

Orange County Public Schools

Magnolia School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	11
Title I Requirements	15
Budget to Support Goals	17

Magnolia School

1900 MATTERHORNE DR, Orlando, FL 32818

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-12	No	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	2011-12
Grade	F

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission:

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

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.

School Leadership Team

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
Adkins, Joshua	Instructional Coach
Treffinger, Michelle	Administrative Support
Aycock, Charis	Other
Stockard, James	Other
Lee, Alia	Administrative Support
Berger, Beth	School Counselor
Hogan, Andrea	Instructional Coach
Hughes, Cynthia	Attendance/Social Work
Garcia, Arlene	Instructional Coach

Duties

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

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.

Team members responsibilities include but are not limited to the following:

- Collaboratively develop a plan based on fidelity and student data embed in the school improvement plan
- Obtain staff consensus and input on the the implementation plan
- Review progress on plan on a monthly bases
- Ensure implementation is aligning with school initiatives and supported by teachers and classified staff
- Allocate resources to support the fidelity of implementation
- Monitor the plan, process and implementation with data on a regular basis with a team and provide updates during staff meetings

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	1	1	1	3	1	0	10	17
One or more suspensions	0	0	0	0	0	0	0	1	0	1	1	0	2	5
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	3	3	2	10	10	5	4	37
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	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	1	1	1	3	1	0	4	11

The number of students identified as retainees:

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

Date this data was collected
Sunday 7/1/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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	0
Level 1 on statewide assessment	0	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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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	0
Level 1 on statewide assessment	0	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

Part II: Needs Assessment/Analysis

Assessment & Analysis

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

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

Student discipline data was the lowest performing as identified by data from Florida state restraint reports, student attendance and student suspensions.

Excessive absence reports indicate 58.8% were 12 grade students
Suspension reports indicate 40% were 12 grade students

Which data component showed the greatest decline from prior year?

Students scoring at a Level 1 on statewide assessments had the largest decline from the previous year. Magnolia has also seen an increase in crisis behaviors that have escalated, requiring trained staff to implement PCM and mechanical restraint.

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

The largest gap as compared to the state average is students scoring a level 1 on standardized assessments (FSAA) for our ESE subgroup. Magnolia school has a student population comprised of 100% ESE, 100% disadvantaged (FRL) and our data shows that our minority population is 76% of the overall school population (students that have reported as non-white)

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

Our Bridges vocational program, which is aligned to the district transition program and OCPS career and technical education goals, has shown the largest improvement. Based on the 5 year data and has been on an upward trend as identified through a 5 year data analysis.

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

Bridges piloted 4 classrooms 5 years ago that were dedicated to teaching students vocational skills, life skills and social skill skills to be not only contributing members of society, but with the vision of independence in life. At the age of 18 we work with parents to have ESE students defer their diploma at the end of the 12th grade and transition into our Bridges vocational program. We currently have 13 classes and 89 students.

Bridges partners with a dozen community organizations that have opened their doors and hearts to our students so they can work in the community and learn the skills necessary for employment.

Bridges created vocational sites on-campus and Student-Based Enterprises (SBE) providing services throughout the school and generating income to grow our program. Some of our accomplishments include:

- Student centered vegetable garden (fruits and vegetables) and farmers market
- Campus "Bistro" (food certification, commercial kitchen)
- Student services program that filled over 1000 orders last year (delivery, clerical work and event set up)
- Campus thrift store (Student run store which sells gently used items)
- Herb garden (harvest, dehydrate, package and sell herbs for making dips and dressings)
- Landscaping and grounds maintenance campus program
- Gift shop where students make custom cards, bath soaps and sugar scrubs
- Plant growing, potting and selling program run by students with the support of staff

We believe If we focus on strengthening relationships, building resiliency, and teaching/modeling appropriate social skills with students, we will see decreases in students displaying Early Warning signs, and an increase in stakeholder relationship satisfaction and mastery of job skills.

School Data

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	60%	60%	0%	68%	55%
ELA Learning Gains	0%	57%	57%	0%	61%	54%
ELA Lowest 25th Percentile	0%	54%	52%	0%	54%	49%
Math Achievement	0%	60%	61%	0%	62%	56%
Math Learning Gains	0%	60%	58%	0%	59%	54%
Math Lowest 25th Percentile	0%	55%	52%	0%	47%	48%
Science Achievement	0%	56%	57%	0%	58%	52%
Social Studies Achievement	0%	74%	77%	0%	82%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (1)	1 (2)	1 (2)	3 (1)	1 (3)	0 (2)	10 (5)	17 (16)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (0)	0 (0)	1 (2)	1 (1)	0 (0)	2 (3)	5 (6)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (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)	3 (0)	3 (0)	2 (0)	10 (0)	10 (0)	5 (0)	4 (0)	37 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				
09	2018					
	2017					
Cohort Comparison		0%				
10	2018					
	2017					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018					
	2017					
Cohort Comparison						
04	2018					
	2017					
Cohort Comparison		0%				
05	2018					
	2017					
Cohort Comparison		0%				
06	2018					
	2017					
Cohort Comparison		0%				
07	2018					
	2017					
Cohort Comparison		0%				
08	2018					
	2017					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	2017					
Cohort Comparison						
08	2018					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

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

Areas of Focus:

Activity #1	
Title	Social Emotional Learning (SEL)
Rationale	SEL Instruction assists teachers with providing positive and proactive approaches to students in need of Mental Health Services. Teachers are already doing much of the work in relation to student mental health and social emotional needs. Integrating positive interventions and social emotional learning into the curriculum is a more effective strategy than removing students with behavior problems for individual interventions. Rewarding students for exemplary behavior during instructional time positively impacts the learning environment as well as the behaviors of the students in class. This shift will allow the teachers to focus on the students ready to work and doing the right thing in order to reshape the attention seeking inappropriate behaviors of students acting out to get the attention of the teacher and disrupt the classroom.
Intended Outcome	SEL programs such as Behavior Tools and Professional Crisis Management will improve students' social-emotional skills, students attitudes about self and others as well as students' behavior and academic performance. Implementing Behavior Tools school-wide will reduce students' behavioral and conduct problems along with their emotional distress. These critical social-emotional competencies involve skills that enable students to regulate their emotions when angry, initiate friendships and resolve conflict respectfully, make ethical and safe choices, and contribute constructively to their community. [Division Priority - Provide Empowering Environments]
Point Person	Denise Calio (denise.calio@ocps.net)
Action Step	
Description	<p>* Provide professional development to all staff in Behavior Tools and Professional Crisis Management during pre-planning and the first week of school. This will initiate a school-wide cultural shift that focuses on positive behavior support/recognition as a strategy to reduce/eliminate the negative/undesirable behaviors. Training staff on specific behavior strategies will increase safety in the classroom and throughout the school.</p> <p>* Provide ongoing support and training to classroom staff by the school-based behavior team to ensure fidelity with implementation.</p> <p>* Monitor and support the use of character ed and social personal instruction as a school-wide expectation that is not only taught in isolation but embedded across all subject areas and within the academic day.</p>
Person Responsible	Liz Addeo (elizabeth.addeoherald@ocps.net)
Plan to Monitor Effectiveness	
Description	Monitoring the effectiveness of the implementation will be achieved through the following: <ul style="list-style-type: none">> Data from student acquisition skills (individualized)> Restraint data/discipline data> Student achievement data> WMS 2.0 data> Observation data> Data collected from parent/student/staff and community partners
Person Responsible	[no one identified]

Activity #2	
Title	Investing in Human Capital
Rationale	<p>The primary goal of investing in human capital is to ensure that teachers have what they need to succeed and grow in order to support and benefit our students. By developing a school-wide culture of continuous learning and improvement, where staff members are provided the time, resources and support necessary to develop job proficiency and satisfaction, Magnolia will engage and retain effective teachers, instructional support staff and classified staff.</p>
Intended Outcome	<p>Better employee satisfaction, engagement, and communication lead to an improved overall culture by:</p> <ul style="list-style-type: none">• Investing in professional development to increase job satisfaction• Improving employee retention through a positive support system given by coaches• Increasing employee engagement during PLCs, PDs and faculty meetings• Improving organizational communication by sharing expectations and feedback <p>As a result of providing resources, common planning and targeted, differentiated professional development (DPD), the connection between content and pedagogy will assist in the improvement of instruction and student outcomes. DPD will be structured just like good instruction in the classroom. It is differentiated and provides staff with voice and choice throughout the entire process. [Division Priority - Invest in Human Capital]</p>
Point Person	Arlene Garcia (arlene.garciarivera@ocps.net)
Action Step	
Description	<p>Magnolia will provide:</p> <ul style="list-style-type: none">*Targeted, differentiated professional development to staff*New teachers with mentors and induction program*Common planning for collaboration and instructional rounds*Time and support for PLC teams for instructional staff and program assistants
Person Responsible	Arlene Garcia (arlene.garciarivera@ocps.net)
Plan to Monitor Effectiveness	
Description	<p>A school-based professional development calendar will be created with teacher input and training that is relevant to their subject area and differentiated to meet their needs for increased student achievement. AdvancED surveys, teacher evaluation reports, monthly progress monitoring data and work maturity skills checklist data will be used to monitor outcomes. New teachers will participate in the induction program and be assigned mentors in the form of highly effective teachers in their subject area to support and retain new instructional personnel.</p>
Person Responsible	Arlene Garcia (arlene.garciarivera@ocps.net)

Activity #3	
Title	Standards-based Instruction
Rationale	<p>Our goal is to provide personalized learning for every student. It is important to balance “big picture” summative data with daily performance. Taking the class pulse can help, but isn’t really specific enough to account for individual student progress. We need to identify data sources and set the expectations that instruction is on-going, intentional, standards-based, and specific enough to differentiate instruction.</p> <p>By collaboratively planning and implementing strategies learned at the DPLC and targeting the specific needs of our students, overall student achievement will increase, discipline actions will decrease and attendance will increase. Focus on standards-based instruction will ensure success based on the following criteria:</p> <p>Relationship to Student Standards. The data on classroom practices will be analyzed in relation to the expectations for student performance.</p>
Intended Outcome	<p>Coherence with the conditions of instruction will be consistent within the school and across grades. Students should be exposed to the same content and instructional practices if they are expected to achieve the same standards.</p> <p>Dis-aggregation of data on instructional practices will be collected and analyzed by race, gender, socioeconomic status, and other factors to indicate whether all students in schools are exposed to similar conditions of instruction. [Division Priority - Accelerate Student Performance]</p>
Point Person	Arlene Garcia (arlene.garciarivera@ocps.net)
Action Step	
Description	<p>Analyzing data to plan a course of action for each student using a computer-based management system (CBM) will keep us informed of student performance while freeing up instructional time. Standards-based technology will provide a personalized plan for each student based on performance that will include:</p> <ul style="list-style-type: none">Standards-based assessment/practiceAssistive technology implementationReal-time reports that yield results as:<ul style="list-style-type: none">Progress towards standards masteryTime on task/personalized practiceSuggested student grouping and rotationSupplemental interventions and remediationData by student, class, school subgroup <p>Best Practices in Inclusive Education (BPIE) indicators and the results are shared with staff.</p> <p>Minority Achievement Office (MAO) Initiatives will be overseen and monitored by an administrative lead at the school.</p> <p>Curriculum pacing guides (focus calendars) are created by a summer writing team. Whole and small group instruction is identified in every lesson plan and classroom. School-based professional development and benchmark assessment results are analyzed by PLC members to determine effectiveness with implementation and mastery of standards.</p>

Instructional resources and supplemental materials include: Unique Learning Systems, i-Ready, Access Math and Science. Teachers use common assessments as part of their progress monitoring and incorporate the following:

Florida Continuous Improvement Model of Plan, Do, Check, and Act, Discreet Trial Training, Errorless 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) STEAM is a growing part of our campus and the addition of a Science and Math lab has allowed students to use critical thinking skills.

Person Responsible Teleshia Jones (teleshia.jones@ocps.net)

Plan to Monitor Effectiveness

Monitor the conditions of instruction—the curriculum and instructional practices of teachers—to determine if students are exposed to teaching that would enable them to achieve the standards they are expected to meet.

Description Monitor and support teachers implementation of information on conditions of instruction in their classroom, along with data on student performance, to improve the quality of instruction.

Monitor the use of information on the conditions of instruction to organize the time, resources and professional development provided to teachers for instructional improvement.

Person Responsible Teleshia Jones (teleshia.jones@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Parent engagement is vital to student success. Parents are a child's first teacher and parents are partners with teachers in the education of their children. The following framework will be utilized as a plan to increase parent engagement at Magnolia:

Connect with parents by building a positive relationship and communicating the school's vision to work together with parents to guide children's health and learning. Engage parents by providing a variety of activities and frequent occasions to fully involve parents including providing parenting support, increasing communicating with parents, creating volunteer opportunities, supporting learning at home, encouraging

parents to be part of decision making in schools and collaborating with the community.

Sustain parent engagement by addressing the common challenges to getting and keeping parents engaged such as scheduling conflicts, transportation, making parents feel welcome in the school and supporting teachers in building relationships with families.

(See Parental Involvement plan attached for specific activities)

PFEP Link

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

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

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
- Social issues
- Post school goals

The counselor and social worker provide consultation services to parents and teachers. In addition, they may refer student/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.

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.

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.

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

Bridges provides intensive training and instruction to students (ages 18-22), and prepares them for life at home, the community, and the work place. Our curriculum focuses on functional living and employment skills.

The goal is viable employment skills for every student upon leaving Magnolia School. Developing job skills, work habits, and appropriate social skills is a continual process. Students will acquire the knowledge and skills necessary for increased independence, self-determination, vocational/career interests, and daily living skills.

Part V: Budget	
Total:	\$12,100.00