

2021 - 2022 Lake Roosevelt Jr/Sr High School Comprehensive School Improvement Plan (CSIP)

2021-22 SIP Goals:

Data collected from 2016/17 to 2019/20 School Years

By June 2022, LRHS will...

- 1) reduce the chronic absenteeism rate to 30% or less (2016-2020 - **51%**)
- 2) reduce the student failure rate to 15% or less (2019-20 - **23%**)
- 3) Increase on-time graduation rate to 95% (2019-20 - **93%**)
- 4) Increase graduating students pursuing post-secondary opportunities (Trade School/college/military) to 50% or greater (2019-20 - **32%**)
- 5) Increase Math SBAC proficiency to 40% or higher (7, 8, 10 , 11 - 2018-19 -avg. **23.5%**)
- 6) Increase ELA SBAC proficiency to 50% or higher (7, 8, 10 - 2018-19 -avg. **43.7%**)
- 7) Increase Science SBAC proficiency to 30% or higher (2018-19 - avg. **21.7% - 26.9% 8th and 16.7%11th**)



SIP Strategies	Resources	Implementation Indicators	Accountability	Evidence / Outcome	Goal Areas
What <u>action steps</u> will occur? What <u>professional development</u> is needed?	What resources are needed to accomplish this strategy? (People, materials, etc.)	What <u>ongoing monitoring</u> reflects implementation of this strategy? When will it be reviewed?	Who is responsible for implementing, monitoring and/or reporting?	What data gives evidence to show this strategy makes a positive difference in student outcomes?	Which SIP Goals does this strategy support? What student group does this strategy target?
<p>College and Career Prep Program</p> <p>Action Steps: LRHS will implement the College and Career Prep program that focuses on career exploration, college prep, state and local graduation requirement fulfillment in order to increase our number of students pursuing college.</p> <p>SEE APPENDIX B FOR PLAN OUTLINE</p> <p>Professional Development Program training, WOIS and HSBP training</p>	College and career prep teacher, office space for CCP teacher.	CCP monitors progress and reports to the admin on a regular basis.	<p>Primary: CCP Coordinator</p> <p>Supporting: Principal, Counselor</p>	Percent of students pursuing post-secondary ed. (college, trade school, etc).	Goal 3



<p>Implement Team Leaders 7-12</p> <p>Action Steps: LRHS will develop and implement a team leader approach to collecting, analyzing, and adapting to student data by having 6 team members that represent English, History, Math, Science, CTE, and Specialists. The team leader will facilitate PLC team meetings and work with building admin.</p> <p>SEE APPENDIX C FOR PLAN OUTLINE</p> <p>Professional Development Team leaders will attend PLC trainings, teachers will attend trainings on assessment data protocols</p>	<p>6 Team Leaders, Para for data collection and reporting</p>	<p>Team leaders will report assessment, grading, and behavioral data to building admin and will have ongoing reviews weekly and monthly.</p>	<p>Primary: Team Leaders Supporting:Principal</p>	<p>Passing rates will increase, regular attendance numbers will increase, behavioral concerns will decrease, core content area proficiency on assessments will increase.</p>	<p>Goal 2, 4-6</p>
<p>7-12 AVID Implementation</p> <p>Action Steps: LRHS will begin the 2021-22 school year with the implementation of AVID. We will create AVID structures and supports for Math, ELA, Science, and History.</p> <p>See Appendix A for Plan Outline</p> <p>Professional Development The AVID District Director, Site Coordinator, and Site Team will need to attend Summer Institute training for AVID, District Director will also need additional training for the next 2 years.</p>	<p>District Director, Site Coordinator, Site Team, AVID tutors, space in the schedule for an AVID elective, funding, PLC time for teams</p>	<p>Site Teams will report to the coordinator on monthly outcomes. The coordinator will meet regularly with the building admin and the District Director on data collection and monitoring of the program.</p>	<p>Primary: AVID District Director, Site Team Supporting: Principal, Team Leaders</p>	<p>Passing rates will increase, increase in core content areas, state assessment outcomes will improve.</p>	<p>Goals 2, 5-7</p>



<p>Establish a robust PLC teaming process</p> <p>Action Steps: LRHS will implement an established PLC protocol for each team area that follows a prescribed schedule with clear goals and objectives for each meeting. Meetings will focus on content data, grade-level data, standards and assessment alignment/data, and PBIS data. Special Education teachers work with core content teachers (Math, Science, English, History) in providing support to those teachers to better scaffold instruction.</p> <p>The Team Leaders will act as each PLC team point person and work with school leadership to monitor and adjust action steps associated with school and district goals.</p> <p>Professional Development All teachers will need training and information on PLC protocols.</p>	<p>Established PLC schedule and cycle.</p> <p>Routines and Procedures manual</p> <p>Data spreadsheet forms</p> <p>Resource for reporting out data.</p>	<p>Weekly, and monthly data reports will be made visible to teams and admin. Instructional practices will show evidence of alignment.</p> <p>Special Education teachers track data through IEP goals and progress monitoring.</p>	<p>Primary: Team Leaders</p> <p>Supporting: Principal</p>	<p>Passing rates will increase, regular attendance numbers will increase, behavioral concerns will decrease, core content area proficiency on assessments will increase.</p>	<p>Goal 2, 4-7</p>
<p>Continued Diversity and Inclusion Training for all staff</p> <p>Action Steps: LRHS Staff will complete the WEA Culturally Responsive Training modules. During the 2021-22 school year, all administrators and the teacher leader team will complete The following year (2022-23), the entire staff will complete the class. Action steps will be developed after completion of the course.</p> <p>Professional Development Equity Framework training</p>	<p>Teacher Leaders, Indian Education Dept.</p>	<p>LRHS develops an equity and diversity vision and mission statement, student voice and input. Reviewed monthly through surveys and team input</p>	<p>Primary: Principal, Dean of Students</p> <p>Supporting: ALL staff</p>	<p>Passing rates will increase, regular attendance numbers will increase, behavioral concerns will decrease, core content area proficiency on assessments will increase.</p> <p>Increased parent and community engagement.</p>	<p>All Goals</p>



<p>Develop and implement a consistent MTSS (Multi Tiered Support System)</p> <p>Action Steps In collaboration with staff, LRHS will develop a multi tiered intervention system that includes sound communication, multiple interventions, and a recognition system (PBIS). This tiered system of support will be clearly communicated to all staff.</p> <p>Professional Development Continued Culturally Responsive Training Continued Restorative Practice Training PBIS training</p>	<p>Dean of Students, Teacher leaders, Special Education teachers, PLC trainings</p>	<p>Monthly review of discipline data and absenteeism data</p>	<p>Primary: Dean of Students, Team Leaders</p> <p>Supporting: Principal, All staff</p>	<p>Passing rates will increase, regular attendance numbers will increase, behavioral concerns will decrease, core content area proficiency on assessments will increase.</p>	<p>All Goals</p>
<p>Develop and implement an SEL framework for LRHS</p> <p>Action Steps: <i>Year 1 (2021-22)</i> 1) Establish a diverse and representative SEL team that leads a coordinated approach, ensuring schoolwide SEL implementation does not become fragmented and stays on the radar of all stakeholders. The team will prioritize the following:</p> <ul style="list-style-type: none"> - Plan a professional learning strategy - Establish two-way communication structures between SEL team and stakeholders - Create a stable budget and staffing to support SEL <p>2) Engage ALL stakeholders in an introduction to SEL that fosters awareness and helps define what SEL means for the school community.</p> <p>3) Establish structures to support consistent two-way SEL communication between the SEL team and all stakeholders.</p>	<p>Curriculum review, team development, money to pay participants</p>	<p>Action steps are reviewed on a monthly basis with the team</p>	<p>Primary: Principal, School Mental Health Counselors</p> <p>Supporting: All staff</p>	<p>Passing rates will increase, regular attendance numbers will increase, behavioral concerns will decrease, core content area proficiency on assessments will increase.</p>	<p>All Goals</p>



<p>4) Create a plan based on a needs assessment with clear goals and outcomes that are based on data</p> <ul style="list-style-type: none"> - All Staff go through SEL training - Adopt an evidence-based SEL program for 7-12 <p><i>Year 2 (2022-23)</i></p> <p>The school is implementing with fidelity an evidence-based SEL program and practices across 7-12 grade levels, and providing ongoing implementation support to staff. Program and practices are aligned to the school's SEL vision and goals, and are culturally and linguistically-responsive to students.</p> <p>5) Review current implementation, needs and resources, and set goals for continued improvement.</p> <p>Professional Development WA Online SEL Learning Modules</p>					
<p>Increase Parent and Community Involvement</p> <p>Action Steps: We will establish a partnership team with parents/community members called Community and Family Outreach Team that will focus on improving the school's relationship to parents and the surrounding community. The team will be made up of parents, community members, business leaders, school administration, and other stakeholders. SEE APPENDIX D FOR PLAN OUTLINE</p> <p>Professional Development: None</p>	<p>Building budget to fund parent nights, Fall Kick-off, and timesheets for school staff</p>	<p>Monthly review of team outcomes</p>	<p>Primary: Principal Supporting: Dean of Students</p>	<p>Increase parent/community engagement ,regular attendance numbers will increase, behavioral concerns will decrease</p>	<p>All Goal Areas</p>

SIP Stage	Date	Reviewed by	Names
Initial Draft Review	3/1/2021	LRHS Admin	Kirk Marshlain, Principal Sara Kennedy, Dean of Students
Peer Review	3/9/2021	GCDS Admin, ESD Superintendent	Sara Kennedy, Dean of Students Lisa Lakin, Elementary Principal Linda McKay, ESD 171 Asst. Superintendent Mark Herndon, CTE Director
District Review	3/30//2021	GCDS Superintendent	Paul Turner, GCDS Superintendent
Staff Review	4/21/2021	Certificated and Classified staff	Lisa Carson (classified), Jessica Buns, Pam Johnson, Joe Tynan, Billy Monroe (Certificated)
Community Review	4/28/2021	Parents, Community members	
Board Review	5/24/2021	School Board Members	
Approval of SIP	6/14/2021	School Board, GCDS Admin	

APPENDIX A

LR AVID Program Proposal and Description

Proposal:

LRHS is proposing to implement the AVID program for K-12th in order to help support the school's academic, social, and post-high school outcomes.

What is AVID (Advancement Via Individual Determination)?

AVID—Advancement Via Individual Determination—fosters a safe and open culture, high expectations for teachers and students, and collaboration in all classrooms.

AVID (Advancement Via Individual Determination) is a nonprofit that changes lives by helping schools shift to a more equitable, student-centered approach. AVID trains 85,000 educators annually to close the opportunity gap, so they can prepare all students for college, careers, and life.

When schools partner with AVID, they receive:

- Professional development
- A suite of resources
- Ongoing support to ensure a lasting impact that maximizes their return on investment.

AVID is not “one more thing to do”—our work with schools aligns with their goals to accelerate and enhance the work that is already happening.

WA State AVID Date:

https://avid-my.sharepoint.com/:p:/g/personal/mgobel_avid_org/EcehQqNnIPNBnboIXD8btpQBCKg9cajmlpUaMM3Ek92H7g?e=HneKiK

<https://www.avid.org/cms/lib/CA02000374/Centricity/Domain/35/Who%20are%20the%20AVID%20Students.pdf>

Rationale for AVID at LRHS:

No matter what post-secondary path high school graduates choose, students must develop certain essential skills to design their own futures: critical thinking, collaboration, reading, writing, and relationship building. The development of these skills is rooted in belief in self. If students believe they are capable, there is a foundational confidence to learn and a resiliency to overcome setbacks. When educators believe in students, learning and confidence are activated. With teacher support for developing a growth mindset and the academic skills they need for future success, students grow to see their capabilities and find their own way.

AVID students receive intentional support and mentoring in three major areas that help them become confident individuals who can successfully navigate life and career:

1. Rigorous Academic Preparedness — Students have the academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.

2. Opportunity Knowledge — Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate transitions to the next level.
3. Student Agency — Students believe in and activate their own potential, build relationships, persist through obstacles, and exercise their academic, social, emotional, and professional knowledge and skills. By placing students in a learning setting that engages them in rigor with support, opportunities to explore their future pathways, and deliberate instruction in self-management and leadership, students develop the agency and skills that will serve them for life. With AVID, students excel regardless of their circumstances, socioeconomic status, ethnicity, or English proficiency.

AVID Structural Needs:

I. School Board/ Superintendent:

- Financial and Intellectual buy in and support.
- Districtwide verbal reinforcement. (“**We Are an AVID District**”)

II. School Administrators: JR/SR/Elementary:

- Principals must be a catalyst for transformation by engaging with teachers, students, and the community to share their academic vision.
- Examine school data to challenge existing paradigms and address the roadblocks to student opportunity and success.
- Provide Professional Development Time and Opportunities
- Reinforcement- Teacher accountability

III. District Director:

Coordinates communication with AVID Program Manager regarding:

- Contracts for consultant services
- Technical assistance
- AVID certification
- AVID Summer Institute

Communicates information about AVID activities

Participates in regional AVID meetings/professional learning, regional DD chats

Regional DD meetings

Monitors completion of Launches and Boosts for all site participants who attend Summer Institute

Coordinate and Provide Professional Development

IV. Site Team Coordinator/Site Team:

- The AVID Site Team is a voluntary team of administrators, counselors, teachers, and others who work together to close the opportunity gap and provide college readiness for all students by implementing AVID across their school site.
- Site Team members collaborate to promote and provide access to rigorous content and instruction and to develop a college-going culture for all students.

Using the AVID Elementary Certification Self-Study Instrument/AVID Secondary Coaching and Certification Instrument (CCI) as the framework, the Site Team:

- Develops and implements the goals in the Site Plan and creates individual commitment statements aligned to the goals.
- Collects evidence to illustrate support for student access to, and success in, rigorous curriculum.
- Models and shares effective WICOR strategies and academic success skills across content areas.
- Analyzes school and student data in order to provide relevant professional learning at their site.
- Sets high expectations for all students, faculty, and parents in regard to student achievement and college readiness.
- Addresses equity issues/barriers on campus.

V. AVID Elective Teacher

VI. Avid Elective Classes Levels TBD

Cost Breakdown:

District Director Training:

- \$ 7500 for 4 sessions (first 2 years only)
- 1st session Summer Institute

Site Team Summer Training:

- 6-8 Site Team Members per school

TOTAL PROGRAM COST:

APPENDIX B

LRHS College and Career Preparation Program Proposal and Description

PROPOSAL:

In an effort to help students reach their post-secondary goals, the LRHS administration is proposing that we implement a 7-12 College and Career Preparation program. This program aims at being a robust program that will act as a guide for students to help them along the way of their Jr/Sr high school careers and help prepare them for life beyond high school. The program will also include hiring a full-time College and Career Prep Teacher.

GRADUATION POLICY 2410 ADJUSTMENT:

For the graduating class of 2022 and beyond, seniors will need to meet a new local graduation requirement:

- 12th grade students will need to take the year-long College and Career Prep class
 - 1.0 CTE credit

COLLEGE AND CAREER PREP CURRICULUM

- Next Steps (7th/8th and 12th grade) - *Still need to purchase*
- CTE Framework (10th and 11th grade)

COLLEGE AND CAREER PREP TEACHER QUALIFICATIONS: CTE Certificate or the ability to obtain one within the first year, previous teaching experience, experience working with college/career readiness.

REPORTS TO:

Building Administrators, CTE Director

COLLEGE AND CAREER PREP PROGRAM GOALS:

Applicable SIP Goals:

- 1) From September 2021 to June 2022, LRHS will increase the on-time graduation rate to 95% **(2019-20 - 93%)**
- 2) From September 2021 to June 2022, LRHS will increase the percentage of graduating students pursuing post-secondary programs (Trade/Technical/Military/College) to 60% or greater **(2019-20 - 32%)**

Overarching Program Goals

The College and Career Preparation Program aims at developing and implementing an aligned 7-12 college and career readiness program that will help students achieve individual post-secondary goals by working with each student to get them prepared for life beyond high school. Each student will have the opportunity to complete career readiness classes that aim at guiding them towards a specific path.

COLLEGE AND CAREER PREP TEACHER DESCRIPTION:

The College and Career Prep teacher will be responsible for the implementation of the core program functions and monitors all program related goals for all students and meet the following expectations:

- Collaborates with Middle and High School teachers, administrators, counselors to implement approved 7-12 College and Career Readiness curriculum, manage student portfolios and High School and Beyond plans.
- Facilitates a yearly College and Career fairs in fall/spring semester for junior and senior class.
- Facilitates a yearly Exit Interview with the school board for graduating senior class.
- Maintains a data dashboard to monitor College and Career Readiness status of all high school students.
- Implements the [WA approved Career Guidance Lessons](#) for 7-12 by collaborating with teachers.
- Facilitates various postsecondary visits for high school and middle school students.
- Facilitates various jobsite tours/visits for high school and middle school students.
- Communicates with local/regional post-secondary colleges/career/tech programs.
- Gather and communicate scholarship information for post-secondary programs.
- Hold a FASFA information session in the month of October.
- Teaches College and Career Preparation classes:
 - 12th grade College and Career Preparation class (2 sections-full year)

- 10th/11th grade College and Career Exploration class (1 section-semester)
- 7th/8th College and Career Exploration class (1 section-quarterly)
- Assist the District Assessment Coordinator and Director of Secondary Education with the submission of local and state student assessment analyses to the principal and superintendent in order to report progress toward college and career readiness measures
- Contacts and recruits surrounding area employers for the purpose of securing commitments of part-time, summer, and full-time jobs for students and maintains an active file of job availability. Communicates opportunities to students and parents.
- Assist school counselor with facilitating SAT/ACT and ASVAB tests
- Facilitates mechanisms to constantly evaluate programs, identify community needs, and develop new programs when needed.
- Mentors and assists students with preparation activities for job placement.
- Serves as a liaison with employers and colleges
- Maintains a follow-up system for students that graduated from HS for data collection purposes and monitoring of program goals.
- Facilitates and collaborates with the 9th grade English teachers once per month to address HSBP and other college and career related topics.

In addition to the above mentioned responsibilities, the College and Career Prep teacher will teach 3 classes (4 sections total). The classes will further enhance the College and Career Prep program because students will deepen their knowledge and understanding of post-secondary opportunities as-well-as learn about managing a post-high school life.

COLLEGE AND CAREER PREP CLASS (Required for 12TH GRADE - 2 periods - 2 Full Year Sections - Full)

Seniors will work on the following:

- Completion of HSBP, Senior Project, scholarship completion, post-secondary pathways, and Exit Interviews
- Complete the 12th grade approved College and Career Readiness curriculum
- Each Senior will be assigned a 7th and 8th grade student to act as a student mentor (20 hours of community service)

COLLEGE AND CAREER EXPLORATION CLASS (10TH/11TH GRADE only - 1 period - 2 Semester Sections)

- Students work through the College and Career Choices CTE Framework
- Students begin working on scholarships applications, college/trade/technical school pathway exploration, and gathering portfolio information.

COLLEGE AND CAREER EXPLORATION CLASS (7TH/8TH GRADE - 1 period - 4 Quarterly Sections)

- Junior HS students begin working on HSBP
- Explore different post-secondary options
- Learn life skills for post-secondary
- Learn about navigating High School to be setup for post-secondary
- Complete the 7th/8th College and Career Readiness curriculum

APPENDIX C

LRHS Team Leader Job Description and Proposal

Proposal:

The LRHS administration proposes hiring team leaders for Math, ELA/History, Science, Specialists, and CTE in order to meet the schools goals of improving failure rates, chronic absenteeism rates, and ELA/Math/Science proficiency rates. Each content team would have one leader that oversees the team PLC process and act as a liaison between the team and the administrators to provide up-to-date data in each SIP goal area.

Rationale:

The school improvement plan addresses data protocols, multi-tiered systems of support, and increasing student outcomes; moreover, being able to adequately support the improvement that is needed at LRHS can only be done by investing in raising teacher-leaders. Over the last five years, LRHS has seen a decline in student engagement, proficiency towards learning standards for ELA, Math, and Science, increase in chronic absenteeism rates, and low rates of students progressing to post-secondary schools/programs or military. The five year average for students failing 1 or more classes is 23%. A failure rate of 8-10% is within the expected range according to most national standards and by having team leaders that will act as both facilitators and accountability measures, they will work within their team to align teaching practices by establishing consistent assessment data reviews within the team.

Structure:

5 team leaders - one leader per content area (ELA/History, Math, Science, CTE, and Specialists)

- 30 hours paid stipend per year per leader (\$1000 per leader = approx. \$5000 total)
- 8 hours for Summer PD
- 6 hours for beginning of the year preparation with administrators
- 10 hours for monthly meetings during the school year
- 4 hours for quarterly meeting with administrators
- 2 hours of flex as needed for data processing

Position Objective:

The Team Leader is a highly effective teacher who leads a team of teachers (aligned by grade level, content area, or other relevant grouping based on school need) in developing their ability to effectively deliver instruction and increase student outcomes. In addition to providing high-quality instruction in their own classrooms, the Team Leader's role is to build the capacity of teachers to deliver high-quality, effective instruction. The Team Lead provides support to his or her teacher counterparts in the development and monitoring of Student Growth Goals for Criterion 8 on Marzano.

In addition, the Team Lead will also:

- Collaborate with school leaders to support the effective implementation, monitoring, and adjusting the school improvement plans
- Provide input to school leadership in hiring decisions
- Attend necessary professional development in the areas of PLC work
- Be responsible for collecting data from his or her team related to instruction and relaying that data to the administration

Expected Outcomes:

The goal of a Team Leader is to improve a team of teachers' abilities to effectively plan for and deliver high-quality instruction in pursuit of better outcomes for students. By creating distributive leadership structures at LRHS, Team Leaders—in collaboration with school leaders—will increase opportunities for feedback and growth to drive increased student achievement, while building their own capacity as leaders.

A Team Leader supports each team member's growth in the following areas:

- Improved performance on professional growth goals
- Improved student growth data, as measured by CBA's, district and state assessment data
- Consistency in team members' (and Team Leader's) ability to self-reflect and accept feedback in order to improve instructional practices
- Growth and development as an educator and professional

A Team Leader supports school growth in the following areas:

- Consistent use of best practices to drive an inclusive, positive, and intentional school culture (both staff and students) of continuous improvement
- Consistent implementation of targeted, differentiated school-based professional learning opportunities
- Improvement in recruitment, hiring, and retention of highly effective teachers

Required Responsibilities:

1. Facilitating high-quality collaborative time for a team of teachers based on school needs that builds their capacity to effectively plan for and implement standards.
2. Establish clear expectations, processes, and objectives for collaborative time that align with team, school, and district goals.
3. Coordinate with school leaders to ensure that expectations, processes, and objectives for collaborative time and coaching are aligned with team, school, and district goals.
4. Diagnose team needs using available data from student assessments, observations, and surveys.
5. Collaborate with teachers and school leaders to foster a strong, intentional, and inclusive school culture.

Additional responsibilities may be determined by school leaders

Required Qualifications:

- Must meet all licensure and certification requirements for teacher
- Must participate in required training over the summer and during the school year
- Demonstrated effectiveness as a teacher
- At least 3 years of successful teaching experience
- Demonstrated ability to cultivate and support inclusive practices with students and staff
- Strong written, oral, and interpersonal communication skills
- Ability to lead with a lens of equity & inclusion
- Takes initiative to solve problems and manage conflict

APPENDIX D

LRHS School Parent/Community Involvement Plan 2021 -2022 School Year

Lake Roosevelt Jr/Sr High School believes that parents, guardians, and the surrounding community are vital stakeholders in our school community. We believe that these relationships are the cornerstone of the school success as-well-as bringing about success in our community. In order to foster these relationships, we are taking the following actions:

- 1) **We will work to develop the Community and Family Outreach Team (begins in Spring 2021)**
 - a) This team will lead the way in developing community partnerships, reaching out to families, communicating with community partners and families about school events and information, and collaborating with the PTA. This team will also be responsible for hosting various events that are open to the community. This team will be made up of parents/guardians, community members, teachers, and administrators.
- 2) **Hosting a *Welcome Back Open School House* event in August**
 - a) The Community and Family Outreach team will work in conjunction with the PTA to host a welcome back event in August that will focus on engaging our families to be a part of the school community.
- 3) **Increasing family involvement with Fall Family/Student - Teacher Conferences**
 - a) The Community and Family Outreach team will organize the Family/Student - Teacher Conferences so that it is a fun experience for all who attend the Fall conference. We want the whole family to feel welcome. We will provide snacks and beverages to all who attend.
- 4) **Encourage parents/guardians and community members to volunteer at LRHS**
 - a) There are many opportunities for parents/guardians to assist at school, volunteer, or participate in classroom/school activities. LRHS encourages parents to chaperone on field trips with the classroom teachers. LRHS has many other events throughout the year where parents are invited such as graduation, Honor Roll Society, Student Recognition, music events, just to name a few.
- 5) **Hosting a quarterly Student Recognition Award ceremony**
 - a) In line with our PBIS motto, *Raiders are the very B.E.S.T.*, we will honor students that are making a difference in our school with each of the four PBIS focuses (**B**e safe, **E**xcel in learning, **S**how respect, and **T**ake responsibility. Each quarter, students will be nominated by their peers and staff for each of the four PBIS beliefs.
- 6) **Host family information nights**
 - a) The Community and Family Outreach Team will develop family nights where LRHS will bring in our families for a night to connect with each other as well as listen to presentations from different presenters.