AVID Site Plan
2019-2020

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Site Information

School Name:	Robert Gray Middle School
Principal:	Beth Madison
Address:	5505 SW 23rd Ave
District:	Portland Public Schools
County:	Multnomah
City, State, ZIP:	Portland, OR 97239

Elementary Sites		**Secondary Sites**	
AVID Site Coordinator:		AVID Site Coordinator:	Diana Collins
Number of AVID Elementary Classes:		AVID Administrator:	Beth Madison
Grade Level(s) Implementing:		Number of AVID Elective Sections:	3 x 2 semesters
Date First Implemented:		Date First Implemented:	May 2016

Site Plan Prepared by: Please include name/role of all Site Team members. Schools with expanded AVID involvement should extend the list to include others who support the continuous improvement of the AVID College Readiness System at the site.

Beth Madison	Diana Collins	Jeff Waters	Ian Camp	Ryan Hook
David Wages	Lisa Lammert	Lisa Hyde	Michelle Lefevre	CJ Mead
Shawna Wheeler	Ian McMaster	Jason Horvat	Peter Timmons	Philip Rafferty

X _____

AVID Coordinator

X _____

District Director

Support Needs: At this time, our projected needs for support include:

Budget for AVID Elective and schoolwide activities, continued coaching, middle school master schedule districtwide revision to allow for semester electives

GOAL #1: Focused Note-Taking

What is the identified goal? "SMART" (Specific, Measurable, Action-Oriented, Realistic, and Timely)?

Students will use focused note-taking strategies such as Cornell notes, consistently use higher-level questions in their notes, and demonstrate critical thinking skills in all content courses with emphasis put on revisiting and working the notes.

What data do we have to validate this goal? Using that data, what is our established baseline?

Professional development during the 2018-19 school year included use of Cornell Notes and other focused note-taking strategies. Student notes observations indication that additional staff development will help increase students' skills in revisiting and working the notes over time.

Essential/Domain Alignment: [X] *AVID Schoolwide Instruction Domain*
Alignment/Integration with Other Plans
  [X] *Continuous Achievement Plan*   [X] *PBIS Tiered Fidelity Inventory*   [X] *SUN CS Annual Plan*

Action Steps	Evidence	Resources Timeline	Individual Commitments
Use AVID Writing for Disciplinary Literacy as the foundation for staff development for focused note-taking	PD Tracker Sheet in the G Suite with a link on the RGMS Inside webpage	Downloaded from myavid in 2018 Make available to all staff in 2019-20	Jeff and Lisa L will plan staff meetings with help from other teacher leaders. Beth will help maintain the PD Tracker.
Reteach focused note-taking strategies in staff meeting using WICOR strategies. Share different types of focused note-taking. Re-teach in all content classes. Emphasize higher-level questions.	PD Tracker Sheet in the G Suite with a link on the RGMS Inside webpage	Staff meetings are per the district calendar	Jeff and Lisa L will plan staff meetings with help from other teacher leaders. Beth will help maintain the PD Tracker. Shawna will teach the AVID Inquiry Increases Higher-Level Thinking Question tool in a PD to model how to teach HLQ
Teach focused doodling in staff meetings; collect & share exemplars; display student work	PD Tracker Sheet in the G Suite with a link on the RGMS Inside webpage; exemplars stored on the RGMS Inside page linked to the Google Drive	Start in October 2019 and continue throughout the year	Ian M provided note-taking guidance from the AVID SI, which will be included in the RGMS student handbook
Use WICOR strategies in staff meetings to teach and refine focused note-taking strategies	PD Tracker Sheet in the G Suite with a link on the RGMS Inside webpage; exemplars stored on the RGMS Inside page linked to the Google Drive	Staff meetings are per the district calendar with virtual time allocated for individual staff development	Jeff and Lisa L will plan staff meetings with help from other teacher leaders. Beth will help maintain the PD Tracker.

Action Steps	Evidence	Resources Timeline	Individual Commitments
Create bell-ringer procedures for increasing the effectiveness of focused notes. Provide marking pens and visual guides for marking and doodling.	Create forms for systems articulation and accountability Record observations of bell-ringer activities during normal walk-throughs	In place to begin the year and refined as the year goes on	Beth will create a system for articulation and accountability Beth and Jon will do classroom walk-throughs
Include a focused note-taking reference sheet in the student handbook and teach it in schoolwide lessons.	Student handbook will provide evidence of inclusion; walk-throughs will include observing notes in binders in a variety of classes and grades	Student handbook is posted to the website, printed and disseminated in August each year	Beth will revise the student handbook with staff input
Submit evidence in Google Drive of focused note-taking preferences	Exemplar files in a shared drive folders organized	Starting in October 2018 and continuing through the 2019-20 year. Review the file during PD	Designated teachers will upload the files
Compare focused note-taking styles in staff meetings and discuss advantages and challenges of each	PD Tracker Sheet in the G Suite with a link on the RGMS Inside webpage; exemplars stored on the RGMS Inside page linked to the Google Drive	Chromebook file sharing	Help staff shift the notion that note-taking is a stand-alone activity rather than a launch point for gathering and working with content
Gather student reflections in the AVID elective class on how they engaged in note-taking	Student reflection forms	Create baseline data in October 2019, then January 2020, February 2020, May 2020	Shawna will create and implement the reflection activity with the help of the site team
Teach students to revisit and work the notes by using the "Writing in the Margins" tool to enhance their retention and processing of information.	Student survey and results Walk-through evidence	Student survey: Fall, winter, spring at strategic times, integrated with whatever survey PPS might use	Jeff will create survey and disseminate for administration, disaggregate the results and share the data with staff and the AVID Site Team and PBIS Team

GOAL # 2: Guaranteed and Viable Curriculum Implementation

What is the identified goal? "SMART" (Specific, Measurable, Action-Oriented, Realistic, and Timely)?

Teachers will implement the PPS GVC elements as required by PPS with emphasis on incorporating WICOR strategies and higher-level thinking in every lesson. As required by PPS, lessons will include daily I Can Statements, learning targets, essential questions and assessments.

What data do we have to validate this goal? Using that data, what is our established baseline?

The GVC is in its second year of development with continued change and development at the district level and varying levels of implementation at the building level. We will use this year to establish our baseline.

Essential/Domain Alignment: ☒ *AVID Schoolwide Instruction Domain*
Alignment/Integration with Other Plans
☒ *Continuous Achievement Plan*   ☒ *PBIS Tiered Fidelity Inventory*   ☒ *SUN CS Annual Plan*

Action Steps	Evidence	Resources Timeline	Individual Commitments
Learning through Writing: Adopt our schoolwide writing structures based on the Step Up to Writing visual icons and markings in lessons. Include the icons in the student handbook.	PD Tracker Sheet in the G Suite with a link on the RGMS Inside webpage; exemplars stored on the RGMS Inside page linked to the Google Drive	Staff meetings are per the district calendar	Jeff and Lisa L will plan staff meetings with help from other teacher leaders Beth will help maintain the PD Tracker
Display the RGMS Strategies for Success posters in classrooms by the location of the learning targets.	RGMS Strategies for Success posters will be visible in classrooms by the location of the learning targets.	Print in August 2019; hang in classrooms by September 2019	All teachers will post learning targets and display the Success posters by them
Higher-Level Thinking: Craft higher-level thinking questions for use in assignments and assessments. Continue to train staff in Costa's Levels and apply to lesson planning.	PD Tracker Sheet in the G Suite with a link on the RGMS Inside webpage; exemplars stored on the RGMS Inside page linked to the Google Drive	Teach in September 2019 and revisit twice	Jeff and Lisa L will plan staff meetings with help from other teacher leaders Beth will help maintain the PD Tracker
Structures for Inquiry: Use Socratic Seminars and Philosophical Chairs in their classes.	Walk-throughs, plus teachers will be invited to ask for observations in classes using structures for inquiry	Start October 1 Monthly calendar	Beth and Jeff will disseminate information on the use of structures
Access Digital Information: Continue to train all 6th graders in the use of technology to provide readiness for core class device use with a focus on the 4 A's.	All 6th grade students' schedules will show Technology 1 and possibly Technology 2 class; content teachers will use Chromebooks for class assignments and calendars	Full-time technology elective teacher since 2015	Jeff will schedule all 6th graders into the technology classes, plus students that have not had technology class

Action Steps	Evidence	Resources Timeline	Individual Commitments
Technology as a Tool for Collaboration: Use G Suite apps to create online lesson plans with a focus on the 4 A's. Use the 4 A's model in lesson plans to encourage student collaboration	Teachers will display which system they are using and we will aggregate the data to provide information to other	Beth, David K, Nick, Lisa L and Diana will work on this starting in August 2019 with the intent to launch that same month	Teachers have already submitted their intentions for lesson planning formats
Structures for Collaboration: Plan collaborative WICOR strategies in lessons (jigsaw, four corners, etc.)	Lesson plans will show WICOR strategies; teachers will record on the RMGS Strategies for Success tracking sheets to remind them and record strategies	WICOR strategies have been taught and practiced since 2016 and will continue	Jeff and Lisa L will plan staff meetings with help from other teacher leaders Beth will help maintain the PD Tracker
Collaborative Study Groups: Include in lesson planning to increase higher-order questioning and thinking.	Walk-throughs, plus teachers will be invited to ask for observations in classes using structures for inquiry	Started in December 2018 and continuing through 2019-20	Jeff and Lisa L will plan staff meetings with help from other teacher leaders. Diana will demonstrate collaborative study groups. Shawna will include in the AVID Elective Beth will help maintain the PD Tracker
Critical Reading Process: Continue to train teachers in the critical reading process through AVID trainings. Use in staff meetings as a model strategy. Incorporate critical reading processes in GVC-based lesson plans.	Lesson plans based on GVC scope and sequences and walk-throughs will show critical reading strategies	Started in November 2017 and continuing through 2019-20	Jeff and Lisa L will plan staff meetings with help from other teacher leaders. Diana will lead the PD with other AVID site team staff Beth will help maintain the PD Tracker
WICOR Strategies: Continue to model and actively teach WICOR strategies in staff meetings and record in classrooms the chosen strategies.	PD Tracker Sheet in the G Suite with a link on the RGMS Inside webpage; exemplars stored on the RGMS Inside page linked to the Google Drive	Started in September 2017 and continuing through 2019-20	Jeff and Lisa L will plan staff meetings with help from other teacher leaders. Beth will help maintain the PD Tracker
Apply MTSS to lesson planning with a focus on Tier 1 strength in every classroom through the use of WICOR strategies	Teachers have been trained in the MTSS tiering structure and WICOR starting in 2016, synthesis of the relationship of WICOR to MTSS will be evident in the PD Tracker	Begin in September 2019	Jeff and Lisa L will plan staff meetings with help from other teacher leaders. Beth will help maintain the PD Tracker
Learning targets will include	Walk-throughs will collect	Shawna and Jeff	Jeff will lead instructional

Action Steps	Evidence	Resources Timeline	Individual Commitments
an "I can" statement and a learning objective that includes WICOR strategies. Example: I can add and subtract fractions by working in a collaborative study group. Questions on the RGMS School Climate Survey will assess student perception of essential questions, I Can Statements, and learning target visibility and value	data to assess learning targets, standards and essential question fidelity. Data will be reported to the AVID Site Team.	will meet with 7th and 8th grade teachers on Jump Start Day to brainstorm potential survey questions and other PBIS content for schoolwide training.	rounds Survey will be disseminated three times during the year at strategic times

GOAL # 3: Professional Learning Communities

What is the identified goal? "SMART" (Specific, Measurable, Action-Oriented, Realistic, and Timely)?

Teachers will collaborate through PLCs in the design of lessons in all content courses that engage students throughout the school throughout the year in rigorous assignments.

What data do we have to validate this goal? Using that data, what is our established baseline?

Our 2017-18 data collected in staff development meetings show that all teachers are using WICOR strategies but to varying degrees. Our intention is to increase the number of WICOR strategies being used by each teacher while they participate in the district-required PLCs.

Essential/Domain Alignment: X   *AVID Schoolwide Instruction and Culture Domains*
Alignment/Integration with Other Plans

X   *Continuous Achievement Plan*   X   *PBIS Tiered Fidelity Inventory*   X   *SUN CS Annual Plan*

Action Steps	Evidence	Resources Timeline	Individual Commitments
Structures for Collaboration: PLCs will provide collaborative time for examining student work and improving lesson design as required by the PPS GVC initiative	The PLC Google Classroom will have evidence of meetings, data, documents and recommendations.	Skills-based PLCs will be formed in staff meetings to address explicit interests based on data and staff perception	Jeff and Lisa L will plan PLC meetings with help from other teacher leaders. Beth will help maintain the PD Tracker. RGMS staff will continued to be trained by PPS and AVID Center trainings
WICOR, Scaffolding, and Rigorous Instructional Practices: With lesson plans based on the GVC, activities will be scaffolded for success and the evidence will be reviewed and discussed in PLCs, which will be required by PPS	The PLC Google Classroom will have evidence of meetings, data, documents and recommendations.	Skills-based PLCs will be formed in staff meetings to address explicit interests based on data and staff perception Use the AVID strategy texts for staff development	Jeff and Lisa L will plan PLC meetings with help from other teacher leaders. Beth will help maintain the PD Tracker. RGMS staff will continued to be trained by PPS and AVID Center trainings
Writing Process: PLCs will review students' writing assignments and assessments for evidence the Critical Writing process	The PLC Google Classroom will have evidence of meetings, data, documents and recommendations.	Skills-based PLCs will be formed in staff meetings to address explicit interests based on data and staff perception Use the AVID Critical Writing Process texts for staff development	Jeff and Lisa L will plan PLC meetings with help from other teacher leaders. Beth will help maintain the PD Tracker. RGMS staff will continued to be trained by PPS and AVID Center trainings
Focused Note-Taking: PLCs will review students' notes for evidence of higher-level thinking and questioning	The PLC Google Classroom will have evidence of meetings, data, documents and recommendations.	Staff meeting time will create the basis for skills-based PLCs Use AVID focused note-taking texts in PLCs	Jeff and Lisa L will plan PLC meetings with help from other teacher leaders. Beth will help maintain the PD Tracker. RGMS staff will continued to be trained by

Action Steps	Evidence	Resources Timeline	Individual Commitments
			PPS and AVID Center trainings
Higher-Level Thinking: PLCs will review students' notes and assignments for evidence of higher-level thinking and questioning	The PLC Google Classroom will have evidence of meetings, data, documents and recommendations.	Skills-based PLCs will be formed in staff meetings to address explicit interests based on data and staff perception Use AVID higher-level thinking texts in PLCs	Jeff and Lisa L will plan PLC meetings with help from other teacher leaders. Beth will help maintain the PD Tracker. RGMS staff will continued to be trained by PPS and AVID Center trainings
Technology as a Tool for Collaboration: PLCs will review students' digital notes and assignments for evidence in all 4 A's of the AVID digital model	The PLC Google Classroom will have evidence of meetings, data, documents and recommendations.	Skills-based PLCs will be formed in staff meetings to address explicit interests based on data and staff perception Use AVID higher-level thinking texts in PLCs	Jeff and Lisa L will plan PLC meetings with help from other teacher leaders. Beth will help maintain the PD Tracker. RGMS staff will continued to be trained by PPS and AVID Center trainings
Technology as a Tool for Collaboration: PLCs will be held in two manners: virtual in the PLC Google Classroom and café style through in-person meetings with RGMS staff and WebEx with other middle school staff	The PLC Google Classroom will have evidence of meetings, data, documents and recommendations.	WebEx is provided and supported by PPS Start in October 2019	Beth will lead this process with help from David K and Kevin Crotchett
Use WebEx for online PLC meetings with other AVID middle schools	WebEx meetings will use the PLC Google Classroom	WebEx is provided and supported by PPS Start in October 2019	Beth will lead this process with help from David K and Kevin Crotchett

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 Continuous Achievement Plan (CAP). Multi-Tiered Systems of Support (MTSS) provides the overarching framework for tiered academic and behavioral practices and interventions.

RECOMMENDATIONS from the 2019-20 AVID Certification and Coaching Instrument:
During the 2019-20 school year, AVID district support staff will be looking for opportunities to support schools in a coaching capacity. We will continue prioritizing spending time in schools with an emphasis on attending site team meetings, visiting classrooms, working with individual teachers, grade level teams, PLC's, and/or supporting staff meetings or other building professional development activities. When implementing MTSS next year, we recommend schools consider using AVID teaching strategies as the how for differentiation, and use evidence of student work directly tied to those strategies to share in your PLCs- which can then double as part of your artifact collection for AVID. We will also be working with all AVID secondary sites to explore which high leverage instructional strategies can be incorporated into classes beyond the AVID Elective in order to achieve success for all students and move toward AVID schoolwide implementation. Implementation will also be strengthened through consistent Site Team Meetings with a specific emphasis on the Continuous Improvement Cycle and use of data to inform decisions. I recommend that Robert Gray increase staff attendance at AVID PD (showcases, strands, APLDs) next year as they continue on their path be becoming an AVID Site of Distinction. To meet criteria of Systems indicator 23 (*see CCI), consider offering 7th and/or 8th grader students an opportunity to take a practice ACT Aspire, Stanford 10, or PSAT (8/9), appropriate for their grade level: https://collegereadiness.collegeboard.org/psat-nmsqt-psat-10/practice/full-length-practice-tests.

COMMENDATIONS from the 2019-20 AVID Certification and Coaching Instrument:
Super positive leadership and AVID-trained staff. Strong AVID Elective Teacher- highly engaged class with high expectations and supports for students. Use of organizational tools and focused-notes schoolwide. Working on helping staff see GVC= Instruction, MTSS= Systems and PLC's= Instruction and Systems.

Robert Gray Strategies for Success

Writing	Inquiry	Collaboration	Organization	Reading
Learning Logs	Costa's Levels	Group Projects	Graphic Organizer	Writing in the Margins
Focused Note-Taking	Writing Higher Level Questions	Peer Revision	Focused Note-Taking Systems	Marking the Text
KWL	Socratic Seminar	Think Pair Share	Cornell Notes	Numbering Paragraphs
10-2-2	Philosophical Chairs	Four Corners	Using a Planner	"Chunking" into Small Section
Writing Process	Four Corners	Jigsaw	Keeping a Binder	Reading Prompts
Writing in the Margins	Tutorials	Kahoot	Google Classroom	Rereading
Journaling	Collaborative Study Groups	Note-Checking Pairs or Teams	Keeping a Notebook	Free Choice Reading
Summary Writing	Research Process	Shared Digital Documents and Presentations	Homework and Reminder Apps and Programs	Building Academic Vocabulary
Rhetorical Precis	_____	Collaborative Study Groups	Academic Language Templates and Sentence Starters	Deconstructing Prompts
Reflections		_____	Interactive Notebook	Annotating
On Demand Writing			_____	_____
Document-Based, Synthesis Essays, Research Papers				
_____				