

[Close Printer Friendly Page](#)**Applicant:** OREGON CUSD 220**County:** Ogle**Title I District Plan ▼****Application:** 2017-2018 Title I District Plan - 00**Cycle:** Original Application[Click to Return to Application Select](#)**Project Number:** 18-T1Plan-00-47-071-2200-26

## Overview

<b>PROGRAM:</b>	Every Student Succeeds Act (ESSA) - District Title I Plan
<b>PURPOSE:</b>	The District Title I Plan shall be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and with parents of children in schools served under this part, and as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3103 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.
<b>LEGISLATION:</b>	<u>Every Student Succeeds Act (ESSA)</u> <u>Individuals with Disabilities Education Act</u> <u>Rehabilitation Act</u> <u>Carl D. Perkins Career and Technical Education Act</u> <u>Workforce Innovation and Opportunity Act</u> <u>Head Start Act</u> <u>McKinney-Vento Homeless Assistance Act</u> <u>Adult Education and Family Literacy Act</u>
<b>DUE DATE:</b>	As soon as possible, but no later than June 30 if a July 1 start date is required with the understanding that approval of the Title I District Plan is required for the approval of the Title I Application.
<b>DURATION:</b>	The District Title I Plan shall be submitted for the first year for which ESSA is enacted and shall remain in effect for the duration of participation.
<b>AMENDMENTS:</b>	Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan. These amendments may necessitate amendment of the Title I Application.
<b>INSTRUCTIONS:</b>	<u>Instructions in PDF format</u>

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## District Information

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## Contact Person

Last Name\*

Mahoney

First Name\*

Thomas

Middle Initial

Personal Title \*

Dr. ▼

Position Title\*

Superintendent

Address 1\*

206 South Tenth Street

Address 2

City\*

Oregon

State\*

IL

Zip +4 \*

61061 0000

Phone\*

815 732 5300

Extension

Fax

815 732 2187

Summer Phone\*

815 732 5300

Extension

Email\*

tmahoney@ocusd.net

Use this text area for any needed explanations to ISBE in regard to this program.

\*Required field

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### Amendments

Select the radio button that defines your plan submission. If this is an Amended Plan, a brief description of the changes is required.

**Indicate whether this is an original plan or an amendment. \***



Original Plan



Amended Plan

### Plan Changes

Provide a brief description of the changes which have been made with this amendment.

([count] of 5000 maximum characters used)

\*Required field

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**District Plan Provisions:**

See the Overview page for instructions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

1. Please describe the measures the district will take to monitor student progress in meeting the challenging State academic standards in the corresponding text boxes:

(A) Please describe the well-rounded instructional program to meet the academic needs of all students and how the district will develop and implement this program.\*

([count] of 7500 maximum characters used)

For 2017-2018 school year the school improvement plan is focused on ELA and Math performance growth for students. The goal is to see 80% of all students reach attainment target. Student growth will be monitored fall to spring. Teachers will track reading levels in K-4 and assess reading comprehension levels in grades 5-6. Common math summative assessments will be used to measure each priority standard. Data team meetings will review both ELA and Math assessments no less than quarterly during the school year. Paraprofessionals will be provided in the elementary school to provide small group and one on one assistance in the classroom to students who require the extra assistance for academic success.

(B) What measures does the district take to use and create the identification criteria for students at risk of failure? Please list.\*

([count] of 7500 maximum characters used)

The district currently uses PARCC, MAPS and Aimsweb assessments to review student performance, track success and identify students who require additional assistance. These assessments are used for both ELA and Math. The school has data team meetings no less than quarterly to review assessment data to review student achievement and identify high need students. This also allow administration and teachers to look at curriculum to determine what changes need to be made to increase student success. Administration also meets with psychologists to review student referrals and create plans to address these student needs in the classroom.

(C) Please describe the additional education assistance to be provided to individual students needing additional help meeting the challenging State academic standards.\*

([count] of 7500 maximum characters used)

Paraprofessionals are on staff to provide small group and one on one assistance to students who have been identified as requiring extra assistance. The district also provides a summer reading program to student who may not meet standards. This program is designed to help students maintain their reading levels during the summer, if not increase reading levels, so moving to the next grade is a success. The district has after school programs as well as lunch time assistance programs in place for students who require assistance with coursework.

(D) Please describe the instructional and additional strategies intended to strengthen academic programs and improve school conditions for student learning and how they are implemented.\*

([count] of 7500 maximum characters used)

Paraprofessionals will be on staff to provide small group and one on one assistance for students. Another school improvement goal will be focus on social and emotional behavior. teachers will initial a program called student of character which will recognize students for positive classroom behavior and experiences. There will also be classroom lessons focused on respectful behavior, speaking tone, language and appropriate behavior along with lesson to teach students how to respectfully disagree. The goal is to create a positive view of school and themselves to create a better learning environment for all students.

\*Required Field

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<b>District Plan Provisions:</b>					See the Overview page for instructions
<p>To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:</p> <p>2. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.*</p> <p>([count] of 7500 maximum characters used)</p> <p>The goal is to provide an equal education to all students in our district. Our district is diligent each year to make sure newly hired teachers are highly qualified for their assigned position and is reported as such to the ROE and ISBE. the district has created a New Teacher Academy instituted by senior staff. NTA meets monthly to ensure new teachers are receiving all tools needed for success, training new staff on any curricular changes, and providing senior mentors to help guide them through their first years on staff. PARCC, MAPS and Aimsweb assessments are reviewed no less than quarterly by the data team to review ALL student growth and identify any high needs students, regardless of income status, sex, race, creed or disability. the purpose is to identify each student requiring assistance to ensure growth and success in the classroom. Teachers in their first year receive three classroom observations from administration to review teaching skills and address areas that may be lacking to obtain student success.</p> <p>3. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) of section 1111(d):*</p> <p><u>Section 1111(d)</u></p> <p>([count] of 7500 maximum characters used)</p> <p>Highly qualified teachers will be hired on an annual basis as senior teachers leave the district. New Teacher Academy is provided to new teachers by senior teachers to ensure success in the first year and provide mentors to guide new teachers through the first year. Curricular professional development provided to teachers through a contract with Houghton Mifflin Harcourt to help teachers implement new text for ELA, Math, Science, Social studies. PARCC, Maps and Aimsweb assessment are reviewed quarterly to identify high needs students and adjust curriculum to help reach student growth. Social and emotional lessons provided to students to teach them how to appropriately interact with each other to help create a positive learning environment. Paraprofessionals provided to small group and one on one students who require additional assistance.</p>					
*Required Field					

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To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:

4. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure the number of children aged 5 through 17 in poverty counted in the most recent census data, with respect to ALL school attendance centers in the LEA:\*

Measures of Poverty from 1113(5)(A) and (B)

- ☒ School Lunch: the number of children eligible for a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.),
- ☐ TANF: the number of children in families receiving assistance under the State program funded under part A of Title IV of the Social Security Act,
- ☐ Medicaid: the number of children eligible to receive medical assistance under the Medicaid Program,
- ☐ Composite: a composite of such indicators,
- ☐ Secondary School Feeder: For measuring the number of students in low-income families in secondary schools, the district shall/may use the same measure of poverty above or an accurate estimate of the number of students in low-income families in a secondary school that is calculated by applying the average percentage of students in low-income families of the elementary school attendance areas that feed into the secondary school to the number of students enrolled in such school.

5. (A) Select the types of Title I programs the district is operating in all attendance centers. \* Program Guidance

- ☐ Targeted Assistance
- ☒ Schoolwide
- ☐ Both Targeted Assistance and Schoolwide

(B) Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution? \*

- ☐ Yes
- ☒ No

(C) Create and upload an attachment which lists each attendance center/school, by applicable program.\*

For convenience and consistency, please download the excel template and complete each applicable column. To facilitate future amendments, save the completed document using the district RCDT code and the word Original or Amendment within the name of the file. (example: 88-888-8888-88 Original)

Excel Template

To Upload: Browse your fields to locate the required document. Double click to display it in the Browser window. Click on the Upload button. The name of the uploaded document will display in the green bordered area below.\*

 No file chosen

Any unloaded files will appear below. Ensure naming conventions have been applied for differentiation. Files can be deleted by selecting the document to be deleted and clicking on the Delete Selected Files button

below. Note: file uploads can only be deleted prior to submission to ISBE.

☐ Title I district plan.xlsx

Check the box below, as appropriate.

- ☒ Upload file represents an original listing of attendance centers.  
☐ Upload file represents an amendment to the attendance centers previously uploaded.

(D) Describe, in general, the targeted assistance (section 1115) and/or schoolwide programs (section 1114) the district will operate, as well as the goal of those programs. Where appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or delinquent children.\*

Section 1114 and 1115

([count] of 7500 maximum characters used)

The main goal is to increase student attainment in ELA and Math. The building will track reading levels in grades K-4 and assess comprehension levels in grade 5-6. Common math summative assessments will be used to measure each priority standard for student performance. PARCC, MAPS and AimsWeb assessment data will be reviewed no less than quarterly by data teams to review overall student achievement and identify any high need students. Paraprofessionals will be in classrooms to provide small group and one on one assistance to students requiring such. social and emotional lessons will also be in the classroom to teach students respectful behavior, how to speak appropriately with one another and how to respectfully disagree with one another to help create a better learning environment.

\*Required Field

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<p>6. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, attendance, and success of homeless children and youth, in coordination with the services the district is providing under the <u>McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.)</u>:*</p> <p>([count] of 7500 maximum characters used)</p> <p>the district has funds set aside for homeless students to provide daily classroom supplies such as workbooks, notebooks, calculators and practice reading books. Homeless funds could also be used for PE uniforms, art class supplies, and expenses for field trips so all students have the opportunity to participate in all aspects of the education process. The elementary school has a counselor and social worker on staff who meet on a regular basis with administration to discuss and create intervention plans for students who require social and emotional assistance. The junior high and high school work closely with Sinnissippi Centers to provide social and emotional services to students who require such.</p>					
<p>7. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied populations:*<u>Sec 1116</u></p> <p>([count] of 7500 maximum characters used)</p> <p>the elementary school has a parent/teacher committee who meets throughout the school year to work on plans for more parental involvement not only with their students, but with the school as a whole. Teachers and administrators of the parent/teacher committee meet with parents to look for ideas on enhancing student participation on the classroom. Oregon High School offers Boosters as well as Hawk Profile. This feature is located in the student information system and allows students and parents to continually monitor all aspects of the student involvement in school, including academics, attendance, activities and community service. The junior high has a parent committee that meets quarterly with administration to discuss the pros and cons of not only curriculum but also the opportunities for student involvement to help develop the whole child.</p>					
<p>8. If applicable, please describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs. If the district does not offer early childhood education programs, please state so below:*</p> <p>([count] of 7500 maximum characters used)</p> <p>The district currently has three preschool programs. Two are in the elementary building and one is in the junior high building. These programs are geared to align with the kindergarten classrooms so when the students move to the next level they feel more prepared. The preschool programs offer parental involvement in the classroom so parents are highly involved in the child's education process. The district hold preschool screenings annually for students at age to enter the program.</p>					
<p>9. How will the district facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable: (A) Through coordination with institutions of higher education, employers, and other local partners;* and (B) through increased student access to early college, high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.*</p> <p>([count] of 7500 maximum characters used)</p> <p>The high school offers a detailed freshman orientation for incoming students. Presentations are also made at the junior high regarding activities and athletics students would have the opportunity to participate in during their high school career. The high school has a lunch time program in which students can receive assistance with coursework and the program has teachers on staff for the assistance. The high school works with Highland Community College to</p>					

offer students opportunities at technical trades such as aviation, auto mechanics, welding, machining and cosmetology. The high school works with Kishwaukee Community College to offer dual credit coursework. The high school recently built a new state of the art welding lab and have students from other district participate in the program and we are looking to open the program to businesses to train current welding staff and are looking at placement of students who complete the high school welding courses. The high school has colleges regularly visit the high school for students to come in and review their programs in preparation for secondary education.

10. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND how teachers and school leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.\*

([count] of 7500 maximum characters used)

given the high percent of free and reduced lunch students at our elementary school we are working on a school wide program.

\*Required Field

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<b>District Plan Provisions:</b>					See the Overview page for instructions
<p>To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each district plan shall complete the following sections:</p> <p>11. The process through which the districts will (i) reduce incidences of bullying and harassment, (ii) reduce the overuse of discipline practices that remove students from the classroom, and (iii) reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined:*</p> <p>(I) each major racial and ethnic group;</p> <p>(II) economically disadvantaged students as compared to students who are not economically disadvantaged;</p> <p>(III) children with disabilities as compared to children without disabilities;</p> <p>(IV) English proficiency status;</p> <p>(V) gender; and</p> <p>(VI) migrant status.</p> <p>[[count] of 7500 maximum characters used)</p> <p>The district tries to bring in a guest speaker each year to address an aspect of bullying from cyber bullying to abusive relationships. These speakers are brought in to identify the signs of bullying or abuse to students and inform them on what is not normal behaviors as well as let students know it is okay to go to authorities to hopefully put an end to the abuse. The elementary school will be introducing classroom lessons on respectful behavior which will include speaking tone, language, and appropriate responses to others. Lessons will also teach students how to respectfully disagree. K-3 will have an additional recess and it will be structured around social skills and appropriate play. The elementary school has already instituted seven habits of highly effective students and the junior high will begin this as well. The junior high and high school will focus on student leadership and involvement at school. Both buildings currently have community service programs for students to become more involved outside of the school. The overall goal is to teach and lead students in appropriate behavior and respect towards each other while reducing incidents of bullying and inappropriate behaviors.</p> <p>12. If applicable, please describe the district's support for programs that coordinate and integrate the following:*</p> <p>(A) Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and</p> <p>(B) work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.</p> <p>[[count] of 7500 maximum characters used)</p> <p>Oregon High School has a program with Highland Community College which allows student to participate in technical education programs. These programs include but are not limited to; aviation, mechanics, computer programming, welding, machining and cosmetology. Oregon High School has also completed construction on a high end welding lab which was possible with a grant award. This program brings students in from surrounding district to take the welding courses. We are looking at opening the program to the local business who require welders on staff to train current and incoming employees as well as work with business to place students in the workforce who have completed the high schools course work. The high school also offers a number of agriculture courses that tie into the use of the greenhouse and black light house for hydroponics.</p> <p>13. How will the district fulfill the following:</p> <p>(A) Describe how the district will identify and serve gifted and talented students by using objective criteria.*</p> <p>[[count] of 7500 maximum characters used)</p> <p>gifted students would be identified from assessments completed throughout the year which would include PARCC,</p>					

Maps, Aimsweb, and SAT. The district offers honors coursework beginning in junior high. Once in high school, several honors courses, dual credit and advanced placement courses are offered. The dual credit program is run with Kishwaukee Community College. Our high school also offer two separate programs for students to develop talents. One is the Open Program in which students must apply for the program prior to their sophomore year. This program is aligned more with a college class curriculum in which student create a project that is the focus of their course for the semester. Formal presentations are made at the end of the semester and students are in charge of their education. OHS also has an entrepreneur program where students work during the year to get their own business launched by the end of the year. Students create their business plan, make formal pitches to formal investors and local community business for support, and the hope is the student has an up and running business by the end of the school year.

(B) What are the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop digital literacy skills and improve academic achievement?\*

[[count] of 7500 maximum characters used)

The district uses EBSCO online advanced library data base for grades k-12. The district works with IL. Heartland library system programs and also used Follett School solutions to purchase new library books for all buildings to build up reading choices for students. The district also participate in the Prairie Media system which is a book share between libraries within Ogle, Lee and DeKalb counties.

(C) Describe the approach of the district in developing and supporting the arts (music, dance, and other fine arts) to provide students an opportunity to develop an appreciation of the arts and improve academic achievement.\*

[[count] of 7500 maximum characters used)

Choir is offered to grade school students from as young as preschool and band is offered beginning in 5th grade. As the students move through the program, students are offered opportunities to marching band and jazz band in high school. Choir offers honors choir, madrigal and jazz choir as well as honors music theory. Art is taught to all students beginning in grade school and once in high school students can take courses such as studio art, digital media, advanced studio art as well as advanced placement art history.

\*Required Field

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					<b>Consultation</b> <div>See the Overview page for Instructions</div> <p>An LEA must develop the Title I Plan with timely and meaningful consultation with the stakeholders identified below. <u>ESEA section 1112(a)(1)(A)</u></p> <p>Such stakeholders must include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>- teachers,</li> <li>- principals,</li> <li>- other school leaders,</li> <li>- paraprofessionals,</li> <li>- specialized instructional support personnel,</li> <li>- charter school leaders (in a local educational agency that has charter schools),</li> <li>- administrators (including administrators of programs described in other parts of this title),</li> <li>- other appropriate school personnel, and</li> <li>- parents of children in schools served under this part</li> </ul> <p>In the box below, articulate how the LEA consulted with the stakeholders identified above in the development of this plan. Include a list of meeting dates and how stakeholders' input impacted the final plan submission, as well as, references to particular meetings and how the stakeholders' input impacted the final plan submission. Note that documentation of stakeholder engagement may be requested at a later date. Please keep sign-in sheets, agendas, and other documentation on file. *</p> <p>([count] of 7500 maximum characters used)</p> <p>Co-Teaching professional development with Ogle Co Special Ed Coop. was held 5/5/2016 and 8/20/2016. Parent advisory committee for elementary held 8/29/2016, 11/21/2016 and 5/17/2016. These meetings involved parents in the review of school improvement plan for the building and family engagement night with literature. Instructional coaching at elementary held 5/30/2016 and 6/1/2017 to set academic goals as well as monthly and quarterly goals based on student assessments. Junior high met 8/15/2016, 11/30/2016, and 1/25/2017 with staff to discuss school improvement plan for the year, summer reading program and identify and work with non-connected students to get them involved and active. High school met with staff 4/13/2017 to begin design of school improvement plan for the upcoming school year with goals to increase student connection and to increase Math and English benchmarks on the PSAT/SAT.</p> <p>*Required field</p>