

Orange County Public Schools

# Magnolia School



## 2022-23 Ungraded Schoolwide Improvement Plan

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## Magnolia School

1900 MATTERHORNE DR, Orlando, FL 32818

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

### Demographics

**Principal: Timothy Shuler**

Start Date for this Principal: 3/13/2019

<b>2021-22 Status</b> (per MSID File)	Active
<b>School Function</b> (per accountability file)	ESE
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-12
<b>Primary Service Type</b> (per MSID File)	Special Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	79%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students* Economically Disadvantaged Students*
<b>School Improvement Rating History</b>	2021-22: Maintaining 2020-21: No Rating 2018-19: Maintaining 2017-18: Maintaining 2016-17: No Rating
<b>DJJ Accountability Rating</b>	2023-24: No Rating

### School Board Approval

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

### SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

### **Purpose and Outline of the SIP**

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

With the support of families and the community, we create an enriching and diverse pathways that lead our students to success.

**Provide the school's vision statement.**

To ensure every student has a promising and successful future.

**Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.**

All students attending Magnolia School present with significant disabilities ranging from medical and physical abnormalities to significant cognitive disabilities. The primary goal is to lead students to their highest level of independence regarding their education, employment, and community involvement, in order to enhance their quality of life. The chief focus is to provide the necessary supports which will enable each student with a significant disability the opportunity to receive a high school diploma and become college and career ready. Services are individualized based on student needs and include instruction in the Florida Standards Access Points for English Language Arts, Mathematics, and Next Generation Sunshine Standards for Science and Social Studies. In addition, life skills related to independent functioning, social/emotional behavior, communication, and related services such as physical and/or occupational therapy, nursing, and specialized transportation are also provided to students as needed.

### School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Green, Latonia	Principal	The Principal is responsible for the overall operation of the school. Some of these operations include: being an instructional leader, hiring effective faculty and staff, providing teachers with actionable feedback to improve instructional pedagogy, creating a safe and positive school culture, supervising and evaluating faculty and staff, maintaining secure funding for the school, and conducting meetings to create academic action plans to address student needs and improve student achievement school-wide.
Lee, Wendy	Assistant Principal	To assist the Principal in coordinating, providing leadership and making available desired expertise that are needed. Observes instructional delivery, provides teachers with actionable feedback, participates in common planning, assists with professional development.
Thomson, Arlene	Assistant Principal	To assist the Principal in coordinating, providing leadership and making available desired expertise that are needed. Observes instructional delivery, provides teachers with actionable feedback, participates in common planning, assists with professional development.
Gomez, Candace	Other	Monitor and support students who demonstrate social and emotional needs. Participate in the development of behavior plans for specific students and collect data on behavioral trends, while also monitoring and supporting the school wide behavior management plan. Additionally, they will communicate with parents and provide resources for families in need of support.
Gordon, Debra	Curriculum Resource Teacher	Provide individual and group professional development that expand and refine the understanding of effective instruction. In order to meet this purpose, instructional coaches provide personalized support, through the utilization of the coaching cycle (e.g. coaching, modeling, observation, conferencing, etc.) that is based on the goals and identified needs of individual teachers and administrators. Instructional coaches provide support in analyzing student assessment data and making instructional decisions based on student need.
Garcia, Arlene	Instructional Coach	Provide individual and group professional development that expand and refine the understanding of effective instruction. In order to meet this purpose, instructional coaches provide personalized support, through the utilization of the coaching cycle (e.g. coaching, modeling, observation, conferencing, etc.) that is based on the goals and identified needs of individual teachers and administrators. Instructional coaches provide support in analyzing student assessment data and making instructional decisions based on student need.
Hogan, Andrea	Other	Work with teachers to support best practices in using data, make recommendations about potential next steps to address areas of need, and

Name	Position Title	Job Duties and Responsibilities
		analyze school-wide trends in Math and Science instruction. She takes a direct approach as an instructional leader to improve instruction and productivity by working to increase the effectiveness of Math and Science instruction. This includes modeling lessons, helping teachers plan instruction, and facilitating professional development. Engages stakeholders through the implementation of school and district-wide STEaM initiatives.
Allen, Whitney	Attendance/Social Work	Monitor and support students who demonstrate social and emotional needs. Communicate with parents and provide resources for families in need of support.
Wooten, Lorna	Staffing Specialist	Work with the faculty to ensure the school is in compliance with the ESE policies and procedures in relation to students with exceptionalities and disabilities. Works collaboratively with both ESE and general education teachers to ensure all students are academically successful. This is accomplished through ongoing professional learning communities, professional development, and meetings providing the most up to date federal, state and OCPS mandates.
Hicks, Alida	Instructional Coach	Provide individual and group professional development that expand and refine the understanding of effective instruction. In order to meet this purpose, instructional coaches provide personalized support, through the utilization of the coaching cycle (e.g. coaching, modeling, observation, conferencing, etc.) that is based on the goals and identified needs of individual teachers and administrators. Instructional coaches provide support in analyzing student assessment data and making instructional decisions based on student need.

**Is education provided through contract for educational services?**

No

**If yes, name of the contracted education provider.**

n/a

**Demographic Information****Principal start date**

Wednesday 3/13/2019, Timothy Shuler

**Total number of students enrolled at the school.**

114

**Total number of teacher positions allocated to the school.**

36

**Number of teachers with professional teaching certificates?**

30

**Number of teachers with temporary teaching certificates?**

6

**Number of teachers with ESE certification?**

36

**Identify the number of instructional staff who left the school during the 2021-22 school year.**

8

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

6

**Demographic Data****Early Warning Systems****2022-23****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	1	9	3	6	4	14	7	44	
Attendance below 90 percent	0	0	0	0	0	0	0	2	1	2	0	2	1	8	
One or more suspensions	0	0	0	0	0	0	0	2	0	1	0	3	2	8	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

**The number of students with two or more early warning indicators:**

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

**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	1	1	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

**Date this data was collected or last updated**

Monday 8/15/2022



**2021-22 - 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		
Number of students enrolled	0	0	0	0	0	0	2	3	3	1	12	3	11	35	
Attendance below 90 percent	0	0	0	0	0	0	1	2	2	0	6	1	7	19	
One or more suspensions	0	0	0	0	0	0	1	1	0	1	4	0	2	9	
Course failure in ELA	0	0	0	0	0	0	1	0	0	0	0	0	1	2	
Course failure in Math	0	0	0	0	0	0	1	0	0	0	0	0	1	2	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	2	1	2	0	3	0	0	8	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	2	0	5	0	0	8	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	2	2	0	5	0	2	12	

**The number of students with two or more early warning indicators:**

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

**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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis****School Data Review**

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		57%	55%					62%	61%
ELA Learning Gains								60%	59%
ELA Lowest 25th Percentile								55%	54%
Math Achievement		41%	42%					61%	62%
Math Learning Gains								60%	59%
Math Lowest 25th Percentile								54%	52%
Science Achievement		57%	54%					56%	56%
Social Studies Achievement		63%	59%					74%	78%

**Grade Level Data Review - State Assessments****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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	22	41		14	23		26			60	
HSP	8										
FRL	22	36		12			31			58	
2021 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 2019-20	C & C Accel 2019-20
SWD	18	38		20							
HSP											
FRL	18										
2019 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 2017-18	C & C Accel 2017-18
SWD	29	48		25	70		36				
BLK	31	50		38							
HSP	20			14							
FRL	40	53		32							

### ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	26

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	183
Total Components for the Federal Index	7
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	4
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

### Part III: Planning for Improvement

#### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?**

The progress monitoring that was in place for low-performing ESSA subgroups related to the areas of focus included the BOY/MOY/EOY diagnostic assessments, i-Ready diagnostic assessments, Teach Town assessments, and MPMs or Monthly Progress Monitoring assessments. Based on a review of the data, student progress was inconsistent. Some students scored higher on the MOY assessment but showed a decrease on the EOY assessment. The significance of the students' disabilities may be a contributing factor to the inconsistency in academic progress.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Based on progress monitoring and the 2022 FSAA, Math showed the most improvement. Overall, the trends show higher growth in Math compared to overall growth in ELA. The new actions our school took in this area included the implementation of PBL (Project Based Learning) across all courses, a pilot departmentalization of core classes for Math & Science, and ELA and Social Studies in High School. Mini Professional Development during PLC on instructional strategies was also initiated. Weekly collaborative data chats during PLC and weekly collaborative lesson planning where teachers work

together to create common assessments and lesson plans also helped. The Coaching Cycle implemented among teachers resulted in an increase in instructional techniques which improve student engagement and participation in all courses and especially in Math.

**What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?**

The area that is in the greatest need of improvement is ELA. The specific component of this area that is most problematic is the rigor of the ELA state assessment, students' stamina to focus, and retention of the information presented in long and rigorous passages. Based on the 2022 progress monitoring for ELA, the data analysis of the BOY/MOY/EOY data shown by the EOY for ELA depicted that 31% of students were scoring in the proficient range to 64%. However, the Spring 2022 FSAA assessment shows that of the 47 students who completed the ELA assessment, 17% (8/47) scored at Level 3, 38% (18/47) scored at Level 2, and 45% (21/47) scored Level 1. Comparing the ELA progress monitoring scores to the actual ELA FSAA scores resulted in scores and achievement levels that were much lower than expected.

**What trends emerge across grade levels, subgroups and core content areas?**

The trend that emerged across the content area is that more students scored proficient in Math FSAA (22% of students scored levels 3 & 4) than in ELA FSAA (17% of students scored level 3).

**What strategies need to be implemented in order to accelerate learning?**

We will continue with the development and implementation of PBL (Project Based Learning) across all courses. Departmentalization of core courses in High School. We will also continue embedding Mini Professional Development during PLC on instructional strategies and collaborative data chats during PLC. We will also continue both coaching cycles for teachers and classroom walkthroughs with actionable feedback. We will target small groups of struggling students with strategies based on Universal Design for Learning.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided to support teachers and leaders.**

Magnolia will continue to offer ongoing professional development centered on providing individualized education based on students' unique needs. Professional development will be facilitated by both resource staff as well as experts within the district. Teachers will also be engaged in professional learning communities where they will collaborate with colleagues regarding effective instructional practices for the target subgroups. Teachers will be provided with information about professional development opportunities and will be motivated to attend these trainings.

**Areas of Focus:**

**#1. Instructional Practice specifically relating to B.E.S.T. Standards****Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Effective instructional practice that focuses on B.E.S.T. Standards leads to improvement in student achievement. While student data demonstrate that students are making learning gains, there is still room for improvement in Reading and Math as it relates to grade level expectations.

**Rationale:**

Continued focus and monitoring of the strategies implemented in 2022-2023 will lead to embedded instructional practice that should result in goal attainment for the 2022-2023 school year. In addition, focusing on B.E.S.T. Standards regarding our subgroups will insure teachers maintain rigor for all students.

**Measurable****Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of 2022-2023, it is expected that there will be a 10% increase over the 2021-2022 results in Reading and Math for students taking the FSAA.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

During weekly PLCs, collaborative lesson planning will be done with the curriculum resource teacher (CRT) and the instructional coach. The execution of the lessons will be monitored by the assistant principal for instruction, and the CRT and the instructional coach will participate in daily classroom walkthroughs using the classroom walkthrough protocol. Teachers will receive frequent actionable feedback on their planning and lesson delivery.

**Person responsible for monitoring outcome:**

Wendy Lee (wendy.lee@ocps.net)

**Evidence-based****Strategy:**

Describe the evidence-based strategy being implemented

Collaborative lesson planning is the evidence-based strategy that is being implemented for this Area of Focus. Different teams of teachers that are grouped together upon the grade and content collaborate weekly, planning lessons utilizing instructional strategies; debriefing these strategies, and analyzing data for improving delivery, re-teaching, or differentiating instruction to further implement interventions in order to increase student achievement.



for this Area  
of Focus.

**Rationale  
for  
Evidence-  
based  
Strategy:**

Explain the rationale for selecting this specific strategy. Collaborative lesson planning allows teams of teachers and instructional coaches to share and utilize effective instructional strategies that benefit larger groups of students.

Describe the resources/ criteria used for selecting this strategy.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will collaborate with their teams and with instructional coaches to share effective strategies for instructional delivery.

**Person Responsible** Wendy Lee (wendy.lee@ocps.net)

Teachers will be provided with resources and professional development during collaborative planning regarding how to incorporate technology in their instructional delivery.

**Person Responsible** Debra Gordon (debra.gordon@ocps.net)

During PLCs, teachers will focus on common strategies for implementation that are aligned with standards.

Resource teachers will conduct peer observations and provide actionable feedback and coaching during sessions to frequently monitor instruction in the classrooms for appropriate demonstration of evidence-based PLC practices.

**Person Responsible** Debra Gordon (debra.gordon@ocps.net)

**Monitoring ESSA Impact:** Data from the 2021-2022 school year revealed that there were three ESSA subgroups where the overall federal index was below 41%. These subgroups of students were: students with disabilities (federal index =27%); Hispanic students (federal index = 4%); and economically disadvantaged students (federal index =27%). More focused and frequent support aligned with evidence-based strategies for instructing these different subgroups would have been beneficial for these students. Small group instruction will be provided to students with disabilities daily to build their skills in reading and math. Specific computer-based programs such as i-Ready allow students to work at their own pace, re-coup areas of deficits, and build on these for improved academic achievement. Their work and pacing will be regularly monitored by their teachers. Once per week, the instructional coaches will monitor the data and help teachers in using the data to alter and drive instruction. Many of the instructional strategies utilized for students with disabilities will be applied to black/ African American students. Small group instruction, specific computer-based programs, as

If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress

monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

well as tutoring services will help to improve their academic achievement. Instruction will be monitored by the use of the classroom walkthrough protocol done by the instructional coaches and the administration. The frequent actionable feedback provided to teachers will be used to help them deliver more effective instruction and hence improve student achievement. Frequent progress monitoring assessments will also be implemented to help teachers analyze student data and make the necessary changes required for student success. Teachers will administer diagnostic assessments with Hispanic students, meet with the leadership team to review data and develop a plan of action to increase student performance. Teachers will implement the action plans and continue to monitor student performance throughout the year. They will adjust the action plans as dictated by student performance on frequent progress monitoring data. The administration will frequently observe instruction to ensure that students receive differentiated instruction based on their individual learning needs. The administration will provide actionable feedback to teachers on this instruction. The economically disadvantaged students will be offered weekly tutoring for reading and math. Tutoring resources are evidence-based and teachers will use these scripted resources to help improve student performance.

**#2. Other specifically relating to Graduation Rate****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Magnolia School is the only school in OCPS that serves as the significant center site for students with disabilities from Grades 6 through 12. One hundred percent of our students have one or more disabilities. Students are placed here from within the school district, from out of the county, from out of state, and from other countries. Our guidance staff works with the student's former school and with the parents/guardians to ensure that they meet the requirements for graduation. Students earn a Standard Diploma via Access Points.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our goal is to graduate 100% of eligible students who meet the requirements for high school graduation. these requirements include the 24 credits needed; FSAA via Access Points; End of Course (EOC) assessments; and Common Final Examinations (CFEs) which are teacher rubrics based on the courses students completed per grade level.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by having the CRT and Guidance staff check to make sure that students are working towards acquiring the 24 credits; ensuring that each eligible student is being assessed for the FSAA during the assessment window; and that teachers are having their students complete the EOC assessments and that they themselves complete the CFE rubrics in a timely fashion.

**Person responsible for monitoring outcome:**

Debra Gordon (debra.gordon@ocps.net)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategies being implemented for this area of focus are direct instruction, small group instruction, meeting with the school counselors, and behavior intervention plans.

**Rationale for Evidence-based Strategy:**

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The rationale for selecting these specific strategies is that one is able to monitor the progress of the students and proactively intervene when the students show early signs of attendance, behavior, and or academic problems. One can therefore provide intensive individualized support to students who have significant challenges to success, and engage students by offering curricula and programs that connect schoolwork with career success. Using this evidence-based strategy will also allow for tools to improve the students' capacity to manage challenges in and out of school.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

CRT will monitor the progress of the students and intervene at the early signs of academic problems. She will intervene by offering the teachers intensive individualized support curricula to work with the students affected. For students who display early signs of behavior issues, she will have the behavior analyst intervene with behavioral techniques, and for those students who have attendance issues, the CRT will work with the attendance clerk and the school social worker to address these issues appropriately.

**Person Responsible**

Debra Gordon (debra.gordon@ocps.net)

**Monitoring ESSA Impact:**

If this Area of Focus is not related to one or more ESSA subgroups, please describe

the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.

### **Positive Culture & Environment**

A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

**Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.**

Student Attendance

**Describe how data will be collected and analyzed to guide decision making related to the selected target.**

Daily attendance data will be collected from teachers' input into Skyward. Weekly analysis of this data will be done by the Registrar and administration. Students who have five or more absences within a 30-day period will receive communication from the school social worker or from the Registrar/Attendance clerk. The administration will analyze the data to determine what resources could be offered to parents to help them improve their child's attendance. The school social worker will be instrumental in linking families to resources (such as financial assistance for housing, food, and electricity; mental/emotional assistance/resources; and medical/physical services) in the community. Connecting with families to build positive relationships and communicating the vision to work together with them by sharing fundamental community resources let them know that they are not alone and that the school is here to help as much as possible in providing an education to their children. However, this can only be done when students are present at school.

**Describe how the target area, related data and resulting action steps will be communicated to stakeholders.**

Attendance, related data (absences, and truancy) and the resulting action steps will be communicated to stakeholders (families/parents, teachers, and community members) via email communication from the District's Office, telephone calls from teachers, registrar, school worker, and administration, letters addressed to families, Magnolia's monthly newsletter, and via our monthly PTA meetings and through social media (Magnolia's Facebook).

**Describe how implementation will be progress monitored.**

During the weekly administrative meeting, the administration will progress monitor the attendance initiative through the leadership data chats. The input from the registrar and the social worker regarding the number of students who were absent for 5 or more days within the 30-day timeframe and the school's communication, plans, and resources offered to parents/families will be analyzed to see the effects of the initiative. Adjustments to the attendance initiative will be made accordingly to remedy areas that are not being addressed effectively.

**Action Steps to Implement:**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
<p>The registrar/attendance clerk will frequently monitor students' absences through Skyward and make contact with parents after the teachers made the initial contact. Five or more absences within the 30-day period trigger a call or communication from the registrar/attendance clerk. This monitoring of attendance will be vigilant, intentional, frequent, and purposeful.</p>	<p>Thomson, Arlene, arlene.thomson@ocps.net</p>
<p>The Registrar will set up an Attendance Child Study Team Meeting if there is no improvement in the student's attendance. If the parent fails to attend this meeting, then this triggers legal action that can be taken against the parent.</p>	<p>Thomson, Arlene, arlene.thomson@ocps.net</p>