	3	4	N/A
44) I pay attention in class	1	2	3	4	N/A
45) I participate in extracurricular, or after school, activities	1	2	3	4	N/A
46) I act appropriately with peers in school	1	2	3	4	N/A
47) I act appropriately when adults are not around	1	2	3	4	N/A
48) I act appropriately with adults in the classroom	1	2	3	4	N/A
49) I follow the same routine as other students	1	2	3	4	N/A
50) I ask questions when I don't understand	1	2	3	4	N/A
51) I can identify at least one adult per class to ask for help	1	2	3	4	N/A
52) I can identify the things I need to be successful in class	1	2	3	4	N/A
53) My teachers support me	1	2	3	4	N/A
54) I need more help than my teachers can provide	1	2	3	4	NA
55) I need help doing what I am supposed to do in school	1	2	3	4	NA
56) I am willing to do what my team and I decide is best for me in school	1	2	3	4	NA
Employment Progress: Respond to the following statements to the best of your ability.	High Need	Somewhat Need	Somewhat Strength	High Strength	Not Applicable
57) I attend work	1	2	3	4	N/A
58) I attend work on time	1	2	3	4	N/A
59) I complete work tasks on time	1	2	3	4	N/A
60) I work on my own, or independently as instructed	1	2	3	4	N/A
61) I complete work tasks the way they are supposed to be done	1	2	3	4	N/A
62) I participate in work place discussions with my boss and co-workers	1	2	3	4	N/A
63) I pay attention at work	1	2	3	4	N/A