

Orange County Public Schools

Magnolia School



2016-17 Schoolwide Improvement Plan

Magnolia School

1900 MATTERHORNE DR, Orlando, FL 32818

<https://magnolia.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	76%

School Grades History

Year	2017-18	2011-12
Grade		F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 a monitoring status of "Former F" (see page 4). 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>.

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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 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Magnolia School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mission:

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

Vision:

To be the top producer of successful students in the Nation

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

2. School Environment

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

Magnolia School is committed to ensuring that each student achieves the highest level possible. Staff members are trained and dedicated, showing a true commitment to the special needs child. They make an extraordinary effort to meet student's unique abilities and help them overcome their challenges. We believe that it is our responsibility to get to know our students academically, personally and socially.

At Magnolia, teachers and staff believe that building relationships creates a learning-friendly environment. Understanding how the child learns 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 safe and effective learning environments 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.

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

Magnolia takes deliberate steps to create a positive school climate where students feel safe. The steps we take to ensure such a climate include training staff in Professional Crisis Management and Behavior Tools, engaging families and community partners (BPIE indicator 30), and deploying resources to support classroom teachers in deescalating challenging situations. Targeting student supports addresses underlying factors associated with negative behaviors, such as trauma, abuse, and mental health issues.

The School:

1. We ensure staff/personnel are familiar with and follow student safety guidelines
2. We monitor effectiveness and appropriateness of the safe plan and individual student plans
3. We revisit plans and data to determine the effectiveness and make adjustments, as needed
4. We communicate, support and collaborate with parents to resolve student issues
5. We promote campus safety as an ongoing process and constant supervision of all students

The Students:

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

The Parents:

1. Are reminded and encouraged to help follow the Code of Conduct
2. Encourage students to follow the 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 the school to resolve student issues
5. Participate in the School Advisory Committee and provide input with regards to safety

c. 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, 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 students with high-quality instruction and targeted interventions using a multi-tier system of support services (MTSS). This involves the systematic use of data to most efficiently allocate resources to improve learning for all students. To ensure efficient use of resources, we begin with the identification of trends using school-wide data. Students who need instructional interventions beyond what is provided universally receive targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

Collaborative efforts include a school-based differentiated professional development program for staff in Lesson Study, Universal Design for Learning, PLC's, Marzano instructional framework strategies, rigor and relevance, and acquisition trial training as part of a continuous improvement process. These efforts are unified and accelerated by collaborative teaming resulting in increased student achievement (BPIE indicator 26-28).

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, acquisition skills, and reinforcing/focusing on the positive.

Intensive, Individualized Supports include:

Decisions regarding intensive interventions are data based and individualized. Students receiving interventions at this level have cognitive impairments, which severely 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 the core universal instruction. Interventions and progress monitoring are targeted to specific skills for remediation or enrichment, as appropriate, and progress monitoring occurs more frequently to ensure student success is maximized.

d. 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. They work collaboratively to assist students in building productive work habits and teach students conflict resolution strategies. Our 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
- Dropout prevention
- Peer relationships
- Progress toward meeting goals
- Social issues
- School bullying issues

The counselor and social worker also provide consultation services to parents and teachers. In addition, they may refer students (and when needed, their families) to outside programs/agencies for additional resources, such as: mental health counseling, financial assistance, exceptional education programs and services, APD, vocational rehabilitation, in home behavioral services, etc.

3. Early Warning Systems

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

a. 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, so that the process of reviewing data and identifying appropriate strategies is timely and responsive to individual student needs. In the long 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 and data collection by behavior techs on acquisition training, etc.

The goals are:

1. To identify the root causes and common needs among groups of students
2. To generate an inventory of supports and interventions available to students
3. To assign flagged students supports and interventions
4. To identify gaps in supports and interventions
5. To provide recommendations for support strategies addressing the most common student needs

Our long range goal is to introduce a more systemic approach where specific strategies are separated into two and three tiered interventions. We are working to provide guidance on how to monitor student interventions through an examination of their rate of success.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	1	2	2	1	3	2	5	16
One or more suspensions	0	0	0	0	0	0	0	0	0	2	1	0	3	6
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	1	1	0	3	5

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

MTSS 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 interventions to improve educational programs and practices for struggling students.

We focus on integrating strategies that support cognitive processes with academic instruction and aligning this instruction with the learners 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, a behavior skills training and/or an individualized formal plan to reduce problem behavior that impedes learning and increases compliance.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

2. 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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Oldroyd, W.Thomas	Principal
Calio, Denise	Assistant Principal
Lee, Wendy	Assistant Principal
Addeo, Liz	Dean
Jones, Teleshia	Instructional Coach
Rodenberry, Lisa	Instructional Coach

b. Duties

1. 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 and Position Title

Tom Oldroyd, Principal
Denise Calio, Assistant Principal
Wendy Lee, Assistant Principal
Kim Bagley, Behavior Analyst
Ericka Scheid, Behavior Analyst
Liz Addeo, Behavior Specialist
Lisa Rodenberry, Transition Support Teacher
Alida Hicks, CRT
Teleshia Jones, CRT
Cynthia Hughes, Social Worker
Beth Berger, Guidance Counselor
Andrea Hogan, Title One Resource Teachers
Lisa Osieja, Behavior Specialist
Trey Stockard, Behavior Specialist
Alia Lee, Placement Specialist
John Barnett, Placement Specialist

2. 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 Magnolia's teachers, students, and the school community. The MTSS leadership team meets bi-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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Carmen Olmeda	Parent
Thomas Oldroyd	Principal
Alida Hicks	Teacher
Lori Aach	Parent
Susan Best	Parent
Cynthia Hughes	Teacher
Carmen Olmeda	Parent
Laurie Sutherlin	Parent
Beth Berger	Teacher
Cheri Greij	Parent
Andrea Hogan	Teacher
Wendy Lee	Principal
Jennifer Machite	Teacher
Teleshia Jones	Teacher
Donna Stinson	Education Support Employee

b. Duties

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

a. 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.

b. 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.

*c. Preparation of the school's annual budget and plan***2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.**

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.

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

Yes

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

3. Literacy Leadership Team (LLT)**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Oldroyd, W.Thomas	Assistant Principal
Calio, Denise	Assistant Principal
Lee, Wendy	Principal
Rodenberry, Lisa	Instructional Coach
Jones, Teleshia	Instructional Coach
Addeo, Liz	Dean

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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

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 Access Points for Literacy in all subject areas

The literacy team meets monthly to collaborate, develop, and review activities as well as analyze student data to determine enrichment and/or interventions using MTSS.

Major initiatives of the team this year include:

Incorporating quarterly themes for all PLC teams 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 Access Points.

D. Public and Collaborative Teaching

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

1. 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 meet weekly in their Professional Learning Community (PLC) and collaborate on lesson planning and instructional strategies. Teachers are trained and supported by administration on the purpose and function of PLC. Magnolia provides opportunities for 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 common planning time for each team.

Teachers at Magnolia are active participants in Lesson Study. This is a process where 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 differentiated professional development for their specific content area.

2. 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 the 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.

3. 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 assessments, 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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, and peer collaboration. There is a school wide approach for planning and implementing Universal Design for Learning (BPIE indicator 24)

Fidelity with implementation is monitored through use of materials, results through common assessments, PLC meetings, technology integration, instructional support staff, classroom observations, professional development, task analysis, IEP data, and feedback from teacher leaders,

SAC members, and district support personnel.

b. Instructional Strategies

1. 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 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 student's 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.

2. 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

Students at Magnolia are reviewed annually for eligibility of 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

Jones, Teleshia, teleshia.jones@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 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 student's zoned school.

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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.

The data shows NA for 2012, 2013, and 2014.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Notable Achievements and Areas of Improvement

More than 90 percent of the students in our post graduate program are participating in a community based vocational program (CBVE). Our Bridges CBVE program has opened doors for students with disabilities to become contributing members of society at various levels.

Students in the post graduate program are assessed in 22 categories which are comprised of 110 specific sub skills aligned with workforce employ-ability standards.

We achieved this through the formulation of an ongoing data chat process between teachers, resource staff and administration based on analyzing and using data tied to student achievement and tiered interventions for the identified student(s).

Our goal was to articulate a theory of action showing the relationships among data-use practices and improvements in student achievement. Our focus was to ground the specific on campus and off campus CBVE data-use/collection practices as part of a continuous improvement process tied to student achievement/growth. Data chats have occurred regularly in small groups by team, in weekly PLC meetings, individually by student/teacher and with the resource team.

Every classroom is staffed at a ratio of 3:1. This allows for specialized instruction that is differentiated to meet the needs of our diverse population of learners and learning styles. Lesson plans incorporate culturally relevant materials to meet the needs of all subgroups with the primary focus on the Hispanic population. The use of technology has been observed in every classroom. The increased use of the following strategies, devices and technology has been evident in all classrooms, lesson plans, and during formal and informal observations and include the following:

- Board maker
- Smart boards
- Visual prompts
- Common assessments (PLC)
- Terminology as a common language of instruction
- Use of the gradual release strategy - integrated into the lesson planning
- Use of assistive technology for students to participate and bridge the gap between their non-disabled peers
- Increased classroom support by Resource staff and our communication specialist
- Ongoing Sign language instruction for staff, students, and parents

We achieved this through the formulation of an ongoing data chat process between teachers, resource staff and administration based on analyzing and using data tied to student achievement. We began by acknowledging interim assessment data used for three general implicit purposes:

1. To better understand the academic needs of individual students and respond to these needs by targeting instruction, support, and resources accordingly.
2. To better understand the instructional strengths and weaknesses of individual teachers and use this information to focus professional development, peer support, behavior interventions, and improvement efforts.
3. To support and facilitate conversations among teachers and instructional leaders regarding strategies

for improving instruction.

These practices, in turn, resulted in improved and more responsive teaching and, therefore, yielded increased student achievement.

Our focus was to ground the specific classroom- and school-level data-use practices on continuous improvement of student achievement. Data chats have occurred regularly in small groups by team, in weekly PLC meetings, with the behavior specialists and with the resource team. These meetings focused on analyzing data and included the following:

- Proactive behavior tech classroom monitoring sheets for identified students
- Regular MTSS meetings with administration to discuss collaborate on and make data based decisions
- PLC teams met weekly and were guided through data focused agendas
- Dis-segregated data by targeted subgroup was provided to teachers and supported by resource staff
- Regular monitoring of the ESOL/Hispanic subgroup

Increased efforts have been made to increase parental and community involvement. Due to this school-wide effort, parents and community involvement is at a success rate of 73%

Participation and involvement data was collected for the following events/activities:

Monthly Meetings - Parent Teacher Association, School Advisory Council, Parental Involvement and Multilingual parent Leadership Committee. Additional events hosted at Magnolia include: Teach In, quarterly Student Recognition Ceremonies, Meet Your Teacher, Parent Orientation, Fall Festival, Holiday Music Program, Bridges Recognition Ceremony, etc.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All students in the Bridges transition program will make gains toward mastery of the essential vocational skills (measured by WMS 2.0) to increase opportunities for job placement and/or upward mobility to the district transition program. "Division priority #1: Accelerate Student Performance; Division Priority #2 Increase CTE programs and certifications.
- G2.** Implement rigorous, standards-based instruction by engaging students in higher-level thinking to increase student achievement in all content areas. "Division priority #1: Accelerate Student Performance; Division Priority #2 Invest in Human Capital

Strategic Goals Detail

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

G1. All students in the Bridges transition program will make gains toward mastery of the essential vocational skills (measured by WMS 2.0) to increase opportunities for job placement and/or upward mobility to the district transition program. "Division priority #1: Accelerate Student Performance; Division Priority #2 Increase CTE programs and certifications. 1a

G084206

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	95.0
Discipline incidents	3.0
Attendance Below 90% Grade 12	5.0

Targeted Barriers to Achieving the Goal 3

- Many of the students have aggressive behaviors leading to impulsive actions that are unsafe for themselves and others. This impedes their learning and limits opportunities for off campus vocational education.
- Students in the Bridges program are challenged with limited expressive communication skills, low cognitive ability, and physical disabilities which limits stamina, requires increased levels of supervision, and limits their ability to sustain acceptable performance levels as measured by industry standards on a vocational site.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Partners in Education - CBVE opportunities
- A paraprofessional and a Job coach or behavior tech is scheduled in each Bridges classroom
- Funds allocated to expand the on campus vocational program
- Behavior tech support in identified classrooms
- Speech therapist working with small groups of students

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 through sign in sheets and surveys.

Person Responsible

Denise Calio

Schedule

Daily, from 9/1/2016 to 5/15/2017

Evidence of Completion

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

G2. Implement rigorous, standards-based instruction by engaging students in higher-level thinking to increase student achievement in all content areas. "Division priority #1: Accelerate Student Performance; Division Priority #2 Invest in Human Capital" **1a**

 G084207

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	65.0
Effective Teachers (Performance Rating)	94.0
AMO Math - Hispanic	61.0
AMO Reading - Hispanic	63.0

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.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Profesional Crisis Management training and Behavior tools training for all staff Budgetary support for materials, technology needs and differentiated professional development Literacy plan that outlines reading strategies, school-wide reading programs, and resources Total alignment between focus calendar, pacing guides and order of instrucion Structured common planning time for teachers Frequent progress monitoring
- Instructional materials in every classroom to support adherence to pacing guides Teachers using a reinforcer system for students to increase engagement, reduce behaviors and maximize instructional time. Smartboards and assistive technology will be visible and utilized as part of instruction in all classrooms

Plan to Monitor Progress Toward G2. **8**

Student progress results, follow up to training, data from assessments, i Observation, 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 10/1/2016 to 6/1/2017

Evidence of Completion

FSAA practice test results, data from previous assessments, communication logs, common assessments, i observation reports, IEP data and ongoing progress monitoring.

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

 = Problem Solving Step  S123456 = Quick Key

G1. All students in the Bridges transition program will make gains toward mastery of the essential vocational skills (measured by WMS 2.0) to increase opportunities for job placement and/or upward mobility to the district transition program. "Division priority #1: Accelerate Student Performance; Division Priority #2 Increase CTE programs and certifications. 1

G084206

G1.B1 Many of the students have aggressive behaviors leading to impulsive actions that are unsafe for themselves and others. This impedes their learning and limits opportunities for off campus vocational education. 2

B223756

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 provide support to classrooms through the instructional coach and transitional specialist. 4

S236087

Strategy Rationale

Intensive focus can be placed on learning goals targeted for post school success and with targeted support to teachers, instructional time will be maximized.

Action Step 1 5

The school-based leadership team will meet bi-weekly to review class list and make adjustments if necessary to maintain a 3:1 ratio. Teachers will be given regular feedback through i observation as to suggested improvements and areas of strength.

Person Responsible

Denise Calio

Schedule

Biweekly, from 9/22/2016 to 5/29/2017

Evidence of Completion

Sign in sheets, training records, meeting notes, I observation feedback 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 9/22/2016 to 5/29/2017

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 9/22/2016 to 5/29/2017

Evidence of Completion

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

G1.B2 Students in the Bridges program are challenged with limited expressive communication skills, low cognitive ability, and physical disabilities which limits stamina, requires increased levels of supervision, and limits their ability to sustain acceptable performance levels as measured by industry standards on a vocational site. **2**

 B223757

G1.B2.S1 Transition specialist will work with teachers and job coaches to ensure students strengths and skill levels are correctly matched to the job site skill set. **4**

 S236088

Strategy Rationale

This will allow students to maximize their skills using their pre-determined strengths and their desire to work in the environment as the motivating factors

Action Step 1 **5**

Students in the Bridges program will complete an interest survey and/or interview to discuss skills and desires related to vocational training opportunities

Person Responsible

Lisa Rodenberry

Schedule

On 8/15/2016

Evidence of Completion

Face to face interview notes and forms completed and submitted by the current teacher of record

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Teachers will take data on WMS 2.0 to determine student achievement of the targeted skills

Person Responsible

Lisa Rodenberry

Schedule

Quarterly, from 10/31/2016 to 5/31/2017

Evidence of Completion

WMS 2.0 data and graphs, IEP data and graphs, collaborative observation data and narratives from the teachers and job coaches

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

survey results, lesson planning, feedback from vocational site and monthly data monitoring

Person Responsible

Lisa Rodenberry

Schedule

Daily, from 9/6/2016 to 5/31/2017

Evidence of Completion

Students interest survey, data from teachers, feedback via email from vocational sites, input from teachers and meeting notes with classroom staff and students

G2. Implement rigorous, standards-based instruction by engaging students in higher-level thinking to increase student achievement in all content areas. "Division priority #1: Accelerate Student Performance; Division Priority #2 Invest in Human Capital" 1

 G084207

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

 B223758

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

 S236091

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 9/6/2016 to 5/31/2017

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 9/22/2016 to 5/25/2017

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

Data checks, collaborative planning meetings, data analysis to include dis-aggregated results, leadership meetings to discuss progress with the implementation

Person Responsible

W.Thomas Oldroyd

Schedule

Biweekly, from 9/6/2016 to 5/31/2017

Evidence of Completion

PLC notes, data check sheets collected monthly, lesson plan components addressing identified areas noted for improvement, assessment results and i observation results

G2.B1.S2 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 addition, increased focus on climate, for both students and adults, will lead to a positive educational environment. 4

 S236092

Strategy Rationale

Investing in human capital through PD, collaboration, support facilitation, wellness programs and team building activities will lead to a positive environment and a high performing dedicated team of professionals.

Action Step 1 5

Teachers will be scheduled for common planning time, Instructional coaches will provide differentiated professional development and facilitate a frequent progress monitoring system.

Person Responsible

Denise Calio

Schedule

Monthly, from 8/14/2016 to 5/1/2017

Evidence of Completion

Professional development schedule, notes from common planning, lesson plans and data from progress monitoring

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Instructional coaches will do frequent data checks on progress monitoring and act as a facilitator for PLC meetings.

Person Responsible

Teleshia Jones

Schedule

Weekly, from 8/14/2016 to 5/1/2017

Evidence of Completion

Meeting notes, data from assessments and data check reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Instructional coaches will provide updates to ELT members during bi-weekly meetings

Person Responsible

Lisa Rodenberry

Schedule

Biweekly, from 8/14/2016 to 5/1/2017

Evidence of Completion

Notes from ELT meetings where coaches provide updates, ask for additional support and or resources if necessary.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B2.S1.A1 A304542	Students in the Bridges program will complete an interest survey and/or interview to discuss skills...	Rodenberry, Lisa	6/1/2016	Face to face interview notes and forms completed and submitted by the current teacher of record	8/15/2016 one-time
G2.B1.S2.MA1 M310185	Instructional coaches will provide updates to ELT members during bi-weekly meetings	Rodenberry, Lisa	8/14/2016	Notes from ELT meetings where coaches provide updates, ask for additional support and or resources if necessary.	5/1/2017 biweekly
G2.B1.S2.MA1 M310186	Instructional coaches will do frequent data checks on progress monitoring and act as a facilitator...	Jones, Teleshia	8/14/2016	Meeting notes, data from assessments and data check reports	5/1/2017 weekly
G2.B1.S2.A1 A304544	Teachers will be scheduled for common planning time, Instructional coaches will provide...	Calio, Denise	8/14/2016	Professional development schedule, notes from common planning, lesson plans and data from progress monitoring	5/1/2017 monthly
G1.MA1 M310182	Data from iobservation, common assessments, work maturity skills checklist, task analysis and...	Calio, Denise	9/1/2016	Data and graphs from WMS checklist, IEP goal data, behavior data, grades and assessment results.	5/15/2017 daily
G2.B1.S1.MA1 M310184	Classroom evaluation data from i observation, notes from PLC meetings, team meeting notes,...	Calio, Denise	9/22/2016	Meeting notes, professional development calendars and sign in sheets, lesson plan checks, and data collected by teachers.	5/25/2017 quarterly
G1.B1.S1.MA1 M310178	Data will be collected daily by behavior techs for identified classrooms, behavior analyst will...	Calio, Denise	9/22/2016	Behavior tools and PCM reports, monthly graphs for IEP goals, restraint data, and data reports from techs monitoring forms	5/29/2017 biweekly
G1.B1.S1.MA1 M310179	Data collected from Training, iobservation, behavior tech and behavior specialists and notes from...	Calio, Denise	9/22/2016	Results from IEP data, behavior data, behavior tools training report, admin meeting notes and iobservation data	5/29/2017 biweekly
G1.B1.S1.A1 A304541	The school-based leadership team will meet bi-weekly to review class list and make adjustments if...	Calio, Denise	9/22/2016	Sign in sheets, training records, meeting notes, i observation feedback and final assessments from training	5/29/2017 biweekly
G1.B2.S1.MA1 M310180	survey results, lesson planning, feedback from vocational site and monthly data monitoring	Rodenberry, Lisa	9/6/2016	Students interest survey, data from teachers, feedback via email from vocational sites, input from teachers and meeting notes with classroom staff and students	5/31/2017 daily
G1.B2.S1.MA1 M310181	Teachers will take data on WMS 2.0 to determine student achievement of the targeted skills	Rodenberry, Lisa	10/31/2016	WMS 2.0 data and graphs, IEP data and graphs, collaborative observation data and narratives from the teachers and job coaches	5/31/2017 quarterly
G2.B1.S1.MA1 M310183	Data checks, collaborative planning meetings, data analysis to include disaggregated results,...	Oldroyd, W.Thomas	9/6/2016	PLC notes, data check sheets collected monthly, lesson plan components addressing identified areas noted for improvement, assessment results and i observation results	5/31/2017 biweekly
G2.B1.S1.A1 A304543	Gather data over a period of time and over several years by student, ethnicity, teacher, and grade...	Calio, Denise	9/6/2016	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	5/31/2017 monthly
G2.MA1 M310187	Student progress results, follow up to training, data from assessments, i Observation, state of...	Calio, Denise	10/1/2016	FSAA practice test results, data from previous assessments, communication logs, common assessments, i observation reports, IEP data and ongoing progress monitoring.	6/1/2017 monthly

V. Professional Development Opportunities

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

G1. All students in the Bridges transition program will make gains toward mastery of the essential vocational skills (measured by WMS 2.0) to increase opportunities for job placement and/or upward mobility to the district transition program. "Division priority #1: Accelerate Student Performance; Division Priority #2 Increase CTE programs and certifications.

G1.B1 Many of the students have aggressive behaviors leading to impulsive actions that are unsafe for themselves and others. This 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 provide support to classrooms through the instructional coach and transitional specialist.

PD Opportunity 1

The school-based leadership team will meet bi-weekly to review class list and make adjustments if necessary to maintain a 3:1 ratio. Teachers will be given regular feedback through i observation as to suggested improvements and areas of strength.

Facilitator

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

Participants

Magnolia staff

Schedule

Biweekly, from 9/22/2016 to 5/29/2017

G1.B2 Students in the Bridges program are challenged with limited expressive communication skills, low cognitive ability, and physical disabilities which limits stamina, requires increased levels of supervision, and limits their ability to sustain acceptable performance levels as measured by industry standards on a vocational site.

G1.B2.S1 Transition specialist will work with teachers and job coaches to ensure students strengths and skill levels are correctly matched to the job site skill set.

PD Opportunity 1

Students in the Bridges program will complete an interest survey and/or interview to discuss skills and desires related to vocational training opportunities

Facilitator

Lisa Rodenberry and Alida Hicks will facilitate

Participants

Bridges teachers and job coaches

Schedule

On 8/15/2016

G2. Implement rigorous, standards-based instruction by engaging students in higher-level thinking to increase student achievement in all content areas. "Division priority #1: Accelerate Student Performance; Division Priority #2 Invest in Human Capital

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.S2 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 addition, increased focus on climate, for both students and adults, will lead to a positive educational environment.

PD Opportunity 1

Teachers will be scheduled for common planning time, Instructional coaches will provide differentiated professional development and facilitate a frequent progress monitoring system.

Facilitator

Instructional coaches, Transition specialist

Participants

Classroom teachers and staff working directly with identified students

Schedule

Monthly, from 8/14/2016 to 5/1/2017

VI. Technical Assistance Items

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

G2. Implement rigorous, standards-based instruction by engaging students in higher-level thinking to increase student achievement in all content areas. "Division priority #1: Accelerate Student Performance; Division Priority #2 Invest in Human Capital

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

TA 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 Information Management System and SMS for data collect

Participants

classroom teachers, paraprofessionals, job coaches and classroom staff working with students

Schedule

Monthly, from 9/6/2016 to 5/31/2017

VII. Budget

1	G1.B1.S1.A1	The school-based leadership team will meet bi-weekly to review class list and make adjustments if necessary to maintain a 3:1 ratio. Teachers will be given regular feedback through i observation as to suggested improvements and areas of strength.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1561 - Magnolia School	School Improvement Funds		\$2,500.00
2	G1.B2.S1.A1	Students in the Bridges program will complete an interest survey and/or interview to discuss skills and desires related to vocational training opportunities				\$0.00
3	G2.B1.S1.A1	Gather data over a period of time and over several years by student, ethnicity, teacher, and grade level.				\$1,000.00

Orange - 1561 - Magnolia School - 2016-17 SIP
Magnolia School

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1561 - Magnolia School	School Improvement Funds		\$1,000.00
			<i>Notes: Professional development funds allocated for trainings and certification in the areas identified.</i>			
4	G2.B1.S2.A1	Teachers will be scheduled for common planning time, instructional coaches will provide differentiated professional development and facilitate a frequent progress monitoring system.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1561 - Magnolia School	School Improvement Funds		\$4,500.00
					Total:	\$8,000.00