

Polk County Public Schools

# Don E Woods Opportunity Center



## 2022-23 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 6-12
<b>Primary Service Type</b> (per MSID File)	Alternative Education
<b>2021-22 Title I School</b>	No
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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](http://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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## Don E Woods Opportunity Center

213 LAKE AVE E, Dundee, FL 33838

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

### School Demographics

School Type and Grades Served (per MSID File)	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	82%

### School Grades History

Year  
Grade

### School Board Approval

This plan is pending approval by the Polk County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

Students First!

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

To provide a high quality education for all students.

### 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
Bellamy, Rodney	Principal	Accountability Facilities Fiscal Management Fostering a safe and nurturing environment Instructional coaching and feedback Public Relations Staff Effectiveness Student Achievement Whole Child Cheerleader and Coach
Kerawala, Zeeshan		Mental Health Counselor - Behavior, Cognitive and Emotional Cheerleader/Coach PBIS Manager
Mitchell, Tyjuan	School Counselor	Academic Planner and Monitor Master Schedule Administrator
Overstreet, Jamie	Assistant Principal	Accountability Facilities Fiscal Management Fostering a safe and nurturing environment IBU Instructional coaching and feedback Master Schedule Public Relations Staff Effectiveness Student Achievement Whole Child Cheerleader and Coach

### Demographic Information

**Principal start date**

Wednesday 7/29/2015, Rodney Bellamy

**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**

11

**Total number of students enrolled at the school**

48

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

0

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

0

**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	2	6	10	5	8	4	2	37	
Attendance below 90 percent	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		
Course failure in ELA	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		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA Math assessment	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		

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	0	0	0	0	0	0	0	

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	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	

Date this data was collected or last updated

Tuesday 6/28/2022

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

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

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	1	3	2	0	0	0	6	
Attendance below 90 percent	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		
Course failure in ELA	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		
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	1	2	0	0	0	0	3	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	1	2	1	0	0	0	4	
Number of students with a substantial reading deficiency	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	
Students with two or more indicators	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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## 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	0%	48%	-48%	54%	-54%
Cohort Comparison						
07	2022					
	2019	18%	42%	-24%	52%	-34%
Cohort Comparison		0%				
08	2022					
	2019	24%	48%	-24%	56%	-32%
Cohort Comparison		-18%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	0%	47%	-47%	55%	-55%
Cohort Comparison						
07	2022					
	2019	11%	39%	-28%	54%	-43%
Cohort Comparison		0%				
08	2022					
	2019	11%	35%	-24%	46%	-35%
Cohort Comparison		-11%				

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	27%	41%	-14%	48%	-21%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	30%	54%	-24%	67%	-37%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	25%	70%	-45%	71%	-46%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	57%	-57%	70%	-70%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	7%	50%	-43%	61%	-54%
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	

ESSA Federal Index	
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?

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 2022 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?

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 2022 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 standardsbased 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.

### **Areas of Focus**

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

:

## #1. Instructional Practice specifically relating to Differentiation

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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. 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:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

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. Monitoring: Through instructional coaching and feedback: Establish a common language of differentiation to support academic growth for students.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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@ocps.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

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.

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.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy.**

**Describe the resources/criteria used for selecting this strategy.**

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**

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.

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@ocps.net)



## #2. Positive Culture and Environment specifically relating to

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

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.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

A concerted effort to increase Parent Involvement will:

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:

Describe how this Area of Focus will be monitored for the desired outcome.

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@ocps.net)

### Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

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

Orientation  
School Visits by stakeholders  
Website  
Weekly Update Calls (School Messenger)

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

### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy.  
Describe the resources/criteria used for selecting this strategy.

name is the haerdwork 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**

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.

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@ocps.net)

**#3. 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.

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:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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%.

Monitoring:

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

Through instructional coaching and feedback:

Establish a common language and protocols to be used for core academic classes to support academic growth for students.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

**Person responsible for monitoring outcome:**

Rodney Bellamy  
(rodney.bellamy@ocps.net)

**Evidence-based Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

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:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/criteria used for selecting this 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 nonproficient 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**

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.

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@ocps.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**

Not applicable

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

Not applicable

**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)**

Not applicable

**Grades 3-5: Measureable Outcome(s)**

Not applicable

**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.

Not applicable

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

**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. Â§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?

Not applicable

**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?

Not applicable

**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**

Not applicable

**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.**

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 school culture and environment.**

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.