

Orange County Public Schools

Magnolia



2015-16 School Improvement Plan

Magnolia

1900 MATTERHORNE DR, Orlando, FL 32818

www.ocps.net/lc/district/sma

School Demographics

| | | |
|--------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Combination | Yes | 100% |

| | | |
|-------------------------------|-----------------------|---|
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| Yes | No | 74% |

School Grades History

| | |
|--------------|----------------|
| Year | 2011-12 |
| Grade | F |

School Board Approval

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

SIP Authority and Template

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.

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, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 8 |
| 8-Step Planning and Problem Solving Implementation | 20 |
| Goals Summary | 20 |
| Goals Detail | 20 |
| Action Plan for Improvement | 25 |
| Appendix 1: Implementation Timeline | 31 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 32 |
| Professional Development Opportunities | 33 |
| Technical Assistance Items | 35 |
| Appendix 3: Budget to Support Goals | 0 |

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-------------------------------|
| Not In DA | 3 | Ella Thompson |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

School Mission:

All students will obtain their highest possible quality of life with the support and involvement of family, school, and community.

Provide the school's vision statement

School Vision:

We envision all students at Magnolia School achieving their maximum individual, social, and academic potential

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The staff at Magnolia School is committed to ensuring that each student achieves at the highest level possible. Staff members are trained and they are dedicated, but their outstanding attribute is their love for the special needs child and the extraordinary effort they make to meet their complex needs. We believe that it is our responsibility to get to know our students at different levels, not only academically, but personally and socially as well. At Magnolia, teachers and staff believe that building relationships creates a more learning-friendly environment. Understanding how the child operates allows teachers to further individualize their curriculum and find creative ways to help the student successfully grasp the material. The more we know about our students, the more we can build learning environments and curriculums that are going to work for them.

Teachers focus on building relationships with students by:

Setting expectations, enforcing classroom rules positively, consistently making an effort to learn who their students are outside of school, individualizing instruction, and using appropriate language in class to demonstrate that they care.

Teachers understand that relationships make a difference in the way students perform in school. They also make the process of giving students what they need in the classroom easier.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Magnolia School takes deliberate steps to create a positive school climates that can help prevent and change inappropriate behaviors. Such steps include training staff, engaging families and community partners, and deploying resources to help students develop the social, emotional, and conflict resolution skills needed to avoid and de-escalate problems. Targeting student supports also helps students address the underlying causes of misbehavior, such as trauma, substance abuse, and mental health issues.

The School:

1. We make certain staff/personnel are familiar with and follow student safety guidelines
 2. We monitor effectiveness and appropriateness of the safety plan
 3. We revisit the plan as needed
 4. We communicate and work with parents to resolve student issues to ensure his/her safety
 5. We promote on campus safety as an ongoing process
-

The Students:

1. Are reminded and encouraged to follow school/district policies as stated in the student code of conduct
2. With support and guidance from school staff follow the Student Safety Plan to ensure his/her own safety
3. With support and guidance follow safety protocols during emergency situations and practice drills

The Parents:

1. Are reminded and encouraged to follow the Code of Conduct
2. Encourage students to follow safety plan to ensure student's own safety
3. Encourage students to share concerns with trusted adults in his/her school family/team
4. Communicate and work with school to resolve student issues to ensure student's safety
5. Participate in the School Advisory Committee and provide input with regards to safety and school needs

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Statement of purpose

We believe the school community, including students, parents, teachers, administration, and the community, must work together to provide a safe supportive environment that promotes teaching and learning. We establish clear guidelines for academic and social behavior and use discipline in a positive, supportive, logical, and consistent manner.

Our program focuses on providing high-quality instruction and interventions matched to student needs using a multi tier system of supports and level of performance to make important instructional decisions. This multi-tier system of student supports involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, we begin with the identification of trends and patterns using school-wide data. Students who need instructional interventions beyond what is provided universally for behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. Collaborative efforts include lesson study, universal design for learning, PLC's, behavior tools, acquisition trials and continuous school improvement which are unified and accelerated by collaborative teaming resulting in increased student achievement.

All staff at Magnolia are trained in Professional Crisis Management strategies and Behavior Tools. These are positive approaches to behavior management that focus on verbal de-escalation strategies, acquisition skills training and reinforcing/focusing on the positive.

Intensive, Individualized Supports include:

Intensive interventions based on individual student needs. Students receiving interventions at this level are several grade levels behind and have cognitive impairments which impede learning. Progress monitoring occurs most often to ensure maximum acceleration of student progress.

Targeted, Supplemental Supports include:

Interventions that are based on data revealing students need more than core, universal instruction. Interventions and progress monitoring are targeted to specific skills to remediate or enrich, as appropriate and progress monitoring occurs more frequently to ensure that the intervention is working.

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

Magnolia has a full time guidance counselor and social worker to assist with social-emotional, academic and behavioral concerns that may arise for students. Our school guidance counselor and social worker work collaboratively to assist students in building productive work habits and help with conflict resolution, behavioral and academic strategies and overall support. The goal is to provide students with positive role modeling and experiences that promote individual growth and support in their daily lives. The guidance counselor and social worker determine needs for students on a referral basis either from teachers, administration, parents or as they see the need arise.

Students receive support and counseling services, either individually or in groups, which address relevant issues such as:

Conflict mediation

Problem solving support

Dropout prevention

Peer relationships

Progress or the lack of toward meeting goals

Social issues

School bullying issues

The school counselor and social worker also provides consultation services to parents and teachers.

In addition, they may refer students (and when needed, their families) to other outside programs/agencies for other resources or services such as: mental health counseling, financial assistance, exceptional education programs and services, ADP, vocational rehabilitation, in home behavioral services, etc.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The early warning intervention implementation process is aligned with the academic calendar and is implemented during the course of the school year. Specific steps are taken during defined periods, many recurring or continuous, so that the process of reviewing early warning data and identifying appropriate support strategies and interventions is timely and responsive to individual student needs. In the longer term, this process allows ongoing evaluation and revision to ensure maximum efficiency and efficacy.

A school based leadership team is composed of staff who have a diverse knowledge of students in the school. The team establishes meeting routines and common agendas and identifies one or more individuals responsible for compiling and gathering the data on a routine basis. Ongoing review of data is in area of attendance, behavior, grades, restraint reports, data collection by behavior techs on acquisition training, etc.

The goals are:

1. To gain an understanding of reasons individual and groups of students, are flagged at-risk, and identification of individual and common needs among groups.
2. To generate an inventory of supports and interventions available to students
3. To assign flagged students supports and interventions on the basis of data based needs
4. To be able to identify gaps in supports and interventions
5. To provide recommendations for school wide support strategies addressing the most common student needs.

Support resources and interventions are available but not systematically applied and their use is not well coordinated. Our long range goal is to introduce a more systemic approach where specific strategies are separated into a two or three tiered interventions based on the intensity of the interventions. It also provides guidance on how to monitor students in interventions by examining whether or not they begin to get back on track (no longer display indicators of risk).

Provide the following data related to the school's early warning system

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

| Indicator | Grade Level | | | | | | Total |
|---------------------------------|-------------|---|---|----|----|----|-------|
| | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 2 | 2 | 1 | 3 | 2 | 5 | 15 |
| One or more suspensions | 0 | 0 | 2 | 1 | 0 | 0 | 3 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | Total |
|--|-------------|----|-------|
| | 9 | 10 | |
| Students exhibiting two or more indicators | 1 | 1 | 2 |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

MTSSS is in place for all students identified at risk. Interventions we employ are based on data and research. We identify and implement the use of best practices for implementing intensive interventions to improve education practices for struggling students.

We focus on integrating strategies that support cognitive processes (e.g., self-regulation and memory) with academic instruction and aligning this instruction with learner needs. Specific strategies include:

Differentiating instructional delivery by making it more explicit and systematic, increasing opportunities for frequent feedback and progress monitoring, maximizing instructional time, reducing group size, probing needs to include a plan for social skills, behavior skills training and/or if necessary an individualized formal plan to reduce problem behavior which impedes learning and increase compliance and acquisition skills identified by the plan.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/54484>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

See PIP attached

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

| Name | Title |
|-------------------|---------------------|
| Calio, Denise | Assistant Principal |
| Oldroyd, W.Thomas | Principal |
| Lee, Wendy | Assistant Principal |

Duties

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

Names and position titles of the School-Based Leadership Team (SBLT)

Name Title

Denise Calio Assistant Principal

Tom Oldroyd Principal

Wendy Lee Assistant Principal

Kim Bagley Behavior Analyst

Liz Addeo Behavior Specialist

Lisa Rodenberry Transition Support Teacher

Alida Hicks CRT

Telesha Jones CRT

Cynthia Hughes Social Worker

Beth Berger Guidance Counselor

Andrea Hogan Communication Resource Teacher

Lisa Osieja Behavior Specialist

Trey Stockard Behavior Specialist

Alia Lee Placement Specialist

John Barnett Placement Specialist

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

The school-based MTSS leadership team will focus meetings on the development and maintenance of a problem-solving system to bring out the best in all Magnolia schools teachers, its students and the school

community. The MTSS leadership team meets once weekly to collaborate, problem solve, share effective

practices and strategies, evaluate implementation and fidelity of implementation, make data based

decisions, and practice new processes and skills that are based on current data and observations. The team facilitates the process of building consensus, increasing infrastructure, and making decisions about implementation.

Title I funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality instruction, parental engagement, and professional development for student achievement. Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Communications, Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I funds to ensure that they supplement rather than supplant other funds available to the school.

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|------------------|----------------------------|
| Carmen Olmeda | Parent |
| Denise Calio | Principal |
| Thomas Oldroyd | Principal |
| Alida Hicks | Teacher |
| Helen Zimmerman | Parent |
| Lori Aach | Parent |
| Susan Best | Parent |
| Cynthia Hughes | Teacher |
| Carmen Olmeda | Parent |
| Laurie Sutherlin | Parent |
| Beth Berger | Teacher |
| Amanda Nash | Education Support Employee |
| Ana Jeffries | Business/Community |
| Cheri Greij | Parent |
| Andrea Hogan | Teacher |
| Elethia Daley | Business/Community |
| Wendy Lee | Principal |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Funds will be allocated for the developing and implementing of activities in the school improvement plan.

Such funds shall include those funds appropriated for the purpose of school improvement pursuant to Section 24.121(5)(c), F.S." The funds will be used on programs/projects selected by the SAC from the SAC retreat and will not be used for capital improvements or any project/program that has a duration of more than one year. The SAC committee will decide whether or not a program/project formerly funded with school improvement funds will receive funds in a subsequent year based on need and

outcomes.

Funds will be used on projects related to campus safety, student achievement, community involvement, and parental support. These funds will be used for professional development needs, instructional materials, safety concerns and/or enhancements that will directly benefit students and identified outcomes in each subsequent grade level.

Development of this school improvement plan

The SIP serves as Magnolia school's statement of work. It is the blueprint we use to organize and plan strategies focused on maximizing continuous improvement, increasing student achievement, and closing the achievement gap. The SAC is an integral part of developing the plan using needs assessment results to address budget, training, instructional materials, technology, staffing, student support services, specific school safety, discipline strategies, student health and fitness, parental information on student health/fitness, and indoor environmental air quality.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Funds will be allocated for the developing and implementing activities in the school improvement plan.

Such funds shall include those funds appropriated for the purpose of school improvement pursuant to Section 24.121(5)(c), F.S." The funds will be used on programs/projects selected by the SAC from the SAC retreat and will not be used for capital improvements or any project/program that has a duration of more than one year. The SAC committee will decide whether or not a program/project formerly funded with school improvement funds will receive funds in a subsequent year based on need and outcomes.

Funds will be used on projects related to campus safety, student achievement, community involvement, and parental support. These funds will be used for professional development needs, instructional materials, safety concerns and/or enhancements that will directly benefit students and identified outcomes in each subsequent grade level.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

| Name | Title |
|------------|---------------------|
| Lee, Wendy | Assistant Principal |

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team creates capacity of reading knowledge by focusing on the following areas:

- Support for text complexity and reading as a school wide integrated process
- Support for instructional skills to improve comprehension and increase communication
- Ensuring that complexity, along with reading in the content area, is central to lessons

Providing scaffolding that does not preempt or replace additional reading by students
 Developing and asking text dependent questions from a range of question types
 Emphasizing students supporting their answers based upon evidence from the passage
 Providing extensive research and writing opportunities (claims and evidence)
 Support for implementation of Common Core State Standards for Literacy in all subject areas
 Magnolia Schools literacy team meets monthly to collaborate, develop and review activities as well as analyze student data in order to determine enrichment and/or interventions using MTSS.
 Major initiatives of the team this year include:
 Incorporating quarterly themes for all groups through literacy activities in the form of theme days, drop everything and read initiative, contests which support healthy competition among students and supports literacy (i.e. poems, essays, plays, performances), developing monthly vocabulary words with sign language and pictorial support, reading as a school wide culture in all subject areas at all levels, support for instructional strategies to improve reading, and support for implementation of Common Core Standards.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Collaboration between teachers is a powerful tool for professional development and a driver for school improvement. Teams of teachers that meet regularly and collaborate on lesson planning and instructional strategies as a professional learning community are created. Teachers are trained and supported by administrators on the purpose and function of PLC's. Magnolia provides opportunities for all teachers to learn and think together about how to improve their practice in ways that lead to improved student achievement. Recognizing the value of this activity, we have adapted teacher schedules to ensure that they have time to collaborate through team meetings and lesson study, in which teachers collaboratively plan, observe, and analyze classroom lessons; or other professional development. Magnolia's implementation of PLC and lesson study teams began with collaborative groups establishing standard operating procedures and written group norms. In order to keep the groups focused on best practices we used discussion protocols. This valuable tool was used to structure conversations that identify how talk time will be allotted to achieve specific aims, such as answering focus questions, presenting context, formulating clarifying or probing questions, or listening to and reflecting on feedback. All teachers will be involved in professional development on reading strategies for their specific content area. Teachers are encouraged to work toward their reading endorsement. Reading teachers are members of a professional learning community and assist with reading strategies to integrate into all subject areas as part of their collaborative planning.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We offer mentor support to help support not only new teachers, but those new to our building and new to grade level. We continually offer/advertise professional development for further clarification for all staff. We have a new teacher induction program that is ongoing throughout the school year.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

A Mentee is assigned to a class with ASD/IND/ESE students and mentor has prior experience with similar students and knowledge of Appropriate curriculum. Magnolia school teachers are assigned as mentors to provide assistance and professional support to teachers entering the profession and to improve the performance of experienced teachers who are not performing at an acceptable level. The reality of work in a classroom requires applying theoretical knowledge, developing effective

instructional strategies, meeting individual student's needs, incorporating changing curriculum frameworks, developing high stakes assessment, integrating emerging technology, and remaining sensitive to societal issues - may be one of the most challenging transitions faced by teachers in their entire professional careers. They will need the support of experienced and highly effective educators to ensure their success.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Curriculum pacing guides (focus calendars) are created by a summer writing team, whole and small group instruction implementation is identified in every lesson plan, classroom essential elements checklist is used to determine appropriate use of materials and environmental settings, mini professional developments and assessment results are utilized by PLC members to determine effectiveness with implementation and mastery of standards.

Instructional resources are reinforced with supplemental instructional materials such as Unique Learning Systems and are coupled with frequent progress monitoring employing the following strategies:

Florida Continuous Improvement Model of Plan, Do, Check, and Act, Discreet Trial Training, Error-less Teaching, and Gradual Release is supported by frequent and relevant reinforcement. Individual work systems with meaningful work and peer collaboration are also used.

Fidelity with implementation is monitored through use of materials, results through common assessments, PLC meetings, technology integration, instructional support staff, classroom walk observations, mini professional development opportunities, task analysis, IEP results and feedback from teacher leaders, SAC members and district support personnel.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is disaggregated by grade level and by specific classroom. Data chats take place monthly where teachers identify specific progress monitoring tools used for instructional decisions. Teachers differentiate instruction using the individual MTSS to meet each students needs. All classrooms have small group settings at 3:1 ratio and students use picture schedules and a picture communication system to indicate understanding of content.

Teachers also use data related to the individual students IEP goals in the area of academic, social emotional, independent functioning, communication and vocational training.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 305

All students at Magnolia are eligible for our summer extended school year. The purpose is to enhance education and knowledge acquired throughout the year. All students in Magnolia School have exceptional needs and are significantly below grade level. The extended school year is provided to continue the learning process and close the achievement gap between them and their non disabled peers.

The following staff are responsible for monitoring and supporting the success of this extended school year:

Resource staff, classroom teachers, administration, behavior team

Strategy Rationale

Strategy Purpose(s)

Instruction in core academic subjects

Enrichment activities that contribute to a well-rounded education

Teacher collaboration, planning and professional development

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Calio, Denise, denise.calio@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data that is collected includes:

Weekly grades, common assessments, IEP goal data and graphs, behavior data and feedback from professional development opportunities.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and information from feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. Successful implementation can increase support for student success and allow for a successful transition into post secondary programs and or return to students zoned school.

College and Career Readiness

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

The Bridges program focuses on skills in the area of academic/educational development, career development and personal social development. Within the program students level and abilities vary from participatory to independent.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

We work with students, families and transition teams to identify those individuals' interests, skills and abilities to become as independent and successful as possible once leaving Magnolia. What makes this program particularly effective is that the participating students spend their final years in school focusing on functional living and employment skills.

Vocational training sites currently in place are Girl Scouts of Citrus, Goodwill, Second Harvest, Bill Frederick Park, YMCA, SPCA, Quest North, Publix Supermarket, Quest South, Primrose and Embassy Suites hotel. Students working in the on campus commercial kitchen program will earn a basic food certification at the completion of the course.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Generally, multiple career experiences are available within the program. Students rotate through a number of different skill specific areas throughout their final years to explore possible career choice, develop appropriate work habits and behaviors and increase academic and social skills for increased independence. This unique school-to-work experience allows total workplace immersion and, consequently, provides a seamless combination of classroom instruction, career exploration, and on-the-job training and support which is research based and proven effective.

These real life experiences, combined with training in employability and independent living skills, will provide young adults optimal opportunities for a successful transition from school to work and a productive adult life.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All students in the post graduate program will participate in an on/or off campus vocational work program. Students in the post graduate program will show 80% gains in mastery of vocational benchmarks as measured by OCPS CBVE Student Assessment Rubric.
- G2.** To support academic improvement in Reading and Mathematics by increasing use of differentiated instruction, technology integration and maintaining low student-teacher ratios (3:1). If we increase students' comprehension of Florida Standards Access Points (FSAP) through the use of the research based gradual release model, than 53% of the students will score at proficiency on the Florida Alternate Assessment.
- G3.** Improve growth and achievement among ESE students, professional practice among staff, and community and climate for all. We hope to increase our ability to use data to inform practice in order to design and implement interventions to help our learners. In addition, increased focus on climate, for both students and adults, will lead to a positive educational environment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All students in the post graduate program will participate in an on/or off campus vocational work program. Students in the post graduate program will show 80% gains in mastery of vocational benchmarks as measured by OCPS CBVE Student Assessment Rubric. 1a

G073215

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| Effective Teachers (Performance Rating) | 94.0 |
| Discipline incidents | 1.0 |
| Attendance Below 90% Grade 12 | 6.0 |

Resources Available to Support the Goal 2

- Partners in Education - CBVE opportunities
- Parent and community volunteers
- Transition teacher and program assistant/job coach in all classrooms
- Funds allocated to purchase items needed to expand the on campus vocational program
- Behavior tech support in identified classrooms

Targeted Barriers to Achieving the Goal 3

- Students attend Magnolia from all over the district which makes it difficult for parents to attend meetings and training opportunities on campus, community resources are limited and sheltered workshops are less likely to have space available for students after leaving school. Many of the students have behaviors which impedes their learning and limits opportunities for off campus vocational education.

Plan to Monitor Progress Toward G1. 8

Data from iobservation, common assessments, work maturity skills checklist, task analysis and observational data by job coach and classroom teacher, parent involvement data monitored though sign in sheets and surveys.

Person Responsible

Denise Calio

Schedule

Daily, from 9/1/2015 to 5/15/2016

Evidence of Completion

Data and graphs from WMS checklist, IEP goal data, behavior data, grades and assessment results.

G2. To support academic improvement in Reading and Mathematics by increasing use of differentiated instruction, technology integration and maintaining low student-teacher ratios (3:1). If we increase students' comprehension of Florida Standards Access Points (FSAP) through the use of the research based gradual release model, than 53% of the students will score at proficiency on the Florida Alternate Assessment. 1a

G073216

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| AMO Reading - All Students | 59.0 |
| AMO Math - All Students | 59.0 |
| Effective Teachers (Performance Rating) | 94.0 |
| AMO Math - Hispanic | 54.0 |
| AMO Reading - Hispanic | 57.0 |

Resources Available to Support the Goal 2

- Budgetary support for materials, technology needs and professional development opportunities Funds for augmenting PD and resources Literacy plan that outlines reading strategies, school-wide reading programs, and resources Teachers, parents and community members willing to dedicate teaching time. Print rich environments Frequent progress monitoring Media specialist and clerk to support and create programs for students to increase reading skills
- Boardmaker software updates on all computers, instructional materials in every classroom to support adherence to pacing guide, smartboards in all classrooms, assistive technology to increase opportunities and allow alternative ways of responding,

Targeted Barriers to Achieving the Goal 3

- Students at Magnolia are challenged with severe behavior problems which impedes their learning and the learning of others as well as a population of students with intensive medical needs which includes tube fed, frequent seizures and low levels of cognition.

Plan to Monitor Progress Toward G2. 8

Student progress results, follow up to training, data from assessments, iobservation, state of the classroom meeting notes and weekly RTI leadership meetings to ensure staff is implementing and assessing strategies taught through professional development provided.

Person Responsible

Denise Calio

Schedule

Monthly, from 10/1/2015 to 6/1/2016

Evidence of Completion

FAA practice test results, data from previous assessments, logs, common assessments, iobservation, IEP data, etc.

G3. Improve growth and achievement among ESE students, professional practice among staff, and community and climate for all. We hope to increase our ability to use data to inform practice in order to design and implement interventions to help our learners. In addition, increased focus on climate, for both students and adults, will lead to a positive educational environment. 1a

G073217

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------------|---------------|
| 4-Year Grad Rate (At-Risk) | 90.0 |
| FAA Reading Proficiency | 53.0 |
| FAA Mathematics Achievement | 51.0 |

Resources Available to Support the Goal 2

- Differentiated professional development
- Smart boards in every classroom
- Focus calendar for each subject area
- Support that is ongoing from CRT and behavior staff
- guidance and social worker on campus for ongoing support and assistance
- Feedback from iobservation

Targeted Barriers to Achieving the Goal 3

- Student behavior impedes learning and low cognitive abilities creates unique challenges
- Lack of fidelity with implementation of effective instructional strategies

Plan to Monitor Progress Toward G3. 8

Data collection includes: monthly progress monitoring, FAA practice tests, common grade level assessments, IEP goals, work maturity skills checklist and Marzano iobservation data.

Person Responsible

Denise Calio

Schedule

Monthly, from 8/25/2015 to 6/1/2016

Evidence of Completion

Teacher teams analyze summative and formative common assessment data and use the data to adjust practice and identify and/or implement appropriate differentiated interventions. Analyze data to identify students not meeting outcome benchmarks; identify “student learning issues” so as to identify appropriate intervention and adjust instructional practice to improve student achievement. A Program assistant is assigned the responsibility of monitoring IEP data collection on a monthly basis. Data chats will occur with each teacher by team to discuss areas of strength and weakness, instructional strategies and needed interventions to increase mastery for each student and targeted subgroups.

Plan to Monitor Progress Toward G3. 8

Data will be collected by behavior techs while they are in the assigned classroom working with students and staff on acquisition skills. This data will be collected graphed and analyzed monthly with each behavior specialist. Data will also be reviewed and discussed as part of a problem solving team that meets twice a month with the leadership team to identify root causes and possible solutions.

Person Responsible

Denise Calio

Schedule

Monthly, from 8/18/2015 to 5/1/2016

Evidence of Completion

IEP data and graphs, formal plan data and data collected by the behavior tech for each classroom visit.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. All students in the post graduate program will participate in an on/or off campus vocational work program. Students in the post graduate program will show 80% gains in mastery of vocational benchmarks as measured by OCPS CBVE Student Assessment Rubric. **1**

 G073215

G1.B1 Students attend Magnolia from all over the district which makes it difficult for parents to attend meetings and training opportunities on campus, community resources are limited and sheltered workshops are less likely to have space available for students after leaving school. Many of the students have behaviors which impedes their learning and limits opportunities for off campus vocational education. **2**

 B191280

G1.B1.S1 Ensure low student teacher ratios in each classroom, positive behavior support for all students utilizing behavior tools training and frequent monitoring through formal and informal observations. Involve parents in relevant school based training opportunities and have frequent celebrations in which students are recognized and parents are invited. **4**

 S202749

Strategy Rationale

Intensive focus can be placed on learning goals targeted for post school success and increased awareness and involvement from parents/guardians

Action Step 1 **5**

Leadership team will meet regularly to review class list and make adjustments if necessary to maintain a 3:1 ratio and teachers will be given regular feedback through i observation as to suggested improvements and areas of strength that are working well.

Person Responsible

Lisa Rodenberry

Schedule

Biweekly, from 9/22/2015 to 5/29/2016

Evidence of Completion

Sign in sheets, training records and final assessments from training

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Data collected from Training, iobservation, behavior tech and behavior specialists and notes from bi weekly leadership meeting.

Person Responsible

Denise Calio

Schedule

Biweekly, from 9/22/2015 to 5/29/2016

Evidence of Completion

Results from IEP data, behavior data, behavior tools training report, admin meeting notes and iobservation data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Data will be collected daily by behavior techs for identified classrooms, behavior analyst will report on restraint and training of staff for behavior tools and admin will monitor i observation data

Person Responsible

Denise Calio

Schedule

Biweekly, from 9/22/2015 to 5/29/2016

Evidence of Completion

Behavior tools and PCM reports, monthly graphs for IEP goals, restraints, and data reports from techs monitoring forms

G2. To support academic improvement in Reading and Mathematics by increasing use of differentiated instruction, technology integration and maintaining low student-teacher ratios (3:1). If we increase students' comprehension of Florida Standards Access Points (FSAP) through the use of the research based gradual release model, than 53% of the students will score at proficiency on the Florida Alternate Assessment. 1

G073216

G2.B1 Students at Magnolia are challenged with severe behavior problems which impedes their learning and the learning of others as well as a population of students with intensive medical needs which includes tube fed, frequent seizures and low levels of cognition. 2

B191281

G2.B1.S1 Disaggregate data to identify which students in each class are hispanic and increase interventions to help close the gap between them and other students identified with SWD that are struggling 4

S202750

Strategy Rationale

Students are mostly non verbal and identifying there barriers that may be cultural and or native language related will allow us to employ additional strategies which are culturally relevant to the different populations of students we serve at Magnolia school

Action Step 1 5

Gather data over a period of time and over several years by student, ethnicity, teacher, and grade level.

Person Responsible

Denise Calio

Schedule

Monthly, from 9/22/2015 to 5/25/2016

Evidence of Completion

Use of technology in lesson planning, PLC mini professional development opportunities and school based professional development opportunities that are differentiated to meet the needs of all learners

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom evaluation data from i observation, notes from PLC meetings, team meeting notes, observation data, results from common and state assessments, etc.

Person Responsible

Denise Calio

Schedule

Quarterly, from 9/22/2015 to 5/25/2016

Evidence of Completion

Meeting notes, professional development calendars and sign in sheets, lesson plan checks, and data collected by teachers.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Person Responsible

Schedule

Evidence of Completion

G3. Improve growth and achievement among ESE students, professional practice among staff, and community and climate for all. We hope to increase our ability to use data to inform practice in order to design and implement interventions to help our learners. In addition, increased focus on climate, for both students and adults, will lead to a positive educational environment. 1

G073217

G3.B1 Student behavior impedes learning and low cognitive abilities creates unique challenges 2

B191282

G3.B1.S1 Use of behavior tools and professional crisis management for deescalation strategies and positive behavior support is necessary. 4

S202751

Strategy Rationale

Every staff needs the training to develop the knowledge and skills to provide safety and identify precursors to crisis situations. This will decrease negative behaviors targeted for decrease and increase compliance which will allow the teacher to focus on instruction and maximize learning opportunities.

Action Step 1 5

Training in PCM and Behavior tools

Person Responsible

Denise Calio

Schedule

Monthly, from 8/18/2015 to 5/1/2016

Evidence of Completion

Staff training completion list including staff that need to be retrained and staff that have successfully passed. This list will be kept up to date and monitored throughout the school year to ensure newly appointed teachers and classified staff receive the necessary training in the identified areas

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Data will be monitored to ensure all current staff are trained and all new staff are included in upcoming trainings throughout the school year.

Person Responsible

Liz Addeo

Schedule

Monthly, from 10/1/2015 to 3/1/2016

Evidence of Completion

Test results from PCM website and Behavior tools will monitor results through database system

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Behavior techs are assigned zones and classrooms to monitor correct implementation of strategies and teaching students acquisition skills targeted for increase.

Person Responsible

Denise Calio

Schedule

Weekly, from 10/1/2015 to 3/6/2016

Evidence of Completion

Data will be collected daily by all behavior techs. Data includes: Staff trained, modeling of implementation and observing of classroom staff implementing strategies correctly.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Monthly data chats with administration and the behavior team, bi weekly MTSS meetings, weekly PLC meetings with the behavior team and ongoing dialogue with team members for needed interventions.

Person Responsible

Denise Calio

Schedule

Weekly, from 8/25/2015 to 6/1/2016

Evidence of Completion

Discipline referrals, restraint reports/data, meeting notes, behavior logs, etc.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|--------------|--|------------------|-------------------------------|---|------------------------|
| G1.B1.S1.A1 | Leadership team will meet regularly to review class list and make adjustments if necessary to maintain a 3:1 ratio and teachers will be given regular feedback through i observation as to suggested improvements and areas of strength that are working well. | Rodenberry, Lisa | 9/22/2015 | Sign in sheets, training records and final assessments from training | 5/29/2016 biweekly |
| G2.B1.S1.A1 | Gather data over a period of time and over several years by student, ethnicity, teacher, and grade level. | Calio, Denise | 9/22/2015 | Use of technology in lesson planning, PLC mini professional development opportunities and school based professional development opportunities that are differentiated to meet the needs of all learners | 5/25/2016 monthly |
| G3.B1.S1.A1 | Training in PCM and Behavior tools | Calio, Denise | 8/18/2015 | Staff training completion list including staff that need to be retrained and staff that have successfully passed. This list will be kept up to date and monitored throughout the school year to ensure newly appointed teachers and classified staff receive the necessary training in the identified areas | 5/1/2016 monthly |
| G1.MA1 | Data from iobservation, common assessments, work maturity skills checklist, task analysis and observational data by job coach and classroom teacher, parent involvement data monitored though sign in sheets and surveys. | Calio, Denise | 9/1/2015 | Data and graphs from WMS checklist, IEP goal data, behavior data, grades and assessment results. | 5/15/2016 daily |
| G1.B1.S1.MA1 | Data will be collected daily by behavior techs for identified classrooms, behavior analyst will report on restraint and training of staff for behavior tools and admin will monitor i observation data | Calio, Denise | 9/22/2015 | Behavior tools and PCM reports, monthly graphs for IEP goals, restraints, and data reports from techs monitoring forms | 5/29/2016 biweekly |
| G1.B1.S1.MA1 | Data collected from Training, iobservation, behavior tech and behavior specialists and notes from bi weekly leadership meeting. | Calio, Denise | 9/22/2015 | Results from IEP data, behavior data, behavior tools training report, admin meeting notes and iobservation data | 5/29/2016 biweekly |
| G2.MA1 | Student progress results, follow up to training, data from assessments, iobservation, state of the classroom meeting notes and weekly RTI leadership meetings to ensure staff is implementing and assessing strategies taught through professional development provided. | Calio, Denise | 10/1/2015 | FAA practice test results, data from previous assessments, logs, common assessments, iobservation, IEP data, etc. | 6/1/2016 monthly |
| G2.B1.S1.MA1 | [no content entered] | | | one-time | |
| G2.B1.S1.MA1 | Classroom evaluation data from i observation, notes from PLC meetings, team meeting notes, observation data, results from common and state assessments, etc. | Calio, Denise | 9/22/2015 | Meeting notes, professional development calendars and sign in sheets, lesson plan checks, and data collected by teachers. | 5/25/2016 quarterly |
| G3.MA1 | Data collection includes: monthly progress monitoring, FAA practice tests, common grade laevel assessments, IEP goals, work maturity skills checklist and Marzano iobservation data. | Calio, Denise | 8/25/2015 | Teacher teams analyze summative and formative common assessment data and use the data to adjust practice and identify and/or implement appropriate differentiated interventions Analyze data to identify students not meeting outcome benchmarks; identify "student | 6/1/2016 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|---------------|-------------------------------|---|---------------------|
| | | | | learning issues" so as to identify appropriate intervention and adjust instructional practice to improve student achievement A Program assistant is assigned the responsibility of monitoring IEP data collection on a monthly basis. Data chats will occur with each teacher by team to discuss areas of strength and weakness, instructional strategies and needed interventions to increase mastery for each student and targeted subgroups. | |
| G3.MA2 | Data will be collected by behavior techs while they are in the assigned classroom working with students and staff on acquisition skills. This data will be collected graphed and analyzed monthly with each behavior specialist. Data will also be reviewed and discussed as part of a problem solving team that meets twice a month with the leadership team to identify root causes and possible solutions. | Calio, Denise | 8/18/2015 | IEP data and graphs, formal plan data and data collected by the behavior tech for each classroom visit. | 5/1/2016 monthly |
| G3.B1.S1.MA1 | Monthly data chats with administration and the behavior team, bi weekly MTSS meetings, weekly PLC meetings with the behavior team and ongoing dialogue with team members for needed interventions. | Calio, Denise | 8/25/2015 | Discipline referrals, restraint reports/ data, meeting notes, behavior logs, etc. | 6/1/2016 weekly |
| G3.B1.S1.MA1 | Data will be monitored to ensure all current staff are trained and all new staff are included in upcoming trainings throughout the school year. | Addeo, Liz | 10/1/2015 | Test results from PCM website and Behavior tools will monitor results through database system | 3/1/2016 monthly |
| G3.B1.S1.MA2 | Behavior techs are assigned zones and classrooms to monitor correct implementation of strategies and teaching students acquisition skills targeted for increase. | Calio, Denise | 10/1/2015 | Data will be collected daily by all behavior techs. Data includes: Staff trained, modeling of implementation and observing of classroom staff implementing strategies correctly. | 3/6/2016 weekly |

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All students in the post graduate program will participate in an on/or off campus vocational work program. Students in the post graduate program will show 80% gains in mastery of vocational benchmarks as measured by OCPS CBVE Student Assessment Rubric.

G1.B1 Students attend Magnolia from all over the district which makes it difficult for parents to attend meetings and training opportunities on campus, community resources are limited and sheltered workshops are less likely to have space available for students after leaving school. Many of the students have behaviors which impedes their learning and limits opportunities for off campus vocational education.

G1.B1.S1 Ensure low student teacher ratios in each classroom, positive behavior support for all students utilizing behavior tools training and frequent monitoring through formal and informal observations. Involve parents in relevant school based training opportunities and have frequent celebrations in which students are recognized and parents are invited.

PD Opportunity 1

Leadership team will meet regularly to review class list and make adjustments if necessary to maintain a 3:1 ratio and teachers will be given regular feedback through i observation as to suggested improvements and areas of strength that are working well.

Facilitator

Behavior Specialist, Resource staff, administration, leadership team and classroom teachers

Participants

Magnolia staff

Schedule

Biweekly, from 9/22/2015 to 5/29/2016

G3. Improve growth and achievement among ESE students, professional practice among staff, and community and climate for all. We hope to increase our ability to use data to inform practice in order to design and implement interventions to help our learners. In addition, increased focus on climate, for both students and adults, will lead to a positive educational environment.

G3.B1 Student behavior impedes learning and low cognitive abilities creates unique challenges

G3.B1.S1 Use of behavior tools and professional crisis management for deescalation strategies and positive behavior support is necessary.

PD Opportunity 1

Training in PCM and Behavior tools

Facilitator

Behavior specialist, Behavior analyst

Participants

Magnolia teachers, paraprofessionals, program assistants and resource staff

Schedule

Monthly, from 8/18/2015 to 5/1/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. To support academic improvement in Reading and Mathematics by increasing use of differentiated instruction, technology integration and maintaining low student-teacher ratios (3:1). If we increase students' comprehension of Florida Standards Access Points (FSAP) through the use of the research based gradual release model, than 53% of the students will score at proficiency on the Florida Alternate Assessment.

G2.B1 Students at Magnolia are challenged with severe behavior problems which impedes their learning and the learning of others as well as a population of students with intensive medical needs which includes tube fed, frequent seizures and low levels of cognition.

G2.B1.S1 Disaggregate data to identify which students in each class are hispanic and increase interventions to help close the gap between them and other students identified with SWD that are struggling

PD Opportunity 1

Gather data over a period of time and over several years by student, ethnicity, teacher, and grade level.

Facilitator

Curriculum Resource Teachers, front office staff, classroom teachers and use of IMS and SMS for data collect

Participants

classroom teachers, paraprofessionals

Schedule

Monthly, from 9/22/2015 to 5/25/2016

Budget

| Budget Data | | | | | | |
|--------------------|--------------------|---|---------------|--------------------------|-----|---------------|
| 1 | G1.B1.S1.A1 | Leadership team will meet regularly to review class list and make adjustments if necessary to maintain a 3:1 ratio and teachers will be given regular feedback through i observation as to suggested improvements and areas of strength that are working well. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | School Improvement Funds | | \$0.00 |
| 2 | G2.B1.S1.A1 | Gather data over a period of time and over several years by student, ethnicity, teacher, and grade level. | | | | \$0.00 |

| Budget Data | | | | | | | |
|--------------------|--------------------|---|---|--------------------------|---------------|-------------------|-------------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 | |
| | | | District-Wide | School Improvement Funds | | \$0.00 | |
| | | | <i>Notes: Professional development funds allocated for trainings and certification in the areas identified.</i> | | | | |
| 3 | G3.B1.S1.A1 | Training in PCM and Behavior tools | | | | | \$1,700.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 | |
| | | | 1561 - Magnolia | School Improvement Funds | | \$1,700.00 | |
| | | | | | Total: | \$1,700.00 | |