Bill Duncan Opportunity Center

2021-22 Schoolwide Improvement Plan

Table of Contents

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: 10/28/2014

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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)	**2020-21 Title I School**	**2020-21 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

School Board Approval

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SIP Authority

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Cooley, Leigh Anne	Principal	Oversee all curriculum and oversight of the school.
Baker-Cunningham, Torsha		
Andino, Samaria	Attendance/Social Work	
Serrano, Pete	SAC Member	
Israel, Adrian	School Counselor	
Andrews, Brian J.	Assistant Principal	
Busby, Brooke	Dean	

Demographic Information

Principal start date
Tuesday 10/28/2014, Leigh Ann Cooley

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
12

Total number of students enrolled at the school

49

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

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

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	6	10	13	8	8	4	0	49
Attendance below 90 percent	0	0	0	0	0	0	4	10	11	8	8	2	0	43
One or more suspensions	0	0	0	0	0	0	4	7	10	8	6	4	0	39
Course failure in ELA	0	0	0	0	0	0	2	3	2	4	3	1	0	15
Course failure in Math	0	0	0	0	0	0	1	5	4	5	0	1	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	1	4	5	5	5	3	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	1	3	7	4	4	2	0	21
Number of students with a substantial reading deficiency	0	0	0	0	0	0	5	7	8	5	5	4	0	34

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	3	7	10	8	8	4	0	40

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	5	4	4	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	1	3	2	0	0	6

Date this data was collected or last updated

Wednesday 7/7/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	16	13	28	15	6	5	0	83
Attendance below 90 percent	0	0	0	0	0	0	15	11	20	13	5	5	0	69
One or more suspensions	0	0	0	0	0	0	15	12	26	13	2	4	0	72
Course failure in ELA	0	0	0	0	0	0	6	4	14	4	2	1	1	32
Course failure in Math	0	0	0	0	0	0	2	2	4	5	2	1	2	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	6	5	17	9	4	3	0	44
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	9	4	17	8	2	2	0	42

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	15	12	26	14	5	5	1	78

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	3	0	16	7	0	1	0	27
Students retained two or more times	0	0	0	0	0	0	1	2	5	5	0	0	0	13

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	16	13	28	15	6	5	0	83
Attendance below 90 percent	0	0	0	0	0	0	15	11	20	13	5	5	0	69
One or more suspensions	0	0	0	0	0	0	15	12	26	13	2	4	0	72
Course failure in ELA	0	0	0	0	0	0	6	4	14	4	2	1	1	32
Course failure in Math	0	0	0	0	0	0	2	2	4	5	2	1	2	18
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	6	5	17	9	4	3	0	44
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	9	4	17	8	2	2	0	42

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	15	12	26	14	5	5	1	78

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	3	0	16	7	0	1	0	27
Students retained two or more times	0	0	0	0	0	0	1	2	5	5	0	0	0	13

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement					47%	56%		46%	56%
ELA Learning Gains					46%	51%		47%	53%
ELA Lowest 25th Percentile					37%	42%		39%	44%
Math Achievement					43%	51%		44%	51%
Math Learning Gains					45%	48%		42%	48%
Math Lowest 25th Percentile					44%	45%		38%	45%
Science Achievement					58%	68%		65%	67%
Social Studies Achievement					61%	73%		63%	71%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	17%	48%	-31%	54%	-37%
Cohort Comparison						
07	2021					
	2019	11%	42%	-31%	52%	-41%
Cohort Comparison		-17%				
08	2021					
	2019	33%	48%	-15%	56%	-23%
Cohort Comparison		-11%				
09	2021					
	2019	17%	45%	-28%	55%	-38%
Cohort Comparison		-33%				
10	2021					
	2019	0%	42%	-42%	53%	-53%
Cohort Comparison		-17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	0%	47%	-47%	55%	-55%
Cohort Comparison						
07	2021					
	2019	19%	39%	-20%	54%	-35%
Cohort Comparison		0%				
08	2021					
	2019	17%	35%	-18%	46%	-29%
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	13%	41%	-28%	48%	-35%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	36%	54%	-18%	67%	-31%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	39%	70%	-31%	71%	-32%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	36%	57%	-21%	70%	-34%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	50%	-50%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	53%	-53%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR exam

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	na	25%	33%
	Economically Disadvantaged	na	25%	33%
	Students With Disabilities	na	na	na
	English Language Learners	na	100%	100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	60%	60%	67%
	Economically Disadvantaged	60%	60%	67%
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na

Grade 7				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	na	na	na
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	11%	43%	25%
	Economically Disadvantaged	13%	33%	25%
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Civics	All Students	33%	17%	50%
	Economically Disadvantaged	50%	25%	50%
	Students With Disabilities	na	na	na
	English Language Learners	33%	17%	50%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	33%	11%
	Economically Disadvantaged	29%	29%	17%
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20%	38%	29%
	Economically Disadvantaged	na	33%	25%
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	80%	50%	33%
	Economically Disadvantaged	80%	50%	29%
	Students With Disabilities	na	na	na
	English Language Learners	na	33%	na

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	na	20%	na
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	na	na	na
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	na	na	na
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	100%	na
	Economically Disadvantaged	9%	14%	na
	Students With Disabilities	na	na	na
	English Language Learners	11%	na	na

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25%	50%	na
	Economically Disadvantaged	25%	50%	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	na	na	na
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	na	na	na
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	100%	na
	Economically Disadvantaged	50%	100%	na
	Students With Disabilities	na	na	na
	English Language Learners	11%	na	na

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	na	na	na
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	na	na	na
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	na	na	na
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	50%	100%	na
	Economically Disadvantaged	50%	100%	na
	Students With Disabilities	na	na	na
	English Language Learners	100%	100%	na

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	na	na	na
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	na	na	na
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	na	na	na
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	na	na	na
	Economically Disadvantaged	na	na	na
	Students With Disabilities	na	na	na
	English Language Learners	na	na	na

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	0
OVERALL Federal Index Below 41% All Students	YES
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%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

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

Analysis

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

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

Students with a high number of suspensions and/or absences tend to score lower on State Assessments.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA state assessments indicate the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

As an alternate education center, students who attend our school are students with repetitive suspensions, high number of absences, and low parental support. Students and parents attend an orientation session before enrollment. Actions include weekly phone calls to discuss student progress, parent conferences, and additional classroom support based on the Edgenuity data.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

As an alternative education site, there is not enough data to make this determination.

What were the contributing factors to this improvement? What new actions did your school take in this area?

As an alternative education site, there is not enough data to make this determination.

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

EdGenuity will be used to facilitate credit recovery and/or acceleration.

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

Teachers will attend ongoing training in Edgenuity and Microsoft.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Students have access to a mental health counselor, social worker, and school counselor.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	According to the Polk Early Warning System, BDOC has 85% of it's students below 90% attendance.
Measurable Outcome:	Attendance will increase by reducing absences by at least 5% per the early warning indicator at 85%.
Monitoring:	The social worker and guidance counselor, along with the AP, will monitor all students daily attendance.
Person responsible for monitoring outcome:	Samaria Andino (samaria.andino@polk-fl.net)
Evidence-based Strategy:	Excessive absences result in poor grades, lower STAR progress monitoring results, which resulted in lower state test results.
Rationale for Evidence-based Strategy:	Attendance data has shown a connection between poor school attendance and poor academic performance.

Action Steps to Implement

1. Track daily attendance
2. Incentives for positive attendance goals
3. Collaborate with attendance office for accuracy and follow-up.
4. Parent contact and meetings to address poor attendance

Person Responsible   Samaria Andino (samaria.andino@polk-fl.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Student proficiency in ELA is tied closely to attendance and participation in the online learning platform.
Measurable Outcome:	47% of our students scored a Level 1 on the ELA FSA. Students scoring a Level 1 will decrease by 5% for next school year.
Monitoring:	Administration, teachers and guidance will monitor daily progress, grades, and test scores.
Person responsible for monitoring outcome:	Leigh Anne Cooley (leighanne.cooley@polk-fl.net)
Evidence-based Strategy:	Instructional monitoring and instructional adjustment based on progress monitoring will enhance student achievement in reading and ELA.
Rationale for Evidence-based Strategy:	Instructional best practices including individualized instruction designed to enhance learning in the online platform Edgenuity. In addition the reading and ELA teachers will collaborate to maximize instruction for student success.

Action Steps to Implement

1. Collaboration between ELA and reading teachers
2. Progress monitoring with STAR reading and quarterly writing assessments
3. Monthly tracking in Edgenuity
4. Incentives for reaching goals individually

Person Responsible   Leigh Anne Cooley (leighanne.cooley@polk-fl.net)

#3. Culture & Environment specifically relating to Discipline	
Area of Focus Description and Rationale:	Data reveals a significant number of referrals stemming from verbal and physical altercations, along with threats and intimidation.
Measurable Outcome:	If the conflict resolution strategies are utilized with fidelity, then BDOC's out of school suspensions will be reduced by the end of the 2020-2021 school year.
Monitoring:	This will be monitored by the administrative team and the guidance department.
Person responsible for monitoring outcome:	Adrian Israel (adrian.israel@polk-fl.net)
Evidence-based Strategy:	Conflict mediation and resolution strategies
Rationale for Evidence-based Strategy:	Learning to manage anger and improve communication skills are the main elements to be addressed with the students. Students are also encouraged to take responsibility for their actions and discuss compromises.

Action Steps to Implement

1. Individual and small group discussions based on situational needs
2. Continue to afford staff with training opportunities
3. Dean will practice conflict mediation with students

Person Responsible	Adrian Israel (adrian.israel@polk-fl.net)

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Student proficiency in Math is tied closely to attendance and participation in the online learning platform.
Measurable Outcome:	43% of our students scored a Level 1 on the Math FSA. Students scoring a Level 1 will decrease by 5% for next school year.
Monitoring:	Administration, teachers and guidance will monitor daily progress, grades, and test scores.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Instructional monitoring and instructional adjustment based on progress monitoring will enhance student achievement in Math.
Rationale for Evidence-based Strategy:	Instructional best practices including individualized instruction designed to enhance learning in the online platform Edgenuity.

Action Steps to Implement

1. Collaboration between Math and ESE teachers.
2. Progress monitoring with STAR math and quarterly assessments
3. Monthly tracking in Edgenuity
4. Incentives for reaching goals individually

Person Responsible	[no one identified]

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

There is no data listed for Bill Duncan.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

BDOC hosts a virtual student orientation for incoming students and their parents. During this time, we establish relationships with families and open lines of communication. We are a small, intimate center with frequent opportunities to contact parents, work with students one-on-one, and give personalized attention along with social and emotional support.

At the end of a student's term here, parents/guardians, students, and administration at the zoned school are contacted to meet to review the student's progress, both academically and behaviorally. These efforts help to support a smooth transition back to the traditional school setting.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration, to include deans, set the initial tone for the students and parents during the orientation and continue to work with all students and parents to monitor progress during their term at BDOC.
Additionally, BDOC's school counselor, mental health counselor, and social worker provide ongoing support and feedback which assists in a smooth transition back to their zoned school.
Teachers provide consistent communication and feedback with ongoing progress in the edgenuity platform with parents. This communication will assist in a smooth transition back to the students home school.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Student Attendance	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00

3	III.A.	Areas of Focus: Culture & Environment: Discipline	$0.00
4	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
		Total:	$0.00