**Annual School Development Report**

**for 2020-21 school year**

**Indian River Academy**

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**Vision Statement**

***Indian River Academy strives to foster learning for all in a safe and caring environment through collaboration, communication and shared leadership. We promote well being and respect for the individual and value cooperation among school, family and community.***

# Mission Statement

***Indian River Academy is committed to the development of the whole child as a life-long learner and a responsible citizen by providing a safe, caring, and engaging learning environment.***

| Strategic Issue: Strategic Issue: As teachers as learners, further enhance instructional practices through SEL development to deepen the learning for our students. (revised) |
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| How did you know this was a Strategic Issue? What evidence did you have?  Staff recognition of a need for change of practice  Over the last year staff members have been discussing the need for more meaningful instruction.  Many staff members have been reaching out to administration wishing to discuss their challenges, teaching strategies ideas and requesting more purposeful PL that would enhance instructional practices towards deeper learning.  Since moving to the RTL model, staff conversations have been more geared towards improvement of universal design. Many staff not only recognize the SEL pillar but are having conversations around and  implementing lessons that assist with the development of the emotional needs of students in their classes.  The task of writing strategies on TLT forms has helped expand teachers' thinking and fine tune instructional practices.  The LLC and classroom teachers have begun working together on lessons that engage students.  Teachers are learning ways to leverage digital within their classrooms. Teachers have welcomed PL that benefits instruction, are having those difficult conversations around instructional practices and are becoming more collaborative for the betterment of instruction and student engagement for all.  TLT meetings have driven this move and many of our teachers are embracing this.  Staff recognition and request for teacher PL  Staff are reaching out to administration with ideas of purposeful PL that enhance instructional practices for all students.  Teacher PLP’s are complete and geared around enhancing instructional practices and leveraging digital to enhance student engagement.  Whole school PL is strategically determined and based on UDL for all students.  Teachers are providing PL on their own in cohorts that are pre determined and developed by teachers themselves.  Staff members are using their expertise and sharing with others either through cohorts or google meets.  Staff are sourcing and sharing online learning opportunities with each other.  Staff are sourcing and taking part in PL online.  Teachers are working with the LLC teacher to find ways to further engage students with STEM projects and projects that leverage digital.  Understanding that we needed some way to track reading  After last year’s TLT meetings, we recognized that we did not have a consistent way to collect and interpret reading data. Reading records were being completed differently, scored differently, stored in different places and not utilized to drive instructional practices or enhance student learning.  We needed to improve this practice to ensure that reading records were not only administered and scored correctly but that they were being effectively used to drive instruction for all students.  We decided to provide PL to every teacher.  All teachers had an opportunity within the school day to meet with the reading specialists (2) to take part in a short PL that focused on administration of RR, scoring the RR, instructions on where the RR are located, things to include in the literacy binders, correct ways to add information / samples to the literacy binders and most importantly the interpretation of the RR’s.  A literacy tracker was then developed to provide a means of analysing and quick access to reading assessments for all students.  After teachers enter reading data into the literacy tracker, the team compiles the information and provides each teacher with a tracker form that offers quick, detailed information on all students in all areas of reading.  This tracker is extremely beneficial for ensuring purposeful instruction for all students.  Recognition of need for leadership team  The staff recognized a need to develop a leadership team that can reprepresent our K-6 school, our diverse needs within literacy, numeracy and SEL and a group of individuals to assist with the forward motion into the RTL policy and further development of Universal Design and Deep Learning.  A leadership team was essentially pre-formed at our school.  It consisted of a few teachers who are respected on our staff.  These teachers have always been viewed as knowledgeable and a place to go for help.  These teachers have always been willing to change and adapt their teaching practices based on individuals that enter their classrooms.  It was only fitting to reach out for those teachers and ask them to be a part of our leadership team.  Additional members were approached to ensure representation from all areas of our K-6 school.  Leadership Team PL  PL opportunity (full day) was planned for the leadership team.  Team focused on a culture for learning and analyzed the school conditions rubric.  The PL provided a wonderful opportunity to discuss what team members felt it means to have a “culture of learning”,  to discuss our school and school culture openly, and to have a detailed look and discussion of the school conditions rubric.  Leadership team School Conditions Rubric Analysis  School Conditions Rubric:  *Vision and Goals* -The team came to a consensus that in this area our school falls in the area that borders between “Limited and Emerging”.  Officially Deep Learning strategies are not formally written however there is a vision and discussions have been had around goals for classroom / our school in the area of Deep Learning.  *Leadership* -  The team came to a consensus that we fall at the “high end of Emerging” within this category.  We have strong leaders on our staff, staff members seek out leaders in our school to access formal and informal learning opportunities.  Conversations are happening regarding ways to enhance student engagement and further develop teaching practices. UDL is being discussed often and teachers are collaborating with school leaders (various expertise) to modify, enhance and sometimes change teaching practices.   PL opportunities are well planned and specific to our schools needs and voiced requests.  *Collaborative Cultures -*  The team came to a consensus that we fall at the “beginning of Accelerating” within this category.  The TLT meetings have pushed / led us into a new collaborative process.  The process is becoming “real” and sometimes very “raw” where teachers and leaders reflect on their personal teaching practices. Staff are reminded and assured that we work in a “non judgement zone” where our focus is on building capacity to meet student needs.  Collaboration, both spontaneous and planned, is happening daily.  Best practices are being shared, personal PL is being shared with others, cohorts are meeting regularly and the desire to further enhance our deep learning opportunities is being discussed regularly.  *Deepening the Learning* -  Team came to consensus that we fall “mid Emerging”.  Practices to enhance Deep Learning are not yet happening consistently.  It is a new topic where teachers are “toying” with the idea but not yet sure of how to implement it within their classroom on a regular basis.  Discussions are being held regularly and cohorts are creating ideas together on how this can work within their classrooms.  We are still at the dependent stage where some teachers are relying on the comfortability of working with others to change practices.  Other teachers are trying things out in their classrooms however not yet fully consistent.  There is a desire and excitement towards this move but yet some hesitancy as most are unsure how to make this move or how to implement this within their classes.  *New Measures and Evaluation -* The team came to the consensus that we fall at the “beginning of Emerging” within this dimension.  Capacity building is happening around new measures to ensure meaningful assessments however many still revert back to old methods.  More choice and voice is being given to students in some areas.  Teachers at times struggle with the “messy” activities and evaluation strategies however a variety of assessment practices are being discussed and tried in some classrooms.  Teachers have a good consensus that assessment practices should change and become more diverse to ensure students are engaged and learning.  Leadership team Learning Progression Rubric Analysis For Collaboration as part of our Administration Cohort group (Mellow Yellow)  The leadership team, which includes teachers that represent our whole school (Primary and Elementary), met to review the Learning Progression Rubrics : Collaboration and agreed upon the following:     1. *Collaboration Deep Learning Progression:*   Working inter-dependently as a team:  Interpersonal and team Related skills:  Social emotional, and intercultural skills:  Managing team dynamics and challenges:  Leveraging digital:    Staff School Conditions Rubric Analysis  Vision and Goals:  The staff came to a consensus that as of present the school falls within Emerging (beginning).  Deep learning is emerging in many classrooms.  Teachers are doing some planning for this. Goals are not formally  written or often fully labelled or recognized as “deep learning”.   Teachers have ideas towards what is needed for deep learning to take place and are working towards this.  Have had PL on Deep Learning, improved technology in the classroom, leveraging digital, school leadership teams.  Leadership:  The staff came to a consensus that as of present the school falls within Emerging.  Lead learners are emerging across the school.  Having structures towards practice and developing lead learners however we are presently lacking a strong connection to the community.  Staff are seeking advice and collaborating to ensure change within the school and classrooms.  We are dabbling in the accelerated category because of the structures that we have developed to propel a shift (literacy tracker, math diagnostic, PL that is supported and data driven).  Collaborative Cultures:  The staff agreed that we fall within the Emerging dimension.  We are having conversations regularly, working together and sharing ideas, all working together, growing in reflective practices and teachers know their students better and are able to speak to students' needs.  We need to further develop in ensuring that new staff know common practices / structures / the way things are done, and not to assume everyone knows.  We need to further collaboration to ensure others are not feeling alone.  Deepening the Learning:  The staff agreed that we fall within the Limited dimension.  Some people are incorporating deep learning within their planning yet now specifically planning for the 6 C’s.  The framework is developing but not understood by all.  There are signs of collaborative inquiry happening.  New Measures and Evaluation:  The staff agreed that we fall within the Limited (end of limited beginning Emerging).  We offer some mixed methods of assessment, pictures, and portfolios.   TLT meetings, literacy trackers and Math diagnostic provide continuous means of reflection that is data driven.  Assessment practices are starting to change.  We are discussing and offering more choice and voice.  We are talking about the best ways for students to show us their learning although consistent implementation may not be consistent.    Staff Learning Progression Rubric Analysis     1. Citizenship:   A global perspective -    Emerging:  Starting to develop and showing understanding of local and global issues.  We see some exposure to world views inside and outside of the classroom.  We work on problem solving and development of global citizens through everyday practices within SEL work and understanding the values of others.  Commitment to human equity and well being through empathy and compassion for diverse values and worldviews -  Limited but heading into Emerging.  Living in NL we are extremely limited to various diverse values and world views.  We need technology and virtual learning to make global connections with students in other countries.  We could have various cultural and humanitarian activities and events throughout the school year to aid in encouraging diverse views and cultures.  We still need significant guidance to understand others' ways of thinking.  Genuine interest in human and environmental sustainability -  Accelerating:  We believe our school is developing the importance of taking care of the environment and how it affects the wider world (food banks, earth day, outdoor learning, hydroponics all leads to making connections for a sustainable future.  Solving ambiguous and complex problems in the real world to benefit citizens -  Limited:  We feel our students have a low ability to be able to problem solve independently.  If students lack the ability to solve their own problems and complex solutions, how can they solve world problems to benefit all citizens?  Explicit teachings need to be the foundation to develop this learning progression.  Leveraging Digital -   Emerging:  We believe that students are capable with digital resources but need to be more purposeful to develop further.  There has been a good focus on digital citizenship but work remains to be done.  All students need to develop accountability for their digital actions.   We believe there is a digital disconnect between generations which may be the reason why we are still emerging as to how to purposefully use technology within school.  Google meets are making global connections for students (remembrance day meets, virtual field trips etc).     1. Character:   Self Directed learners with a proactive stance towards life learning to learn - Emerging:  We feel that we are at the beginning stage of emerging regarding self direction, making choices about their learning.  However we feel that we still are somewhat at the later stage of Limited in that learners are not yet demonstrating a full openness towards learning.  Grit, tenacity, perseverance and resilience - Emerging: We feel that we are emerging with some roots in limited.  Our learners still require support, they expect things laid out for them.  They struggle with perseverance and resilience.  The struggle with setbacks and negative feedback is often met with overreactions and high emotions.  Students struggle with immediately wanting to get something , do something, be good at something. Students struggle with working hard to accomplish a task.   They do show some grit and tenacity however this is not consistent throughout tasks and life.  Empathy, compassion, and integrity in action - Emerging: We feel that we are at the beginning stages of this category..  While they may understand empathy, compassion and integrity with the help of adults this transference  understanding is a huge struggle for them.  In a group setting students still remain judgemental, quick to blame, and quick to judge.  Their responses are big and are very quick to respond.  Leveraging digital -  Upper end of Limited, Beginning Emerging: We feel that using digital to develop empathy, compassion and grit would be in the limited dimension.  Students struggle to identify with others and have compassion for real life events.  It's like they watch without feeling.  Maybe they are desentized. We feel that our students are at the beginning stages of emerging also because our students are not critical thinkers.  They are absorbing it but not able to decide if it is correct, good for them, good for others, etc.  Students do use digital to assist with their learning.  Much of this is teacher guided and not directly linked to empathy, compassion and grit.     1. Collaboration:   Working inter-dependently as a team:  Emerging: Hitting emerging because of our conscious effort to group students appropriately to get the most benefits.  If we were allowing for more student choice of grouping we would be more towards limited.  Interpersonal and team Related skills - Emerging: We are very close to being fully emerging. We have seen a glimpse of team skills evolving, but it is not constant.  Are we providing enough opportunities for them to collaborate?  Social emotional, and intercultural skills - Limited:  We are somewhere in between Limited and Emerging. Every class has a group of students that are emerging, but there are still many that would fall into the limited category.  This connects with the community a lot as well regarding tolerance.  Managing team dynamics and challenges - Limited: Teacher intervention and managing  any collaborative work that happens in the classroom is almost constant.  Leveraging digital - Emerging: Somewhere between Emerging and Developing. We feel like students can complete a task and are emerging with connecting to their work. Are they seeking out a task or inquiring on their own? Not yet. Students don’t fully understand the purpose of technology for learning.     1. Communication:   Communication designed for audience and impact -  Emerging - we don’t give enough options or choice of ways to produce a final product.  Need a choice board, groups where students have choice on what they connect with. Conversations of why you want to do certain things.  Needs to start at the foundation and more frequently.  Message advocates a purpose and makes impact - Limited -   Students don’t have a purpose and intention for doing some things they do.  They are “doing for the sake of doing”  without taking much ownership and pride for what they do.  Reflection to further develop and improve communication - Limited - Students don’t seek much feedback from peers and teachers on a consistent basis.  Need more peer evaluation for feedback.  Important to give students rubric at the start of activities to see what is expected, looks like, and model for students.  Voice and identity expressed to advance humanity -  Emerging -  Some students are given and provided the opportunities to articulate their voice.  Need to incorporate more and connect to real life situations.  Building connections and students feeling safe and inclusive in a caring learning environment.  Leveraging digital -  Emerging -   Students are leveraging technology to deliver their work to peers and teachers.  Students need more consistent use of technology, led by teachers and modeling especially for the younger students.  Lessons need to be planned around the reason and purpose of technology use.     1. Critical Thinking:   Evaluating information and arguments - Limited:  Kids are influenced by their family. They are not taught to think critically and ask questions. Students believe what they hear and have difficulty discerning the flaws of the arguments and assumptions.  Making connections and identifying patterns - Limited:  We may not be flexible enough to allow them to make the discoveries. They are not having the experiences to make the connections.  Meaningful knowledge construction - Limited:  They can recall information. They need guidance and prompting to explain their thinking. We need to allow kids to come to their own conclusions. We need to give them an opportunity to fail and learn from the failure.  Experimenting, reflecting, and taking action on ideas in the real world - Limited:   We are at the upper end of limited and beginning emerging. They still need some guidance to help them think through their ideas.  Leveraging digital - Limited:  Because of some kids' experiences, they are seeing technology as a way to play games. They are unable to use digital elements to contribute to a generation of questions and a way to construct new knowledge.     1. Creativity:   Economic and Social Entrepreneurialism - Limited / Emerging:  Happening organically - but not within classroom lessons or activities.  Some students are showing “entrepreneurialism”  Asking the right inquiry Questions - Accelerating:  Well Developed Inquiry Activities such as Morning Meeting Q’s, Modeling Questions, STEM Activities, Choice and LLC Activities.  Meaningful knowledge construction - Emerging: Have to modeled, NOT risk takers (Journal Writing), “I don’t know”, Have a safe environment for taking risks, With more experiences, they are beginning to take more risks and come up with their own ideas, Lack of Motivation , ENGAGEMENT, Are we giving them enough chances to ACTUALLY be creative?  Leadership to turn ideas into action - Emerging: Skills to be taught, Goes in hand with collaboration. So things they would learn to work in a group would come in handy with Leadership.  Leveraging digital - Accelerating: Great growth in this area, Chromebooks, Ipads, Green Screen, Coding, Slides, GAFE, Mouse Robots, Tech Skills - Typing, Logging in, Google Meet.  TLT Meeting Discussions / Data  Through our TLT Meetings we are able to discuss with the classroom teacher, Reading Specialist, IRT, and Admin team the needs of students within the classroom. Teachers come to those meetings with a collection of data and observations of specific students within the pillars of SEL, Literacy, or Numeracy and strategies utilized within the classroom. Goals are set for students based on their needs and discussions around best practices in achieving those goals.  Deep Learning Hub  Several of our teachers have signed up as members in the Deep Learning Hub where they have access to a wide range of resources and tools to enhance their teaching and learning. In this hub there are many resources on the 6 C’s and lesson plan suggestions on incorporating these 6 C’s in the curriculum.  Teachers expressing interest in deep learning  Curriculum Development Cohorts  In our school our school leadership team have developed curriculum cohorts in the areas of SEL, Literacy, and Numeracy. Each of these three areas are recognized as essential areas to further our students' development to being lifelong citizens. Our lead teachers have regular meetings where they lead discussions, reflections, and PL in each of these three areas and bring items for discussion to divisional meetings and staff meetings.  School wide desire to improve UDL At Indian River Academy we strive to foster independence in our students and our goal is for all students to work collaboratively with their peers in a safe and caring learning environment. Within the Universal Design for Learning we provide resources and work with teachers on developing strategies in an effort to help all students achieve to the highest of their individual potentials. Our learning plans are centered around activities that will have students in utilizing the 6 C’s to further their developments.  Staff interest to leverage technology through google / virtual classrooms  Leveraging technology is a common goal throughout the school.  Teachers are interested in not only enhancing their own knowledge of how to use technology to improve their teaching and planning but also to incorporate technology within their classes on a daily basis not only to enhance engagement but to address all 6 C’s while focusing on Social Emotional Learning.   RTL Data  As a phase 2 school we have been working our way through the RTL process.  This has been a great learning experience and one would say eye opening for all teachers.  During our RTL development and in particular through our TLT meetings conversations focus on teacher development, development of strategies for the UDL, development of groups, all which focus on enhancing student learning and engagement.  An additional thread that has been discussed has been the development of SEL within our classrooms.  Teachers feel that this development is critical in students being able to collaborate, communicate effectively, be critical thinkers, and become citizens of not only our school but the world.  It is evident that some of our students struggle with regulating, therefore making it difficult to communicate, form friendships, collaborate with others and engage in learning within the classroom.  This SEL development will not only benefit our students while in school here at IRA but these are skills that will follow them through life and ensure learning and development continues.  Teacher Professional Learning Plans  Teacher Professional Learning Plans focus on personal development throughout the areas of SEL, technology and further enhancing their teaching strategies to improve instruction and engage students.  This confirms that this strategic issue is correct.  Teacher Anecdotals  Through teacher meetings, staff meetings, TLT meetings, Divisional Meetings teachers have expressed concerns around targeting SEL practices which would increase engagement.  They have also communicated areas of development which would enhance student learning and engagement.  Things such as development of additional reading strategies, co regulation practices, restorative justice practices, SEL development, phonetic awareness and instructions, writing strategies, math centers, literacy centers, etc.  In general the overall enhancement of teaching within the universal design with the overall purpose of student engagement and learning.  Classroom Observations  Classroom observations indicate that teaching practices in the areas listed above need further development.  Teachers are struggling to assist students who are struggling to regulate.  Teachers are unsure what they can do within the classroom to assist these students.  Teachers require further development of math and literacy centers within the class, in particular the development of these centers which focus on independent learning.  Teachers require further development of reading strategies, in particular those strategies which are required within the class for students who are well below grade level and how this can be done within the UDL setting.  Teachers require further development of strategies that focus on Social Emotional Learning as this is such an integral part of our classrooms.  Student Focus Groups / Communication with students who are sent to the office  After brief discussions with students who have been sent to the office it is clear to see that many of these students are struggling to engage in learning due to troubles regulating their emotions and reactions.  They are often sent to the office because they are dysregulated and therefore are interrupting the learning of others.  While in the office students often say that they were sent to the office without any interventions.  Teachers are unsure of how they can help.  Other students sent to the office will state that they are “not interested” in what was being taught in the classroom, or that it's “not fun”.  This shows that engagement for some students is low and often leads to behavior concerns or checking out.  Review 360 Entries  360 entries indicate that students are displaying dysregulated behaviors both in the classroom during instructional time and also during unstructured times of the day.  The majority of entries indicate behaviors that are disrespectful to teachers and peers.  Many because students are struggling to engage in a respectful way with teachers and peers or because they are struggling to calm and focus when things upset them.  School Development Survey Data   * Students * Staff * Families |
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| Year-end Summary of Progress. What evidence do you have to support this progress?  Leadership team was a great way to begin the infusion of deep learning throughout our school.  It provided a way to reach all teachers yet begin with a focus group to determine best roll out practices and places to begin.  The leadership team was very beneficial because it provides a way to promote, gage how things are going, and plan for future roll outs in a safe, targeted way.  The leadership team involved a sample of our school teachers focusing on primary and elementary and various specialists.  Leadership team discussed and rated our school based on the School Conditions Rubric.  This provided an honest start point for our school.  It was a non judgement zone where we were all openly discussing / reflecting on our own practices.  It also provided us with a way to compare our scores with those that the whole staff would rate later in the process.  The staff rated our school at that present time on the School Conditions Rubric.  It was a time to discuss and have open conversation in a judgment free zone.  It was beneficial because it provided a start point for our school but it also brought our staff together and provided time to truly reflect on how we rate our practices in the areas of Vision and Goals, Leadership, Collaborative Cultures, Deepening the Learning and New Measures and Evaluation.  There's great benefit in reflection as it shines a light in the direction that one needs to go.  Our staff really assessed Deepening the Learning and New Measures and Evaluation as Conditions where we struggle and have limited knowledge therefore as areas we need to work on.  Progression Rubric.  This was again a very beneficial activity.  It provided the much needed time not only to rate our school along these 6 C’s but also to discuss how all C’s are interconnected.  Staff discussed a plan to address these Progressions and determined that given the SEL needs within our school that building all of these within our lesson will not only deepen the learning, engage students but will also address SEL needs and therefore in turn make it easier for our students to excel as global citizens.  The leadership team planned and held a full day PL with the staff.  It was a PL that focused on Deep Learning and diving deeper into the learning progression.  There was also a focus on the lesson plan template ensuring these progressions are met.  The team was upbeat and staff were engaged and eager to begin this process.  As a staff we decided that our focus should include time within our staff meetings, professional PL and school divisional meetings to highlight strategies, lesson plans, what's happening in classes and focus on deepening our own personal learning.  A team was established to develop a literacy tracker which could be updated each term and will follow our students throughout school.  The team consisted of IRT, Administration, Reading Specialist and Teachers who developed this literacy tracker and uploaded it in a shared drive.  The tracker is a comprehensive means of gaining and recording literacy data on each student, highlighting reading behaviors, strengths and needs.  It allows teachers to gain a whole view of their students, provides an easy way to group students based on need, and provides minimal time lost in the following year gaining this information therefore allowing new teachers to draw upon this data provides meaningful instruction early in the term.  At the end of every term data collected and recorded on Literacy trackers (completed at the beginning and end of each term) is compiled and reviewed with the teachers in a TLT meeting.  This provides time to discuss classroom strategies, grouping arrangements, progress made and continuing struggles.  This ensures that data is being used to determine classroom strategies, grouping and goals for RTL’s.  Strategies are driven by up to date data.  Elementary math cohort was created where teachers along with Mr. Tuck met one period a week to discuss strategies and lesson plans for elementary math classes.  This focused on outcomes where teachers were struggling to meet the needs of students in their classes.  This was a PL for elementary math teachers that ran for the year (September 2020-June 2021)  TLT meetings are held once every 14 days.  Teachers meet to discuss student needs, classroom practices, teacher needs, professional PL and RTL forms brought for students.  This provides times to reflect, share best practices, highlight needs, request help and devise plans to move forward.  Teachers have said that these meetings provide much needed brainstorming around strategies which may help to meet the needs of students in their classes.  It also helps as a way to identify students who require further services which may or may not include referrals for assessment or referral to outside agencies.  All staff members have created their own Virtual classroom to engage students during asynchronous learning times and also can be used within the classroom setting.  This has provided an opportunity to increase engagement and has leveraged digital to enhance student learning.  All teachers on staff have been formally invited to the Hub.  Many of those teachers have joined the Hub and use that resources to enhance their personal PL as well as to enhance their teaching practices.  Monthly division meetings are held for primary and elementary staff.  Staff focus on teaching strategies that are put forth in TLT meetings.  Teachers read articles, form lesson plans, identify best strategies, share resources etc during these divisional meetings.  It offers monthly opportunities to address challenges happening in our classrooms and equips teachers with strategies to try, therefore promoting teacher learning.  Staff meetings are held monthly.  This provides time to provide staff with information that cannot be given via emails , announcements, or memos.  The focus for staff meetings this year have been around the 6 C’s.  We use this opportunity to discuss, use the templates and build lessons that focus on building the 6 C’s  into our daily instruction.  Teachers have time to work in groups and discuss how they can incorporate these C’s into daily activities.  Teachers learn from each other, collaborate and gain ideas to engage learners. |
| Next Steps…  We continue to work on these areas and further our student engagement in their learning.  This year we are developing a Deep Learning Centre where we have stations encompassing all areas of the 6 C’s and it is our goal to further engage students in partnering with community groups, agencies, and business. |