

School District of Osceola County, FL

Cypress Elementary School



2018-19 Schoolwide Improvement Plan

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Cypress Elementary School

2251 LAKESIDE DR, Kissimmee, FL 34743

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan is pending approval by the Osceola County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

A School of Excellence for all Learners.

Provide the school's vision statement.

Cypress Elementary will provide a comprehensive educational experience that results in student gains in all areas.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Raymond, Libby	Principal
Dwyer, Bill	Assistant Principal
Markley, Diane	Instructional Media
Nicholson, Randa	Instructional Coach
Waller, Marcia	Instructional Coach
Becerra, Helayne	Instructional Coach
Bernardo, Tiffany	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal (Libby Raymond) and Assistant principal (Bill Dwyer) will oversee interventions and daily classroom lessons. They are both responsible for the Stocktake meetings monthly, which includes monitoring the SIP, receiving monthly reports and providing feedback.

The leadership team will meet every progress report period to evaluate the progress that has occurred.

MTSS coach (Marcia Waller) will monitor interventions as well as the input and output of students within intervention levels (T2/T3). She meets with parents and collects documents for the MTSS process.

Media Specialist (Diane Markley) will support the literacy committee in school wide initiatives to increase reading at all levels.

Literacy Coach (Randa Nicholson) will lead the literacy committee in school wide initiatives to increase reading school wide T1 level.

PD Mentor/Interventionist (Helayne Becerra) will provide interventions for grades 3-5, in ELA.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	19	17	14	29	14	12	0	0	0	0	0	0	0	105
One or more suspensions	0	7	2	5	6	11	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	18	47	22	32	0	0	0	0	0	0	0	119
Level 1 on statewide assessment	0	0	0	31	9	27	0	0	0	0	0	0	0	67

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	3	29	17	25	0	0	0	0	0	0	0	74

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	7	0	0	0	0	0	0	0	0	0	7
Retained Students: Previous Year(s)	1	2	5	20	12	14	0	0	0	0	0	0	0	54

Date this data was collected

Tuesday 7/17/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	17	16	12	14	18	0	0	0	0	0	0	0	100
One or more suspensions	0	2	4	5	7	0	0	0	0	0	0	0	0	18
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	46	52	53	0	0	0	0	0	0	0	151

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	6	13	10	0	0	0	0	0	0	0	29

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	93	81	97	89	95	0	0	0	0	0	0	0	0	455
One or more suspensions	0	1	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	1	17	20	33	9	0	0	0	0	0	0	0	80
Level 1 on statewide assessment	0	0	0	9	26	27	0	0	0	0	0	0	0	62

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	17	20	33	9	0	0	0	0	0	0	0	80

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Out of the seven components FCAT Science scored the lowest for the 2017-2018 school year. This is not a trend from the previous two years scores.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline was FCAT Science.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap compared to the state average was FCAT Science.

Which data component showed the most improvement? Is this a trend?

The component that showed the most improvement is the ELA Bottom Quartile. This is the first year for this component to show the most improvement, therefore it is not a trend.

Describe the actions or changes that led to the improvement in this area.

All students were placed in flexible groups by achievement level into one of 4 research based literacy programs for an extra hour per day in addition to the ELA block.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	50%	51%	56%	49%	52%	52%
ELA Learning Gains	59%	54%	55%	45%	55%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	60%	46%	48%	39%	50%	46%
Math Achievement	53%	54%	62%	54%	53%	58%
Math Learning Gains	51%	56%	59%	46%	56%	58%
Math Lowest 25th Percentile	47%	42%	47%	39%	49%	46%
Science Achievement	44%	51%	55%	51%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19 (23)	17 (17)	14 (16)	29 (12)	14 (14)	12 (18)	105 (100)
One or more suspensions	0 (0)	7 (2)	2 (4)	5 (5)	6 (7)	11 (0)	31 (18)
Course failure in ELA or Math	0 (0)	0 (0)	18 (0)	47 (0)	22 (0)	32 (0)	119 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	31 (46)	9 (52)	27 (53)	67 (151)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	44%	51%	-7%	57%	-13%
	2017	52%	53%	-1%	58%	-6%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	56%	48%	8%	56%	0%
	2017	34%	50%	-16%	56%	-22%
Same Grade Comparison		22%				
Cohort Comparison		4%				
05	2018	40%	50%	-10%	55%	-15%
	2017	39%	48%	-9%	53%	-14%
Same Grade Comparison		1%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	51%	-6%	62%	-17%
	2017	72%	56%	16%	62%	10%
Same Grade Comparison		-27%				
Cohort Comparison						
04	2018	57%	53%	4%	62%	-5%
	2017	41%	55%	-14%	64%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		16%				
Cohort Comparison		-15%				
05	2018	45%	52%	-7%	61%	-16%
	2017	40%	49%	-9%	57%	-17%
Same Grade Comparison		5%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	36%	49%	-13%	55%	-19%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	35	52	17	45	56	19				
ELL	36	58	67	37	52	56	30				
BLK	44	57		48	43						
HSP	49	58	60	51	48	49	42				
WHT	61	69		70	69						
FRL	47	57	61	49	51	46	39				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	28	29	22	18	20					
ELL	31	38	45	46	36	33	26				
BLK	40	33		52	28						
HSP	44	40	46	54	40	36	48				
WHT	76	45		76	45						
FRL	46	42	47	49	40	32	44				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	High levels of learning for all students in literacy
Rationale	According to Hattie's research, research based comprehension programs have a positive effect size of 0.56 on student achievement.
Intended Outcome	By the end of the 2018-2019 school year literacy scores on the ELA FSA in 3rd, 4th and 5th grades will increase by five percent (5%).
Point Person	Randa Nicholson (randa.nicholson@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. The literacy coach will flexible group all students based on previous year's FSA or iReady score. After grouping the students, teachers and paraprofessionals will be trained in the appropriate research based literacy intervention, i.e. SRA Corrective Reading or Fountas and Pinell Leveled Literacy Intervention. Students will be assigned by group to one of the interventions models for at least fifty (50) minutes per day in addition to ELA instruction. 2. Quarterly planning days will be provided to plan with literacy coach to design lessons to facilitate small group differentiated instruction in core academic classes, utilizing district formative assessment and fluid grouping of students to show mastery in a particular intervention. 3. The ELL task force lead by Cypress EES,will conduct quarterly professional development in ELL strategies, accommodation interpretation and increase multicultural sensitivity and awareness. 4. Professional Development for Kagan Engagement Structures will be offered on October 15, 2018 to all core teachers and will support teachers with engagement structures that promote academic discourse with students. Also on October 15, 2018 the Cypress Elementary Varying Exceptionality Teachers and the General Education Partnered Teachers they support will attend a district designed Collaborative Teaching Model professional development to improve team efficacy. 5. Leadership team will monitor professional development efficacy through weekly walkthroughs with specific feedback to each teacher. In addition, the leadership team will conduct quarterly progress monitoring for each student by meeting with each core academic teacher and intervention paraprofessional.
Person Responsible	Randa Nicholson (randa.nicholson@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1.Cypress Elementary leadership team will collect and analyze formative data per grade level as well as utilize iReady Diagnostic Tests in ELA. 2.Cypress Elementary Stocktake Meeting will take place monthly to report progress to the Principal on the Area of Focus. 3.Principal will update Assistant Superintendent of Elementary Curriculum during their monthly check-ins. 4.Principal will share and update the Chief of Staff and Assistant Superintendent of Elementary Curriculum once a quarter on progress the Area of Focus through the School Stocktake Model.
Person Responsible	Bill Dwyer (dwyerbi@osceola.k12.fl.us)

Activity #2	
Title	High levels of learning for all students in Math
Rationale	According to Hattie's research, Meta cognitive mathematics instruction (multi stepped problem solving) has a desired effect size of 0.69.
Intended Outcome	By the end of the 2018-19 school year, Cypress Elementary will increase in overall mathematics proficiency by three percent (3%).
Point Person	Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. The math coach will flexible group all students based on previous year's FSA or iReady score. Additional time on Wednesdays will be added to overall mathematics instruction in the master schedule to facilitate small group and differentiated instruction. During this additional time, teachers will focus on Tier 1 mathematics fundamentals that students demonstrate weakness in via district formative assessments and iReady data. Additional time was added to overall mathematics instruction in the master schedule to facilitate small group and differentiated Tier 1 instruction. 2. Quarterly planning days will be provided to plan with math coach to design lessons to facilitate small group differentiated instruction in core academic classes, utilizing district formative assessment and fluid grouping of students to show mastery in a particular intervention. 3. The ELL task force lead by Cypress EES,will conduct quarterly professional development in ELL strategies, accommodation interpretation and increase multicultural sensitivity and awareness. 4. Professional Development for Kagan Engagement Structures will be offered on October 15, 2018 to all core teachers and will support teachers with engagement structures that promote academic discourse with students. Also on October 15, 2018 the Cypress Elementary Varying Exceptionality Teachers and the General Education Partnered Teachers they support will attend a district designed Collaborative Teaching Model professional development to improve team efficacy. 5. Leadership team will monitor professional development efficacy through weekly walkthroughs with specific feedback to each teacher. In addition, the leadership team will conduct quarterly progress monitoring for each student by meeting with each core academic teacher and intervention paraprofessional.
Person Responsible	Tiffany Bernardo (tiffany.bernardo@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1.Cypress Elementary will monitor the plan using district and grade level developed formative assessments, as well as iReady Diagnostic Tests. 2.School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus. 3.Principals will update Assistant Superintendent of Elementary Curriculum during their weekly check-ins. 4.Principal will share and update the Chief of Staff and Assistant Superintendent of Curriculum and Instruction once a quarter on progress the Area of Focus through the School Stocktake Model.
Person Responsible	Bill Dwyer (dwyerbi@osceola.k12.fl.us)

Activity #3	
Title	Strengthen collaborative process to ensure that the learning needs of all students are met through the active use of Professional Learning Communities
Rationale	According Hattie's research, Professional Learning Communities have an effect size of 0.93, that positively impacts student achievement.
Intended Outcome	By the end of the of 2018-19 school year Cypress Elementary will increase learning gains in ELA and Math by 5%.
Point Person	Stephanie Lewis (stephanie.lewis@osceolaschools.net)
Action Step	
Description	<p>1.Via OCEA collective bargaining agreement, PLC's will meet monthly during early release days and on two (2) planning periods a month in order to assess, analyze, reflect and revise plans on course progression of individual student needs as a collaborative team. PLC professional development will be provided monthly throughout the school year to the school PLC lead via the school district , who will in turn disseminate to Cypress faculty. Each grade level team will have an embedded Cypress leadership team member to monitor and assist in the process. Any teams that are struggling will receive mentoring through the school PLC lead and leadership team. Each grade level team will utilize district supplied formative assessments and GradeCam assessment software.</p> <p>2. Monthly Stocktake meetings will discuss data analysis of the PLC stages and provide feedback to the PLC school lead and the Leadership team for next steps to include but not limited to : Professional Development effectiveness, Grade Level team support, etc</p> <p>3. The ELL task force will provide support to PLC teams during meetings. Professional Development will be provided by the school EES, Mrs. Duran quarterly in ELL strategies, accommodation interpretation and increase multicultural sensitivity and awareness.</p>
Person Responsible	Stephanie Lewis (stephanie.lewis@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<p>1.Cypress Elementary will monitor the effectiveness utilizing district supplied formative assessment data as well as iReady diagnostic test results.</p> <p>2.School Stocktake Model will take place monthly or bi monthly to report progress to the Principal on the Area of Focus.</p> <p>3.Principals will update Assistant Superintendent of Elemenatry Curriculum during their monthly check-ins.</p> <p>4.Principal will share and update the Chief of Staff and Assistant Superintendent once a quarter on progress the Area of Focus through the School Stocktake Model.</p>
Person Responsible	William Dwyer (william.dwyer@osceolaschools.net)

Activity #4	
Title	Increase student engagement strategies through professional development to maximize student discourse to include but not limited to ELL and ESE students.
Rationale	According Hattie's research, cooperative versus individualistic learning has a positive effect size of 0.59.
Intended Outcome	By the end of 2018-19 school year, student achievement in all content areas at Cypress Elementary will increase form three to five percent (3-5%).
Point Person	Randa Nicholson (randa.nicholson@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. During the 2018-2019 school year,Cypress Elementary will explore research based engagement structure for professional development. 2. Professional Development for Kagan Engagement Structures will be offered on October 15, 2018 to all core teachers and will support teachers with engagement structures that promote academic discourse with students. Also on October 15, 2018 the Cypress Elementary Varying Exceptionality Teachers and the General Education Partnered Teachers they support will attend a district designed Collaborative Teaching Model professional development to improve team efficacy.Quarterly planning days will be provided to plan with literacy coach to design lessons to facilitate small group differentiated instruction in core academic classes, utilizing district formative assessment and fluid grouping of students to show mastery in a particular intervention. 3. The ELL task force lead by Cypress EES,Mrs. Duran,will conduct quarterly professional development in ELL strategies, accommodation interpretation and increase multicultural sensitivity and awareness. 4. Leadership team will monitor professional development efficacy through weekly walkthroughs with specific feedback to each teacher. In addition, the leadership team will conduct quarterly progress monitoring for each student by meeting with each core academic teacher and intervention paraprofessional.
Person Responsible	Randa Nicholson (randa.nicholson@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1.Effectiveness will be monitored walk through, informal and formal observation data. 2.School Stocktake Model will take place monthly to report progress to the Principal on the Area of Focus. 3.Principals will update Assistant Superintendent of Elementary Curriculum and Instruction during their monthly check-ins. 4.Principal will share and update the Chief of Staff and Assistant Superintendent of Elementary Curriculum and Instruction once a quarter on progress the Area of Focus through the School Stocktake Model.
Person Responsible	William Dwyer (william.dwyer@osceolaschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Some targets we have are to involve more parents in student achievement. With a Math, Reading and FCAT night, we hope to get parents involved in academic activities.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our Guidance Counselor and Social Worker forms group sessions for students with different social/emotional needs. They work closely with teachers and parents to assure all students needs are met. Selected groups meet weekly and in some cases more often depending on the needs of the individual child. The Guidance Counselor works closely with parents and teachers in the development and implementation of 504 plans for students. The MTSS team meets weekly, where teachers can discuss students in need of emotional/behavioral interventions. Teachers come to these meetings with the express intent to identify concerns and work closely with the MTSS coach to develop/ implement/ monitor plans for student success. Finally, Cypress is implementing student mentoring program. This program matches students, who are experiencing difficulty in the classroom for any reason, with a teacher as a trusted adult in the building to process and promote academic success.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Cypress has a kindergarten visit day for all in house pre-k students. We also hold a Kidergarden Round Up night to invite local Pre-K students and their parents to learn about Kindergarten's expectations. The Pre-K department also works with local Pre-K programs to ensure a successful transition. Outgoing 5th grade students meeting with feeder schools and discuss school culture, scheduling and planning. Monday meetings with all students reinforce school cultural expectations.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

We have weekly MTSS meeting where we discuss individual students needs and placement in the Tier's. We hold quarterly progress monitoring meetings with each teacher to discuss all children and make decisions based on data and discussion. We hold weekly meetings to discuss students who appear on our Early Warning Systems Report.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists

and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Planned multiple STEM nights and summer camps to provide students with skills and awareness needed to explore career and college fields related the sciences, mathematics and engineering.

Part V: Budget

Total:	\$6,000.00
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