

## Osceola Elementary School Title I, Part A Parent and Family Engagement Plan 2019-2020

I, Sean Downing, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special projects, where prohibited.

### Assurances:

- The school will be governed by the statutory definition of family engagement, and will carry out programs, activities, and procedures in accordance with the definition outlined in section 1116 of the Every Student Succeeds Act (ESSA);
- Involve parents and family members of children served in Title I, Part A schools in decisions about how Title I, Part A funds reserved for family engagement are spent;
- Jointly develop/revise with parents and family members a written parent and family engagement policy and distribute it to parents and family members of participating children and make available the parent and family engagement plan to the local community;
- Involve parents and family, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan;
- Use the findings of the parent and family engagement plan review to design strategies for more effective family engagement, and to revise, if necessary, the school's parent and family engagement policy;
- If the plan for Title I, Part A, is not satisfactory to the parents and family of participating children, the school will submit parent and family comments with the plan when the school submits the plan to the local educational agency;
- Provide to each parent and family member an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading;
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who has not met applicable state certification and licensure standards; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals.

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Signature of Principal or Designee

Date Signed

## **FAMILY ENGAGEMENT**

Briefly describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for family engagement will be used. **(ESSA Section 1116)**

The school will seek parent input frequently via a series of sponsored events and active committee meetings of the School Advisory Committee (SAC) and the Family Engagement Committee (FEC). All Title I events and meetings will be documented by sign - in sheets and an agenda. Committee meetings will also be documented via summary notes and/or minutes. The SAC and FEC are responsible for reviewing the annual school climate survey, planning for use and application of FE budget/funds, and any needed changes or updates to the PFEP. The PFEP will be developed using parent input from the annual district-sponsored (by-school) climate survey, a meeting of the FEC in the spring/early summer, and input collected during fall events in August and September, like the annual goal-setting barbeque and the first SAC meeting of the school year.

The school will use daily PA announcements to students, automated phone calls to parents via Skylert, Facebook postings, and reminders in the Warrior Weekly Newsletter, to keep parents informed of the events that are taking place at school. The Family Engagement Committee is responsible for hosting at least four events throughout the school year; a standard that it has and will meet and exceed on an annual basis.

Briefly describe how the school will jointly develop/revise with parents the school Parent and Family Engagement Plan, distribute the plan to parents and families of participating children, and make the Parent and Family Engagement Plan available to the local community.

The SAC and FEC are responsible for reviewing the annual school climate survey, planning for use and application of PE budget/funds, and any needed changes or updates to the PFEP. The PFEP will be developed using parent input from the annual district-sponsored (by-school) climate and family engagement survey, a meeting of the FEC in the spring/early summer, and input collected during fall events in August and September, like the annual goal-setting barbeque and the first SAC meeting of the school year.

The Assistant Principal will ensure that the PFEP is posted in a timely manner on the school's website, and that a copy of the PFEP is available for public inspection in the main office of the school. Events detailed in the plan will be posted on the school activities calendar, and communications (announcements/reminders, etc) will be conducted in accordance with procedures outlined in part I above.

Briefly describe how the school will involve parents and families, in an organized, ongoing, and timely way, in the planning, review and improvement of programs under Title I Part A, including the planning, reviewing, and improvement of the school Parent and Family Engagement Plan and the joint development of the schoolwide program plan.

Programs are discussed and reviewed within the committee, special sponsored events and annual survey structures previously described, and detailed in component sections found below in this plan. A feedback

method (survey/suggestions verbally or in writing) will be employed at each meeting or event. These will become part of the overall volume of information collected and utilized for plan updates.

Briefly describe how the school will use the findings of the Parent and Family Engagement Plan review to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's Parent and Family Engagement Plan?

See previous descriptions of these activities. OMS has already added parental help tables to the open hours and 6th grade orientation events. These were initiated based on parent input from our end of year parent meeting, where it was suggested that parents receive specific assistance with their Skyward account access, phone and address updates, bus/transportation information, etc.. Another recommendation from our meeting was to enhance the use of Skylert, in particular the special function of text messaging. OMS has utilized this function consistently since June, whenever advertising, or reminding parents about up-coming events at school, inclusive of all Title I related activities. At our annual barbeque, our draft SIP goals were shared, and feedback was collected. From this, the Principal incorporated them into SIP goal development. Specifically, it was suggested that we consider creating a peer tutoring program. The Principal has initiated a conversation about this through the AVID Site Team.

Briefly describe how the school will provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading?

Results of annual state testing in ELA and Math (FSA), Math EOC (Algebra I and Geometry) are copied and sent home with every student upon receipt from FDOE. Then they are filed in student cumulative folders. Results are also posted on the Skyward accounts of all students by the district. Parents, teachers and students have access to testing results information in the student Skyward accounts.

Briefly describe how the school will provide each parent timely notice when their child has been assigned or has been taught for (4) or more consecutive weeks by a teacher who is not certified or licensed?

Each semester, in accordance with specified timelines, the school will send specific letters home with all students being taught by a teacher or long term substitute that is working out of field, or not (yet) properly certified to teach a subject. The lists of names and subjects are also posted on the school's website, and shared with the Okeechobee School Board. Agendas and/or minutes of Board meetings are posted for public access, as well.

Briefly describe how the school will provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals?

Parental right to request such information is detailed in the letters sent home on the first day of school, as described above, and posted on the school’s website. All notices are sent in the families home language.

**COORDINATION AND INTEGRATION**

Describe how the school will coordinate and integrate family engagement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI. **(ESSA Section 1116)**

Program	Coordination
Title 1, Part C: Migrant Advocate Program	Migrant Advocates can assist in the communication to Migrant families with Title 1 students and others during the school day to provide translation services for parent conferences, school supplies and learning materials for students, and additional education support through home visits with parents.
Title I, Part A Parent Educational Focus Nights <b>*Note: Two or more of these nights may be COMBINED based on availability of staff</b>	OMS will host a series of academic parent nights in the core content areas of ELA, Math, Science and Social Studies. These evenings will feature student demonstrations of their learning and integrated teacher support for parents, such as data chats regarding progress and future plans for improvement.
Title 1 Part A Annual Fall Parent Meeting	A portion of allocated funds will provide materials for the annual meeting. Training will be provided during the meeting on how parents can help their children at home to ensure academic success. Parent compact terms will also be covered at this meeting, with time for questions and answers.
Title 1 Part A SAI Tutoring Program	A portion of allocated funds will support an after school tutoring program for students in the core subject areas of ELA, Math, Science and Social Studies.
Title I Part A Reading Diagnostic & MAP (NWEA)	A portion of allocated funds will support three reading diagnostics (formal) and several informal check ins, inclusive of skills MAP development and differentiated instruction in Reading for all students, regardless of achievement level. Parents will receive instruction on the program, and how they can reinforce the skills identified in the customized learning MAPs.

**ANNUAL PARENT MEETING**

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school’s Title I program, Adequate Yearly Progress, and school choice.

Activity/Tasks	Person Responsible	Timeline	Evidence of Effectiveness
Develop agenda, handouts, and presentation materials for the meeting.	FEC & Asst Principal	August 1-September 10,, 2019	Copies of agenda, handouts, and powerpoint presentation kept in Title I audit box and review participation numbers!
Advertise meeting	Principal & Asst. Principal	September 1-9, 2019	Copy of notice sent to parents in Title I audit box, also posted on remind, school website, and on social media
Conduct Title I Annual Meeting	Principal & Asst Principal	September 10, 2019	Evaluations, sign-in sheets, agenda, powerpoint, handouts, and minutes

**FLEXIBLE PARENT MEETINGS**

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to family engagement. **(ESSA Section 1116)**

Committee meetings and sponsored events are scheduled for before/early morning, or after school/early evening times when parents and guardians are not at work, and are available to come. Meals are provided at three such events (a breakfast and two dinners), and snacks are provided as part of the SAI tutorial program on a nightly basis. Children are an integral part of any meeting or event, and are always invited to attend them along with their parents or guardians. In most cases, child care would not be needed because activities are planned for the children to participate in them along with their parents or guardians. On occasion, as appropriate, the school has found volunteers to provide supervision and activities for young children. Transportation has not been planned for or provided in the past, and is not currently part of the school’s plan. Home visits have been limited to the Migrant Program; however, administrators, counselors and/or teachers are available to make home visits, or assist families and students, as needed. Activities for family engagement are primarily school based activities, and are hosted on campus.

**BUILDING CAPACITY**

- Describe how the school will implement activities that will build the capacity for meaningful parent and family engagement.

- Describe how the school will implement activities that will build relationships with the community to improve student academic achievement.
- Describe the actions the school will take to provide materials and training to help parents work with their child(ren).
- Include information on how the school will provide other reasonable support for parent and family engagement activities as parents and families may request. **[ESSA Section 1116]**

<b>Content and Type of Activity</b>	<b>Person Responsible</b>	<b>Anticipated Impact on Student Achievement</b>	<b>Timeline</b>	<b>Evidence of Effectiveness</b>	<b>SIP Goal Alignment</b>
Parent Event 1-FE Plan Goal Setting Meeting	Asst Principal	Planning	June, 2019	Sign-in sheets, agendas, input surveys, student attendance rates	Title 1 Requirements Part IV. A. 1 & 4
Parent Event 2-6th Grade Orientation	Principal, Asst Principal, Counselors	Informational for new students and how to access all school programs and supportive opportunities	August, 2019	Sign-in sheets, Agenda, student attendance rates, participation in extra curricular activities, enhanced academic outcomes in core areas	Title 1 Requirements Part IV. A. 3
Parent Event 3-Goal Setting BBQ	Family Engagement Team	Informational & feedback on SIP goals to impact teaching & learning and support for student success	August,, 2019	Sign-in sheets, agenda, sticky notes related to input on posted SIP goals peer tutoring support to enhance academic outcomes in core areas	Title 1 Requirements Part IV. A. 1 & 4.
Parent Event 4: DC Trip Information Night	Family Engagement Team and Trip Organizers	Provide parents with student information on annual trip and how to be qualified academically and behaviorally	August,, 2019	Sign-in sheets, agenda, enhanced academic outcomes on US History PM for 8th grade	Title 1 Requirements Part IV. A. 1, 3 & 5

Parent Event 5: Annual Title I Parent Meeting and AVID Signing Night	Family Engagement Team w/Assistance from Admins and AVID Teacher/Coordinator	Provide parents with information pertinent to school performance, accessing support for students and opportunity for input / feedback on school wide Title I program	September, 2019	Sign in sheets, agenda, powerpoint presentation slides with FSA, EOC, school grade info,, parent input sheets, increased college readiness, parent support for continued improvement on all associated academic outcomes	Title 1 Requirements Part IV. A. 1, 4 & 5
Parent Event 6: Family Science Night	Family Engagement Team, Admins and Science Dept Teachers and Math Coach	Provide parents with demonstrations, strategies and resources to support their student in the area of Science. This event will enhance results on district benchmark assessments and FCAT outcomes..	November, 2019	Sign in sheets, agenda, hands-on activities & feedback forms, enhance outcomes on the FCAT 8th grade and PM assessments in Science	Title 1 Requirements Part IV. A. 1 & 4
Parent Event 7: Family Math Night	Family Engagement Team w/Assistance from Math Dept Teachers and Math Coach	Provide parents with demonstrations, strategies and resources to support their student in the area of Math This event will enhance results on district benchmark assessments and state Math assessment outcomes.	February 2019	Sign-in sheets, agenda, parent evaluations, enhanced outcomes for math FSA, EOCs & student learning gains in math	Title 1 Requirements Part IV. A. 1 & 4
Parent Event 8: Family Social Studies Night	Family Engagement Team w/Assistance from Social Studies Dept Teachers and Literacy Coach	Provide parents with demonstrations, strategies and resources to support their student in the area of Social Studies. This event will enhance results on district benchmark assessments and FSA Civics EOC.	March, 2019	Sign in sheets, agenda, parent evaluations, enhanced outcomes on Civics EOC and PM benchmarks for World Cultures and US History	Title 1 Requirements Part IV. A. 1 & 4

Parent Event 9: Family ELA Night	Family Engagement Team w/Assistance from ELA Dept Teachers and Literacy Coach	Provide parents with demonstrations, strategies and resources to support their student in the area of ELA. This event will enhance results on district benchmark assessments and FSA for ELA.	March, 2019	Sign in sheets, agenda, parent evaluations, enhanced outcomes on FSA for ELA and local diagnostics and benchmarks for the same	Title 1 Requirements Part IV. A. 1 & 4

**STAFF DEVELOPMENT**

Describe the professional development activities the school will provide to educate the teachers, specialized instructional support personnel, principals, and other staff in how to reach out to, communicate with, and work with parents and families as equal partners, in the value and utility of contributions of parents and families, how to reach out to, communicate with, and work with parents/families as equal partners and how to implement and coordinate parent/family programs, and in building ties between parents/families and the school. **(ESSA Section 1116)**

Content and Type of Activity	Person Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
NWEA Reading, Proctor, Reports, MAP Training for All ELA Teachers and Select Inclusion Teachers	Assistant Principal and Literacy Coach	Increased Proficiency and Learning Gains School Wide and for Sub Groups of BQ, ESE and ELL on state	Fall, 2019	Successful fall diagnostic/comparison to state assessment info, tiered specific academic MTSS plans

		ELA FSA		for all ELA students, with students receiving differentiated instruction in the classroom and additional supports as detailed in their plans
Edmentum Exact Path Proctor, Reports & Learning Path Training for All Math and ELA Teachers and Select Inclusion Teachers	District Personnel and Math Coach	Increased Proficiency and Learning Gains School Wide and for Sub Groups of BQ, ESE and ELL on state ELA and Math FSAs and EOCs (Alg I and Geometry)	Fall, 2019	Successful fall diagnostic/comparison to state assessment info, tiered specific academic MTSS plans for all ELA and Math students, with students working within customized learning paths in Edmentum
Mental Health First Aid Team Training (Admins, Instructional staff, Counselors and Select Classified Personnel)	District Personnel	Increase time students spend in class learning to positively impact district benchmark and FSA assessment results	Complete All New Staff and Remaining from Prior Year in Fall of 2019	Sign In Sheets, Agenda, Reduction in Office Disciplinary Referrals, Increase in Average Daily Attendance Rate, Increases in core subject area pass rates and district and state testing results
MTSS Team Training (Admins, Counselors, Math and Literacy Coaches)	Assistant Principal, Principal and Counselors	Increase time students spend in class learning to positively impact district benchmark and FSA/EOC assessment results	August, 2019	Sign In Sheets, Agenda, Reduction in Office Disciplinary Referrals, Increase in Average Daily Attendance Rate, Increases in core subject area pass rates and district and state testing results
Accelerated Reader Training (media center aide, para pros, ELA teachers and select Inclusion teachers)	Reading Coach	Increase reading practice to impact school wide and subgroup ELA FSA proficiency and learning gains	September, 2019	Sign In Sheets, Agenda, Active School Wide Participation in AR by ALL OMS students and teachers

## OTHER ACTIVITIES

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children. **(ESSA Section 1116)**

The FEC will expand the school website to include all activities and promote events and support opportunities via text messaging, calls and emails in Skylert, social media (Facebook) and Warrior Weekly Newsletter, so all parents will be informed.

## COMMUNICATION

Describe how the school will provide parents of participating children the following:

- Timely information about the Title I programs;
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
- If the schoolwide program plan under is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency. **(ESSA Section 1116)**

Parents are informed about all Title I programs at the Annual Title I meeting in September. The school will send out a least one automated phone call and newsletter a month to inform parents of upcoming events. Weekly Warrior updates will be shared via email, social media, and skylert. After each event parents will have the opportunity to complete a survey to give the school feedback and to make any requests or give any suggestions.

All students are taught using state approved curriculum, aligned to the State Standards. Students needing extra instruction are supported using the RtI models. Formal MTSS plans for students with multiple EWS indicators will be implemented this year, along with specific tiered instructional plans in the four core content areas. Progress reports and report cards are sent home on a regular basis, in accordance with district policy. Parents may request staffings at any time they deem necessary.

Parents are encouraged to complete the climate survey and provide feedback on all of the school's educational programs. This feedback and any other parental input throughout the year are taken into consideration when planning programs, etc. for the following year.

All documentation is filed in the Title I audit file.

## ACCESSIBILITY

Describe how the school will provide full opportunities for participation in family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand.

We have members of the Family Engagement Committee, along with a school secretary and a migrant coordinator that are bilingual (Spanish and English). They are willing and able to act as our on-site translators. To ensure that all parents receive information about activities etc., we will send out letters and newsletters in both languages. We also provide the annual presentation in print Spanish and English and include a Spanish presenter to alternate with the administrator presenting in English at the annual meeting. Students participating in all programs of an academic nature during school hours will have an ELL teacher or parapro supporting them if they have not yet acquired the English Language sufficiently. Attempt will be made to secure this for after school activity. In the event that a parent or child with disabilities needs additional assistance, those services will be made available at the school upon request, and as the school is able to reasonably accommodate.

**EVIDENCE OF PARENT AND FAMILY INPUT IN THE DEVELOPMENT OF THE PLAN**

Upload Parent-School Compact to your school FE Folder.

Upload Evidence of Parent Involvement in Development of Parent-School Compact to your school FE Folder.

★ **Note:** As a component of the school-level family engagement policy/plan, each school shall jointly develop with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

**Evaluation of the previous year's Parent and Family Engagement Plan**

**Building Capacity Summary**

Provide a summary of activities provided during the **previous** school year that were designed to build the capacity of parents to help their children. Include participation data on the Title I annual meeting.

Content and Type of Activity	Number of Activities	Number of Participants	Impact on Student Achievement	Data Source Used
Title I Annual Meeting & AVID Signing Night	1	40	Increased ELA, Civics, & Science Proficiency	2019 State Testing Data
Family Science Night	1	60	Increased FCAT Prof.	FCAT 2019
Family Engagement & DC Info Night	1	76	Increased US History Performance	Local Course Assessment
Goal Setting Parent Barbeque	1	43	Increased overall state grade points!	2019 FDOE School Grade Data

6th Grade Orientation for Parents	1	132	Reduced referrals, suspensions and improved attendance and academic performance	18-19 Discipline & Attendance Data, and State & Local Testing Data
Bring Dad to School Day	1	11	Reduced referrals, suspensions and improved attendance and academic performance	18-19 Discipline & Attendance Data, and State & Local Testing Data
Community Day-Parents/Ldrs/Businesses	1	16	Reduced referrals, suspensions and improved attendance and academic performance	18-19 Discipline & Attendance Data, and State & Local Testing Data
Parent Involvement Day	1	18	Reduced referrals, suspensions and improved attendance and academic performance	18-19 Discipline & Attendance Data, and State & Local Testing Data
DC Trip Meeting for Parents - Grade 8	2	78	Increased US History Performance	Local Course Assessment
School Scripps Spelling Bee	1	4	Increased ELA Prof.	2019 FSA Data
ELA & Social Studies Parent Night	1	13	Increased proficiency ELA & Civics EOC and US Hist Assess	2019 State & Local Assessment Data

### Staff Training Summary

Provide a summary of the professional development activities provided by the school during the **previous** school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent

programs; and how to build ties between parents and the school.

<b>Content and Type of Activity</b>	<b>Number of Activities</b>	<b>Number of Participants</b>	<b>Impact on Student Achievement</b>	<b>Data Source Used</b>
Sensitivity Awareness Training	1	45	Increased core course pass rates and proficiency rates in ELA, Science, Civics and US History. Maintained high level of Math proficiency	Sign in Sheets, Agenda, Annual Climate survey indicator for teachers showing respect to students, Reduction in Office Disciplinary Referrals, Increase in Average Daily Attendance Rate, Increases in core subject area pass rates and 2019 district and state testing results
Culturally Responsive Teaching Training	3	45	Increased core course pass rates and proficiency rates in ELA, Science, Civics and US History. Maintained high level of Math proficiency	Sign In Sheets, Agenda, Reduction in Office Disciplinary Referrals, Increase in Average Daily Attendance Rate, Increases in core subject area pass rates and 2019 district and state testing results
Mental Health First Aide Training	2 Sessions	50	Increased core course pass rates and proficiency rates in ELA, Science, Civics and US History. Maintained high level of Math proficiency	Sign In Sheets, Agenda, Reduction in Office Disciplinary Referrals, Increase in Average Daily Attendance Rate, Increases in core subject area pass rates and 2019 district and state testing results
Crisis Response Team Training	1	5	Increased core course pass rates and proficiency rates in ELA, Science, Civics and US History. Maintained high level of Math proficiency	Sign In Sheets, Agenda, Reduction in Office Disciplinary Referrals, Increase in Average Daily Attendance Rate, Increases in core subject area pass rates and 2019 district and state testing results

Accelerated Reader Training	Reading Coach	10	Increased core course pass rates and proficiency rates in ELA, Science, Civics and US History. Maintained high level of Math proficiency	Sign In Sheets, Agenda, Reduction in Office Disciplinary Referrals, Increase in Average Daily Attendance Rate, Increases in core subject area pass rates and 2019 district and state testing results
Sensitivity Awareness Training	Principal	45	Increased core course pass rates and proficiency rates in ELA, Science, Civics and US History. Maintained high level of Math proficiency	Sign in Sheets, Agenda, Annual Climate survey indicator for teachers showing respect to students, Reduction in Office Disciplinary Referrals, Increase in Average Daily Attendance Rate, Increases in core subject area pass rates and 2019 district and state testing results

### Barriers

Describe the barriers that hindered participation by parents during the **previous** school year in family engagement activities. Include the steps the school will take during the upcoming school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).

Barrier (Including the Specific Subgroup)	Steps the School will Take to Overcome
Lack of (Some) Parent Interest / Participation	We will strive to improve communications, and incentives for parents and families to attend our events (food, raffles, childcare, transportation)
Teacher Participation	We will diversify offerings more and specifically invite teachers who are connected to specific content area events. Admin will publicly recognize and thank those who participate
Aspirations of Students and Parents	We will model college and career ready and promote our “hard work together” motto aggressively. Celebrate successes!