

# Agenda

## Grand Rapids, MI • May 1–3, 2024

### Wednesday, May 1

|                      |                                                                                                                                              |                          |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 7:00–8:00 a.m.       | Registration                                                                                                                                 | Secchia Lobby            |
|                      | Continental Breakfast                                                                                                                        |                          |
| 8:00–9:45 a.m.       | <b>Keynote</b> —Luis F. Cruz<br><i>Utilizing the Necessary Context to Understand and Embrace the RTI at Work Process</i>                     | Steelcase Ballroom A & B |
| 9:45–10:00 a.m.      | Break                                                                                                                                        |                          |
| 10:00–11:30 a.m.     | <b>Breakout Sessions</b>                                                                                                                     | See pages 3–4.           |
| 11:30 a.m.–1:00 p.m. | Lunch (on your own)                                                                                                                          |                          |
| 1:00–2:30 p.m.       | <b>Keynote</b> —William M. Ferriter<br><i>Focus! Understanding the Role of a Guaranteed and Viable Curriculum in the RTI at Work Process</i> | Steelcase Ballroom A & B |
| 2:30–2:45 p.m.       | Break                                                                                                                                        |                          |
| 2:45–4:15 p.m.       | <b>Breakout Sessions</b>                                                                                                                     | See pages 3–4.           |

### Thursday, May 2

|                       |                                                                                                                              |                          |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 7:00–8:00 a.m.        | Registration                                                                                                                 | Secchia Lobby            |
|                       | Continental Breakfast                                                                                                        |                          |
| 8:00–9:30 a.m.        | <b>Keynote</b> —Sarah Schuhl<br><i>Assessment: Powerful Information to Increase Student Learning</i>                         | Steelcase Ballroom A & B |
| 9:30–9:45 a.m.        | Break                                                                                                                        |                          |
| 9:45–11:15 a.m.       | <b>Breakout Sessions</b>                                                                                                     | See pages 3–4.           |
| 11:15 a.m.–12:45 p.m. | Lunch (on your own)                                                                                                          |                          |
| 12:45–2:15 p.m.       | <b>Keynote</b> —Mike Mattos<br><i>Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports</i> | Steelcase Ballroom A & B |
| 2:15–2:30 p.m.        | Break                                                                                                                        |                          |
| 2:30–4:00 p.m.        | <b>Breakout Sessions</b>                                                                                                     | See pages 3–4.           |
| 4:00–4:45 p.m.        | <b>Team Time</b> —Presenters are available to aid in your collaborative team discussions.                                    | Steelcase Ballroom A & B |

## Friday, May 3

|                  |                                                                                                                                                                                  |                          |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| 7:00–8:00 a.m.   | Continental Breakfast                                                                                                                                                            | Secchia Lobby            |
| 8:00–10:15 a.m.  | <b>In-Depth Seminars</b>                                                                                                                                                         |                          |
|                  | <ul style="list-style-type: none"> <li>Mike Mattos<br/><i>Putting It All Together: Creating a Multitiered System of Supports—Elementary</i></li> </ul>                           | Steelcase Ballroom A & B |
|                  | <ul style="list-style-type: none"> <li>Luis F. Cruz &amp; William M. Ferriter<br/><i>Putting It All Together: Creating a Multitiered System of Supports—Secondary</i></li> </ul> | Steelcase Ballroom C     |
|                  | <ul style="list-style-type: none"> <li>John Hannigan<br/><i>Putting It All Together: Creating a Multitiered System of Supports—Behavior</i></li> </ul>                           | Steelcase Ballroom D     |
|                  | <ul style="list-style-type: none"> <li>Sarah Schuhl<br/><i>Putting It All Together: Linking Instruction, Assessment, and Interventions</i></li> </ul>                            | Grand Gallery B–E        |
| 10:15–10:30 a.m. | Break                                                                                                                                                                            |                          |
| 10:30–11:30 a.m. | <b>Keynote</b> —Mike Mattos<br><i>Our Educational Moonshot</i>                                                                                                                   | Steelcase Ballroom A & B |

Agenda is subject to change.

## Breakout Sessions at a Glance

| Presenter & Title                                                                               | Wednesday, May 1     |                      | Thursday, May 2      |                      |
|-------------------------------------------------------------------------------------------------|----------------------|----------------------|----------------------|----------------------|
|                                                                                                 | 10:00–11:30<br>a.m.  | 2:45–4:15<br>p.m.    | 9:45–11:15<br>a.m.   | 2:30–4:00<br>p.m.    |
| <b>Luis F. Cruz</b>                                                                             |                      |                      |                      |                      |
| Time for Change: How Guiding Coalitions Promote a Culture of Collective Responsibility          | Steelcase Ballroom C |                      |                      |                      |
| Tears in the Tiers: Addressing Neglected Essential Actions During RTI at Work Implementation    |                      | Steelcase Ballroom C |                      |                      |
| Time for Change: Creating a Culture of Accountability Amid Irrational Resistance to Change      |                      |                      | Steelcase Ballroom C |                      |
| English Learners and the RTI at Work Process                                                    |                      |                      |                      | Steelcase Ballroom C |
| <b>William M. Ferriter</b>                                                                      |                      |                      |                      |                      |
| Collaborative Tools for Learning Teams in a PLC at Work                                         | Grand Gallery B–C    |                      |                      |                      |
| Moving Beyond Curriculum: Identifying, Teaching, and Assessing Academic Skills and Dispositions |                      | Grand Gallery B–C    |                      |                      |
| You Can Learn: Understanding the Role of Student Self-Efficacy in the RTI at Work Process       |                      |                      | Grand Gallery B–C    |                      |
| How Will We Extend Learning When Students Are Already Proficient?                               |                      |                      |                      | Grand Gallery B–C    |
| <b>John Hannigan</b>                                                                            |                      |                      |                      |                      |
| Behavior Solutions: Schoolwide Prevention in Tier 1                                             | Steelcase Ballroom D |                      |                      |                      |
| Four Cs of a Classroom: First Best Classroom Prevention                                         |                      | Steelcase Ballroom D |                      |                      |
| Behavior Solutions Tier 2: Identify, Match, Deliver, and Monitor Targeted Interventions         |                      |                      | Steelcase Ballroom D |                      |
| Behavior Academies: Targeted Interventions That Work!                                           |                      |                      |                      | Steelcase Ballroom D |

| Presenter & Title                                                           | Wednesday, May 1         |                          | Thursday, May 2          |                          |
|-----------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                                                                             | 10:00–11:30<br>a.m.      | 2:45–4:15<br>p.m.        | 9:45–11:15<br>a.m.       | 2:30–4:00<br>p.m.        |
| <b>Mike Mattos</b>                                                          |                          |                          |                          |                          |
| The Best Intervention Is Prevention: Planning Proactive Supports            | Steelcase Ballroom A & B |                          |                          |                          |
| The Power of One: Creating High-Performing Teams for Singleton Staff        |                          | Steelcase Ballroom A & B |                          |                          |
| It's About Time: Planning Interventions and Extensions in Elementary School |                          |                          | Steelcase Ballroom A & B |                          |
| It's About Time: Planning Interventions and Extensions in Secondary School  |                          |                          |                          | Steelcase Ballroom A & B |
| <b>Sarah Schuhl</b>                                                         |                          |                          |                          |                          |
| Using Data to Guide Collective Responsibility for Student Learning          | Grand Gallery D–E        |                          |                          |                          |
| Ensuring <i>All</i> Students Learn Mathematics                              |                          | Grand Gallery D–E        |                          |                          |
| Analyzing Student Work to Plan Tier 1 and Tier 2 Responses                  |                          |                          | Grand Gallery D–E        |                          |
| Investing Students in the RTI at Work Process                               |                          |                          |                          | Grand Gallery D–E        |

Agenda is subject to change.

# Session Descriptions—Day 1

## MORNING KEYNOTE

### Luis F. Cruz

#### **Utilizing the Necessary Context to Understand and Embrace the RTI at Work Process**

We depend on today's schools to help all students learn at grade level or higher. But what if schools were never established with that purpose in mind? What if the desire to "go back to normal" after the pandemic is not what schools need to ensure equitable learning for all students?

Luis F. Cruz shares a new way of thinking. Educators today must redesign schools structurally and culturally, so all students learn at high levels.

## MORNING BREAKOUTS

### Luis F. Cruz

#### **Time for Change: How Guiding Coalitions Promote a Culture of Collective Responsibility**

Implementing the RTI at Work process requires school staff members to embrace the discomfort in change. Therefore, the main responsibility of a guiding coalition is creating a culture of collective responsibility while tackling adult resistance.

Luis F. Cruz addresses how a guiding coalition can support and tackle resistance. He shows participants:

- How to create collective responsibility when implementing the RTI at Work process
- Why resistance is a common reaction when implementing the process
- How to address rational resistance to change

### William M. Ferriter

#### **Collaborative Tools for Learning Teams in a PLC at Work**

One of the first essential actions that RTI at Work schools must take (Tier 1—Teacher Team Essential Action 3) is to form collaborative teams. Ask classroom teachers, though, and they will tell you that forming collaborative teams is the easy part! The challenge rests in ensuring that those collaborative teams can work together efficiently and effectively.

In this session, career classroom teacher and Solution Tree author William M. Ferriter introduces participants to the kinds of tangible structures and explicit tools that learning teams must have in place to make their work with one another productive.

Participants in this session:

- Learn how personalities influence the successes or struggles of learning teams.

- Discuss the role that clear norms and expectations for behavior play in the successful work of a learning team.
- Explore practical tools and products designed to structure the work of learning teams over time.

## John Hannigan

### **Behavior Solutions: Schoolwide Prevention in Tier 1**

If we have learned anything through teaching during this pandemic, it is that the term behavior doesn't simply refer to a disruptive student. Behavior refers to academic behaviors (skill-based) and social behaviors (will-based). Both need to be taught and reinforced in every tier of systematic SEL support at your school, beginning with the focus on Tier 1 prevention schoolwide. This session is designed to help educators learn how to assess their current state for Tier 1 behavior and develop processes and actions necessary to build an effective Tier 1 schoolwide system.

## Mike Mattos

### **The Best Intervention Is Prevention: Planning Proactive Supports**

Most schools use student failure to identify those who need interventions. The problem is if we wait for students to fail, they will! Tier 2 interventions become buried under too many needs. Mike Mattos demonstrates academic and behavior supports and processes to proactively bolster students at Tier 1.

## Sarah Schuhl

### **Using Data to Guide Collective Responsibility for Student Learning**

Focused analysis of schoolwide and collaborative team data is essential when developing collective responsibility for all student learning. What *quantitative* and *qualitative* data examples help identify which students need targeted interventions? Which assessment data should teams collect, and how should they use it? Attendees determine the answers to these questions during this session.

Collective responsibility requires educators to recognize current reality and intentionally plan for all students to learn at high levels. In this session, participants learn about different assessment information to collect schoolwide and in collaborative teams to ensure student academic growth.

## AFTERNOON KEYNOTE

## William M. Ferriter

### **Focus! Understanding the Role of a Guaranteed and Viable Curriculum in the RTI at Work Process**

If schools want to build a system of interventions to ensure that all students learn at the highest levels, what is the first step that they should take? Should they generate lists of students who are struggling in classes? Should they hire specialists to deliver academic interventions in foundational skills like reading and mathematics? Should they plan their Tier 2 intervention period?

While these are all thoughtful answers, the first step that schools should take is developing a guaranteed and viable curriculum. It is impossible to intervene, after all, until we are crystal clear on just what every student must know and be able to do at the end of instruction. That's Tier 1—Essential Teacher Team Action 1 in the RTI at Work Process.

## AFTERNOON BREAKOUTS

### **Luis F. Cruz**

#### **Tears in the Tiers: Addressing Neglected Essential Actions During RTI at Work Implementation**

Through the RTI at Work process, staff members must commit to essential actions across the three tiers. Sometimes educators neglect key steps and weaken interventions that students need. Luis F. Cruz shares steps that teachers often ignore or bypass. He describes the ill effects and how to avoid them by adhering to all actions in the RTI at Work process

### **William M. Ferriter**

#### **Moving Beyond Curriculum: Identifying, Teaching, and Assessing Academic Skills and Dispositions**

Identifying grade-level academic standards all students must master is the first step towards developing a guaranteed and viable curriculum. But identifying essential grade-level academic standards isn't the only step to ensure high levels of learning. Here's why: Some students struggle because they have yet to master the skills and dispositions of successful learners.

In an RTI at Work building, teachers address this concern via Tier 1—Schoolwide Essential Action 2: “identify and teach essential academic and social behaviors.”

Career classroom teacher and Solution Tree author William M. Ferriter introduces participants to skills and dispositions that define successful learners. He outlines plans and steps to help students develop this know-how.

Participants will:

- Examine the skills and dispositions essential for students to master.
- Explore simple strategies for teaching those skills and dispositions to students.
- Discuss steps that teams can take to assess the progress students are making toward mastering essential skills and dispositions.

## John Hannigan

### **Four Cs of a Classroom: First Best Classroom Prevention**

Students thrive when their social-emotional and academic needs are supported in tandem with consistent and predictable classroom structures and routines—along with best practice strategies—to create a sense of safety, positivity, and belonging in every classroom. In this session, John Hannigan shows educators how to create a first best classroom behavior prevention system designed to help them respond to the academic and social behavior needs of every learner. Specifically, educators learn how to integrate the best practice strategies for behavioral supports for each of the four Cs of a classroom—climate, culture, curriculum, and communication—and monitor through a behavior rounds process.

## Mike Mattos

### **The Power of One: Creating High-Performing Teams for Singleton Staff**

High-performing collaborative teams are the foundation for any PLC—the engines that drive the entire process! Nearly every school or district has these types of educators: singletons (the only person who teaches a grade level or course); multiple-grade-level instructors, such as a special education teacher; or those providing supplemental support, such as a school counselor or psychologist.

How do these individuals fit into collaborative teams? Mike Mattos offers guiding principles and real-life examples for educators who look to create inclusive collaborative teams by connecting to the *power of one*.

This session calls on participants to:

- Learn ways to create meaningful, job-embedded teams for singleton staff.
- Consider team options for elective and specials teachers, special education staff, and those who oversee unique programs.
- Repurpose a site intervention team into a high-performing collaborative team.

## Sarah Schuhl

### **Ensuring All Students Learn Mathematics**

Students who learn mathematics at high levels can reason logically and are ready for the next grade level or course on their college and career paths. Unfortunately, too many students struggle to learn mathematical content from one year to another. How do teachers work together to ensure *all* students learn mathematics? How do teachers match interventions to the mathematics skills students struggle to attain?



Essential standards and the required prior knowledge standards leading to each one inform intervention and remediation. Additionally, classroom instructional and assessment practices play a critical role in accelerating and continuing learning for mathematics students.

Participants in this session:

- Identify criteria for determining grade-level or essential standards in mathematics.
- Identify high-level mathematical tasks to use as formative feedback during instruction.
- Explore how to remediate and intervene when students struggle to learn mathematics.

## Session Descriptions—Day 2

### MORNING KEYNOTE

#### Sarah Schuhl

##### **Assessment: Powerful Information to Increase Student Learning**

Assessment is a process teams use to analyze student learning and instructional practices to collectively respond to each student’s unique needs. Participants review critical understandings and strategies that collaborative teams use to improve student results, not merely measuring and recording them.

Creating and analyzing assessment evidence guides teams as they strive to improve instruction, invest students in their learning, and inform targeted and specific interventions and extensions. Assessment is critical to an effective RTI process that ensures high achievement for all students.

### MORNING BREAKOUTS

#### Luis F. Cruz

##### **Time for Change: Creating a Culture of Accountability Amid Irrational Resistance to Change**

When we build a case on why RTI at Work is the right course, some resistance is natural. Typically, leaders deal with rational educators who eventually embrace the process. Yet occasionally, they cannot sway some staff members.

Dealing with irrational resistance is a challenge. Despite best practices and generous support, some staff members refuse to participate. As a result, failure to hold individuals accountable stifles RTI at Work implementation.

Participants in this session learn how to:

- Create a culture of accountability.
- Manage irrational resistance to the RTI at Work process.
- Practice the RESIST protocol to address and prepare for accountability.

#### William M. Ferriter

##### **You Can Learn: Understanding the Role of Student Self-Efficacy in the RTI at Work Process**

If the ultimate goal of the RTI at Work process is to ensure high levels of learning for all students, classroom teachers must integrate high-impact teaching strategies into their instruction—and no strategy has a greater impact on student achievement than what John Hattie (2018) calls *student self-reported grades*. As Hattie describes it, self-reported grading helps all students “gain a reputation as a learner” (2009). “My major and loud message,” Hattie argues, “is that ... we need to give students

the confidence and the skills and the understandings that they can exceed their own expectations” (2012).

This session introduces participants to the steps that career classroom teacher and Solution Tree author William M. Ferriter has taken to use student-centered versions of the four critical questions of learning in his classrooms.

Participants in this session:

- Discuss the important role that student self-efficacy plays in learning.
- Explore student-centered versions of the four critical questions of the PLC at Work Process.
- Explore simple student self-efficacy building strategies that can be integrated into any classroom.

## John Hannigan

### **Behavior Solutions Tier 2: Identify, Match, Deliver, and Monitor Targeted Interventions**

In this session, John Hannigan shows participants how to use behavior data to implement targeted behavior interventions for students not responding to Tier 1 (schoolwide) behavior. Go beyond check in/check out (CICO) as the “catch all” intervention and begin using interventions that are targeted for all the specific behaviors you wish to eliminate. Dr. Hannigan teaches participants how to identify, match, deliver, and monitor targeted interventions. They also learn how to develop a menu of interventions including entrance and exit criteria, characteristics, and conditions essential for intervention success.

## Mike Mattos

### **It’s About Time: Planning Interventions and Extensions in Elementary School**

The biggest obstacle most elementary schools face to providing interventions is not identifying which students need help, but how to schedule the time needed to provide interventions—at all three tiers—during the school day. This breakout provides guiding principles, examples, and common mistakes regarding how to schedule time for supplemental and intensive interventions.

## Sarah Schuhl

### **Analyzing Student Work to Plan Tier 1 and Tier 2 Responses**

At their best, collaborative teams examine assessment data and student work to determine the learning needs of individuals and groups. Common formative assessments provide numerical data and student work. When analyzed by a team, assessments offer insight into whether students are learning essential standards and the steps to help them grow. This session explores how teams analyze data and student work to plan effective interventions in response.

Participants in this session:

- Analyze data and student work to discover student proficiency levels to plan interventions for achieving mastery.
- Learn characteristics of effective interventions by examining student work.
- Explore how teams create time to analyze student work and common assessment results and implement corresponding interventions.

## AFTERNOON KEYNOTE

### **Mike Mattos**

#### **Building the Pyramid: How to Create a Highly Effective, Multitiered System of Supports**

Mike Mattos and the RTI at Work faculty discuss the essential elements to systematically provide supplemental Tier 2 and intensive Tier 3 interventions for academics and behavior. He shares how to employ teacher teams and support staff to make this work doable.

Participants in this session:

- Learn how to create a system of supplemental and intensive interventions.
- Identify students in need of extra help.
- Explore options for resource allocation and staff responsibilities.
- Create processes for quality problem solving.
- Determine when special education identification is appropriate.

## AFTERNOON BREAKOUTS

### **Luis F. Cruz**

#### **English Learners and the RTI at Work Process**

While the English learner population continues to grow, fewer schools have demonstrated significant levels of learning for this critical cohort. Do educators lack the pedagogical skills to promote learning for these students? Do schools lack the resources?

Luis F. Cruz reviews the practical integration of collective leadership and shows how the RTI at Work process can accelerate learning for this growing and academically challenged group of students. As a current and former English learner, Luis has more than 30 years of public school experience working with students studying English as an additional language.

Participants in this session learn how to:

- Aid interventions through an English learner task force.
- Build common language, knowledge, and expectations via job-embedded professional development.
- Ensure academic success for EL learners through teacher teams.

## William M. Ferriter

### **How Will We Extend Learning When Students Are Already Proficient?**

For many learning teams, being prepared with additional time and support for every student who demonstrates the need means doing all that we can to help struggling students master essential outcomes. The highest performing teams, however, recognize that our moral obligation isn't only to help students master essential outcomes. Instead, our moral obligation is to help all students learn at the highest levels—including those “question-four students” who are already working beyond grade-level essentials. In the RTI at Work Process, that's Tier 2—Teacher Team Essential Action 4.

In this session, career classroom teacher and Solution Tree author William M. Ferriter introduces participants to several simple steps they can take to make extension a priority in their Tier 2 work with students.

## John Hannigan

### **Behavior Academies: Targeted Interventions That Work!**

Go beyond check in/check out (CICO) as the “catch all” intervention and begin using interventions that are targeted for all the specific behaviors you wish to eliminate. It is essential to a student's personal growth and success to address the root cause of the behavior and provide the teaching of necessary and targeted academic and social behavior skills.

## Mike Mattos

### **It's About Time: Planning Interventions and Extensions in Secondary School**

What does an effective secondary school intervention process look like? Mike Mattos offers proven intervention strategies, including creating a schoolwide process that identifies students for extra help and makes time for intervention and extension within the master schedule.

## Sarah Schuhl

### **Investing Students in the RTI at Work Process**

Educators often shoulder responsibility for student learning but fail to bring students into the process.

How can students articulate what they learn, describe their strengths, and plot their next steps? Do students learn from and act on feedback during instruction and on assessments? How do students track their progress in achieving essential standards?

For reflections to be meaningful, educators must consider how classroom culture influences student beliefs and dispositions about how they can learn. Teachers can help students understand *why* they

need intervention and *how* to grow their belief in their ability to learn. This belief is the foundation needed for students to invest in their learning.

In this session, participants identify characteristics of a classroom culture focused on learning. They learn how to use powerful feedback processes with students. Finally, they explore ways for students to reflect through self-regulation and tracking.

## Session Descriptions—Day 3

### IN-DEPTH SEMINARS

#### Mike Mattos

##### **Putting It All Together: Creating a Multitiered System of Supports—Elementary**

Participants learn to create a multitiered system of intervention for elementary schools. Based on the guiding principles of RTI at Work, this process includes embedded Tier 1 core support, targeted Tier 2 supplemental help, and intensive Tier 3 interventions.

Participants in this session:

- Complete the RTI at Work inverted pyramid as a team.
- Review essential elements of the RTI process.
- Identify current strengths, areas for improvement, and immediate action steps to address both.

#### Luis F. Cruz & William M. Ferriter

##### **Putting It All Together: Creating a Multitiered System of Supports—Secondary**

Participants in this session learn to create a multitiered intervention system for secondary schools. Based on the guiding principles of RTI at Work, the process includes embedded Tier 1 core support, targeted Tier 2 supplemental help, and intensive Tier 3 interventions.

Participants in this session:

- Complete the RTI at Work inverted pyramid as a team.
- Review essential elements of the RTI process.
- Identify current strengths, areas for improvement, and immediate action steps to address both.

#### John Hannigan

##### **Putting It All Together: Creating a Multitiered System of Supports—Behavior**

Participants learn to create a multitiered system of intervention for behavior. Based on the guiding principles of RTI at Work, this process includes embedded Tier 1 schoolwide prevention, targeted Tier 2 interventions, and intensive Tier 3 remediation.

Participants in this session:

- Complete the RTI at Work inverted pyramid as a team with the focus on behavior.
- Develop a roadmap for implementation.
- Identify current strengths, areas for improvement, and immediate action steps to address both.

## Sarah Schuhl

### **Putting It All Together: Linking Instruction, Assessment, and Interventions**

Collaborative teams must link instruction, assessment, and interventions to build a solid RTI at Work process. But how do they do this?

Participants learn to create learning targets from essential standards to design quality assessments. They gather tools, protocols, and examples for developing assessments that offer the best information on student learning. The seminar highlights key elements of assessment design that provide meaningful interventions and promote student investment. Educators reflect on current practices to determine the next steps at their schools.

Participants will:

- Explore how to determine learning targets from prioritized standards.
- Identify key elements of assessment design that enable meaningful interventions and student investment.
- Learn to develop methods of assessment that offer quality information about student learning.

### **MORNING KEYNOTE**

## Mike Mattos

### **Our Educational Moonshot**

In this keynote, Mike Mattos engages all participants in an end-of-unit common assessment. What are the big takeaways from this institute? Which essential elements can you see in practice in your building, and which ones need additional time and support? The session ends with a celebration of our learning together. For in the end, doing the right work really well is our best hope to ensure a promising future for our students and our collective prosperity.