Bill Duncan Opportunity Center

2019-20 Schoolwide Improvement Plan

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Bill Duncan Opportunity Center

3333 WINTER LAKE RD, Lakeland, FL 33803

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

Demographics

Principal: Leigh Ann Cooley

Start Date for this Principal: 4/25/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here]().	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	%

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

School Grades History

Year

Grade

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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	Job Duties and Responsibilities
Cooley, Leigh Anne	Principal	
Gentry, Sheryl	Assistant Principal	
Serrano, Pete	SAC Member	
Andino, Samaria	Other	School Social Worker
Israel, Adrian	School Counselor	
Bangley, John	Dean	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	15	26	26	16	11	13	1	108
Attendance below 90 percent	0	0	0	0	0	0	10	22	22	14	10	10	0	88
One or more suspensions	0	0	0	0	0	0	15	26	25	15	9	12	1	103
Course failure in ELA or Math	0	0	0	0	0	0	3	8	5	2	3	1	0	22
Level 1 on statewide assessment	0	0	0	0	0	0	6	19	18	9	1	8	0	61

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	12	22	22	13	7	12	0	88

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	1	1	0	1	0	3
Students retained two or more times	0	0	0	0	0	0	0	1	1	3	2	0	1	8

FTE units allocated to school (total number of teacher units)

16

Date this data was collected or last updated

Thursday 8/22/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	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 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	12	15	14	18	10	2	1	72

Prior Year - 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	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 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	12	15	14	18	10	2	1	72

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	47%	56%	0%	44%	53%
ELA Learning Gains	0%	46%	51%	0%	41%	49%
ELA Lowest 25th Percentile	0%	37%	42%	0%	33%	41%
Math Achievement	0%	43%	51%	0%	37%	49%
Math Learning Gains	0%	45%	48%	0%	33%	44%
Math Lowest 25th Percentile	0%	44%	45%	0%	32%	39%
Science Achievement	0%	58%	68%	0%	56%	65%
Social Studies Achievement	0%	61%	73%	0%	60%	70%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	15 (0)	26 (0)	26 (0)	16 (0)	11 (0)	13 (0)	1 (0)	108 (0)
Attendance below 90 percent	10 (2)	22 (3)	22 (5)	14 (9)	10 (3)	10 (1)	0 (1)	88 (24)
One or more suspensions	15 (10)	26 (15)	25 (14)	15 (18)	9 (10)	12 (2)	1 (1)	103 (70)
Course failure in ELA or Math	3 (0)	8 (0)	5 (0)	2 (0)	3 (0)	1 (0)	0 (0)	22 (0)
Level 1 on statewide assessment	6 (12)	19 (23)	18 (14)	9 (12)	1 (12)	8 (2)	0 (2)	61 (77)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	17%	48%	-31%	54%	-37%
	2018	6%	41%	-35%	52%	-46%
Same Grade Comparison		11%				
Cohort Comparison						
07	2019	11%	42%	-31%	52%	-41%
	2018	0%	42%	-42%	51%	-51%
Same Grade Comparison		11%				
Cohort Comparison		5%				
08	2019	33%	48%	-15%	56%	-23%
	2018	0%	49%	-49%	58%	-58%
Same Grade Comparison		33%				
Cohort Comparison		33%				
09	2019	17%	45%	-28%	55%	-38%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	0%	43%	-43%	53%	-53%
Same Grade Comparison		17%				
Cohort Comparison		17%				
10	2019	0%	42%	-42%	53%	-53%
	2018	0%	42%	-42%	53%	-53%
Same Grade Comparison		0%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	47%	-47%	55%	-55%
	2018	5%	40%	-35%	52%	-47%
Same Grade Comparison		-5%				
Cohort Comparison						
07	2019	19%	39%	-20%	54%	-35%
	2018	13%	40%	-27%	54%	-41%
Same Grade Comparison		6%				
Cohort Comparison		14%				
08	2019	17%	35%	-18%	46%	-29%
	2018	6%	34%	-28%	45%	-39%
Same Grade Comparison		11%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	13%	41%	-28%	48%	-35%
	2018	0%	42%	-42%	50%	-50%
Same Grade Comparison		13%				
Cohort Comparison						

BIOLOGY EOC						
Year	School	District	School Minus District	State	School Minus State	
2019	36%	54%	-18%	67%	-31%	
2018	0%	59%	-59%	65%	-65%	
Compare		36%				

CIVICS EOC						
Year	School	District	School Minus District	State	School Minus State	
2019	39%	70%	-31%	71%	-32%	

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

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	36%	57%	-21%	70%	-34%
2018	0%	57%	-57%	68%	-68%
Compare	36%				

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	50%	-50%	61%	-61%
2018	0%	60%	-60%	62%	-62%
Compare	0%				

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	53%	-53%	57%	-57%
2018	0%	41%	-41%	56%	-56%
Compare	0%				

Subgroup Data

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

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

ESSA Data

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)	CS&I
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	1
Percent Tested	
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	
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%	
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%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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%	
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%	
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%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

There is not enough student data to form subgroups to be significant.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

There is not enough student data to form subgroups to be significant

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

There is not enough student data to form subgroups to be significant

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

There is not enough student data to form subgroups to be significant

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

All of our students struggle with attendance due to disciplinary referrals. This impacts their performance on ELA in terms of gains and/or proficiency.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Attendance
2. ELA learning gains
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Attendance
Rationale	The average attendance of students at Bill Duncan Opportunity Center is 76%
State the measurable outcome the school plans to achieve	While attending BDOC, students will increase average attendance to better than 80%.
Person responsible for monitoring outcome	Samaria Andino (samaria.andino@polk-fl.net)
Evidence-based Strategy	Parental Consequences of Student Truancy
Rationale for Evidence-based Strategy	Research conducted has shown a connection between poor school attendance and poor academic performance as well as an increase in negative behavior.
Action Step	
Description	1. Track daily attendance for records and data 2. Incentives for positive attendance goals 3. Collaborate with attendance secretary for follow-up and accuracy 4. Parent phone calls/meetings to address poor attendance 5. Home visits as necessary
Person Responsible	Samaria Andino (samaria.andino@polk-fl.net)

#2	
Title	FSA Reading/ELA Learning Gains
Rationale	Student proficiency in FSA ELA is tied closely to attendance and participation in the online learning platform.

State the measurable outcome the school plans to achieve	Students will earn learning gains in FSA ELA at a rate which improves the school improvement rating to Maintaing or above.
Person responsible for monitoring outcome	Leigh Anne Cooley (leighanne.cooley@polk-fl.net)
Evidence-based Strategy	Instructional monitoring and adjustment based on formative assessments will enhance student success and improve reading and language arts performances.
Rationale for Evidence-based Strategy	Research conducted has shown a connection between poor school attendance and poor academic performance as well as an increase in negative behavior. Instructional best practices include formative assessments designed to adjust instruction. monitoring for authentic engagement in the online platform (Edgenuity and Achieve) and collaboration between ELA and reading teachers to maximize instructional momentum.

Action Step	
Description	1. Collaboration between ELA and reading teachers 2. Progress monitoring of students with STAR reading and Quarterly writing assessments 3. Monthly tracking of online progress in Edgenuity and Achieve 4. Incentives for reaching goals in these platforms 5.
Person Responsible	Leigh Anne Cooley (leighanne.cooley@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

NA

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 Schoolwide Improvement Plan 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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: Attendance**	**$0.00**
2	III.A.	**Areas of Focus: FSA Reading/ELA Learning Gains**	**$0.00**
		Total:	**$0.00**