Comprehensive Progress Report

Mission: Robert Gray Middle School Mission We, the community of Robert Gray, encourage our students to strive for academic excellence, and to think critically and independently; we address the educational, social, and emotional needs of our diverse student population; and we provide a safe and stimulating climate to help students become confident, proud, and successful. Our mission is to prepare our students to meet the challenges of the 21st Century. Our Commitment Robert Gray Middle School offers programs of educational excellence designed to motivate and encourage each individual to attain the highest possible level of achievement. Activities that stimulate and challenge their thinking, promote positive self-concept, enhance emotional growth, encourage healthy living, and provide opportunities for service to the community are strongly emphasized. At Robert Gray, we are committed to providing the educational base which will enable our students to realize their unique capabilities, to accept and honor diversity, make healthy life choices, and become self-directed life long learners. We invite parents and the community at-large to join with us as we strive to provide a safe and supportive environment with relevant and rewarding educational experiences for all students. Our Goals Robert Gray Middle School will provide a learning environment that enables students:•To increase achievement in the humanities, mathematics, science, the arts, and foreign languages. •To gain an understanding of themselves and their relationships with others. •To identify their unique interests and abilities through exposure to a variety of instructional programs and activities.•To gain a body of knowledge drawn from many subject areas and to develop skills and processes which will enable them to use this knowledge in effective, positive decision-making.•To experience and appreciate the fine arts, including music, visual arts, and drama. •To take increasing responsibility for their own academic and social achievement. •To gain knowledge of and appreciation for the culture and contributions of various ethnic/cultural groups.•To contribute to the well being of others through school community service. •To develop life long skills including personal wellness.•To become proficient in the use of technology as a means of facilitating and enhancing the learning process. •To progress toward the attainment of their high school diploma.

At Robert Gray Middle School, we base our actions on the beliefs set forth by the Oregon Education Investment Board:

We believe that everyone has the ability to learn and that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in "talented and gifted."

We believe that the students who have previously been described as "at risk," "underperforming," "under-represented," or minority actually represent Oregon's best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our 40/40/20 goals.

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.

Vision: We believe that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and appropriate parent engagement and support. This is not simply an expansion of services -- it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.

We believe that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.

We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control, and resources.

We believe every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family-wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

We believe that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

And, we believe in the importance of supporting great teaching. Research is clear that "teachers are among the most powerful influences in (student) learning." An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

Goals:

At Robert Gray Middle School, we integrate action steps from the four major plans: AVID Site Team Plan, PBIS Tiered Fidelity Inventory, SUN Community School Annual Plan, TAG Plan We align ourselves with AVID's mission: to close the achievement gap by preparing all students for college readiness and success in a global society. We integrate all initiatives to form a seamless structure that allows for buildingwide, coordinated focus on achievement. Equity is at the heart of all of our activities. All tracking of goals attainment is done through our internal system that uses our Google Drives with document sharing.

SUN Community School Safe Goal: 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.

SUN Community School Stretch Goal: Domain: Learning Strategies, scale item #3: By the end of Fall 2018 term, staff will use at least three encouraging phrases per programming day in interactions with students.

SUN Community School Choice 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.

AVID Goal # 1: Students will use focused not-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.

AVID Goal #2: 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.

AVID Goal #3: Step Up to Writing to Learn & Writing Process. Students in all grades will be able to identify main ideas, key ideas, and specific details in writing essays. By the end of the 2018-19 school year, 95% of students will be proficient in these skills and their writing will have the required components. The 5% that do not reach proficiency level will continue to receive academic support.

PBIS TFI Walkthrough Goal: 100% of staff will know a minimum of 2 schoolwide rules.

PBIS TFI Walkthrough Goal: 92% of students will know a minimum of 2 schoolwide rules.

! = Past Due Objectives	KEY = Key Indicator				
Core Function:		**Comprehensive Achievement Indicators**			
Effective Practice:		**District and School Structure and Culture**			
	DSC1.1	**The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.(3161)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:		RGMS uses PBIS as the overarching program for creating school culture under the MTSS structure. Through PBIS, student management strategies are practiced and taught. ENVoY Non-Verbal Classroom Management is the program used for explicit microstrategies development. See the district-approved PBIS Tiered Fidelity Inventory (click on link) for details. The broad purpose of PBIS is to improve the effectiveness, efficiency, and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. RGMS integrates action steps for all four of our major plans as described in this organizer (click on link). The RGMS CAP and all major plans are made available to the public on the RGMS website (click on link).	Limited Development 07/04/2017		
How it will look when fully met:		The goals of the PBIS Tiered Fidelity Inventory (click on link) will be met with evidence provided by the PBIS Tier 1 Team in the annual review process, which is monitored multiple times each year by district staff using TFI tools. PBIS is an ongoing initiative based on the three-tiered system, with teams addressing each tier.		**Jeff Waters**	**06/30/2020**
Actions			0 of 46 (0%)		
	7/4/17	Refer to the PBIS Tiered Fidelity Inventory for the series of tasks for this objective.		Jeff Waters	06/30/2020
	Notes:	Refer to the PBIS Team Meeting file in the Google Folder for the discussion regarding the series of tasks for this objective.			

12/30/18	1.1 Teams. Climate Team meets every other week AVID Site Team meets off site quarterly Instructional Leadership Team meets in a Classroom		Jeff Waters	06/30/2020
Notes:				
12/30/18	1.2 Team meets every other week during the school day Include SUNCS staff in order to unify in working toward student climate improvement		Jeff Waters	06/30/2020
Notes:				
12/30/18	1.3 Behavioral Expectations. Revise problem solver forms to include requiring parent contact by teachers for classroom infractions and by administration for common spaces infractions Student handbook posted on website, emailed to parents in summer, handed out at fall registration Electronic device and school computer appropriate use parent-student signature sheets All teachers complete and submit classroom management plan by September Teachers use PBIS and ENVoY Nonverbal Classroom Management strategies along with strong instructional practices to maintain an orderly environment.		PBIS Tier 1 Team	06/30/2020
Notes:				
12/30/18	1.4 Teaching Expectations. Teach PBIS lessons at strategic times using the PM Assembly Schedule Binder organization within content teams at regular intervals Communicate to parents our schoolwide lessons and ask for at-home reinforcement Teach the expectation of non-device lunches through Fuel Up to Play 60 activities RGMS website has multiple information sources for student management and raising healthy children.		RGMS Teachers	06/30/2020
Notes:				

12/30/18	1.5 Problem Behavior Definitions. Revise student handbook to emphasize the rules about frequent problem behaviors: lunch areas access, water, taking others' things, personal electronic devices Advise the community in multiple ways of the new and existing rules		Jeff Waters	06/30/2020
Notes:				
12/30/18	1.6 Discipline Policies. Maintain current policies Add new system for personal electronic device confiscation: Formal confiscation by administration called on site of infraction with system created to be effective but not degrading Record details on an envelope, get signature Lock device in main office cell phone jail Student fills out problem solver on confiscation #1; contacts parent/s who give verbal or written permission to release device to student Repeat for infraction #2, but problem solver is for parent-student and parent must retrieve the confiscated device in person For infraction #3, device is held until a device behavior plan is created with administration (with consequences up to and including no devices at school allowed)		Jeff Waters	06/30/2020
Notes:				
12/30/18	1.7 Professional Development. Grade-level focus of student interventions Use problem solver and discipline referral data Train all teacher candidates and retrain staff in targeted ENVoY Nonverbal Classroom Management Gems and power vs influence construct Our staff development integrates all of our initiatives in order to strengthen instruction, which in turn impacts behavior.		Jeff Waters	06/30/2020
Notes:				
12/30/18	1.8 Classroom Procedures. Create a system for reteaching rules when filling out problem solvers to make them more impactful.		PBIS Tier 1 Team	06/30/2020
Notes:				

12/30/18	1.9 Feedback and Acknowledgment. Increase formal acknowledgment, including plans, alternative ways for positive feedback, reminders, data collection Create a weekly/monthly focus for Ka-Ching rewards. Include SUN Room as a reward space. Acknowledge honor roll and attendance quarterly		PBIS Tier 1 Team	06/30/2020
Notes:				
12/30/18	1.10 Faculty Involvement. Teachers submit Classroom Management forms each year as required Staff review the Student Handbook each year as required Share discipline data on a quarterly basis at staff meetings and in the Classroom Use grade level team student documentation form combined with problem solving data.		Jeff Waters	06/30/2020
Notes:				
12/30/18	1.11 Student, Family, Community Involvement. Use student survey to gather climate data and compare results to the PPS survey Survey students at fall registration to find out what lunch activities they would like in support of our digital-free environment Survey students three times this year using a climate survey that includes academic input (see the AVID Site Team Plan) Collaborate with SUNCS to unify the SUN Family Involvement Team with academic day efforts Continue use of student survey to gather climate data.		Jeff Waters	06/30/2020
Notes:				
12/30/18	1.12 Discipline Data. Continue to train staff in the use of the Teachers' Dashboard, Google Drive folder, and how to seek out data from multiple sources		Jeff Waters	06/30/2020
Notes:				
12/30/18	1.13 Data-based Decisionmaking. Maintain current plan with emphasis on monthly review of academic and behavioral data		Jeff Waters	06/30/2020
Notes:				

12/30/18	1.14 Fidelity Data. Maintain current plan		Beth Madison	06/30/2020
	Notes:			
12/30/18	1.15 Annual Evaluation. Maintain current plan		Beth Madison	06/30/2020
	Notes:			
12/30/18	2.1 Team Composition. Maintain current plan		Jeff Waters	06/30/2020
	Notes:			
12/30/18	2.2 Team Operating Procedures. SIT meets weekly Behavior/academics and attendance focus every other week Notes taken at all meetings and shared with all members and on the RGMS Inside webpage Focus on creating systems that will support students in need of Tier 2 interventions and the actions that can be added to increase supports, such as Check In Check Out		Jeff Waters	06/30/2020
	Notes:			
12/30/18	2.3 Screening. Problem solver and verbal data from teachers Attendance and discipline data from Synergy Academic data from Synergy Gradebook and Dashboards Community concerns from PPS surveys Staff referrals		Jeff Waters	06/30/2020
	Notes:			
12/30/18	2.4 Request for Assistance. Continue to reinforce classroom processes so issues can be handled at the lowest levels Involve parents early and often Staff refer students to administration for higher-level interventions when needed PPS Climate and Restorative Justice TOSAs reach out throughout the year		Jeff Waters	06/30/2020
	Notes:			

12/30/18	2.5 Options for Tier 2 Interventions. Create written, enforceable, explicit strategies for managing students in need of Tier 2 interventions, including groups of students that are engaging in antisocial behaviors Further define support interventions using Behavior Intervention Manual and Teacher's Encyclopedia of Behavior Management Check In/Check Out needs a coordinator Change schedules as needed PBIS lessons schoolwide will help address Tier 2 Mentoring Meaningful work assignment		Student Intervention Team	06/30/2020
Notes:				
12/30/18	2.6 Tier 2 Critical Features. Fully integrate additional instruction and time strategies for student skill development and increased opportunity for feedback Tier II lesson plans		Student Intervention Team	06/30/2020
Notes:				
12/30/18	2.7 Practices Matched to Student Needs. Use a process to select Tier 2 interventions that are matched to student need and adapted to improve contextual fit		Student Intervention Team	06/30/2020
Notes:				
12/30/18	2.8 Access to Tier 1 Supports. Maintain current plan		Student Intervention Team	06/30/2020
Notes:				
12/30/18	2.9 Professional Development. Same process as for Tier 1, integrated professional development		Student Intervention Team	06/30/2020
Notes:				
12/30/18	2.10 Level of Use. Develop a process to track students participating in Tier 2 supports		Student Intervention Team	06/30/2020
Notes:				
12/30/18	2.11 Student Performance Data. Develop a process to track proportion of students experiencing success in Tier 2 supports		Student Intervention Team	06/30/2020
Notes:				

12/30/18	2.12 Fidelity Data. Maintain current plan		Student Intervention Team	06/30/2020
	Notes:			
12/30/18	2.13 Annual Evaluation. Maintain current plan		Student Intervention Team	06/30/2020
	Notes:			
12/30/18	3.1 Team Composition. Maintain current plan.		PBIS Tier 3 Team	06/30/2020
	Notes:			
12/30/18	3.2 Team Operating Procedures. Maintain current plan.		PBIS Tier 3 Team	06/30/2020
	Notes:			
12/30/18	3.3 Screening. Maintain current plan.		PBIS Tier 3 Team	06/30/2020
	Notes:			
12/30/18	3.4 Student Support Team. Maintain current plan.		PBIS Tier 3 Team	06/30/2020
	Notes:			
12/30/18	3.5 Staffing. Maintain current plan.		PBIS Tier 3 Team	06/30/2020
	Notes:			
12/30/18	3.6 Student, Family, Community Involvement. Maintain current plan		PBIS Tier 3 Team	06/30/2020
	Notes:			
12/30/18	3.7 Professional Development. Maintain current plan.		PBIS Tier 3 Team	06/30/2020
	Notes:			
12/30/18	3.8 Quality of Life Indicators. Maintain current plan.		PBIS Tier 3 Team	06/30/2020
	Notes:			
12/30/18	3.9 Academic, Social, and Physical Indicators. Maintain current plan.		PBIS Tier 3 Team	06/30/2020
	Notes:			
12/30/18	3.10 Hypothesis Statement. Maintain current plan.		PBIS Tier 3 Team	06/30/2020
	Notes:			
12/30/18	3.11 Comprehensive Support. Maintain current plan.		PBIS Tier 3 Team	06/30/2020
	Notes:			
12/30/18	3.12 Formal and Natural Supports. Maintain current plan.		PBIS Tier 3 Team	06/30/2020
	Notes:			
12/30/18	3.13 Access to Tier I and Tier II Supports. Maintain current plan.		PBIS Tier 3 Team	06/30/2020
	Notes:			
12/30/18	3.14 Data System. Maintain current plan.		PBIS Tier 3 Team	06/30/2020

	Notes:				
12/30/18	3.15 Data-based Decision Making. Maintain current plan.			PBIS Tier 3 Team	06/30/2020
	Notes:				
12/30/18	3.16 Level of Uses. Maintain current plan.			PBIS Tier 3 Team	06/30/2020
	Notes:				
12/30/18	3.17 Annual Evaluation. Maintain current plan.			PBIS Tier 3 Team	06/30/2020
	Notes:				

Core Function:	Comprehensive Achievement Indicators			
Effective Practice:	**Educator Effectiveness**			
EE2.2	**All teachers use instructional strategies and initiatives that are grounded in evidence-based practices, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.(3168)(SIG)**	**Implementation Status**	**Assigned To**	**Target Date**

Initial Assessment:			
	RGMS is in the fourth year of implementing the AVID schoolwide system, including the AVID Elective. RGMS is a certified AVID school and intends to achieve Schoolwide Site of Distinction by June 2021 (if PPS can create a master schedule that allows for full-semester AVID Elective classes). The AVID system is the focus of our instructional initiatives. When schools partner with AVID, they receive professional development, a suite of resources, and ongoing support to ensure a lasting impact that maximizes their return on investment. AVID aligns with both national and state standards in education as well as bolsters the quality and equity of concurrent programs. AVID offers a variety of classroom activities, lesson plans, professional learning videos, and timely articles that are relevant to students. These tools help educators implement and refine instructional practices. They also help educators provide the key academic and social supports students need to thrive. The AVID Site Team Plan (click on link) includes the goals and action steps. RGMS integrates action steps for all four of our major plans as described in this organizer (click on link). The RGMS CAP and all major plans are made available to the public on the RGMS website (click on link). 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 ensuring tiered academic and behavioral practices and interventions.	Limited Development 09/22/2014	

How it will look when fully met:	RGMS will achieve AVID certification for the fourth year. The goals of the AVID Site Team plan (click on link) will be met as measured by the Secondary Coaching and Certification Instrument (CCI). The CCI is a tool to help schools successfully implement the AVID Elective as the foundation of a successful AVID system, while also monitoring AVID Schoolwide implementation in order to benefit more students on a campus. The CCI is organized into four sections that correspond to the four AVID Schoolwide Domains: Instruction, Systems, Leadership, and Culture. Use of the CCI helps schools ensure fidelity to the AVID system and plan for sustainable growth. To support the continuous improvement of the school's AVID system, the AVID Site Team is responsible for completing the CCI early in the school year, collecting authentic evidence to document progress, revisiting the CCI regularly to sustain growth, and submitting data to AVID Center in the spring to determine the overall AVID certification rating based on the level of implementation of each Domain.		Diana Collins	06/30/2020
Actions		**0 of 35 (0%)**		
12/30/18	Display the RGMS Strategies for Success posters in classrooms by the location of the learning targets.		RGMS Teachers	08/24/2019
Notes:				
7/10/19	Structures for Collaboration: Plan collaborative WICOR strategies in lessons (jigsaw, four corners, etc.)		RGMS Teachers	06/30/2020
Notes:				
7/10/19	Collaborative Study Groups: Include in lesson planning to increase higher-order questioning and thinking.		RGMS Teachers	06/30/2020
Notes:				
7/10/19	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.		AVID Site Team	06/30/2020
Notes:				
7/10/19	WICOR Strategies: Continue to model and actively teach WICOR strategies in staff meetings and record in classrooms the chosen strategies.		AVID Site Team	06/30/2020
Notes:				
7/10/19	Apply MTSS to lesson planning with a focus on Tier 1 strength in every classroom through the use of WICOR strategies		RGMS Teachers	06/30/2020
Notes:				

7/10/19	Learning targets will include 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		AVID Site Team	06/30/2020
Notes:				
7/10/19	Structures for Collaboration: PLCs will provide collaborative time for examining student work and improving lesson design as required by the PPS GVC initiative		Jeff Waters	06/30/2020
Notes:				
7/10/19	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		RGMS Teachers	06/30/2020
Notes:				
7/10/19	Writing Process: PLCs will review students' writing assignments and assessments for evidence the Critical Writing process		RGMS Teachers	06/30/2020
Notes:				
7/10/19	Focused Note-Taking: PLCs will review students' notes for evidence of higher-level thinking and questioning		AVID Site Team	06/30/2020
Notes:				
7/10/19	Higher-Level Thinking: PLCs will review students' notes and assignments for evidence of higher-level thinking and questioning		RGMS Teachers	06/30/2020
Notes:				
7/10/19	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		Diana Collins	06/30/2020
Notes:				
7/10/19	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		Jeff Waters	06/30/2020
Notes:				
7/10/19	Use WebEx for online PLC meetings with other AVID middle schools		Beth Madison	06/30/2020

	Notes:			
7/4/17	Refer to the AVID Site Team plan for the series of tasks for this objective.		Beth Madison	06/30/2020
	Notes: Refer to the AVID Site Team Meeting minutes file in the Google Folder for the discussion regarding the series of tasks for this objective.			
12/30/18	Use WICOR strategies in staff meetings while developing schoolwide and individual classroom strategies for organization		Lisa Lammert	06/30/2020
	Notes:			
12/30/18	Focus bell-ringer procedures on revisiting Cornell and other focused notes following the AVID process.		RGMS Teachers	06/30/2020
	Notes:			
12/30/18	Use AVID Writing for Disciplinary Literacy as the foundation for staff development for focused note-taking		AVID Site Team	06/30/2020
	Notes:			
12/30/18	Structures for Inquiry: Use Socratic Seminars and Philosophical Chairs in classes.		RGMS Teachers	06/30/2020
	Notes:			
12/30/18	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.		AVID Site Team	06/30/2020
	Notes:			
12/30/18	Teach focused doodling in staff meetings; collect & share exemplars; display student work		AVID Site Team	06/30/2020
	Notes:			
12/30/18	Use WICOR strategies in staff meetings to teach and refine focused note-taking strategies		Diana Collins	06/30/2020
	Notes:			
12/30/18	Create bell-ringer procedures for increasing the effectiveness of focused notes. Provide marking pens and visual guides for marking and doodling.		AVID Site Team	06/30/2020
	Notes:			
12/30/18	Create PBIS Tier 2 interventions for students with chronic Ready to Learn and Personal Time problems		Student Intervention Team	06/30/2020
	Notes:			

12/30/18	Include a focused note-taking reference sheet in the student handbook and teach it in schoolwide lessons.		AVID Site Team	06/30/2020
	Notes:			
12/30/18	Submit evidence in Google Drive of focused note-taking preferences		Beth Madison	06/30/2020
	Notes:			
12/30/18	Compare focused note-taking styles in staff meetings and discuss advantages and challenges of each		AVID Site Team	06/30/2020
	Notes:			
12/30/18	Gather student reflections in the AVID elective class on how they engaged in note-taking		AVID Site Team	06/30/2020
	Notes:			
12/30/18	Use WICOR strategies in staff meetings to teach and refine focused note taking strategies		AVID Site Team	06/30/2020
	Notes:			
12/30/18	Teach students to revisit and work the notes by using the "Writing in the Margins" tool to enhance their retention and processing of information.		RGMS Teachers	06/30/2020
	Notes:			
12/30/18	Create reference documents for teachers to use as they implement focused note-taking		AVID Site Team	06/30/2020
	Notes:			
12/30/18	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.		RGMS Teachers	06/30/2020
	Notes:			
12/30/18	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.		AVID Site Team	06/30/2020
	Notes:			
12/30/18	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		AVID Site Team	06/30/2020
	Notes:			

Core Function:	Comprehensive Achievement Indicators			
Effective Practice:	**Family and Community Involvement**			
	FC3.2 **School staff create and maintain connections between the school community and the broader community to support student learning. (3174)**	**Implementation Status**	**Assigned To**	**Target Date**
Initial Assessment:	The approved SUN Community School Annual Plan (click on link) details the current level of development and implementation. This plan is revised annually and is collaboratively created and managed by the SUN and RGMS administrative staffs. At SUN Community Schools, the collective efforts of youth, parents, businesses, faith communities, libraries, and community organizations create a network of supports that ensure youth academic success and that communities thrive. SUN Community Schools offer programs that are open to all ages, with a focus on students in the immediate school community. RGMS integrates action steps for all four of our major plans as described in this organizer (click on link). The RGMS CAP and all major plans are made available to the public on the RGMS website (click on link).	Limited Development 09/24/2014		
How it will look when fully met:	The goals of the approved SUN Community School Annual Plan (click on link) will be met. Evidence showing the objectives are met is provided by the SUN Community School site manager, who works with the supervisor from Impact NW, the lead agency.	**Objective Met 06/11/19**	**Dave Strom**	**06/15/2019**
Actions				
12/29/18	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.	Complete 08/09/2018	SUN School Instructors	08/09/2018
Notes:				
12/29/18	Offer SUN Summer of Fun, the four-week academic, arts, service, MakerSpace classes, sports, and enrichment summer program	Complete 08/14/2018	Jessica Keaton	08/14/2018
Notes:				
12/29/18	Enroll RGMS incoming 6th grade students and students in need of intervention in the 4-week SUN Summer of FUN, with outreach at various school events (feeder school visits, registration, back to school night)	Complete 08/14/2018	Jessica Keaton	08/14/2018
Notes:				
7/4/17	Refer to the SUN Community School Annual Plan for the series of tasks for this objective.	Complete 09/03/2018	Dave Strom	09/03/2018
Notes:	Refer to the SUN School Annual Plan file in the Google Folder for the discussion regarding the series of tasks for this objective.			

12/30/18	Meet with the SUN Family Leadership Team	Complete 02/04/2019	SUN Youth Advocacy Coordinator	02/01/2019
	Notes:			
12/30/18	Maintain partnership with RGMS PTA and the RGMS PTA Drama program under the SUN CS umbrella	Complete 06/14/2019	Dave Strom	06/07/2019
	Notes:			
12/30/18	Partner with RGMS leaders: - AVID Site Team to collaboration on family events and MakerSpace projects - Music: rock band and Open Mic Nights - PE: Shared gym usage, Ski Club	Complete 06/14/2019	Dave Strom	06/07/2019
	Notes:			
12/30/18	Connect families to social services/anti-poverty resources (at INW and beyond) through SST meetings, Weekend Backpack Program, social services referral form and direct calls to SUN Site Manager	Complete 06/14/2019	Dave Strom	06/07/2019
	Notes:			
12/30/18	Principals and SUN Site Manager share and look at academic and other data together 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	Complete 06/14/2019	Dave Strom	06/07/2019
	Notes:			
12/30/18	Provide the RGMS PTA with information needed to solicit funding for the SUN programs	Complete 06/14/2019	Dave Strom	06/07/2019
	Notes:			
12/30/18	Coordinate with the PBIS Team and Fuel Up to Play 60 coordinator to integrate functions	Complete 06/14/2019	Dave Strom	06/07/2019
	Notes:			
12/30/18	RGMS 6th Grade Counselor, RGMS 7/8 Counselor, RGMS Student Support Team, RGMS Sp Education team, and RGMS ESL Liaison are available to partner to provide services and monitor activities	Complete 06/14/2019	Jonathan Jeans	06/07/2019
	Notes:			
12/30/18	Communicate the RGMS Google Calendar based classroom assignments and homework system housed on the RGMS website	Complete 06/14/2019	Beth Madison	06/07/2019
	Notes:			

12/30/18	Convene partner/SUN Site Manager meetings twice a year to connect school-based and school-linked service program partners, feeder schools, and other area SUN CS staff	Complete 06/14/2019	Dave Strom	06/07/2019
Notes:				
12/29/18	Collaborate with the AVID Elective teacher to understand and reinforce WICOR strategies	Complete 06/14/2019	Dave Strom	06/07/2019
Notes:				
12/29/18	Identify and discuss students with chronic and severe absenteeism during the weekly SST and Special Education meetings	Complete 06/14/2019	Andrea Hoffelt	06/07/2019
Notes:				
12/29/18	Provide such high-quality extended and academic day activities that students will be eager to attend school	Complete 06/14/2019	Dave Strom	06/07/2019
Notes:				
12/29/18	Provide 30 minutes of academic assistance and social interaction prior to after-school activities start time.	Complete 06/14/2019	SUN School Instructors	06/07/2019
Notes:				
12/29/18	Domain: Learning Strategies, scale item #3: By the end of Fall 2018 term, staff will use at least three encouraging phrases per programming day in interactions with students.	Complete 12/14/2018	SUN School Instructors	12/14/2019
Notes:				
12/29/18	Offer Homework Club in the morning (Monday- Friday) and after school (Monday-Thursday) for one hour	Complete 06/14/2019	SUN School Instructors	06/07/2108
Notes:				
12/29/18	Offer STEAM based SUN CS classes: LEGO Robotics, MakerSpace, YOUth Film Project, and Computer Science (Computing Rebooted) to support students' learning and college & career readiness. Saturday Academy classes: Python and the internet and Intro to Video Game Creation	Complete 06/14/2019	Dave Strom	06/07/2109
Notes:				
12/29/18	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.	Complete 06/14/2019	SUN School Instructors	06/07/2109
Notes:				