

Polk County Public Schools

Don E Woods Opportunity Center



2021-22 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>

Demographics

Principal: Rodney Bellamy

Start Date for this Principal: 7/29/2015

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

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p>2020-21 Title I School</p> <p style="font-size: 2em;">No</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 2em;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p style="font-size: 2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 2em;">%</p>

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.

Students First!

Provide the school's vision statement.

To provide a high quality education for all students.

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
Bellamy, Rodney	Principal	Accountability Facilities Fiscal Management Fostering a safe and nurturing environment Instructional coaching and feedback Public Relations (positive or negative 100%) Staff Effectiveness Student Achievement Whole Child Cheerleader and Coach
Overstreet, Jamie	Assistant Principal	Accountability Facilities Fiscal Management Fostering a safe and nurturing environment Instructional coaching and feedback Public Relations (positive or negative 100%) Staff Effectiveness Student Achievement Whole Child Cheerleader and Coach
Mitchell, Tyjuan	School Counselor	Academic Planner and Monitor Schedule Administrator
Kerawala, Zeeshan	Other	Mental Health Counselor - Behavior, Cognitive and Emotional Cheerleader/Coach

Demographic Information

Principal start date

Wednesday 7/29/2015, Rodney Bellamy

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

11

Total number of students enrolled at the school

15

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	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	0	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	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	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
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 7/19/2021

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	0	0	1	3	2	0	0	0	6
Attendance below 90 percent	0	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	0
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	1	2	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	1	2	1	0	0	0	4

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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	1	3	2	0	0	0	6
Attendance below 90 percent	0	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	0
Course failure in ELA	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	1	2	0	0	0	0	3
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	1	2	1	0	0	0	4

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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

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?

The Donald E Woods does not receive a school grade. School stakeholders will use district data from ELA, Math, Science, Social Studies, Writing and independent district and state student data to develop target areas of growth for students while enrolled at DWOC.

District data shows that students are most proficient in Social Studies (61, -2), Science (58, -7), ELA (47, -3), Math (43, -1) and Writing (No Information Available).

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

The data components that have the greatest need for improvement are ELA and Math. The district will need to strengthen all data components to stop the regression of proficient students in all four components especially Science.

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

Adverse Childhood
Behavior
Blended Learning
Connectivity
Digital Divide
Education Inequalities
Fidelity to Education by stakeholders (Parents and students)
Home Life
Instructional Practices

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

The data components that showed the greatest improvement are ELA and Math. Both components only decreased by -1 from the two previous years of data. This is a cause for concern and needs immediate attention to meet the district's stated goals of proficiency.

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

Academic Curriculum Exposure for students
Best Practices Shared
Cross Curriculum Integration
Data Days
Differentiated Instruction
Grade Level PLC
Instructional Coaching and Feedback
Subject Area PLC

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

To accelerate learning the following needs to be culturally embedded across the district:

Instructors will use curriculum resources to identify the standards. They will also have access to daily lessons, scope and sequence and differentiate instruction for students.

Instructors will determine the level of rigor using the language in the standard and then plan for an appropriate activity.

Instructors will develop questions that match the level of complexity of the standard to use during formative assessments and instruction.

Instructors will develop formative assessments to monitor the student's progress on the standards.

Instructors will strive to implement reading, writing, critical thinking and collaboration components into every lesson.

Instructors will differentiate their instruction to ensure students are successful.

Instructors will collaborate and discuss needed interventions in their Professional Learning Communities (PLCs) in order to help students be successful.

Instructors will integrate rigor and relevance into their lesson plans in order to help their students

make real-world connections to the content. They will also look for ways to ensure their lessons can connect to their students' background knowledge so that they can see the content in the lesson as relevant and practical knowledge.

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.

Coach instructors on effectively using step-by-step processes for planning standards-based instruction.

Conduct PLC discussions around the essential question of, "What do we expect our students to learn?"

Continue to use district-provided formative assessments to determine progress toward the stated outcomes for the strategy.

Insured teachers know where to find the Curriculum Resource Materials (CRMs) for their courses and understand how to use them as a resource to prepare for standards-based instruction.

Provide instructors training on standards-based instructional planning and implementation period.

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

The focus on standards-based instruction is to ensure that every standard is taught with differentiated instruction, relevance and rigor. Instructors are using the standard for planning and collaboration, to improve their instructional effectiveness. they also need to clearly communicate the learning goals and targets for their students. The planning process, will allow instructorsthe opportunity to include academic connections to their students' backgrounds and cultures. Learning is enhanced when stakeholders have opportunities to responsibly interact with others and make meaningful connections to the standard.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	The rationale for the implementation of differentiation is to assist and instruct the students we serve on their independent levels. To allow them to read, construct and defend a point of view verbally or written. The ability to read and perform mathematical computation will better prepare students to become college and career ready with the necessary academic and vocational skills to be a productive citizen in their communities.
Measurable Outcome:	Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject matter material through differentiated instruction.
Monitoring:	Instructional coaching and feedback will allow the DWOC administrative team to observe and monitor differentiation in the classroom for effectiveness. Data Disaggregation will be included in PLCs to encourage open discussion on student achievement and progress. The overall performance for achievement in 2019 was 47%. We plan to increase our achievement in ELA by 3 percentage points to 50%. Student's will gain needed social and emotional learning skills when participating in small groups, interacting with the standards and curriculum. Through instructional coaching and feedback: Establish a common language of differentiation to support academic growth for students. Promote the use of research based strategies and tools to support differentiated instruction that will have the greatest impact on student achievement.
Person responsible for monitoring outcome:	Rodney Bellamy (rodney.bellamy@polk-fl.net)
Evidence-based Strategy:	Differentiation is to assess, know and understand the learner. Utilizing the correct assignments, curriculum and standards and learning resources and strategies to ensure student growth and proficiency for all students.
Rationale for Evidence-based Strategy:	To meet the Superintendent's desired goals of 100% student proficiency in ELA and Math, instructional will need to be done at an independent level. Our non-proficient learners are the most at-risk and will need instructors to drill down and unpack standards with resources and strategies beneficial to their learning.

Action Steps to Implement

Data - Disaggregation

Empower our instructors to share differentiated instruction best practices.

Instructional coaching and feedback.

Maintain and improve Professional Learning Community.

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

#2. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: A positive school culture and environment reflects, learning conditions that meet the needs of all students. All staff, fulfill their roles to build a culture of respect and trust with the school's stakeholders. Honest relationships with various stakeholder groups will continue to grow the positive image of The Donald E. Woods Opportunity Center.

A concerted effort to increase Parent Involvement will:

Measurable Outcome:

Articulate the school's mission and vision and facts pertaining to DWOC
 Diversify ideas to strengthen the school's image and message

Increase parent participation on the SAC Committee

Monitoring:

This area of focus will be monitored by the number of parents that participate on the school's SAC Committee and how the school is perceived by community stakeholders.

Person responsible for monitoring outcome:

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

The strategy being used to implement this area of focus are:
 Orientation

Evidence-based Strategy:

School Visits by stakeholders
 Website

Weekly Update Calls (School Messenger)

Rationale for Evidence-based Strategy:

Establishing and maintaining a good school name and reputation is important to the instruction leader of this school. He understands and values the importance of how a name is perceived. Your school's name generates emotion either positive or negative depending on the interaction the school stakeholder has had at your learning institution.

Good, bad or indifferent the school's name is the hardwork of all school stakeholders especially the principal. That is the reason for selecting these particular strategies to maintain a good school name.

Action Steps to Implement

Communication will be documented and frequent to school stakeholders.

School Staff will monitor progress of parent participation monthly.

Website will be updated weekly with current information

Person Responsible

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

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

The rationale for this area of focus is to assist students in becoming proficient in English and reading. To allow them to read, comprehend, construct and defend a point of view verbally or written. The ability to read will better prepare students to become college and career ready with the necessary academic and vocational skills to be a productive citizen in their communities.
Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject matter material through differentiated instruction.

Measurable Outcome:

Instructional coaching and feedback will allow the DWOC administrative team to observe and monitor this goal for effectiveness. Data Disaggregation will be included in PLCs to encourage open discussion on student achievement and progress. The overall performance for achievement in 2019 was 47%. We plan to increase our achievement in ELA by 3 percentage points to 50%.

Student's will gain the basic skills of reading comprehension and understanding when participating in small groups, interacting with the standards and curriculum.

Monitoring:

Monitoring:
Through instructional coaching and feedback:
Establish a common language and protocols to be used for core academic classes to support academic growth for students.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

ELA and reading is an area of focus because it is the bases for learning according to the author of this section.
Utilizing the correct assignments, curriculum and standards, learning resources and strategies to ensure student growth and proficiency in ELA for all students.

Rationale for Evidence-based Strategy:

To meet the Superintendent's desired goals of 100% student proficiency in ELA instruction will need to be done at an independent level. Our non-proficient learners are the most at-risk and will need instructors to drill down and unpack standards with resources and strategies beneficial to their learning. To reach the superintendent's goal of all student's proficient in ELA, Math, Science and Social Studies, by 2026 we as a district have to start now.

Action Steps to Implement

Data - Disaggregation

Empower our instructors to share differentiated instruction best practices.

Instructional coaching and feedback.

Maintain and improve Professional Learning Community.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

The Donald E. Woods Opportunity Center (DWOC) has an established expectation that is culturally embedded and shared with stakeholders in depth at orientation. The DWOC Expectation is monitored daily and enforced to keep unwanted behaviors to a minimum on the campus. Our culture is that we are consistent, fair and honest in our dealing with stakeholders. DWOC was not listed in the SAfeSchoolsfor Alex.org registry at the time of this entry.

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.

A positive school culture and environment starts with the principal. The culture should reflect a supportive and whole child approach to education. Learning conditions that meet the needs of all students and stakeholders without trying to be everything to everyone. DWOC is an organization that stakeholders are sure of the roles they play and how it effects the overall plan to achieving our goal(s). Communication (positive), high expectations, respect and trust are the pillars of the DWOC environment and school culture.

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

Assistant Principal - Monitors culturally embedded resources and strategy to maintain wanted behaviors
 Guidance Counselor - Academic Cheerleader and Plan Developer
 Instructors - Academic Facilitator and Support Cheerleader/Coach
 Mental Health Counselor - Behavior, Cognitive and Emotional Cheerleader/Coach
 Principal - Whole Child Cheerleader/Coach
 Social Worker - Function Better Cheerleader/Coach
 Stakeholders - Support

Consulting with various stakeholder groups to implement and monitor school improvement resources and strategies that will impact DWOC's campus in a positive manner is critical. Stakeholder groups that impact the school are community stakeholders, educators, families, students, teachers and others that contribute to the education process and promoting a positive culture and school environment.