

Robert Gray Middle School SUN Community School

Annual Plan 2019-2020

I. FOCUS AREA

PRINCIPAL: BETH MADISON

SUN SITE MANAGER: DAVE STROM

The Principal and SUNCS Site Manager choose a top focus area for collective action in the coming year, by referring to the indicators or goals listed in your most current Comprehensive Achievement Plan or School Improvement Plan and considering any other important areas of need in your school community. Some questions to consider: What areas of growth are being made? What are the gaps? What initiatives seem to be stalled or not effective? What would have the biggest impact on closing your school's gaps, especially with underserved populations? What priorities have resources or partners available to participate?

What is your focus area? And what is the specific goal of that focus area? Please include focus populations and data target(s).

Our SUNCS activities continue to focus on providing fitness/wellness and artistic/creative activities in the academic and extended days. A full ban on personal electronic device use will go into effect and be carried into SUN School extended-day activities this year. Students will need activities to replace their use of devices and video games during lunch in the SUN Room, as well as the other lunch areas. SUNCS will partner with the academic day staff to provide a variety of activities with the intention of meeting the needs of all students starting on the first day of school. The second focus area is to improve the student body's sense of community by creating opportunities for student voice. SUNCS will work with academic day staff to create a student council that will act as the student body for the Family Leadership Team.

Robert Gray Middle School Unified Goal: All students will feel connected to RGMS as a result of the combined, coordinated efforts of RGMS and SUNCS staff to implement the Guaranteed and Viable Curriculum initiative while increasing students' social intelligence, kindness and appropriate behaviors in an environment free of digital distraction during the 2019-20 school year. The goals and action steps of the PBIS TFI, AVID Site Team Plan, SUN Community School Annual Plan, and the Talented And Gifted Plan are coordinated to unify all practices and form the School Continuous Improvement Plan (SCIP). Multi-Tiered Systems of Support (MTSS) provides the overarching framework for tiered academic and behavioral practices and interventions.

Partners and Resources that Will Help You Meet Your Goal

- How can your partners and resources be specifically aligned to meet this goal? What do partners need to know to better align efforts?
- What actions would address the gaps for underserved student populations?

	Available <i>Who & what</i>	Needed	Timeline <i>What is the projected timeframe?</i>
PARTNERS	<p>Fitness/Wellness Partners:</p> <ul style="list-style-type: none"> ● PIL Youth Sports ● Portland Parks and Recreation ● Wilson Youth Sports ● Fuel Up to Play 60 ● Mt. Hood Meadows ● PSU Psychology Department <p>Artistic/Creative Partners:</p> <ul style="list-style-type: none"> ● RGMS Drama ● ORTOP Robotics/LEGO Toy Robotics ● Lunch Clubs ● RGMS SUN MakerSpace ● Chess for Success ● RGMS AVID Elective 	<p>Continue to increase the connection with Wilson Youth Sports and PIL Youth Sports</p> <p>Continue to work with RGMS Drama to ensure their SUN connection is effective</p> <p>Increase Fuel Up to Play 60 activities in conjunction by coordinating with the academic day education assistant that is the lead FUTP60 advisor</p> <p>Increase lunch clubs and activities; reach out to parents through the PTA starting at fall registration</p> <p>The RGMS MakerSpace is fully functional and available for classes in the academic and extended day. Support for tool expansion is continually sought.</p> <p>Chess for Success plans to expand this year with parent support</p> <p>RGMS AVID Elective will have three sections this year and continually seeks resources for activities</p>	<p>PIL and Wilson Youth Sports run three terms plus summer; SUNCS sports depend on availability</p> <p>Portland Parks & Rec maintain the RGMS grounds year-round</p> <p>Fuel Up to Play 60 activities start at fall registration and run through spring</p> <p>RGMS Drama produces three plays per year</p> <p>ORTOP Robotics/LEGO Robotics runs fall through spring</p> <p>Lunch Clubs</p> <p>RGMS SUN MakerSpace</p> <p>Chess for Success</p> <p>RGMS AVID Elective is a semester course</p>
RESOURCES	<p><i>Extensive activities are made available as a result of these resources:</i></p> <p>SUN academic year and Summer of Fun classes</p> <p>PIL Athletic practices and competitions</p> <p>Portland Parks & Rec practices and competitions and grounds maintenance</p> <p>Drama Program practice and performances</p>	<p><i>Ongoing support for these resources includes:</i></p> <p>Multnomah County funding</p> <p>Impact NW funding</p> <p>Oregon Community Foundation funding</p> <p>PPS PIL funding</p>	<p>SUN funding is year round</p> <p>PIL funding is fall-winter-spring</p> <p>PIL & PP&R communication happens year round</p> <p>Drama is fall-winter-spring</p> <p>PTA funding is year round</p>

	<p>PPS Maker workshops and academic day activities</p> <p>RGMS-sponsored and RGMS PTA activities</p> <p>ECO Dig In funding and staff time</p> <p>PPS AVID program</p> <p>Lunch Club formation and publicity</p> <p>Chess for Success lunch club and competitions</p> <p>Fuel Up to Play 60 Plays</p> <p>LEGO Robotics classes and competitions</p>	<p>PIL and PP&R communication</p> <p>Drama Program collaboration</p> <p>PTA funding</p> <p>RGMS consolidated budget</p> <p>RGMS Foundation</p> <p>ECO Dig In funding</p> <p>Lunch Club coordination</p> <p>Chess for Success school support</p> <p>LEGO Robotics fundraisers & ORTOP grant</p> <p>Parent and community donations</p>	<p>RGMS consolidated budget is fall-winter-spring</p> <p>RGMS Foundation collects funds August-June</p> <p>Dig-In provides services fall-winter-spring</p> <p>Chess for Success is fall-winter-spring with the winter tournament</p> <p>LEGO Robotics is fall-winter-spring</p> <p>Parent and community donations are year round</p>
<p>TRAINING</p>	<p>Impact NW has a new diversity and equity initiative that organizes monthly trainings throughout the year for SUN staff</p> <p>RGMS provides quality professional development facilitated by teacher leaders with actions as listed in the AVID Site Team Plan, TAG Plan, and PBIS Tiered Fidelity Inventory.</p> <p>School staff complete required online trainings each year. Additional trainings are</p> <p>PPS provides trainings on data collection and interpretation and positive student supports systems.</p> <p>The PPS Learning Campus has many courses available to PPS and SUN CS staff.</p> <p>Trainings are individually created and administered as needed depending on the resources and partners.</p> <p>RGMS provides training in AVID WICOR strategies and models them in staff meetings</p>	<p>The PPS calendar specifies which days will be available for staff meetings.</p> <p>Trainings focus on providing quality programming to our youth</p> <p>Meet with the PBIS Climate Team to connect SUNCS with the academic day activities to improve student climate</p> <p>Teach SUN staff the tenets and Gems of ENVoY Nonverbal Classroom Management to increase student engagement and productivity.</p>	<p>Yearlong starting July 1, 2019</p>

YPQA Goals

Goals	Specific Strategies to meet the goal (What or How) <i>List specific strategies to meet goal (e.g. trainings, observations, practice changes, etc.)</i>	Timeline <i>What is the projected timeframe?</i>	Who <i>Who will be participating and what roles will they play?</i>	Measurement <i>How will you measure improvement?</i>
Safe Goal (a goal you can easily accomplish)	Domain: Leadership, scale item #3: By the end of Spring semester (June 7, 2019), all SUN students will have at least one opportunity to lead peers in a discussion.	By the end of Spring term, June 7, 2020	Lead: SUN Instructors Support: SUN Site Manager SUN Students	Tally marks on attendance sheets will show who has a turn.
Stretch Goal (a goal that might be challenging to meet)	Domain: Learning Strategies, scale item #3: By the end of Fall 2019 term, staff will use at least three encouraging phrases per programming day in interactions with students.	By the end of Fall 2019 term	Lead: SUN Instructors Support: SUN Site Manager SUN Students	Each instructor will record which phrases they use each day.
Choice Goal (a safe or stretch goal)	Domain: Targeted Learning, scale item #4: By the end of SUN Summer of Fun, staff will end each class with one actionable task to increase student skills in the time before the next class.	By the end of SUN Summer of Fun	Lead: SUN Instructors Support: SUN Site Manager SUN Students	In the SUN staff coaching sessions following classes, the actionable tasks will be reported and discussed by the group.

II. ACADEMIC SUPPORT AND SKILL DEVELOPMENT FOR YOUTH

Output or Outcome (Outcomes are for regular attendees)	100% funding level	75% funding level
Students will meet reading and math benchmarks, or, for youth who do not meet benchmarks, will meet growth targets	TBD	TBD
attendees attend school regularly (not be chronically absent)	absence rate of 10% or less or 10% reduction in chronic absence rate	absence rate of 10% or less or 10% reduction in chronic absence rate
Regularly attending high school students will earn enough credits to be on course to graduate	6 credits	6 credits
attendees will show improvement in developmental assets and interim academic indicators	75%	75%
homework assistance or other age appropriate academic support during each day of extended-day programming	30 min	30 min

NOTE: Include year-long AND summer strategies. Add additional rows to the table if needed.

Area	Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>Check <u>all</u> that apply</i>	<i>List specific strategies and practices</i>	<i>What is the projected timeframe?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships, training) available and needed</i>	<i>Target #, observable change, evidence of success</i>
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Other: All Core & Elective Classes	Provide 30 minutes of academic assistance and social interaction prior to after-school activities start time.	Sep – Jun	Lead: SUN Instructors Support: SUN Site Manager	SUNCS Funding SUN Instructors Lewis and Clark College	All students participating in extended-day will receive homework assistance.
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Other: All Core & Elective Classes	Offer Homework Club in the morning (Monday- Friday) and after school (Monday-Thursday) for one hour	Sep-June	Lead: SUN Instructor Support: SUN Site Manager, SUN Extended Day Activities Coordinator	SUN CS Funding Volunteers - Instructor	All students participating in extended-day will receive homework assistance.

<input checked="" type="checkbox"/> Other: Science Technology Engineering Art Math	Offer STEAM based SUN CS classes: LEGO Robotics, MakerSpace, etc.	Sep - June	Lead: SUN Instructors Support: SUN Site Manager, RGMS Technology Teacher	Grants for FIRST LEGO Robotics	Target interventions to get more girls enrolled in STEM based classes Enroll in community competitions: FIRST Lego Robotics League, Youth Film Project, Math Olympics, etc.
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Other: Wellness Attendance	Offer SUN Summer of Fun, the four-week enrichment program for students entering grades 6-8 at Stephens Creek Crossing.	June 24-July 18, 2019	Lead: SUN Site Manager, SUN Extended Day Activities Coordinator Support: SUN Instructors	SUNCS Funding SUN Site Manager	10-20 students per week
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Other: Wellness Attendance	Collaborate with the assistant principal and Climate Team to create strategies to improve student climate	Sep – Jun	Lead: SUN Site Manager, SUN Extended Day Activities Coordinator Support: Assistant Principal Climate Team	PTA PBIS funding	Participation will be inclusive and voluntary
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Other: Organization Attendance	Collaborate with the AVID Elective teacher to understand and reinforce WICOR strategies	Sep – Jun	Lead: AVID Elective Teacher Support: SUN Site Manager, SUN Youth Advocacy provider	AVID Site Team Plan MakerSpace	The AVID Elective and Schoolwide systems will be evident in students' academic work and social skills

ATTENDANCE				
Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>List specific strategies and practices</i>	<i>What are the projected start and end date(s)?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships) available and needed</i>	<i>Target #, observable change, evidence of success</i>
Identify and discuss students with chronic and severe absenteeism during the weekly SIT and Special Education meetings	Sep – June Weekly SIT meetings	Lead: School Psychologist and AP Supports: SUN Youth Advocacy provider, Counselors, SUN CS Site Coordinator, RGMS Teachers	Time during the academic day Access to ongoing data	Increase the ADM percentage of students with chronic and severe absenteeism by 10%
Provide such high-quality extended and academic day activities that students will be eager to attend school	Sep – June	Lead: SUN Site Manager Supports: All extended day staff	Strong partnerships created and maintained	SUN activities will show high enrollment and outcomes

TRANSITIONS (Kindergarten, 6th Grade or 9th Grade)				
Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>List specific strategies and practices</i>	<i>What are the projected start and end date(s)?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships) available and needed</i>	<i>Target #, observable change, evidence of success</i>
Offer SUN Summer of Fun, the four-week enrichment program for students entering grades 6-8 at Stephens Creek Crossing.	June 24-July 18, 2019	Lead: SUN Site Manager, SUN Youth Advocacy provider Support: Principal, teachers, SUN instructors	Financial support for summer program	Students enrolled in the program as 5 th graders will show positive attitudes and minor adjustment problems entering RGMS in the fall term

Attend Fall Registration to publicize the SUNCS program and fall offerings. Gather data on student interests.	August 20-21, 2019	Lead: SUN Site Manager Support: Principal, PTA	Fall registration is well established and participation is an annual activity	Students and families will show their familiarity with SUNCS by participating in activities.
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III. FAMILY PARTNERSHIP AND ENGAGEMENT

Output or Outcome	100% funding level	75% funding level
Students (children and adults) will be served in extended-day family programs and services	Annually non-enrollment events	Annually non-enrollment events
Parents (parent and community members) will participate in adult education and life skills development	50	35

NOTE: Add additional rows to the table if needed.

Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>List specific strategies and practices</i>	<i>What are the projected start and end date(s)?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships) available and needed</i>	<i>Target #, observable change, evidence of success</i>
Maintain partnership with RGMS PTA and the RGMS PTA Drama program under the SUNCS umbrella	All Terms	Lead: SUN Site Manager Support: RGMS Administrators and Drama Producer	SUN CS and PTA	Strong ties in the extended day will ensure continuation of outstanding programs
Partner with RGMS leaders: <ul style="list-style-type: none"> AVID Site Team to collaboration on family events and MakerSpace projects Music: rock band and Open Mic Nights PE: Shared gym usage, Ski Club 	Sept-June	Lead: SUN Site Manager Support: RGMS AVID Site Team	AVID Site Team meetings	AVID Elective events will be well attended with agendas that foster the goals of SUNCS.

IV. MEETING BASIC NEEDS

Service Provision, Access, I & R and Linkage to a wide range of services including:

- Housing Stability services
- Economic Self-Sufficiency services
- Health services
- Mental Health services
- Food and Nutrition services

Note: Add additional rows to the table if needed.

Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>List specific strategies and practices</i>	<i>What are the projected start and end date(s)?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships) available and needed</i>	<i>Target #, observable change, evidence of success</i>
Connect families to social services/anti-poverty resources (at INW and beyond) through SIT meetings, Weekend Backpack Program, social services referral form and direct calls to SUN Site Manager	Weekly SIT Meetings, Sept-June, for 30 minutes to 1 hour.	Lead: SUN Site Manager Support: School Psychologist, Counselors, SPED teachers, SUN Site Manager, QMHP, Assistant Principal, Stephens Creek Crossing Community Coordinator	One hour/week to meet; additional follow-up responsibilities Knowledge of and links to community resources	Families will have access to the resources they need to ensure their students will have acceptable attendance.

V. COLLABORATION AND SERVICE INTEGRATION

Collaboration Development – Build or deepen collaboration between school staff, lead agency, partners, parents & community members (shared understanding /vision of school as a community school; shared governance; clear communication channels, systems development, etc.)

Family Leadership Team – Strategies designed to engage and develop families to create authentic leadership and connection with the school, especially from historically underserved families or those whose voices are not currently present.

Coordination of Staffing and Communication for Students and Families – Develop and maintain a communication and referral system among partners to ensure the linkage of students and families to a range of services. SUN CS Site Managers participate in groups that support collaboration and integration of services for specific students and families (Data, RTI, Attendance, SIT, BSC, etc.)

Partner Coordination – Connect with all school-based and school-linked service and program partners in the school for coordination, systems development and information sharing purposes

COLLABORATION DEVELOPMENT				
Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>List specific strategies and practices</i>	<i>What are the projected start and end date(s)?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships) available and needed</i>	<i>Target #, observable change, evidence of success</i>
Assistant Principal and SUN Site Manager share and look at academic and other data to make decisions about community school efforts (e.g., academic support needs, school climate, wellness, behavior) and to developing ideas for the SUN Family Leadership Team	Spring: SUN CS Annual Plan Fall: Gather input of other groups Ongoing assessment of plans and efforts	Lead: SUN Site Manager Supports: Principal	Scheduled, regular meetings between Principal and SUN Site Manager Time at SUN Family Leadership Team meeting and other meetings with parents/family members to share data and decision making	Decisions about community school collaboration increasingly driven by data (student academic, student health and wellness, student behavior, family) Lead agency and school leadership develop and implement community school plans jointly
Provide the RGMS PTA with information needed to solicit funding for the SUN programs	Spring/Fall: budget planning for upcoming school year	Lead: Principal and SUN Site Manager Supports: RGMS PTA	The PTA budget is crafted annually in May and final approval is in October	Resources (human, financial and equipment/supplies) are deployed to most strategically meet student needs across the academic and extended days

FAMILY LEADERSHIP TEAM DEVELOPMENT				
Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>List specific strategies and practices</i>	<i>What are the projected start and end date(s)?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	<i>Target #, current state of development, observable change expected, evidence of success</i>
Organize the SUN Family Leadership Team in a manner that will include parent and student voice	August-June	Lead: SUN Site Manager, SUN Youth Advocacy provider Support: RGMS Counselors, Assistant Principal	RGMS communication systems PTA collaboration	The ideas of the SUN Family Leadership Team will contribute to the development of the RGMS SUNCS
Coordinate with the Climate Team and Fuel Up to Play 60 coordinator to provide activities	Year round	Lead: SUN Site Manager Support: Administrators, SUN Youth Services provider	Fuel Up to Play 60 Dashboard and funds PBIS funds and time	Fuel Up reporting will show that students' consumption of nutrient rich foods and daily exercise level have increased.

COORDINATION OF STAFFING AND COMMUNICATION FOR INDIVIDUAL STUDENTS				
Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>List specific strategies and practices</i>	<i>What are the projected start and end date(s)?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships) aligned to accomplish this</i>	<i>Target #, observable change, evidence of success</i>
RGMS 6 th Grade Counselor, RGMS 7/8 Counselor, RGMS Student Support Team, RGMS Special Education team, and RGMS ESL Liaison are available to partner to provide services and monitor activities	Sept-June	Lead: Assistant Principal Supports: School-based and school-linked partners, SUN Site Manager	SIT meets weekly	Communication will result in optimal student engagement in activities and in adequate support in increasing attendance

Communicate the RGMS Google Calendar and website based classroom assignments and homework systems housed on the RGMS website	Sept-June	Lead: Principal Supports: SUN Site Manager; RGMS lead technology teacher, PPS IT	RGMS website was developed during summer 2016 and refinement continues	Students, staff and families will have ready access to academic assignments and homework
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PARTNER COORDINATION				
Specific Strategies (What or How)	Timeline	Lead Person & Supports	Resources	Indicators/Outputs (optional)
<i>List specific strategies and practices</i>	<i>What are the projected start and end date(s)?</i>	<i>Who is the lead person(s) and who else will be supporting?</i>	<i>Resources (people, time, dollars, materials, partnerships)</i>	<i>Target #, observable change, evidence of success</i>
Connect with Stephens Creek Crossing twice per year to increase the connection	December 2019 April 2020	Lead: SUN Site Manager Supports: School-based and school-linked partners, SUN staff, INW SUN Coordinator	Scheduled other meetings on as-needed basis.	All school-based and school-linked partners will be aware of each other's efforts and have opportunities to coordinate efforts, plan joint events, share information and troubleshoot issues

Anticipated Dates and Hours of Extended-day Programming:

SUMMER SESSION

Summer of Fun Week 1	Monday, 06/24/2019	9:00 AM	1:00 PM
Summer of Fun Week 2	Monday, 07/01/2019	9:00 AM	1:00 PM
Summer of Fun Week 3	Monday, 07/08/2019	9:00 AM	1:00 PM
Summer of Fun Week 4	Monday, 07/15/2019	9:00 AM	1:00 PM

FALL SESSION

SUN Activity Guide Released Fall	Wednesday, 08/15/2019	3:45 PM	4:30 PM
SUN Registration Due Fall	Wednesday, 09/20/2019	3:45 PM	4:00 PM
SUN AM Open Gym Begins Fall	Tuesday, 08/28/2019	8:30 AM	9:05 AM
SUN AM Library Begins Fall	Tuesday, 08/28/2019	8:30 AM	9:05 AM
SUN PM Classes Begin Fall	Monday, 09/30/2019	3:45 PM	5:15 PM
SUN PM Classes End Fall	Friday, 12/14/2019	3:45 PM	5:15 PM

WINTER SESSION

SUN Activity Guide Released Winter	Wednesday, 11/28/2019	3:45 PM	4:30 PM
SUN Registration Due Winter	Wednesday, 01/02/2020	3:45 PM	4:30 PM
SUN AM Library Begins Winter	Wednesday, 01/02/2020	8:30 AM	9:05 AM
SUN PM Classes Begin Winter	Monday, 01/07/2020	3:45 PM	5:15 PM
SUN PM Classes End Winter	Friday, 03/08/2020	3:45 PM	5:15 PM

SPRING SESSION

SUN Activity Guide Released Spring	Wednesday, 02/27/2020	3:45 PM	4:30 PM
SUN Registration Due Spring	Wednesday, 03/20/2020	3:45 PM	4:30 PM
SUN AM Open Gym Begins Spring	Monday, 04/01/2020	8:30 AM	9:05 AM
SUN AM Library Begins Spring	Monday, 04/01/2020	8:30 AM	9:05 AM
SUN PM Classes Begin Spring	Monday, 04/01/2020	3:45 PM	5:15 PM
SUN PM Classes End Spring	Friday, 05/31/2020	3:45 PM	5:15 PM