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| SCHOOL | This is an example for a middle school | | | |
| SUN COORDINATOR | | Todd Diskin | PRINCIPAL | Diana Hall |

1. Using SUN Data and Key Stakeholders checklist, describe your school’s current conditions by answering the following questions:

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| **What do you know about your school’s OAKS results from this spring? How do they line up with your targets?** |
| We have made strides in math, but see significant areas for growth in reading with special emphasis on ELL and African American student populations. |
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| **What are your school’s indicators or goals from your most current Comprehensive Achievement Plan and/or School Improvement Plan? Please list.** |
| Reading OAKS: increase by 10 percentage points (from 68-78%) with accelerated growth in targeted sub groups.  Math OAKS: increase by 5 percentage points (from 72-77%).  Behavior: Decrease rate of suspension and expulsion for students of color.  Attendance: Decrease chronic absence rates overall with focus on African American and Latino students |
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| **What other important factors from your needs assessment checklist need to be considered?** |
| Neighborhood crime has increased by 15%  Chronic absence: 21%. Disproportionate numbers of African American, Latino and Native students.  Key Stakeholders:   * Parents have noted their concern with their child being safe in the neighborhood. Would like information on how to support their child being motivated to read. * Teachers say that when students are in class they perform well, but growing concern about the number of students absent from school. * Feedback through our family liaison and patterns in participation and disparities in a variety of outcomes show that overall we are disconnected from two specific communities in particular: African American and Latino students and families. * Students reflect in surveys and 1:1 interaction that they would like a wider variety of options for homework time and additional free social time. Students love their SUN teachers and feel they understand them and listen to them. |

2. LOOKING AT ALL OF THIS:

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| **What are the areas of growth/strides being made overall?** |
| * Through focused attention this past year, we are meeting our Math SIP goals. * We’ve seen increase in family participation in SUN activities and parent participation at conferences. * Our equity work is improving our relationships with students and families and we seeing improvement in atmosphere of the school and shifts in behavior and engagement. The SUN Site Manager has participated with the rest of the staff in the equity training and other efforts. * In a parent survey, 96% found the school to be welcoming and specifically note the monthly opportunities to have coffee with the principal, interact with staff at afterschool and evening events and receive assistance with rent and food through our pantry. |
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| **What are the gaps? (academic outcomes or non-academic factors)** |
| * Reading seems to be the largest academic gap, especially for African American and ELL students. * Disproportionate discipline for students of color. Our relative rate for African American, Latino and Native students is 2-3 times that for White students. * Lack of mentors and tutors that represent/reflect the student populations. * Lack of adequate social and health services to meet needs. In particular, we do not have a School Based Health Clinic and our nurse is only at the school 2 days a week. |
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| **What initiatives seem to be stalled or not effective?** |
| * We offer consistent homework time in after school, but it is not being used to its full effect. * PBIS is only partially implemented school-wide and extended day staff have not been able to attend trainings. |

3. Name your top 1-2 areas for collective action with partners and community organizations in the coming year

*Consider the following:*

* *Priorities that will have the biggest impact on closing your school’s gaps, especially with Underserved Populations*
* *Priorities that have long lasting impact*
* *District focus areas and any priorities that are “absolute” or “must do”*
* *Low hanging fruit – available partners and easy wins*

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| FOCUS AREA #1 |
| Reading with targeted focus on African American and ELL students. |
| FOCUS AREA #2 |
| Attendance and Engagement with focus on reducing chronic absence rates in African American, Latino and Native population. |

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| NAME OF FOCUS AREA #1: |
| Reading with targeted focus on African American and ELL students. |

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| SUMMARY OF CURRENT DATA & INFORMATION : |
| OAKS results: African American: 55.2%; ELL: 40.5%, all students: 68% meeting or exceeding  ***(Include other reading assessment information here)*** |

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| WRITE YOUR GOAL |
| All students will receive a 2nd dose of reading practice and support 3X a week.  We will close the gap by 10 percentage points |

PARTNERS AND RESOURCES THAT WILL HELP YOU MEET YOUR GOAL:

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|  | **AVAILABLE**  ***WHO & WHAT*** | **NEEDED** |
| **PARTNERS**  ***Partner Planning Tool*** | XYZ Tutoring: shown great increases with students they serve | AC Portland blends soccer with literacy through mentors. Partnership in development. |
| **RESOURCES** | * Read 180 software and computer labs * Mult Co Library: Books 2 U and School Corps * New library opened up in our neighborhood * Have small amount of SUN budget to pay extended-day staff * Title I: $3,000 + 1 FTE | * Title I: Add $2,000 + additional .5 FTE * 6th grade teachers to run invitational skill-based reading groups in afterschool time * Resources to offer recreation and enrichment for 2nd hour after school for kids participating in academic offerings in 1st hour (soccer, hip hop, etc) * Additional Read 180 licenses * Skilled adult to support students in computer lab * Additional tutors, mentors and adults who can offer reading support * Access to books and other materials at the right reading level * Update SUN library for more current high interest books, magazines and other reading material * Incentives – reading challenges, incentives for visiting library, etc. |
| **TRAINING** | Title I reading specialists are available and could train external volunteers and partners in reading strategies. | Training and materials for tutors, homework helpers and other adult support folks |
| **PARENT ENGAGEMENT**  **ACTIONS** | * Back to School Night * School Conferences * Principal monthly coffee with parents | * Share reading support strategies with parents * Culturally specific family events * Restorative Listening Dialogues (Portland Parent Union model) |

THINKING PROMPTS –MOVING TO ACTION

**Discuss the following:**

* **How can your partners and resources be specifically aligned to meet this goal?**
* **How might partners do business differently to better meet this goal?**
* **What do your partners need to know so they might better align to meet this goal?**
* **What actions would address the gaps for underserved student populations?**

PARTNER ALIGNMENT ACTION STEPS:

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| * Be explicit with all partners about our reading focus and ask them to identify their role towards meeting our targets and adding reading component to their programming. Add this to partner MOU. * Host session with school staff and partner organizations to discuss how to work collectively on reading and align efforts. * Incorporate successes from extended-day and partner interactions with students into recognition and incentive structure. * Align with existing and new partners to do targeted efforts to engage with African American and Latino families such as Portland Parent Union (restorative listening dialogues) and Catholic Charities. |

SYSTEM & STRUCTURAL ACTION STEPS:

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| * Restructure homework time and collaborate with partners to staff it consistently with knowledgeable adults. * Review and revise structures for identifying specific students with reading support needs and communicating about those needs to non-school staff. * Incorporate specific actions into SIP/CAP and SUN Annual Plan. * Increase African American and Latino participation in after school opportunities. * Include SUN Site Manager in all appropriate leadership groups (e.g.-RTI and other team meetings). |

COMMUNICATION ACTION STEPS:

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| * Post school improvement goals in halls, classrooms, etc. * Have students make posters for the campaign – class project? * Use every opportunity to communicate about the reading focus: back to school packets, Back to School Night, parent conferences, student assemblies, newsletters. * Ask parents to pledge to help with the focus. * Put written messages in multiple languages. * Revise SUN MOUs to include the reading focus and commitment of partner to help. |

RESOURCES ACTION STEPS

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| * Reach out to MultCo Library to explore possible opportunities for partnership: apply for School Corps and Books 2 U, incentives to visit and use library, etc. * Reach out to neighborhood faith communities, neighborhood association and others to recruit more adults to support youth getting a 2nd dose of reading (either at school or in community) – recruit at summer clean up day, etc. * Make ask to local book stores for books to add to library. * Connect with Portland Parent Union and Catholic Charities about possible strategies or partnerships to do restorative listening dialogues and other family engagement activities. * Add AC Portland as an extended day partner. |

TRAINING ACTION STEPS:

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| * Work with district to provide training and materials for non-educators – could be cross-school. * Have reading specialists train extended-day staff in ways to incorporate reading skill-building into other activities. * Offer tips to parents at family events. |

OTHER ACTION STEPS:

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| * Coordinate with other SUN middle school providers to learn what others are doing. |