Bill Duncan Opportunity Center

2018-19 Schoolwide Improvement Plan

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Bill Duncan Opportunity Center

3333 WINTER LAKE RD, Lakeland, FL 33803

http://schools.polk-fl.net/bdoc/

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)
High School 6-12	No	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Alternative Education	No	70%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Polk 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.

Bill Duncan Opportunity Center will provide an individualized curriculum for each student which will allow them the flexibility to transition to their zoned school prepared to succeed.

Provide the school's vision statement.

Every student will transition back to their home school equipped with social skills and study habits necessary to be successful.

School Leadership Team

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

Name	Title
Cooley, Leigh Anne	Principal
Gentry, Sheryl	Assistant Principal
Smith, James	Other
Blake, William	Other
Barrand, Angela	Dean
Serrano, Pete	SAC Member

Duties

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

The leadership team functions together as a decision-making body to form policies and procedures to facilitate the smooth operation of the school. The deans work with the mental health therapist and social worker to develop behavioral incentives and interventions; the ESE facilitator works with the deans and administration to ensure the needs of our ESE population are anticipated and met. The SAC committee participates in the process of decision-making with regard to programs and incentives, expenditures related to those programs.

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	2	3	5	9	3	1	1	24
One or more suspensions	0	0	0	0	0	0	10	15	14	18	10	2	1	70
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	12	23	14	12	12	2	2	77

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	12	15	14	18	10	2	1	72

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	3	2	2	1	0	8
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 7/12/2018

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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
*Absent 10% or more of the days enrolled (using truancy def.).	0	0	0	0	0	0	1	3	9	6	7	3	1	30
*Credits earned less than required for student progress.	0	0	0	0	0	0	1	0	5	7	10	3	0	26
*GPA Below 2.0.	0	0	0	0	0	0	2	4	9	10	10	3	0	38
*Level 1 score on FSA ELA	0	0	0	0	0	0	1	4	8	4	6	0	0	23
*Level 1 score on FSA Math/EOC	0	0	0	0	0	0	1	5	7	4	9	1	1	28
*Over-age 2 or more years for the grade level.	0	0	0	0	0	0	2	3	6	5	4	0	1	21
*Total number of OSS days is grater than 3	0	0	0	0	0	0	1	0	5	4	4	2	1	17

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	
	0	0	0	0	0	0	0	4	4	0	3	1	0	12

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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
*Absent 10% or more of the days enrolled (using truancy def.).	0	0	0	0	0	0	1	3	9	6	7	3	1	30
*Credits earned less than required for student progress.	0	0	0	0	0	0	1	0	5	7	10	3	0	26
*GPA Below 2.0.	0	0	0	0	0	0	2	4	9	10	10	3	0	38
*Level 1 score on FSA ELA	0	0	0	0	0	0	1	4	8	4	6	0	0	23
*Level 1 score on FSA Math/EOC	0	0	0	0	0	0	1	5	7	4	9	1	1	28
*Over-age 2 or more years for the grade level.	0	0	0	0	0	0	2	3	6	5	4	0	1	21
*Total number of OSS days is grater than 3	0	0	0	0	0	0	1	0	5	4	4	2	1	17

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	
	0	0	0	0	0	0	0	4	4	0	3	1	0	12

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?

The lowest performing data component relevant to our particular school is referrals as a per student per year data set. We had 336 referrals in the 17-18 school year.

Which data component showed the greatest decline from prior year?

In terms of referrals, we were able to manage and reduce the bus referrals in the 17-18 school year compared to the 16-17 school year.

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

We do not have the state average referral data for comparison.

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

The best improvement component was bus referrals. This was a trend during the end of the last school year as we specifically addressed this component.

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

A new bus behavior incentive program was implemented in March of 2018. Students were able to earn prizes and privileges with each benchmark behavior goal.

Students could earn a ticket for each bus trip. Five tickets could be used to 'purchase' a candy bag or saved toward the next level. Ten tickets could be used to 'purchase' an ice cream sandwich or saved toward the next level. Twenty tickets could be used to 'purchase a special event which might be popcorn and a movie or an outside activity. The tickets were also entered into a drawing for gifts that were donated by various charity organizations.

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%	46%	56%	0%	44%	52%
ELA Learning Gains	0%	47%	53%	0%	45%	46%
ELA Lowest 25th Percentile	0%	39%	44%	0%	37%	38%
Math Achievement	0%	44%	51%	0%	32%	43%
Math Learning Gains	0%	42%	48%	0%	31%	39%
Math Lowest 25th Percentile	0%	38%	45%	0%	35%	38%
Science Achievement	0%	65%	67%	0%	54%	65%
Social Studies Achievement	0%	63%	71%	0%	64%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	2 (0)	3 (0)	5 (0)	9 (0)	3 (0)	1 (0)	1 (0)	24 (0)
One or more suspensions	10 (1)	15 (3)	14 (9)	18 (6)	10 (7)	2 (3)	1 (1)	70 (30)
Course failure in ELA or Math	0 (1)	0 (0)	0 (5)	0 (7)	0 (10)	0 (3)	0 (0)	0 (26)
Level 1 on statewide assessment	12 (2)	23 (4)	14 (9)	12 (10)	12 (10)	2 (3)	2 (0)	77 (38)

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
06	2018	6%	41%	-35%	52%	-46%
	2017	9%	45%	-36%	52%	-43%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2018	0%	42%	-42%	51%	-51%
	2017	7%	45%	-38%	52%	-45%
Same Grade Comparison		-7%				
Cohort Comparison		-9%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	0%	49%	-49%	58%	-58%
	2017	5%	46%	-41%	55%	-50%
Same Grade Comparison		-5%				
Cohort Comparison		-7%				
09	2018	0%	43%	-43%	53%	-53%
	2017	15%	43%	-28%	52%	-37%
Same Grade Comparison		-15%				
Cohort Comparison		-5%				
10	2018	0%	42%	-42%	53%	-53%
	2017	0%	40%	-40%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		-15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	5%	40%	-35%	52%	-47%
	2017	7%	39%	-32%	51%	-44%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	13%	40%	-27%	54%	-41%
	2017	0%	40%	-40%	53%	-53%
Same Grade Comparison		13%				
Cohort Comparison		6%				
08	2018	6%	34%	-28%	45%	-39%
	2017	6%	36%	-30%	46%	-40%
Same Grade Comparison		0%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	0%	42%	-42%	50%	-50%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	59%	-59%	65%	-65%
2017	0%	51%	-51%	63%	-63%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	18%	62%	-44%	69%	-51%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	57%	-57%	68%	-68%
2017	40%	56%	-16%	67%	-27%
Compare		-40%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	60%	-60%	62%	-62%
2017	21%	43%	-22%	60%	-39%
Compare		-21%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	41%	-41%	56%	-56%
2017	0%	34%	-34%	53%	-53%
Compare		0%			

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	Discipline
Rationale	We are a school whose primary focus is disciplinary and corrective in nature. Our students all require interventions in the area of behavioral decision making as a priority.
Intended Outcome	With a focus on the highest incident type of referrals, we can address and reduce those referrals in the same way we reduced bus referrals in the 17-18 school year.
Point Person	Angela Barrand (angela.barrand@polk-fl.net)
Action Step	
Description	Implement a progressive discipline plan which includes student engagement strategies and PLCs; Social skills training for students; and school-wide book study "Lost at School"
Person Responsible	Sheryl Gentry (sheryl.gentry@polk-fl.net)
Plan to Monitor Effectiveness	
Description	A significant reduction in referrals for classroom disruptions will indicate that our efforts have been effective. 10 percent fewer referrals are the target reduction amount.
Person Responsible	Leigh Anne Cooley (leighanne.cooley@polk-fl.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.

New student orientation establishes initial relationships with families and the ongoing communication with teachers and other staff members maintains that connection. At the end of a student's term here, we have a transition meeting with the parent and the zoned school to review the progress academically as well as socially and emotionally in an effort to support a smooth transition back to the traditional school setting.

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.

The school ensures the social-emotional needs of all students are met in the following ways:
1. Guidance Counselor/School Social Worker/Mental Health Counselor provide one on one or group counseling:
School-wide programs (delivered individually and small group)
- Academic advisement
- Parent conferences

- Attendance referrals
- Alcohol and drug group
- Special education referrals
- Outside agency referrals

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

BDOC is a no choice alternative center school which serves grades 6-12. Student's are assigned to BDOC throughout the year for a period of 45, 90 and 180 days.
1. Student's are assigned to BDOC following infractions based on the District's Student Code of Conduct.
2. New student orientation is held weekly on Wednesday.
3. Student's academic schedules are matched according to their zoned school schedule to include credit recovery and intensive supports.
4. Prior to student's returning to their zoned school, a transition meeting shares relevant information regarding grades, behaviors, strengths and needs to assist the zoned school in the placement when returning to their 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 MTSS Team will focus meetings on how to improve school. Teacher effectiveness and students achievement using the Problem Solving Model. The MTSS Leadership Team will meet once a month (and as needed) to engage in the following activities:
- Oversee a multi-tiered model of instructional delivery
- 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.
- Help teachers in designing feasible strategies and interventions for struggling students by collaborating regularly; problem solving; sharing effective practices; evaluating implementation; assisting in making decisions for the school, teachers and student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementations.
- Focus on improving student achievement outcome with evidence based interventions implemented with fidelity and frequent progress monitoring.
- Identify professional development needs and resources
- Intervention teams will foster a sense of collegiality and mutual support among the staff; promote the use of evidence-based interventions; and support teachers in carrying out intervention plans.
- Violence Prevention Services provides violence and drug prevention programs include anti-bullying, gang awareness, and gun awareness. Students may report bullying by notifying any adult in the school or report through an online portal. Once reported, the Deans meet with the students and/or parents to resolve the issues and to prevent further incidences of bullying.
- Adult Education: Students are provided with information related to adult education options upon request.
- Career and Technical Education: Students at the school have career education instruction incorporated into elective classes and specific academic courses.
- Job Training: Not applicable 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.

Our Guidance Counselor assists 8th Grader's in accessing Florida Shines to research careers and increase awareness of opportunities (9-12). Students will complete inventories, and/or participate in guest speakers presentations.

Part V: Budget	
Total:	**$0.00**