Robert Gray Middle School SUN Community School
Annual Plan 2018-2019

I. FOCUS AREA

PRINCIPAL: BETH MADISON   SUN SITE MANAGER: JESSICA KEATON

The Principal and SUN CS Site Manager choose a <u>top focus area for collective action</u> 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).

The SUN Annual Plan corresponds to the RGMS Continuous Achievement Plan, with goals to increase student achievement, decrease chronic absenteeism, decrease problem behaviors, and decrease opportunity gaps. Specifically, we will engage students in fitness/wellness and artistic/creative activities in the academic and extended days. An increase in student voice will be added to SUN and RGMS goals for the school year. We continue to have a schoolwide focus on fitness/wellness which has resulted in many positive outcomes, making RGMS and SUN CS even more desirable in the eyes of the community and even more effective in meeting our goals.

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 *Who & what*	Needed	Timeline *What is the projected timeframe?*
PARTNERS	**Fitness/Wellness Partners**: ● PIL Youth Sports ● Portland Parks and Recreation ● Wilson Youth Sports ● Operation Pitch Invasion ● Fuel Up to Play 60 ● St Andrews Presbyterian Church ● Mad Science ● Portland Christian Center ● Super Play **Artistic/Creative Partners**: ● RGMS Drama	Continue to increase the connection with Wilson Youth Sports and PIL Youth Sports Continue to work with RGMS Drama to ensure their SUN connection is effective Increase Fuel Up to Play 60 activities	Partnerships range from being well-established to new. The futsal focus is bringing in new partnerships with the intention of having a completed court in August 2018

	- ORTOP Robotics/LEGO Toy Robotics - My Masterpiece Art Studio - Other World Games & comics - Lunch Clubs (RGMS Gender & Sexuality Alliance, Minecraft Club, Chess Club) - RGMS SUN MakerSpace - Chess for Success - RGMS AVID Elective		
RESOURCES	*Extensive activities are made available as a result of these resources:* SUN academic year and Summer of Fun classes PIL Athletic practices and competitions Portland Parks & Rec practices and competitions AC Soccer Futsal tournaments Drama Program practice and performances PPS Maker workshops and academic day activities RGMS-sponsored and RGMS PTA activities Dig In funding and staff time PPS AVID program Lunch Club formation and publicity Chess for Success lunch club and competitions Fuel Up to Play 60 Plays Concordia University maker & university resources LEGO Robotics classes and competitions St. Andrews Presbyterian Church donations to the Giving Tree and SUN snacks during the school year and summer	*Ongoing support for these resources includes:* Multnomah County funding Impact NW funding Oregon Community Foundation funding PPS PIL funding PIL and PP&R communication Drama Program collaboration PTA funding RGMS consolidated budget RGMS Foundation RGMS Heads in the Cloud fundraiser Dig In plants Lunch Club coordination Chess for Success school support LEGO Robotics fundraisers & ORTOP grant Fuel Up to Play 60 grants Parent and community donations MakerSpace industrial technology assistant funding continues to be lacking	SUN funding is year round PIL funding is fall-winter-spring PIL & PP&R communication happens year round Drama is fall-winter-spring PTA funding is year round RGMS consolidated budget is fall-winter-spring RGMS Foundation collects funds August-June Dig-In provides services fall-winter-spring Chess for Success is fall-winter-spring with the winter tournament LEGO Robotics is fall-winter-spring Parent and community donations are year round

TRAINING	PPS provides trainings on data collection and interpretation and positive student supports systems. The PPS Learning Campus has many courses available to PPS and SUN CS staff. Trainings are individually created and administered as needed depending on the resources and partners The Oregon Community Foundation, K-12 Learning Community provides various trainings around strengthening programming for students. Impact NW provides year-round training through Relias RGMS provides training in AVID through staff meetings	Schedule of trainings available and a focused approach on the highest-leverage strategies will provide success in reaching this goal. Trainings focus on providing quality programming to our youth based on research conducted by The Oregon Community Foundation.	Yearlong starting July 1, 2017

YPQA Goals

Goals	Specific Strategies to meet the goal (What or How) *List specific strategies to meet goal (e.g. trainings, observations, practice changes, etc.)*	Timeline *What is the projected timeframe?*	Who *Who will be participating and what roles will they play?*	Measurement *How will you measure improvement?*
Safe Goal (a goal you can easily accomplish)	Domain: Leadership, scale item #3: By the end of Spring semester (June 7, 2018), all SUN students will have at least one opportunity to lead peers in a discussion.	By the end of Spring term (June 7, 2018)	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 2018 term, staff will use at least three encouraging phrases per programming day in interactions with students.	By the end of Fall 2018 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%
omework 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 Check all that apply	Specific Strategies (What or How) List specific strategies and practices	Timeline What is the projected timeframe?	Lead Person & Supports Who is the lead person(s) and who else will be supporting?	Resources Resources (people, time, dollars, materials, partnerships, training) available and needed	Indicators/Outputs (optional) Target #, observable change, evidence of success

☒Reading ☒Math ☒Writing ☒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	SUN CS Funding SUN Instructors Lewis and Clark College	All students participating in extended-day will receive homework assistance.
☒Reading ☒Math ☒Writing ☒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, Extended Day Activities Coordinator	SUN CS Funding Volunteers - Instructor	All students participating in extended-day will receive homework assistance.
☒Other: Science Technology Engineering Art Math	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	Sep - June	Lead: SUN Instructors Support: SUN Site Manager, RGMS Technology Teacher	Grants to FIRST LEGO Robotics Partnership with the Multnomah Bar Association and Perception Youth Media for the Youth Film Project	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.
☒Reading ☒Math ☒Writing ☒Other: Wellness Attendance	Offer SUN Summer of Fun, the four-week academic, arts, service, MakerSpace classes, sports, and enrichment summer program	July 10-Aug 4	Lead: SUN Site Manager, Extended Day Activities Coordinator Support: SUN Instructors, RGMS administration	SUN CS Funding SUN Site Manager MakerSpace Industrial Technology Assistant (seeking funding)	10-20 students per week

| ☒Reading ☒Math ☒Writing ☒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) *List specific strategies and practices*	Timeline *What are the projected start and end date(s)?*	Lead Person & Supports *Who is the lead person(s) and who else will be supporting?*	Resources *Resources (people, time, dollars, materials, partnerships) available and needed*	Indicators/Outputs (optional) *Target #, observable change, evidence of success*
Identify and discuss students with chronic and severe absenteeism during the weekly SST and Special Education meetings	Sep – June Weekly SST meetings	Lead: School Psychologist and Asst. Principal 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) *List specific strategies and practices*	Timeline *What are the projected start and end date(s)?*	Lead Person & Supports *Who is the lead person(s) and who else will be supporting?*	Resources *Resources (people, time, dollars, materials, partnerships) available and needed*	Indicators/Outputs (optional) *Target #, observable change, evidence of success*

| 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) | July - August | Lead: SUN Site Manager, SUN Youth Advocacy provider

Support: Principal, teachers, SUN instructors | Financial support for summer program | Students enrolled in the program as 5th graders will show positive attitudes and minor adjustment problems entering RGMS in the fall term |

III. FAMILY PARTNERSHIP AND ENGAGEMENT

Output or Outcome	100% funding level	75% funding level
...es (children and adults) will be served in extended-day family programs and services	...nily non-enrollment events	...ly non-enrollment events
...(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) *List specific strategies and practices*	Timeline *What are the projected start and end date(s)?*	Lead Person & Supports *Who is the lead person(s) and who else will be supporting?*	Resources *Resources (people, time, dollars, materials, partnerships) available and needed*	Indicators/Outputs (optional) *Target #, observable change, evidence of success*
Meet with the SUN Family Leadership Team	Integrated with WATT starting in the 2017-18 school year and will continue	Lead: SUN Site Manager, SUN Youth Advocacy provider Support: RGMS Counselors, RGMS Assistant Principal	RGMS communication systems PTA collaboration	The ideas of the SUN Family Leadership Team will contribute to the development of the RGMS SUN CS
Maintain partnership with RGMS PTA and the RGMS PTA Drama program under the SUN CS 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: - 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 SUN CS.

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) *List specific strategies and practices*	Timeline *What are the projected start and end date(s)?*	Lead Person & Supports *Who is the lead person(s) and who else will be supporting?*	Resources *Resources (people, time, dollars, materials, partnerships) available and needed*	Indicators/Outputs (optional) *Target #, observable change, evidence of success*
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	Weekly 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) *List specific strategies and practices*	Timeline *What are the projected start and end date(s)?*	Lead Person & Supports *Who is the lead person(s) and who else will be supporting?*	Resources *Resources (people, time, dollars, materials, partnerships) available and needed*	Indicators/Outputs (optional) *Target #, observable change, evidence of success*
Principal 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	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, $ 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) *List specific strategies and practices*	Timeline *What are the projected start and end date(s)?*	Lead Person & Supports *Who is the lead person(s) and who else will be supporting?*	Resources *Resources (people, time, dollars, materials, partnerships) aligned to accomplish this*	Indicators/Outputs (optional) *Target #, current state of development, observable change expected, evidence of success*
Meet with SUN Family Leadership Team	October 2018 January 2019 March 2019	Lead: SUN Site Manager Support: RGMS Administrators, SUN Youth Services provider	Time and place to be determined by participants	Increase in overall student school satisfaction, and SUN enrollment and participation as measured by SUN statistics and student behavior indicators
Coordinate with the PBIS Team and Fuel Up to Play 60 coordinator to integrate functions	Year round	Lead: SUN Site Manager Support: RGMS Administrators, SUN Youth Services provider	Fuel Up to Play 60 Dashboard and funds PBIS funding 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) *List specific strategies and practices*	Timeline *What are the projected start and end date(s)?*	Lead Person & Supports *Who is the lead person(s) and who else will be supporting?*	Resources *Resources (people, time, dollars, materials, partnerships) aligned to accomplish this*	Indicators/Outputs (optional) *Target #, observable change, evidence of success*
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	2018-19 School Year	Lead: Assistant Principal Supports: Supports: School-based and school-linked partners, SUN Site Manager	SST meets weekly	Communication will result in optimal student engagement in activities and in adequate support in increasing attendance

Communicate the RGMS Google Calendar based classroom assignments and homework system housed on the RGMS website	Started in July 2016 and continuing on indefinitely with added websites and learning management systems	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

PARTNER COORDINATION

Specific Strategies (What or How) *List specific strategies and practices*	Timeline *What are the projected start and end date(s)?*	Lead Person & Supports *Who is the lead person(s) and who else will be supporting?*	Resources *Resources (people, time, dollars, materials, partnerships)*	Indicators/Outputs (optional) *Target #, observable change, evidence of success*
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	December 2018 April 2019	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, 07/16/2018	8:30 AM	12:30 PM
Summer of Fun Week 2	Monday, 07/23/2018	8:30 AM	12:30 PM
Summer of Fun Week 3	Monday, 07/30/2018	8:30 AM	12:30 PM
Summer of Fun Week 4	Monday, 08/06/2018	8:30 AM	12:30 PM

FALL SESSION

SUN Activity Guide Released Fall	Wednesday, 08/15/2018	3:45 PM	4:30 PM
SUN Registration Due Fall	Wednesday, 09/12/2018	3:45 PM	4:00 PM
SUN AM Open Gym Begins Fall	Tuesday, 08/28/2018	8:30 AM	9:05 AM
SUN AM Library Begins Fall	Tuesday, 08/28/2018	8:30 AM	9:05 AM
SUN PM Classes Begin Fall	Monday, 09/17/2018	3:45 PM	5:15 PM
SUN PM Classes End Fall	Friday, 12/14/2018	3:45 PM	5:15 PM

WINTER SESSION

SUN Activity Guide Released Winter	Wednesday, 11/28/2018	3:45 PM	4:30 PM
SUN Registration Due Winter	Wednesday, 01/02/2019	3:45 PM	4:30 PM
SUN AM Library Begins Winter	Wednesday, 01/02/2019	8:30 AM	9:05 AM
SUN PM Classes Begin Winter	Monday, 01/07/2019	3:45 PM	5:15 PM
SUN PM Classes End Winter	Friday, 03/08/2019	3:45 PM	5:15 PM

SPRING SESSION

SUN Activity Guide Released Spring	Wednesday, 02/27/2019	3:45 PM	4:30 PM
SUN Registration Due Spring	Wednesday, 03/20/2019	3:45 PM	4:30 PM
SUN AM Open Gym Begins Spring	Monday, 04/01/2019	8:30 AM	9:05 AM
SUN AM Library Begins Spring	Monday, 04/01/2019	8:30 AM	9:05 AM
SUN PM Classes Begin Spring	Monday, 04/01/2019	3:45 PM	5:15 PM
SUN PM Classes End Spring	Friday, 05/31/2019	3:45 PM	5:15 PM