

Polk County Public Schools

# Don E Woods Opportunity Center



2015-16 School Improvement Plan

## Don E Woods Opportunity Center

213 LAKE AVE E, Dundee, FL 33838

<http://schools.polk-fl.net/dwoc>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
High	No	62%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	100%

### School Grades History

Year  
Grade

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

To provide a high quality education for all students.

##### Provide the school's vision statement

Every Polk student will be prepared for success in college or career after graduation.

#### School Environment

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

The Donald E. Woods Opportunity Center (Don Woods or DWOC) faculty and staff nurture academic relationships with students that provide foundations to build knowledge and understanding of the cultures (students) that are served. Professional development focusing on culture diversity, providing stellar customer service and relevant and rigorous learning experiences and exposure are district strategies used in schools to ensure increased student achievement and close the achievement gap for all students. Polk County Public Schools (PCPS) is the tenth largest school district in the nation, serving over 187,000 students, originating from 212 countries, speaking 163 dialects and languages. The facts stated previously demands our urban district understand and learn about the cultures of the students served to better educate them. As an alternative educational center, the Don Woods accepts students from their respective zoned, district school(s) on a weekly basis. These students represent the diverse culture, socioeconomic and racial demographics that are unique to Polk County. The instructional faculty and staff at Don Woods resembles the demographic make-up of the student population they serve. The belief is the opportunity for student achievement increases when familiarity is present between students and their instructors.

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

Maintaining a safe and orderly campus is a basic foundation for increasing student achievement for all students. Don Woods administration follows district policies to develop and implement the best systems of approach for their campus. Reviewed rules, drill and practice of emergency procedures and adult supervision allow for students to focus on learning. Faculty and staff have morning and afternoon duties to facilitate the smooth instructional day of students. Parents and students play an important role in creating a school environment where students are safe and respected.

When students arrive, they are greeted by DWOC faculty and staff. During class change faculty and staff monitors the students transition throughout the campus. Two restroom breaks are included in the students' instructional day facilitated by school resource personnel. Students are escorted to and from at all times and two lunch periods are under the watchful eye of school staff members. During student departure time, students are monitored throughout the campus to ensure an orderly and safe dismissal. All visitors to our campus must check in via the main office and are required to wear a visitor's badge.



**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**

The PCPS Student Code of Conduct is the official document/ program used to govern student behavior on campus. The student code is reviewed consistently throughout the school year and is the foundation for other auxiliary resources and strategies including Positive Behavior Support (PBS). It is a systems approach to discipline that starts with the teacher but depending upon the severity of the incident,

administration may need to be involved. Don Woods has set a goal to decrease discipline referrals by 25% for the 2015 – 2016 school year.

Other strategies used at Don Woods are as follows:

Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions and support teachers in carrying out intervention plans.

Review data to problem-solve needed interventions with a systemic approach and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done several times during the school year.

Assist in referring teachers feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective best practices, evaluating implementation, assist in making decisions for school, teacher and student improvement.

Facilitate the process of building consensus, increasing infrastructure and making decisions about implementation.

Note: Don Woods serves as an Alternative Center for students who have been assigned for a specific amount of time due to serious infractions against the Code of Student Conduct. Therefore, we are a Tier 3 Center that assists students with obtaining pro-social skills as well as maintaining and enhancing their academic needs. To teach pro-social skills we use the Skill Streaming Curriculum and provide Positive Behavior System (PBS) for replacement and reinforcement of pro-social skills.

**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**

In order to increase student achievement at Don Woods the faculty and staff believes in the whole child approach. The emotional, mental, physical and spiritual growth of a student are just as important as their academic growth and successes. Students attending Don Woods have access to school, district and

community resources as needed. Don Woods offers a mentor program for targeted students and counseling needs are met by school and district personnel. To attend to a student's basic social and emotional growth is an ethical and moral charge that all Don Woods educators aspire to do well.

The school-based Problem Solving Team (PST) and leadership team meet every week to identify, discuss and solve academic and behavior problems, determine the variables that contribute to the problem and identify appropriate research-based best practices to implement and monitor with fidelity.

### Early Warning Systems

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

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

Don Woods 'faculty and staff understand the correlation between student contact time and increased student achievement. The goal is to continue to decrease the number of lost instructional

days for students during the 2015 – 2016 school year due to attendance and suspension. Attendance is monitored by administration and certain concerns trigger different district and school responses to correct the concern. According to Genesis, Don Woods' has a 95.53% daily attendance rate. For those students not meeting this measure, school and district responses are implemented. Responses may include interventions ranging from attendance conferences to more aggressive responses that may include district and even judicial personnel.

Don Woods faculty and staff frequently progress monitor student achievement through data disaggregation. Data from assignments, assessments (formal and informal) and project based learning allow instructors to differentiate instruction for individual students by need. Academic intervention and enrichment, planning and instruction are important but in this transition to a student centered classroom students are charged with taking ownership of their own learning through individual goal setting and data disaggregation.

The following are resources and strategies that serve as the early warning system to allow the smooth transition to the aforementioned:

**Community Resources**

Conferences (academic, attendance and behavior)

Early warning system indicators reported twice a month include the following:

Chronic absenteeism rate 10% or higher by school and grade

Count of over-age students at middle and elementary grade levels (last week of October)

ISS and OSS discipline referrals by school and grade

List of multi-sector collaborations with the community by school

Monitoring of acquired credits each semester

Number and percent of students meeting EOC criteria by race, gender, ethnicity and school

Number and percent of students graduating with a standard diploma by race, gender, ethnicity, disability and school

Number and percent of students graduating college ready in math and reading

Number and percent of students graduating with Industry Certification or Ready-to-Work Credentials

Number and percent of students reading on grade level or above by 8th grade by race, gender, ethnicity and school

Progress monitoring 3 times per year

Sample parent engagement communications

Multi-Tiered System of Support (MTSS for academics and behavior)

School Resources (Mental Health Counselor, School Psychologist and Social Worker)

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

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

Indicator	Grade Level					Total
	6	7	8	9	10	
Attendance below 90 percent	10	21	8	3	4	46
One or more suspensions	10	21	8	3	4	46
Course failure in ELA or Math	10	21	8	3	4	46
Level 1 on statewide assessment	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
	6	7	8	9	10	
Students exhibiting two or more indicators	30	63	24	9	12	138

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

Assisting instructors with strategies and interventions for students struggling academically by collaborating regularly, problem solving, sharing effective best practices, evaluating, implementation and assisting in making decisions for stakeholders and increase student achievement.

Attendance conferences with parents

Behavior Intervention Plans (BIP)

Community Resources

Conferences (academic, attendance and behavior)

Review and disaggregate all instructionally data to problem solve needed academic interventions as a systematic approach and identify students meeting/exceeding academic expectations as well as those at moderate or high risk of not meeting academic expectations on district or state assessments. Data will be reviewed at least three times per year.

School Resources (Mental Health Counselor, School Psychologist and Social Worker)

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

School internal stakeholders want to have parent participation increase at least 10% or more for the 2015 - 2016 school year. Don Woods' expectation is to provide for stellar customer service in order to strengthen the home - school relationship. 'Welcoming' stakeholders on your campus is important to realizing this goal. Instructional faculty and staff will communicate with stakeholders utilizing Connect Ed Messenger phone system, email, newsletter, parent conferences, the student portal and the school website.

**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**

Don Woods continues to build the home school relationship because stakeholders understand that this relationship is strongly correlated with increased student achievement. These formal and informal connections between the home and school assist in the process of developing the students we serve academically, emotionally, mentally, physically and socially into productive lifelong learners that will successfully thrive in our global community. Research supports that family involvement contributes to better student achievement and attitudes throughout the student's 6 - 12 academic years. At Don Woods home participation is welcomed and encouraged with the following resources and strategies:

Community Based Events – Dream Lake promotes the business of our Partners in Education (PIE) .

Connect Ed Messenger - This automated system allows for district and school staff to communicate important information to school stakeholders efficiently and in a timely manner as needed.

Don Woods' Website – School stakeholders can review the school's website for pertinent information as needed.

School Advisory Committee (SAC) - The SAC offers support to the DWOC faculty and staff by positively promoting the school and offering necessary feedback to the school principal to assist in the decision-making process when asked to do so by the principal.

Parents are always welcomed at Don Woods, providing stakeholders with stellar customer service should ensure that the home – school connection strengthens and continues to positively effect student achievement for all the students we serve.

## Effective Leadership

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

### School Leadership Team

#### Membership:

Name	Title
Bellamy, Rodney	Principal

#### Duties

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

Specific Responsibilities:

Principal: Rodney Bellamy - The Principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of PS/Rtl; ensures that the school-based team is implementing PS/Rtl; conducts assessment of PS/Rtl skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support PS/Rtl implementation; develops a culture of expectation with the school staff for the implementation of PS/Rtl school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/Rtl plans and activities.

Assistant Principal: Tom Kaiser- Assistant Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of PS/Rtl, further assists the principal in the assessment of PS/Rtl skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning PS/Rtl plans and activities.

Exceptional Student Education (ESE) Teachers and Deans: Chandra Johnson, Billy Washington, and Orinthius Simmons- Participate in student data collection, integrate core instructional activities/ materials/ instruction in tiered interventions; collaborate with general education teachers.

School Psychologist, School Social Worker, Guidance Counselor, and Mental Health Counselor: Ashley Mendez, Amanda Hall, Kim White and Zeeshan Kerawala:- Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at-risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

***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 PS/Rtl Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. This supports DWOC's mission and vision: Vision- . . . Students will transition back to their home school equipped with social skills and study habits necessary to be successful, productive students.

Mission- . . . To provide a safe and orderly learning environment and enable our students to successfully function in mainstream schools and society.

The PS/Rtl Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem-solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least several times per year or more frequently if new data is available.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Note: Don Woods Opportunity Center serves as an Alternative Center for students who have been assigned for a specific time duration due to serious violations of the Code of Student Conduct.

Therefore, we are a Tier 3 Center that assists students with obtaining pro-social skills as well as maintaining and enhancing their academic needs. To teach pro-social skills we use the Skill Streaming Curriculum and provide Positive Behavior System (PBS) for replacement and reinforcement of pro-social skills.

The school-based PBS/Rtl Leadership Team (same team members as PS/Rtl group) meets monthly (or more frequently as needed) to strategically identify problems (e.g. frequent out of school suspension referrals for minor behaviors), determine the variables that contribute to the problem (e.g. Faculty and Staff's lack of knowledge to teach appropriate replaceable behaviors), identify appropriate scientific research-based interventions, implement them with fidelity (e.g. Skill Streaming: Social skills curriculum), and monitor the progress of the interventions frequently (e.g. adoption and implementation of interventions guided by continuous data evaluation).

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Robert Scott	Business/Community
Rodney Bellamy	Principal
Tom Kaiser	Education Support Employee
Princilla McKinnon	Education Support Employee
Billy D. Washington	Education Support Employee
Chandra Johnson	Education Support Employee
O. J. Simmons	Teacher
Kim White	Education Support Employee
Cindy Vergara	Business/Community
Zeeshan Kerawala	Education Support Employee

### Duties

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

*Evaluation of last year's school improvement plan*

Review and approve school Budget and school Action Plan  
 Provide input on discretionary spending  
 Review and approve school-based policies, including policies governing school safety and discipline, truancy, extracurricular activities, ESL supports, and other  
 Review and inform hiring/creation of new positions  
 Act as a catalyst to develop a culture of community support and involvement in decision-making for school-based policy  
 Play an active role in supporting and promoting the programs and initiatives they approved  
 Examine data on the effectiveness of school-based programs and services and periodically review and revise Action Plan strategies and recommendations to ensure continued progress towards reaching school goals.  
 Complete Quarterly Reports reflecting the above findings and recommendations advised and counseled on writing and implementation of the SIP.

*Development of this school improvement plan*

Creating a collaborative, inclusive, and transparent process to inform school-level decisions, including the adoption of the school Action Plan and Budget, and collaborating to address urgent school issues (e.g., truancy, bullying, improving student achievement)  
 Fostering a cooperative and collaborative environment at the school  
 Rallying parent, staff, student, and community support around school priorities  
 Organizing and conducting SAC elections  
 Responsibility for Supporting the Work of the SAC

*Preparation of the school's annual budget and plan*

The school's annual budget is prepared by the school district in concert with the school principal.

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

N/A

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

Yes

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

The SAC is actively recruiting parental representatives

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Bellamy, Rodney	Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The Literacy Leadership Team will focus meetings on how to assist teachers in providing effective instructions through PLCs that target effective summarizing across all content areas, providing strategies to students that assist them in using vocabulary in context and understanding the meaning of unknown words by using context clues, and assist teachers in the use of STEM questions to enhance higher order thinking skills, and to monitor Common Core so that there is fidelity. Teachers will be in-serviced on how to implement/use Common Core

**Public and Collaborative Teaching**

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

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

Each Wednesday, all teachers spend approximately 1 hour in Grade-Level Team meetings; discussing evaluative technique, adherence to Common Core, cross-content curricular strata, and PBS/RTI interventions. The results of these meetings are shared with the administrative team, and implementation of new constructs is/are considered.

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

1. Maintain Mentor and Mentee Program as described by Polk County Schools
  2. Bi-weekly one on one meetings with the new teachers
  3. Professional development using district level training, tailored to meet specific needs of each teacher
  4. Job Fairs and recruiting at Universities
- Principal, Assistant Principal, Mentor

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

Modeling lessons, Bi-Weekly Meeting, visiting other classrooms, informal and formal conferencing, professional development

**Ambitious Instruction and Learning**

**Instructional Programs and Strategies**

## Instructional Programs

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

DWOC provides a common vision for the use of all curriculum based decisions for instruction, supervises the development of a strong infrastructure for implementation of Common Core and FCIM; ensures that the instructional team is implementing Common Core with fidelity; conducts on-going assessment in order to monitor the progress of all students; ensures implementation of intervention support and documentation to “catch students up” using mini lessons; ensures and participates in adequate professional learning to support the Common Core implementation; develops a culture of expectation with the school staff for the implementation of the Common Core Curriculum school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding academic and pro-social activities.

All staff are tasked with providing a common vision for the use of all curriculum based decisions for instruction, assisting with the development of a strong infrastructure for implementation of Common Core and FCIM; assists with monitoring the instructional team so that Common Core is implemented with fidelity; assists with conducting on-going assessment in order to monitor the progress of all students; assists with the implementation of intervention support and documentation to “catch students up” using mini lessons; ensures and participates in adequate professional learning to support the Common Core implementation; develops a culture of expectation with the school staff for the implementation of Common Core school-wide and writing across all content areas; ensures resources are assigned to those areas in most need; and communicates with parents regarding academic and pro-social activities.

## Instructional Strategies

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

IMPROVE Testing and FAIR Testing; web-based assessment tools used to evaluate reading, math and science. Three benchmarks will be given per year. Baseline data is gathered through September. FAIR and IMPROVE data are gathered in early December and late February, as indicated in the chart below. FAIR and IMPROVE data is processed and will become available to staff online. Additionally, other progress monitoring instructional data is examined from the previous year's FCAT scores, and other data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, etc. Data is discussed and analyzed at least monthly at the PS/PBS/Rtl Leadership Team Meeting. Data is monitored through the Progress Zone of IMPROVE and FAIR results rubric; both web-based assessment tools. Teachers will create probes for strands to do more frequent progress monitoring, create quizzes above, on or below grade level. The information can be individualized based on single student weaknesses. At the request of the parent, teachers will be able to produce data reflecting student progress and share strategies and materials for additional home instruction. The data from these tools can also assist teachers and parents with an understanding of the student's strengths and weaknesses. The Resource Tab for teachers can pull up the Florida benchmarks and strands. The resource tab will also provide the teacher with streaming videos and websites attached to the strands that will help



enhance lessons. Diagnostic assessment data is gathered through IMPROVE learning, New Century Software, FAIR data and Odyssey. Informal writing assessments will be administered throughout the year to enhance student's writing skills. Genesis, Pinnacle and IDEAS Data Systems will be used to summarize data at each tier for behavior. End of the year data is gathered through the Florida Comprehensive Assessment Test (FCAT). Data is discussed and analyzed at least monthly at the PS/RtI

Leadership Team Meetings.

Test Month

FAIR 1 and IMPROVE ( A ) September

FAIR 2 and IMPROVE ( B ) Early December

FAIR 3 and IMPROVE ( C ) Late February

After the last test is given (Test C) the students will be grouped to attack their weaknesses. The data will

show the strengths and weaknesses by child, by class, by grade level, and school-wide and can also be

sorted by NCLB subgroups; i.e., gender, ethnicity, students with disabilities, economically disadvantaged, and ELL.

.Data is monitored through the IMPROVE, PMRN and

FAIR results rubric; all web-based assessment tools. Teachers will create probes for strands to do more

frequent progress monitoring, create quizzes above, on or below grade level. The information can be individualized based on single student weaknesses. At the request of the parent, teachers will be able to

produce data reflecting student progress and share strategies and materials for additional home instruction. The data from these tools can also assist teachers and parents with an understanding of the

student's strengths and weaknesses.

The Resource Tab for teachers can pull up the Florida benchmarks and strands. The resource tab will also provide the teacher with streaming videos and websites attached to the strands that will help enhance lessons. Diagnostic assessment data is gathered through IMPROVE, New Century Software, FAIR data and Odyssey. Informal writing assessments will be administered throughout the year to enhance student's writing skills. Genesis, Pinnacle and IDEAS Data Systems will be used to summarize data at each tier for behavior. End of the year data is gathered through the Florida Standards Assessment (FSA). Data is discussed and analyzed at least monthly at the PS/RtI Leadership Team Meetings

***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 Day

**Minutes added to school year:**

Teachers meet once per week after school in grade-level teams across disciplinary lines. Notes and observations are shared, and lesson plans are written which reflect common threads throughout each class construct. These PLC's are enhanced by input from the DWOC Leadership Team, and serve as a growth medium for our instructional staff.

**Strategy Rationale**

Students at Don Woods are typically 1 to 2 years behind academically. This additional time for staff is critical for helping to prepare students for their return to their zoned, district school.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Johnson, Chandra, chandra.johnson@polk-fl.net

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

FAIR, IMPROVE, and State-Mandated EOC's : both pre and post assessment measures.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

- \*Offer students the opportunity to enroll in specified career academies as they transition back to their home school.
- \*Implement the Rigorous and Relevant Framework through the infusion of Gold Seal Lessons
- \*Provide experience with inquiry learning, guest speakers, career day, and job shadowing opportunities
- \*Encourage vocational and academic teachers to collaboratively integrate curriculum and instruction
- \*Strengthen academic content in existing vocational curriculum

**College and Career Readiness**

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

All middle school students are required to have an Electronic Personal Education Plan (ePEP) before entering high school. These plans chart a course for their future career. The ePEPs are reviewed during a meeting between the student and Guidance Counselor annually.

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

- \*Offer students the opportunity to enroll in specified career academies as they transition back to their home school.
- \*Implement the Rigorous and Relevant Framework through the infusion of Gold Seal Lessons

- \*Provide experience with inquiry learning, guest speakers, career day, and job shadowing opportunities
- \*Encourage vocational and academic teachers to collaboratively integrate curriculum and instruction
- \*Strengthen academic content in existing vocational curriculum

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

- \*Notification and participation in the annual HBCU Jump-off
- \*Notification and participation in the College/Career Fair
- \*Myers/Briggs Career Academy
- \*PSAT Preparatory
- \*DWOC Career Day

**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**

- \*Notification and participation in the annual HBCU Jump-off
- \*Notification and participation in the College/Career Fair
- \*Myers/Briggs Career Academy
- \*PSAT Preparatory
- \*DWOC Career Day

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

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

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

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

N/A

### 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.

N/A



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase the amount of community stakeholders in DWOC.
- G2.** Teachers will participate in PLC's targeting Differentiated Instruction; giving them the opportunity to address the learning deficiencies inherent in our unique student population.

## Strategic Goals Detail

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

**G1. To increase the amount of community stakeholders in DWOC.** 1a

G074704

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0

**Resources Available to Support the Goal** 2

- City of Dundee
- City of Winter Haven
- City of Haines City
- City of Lake Wales
- Ridge Area Business Community
- Brother to Brother Mentoring Group

**Targeted Barriers to Achieving the Goal** 3

- Mistrust of Student Population

**Plan to Monitor Progress Toward G1.** 8

Point Sheet data will be collected via Google Docs, and compiled daily.

**Person Responsible**

Orinthius Simmons

**Schedule**

Daily, from 8/24/2016 to 8/24/2016

**Evidence of Completion**

Point sheet data is available for reference, and this data is to be used by the teachers to update their curricular constructs.

**G2.** Teachers will participate in PLC's targeting Differentiated Instruction; giving them the opportunity to address the learning deficiencies inherent in our unique student population. 1a

G074705

**Targets Supported** 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0
4-Year Grad Rate (Standard Diploma)	100.0

**Resources Available to Support the Goal** 2

- Various web-based programs such as Moodle, Journey's, and on-site Professional Development.

**Targeted Barriers to Achieving the Goal** 3

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

Each PLC will be attended by a member of the Administrative team. This team member will help the teacher's come up with an action plan that gives them the opportunity to continually assess, revise, and implement their target focus.

**Person Responsible**

Chandra Johnson

**Schedule**

Weekly, from 8/24/2015 to 1/14/2016

**Evidence of Completion**

Evidence to include, but not limited to, student progress on formative assessments; data shifts in IDEAS, State-testing scores, and data from IMPROVE Testing (implemented 3 times per school year).

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** To increase the amount of community stakeholders in DWOC. **1**

 G074704

**G1.B1** Mistrust of Student Population **2**

 B195063

**G1.B1.S1** Change the image of DWOC by involving the business community in the day-to-day operation of the school. **4**

 S206684

#### Strategy Rationale

To give our students more/better opportunities for furthering their outlook.

#### Action Step 1 **5**

We are going to put in a behavior modification curriculum in our first period classes.

#### Person Responsible

Rodney Bellamy

#### Schedule

Daily, from 8/24/2015 to 6/9/2016

#### Evidence of Completion

Tally of student Point Sheets.



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

Weekly check of lesson plans.

**Person Responsible**

Chandra Johnson

**Schedule**

Weekly, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Document compliance via Journey's.

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

Maintenance of Student Point Sheet system.

**Person Responsible**

Orinthius Simmons

**Schedule**

Daily, from 8/24/2015 to 6/9/2016

**Evidence of Completion**

Coach Simmons will have Point Sheet data collected.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	We are going to put in a behavior modification curriculum in our first period classes.	Bellamy, Rodney	8/24/2015	Tally of student Point Sheets.	6/9/2016 daily
G1.MA1	Point Sheet data will be collected via Google Docs, and compiled daily.	Simmons, Orinthius	8/24/2016	Point sheet data is available for reference, and this data is to be used by the teachers to update their curricular constructs.	8/24/2016 daily
G1.B1.S1.MA1	Maintenance of Student Point Sheet system.	Simmons, Orinthius	8/24/2015	Coach Simmons will have Point Sheet data collected.	6/9/2016 daily
G1.B1.S1.MA1	Weekly check of lesson plans.	Johnson, Chandra	8/24/2015	Document compliance via Journey's.	6/9/2016 weekly
G2.MA1	Each PLC will be attended by a member of the Administrative team. This team member will help the teacher's come up with an action plan that gives them the opportunity to continually assess, revise, and implement their target focus.	Johnson, Chandra	8/24/2015	Evidence to include, but not limited to, student progress on formative assessments; data shifts in IDEAS, State-testing scores, and data from IMPROVE Testing (implemented 3 times per school year).	1/14/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** To increase the amount of community stakeholders in DWOC.

**G1.B1** Mistrust of Student Population

**G1.B1.S1** Change the image of DWOC by involving the business community in the day-to-day operation of the school.

### **PD Opportunity 1**

We are going to put in a behavior modification curriculum in our first period classes.

#### **Facilitator**

Chandra Johnson

#### **Participants**

M/J and H/S Teachers

#### **Schedule**

Daily, from 8/24/2015 to 6/9/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	We are going to put in a behavior modification curriculum in our first period classes.	\$0.00
<b>Total:</b>			<b>\$0.00</b>