Bill Duncan Opportunity Center

2022-23 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: 7/1/2015

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: 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)	**2021-22 Title I School**	**2021-22 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	71%

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, emotional skills and the tools necessary to be successful academically.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Cooley, Leigh Anne	Principal	
Andrews, Brian J.	Assistant Principal	
Busby, Brooke	Dean	
Wilson, Quinton	Dean	
Andino, Samaria	Attendance/Social Work	
Serrano, Pete	SAC Member	

Demographic Information

Principal start date
Wednesday 7/1/2015, Leigh Ann Cooley

Number of teachers with a 2022 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 2022 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
69

Identify the number of instructional staff who left the school during the 2021-22 school year.
2

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	19	23	11	16	9	9	1	88
Attendance below 90 percent	0	0	0	0	0	0	16	23	11	16	8	7	0	81
One or more suspensions	0	0	0	0	0	0	19	21	10	15	9	9	1	84
Course failure in ELA	0	0	0	0	0	0	11	13	6	13	9	7	0	59
Course failure in Math	0	0	0	0	0	0	16	14	5	12	8	7	0	62
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	13	18	7	8	7	6	0	59
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	13	16	7	11	6	2	0	55
Number of students with a substantial reading deficiency	0	0	0	0	0	0	13	18	7	8	7	6	0	59

Using the table above, complete the table below with the number of students by current grade level who have 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	11	18	7	8	7	6	0	57

Using current year data, complete the table below with the number of students identified as being "retained.":

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	5	11	6	3	2	6	0	33
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Date this data was collected or last updated
Monday 8/15/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		41%	51%					47%	56%
ELA Learning Gains								46%	51%
ELA Lowest 25th Percentile								37%	42%
Math Achievement		35%	38%					43%	51%
Math Learning Gains								45%	48%
Math Lowest 25th Percentile								44%	45%
Science Achievement		26%	40%					58%	68%
Social Studies Achievement		39%	48%					61%	73%

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	2022					
	2019	17%	48%	-31%	54%	-37%
Cohort Comparison						
07	2022					
	2019	11%	42%	-31%	52%	-41%
Cohort Comparison		-17%				
08	2022					
	2019	33%	48%	-15%	56%	-23%
Cohort Comparison		-11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	47%	-47%	55%	-55%
Cohort Comparison						

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2022					
	2019	19%	39%	-20%	54%	-35%
Cohort Comparison		0%				
08	2022					
	2019	17%	35%	-18%	46%	-29%
Cohort Comparison		-19%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	13%	41%	-28%	48%	-35%
Cohort Comparison		0%				

BIOLOGY EOC						
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**	
2022						
2019	36%	54%	-18%	67%	-31%	

CIVICS EOC						
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**	
2022						
2019	39%	70%	-31%	71%	-32%	

HISTORY EOC						
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**	
2022						
2019	36%	57%	-21%	70%	-34%	

ALGEBRA EOC						
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**	
2022						
2019	0%	50%	-50%	61%	-61%	

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	53%	-53%	57%	-57%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% All Students	N/A
Total Number of Subgroups Missing the Target	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Subgroup Data	

Part III: Planning for Improvement

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 2022 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 2022 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 best practices regarding academic and behavioral progress monitoring.

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 social worker and school counselor.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the Polk Early Warning System, BDOC has 92% of it's students below 90% attendance.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Attendance will increase by reducing absences by at least 5% per the early warning indicator at 92%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Excessive absences result in poor grades, lower STAR progress monitoring results, which resulted in lower state test results
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Attendance data has shown a connection between poor school attendance and poor academic performance.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Student proficiency in ELA is tied closely to attendance and participation in the online learning platform.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	67% of our students scored a Level 1 on the ELA FSA. Students scoring a Level 1 will decrease by 1% for next school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Instructional monitoring and instructional adjustment based on progress monitoring will enhance student achievement in reading and ELA.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 individual

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

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Student proficiency in Math is tied closely to attendance and participation in the online learning platform.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	62% of our students scored a Level 1 on the Math FSA. Students scoring a Level 1 will decrease by1% for next school year
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Instructional monitoring and instructional adjustment based on progress monitoring will enhance student achievement in Math
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Instructional best practices including individualized instruction designed to enhance learning in the online platform Edgenuity.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

#4. Positive Culture and Environment specifically relating to Discipline	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data reveals a significant number of referrals stemming from verbal and physical altercations, along with threats and intimidation.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This will be monitored by the administrative team and the guidance department.
Person responsible for monitoring outcome:	Brian J. Andrews (brian.andrews@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Conflict mediation, positive behavior support and resolution strategies
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible	Brian J. Andrews (brian.andrews@polk-fl.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Cooley, Leigh Anne, leighanne.cooley@polk-fl.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
NA	Cooley, Leigh Anne, leighanne.cooley@polk-fl.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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, 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.