Don E Woods Opportunity Center School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Don E Woods Opportunity Center

213 LAKE AVE E, Dundee, FL 33838

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation 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 Staff Effectiveness Student Achievement
Mitchell, Tyjuan	School Counselor	Academic Planner and Monitor Master Schedule Administrator Other Duties Assigned
Kerawala, Zeeshan	School Counselor	Mental Health Counselor - Behavior, Cognitive and Emotional Cheerleader/Coach Other Duties Assigned PBIS Manager
Overstreet, Jamie	Assistant Principal	Accountability Facilities Fiscal Management Fostering a safe and nurturing environment Instructional coaching and feedback Public Relations Staff Effectiveness Student Achievement

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The Donald E. Woods Opportunity Center (DWOC), School Improvement Plan (SIP) is developed by school stakeholders. As resources, strategies and talent change, the plan is updated to incorporate the necessary adjustments to increase student achievement and the graduation rate.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

DWOC's SIP is reviewed at least twice a year to ensure accuracy and fidelity to the school's goal attainment.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	82%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: UNSATISFACTORY 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: UNSATISFACTORY

DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	6	6	19	31

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	3	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	7	6	21	34
One or more suspensions	0	0	0	0	0	0	5	5	16	26
Course failure in ELA	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	6	15	23
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	1	2	3
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	6	6	19	31

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	3	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*		38	50		41	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		24	38		35	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		50	64		26	40			
Social Studies Achievement*		50	66		39	48			
Middle School Acceleration					41	44			
Graduation Rate		84	89		52	61			
College and Career Acceleration		54	65		55	67			
ELP Progress		40	45						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL												

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	8%	40%	-32%	50%	-42%
07	2023 - Spring	*	36%	*	47%	*
08	2023 - Spring	12%	39%	-27%	47%	-35%
09	2023 - Spring	9%	39%	-30%	48%	-39%
06	2023 - Spring	*	35%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	38%	*	54%	*
07	2023 - Spring	*	35%	*	48%	*
08	2023 - Spring	12%	42%	-30%	55%	-43%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	20%	33%	-13%	44%	-24%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	37%	-37%	50%	-50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	37%	-37%	48%	-48%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	50%	-50%	63%	-63%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	65%	-40%	66%	-41%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	49%	-29%	63%	-43%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

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).

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

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

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

Behavior
Blended Learning
Connectivity
Digital Divide
Education Inequalities
Fidelity to Education by stakeholders (Parents and students)

Home Life
Instructional Practices

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

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.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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

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

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

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 the 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 be conducted through learning arc professional development and standards-based walks (SBI) for DWOC stakeholders. These processes 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 2022 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:
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@polk-fl.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific 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. DWOC's non-proficient learners are the most at-risk and will need instructors to drill down and unpack benchmarks with resources and strategies beneficial to the learners needs.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 DWOC instructors to share differentiated instruction best practices.
Instructional coaching and feedback.
Maintain and improve Professional Learning Community

The learning arc allows instructors to plan, present and monitor (data disaggregation) student benchmarkattainment. This process is instrumental in the benchmark planning process of lessonsthat fcilitate and expect students to read, think, contstruct and execute an argument verbally or written to master the benchmark. The common board allows instructional coaching and feedback to instructors from administrators. Benchmark attainment moves throught the gradual release procedure to meet school and district goals.

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

By When: Reviewed monthly during the 23-24 school year

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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@polk-fl.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The strategy being used to implement this area of focus are:
Orientation
School Visits by stakeholders
Website
Weekly Update Calls (School
Messenger)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Establishing and maintaining a good school name and reputation is important to the instructional 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 hard work of all school stakeholders especially the principal. That is the reason for selecting these particular strategies to maintain a good school name.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

DWOC staff will track school stakeholder traffic through the Raptor sytem and the realistic expectation of parents joing the school's SAC. The principal will also track interactions (positive and negative) with parents and district officials.

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

By When: Reviewed monthly during the 23-24 school year

#3. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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/or 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 2023 was 47%. DWOC instructional staff plans to increase 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.

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

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 Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:
Explain the rationale for selecting this specific strategy.

To meet the Superintendent's desired goals of 100% student proficiency in ELA instruction will need to be done at an independent level. DWOC 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 styles. 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

DWOC school rating for the 23 - 24 school year will reflect stakeholder efforts for the school's focus areas. If administrators, instructors and students do everything certain to reach the commendable rating then our chances increase.

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

By When: Reviewed monthly during the 23-24 school year

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Not applicable

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

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

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 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 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

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 impact student achievement outcomes.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
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?

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

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

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Orientation
SAC Meetings
Web Site

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

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.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Bell to Bell instruction and learning
Diverse and dedicated staff

Instructional coaching and feedback
Progress Monitoring

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

DWOC stakeholders follows district and state procedures to increase student achievement and the graduation rate. Continuous communication with district and school stakeholders ensure we are compliant of the rules that govern the institution.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Not applicable

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Not applicable

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Not applicable

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Not applicable

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Not applicable

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Differentiation	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes