



# Coming Up

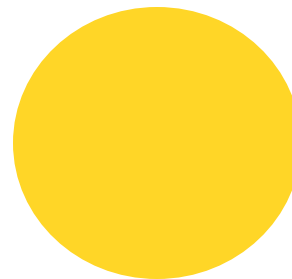
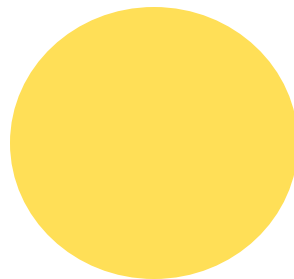
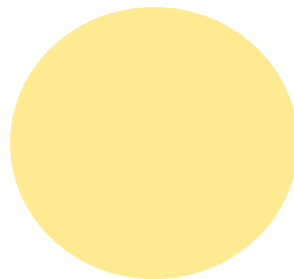
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- **Rob Ingram Youth Summit Against Violence**  
THIS SATURDAY, March 16, Ambridge Conference Center
- **Addressing Disproportionate Discipline Event**  
April 12<sup>th</sup>, 8-Noon, Save the Date out this week
- **SUN End of Year Worksession – May 22nd**
- **Pedro Noguera** on addressing social and racial inequities – Sat. June 1<sup>st</sup> , SEI, free



# Planning, Prioritization and Alignment

*Tools and resources to help overcome barriers to student achievement*



# Why on Earth are we doing this?

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- Requests from the field
- Aligning with school districts and Oregon Dept of Education and anticipating what's coming
- Thinking forward to the End of Year Worksession with principals

# What It Is & How It Can Help

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## **Tools and processes to:**

- Assess current conditions
- Work with principals to more intentionally align resources to key milestones and outcomes.
- Support alignment of all efforts (school day, extended day, summer, partners, other community initiatives)
- Help with overall site communication of SUN goals toward school improvement





# Mind the G-A-P

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**GATHER:** Get the data and information you need to understand the conditions from different points of view.

**ANALYZE:** What is the data and information telling you? Where should we be?

**PLAN:** What are we going to do about it?





# **Where We're Headed: Planning & Resource Alignment Tool**

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- Will be the focus of the End of Year planning session with Principals on May 22<sup>nd</sup>
- A guide for using data and information about your school to help plan for the coming year
- Step-by-step process using existing information and resources

# Planning Toolkit:

## Page 1: Conditions & Prioritization

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**Using the data and information from key stakeholders, answer the following questions:**

- What are the areas of growth/strides being made?
- Where are the gaps?
- What initiatives seem to be stalled or not effective?
- What are the areas or conditions (academic and non-academic) that are the biggest challenges for your students?

**Prioritize your areas and focus on your top 3-4 areas for collective action in the coming year**

*Consider any priorities already dictated by the district.*



# Planning Toolkit:

## Page 2: Focus Areas (top section)

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**FOCUS AREA 1:** List your first priority here

- **CURRENT DATA & INFORMATION:** What does your data and your key stakeholders tell you about the current conditions for this focus area.
- **GOAL:** Given the data and information, where should the school be?  
What is your 1 year goal? Beyond?

### **PARTNER AND RESOURCE ASSESSMENT:**

	PARTNERS <i>from Partner Planning Tool</i>	PARENT ENGAGEMENT ACTIONS	RESOURCES	TRAINING
AVAILABLE				
NEEDED				



# Planning Toolkit:

## Page 2: Focus Areas (bottom section)

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### **PLANNING & COMMUNICATING:**

- **SHARED ACTION STRATEGIES:** List some shared action strategies that can help you meet your goal.
- **COMMUNICATION STRATEGY:** How will you communicate with your key stakeholders about this goal and actions? How will you enlist help?

### **ACTION STEPS:**

- List specific actions steps you will take.
- Include key milestones, deadlines and resources (people, tools, money, training, etc.) that will help you meet your goal.

**Continue for the other 2-3 focus areas**





# How it Works: Data Collection & Evaluation

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## **TODAY:**

- Introduction to the process for data collection
- Walk through SUN Data & Stakeholder checklist
- Walk through SUN Partner Planning Tool
- Evaluate some examples of data together  
(Practical Application with Cindy and Diana)

# Data and Stakeholder Checklist:

## Key Data Sets

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- ❑ School Improvement Plan
- ❑ School ODE AMO Report:  
<http://www.ode.state.or.us/data/reportcard/reports.aspx>. *Choose school district and then scroll for your school and click on AMO Report*
- ❑ SUN outcome data from 2011-12
- ❑ SUN Annual Plan
- ❑ Chronic absentee data (coming from SUN Staff)
- ❑ District-wide initiatives (will be clarified at End of Year Worksession)
- ❑ Community & Neighborhood health data



# Data and Stakeholder Checklist: Partner Planning Tool

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## **1. List all of your SUN + school partners:**

- SCHOOL PARTNER
- PARTNER FOCUS/MANDATE (Why are they in the school?)
- WHAT THEY PROVIDE (What do they do in the school?)
- HOW IS THE WORK FUNDED?

# Data and Stakeholder Checklist: Partner Planning Tool

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**2. What are your key school improvement goals for the coming year?**

**3. Assess your partners' alignment to your goals:**

PARTNERS ALIGNED W/SCHOOL IMPROVEMENT GOALS	WHICH GOAL?	PARTNERS WHO ADDRESS OTHER FOCUS AREAS	WHAT FUNCTION?

**4. What goals do you have where you could use additional partners?**

**5. What community partners do you need to enlist that are not at the school to help you achieve your goals?**



# Data and Stakeholder Checklist:

## Key Stakeholders Information

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### Stakeholders include:

- ☐ Students
- ☐ Parents and parent groups
- ☐ Teachers/Councilors
- ☐ Principals
- ☐ School Partners
- ☐ Advisory and leadership teams
- ☐ Community members
- ☐ Other:

### Methods include:

- Surveys
- Questionnaires
- Focus groups
- Regular conversations

***Start with what you have on hand.***

***SUN website “For Community Schools” page for examples & resources (AFTER SPRING BREAK)***





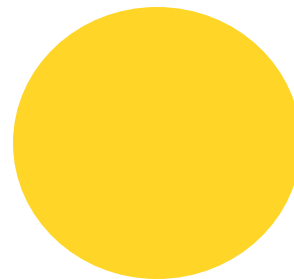
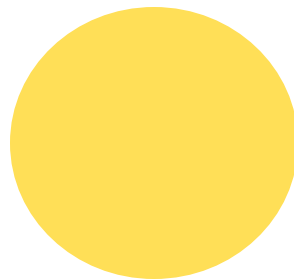
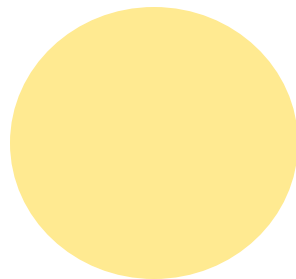
# How it Works: Data Collection & Evaluation

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## **MARCH-MAY:**

- Use the checklist to gather existing information
- If it is helpful & you have opportunities, hold a focus group or groups with parents, youth and/or community members (not a requirement)
- Review the data sets and other information and make note of areas of priority and questions

# Practical Application





# READING MEETING STANDARDS

**ELA Target: 70%**

## Academic Status

Academic Status	2010-2011		2011-2012			Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
	# Tests	# Met	# Tests	10-11 Standards # Met	11-12 Standards # Met				
All Students	769	595	767	583	517	2010-2012	72.40	3.85	76.25
Economically Disadvantaged	585	429	583	410	356	2010-2012	67.21	4.42	71.63
Limited English Proficient	169	91	178	93	70	2010-2012	46.40	8.11	54.50
Students with Disabilities	95	37	89	41	30	2010-2012	36.41	11.13	47.55
Asian/Pacific Islander	93	74	104	87	84	2010-2012	80.20	10.76	90.96
Black (not of Hispanic origin)	70	43	73	38	28	2010-2012	49.65	12.63	62.28
Hispanic origin	197	137	191	129	104	2010-2012	62.11	7.67	69.78
American Indian/Alaskan Native	*	*	*	*	*	2010-2012	*	*	*
White (not of Hispanic origin)	358	306	353	292	269	2010-2012	80.87	5.66	86.54
Multi-Racial/Multi-Ethnic	46	31	41	32	28	2010-2012	67.82	16.19	84.01

# READING GROWTH

## Academic Growth

	2010-2011	2011-2012		Change in % Met	Growth Target
	10-11 Standards % Met	10-11 Standards % Met	11-12 Standards % Met		
All Students	77.37	76.01	67.41	-1.36	2.26
Economically Disadvantaged	73.33	70.33	61.06	-3.01	2.67
Limited English Proficient	53.85	52.25	39.33	-1.60	4.62
Students with Disabilities	38.95	46.07	33.71	7.12	6.11
Asian/Pacific Islander	79.57	83.65	80.77	4.08	2.04
Black (not of Hispanic origin)	61.43	52.05	38.36	-9.37	3.86
Hispanic origin	69.54	67.54	54.45	-2.00	3.05
American Indian/Alaskan Native	*	*	*	*	*
White (not of Hispanic origin)	85.47	82.72	76.20	-2.76	1.45
Multi-Racial/Multi-Ethnic	67.39	78.05	68.29	10.66	3.26

# MATH MEETING STANDARDS

**Math Target: 70%**

## Academic Status

	2010-2011		2011-2012		Year(s) of data for best status	% Met Status	Margin of Error	Adjusted Status
	# Tests	# Met	# Tests	# Met				
All Students	769	429	767	527	2011-2012	68.71	3.85	72.56
Economically Disadvantaged	585	296	583	378	2010-2012	57.71	4.42	62.12
Limited English Proficient	169	62	178	94	2010-2012	44.96	8.11	53.06
Students with Disabilities	95	16	89	24	2010-2012	21.74	11.13	32.87
Asian/Pacific Islander	93	65	104	83	2010-2012	75.13	10.76	85.89
Black (not of Hispanic origin)	70	22	73	33	2010-2012	38.46	12.63	51.09
Hispanic origin	197	86	191	118	2010-2012	52.58	7.67	60.24
American Indian/Alaskan Native	*	*	*	*	2010-2012	*	*	*
White (not of Hispanic origin)	358	232	353	266	2010-2012	70.04	5.66	75.71
Multi-Racial/Multi-Ethnic	46	22	41	24	2011-2012	58.54	16.19	74.73

# MATH GROWTH

<b>Academic Growth</b>	<b>2010-2011 % Met</b>	<b>2011-2012 % Met</b>	<b>Change in % Met</b>	<b>Growth Target</b>
All Students	55.79	68.71	12.92	4.42
Economically Disadvantaged	50.60	64.84	14.24	4.94
Limited English Proficient	36.69	52.81	16.12	6.33
Students with Disabilities	16.84	26.97	10.12	8.32
Asian/Pacific Islander	69.89	79.81	9.92	3.01
Black (not of Hispanic origin)	31.43	45.21	13.78	6.86
Hispanic origin	43.65	61.78	18.13	5.63
American Indian/Alaskan Native	*	*	*	*
White (not of Hispanic origin)	64.80	75.35	10.55	3.52
Multi-Racial/Multi-Ethnic	47.83	58.54	10.71	5.22

# ATTENDANCE

**Attendance Target: 92.0%**

Attendance	2010-2011		2011-2012		Combined Attendance
	Enroll	% Attend.	Enroll	% Attend.	
All Students	825	93.8	816	93.7	93.8
Economically Disadvantaged	635	93.5	623	93.5	93.5
Limited English Proficient	126	94.7	92	94.1	94.4
Students with Disabilities	100	91.8	103	92.0	91.9
Asian/Pacific Islander	97	98.0	106	97.7	97.8
Black (not of Hispanic origin)	80	92.4	78	91.9	92.2
Hispanic origin	204	93.5	202	93.9	93.7
American Indian/Alaskan Native	*	*	*	*	86.6
White (not of Hispanic origin)	391	93.3	383	93.2	93.3
Multi-Racial/Multi-Ethnic	48	93.0	42	92.0	92.5



# How it Works: Setting Goals, Planning & Action!

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## END OF YEAR MEETING:

- Bring school data & stakeholder information
- Utilize the *Planning and Resource Alignment* toolkit
- Identify conditions or concerns that are **barriers to student success**
- Prioritize conditions or concerns to focus on for the year
- Assess what is available and what is needed to help you overcome barriers
- Create goals, strategies, action steps and a communication plan.



# QUESTIONS?

