

Polk County Public Schools

# Don E Woods Opportunity Center



2018-19 Schoolwide Improvement Plan

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## Don E Woods Opportunity Center

213 LAKE AVE E, Dundee, FL 33838

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

### 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	78%

### 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.

Students First!  
To provide a high quality education for all students.

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

Every student will transition back to their home school understanding the necessary social skills needed to achieve academically and be productive students.

### School Leadership Team

#### Membership

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

Name	Title
Bellamy, Rodney	Principal
Overstreet, Jamie	Assistant Principal
Simmons, Orinthius	Dean

#### 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: Jamie Overstreet- Assistant Principal in providing a common vision for the use of databased 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.

**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	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students identified by the system as exhibiting two or more early warning indicators:**

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

**Date this data was collected**  
 Wednesday 7/25/2018

**Year 2016-17 - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

**Year 2016-17 - Updated**

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

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

**The number of students identified by the system as exhibiting two or more early warning indicators:**

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

**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?**

DWOC serves as an Alternative Center for students who have been assigned for a specific time duration due to serious violations of the Code of Conduct.

**Which data component showed the greatest decline from prior year?**

N/A

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

N/A

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

N/A

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

N/A

**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	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 ( )	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	41%	-41%	52%	-52%
	2017	0%	45%	-45%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	9%	42%	-33%	51%	-42%
	2017	0%	45%	-45%	52%	-52%
Same Grade Comparison		9%				
Cohort Comparison		9%				
08	2018	13%	49%	-36%	58%	-45%
	2017	9%	46%	-37%	55%	-46%
Same Grade Comparison		4%				
Cohort Comparison		13%				
09	2018	0%	43%	-43%	53%	-53%
	2017	0%	43%	-43%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison		-9%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2018	0%	42%	-42%	53%	-53%
	2017	0%	40%	-40%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	0%	40%	-40%	52%	-52%
	2017	0%	39%	-39%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	0%	40%	-40%	54%	-54%
	2017	0%	40%	-40%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2018	11%	34%	-23%	45%	-34%
	2017	0%	36%	-36%	46%	-46%
Same Grade Comparison		11%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	17%	42%	-25%	50%	-33%
	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	0%	84%	-84%	71%	-71%
2017	0%	62%	-62%	69%	-69%
Compare		0%			



HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	57%	-57%	68%	-68%
2017	0%	56%	-56%	67%	-67%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	60%	-60%	62%	-62%
2017	0%	43%	-43%	60%	-60%
Compare		0%			
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** To increase the amount of community stakeholders in DWOC

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

**Intended Outcome** To change the image of DWOC by involving the business community in the day-to-day operation of the school.

**Point Person** Rodney Bellamy (rodney.bellamy@polk-fl.net)

**Action Step**

Step 1:  
\*Reach out to the community members and businesses to build partnerships.

**Description** Step 2:  
\*Ask the community members and businesses for support through classroom visits, volunteer hours and donations to assist with providing school resources.

**Person Responsible** Rodney Bellamy (rodney.bellamy@polk-fl.net)

**Plan to Monitor Effectiveness**

Donations sent in and sign in sheets from the SAC meetings.

**Description** \*Resources Available to Support the Goal:  
\*City of Dundee  
\*City of Winter Haven  
\*City of Lake Wales  
\*Ridge Area Business Community  
\*Brother to Brother Mentoring Group

**Person Responsible** Rodney Bellamy (rodney.bellamy@polk-fl.net)

<b>Activity #2</b>	
<b>Title</b>	DWOC will plan and deliver rigorous standards based instruction 80% of the time and develop a system to support and monitor implementation.
<b>Rationale</b>	Align with district course pacing guide and state standards for course.
<b>Intended Outcome</b>	To create a system of checks and balances to insure that rigorous standards based planning and instruction with department and equivalent course teachers is occurring.
<b>Point Person</b>	Rodney Bellamy (rodney.bellamy@polk-fl.net)

<b>Action Step</b>	
	<p>Step 1: *Assign an administrator to a department to facilitate the PLC's.</p> <p>Step 2: *Create and implement a schedule, expectations, and deliverables for the planning sessions.</p> <p>Step 3: *Create and implement a monitoring system for providing targeted support to teachers with follow up steps.</p> <p>Step 4: *Ongoing, differentiated professional development will be provided to support and sustain teachers to be able to effectively plan and deliver lessons that rigorously meet the intent of the standards with student engagement.</p>
<b>Description</b>	
<b>Person Responsible</b>	Rodney Bellamy (rodney.bellamy@polk-fl.net)

<b>Plan to Monitor Effectiveness</b>	
	<p>Evidence: *Sign in sheets turned in *Notes of weekly meetings turned in *Lesson plans turned in and posted by the door</p>
<b>Description</b>	<p>*Classroom walk through *Non-evaluative classroom visits *Student engagement activities *Monitoring of lesson plans and provide feedback</p>
<b>Person Responsible</b>	Rodney Bellamy (rodney.bellamy@polk-fl.net)

### Activity #3

Title

Rationale

Intended Outcome

Point Person

[no one identified]

Action Step

Description

Person Responsible

[no one identified]

Plan to Monitor Effectiveness

Description

Person Responsible

[no one identified]

## 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.**

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.

**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.**

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.

**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

**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 Team will meet at least once per month to engage in the following activities:

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.

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.

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

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 Systems for replacement and reinforcement of pro-social skills.

**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.