

2013-2014 SCHOOL IMPROVEMENT PLAN

Magnolia
1900 MATTERHORNE DR
Orlando, FL 32818
407-296-6499

School Demographics

School Type Combination School	Title I No	Free and Reduced Lunch Rate <i>[Data Not Available]</i>
Alternative/ESE Center No	Charter School No	Minority Rate <i>[Data Not Available]</i>

School Grades History

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Magnolia

Principal

W Thomas Oldroyd

School Advisory Council chair

Dorries Shirley

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
Tim Freund	Behavior Specialist
Lisa Osieja	Behavior Specialist
Trey Stockard	Behavior Specialist
Alia Lee	Placement Specialist
John Barnett	Placement Specialist

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The principal and assistant principal are members of SAC. The SAC is composed of an appropriately balanced number of teachers, support staff, students, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. The TOY and SPOY are members of SAC as well as several parents, teachers, community members serving as the chair, co chair, secretary and treasurer.

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

Meet the first Friday of each Month to discuss educational programs at the school.

Projected use of school improvement funds, including the amount allocated to 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.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

W Thomas Oldroyd

Principal	Years as Administrator: 13	Years at Current School: 19
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Credentials

Masters Degree in Organizational Psychology
Masters Degree in Educational Leadership
Principal K-12 Certification

Performance Record

Denise Calio

Asst Principal	Years as Administrator: 4	Years at Current School: 8
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Credentials

B.S. Hospitality Management
M.S. Administrative/Educational Leadership
Specialist Degree in Exceptional Ed Leadership

Performance Record

Effective

Wendy Lee

Asst Principal	Years as Administrator: 6	Years at Current School: 6
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Credentials

Specialist degree in Educational Leadership
ESE, ESOL and reading endorsed

Performance Record

Effective

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Teleshia Jones

Part-time / District-based	Years as Coach: 1	Years at Current School: 4
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Areas

Mathematics, Science

Credentials

Masters Degree in Exceptional Education, certified as ESE,
Elementary ed

Performance Record

Effective ratings for performance, Promoted to CRT for history of showing student gains while maintaining strong classroom management skills.

Alida Hicks		
Part-time / District-based	Years as Coach: 2	Years at Current School: 7
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	BS in Exceptional Ed and a proven history of effectively teaching students with disabilities while maintaining strong classroom management skills.	
Performance Record	Effective	

Classroom Teachers

# of classroom teachers	25
# receiving effective rating or higher	23, 92%
# Highly Qualified Teachers	100%
# certified in-field	25, 100%
# ESOL endorsed	3, 12%
# reading endorsed	4, 16%
# with advanced degrees	6, 24%
# National Board Certified	3, 12%
# first-year teachers	3, 12%
# with 1-5 years of experience	6, 24%
# with 6-14 years of experience	10, 40%
# with 15 or more years of experience	6, 24%

Education Paraprofessionals

# of paraprofessionals	34
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Highly Qualified

34, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

35

receiving effective rating or higher

33, 94%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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 public school 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Review all formal plans monthly and report progress at bi weekly MTSS meetings. Review progress monitoring data at the individual student level to identify students who are meeting/exceeding benchmarks and students at moderate or high risk for not meeting benchmarks. Based on the above information, the team will identify professional development (Behavior Tools/Professional Crisis Management) needs and available resources.

The team will collaborate regularly using a problem solving model, share effective practices, evaluate implementation, make decisions based on data, and practice new processes and skills. Members of the behavior team, Administrative team and resource staff will work together to document classroom training

for individual staff members. The leadership team will facilitate the process of increasing infrastructure and making decisions about implementation. Discuss trends in observations, data collection, discipline referrals, and utilize data along with staff input to determine interventions. Magnolia will utilize Title I staff to support intervention activities (remedial and extension).

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The MTSS Leadership Team meets weekly (through Behavior Meetings or Admin/Resource meetings to provide input on the School Improvement Plan. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; and positive supports that need to be developed. The team develops monthly focus calendars for all classrooms (Rigor, Relevance, and Relationship). A team of trained evaluators regularly conduct classroom observations and provide feedback to teachers on scientifically based instructional strategies and best practices. Written protocols were developed to help staff with student behavior. Principal(Oldroyd), Assistant Principals(Calio and Lee), Behavior Specialists/Analyst (behavior referrals ESE, transportation, classroom support, restraint and behavior tools), Social Worker(Hughes), Educational Diagnosticians (Barnett and Lee), MTSS/ instructional coaches (Hicks and Jones: Data manager, classroom support, coaching, modeling), Guidance Counselor(academic scheduling, progress reports, group counseling, student achievement recognition's), Communication Specialist (Hogan) and Transition Resource Teacher(Rodenberry).

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

We review and revise processes and procedures for tier 1, 2 & 3 based on data, observations, and teacher referrals. We monitor Tier I effectiveness through classroom observations, Marzano strategies and data review. We review students receiving tier 2 & 3 support and suggest additional interventions. We utilize ongoing progress monitoring data to make data based decisions.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data sources and management systems we use include: Instructional Management Systems, Progress Book, Student Management Systems, student academic and behavior graphs (IEP Data), and student behavior data, Florida Alternate Assessment practice tests, unit assessments, transition assessments, common assessments and formative assessments to determine if our focus is at a Tier 1 level or falls in the tier 2 or 3 level. In addition we utilize classroom observation data to assure supports are being implemented with fidelity.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during teachers' common planning time, one Wednesday every month (early release day) and small sessions will occur throughout the year in Professional Learning Community's. The MTSS team will evaluate addition staff professional development needs during the weekly MTSS Leadership Team meetings. During Staff meetings, data will be shared on student progress (Transportation, Formal Plans, etc.) Each teacher will develop a tiered intervention model for the classroom and for each individual student. Behavior tools will be used to address the behavioral component. Our Multi-tier support system is a service model integrated in instruction and behavior where levels of interventions are incorporated to meet the needs of all learners, at all levels, and all ranges from whole group, to more individualized support, based on student needs. Teachers use the progressive models from the FAA that includes supported, participatory and independent, combined with tiers for behavior that include a functional behavior assessment, social skills plan, and a formal

behavior plan. The tiers used in the continuum represent the increasingly intense interventions that support increased levels of student support. The fidelity of MTSS is monitored through collecting, graphing and charting data into visual displays, the delivery of instruction, and oversight of the implementation of which screening and monitoring progress is completed. Each year we review the responsibilities and processes regarding the progression of students within the MTSS process with staff. We review the data collection expectations and available intervention materials.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

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.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Weekly grades, assessments and feedback are provided along with intensive instruction in identified areas.

Who is responsible for monitoring implementation of this strategy?

Resource staff, classroom teachers, administration, behavior team

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Denise Calio	Assistant Principal
Alida Hicks	CRT
Tammy Woodall	Speech Therapist
Cindy Tuck	PMH teacher
Andrea Hogan	Communication Teacher
Teleshia Jones	CRT

How the school-based LLT functions

Literacy Leadership Teams create capacity of reading knowledge within the school 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 LLT

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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

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.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

N/A

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Strategies for improving student readiness for the public postsecondary level

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	41%	29%	No	47%
American Indian				
Asian				
Black/African American	33%	33%	Yes	39%
Hispanic	38%	17%	No	45%
White	63%	39%	No	67%
English language learners				
Students with disabilities	41%	29%	No	47%
Economically disadvantaged	39%	29%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Achievement Level 4		<i>[data excluded for privacy reasons]</i>	0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	17%	20%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	21	53%	56%
Students in lowest 25% making learning gains (FCAT 2.0)			

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		10%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		10%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		10%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	[data excluded for privacy reasons]		0%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	19	29%	31%

Area 3: Mathematics

Elementary and Middle School Mathematics

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	20%
Students scoring at or above Level 7		[data excluded for privacy reasons]	6%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	13	61%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		[data excluded for privacy reasons]	0%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications		[data excluded for privacy reasons]	0%
Middle school performance on high school EOC and industry certifications		[data excluded for privacy reasons]	0%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	41%	27%	No	47%
American Indian				
Asian				
Black/African American	35%	33%	No	42%
Hispanic	34%	11%	No	41%
White	58%	39%	No	63%
English language learners				
Students with disabilities	41%	27%	No	47%
Economically disadvantaged	43%	27%	No	48%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		11%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		19%

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	15	60%	63%
Students in lowest 25% making learning gains (EOC)			

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	0%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3		[data excluded for privacy reasons]	0%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	41%
Students scoring at or above Level 7		[data excluded for privacy reasons]	18%

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	31%
Students scoring at or above Level 7		[data excluded for privacy reasons]	11%

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)			
Participation in STEM-related experiences provided for students			

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses			
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses			
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	0	0%	0%
Students who are not proficient in reading by third grade	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	6	23%	20%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	2	1%	0%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	22	20%	17%
Students in ninth grade with one or more absences within the first 20 days	27	25%	22%
Students in ninth grade who fail two or more courses in any subject	1	0%	0%
Students with grade point average less than 2.0	2	2%	0%
Students who fail to progress on-time to tenth grade	0	0%	0%
Students who receive two or more behavior referrals	4	4%	1%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	13	8%	5%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	26	100%	100%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	0	0%	0%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Magnolia School will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support the partnership between parents, school, and community to improve student academic achievement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase positive on campus visits by parents by 10% of the previous year	92	65%	75%

Area 10: Additional Targets

Additional targets for the school

The Post graduate program as grown dramatically in size. We have increased the opportunities for all students regardless of behavior or medical condition to participate in a work program in order to prepare them to be productive contributing members to society.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
90 percent of the students in the post graduate program will participate in an on/or off campus vocational work program.	51	80%	90%

Goals Summary

- G1.** Systematic instruction in accordance with Marzano best practices utilizing evidenced based programs for core subject areas.
- G2.** All classes will have very small group instruction and maintain a ratio of 3:1 in order to meet the needs of all learners while providing support for extended learning activities for enrichment and remediation.
- G3.** 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

Goals Detail

G1. Systematic instruction in accordance with Marzano best practices utilizing evidenced based programs for core subject areas.

Targets Supported

- All Areas
- Reading (AMO's, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School, High School AMO's, High School FAA, High School FAA)
- Science
- Science - Middle School
- Science - High School
- Parental Involvement
- Additional Targets

Resources Available to Support the Goal

- PCI Reading,ELSB, Equals, Teaching to Standards Math and Science, Boardmaker, Unique learning systems, Learning A-Z, Smartboard technology, Brain pop, assistive technology, etc.

Targeted Barriers to Achieving the Goal

- 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 the Goal

Marzanno informal self evaluation, essential elements checklist, IEP goal achievement levels, restraint report criteria for conference and/or environmental change.

Person or Persons Responsible

Administration, CRT, Behavior Team, Communication Teacher, Front office staff, Teachers

Target Dates or Schedule:

Bi Weekly meetings RTI-B, RTI Admin meetings, Monthly SAC meetings, weekly PLC meetings and state of the classroom meetings

Evidence of Completion:

Data to support identified criteria

G2. All classes will have very small group instruction and maintain a ratio of 3:1 in order to meet the needs of all learners while providing support for extended learning activities for enrichment and remediation.

Targets Supported

- All Areas
- Reading (AMO's, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FAA, Elementary and Middle Learning Gains, High School, High School AMO's, High School FAA, High School FAA)
- Social Studies
- Science
- Science - Middle School
- Science - High School
- Parental Involvement
- Additional Targets

Resources Available to Support the Goal

- Utilize the online process for leave of absence to ensure proper ratios of staff of available during times of personal leave, sick leave and TDE requests.
- work closely with kelly subs to have coverage in all classrooms so the staff to student ratio is maintained and student learning is not affected.
- Utilize additional resource staff to support classes with extended absences and/or vacancies.
- Recruit and retention new staff through mentoring, induction programs and orientation.

Targeted Barriers to Achieving the Goal

- Due to the restrictive environment at Magnolia is is difficult to get regular substitutes which inturn effects the behavior of the students do to ever changing staff in classrooms.

Plan to Monitor Progress Toward the Goal

student results on IEP and assessments, coverage counts, training needs

Person or Persons Responsible

Resource, behavior and office staff, and Administration

Target Dates or Schedule:

monthly

Evidence of Completion:

referrals, attendance, discipline. Marzano results, restrictive procedures log

G3. 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

Targets Supported

- Parental Involvement
- Additional Targets

Resources Available to Support the Goal

- Parental support and collaboration, Community resources to inform and assist parent with transition goals for post school success, parent workshop and ongoing training for parents.

Targeted Barriers to Achieving the Goal

- 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 with impedes their learning and limits opportunities for off campus vocational education.

Plan to Monitor Progress Toward the Goal

IEP goals, transition goals, works skills, post school outcomes, parental involvement

Person or Persons Responsible

Transition teacher, classroom teacher, job coaches and administration

Target Dates or Schedule:

daily, monthly and quartely

Evidence of Completion:

IEP data and graphing, communication logs, feedback from vocational sites, work maturity skills checklist

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Systematic instruction in accordance with Marzano best practices utilizing evidenced based programs for core subject areas.

G1.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.

G1.B1.S1 FCIM, discrete trial trainings, errorless teaching, and gradual release Increase behavior tech support in identified classrooms (focus on replacement skills) Train staff on feeding techniques, MOVE and behavior tools Sensory room for additional support in self calming skills Trainings to include: QIEP, graphing, analyzing, progress monitoring Weekly PLC meetings for collaboration Lesson Study teams Common planning for lesson plans, common assessments and data collaboration Safe room to allow students additional self calm options

Action Step 1

Purchase materials for instruction and ongoing training. Support through feedback and modeling of expectations, PLC meetings, common assessments and collaboration and classroom coverage for training opportunities through district support and in house for behavior tools, graphing, smartboard use and Professional Crisis Management.

Person or Persons Responsible

CRT, Admin, Communication Teacher, Grade level team leaders, Behavior team

Target Dates or Schedule

Monthly meetings and data chats, TDE, Professional development Wednesdays.

Evidence of Completion

Marzano informal self evaluation, essential elements checklist, IEP goal achievement levels, restraint report criteria for conference and/or environmental change.

Facilitator:

CRT, Behavior staff, District personnel, Communication resource teacher, and PCM instructor

Participants:

Classroom staff - as needed and determined through data collection and feedback

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

Student progress results, follow up to training, data from assessments, walk throughs, 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 or Persons Responsible

CRT, Behavior, resource, administration, teachers

Target Dates or Schedule

Monthly and as needed

Evidence of Completion

Assessments, data collection, Marzano evaluations, follow up to training needs, progress reports, etc.

Plan to Monitor Effectiveness of G1.B1.S1

Classroom walk through, data collected by resource staff and classroom staff, meeting notes as to effectiveness of implementation.

Person or Persons Responsible

resource, behavior team, administration, administration, etc.

Target Dates or Schedule

monthly, quarterly and if necessary at weekly leadership team meetings.

Evidence of Completion

data collected through IEP, assessment results, classroom walk through data, observation data, feedback from PLC meetings, etc.

G1.B1.S2 Strategies to overcome these barriers include: Instructional resources are reinforced with supplemental instructional materials such as Unique Learning Systems and are coupled with frequent progress monitoring and employing the following strategies: Florida Continuous Improvement Model of Plan, Do, Check, and Act, Discreet Trial Training, Error-less Teaching, and Accelerated Reading supported by frequent and relevant reinforcement. Individual work systems with meaningful work and peer Collaboration are also used.

Action Step 1

Use of materials, results through common assessments, PLC meeting notes, technology integration from CRT support and classroom walk through, min professional development attendance and follow up materials as required, task analysis from IEP results and feedback from teacher leaders, SAC members and district support personnel

Person or Persons Responsible

CRT, Administration, Behavior team, communication teacher, classroom teachers, staff and technology coordinator.

Target Dates or Schedule

Monthly

Evidence of Completion

assessment results and feedback from staff

Facilitator:

Technology coordinator, Speech therapist, communication teacher, behavior staff and administration

Participants:

teachers and support staff as needed

Plan to Monitor Fidelity of Implementation of G1.B1.S2

curriculum pacing guides, whole and small group instruction implementation, classroom essential elements checklist, mini professional developments and assessment results

Person or Persons Responsible

Administration, resource staff and district support as needed

Target Dates or Schedule

every nine weeks and as needed which will be identified on a classroom by classroom basis through weekly RTI leadership meetings

Evidence of Completion

PLC notes, assessment results, FAA data, Classroom walk through data, feedback notes, state of the classroom notes and IEP results

Plan to Monitor Effectiveness of G1.B1.S2

Observation notes, modeling if necessary, PLC agenda notes, classroom walk through, deliberate practice targets, common assessments

Person or Persons Responsible

classroom teachers, resource staff, administration

Target Dates or Schedule

monthly

Evidence of Completion

goal achievement, mastery of assessments, FAA results, Marzano strategy implementation through walk through results, feedback and correlate committee notes

G2. All classes will have very small group instruction and maintain a ratio of 3:1 in order to meet the needs of all learners while providing support for extended learning activities for enrichment and remediation.

G2.B1 Due to the restrictive environment at Magnolia is is difficult to get regular substitutes which inturn effects the behavior of the students do to ever changing staff in classrooms.

G2.B1.S1 Provide feedback and training to Kelly Substitutes about student population. Celebrate staff for good attendance and encourage/reward staff that follow guidelines for leave requests.

Action Step 1

assign staff to monitor attendance and provide coverage in classrooms as needed, collaborate with kelly sub services to identify population at Magnolia School and define specific job description related to individual classrooms at Magnolia

Person or Persons Responsible

Administration, front office staff, resouce and behavior team

Target Dates or Schedule

as needed

Evidence of Completion

classroom coverage counts, attendance reports, discipline referrals and feedback from SAC and FAC regarding support needs.

Facilitator:

administration, resource team, district staff

Participants:

kelly services, teachers and support staff

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

classroom coverage counts, attendance and discipline referrals, feedback from teachers

Person or Persons Responsible

Resource team, administration, school secretary and office staff, kelly services contact in collaboration with Magnolia school

Target Dates or Schedule

Daily, weekly and monthly

Evidence of Completion

recognition of staff in attendance, classroom effectiveness walk through results, data and notes from weekly meetings that address classroom coverage, training and needs of staff and students

Plan to Monitor Effectiveness of G2.B1.S1

new staff and kelly sub orientation program, student and staff recognition, award ceremonies, etc.

Person or Persons Responsible

administration, resource staff, behavior team, office staff

Target Dates or Schedule

daily, quarterly and as needed

Evidence of Completion

referrals, attendance, restrictive procedures data, classroom walk through notes, state of the classroom notes and discipline referrals.

G3. 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

G3.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 with impedes their learning and limits opportunities for off campus vocational education.

G3.B1.S1 provide training to all staff in behavior tool strategies and PCM, additional staff have been hired in the form of behavior techs and job coaches to support classroom with severe behavior students and classrooms in the vocational program. Invite parents to attend training's on campus.

Action Step 1

Professional development for PCM and Behavior tools, Training requirements for job coaches needing 12 hour course and assessment, parent training opportunities, materials for on campus CBVE program, follow up training and additional training as needed for successful results

Person or Persons Responsible

district transition team, resouce staff, CRT, Behavior team, administration, teachers, parents

Target Dates or Schedule

preplanning, monthly and quarterly

Evidence of Completion

certificate of successful completion in PCM, Behavior tools and online job coach training. Parental involvement sign in sheets, follow up training needed, SAC and PTA notes

Facilitator:

district transition team, resouce staff, CRT, Behavior team, administration,

Participants:

Teachers, Job Coaches, Parents, additional staff as identified

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

Transition resource teacher will work with community partners to build a successful relationship with school and community, job coaches will assess students using work maturity skills checklist to show results and progress toward learning goals, parents will collaborate with teachers via communication log and data will be graphed to identify students areas of mastery in each vocational skill

Person or Persons Responsible

Transition resource, teacher, administration and job coach

Target Dates or Schedule

four days per week when on work site and daily through communication log and ongoing progress monitoring

Evidence of Completion

Data, graphs, feedback, work maturity skills checklist

Plan to Monitor Effectiveness of G3.B1.S1

Students mastery in job skills as they work in the community, parents feedback as to students progress at home, IEP goal mastery, mastery of work skills via CBVE assessments

Person or Persons Responsible

Transition teacher, classroom teacher, job coach, parents, administration

Target Dates or Schedule

monthly, daily via communication log and quarterly on vocational job skills

Evidence of Completion

data will support mastery of all goals on IEP, transitional assessments and progress monitoring while on the job site or on campus completing extended learning activities to support students transitional goals.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

The funding from Title I has allowed Magnolia School to expand the reading and mathematics remediation programs. Two additional teachers have been hired in reading and math in order to offer intensive classes to lower level students. Class sizes have been reduced to give the students a greater amount of access to individualized instruction. Teacher resources include additional hands on materials for real work experiences, expansion of campus based vocational programs such as: Student Services, Agriculture, Gift Shop, Thrift Store, Culinary, Recycling and Transportation.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Systematic instruction in accordance with Marzano best practices utilizing evidenced based programs for core subject areas.

G1.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.

G1.B1.S1 FCIM, discrete trial trainings, errorless teaching, and gradual release Increase behavior tech support in identified classrooms (focus on replacement skills) Train staff on feeding techniques, MOVE and behavior tools Sensory room for additional support in self calming skills Trainings to include: QIEP, graphing, analyzing, progress monitoring Weekly PLC meetings for collaboration Lesson Study teams Common planning for lesson plans, common assessments and data collaboration Safe room to allow students additional self calm options

PD Opportunity 1

Purchase materials for instruction and ongoing training. Support through feedback and modeling of expectations, PLC meetings, common assessments and collaboration and classroom coverage for training opportunities through district support and in house for behavior tools, graphing, smartboard use and Professional Crisis Management.

Facilitator

CRT, Behavior staff, District personnel, Communication resource teacher, and PCM instructor

Participants

Classroom staff - as needed and determined through data collection and feedback

Target Dates or Schedule

Monthly meetings and data chats, TDE, Professional development Wednesdays.

Evidence of Completion

Marzano informal self evaluation, essential elements checklist, IEP goal achievement levels, restraint report criteria for conference and/or environmental change.

G1.B1.S2 Strategies to overcome these barriers include: Instructional resources are reinforced with supplemental instructional materials such as Unique Learning Systems and are coupled with frequent progress monitoring and employing the following strategies: Florida Continuous Improvement Model of Plan, Do, Check, and Act, Discreet Trial Training, Error-less Teaching, and Accelerated Reading supported by frequent and relevant reinforcement. Individual work systems with meaningful work and peer Collaboration are also used.

PD Opportunity 1

Use of materials, results through common assessments, PLC meeting notes, technology integration from CRT support and classroom walk though, min professional development attendance and follow up materials as required, task analysis from IEP results and feedback from teacher leaders, SAC members and district support personnel

Facilitator

Technology coordinator, Speech therapist, communication teacher, behavior staff and administration

Participants

teachers and support staff as needed

Target Dates or Schedule

Monthly

Evidence of Completion

assessment results and feedback from staff

G2. All classes will have very small group instruction and maintain a ratio of 3:1 in order to meet the needs of all learners while providing support for extended learning activities for enrichment and remediation.

G2.B1 Due to the restrictive environment at Magnolia is is difficult to get regular substitutes which inturn effects the behavior of the students do to ever changing staff in classrooms.

G2.B1.S1 Provide feedback and training to Kelly Substitutes about student population. Celebrate staff for good attendance and encourage/reward staff that follow guidelines for leave requests.

PD Opportunity 1

assign staff to monitor attendance and provide coverage in classrooms as needed, collaborate with kelly sub services to identify population at Magnolia School and define specific job description related to individual classrooms at Magnolia

Facilitator

administration, resource team, district staff

Participants

kelly services, teachers and support staff

Target Dates or Schedule

as needed

Evidence of Completion

classroom coverage counts, attendance reports, discipline referrals and feedback from SAC and FAC regarding support needs.

G3. 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

G3.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 with impedes their learning and limits opportunities for off campus vocational education.

G3.B1.S1 provide training to all staff in behavior tool strategies and PCM, additional staff have been hired in the form of behavior techs and job coaches to support classroom with severe behavior students and classrooms in the vocational program. Invite parents to attend training's on campus.

PD Opportunity 1

Professional development for PCM and Behavior tools, Training requirements for job coaches needing 12 hour course and assessment, parent training opportunities, materials for on campus CBVE program, follow up training and additional training as needed for successful results

Facilitator

district transition team, resource staff, CRT, Behavior team, administration,

Participants

Teachers, Job Coaches, Parents, additional staff as identified

Target Dates or Schedule

preplanning, monthly and quarterly

Evidence of Completion

certificate of successful completion in PCM, Behavior tools and online job coach training. Parental involvement sign in sheets, follow up training needed, SAC and PTA notes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Systematic instruction in accordance with Marzano best practices utilizing evidenced based programs for core subject areas.	\$36,800
G2.	All classes will have very small group instruction and maintain a ratio of 3:1 in order to meet the needs of all learners while providing support for extended learning activities for enrichment and remediation.	\$12,100
G3.	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	\$5,500
Total		\$54,400

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Personnel	Evidence-Based Program	Professional Development	Total
School Budget	\$30,000	\$12,100	\$0	\$5,500	\$47,600
School budget	\$0	\$0	\$6,800	\$0	\$6,800
Total	\$30,000	\$12,100	\$6,800	\$5,500	\$54,400

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Systematic instruction in accordance with Marzano best practices utilizing evidenced based programs for core subject areas.

G1.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.

G1.B1.S1 FCIM, discrete trial trainings, errorless teaching, and gradual release Increase behavior tech support in identified classrooms (focus on replacement skills) Train staff on feeding techniques, MOVE and behavior tools Sensory room for additional support in self calming skills Trainings to include: QIEP, graphing, analyzing, progress monitoring Weekly PLC meetings for collaboration Lesson Study teams Common planning for lesson plans, common assessments and data collaboration Safe room to allow students additional self calm options

Action Step 1

Purchase materials for instruction and ongoing training. Support through feedback and modeling of expectations, PLC meetings, common assessments and collaboration and classroom coverage for training opportunities through district support and in house for behavior tools, graphing, smartboard use and Professional Crisis Management.

Resource Type

Evidence-Based Materials

Resource

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,

Funding Source

School Budget

Amount Needed

\$30,000

G1.B1.S2 Strategies to overcome these barriers include: Instructional resources are reinforced with supplemental instructional materials such as Unique Learning Systems and are coupled with frequent progress monitoring and employing the following strategies: Florida Continuous Improvement Model of Plan, Do, Check, and Act, Discreet Trial Training, Error-less Teaching, and Accelerated Reading supported by frequent and relevant reinforcement. Individual work systems with meaningful work and peer Collaboration are also used.

Action Step 1

Use of materials, results through common assessments, PLC meeting notes, technology integration from CRT support and classroom walk though, min professional development attendance and follow up materials as required, task analysis from IEP results and feedback from teacher leaders, SAC members and district support personnel

Resource Type

Evidence-Based Program

Resource

materials to support instruction, Boardmaker laminating, training, reinforcers, classroom supplies to enhance instruction

Funding Source

School budget

Amount Needed

\$6,800

G2. All classes will have very small group instruction and maintain a ratio of 3:1 in order to meet the needs of all learners while providing support for extended learning activities for enrichment and remediation.

G2.B1 Due to the restrictive environment at Magnolia is is difficult to get regular substitutes which inturn effects the behavior of the students do to ever changing staff in classrooms.

G2.B1.S1 Provide feedback and training to Kelly Substitutes about student population. Celebrate staff for good attendance and encourage/reward staff that follow guidelines for leave requests.

Action Step 1

assign staff to monitor attendance and provide coverage in classrooms as needed, collaborate with kelly sub services to identify population at Magnolia School and define specific job description related to individual classrooms at Magnolia

Resource Type

Personnel

Resource

Kelly substitutes, resource staff, training opportunities, added classroom support personnel

Funding Source

School Budget

Amount Needed

\$12,100

G3. 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

G3.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 with impedes their learning and limits opportunities for off campus vocational education.

G3.B1.S1 provide training to all staff in behavior tool strategies and PCM, additional staff have been hired in the form of behavior techs and job coaches to support classroom with severe behavior students and classrooms in the vocational program. Invite parents to attend training's on campus.

Action Step 1

Professional development for PCM and Behavior tools, Training requirements for job coaches needing 12 hour course and assessment, parent training opportunities, materials for on campus CBVE program, follow up training and additional training as needed for successful results

Resource Type

Professional Development

Resource

Training for staff in Behavior tools, PCM, Instructional materials, Job Coach training

Funding Source

School Budget

Amount Needed

\$5,500