

Cal Young's SIP Action Plan - Literacy

IMPROVEMENT GOAL

Composite Literacy Scores will be based on the following data points/calculation:

State Assessment	Local Assessment	School Assessment	Classroom Assessment		Total
SBAC	easyCBM	Local Performance Assessment	Ability	Achievement: Assessment Average	Final calculation out of
1 through 4	1 through 4	1 through 4	½ of (1 through 4)	½ of (1 through 4)	16

By June 1, 2021 Cal Young students will demonstrate annual progress on their Composite Literacy Scores based on the following targets:

Baseline Composite Scores:

Very Low/Low (1-7.999): increase by 4 points or improve to 10

Nearly Meets (8-9.999): increase by 3 points or improve to 11

Meets (10-13.999): increase by 3 points or earn at least a 14

Exceeds (14-16): will maintain their score or earn at least a 14

STRATEGY	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	TIMELINE	PERSON RESPONSIBLE	EVALUATION
<p>Student Activities:</p> <p>A. Establish ELA classroom culture of reading</p> <ol style="list-style-type: none"> Daily S.S.R. in ELA class Book talks in class and on the announcements (by staff and students). Limit long mentor texts in class (no more than 2 novels per year in L.A. classes), Lit circles at all grade levels (student choice from teacher selected novels on a common topic), most reading in class is student choice books (Book Love by Penny Kittle) <p>B. Digitize CY reading culture</p> <ol style="list-style-type: none"> Goodreads accounts? Or something similar Add literacy piece to e-Portfolios Add literacy piece to iPads <p>C. Reading Intervention at all grade levels: Leveled Literacy Intervention (LLI)</p> <p>D. Support reading habits outside of school</p> <ol style="list-style-type: none"> Daily Independent reading at home (at least five days a week) All students have Eugene Public Library card (field trip??) Encourage families reading together 	<p>A.B.D. Use of iPads Apps: National Geographic, RG News, Gutenberg, This Day, Smithsonian, National Archives, Poetry App - students generating personal libraries and documents; SSR section of e-portfolio to record reading log</p> <p>C. Students who need Reading Intervention have access to one or more trimesters of a reading intervention class.</p> <p>E. Use of Notability to support focus note-taking or Interactive Notebooks</p>	<p>A.B.D. Increase Student Checking out of books from library.</p> <p>C. The Reading Intervention scores will increase. The students will be able to exist the Intervention program in one or two trimesters.</p> <p>E.</p>	<p>A. B. C. D. E. Begin 2018-2019</p>	<p>A.B.C.D.E. Leadership Literacy Leader will oversee implementation of all student/teacher activities</p> <p>Leadership Parent/Community Leaders will oversee implementation of all parent/community activities</p>	<p>A.B.C.D.E. Increase in LPA's and SBAC testing assessment scores.</p>

E. Students will practice focused note-taking, including all 5 phases, across content areas.					
Teacher Activities: A. Establish ELA classroom culture of reading <ul style="list-style-type: none"> a. ELA Literature Circle (book groups) at each grade level b. At least one all-class novel per year c. Model Independent Reading d. Model out-loud reading e. Read and discuss school-wide Tier II academic vocabulary and articles in Homeroom B. Book Love by Penny Kittle <ul style="list-style-type: none"> a. Teacher book talks b. Teacher sharing reading ("just finished, currently reading, up next") c. Book blurbs d. Conferences w/ students e. Time to read everyday in class, no matter what f. Book of The Week g. Reading Goals and goal monitoring (title lists, etc.) h. Classroom libraries!!!! C. Digitize CY reading culture <ul style="list-style-type: none"> a. Add literacy piece to all iPads (Goodreads, etc.) b. Add literacy piece to all e-Portfolios (i.e. Goodreads, book reviews, suggestions, etc.) D. Schoolwide Writing Rubrics <ul style="list-style-type: none"> a. Informative/Argumentative Writing & Research Projects 	A. Use of iPads Apps including: National Geographic, RG News, Gutenberg, This Day, Smithsonian, National Archives, Poetry App B. Classroom libraries, see students reading, daily conferences with students, teacher shares their own reading process, students know their reading goals for the trimester. C. Apps are available on their iPads. Use of iPads Apps: National Geographic, RG News, Gutenberg, This Day, Smithsonian, National Archives, Poetry App	A.B. Increase of amount of books checked out from the library. D.E.F.G. Teacher use them in all classes across all grade levels.	Begins in 2018-2019	Teachers	Increase in LPA, easyCBM and SBAC scores (Literacy Composite Scores)

<ul style="list-style-type: none"> c. Philosophical Chairs/ Socratic Seminar (implement 2020/2021) d. Students will practice focused note-taking, including all 5 phases, across content areas. 					
<p>Certified/Classified Librarian Activities:</p> <ul style="list-style-type: none"> A. Develop the library as the literacy core of the school community and promote a reading culture at CYMS <ul style="list-style-type: none"> a. Support teachers in developing research and literacy units (i.e. literature circle titles, independent reading suggestions) b. Librarian book talks to promote reading and quality engaging literature c. Run Independent Study (ELA substitute) class for 1 or 2 students per class period while still being available for classes coming in, book talks, book check outs, etc. d. Teach specific research and library skills at each grade level B. Promote independent reading by engaging with students, connecting them with new titles, authors, and genres. <ul style="list-style-type: none"> a. Develop and maintain a library website b. Share lists of high interest books in a variety of genres, themes, upcoming reads, award winning, etc. available for students and where they 	<p>An open library would provide all these benefits.</p> <p>OBOB team would return to Cal Young Middle School.</p> <p>The ordering of high interest books to our library and made accessible to students</p> <p>An easily identifiable college readiness area in the library for students and parents.</p> <p>Library would be maintained, cleaned, organized regularly.</p>	<p>Strengthening of our school-wide reading culture.</p> <p>Students will have access to library resources.</p>	<p>Begins in 2018-2019.</p>	<p>Librarian/library assistant and library staff/volunteers.</p>	<p>The library will be full to students and a working library.</p>

<p>can locate them on ipad apps (Gutenberg, Poetry App, Access My Library, Audiobooks, Blio)</p> <p>c. Coordinate weekly book clubs to encourage and engage independent reading</p> <p>d. Encourage, monitor, and post in the library student book reviews</p> <p>e. Compile and publish lists of CY students' favorite book titles by grade level and number of votes (info. from questionnaire during first library visit)</p> <p>f. Check ins with students to encourage checking out independent reading books based.</p> <p>C. Responsible for being on the lookout for, purchasing, and promoting the newest in engaging, young adult literature for students</p> <p>a. #bookaweek giveaway</p> <p>b. Plan, organize, promote, order, and display READ posters annually for ALL teachers/staff</p> <p>c. Organize yearly book drive to supplement library, classroom library</p> <p>d. Barnes & Noble/ Scholastic Book Fair annually</p> <p>e. Promote American Library Association - http://www.ala.org/ - events that support literacy (i.e. Poetry Month - Poem in your Pocket, Banned Books Weeks)</p>					
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<p>f. OBOB</p> <p>D. Develop a Career/College Readiness area of the library</p> <p>a. AVID</p> <p>b. College banners and posters</p> <p>c. College pamphlets, booklets, etc.</p> <p>E. Library Operations</p> <p>a. Check out, track condition, fee slips, and collect textbooks for all subject areas</p> <p>b. Repair, replace, and weed out books</p> <p>c. Coordinating library volunteers (parents, students, mentors)</p> <p>d. Supervise library and back room. Supervise and help students using copier, picking up supplies, etc.</p> <p>e. Encourage family involvement</p> <p>f. Book Fairs</p> <p>g. Oversee parent, community, and student volunteers</p> <p>Parent Activities:</p> <p>A. Parents will get their student a library card.</p> <p>B. Parents will volunteer in an effort to have the library open to students before/after school, during break and lunches.</p> <p>C. Lexile ranges and reading strategies will be shared with parents. Parents will assist their students to access appropriate independent reading materials using Lexile scores & lexile.com. Parents will encourage the use of reading strategies while students read.</p>	<p>A.Students will have public library cards.</p> <p>B.Parents work as volunteers in library.</p> <p>C. Parents have access to information about lexile via the weekly newsletter and Cal Young website.</p> <p>D.E. Information will be shared with Parents via the weekly newsletter and Cal Young Website.</p> <p>F. G.H. Information will be provided at informational nights,</p>	<p>More parental involvement in students' reading and writing development.</p>		<p>Parents and Literacy Leader.</p>	
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<p>D. A list of tutors will be available to parents.</p> <p>E. Parents will receive information to understand and use the State scoring guide as well as sample writing at various levels (examples).</p> <p>F. Parents will assist students with writing revisions by having the student read writing aloud prior to editing.</p> <p>G. Parents will participate in an evening iPad training to outline and review applications they can use with and to support their students.</p> <p>H. Parents will read Tier II Academic vocabulary articles and discuss with students at home. As well as use the vocabulary at home.</p> <p>Community Activities:</p> <p>A. Public librarians work with staff so students may gain access to the library.</p> <p>B. Local community members will have access to reading the written works of students on the CYMS website.</p> <p>C. Wordcrafters - contests; non-profit high school engagement</p>	<p>teacher-parent conferences and/or open house.</p> <p>A. Student will have access to the public library.</p> <p>B. There will be an “honorable mention” page on the Cal Young website to showcase student work at all grade levels regularly.</p> <p>C. Students will have the opportunity to participate in writing contests.</p>	<p>Quality of student work improves with an authentic audience.</p>		<p>A. Literacy Leader, Parent/Community Leader.</p> <p>B.C. Teachers.</p>	
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Cal Young's SIP Action Plan - Math

IMPROVEMENT GOAL

Composite Math Scores will be based on the following data points/calculation:

State Assessment	Local Assessment	Classroom Assessment		Total
SBAC	easyCBM	Ability is this really HW and school skills? HW?(Effort)	Achievement: assessment average (Performance) all 6A/7A/Algebra students earn an additional 1 point	Final calculation out of
1 through 4	1 through 4	½ of (1 through 4)-- can you take the percent and multiply by the points e.g. 85% = .85 x 2	½ of (1 through 4) can you take the percent and multiply by the points e.g. 92% = .92 x 2	12

By June 1, 2021 Cal Young students will demonstrate annual progress on their Composite Math Scores based on the following targets:

Baseline Composite Scores:

Very Low/Low (1-6.999): increase by 3 points

Nearly Meets (7-8.999): increase by 2 points or improve to 10

Meets (9-10.999): increase by 1 points or earn at least an 11

Exceeds (11-12): will maintain their score or earn at least an 11

STRATEGY	EVIDENCE OF IMPLEMENTATION Tools to measure What will be seen	EVIDENCE OF IMPACT What is the measure example specific percents of increase.	TIMELINE	PERSON RESPONSIBLE	EVALUATION	RESOURCES
<p>Student Activities:</p> <p>A. <u>Math Club</u> *Small groups *One-on-one *Use of manipulatives (technology and/or hands materials)</p> <p>B. <u>Dreambox</u> * Use of Rigorous curriculum through front loading, supporting classroom instruction and intervene with deficient standards from assessments. (6th grade classroom teacher) <u>Teacher responsibility is to create:</u> *Placement at math skilled grade level for 7th and 8th grade.(ex. 7th grader working at a 6th grade level math) * Individualized student goals (closing the gaps)</p>	<p>A/B/C During drop in observations use of strategies will be visible.</p> <p>A. Students will be working on classwork and homework. Additional time for students on tests will be allowed.</p> <p>B. Drop-in observations will see that the first 10 minutes of each 6th grade class will be on dreambox.</p> <p>B. Drop-in observations with the interventionist to monitor student use and monitor data reports.</p> <p>B. Students will be logging in for a Minimum of 1 hours per week.</p>	<p>A. Homework return (assignments turned in >90%)</p> <p>A. Classroom assessment scores will increase throughout the year with support and extra time to complete tests.</p> <p>B. Closing the gaps faster through building skills. 50% of students (in intervention) and 75% of students (in sixth grade classes) will increase 1 or more grade levels by the end of the year.</p>	<p>A. On going through the school year 2 days a week TBD.</p> <p>B. on-going evaluation of student progress by CY's interventionist/6th grade classroom teacher bi-weekly to set goals with students.</p>	<p>Leadership Math Leader will oversee implementation of all student/teacher activities</p> <p>Leadership Parent/Community Leaders will oversee implementation of all parent/community activities</p> <p>A. Math Department shares responsibilities.</p> <p>B. Interventionist and/or classroom teacher.</p>	<p>A/B/C An increase on state and local assessments and classroom assessment.</p>	<p>A. Funding for teachers to stay after school 4:00 to 4:30 at least two days a week.</p> <p>B. 90 licences provided by District. (Bottom 25% approximately 130 students) ** CY would like to see every 6th graders to have a license ** Look into EEF and CY Grant applications.</p> <p>B. Time for collaboration to discuss/disaggregated data.</p>

<p>C. <u>Student Engagement and discourse.</u></p> <p>1) Use of technology</p> <ul style="list-style-type: none"> * CPM tools * DESMOS (app) * Quizizz (website) * Nearpod (app) * Notability (app) * Quizlet (app) * Geo Board (app) * Pick a Path (app) * White boards <p>2) Grouped activities for differentiated instruction with use of manipulatives.</p> <p>3) Small group discussion and support.</p> <p>4) Close Reading</p>	<p>C. A product will be produced by students with use of technology or through group activities.</p> <p>C. Students will be involved in discussions with peers.</p> <p>C. Teacher will have small group activities to work with struggling students.</p>	<p>C. See an increase in classroom assessments, OAKS and state or local tests.</p> <p>C. 95% or greater involvement of students in discussion and/or activities.</p>	<p>C. On-going evaluation of student progress during daily lessons or class and group discussions.</p>	<p>C. Classroom Teacher and math department.</p>		<p>C. Funding for Apps (Nearpod and Notability)</p> <p>C. Time for collaboration and creation of quizzes on quizizz and nearpod presentations/lessons.</p>
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<p>Teacher Activities:</p> <p>A. <u>Study Team Structure</u></p> <p>1. Flexible groupings</p> <p>*heterogenous</p> <p>*homogeneous</p> <p>Kagan Strategies</p> <p>*Think-pair-share</p> <p>*Quiz, Quiz, Trade</p> <p>*Round Robin</p> <p>*Rally Robin</p> <p>*Rally Coach</p> <p>*Time-Pair-Share</p> <p>*Hand-up, Pair-up</p> <p>B. <u>Effective Unit Planning</u></p> <p>* lesson plans for differentiated instruction</p> <p>*Create measurable and universal formative and summative assessments.</p> <p>*Use the PLC four essential questions to determine student growth and understanding.</p> <p>* What do we expect our students to learn?</p> <p>* How will we know if they are learning?</p> <p>* How will we respond when they don't learn?</p> <p>*How will we respond if they already know it?</p> <p>C. Support for Students with IEP's, TAG, and/or 504's in the classroom. (EA's or Special</p>	<p>A/B/C Drop in Observations in meetings and classrooms.</p> <p>A. During drop in observations use of strategies will be visible and heard.</p> <p>A. Student discussion through flexible groups (based on data) showing a deeper level of thinking.</p> <p>A. Kagan strategies supporting student procedural, processing, thinking and presenting abilities.</p> <p>B. Unit review tool from Churchill</p> <p>C. To support students in achieving their IEP goals, gain understanding of classroom lessons before teaching support classes.</p>	<p>A. Students discussions will be enriched through focusing on shared ideas and articulated thinking strategies and evaluated through assessments and exit tickets.</p> <p>A. 80% of students will increase on a post assessment (of 1 or more questions) after grouping activity. (based on pre/post, check-point, exit tickets, etc)</p> <p>B. Measure data through classroom assessments, CPM checkpoints and exit tickets.</p>	<p>A. on-going evaluation of student progress during daily lessons and their class or group discussions.</p> <p>B. The math department will meet periodically.</p> <p>B. Grade levels will collaborate and plan math instruction utilizing the CPM's quick start guides, course preparation and assessment builder during monthly or biweekly meetings.</p> <p>C. On-going</p>	<p>A/B/C Classroom teacher and math department.</p> <p>B. Math department monthly/weekly.</p> <p>C. Cal Young's</p>	<p>A/B/C An increase on state and local assessments and classroom assessment.</p> <p>B. Effective collaboration will directly impact students growth on classroom assessments, state and local assessments as well as classroom lessons/discussion.</p>	<p>A. Kagan structure Professional Development</p> <p>A. Time to collaborate on activities to use with specific lesson and/or standards.</p> <p>B. Math department planning times to effectively plan units and use the backwards design to create assessments, extensions, and reteach resources.</p> <p>TITLE FUNDS</p> <p>B. Time and money to plan and create common assessments with other middle school within the</p>
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<p>Education Teacher) or any one who is doing the support classes. (talk to Keri or Christie)</p> <p>**TAG- Do we need to have this in this section?</p> <p>D. Support "class" for 6th-8th grade students (based on triangulated data); pulled from electives one day per week for math instruction with intervention teacher; no less that 60 minutes of Dreambox work per week</p>		<p>C. Student with IEP's will show growth in their academics, math concepts and understanding and perform at a higher level on assessments.</p>	<p>throughout the year.</p>	<p>Administration and District Administrators with support from the math department</p>		<p>Sheldon Region</p> <p>C. Funding * Special Education teacher needs to be in the general education classroom for a period and then have a support class in the afternoon to follow up on that day's lesson. EA's need to be in the classroom to help support the rest of the students.</p>
<p>Parent Activities:</p> <p>A. Parent activity night</p> <ul style="list-style-type: none"> Introduce blogs WAG Trimester Goals <p>B. Newsletter/Website from the Math Department</p> <p>C. Training to provide use of ParentVUE to monitor student growth.</p> <p>D. Parents will participate in an evening ipad training to outline</p>	<p>A. Understanding of the book layout and supply the CPM Parent Guide and extra practice (Link).</p> <p>B. Updates of test, WAG, and trimeter goals. Also attach links for math support or online activities to increase student learning. Description of school-based supports e.g. Math Club</p>		<p>A/B/C Beginning of the school year (End of September or Early October)</p> <p>B. Weekly/ Monthly</p>	<p>A/B/C Administration and Math Teachers</p>	<p>A/B/C Survey(s) to send out to parents before the event(s) to see what they are needing, to help support their child with math. Include a follow up survey to see what went well and/or what could be done differently or for further questions.</p>	

and review applications they can use with and to support their students in math.						
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Cal Young's SIP Action Plan – On Track for Graduation

IMPROVEMENT GOAL

Risk Indicator Scores will be based on the following data points/calculation:

Attendance	Discipline (major ODR)	ELA Performance	Math Performance	Multiple D/Fs	Math & ELA Course Grade	Total
0-79.99%=3 80-89.99%=2 90-94.99%=1 95-100%=0	5+ ODRs=2 2-4 ODRs=1 0-1 ODRs=0	Does NOT Meet/Exceeds= on SBAC= 1 Meets/Exceeds on SBAC= 0	Does NOT Meet/Exceeds= on SBAC= 1 Meets/Exceeds on SBAC= 0	Multiple D/Fs = 1 C or better in all classes= 0	D/F in Math = 1 D/F in ELA = 1 C or better in Math and ELA= 0	Final calculation out of 10

By June 1, 2021 Cal Young students will demonstrate annual progress on their Risk Indicator Scores based on the following targets:

Baseline Risk Indicator Scores:

20 (3.7%) students - Severely At Risk (7-10): will decrease by 3 points

111 (20.8%) students - At Risk (4-6): decrease by 2 points or improve to 3

162 (30.3%) students - Nearly On Track (2-3): decrease by 1 points or improve to 1

241 (45.1%) students - On Track to Graduate (0-1): will maintain their score or earn no more than 1 total

STRATEGY	EVIDENCE OF IMPLEMENTATION	EVIDENCE OF IMPACT	TIMELINE	PERSON RESPONSIBLE	EVALUATION
<p>Student Activities:</p> <p>A. Grade-grouped HR classes (heterogeneously groups by on-track data as best we can).</p> <ol style="list-style-type: none"> Students will engage in Community of Respect and DFZ activities and curriculum in advisories that supports a physically and emotionally safe school climate. Academic/behavior expectations Review Goal setting Agenda planner checks Class and team building activities DFZ focus Weeks (5 times per year) Golden Plunger Advisory Award Building-wide activities and events that are done by advisory. <p>*Continue to use Cougar Pride Bucks to continue to support pro-social behavior</p>	<ol style="list-style-type: none"> Lessons/Activities prepared SWIS data Student e-portfolios P/NP grades in Advisory; Agenda planners used consistently 6. Lessons/Activities prepared and implemented Celebrations scheduled Events planned 	<ol style="list-style-type: none"> School Climate Survey results show increase in prosocial behavior; decrease in major and minor referral data SWIS data Student e-portfolios P grades in Advisory; Reduction in D/F grades 6,8. School Climate Survey results show increase in prosocial behavior; decrease in major and minor referral data Custodial reports 	A.Daily, Weekly	A.Counselor and Advisory Teachers	<p>A.School CLimate Survey indicate a decrease in disrespectful/haras sing behaviors</p> <p>Decrease in Minor and Major office discipline referrals</p> <p>Decrease in Risk Indicator data</p>

<p>B. Students with less than 90% attendance will engage in attendance intervention.</p>	<p>B.Documentation of check-ins and parent communication</p>	<p>B.Student attendance percentages increase</p>	<p>B.Monthly</p>	<p>B.Asst. Principal and counselor</p>	<p>B.Student attendance percentages increase</p>
<p>C. Students will participate in Homework Club (feasibility may be impacted by bell schedule)</p>	<p>C.</p>	<p>C.</p>	<p>C.</p>	<p>C.</p>	<p>C.</p>
<p>Teacher Activities:</p>	<p>A. Monthly Agendas</p>	<p>A.Students receive interventions and those are documented in data team system</p>	<p>A.Monthly</p>	<p>A.Data Coordinator and On-Track Facilitators</p>	<p>A.Risk Indicator Data points reductions</p>
<p>A. Grade Level Data teams will meet monthly; Targeted students will be interviewed prior to meeting</p>	<p>B. Documentation of check-ins and parent communication</p>	<p>B. Student responses to intervention are documented and improvement noted</p>	<p>B. Mon-Thursday weekly</p>	<p>B. On Track Facilitators</p>	<p>B.Risk Indicator Data points reductions</p>
<p>B.On-Track Facilitators will provide check-ins to target and help students improve in the areas of attendance, behavior and academics. This includes facilitating secondary interventions and parent communication.</p>	<p>C. Documentation of check-ins and parent communication</p>	<p>C.Student attendance percentages increase</p>	<p>C. Monthly</p>	<p>C.Assistant Principal and counselor</p>	<p>C.Student attendance percentages increase</p>
<p>C.Attendance Intervention implemented building-wide and building-wide goals/celebrations</p>	<p>D.</p>	<p>D.Library staff member will maintain resources and center</p>	<p>D.Daily</p>	<p>D.Library staff member</p>	<p>D.Log of participation rates</p>
<p>D.Library staff member will oversee a College/Career Center with activities, resources, and opportunities to engage students in college and career exploration.</p>	<p>E.</p>	<p>E.</p>	<p>E.</p>	<p>E.</p>	
<p>E. Teachers will maintain instructional blogs to support</p>					

<p>student organization, resources, curriculum, rubrics, example assignments and provide timely feedback to students and parents.</p> <p>F. Participate in professional development around building connections and community.</p> <p>G. Breakfast of Champions</p> <p>Parent Activities:</p> <p>A. Presentation at Parent Night regarding On-Track Reports; Parents will receive On-Track Report for their student including strategies to support their student's specific needs</p> <p>B. Breakfast of Champions</p> <p>C. Library staff member will oversee a Parent/Family Resource Center with activities, resources, and opportunities to engage families in math/ELA student achievement, school attendance, pro-social behavior of students, and college and career exploration.</p> <p>D. Parents will take surveys to provide input to Cal Young</p>	<p>F.</p> <p>A. Parent Night Agenda and On-Track student reports</p> <p>B. Breakfast of Champions schedules and communicated</p> <p>C.</p> <p>D.</p>	<p>F.</p> <p>A.</p> <p>B. Google log kept with list of recognized students</p> <p>C.</p> <p>D.</p>	<p>F.</p> <p>A. October Meeting and Reports shared at Conferences/1st report card cycle</p> <p>B. Monthly</p> <p>C. Daily</p> <p>D.</p>	<p>F.</p> <p>A. Administration and Data Coordinator; Registrar</p> <p>B. PBIS Coordinator</p> <p>C. Library staff member</p> <p>D.</p>	<p>E.</p> <p>F.</p> <p>A. Risk Indicator Data points reductions</p> <p>B. 150 unique students/families recognized and participate</p> <p>C. Family engagement log</p> <p>D.</p>
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<p>regarding academic supports, pro-social behavior, school climate and safety.</p> <p>E. Parents will use ParentVue to check grades, attendance, and discipline records.</p> <p>F. Parents will participate in school activities and work with students on social/emotional advisory lessons.</p> <p>G. Educate parents on the impact of attendance, behavior and academics indicators on graduation. Impact on students, families, teachers, and classes.</p> <p>Community Activities:</p> <p>A. Local community members will reference PBIS behavior expectations in their dealings with students.</p>	<p>E.</p> <p>F.</p> <p>G.</p> <p>A.</p>	<p>E.</p> <p>F.</p> <p>G.</p> <p>A.</p>	<p>E.</p> <p>F.</p> <p>G.</p> <p>A.</p>	<p>E.</p> <p>F.</p> <p>G.</p> <p>A.</p>
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