

Don E Woods Opportunity Center



2014-15 School Improvement Plan

Don E Woods Opportunity Center

213 LAKE AVE E, Dundee, FL 33838

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

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

%

Alternative/ESE Center

No

Charter School

No

Minority

%

School Grades History

Year

Grade

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	28

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide a safe and orderly learning environment and enable our students to successfully function in mainstream schools and society, so their goals and dreams may be achieved.

Provide the school's vision statement

Every student will transition back to their home school equipped with social skills and study habits necessary to be successful, productive students.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

As an Alternative Educational Center, Don Woods accepts students from their respective zoned, district school(s) on a weekly basis. These students represent the diverse socioeconomic, racial, and cultural demographic that is uniquely Polk County. Also reflecting that demographic is the instructional team at Don Woods. By mirroring the student demographic with the instructional demographic, we have been able to better accommodate the needs of our students, and through familiarity we have a much better chance of building successful relationships/partnerships with our students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Safety and security is the primary focus of the Don Woods Opportunity Center. We believe that by having a safe and secure environment, we give our children the best possible opportunity to pursue their education. When the students are picked up in the morning, there are two adults on each bus; from pick-up until drop-off at Don Woods. Once at school, each student is greeted by the Principal, Assistant Principal, and the School Resource Deputy. During class change, the student's are monitored by no less than one staff member stationed approximately every 25 to 30 apart across campus. All students are escorted to the restroom twice per day. All students are escorted to and from lunch, and monitored by a minimum of 3 staff members during each lunch period. At release time, students are monitored on their way to the car loading ramp, or the bus pick area. Visitors to our campus must check in via the main office, and are required to wear a visitor badge.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

- o Review school-wide, grade level, and teacher data to problem-solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least several times per year or more frequently if new data is available.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and

student improvement.

- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support among educators, promote the

use of evidence-based interventions, and support teachers in carrying out intervention plans.

Note: Don Woods Opportunity Center serves as an Alternative Center for students who have been assigned for a specific time duration due to serious violations of the Code of Student Conduct.

Therefore, we are a Tier 3 Center that assists students with obtaining pro-social skills as well as maintaining and enhancing their academic needs. To teach pro-social skills we use the Skill Streaming

Curriculum and provide Positive Behavior System (PBS) for replacement and reinforcement of pro-social skills.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school-based PBS/Rtl Leadership Team (same team members as PS/Rtl group) meets monthly (or more frequently as needed) to strategically identify problems (e.g. frequent out of school suspension referrals for minor behaviors), determine the variables that contribute to the problem (e.g. Faculty and Staff's lack of knowledge to teach appropriate replaceable behaviors), identify appropriate scientific research-based interventions, implement them with fidelity (e.g. Skill Streaming: Social skills curriculum), and monitor the progress of the interventions frequently (e.g. adoption and implementation of interventions guided by continuous data evaluation).

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Early warning system indicators reported two times per month including the following:
 - o chronic absenteeism rate 10% or higher by school and grade
 - o ISS and OSS discipline referrals by school and grade
 - o Progress monitoring 3 times per year
 - o Monitoring of acquired credits each semester
 - o Count of over-age students at middle and elementary grade levels (last week of October)
- Number and percent of students meeting EOC criteria by race, gender, ethnicity and school
- Number and percent of students graduating with a standard diploma by race, gender, ethnicity, disability and school
- Number and percent of students graduating college ready in math and reading
- Number and percent of students graduating with Industry Certification or Ready-to-Work Credentials
- Number and percent of students reading on grade level or above at grades 3, 5 and 8 by race, gender, ethnicity and school

- List of multi-sector collaborations with the community by school
- Sample parent engagement communications

Provide the following data related to the school's early warning system

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

Indicator	Grade Level					Total
	6	7	8	9	10	
Attendance below 90 percent	10	21	8	3	4	46
One or more suspensions	10	21	8	3	4	46
Course failure in ELA or Math	10	21	8	3	4	46
Level 1 on statewide assessment	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	6	7	8	9	10	
Students exhibiting two or more indicators	30	63	24	9	12	138

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- o Review school-wide, grade level, and teacher data to problem solve needed academic interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
- o Help referring teachers design feasible strategies and interventions for academically struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, and assist in making decisions for school, teacher, and student improvement. Focus on improving student academic achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Participation by parents at building capacity activities will increase by 10% for activities/functions located at the school.

Administrators, guidance counselor, and teachers will communicate with parents through the BlackBoard Connect System, phone calls, email system, and weekly point sheets.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Establish continuous and effective communications with all internal and external stakeholders.

Increase parent/family involvement opportunities.

Enhance and strengthen school and district level partnerships.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
PEREZ, JOSE	Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Specific Responsibilities:

Principal: Jose Perez- The Principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of PS/Rtl; ensures that the school-based team is implementing PS/Rtl; conducts assessment of PS/Rtl skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support PS/Rtl implementation; develops a culture of expectation with the school staff for the implementation of PS/ Rtl school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/Rtl plans and activities.

Assistant Principal: Tom Kaiser- Assistant Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of PS/Rtl, further assists the principal in the assessment of PS/Rtl skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning PS/Rtl plans and activities.

Exceptional Student Education (ESE) Teachers and Deans: Chandra Johnson, Billy Washington, and Orinthius Simmons- Participate in student data collection, integrate core instructional activities/ materials/ instruction in tiered interventions; collaborate with general education teachers.

School Psychologist, School Social Worker, Guidance Counselor, and Mental Health Counselor: Ashley Mendez, Lana McCullough, Gwen Porter, and Zeeshan Kerawala:- Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at-risk,” assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design

and delivery of professional development; and provides support for assessment and implementation monitoring.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The PS/Rtl Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. This supports DWOC's mission and vision: Vision- . . . Students will transition back to their home school equipped with social skills and study habits necessary to be successful, productive students.

Mission- . . . To provide a safe and orderly learning environment and enable our students to successfully function in mainstream schools and society.

The PS/Rtl Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to problem-solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least several times per year or more frequently if new data is available.
- o Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.
- o Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Note: Don Woods Opportunity Center serves as an Alternative Center for students who have been assigned for a specific time duration due to serious violations of the Code of Student Conduct.

Therefore, we are a Tier 3 Center that assists students with obtaining pro-social skills as well as maintaining and enhancing their academic needs. To teach pro-social skills we use the Skill Streaming Curriculum and provide Positive Behavior System (PBS) for replacement and reinforcement of pro-social skills.

The school-based PBS/Rtl Leadership Team (same team members as PS/Rtl group) meets monthly (or more frequently as needed) to strategically identify problems (e.g. frequent out of school suspension referrals for minor behaviors), determine the variables that contribute to the problem (e.g. Faculty and Staff's lack of knowledge to teach appropriate replaceable behaviors), identify appropriate scientific research-based interventions, implement them with fidelity (e.g. Skill Streaming: Social skills curriculum), and monitor the progress of the interventions frequently (e.g. adoption and implementation of interventions guided by continuous data evaluation).

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Robert Scott	Business/Community
Jose Perez	Principal
Tom Kaiser	Education Support Employee
Lana McCullough	Education Support Employee
Princilla McKinnon	Education Support Employee
Billy D. Washington	Education Support Employee
Chandra Johnson	Education Support Employee
O. J. Simmons	Teacher
Gwendolyn Porter	Education Support Employee
Ashley Mendez	Education Support Employee
Cindy Vergara	Business/Community
Zeeshan Kerawala	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

- Review and approve school Budget and school Action Plan
- Provide input on discretionary spending
- Review and approve school-based policies, including policies governing school safety and discipline, truancy, extracurricular activities, ESL supports, and other
- Review and inform hiring/creation of new positions
- Act as a catalyst to develop a culture of community support and involvement in decision-making for school-based policy
- Play an active role in supporting and promoting the programs and initiatives they approved
- Examine data on the effectiveness of school-based programs and services and periodically review and revise Action Plan strategies and recommendations to ensure continued progress towards reaching school goals.
- Complete Quarterly Reports reflecting the above findings and recommendations advised and counseled on writing and implementation of the SIP.

Development of this school improvement plan

- Creating a collaborative, inclusive, and transparent process to inform school-level decisions, including the adoption of the school Action Plan and Budget, and collaborating to address urgent school issues (e.g., truancy, bullying, improving student achievement)
- Fostering a cooperative and collaborative environment at the school
- Rallying parent, staff, student, and community support around school priorities
- Organizing and conducting SAC elections
- Responsibility for Supporting the Work of the SAC

Preparation of the school's annual budget and plan

The school's annual budget is prepared by the school district in concert with the school principal.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The SAC is actively recruiting parental representatives

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
PEREZ, JOSE	Principal

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will focus meetings on how to assist teachers in providing effective instructions through PLCs that target effective summarizing across all content areas, providing strategies to students that assist them in using vocabulary in context and understanding the meaning of unknown words by using context clues, and assist teachers in the use of STEM questions to enhance higher order thinking skills, and to monitor Common Core so that there is fidelity. Teachers will be in-serviced on how to implement/use Common Core

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Each Wednesday, all teachers spend approximately 1 hour in Grade-Level Team meetings; discussing evaluative technique, adherence to Common Core, cross-content curricular strata, and PBS/RTI interventions. The results of these meetings are shared with the administrative team, and implementation of new constructs is/are considered.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Maintain Mentor and Mentee Program as described by Polk County Schools
 2. Bi-weekly one on one meetings with the new teachers
 3. Professional development using district level training, tailored to meet specific needs of each teacher
 4. Job Fairs and recruiting at Universities
- Principal, Assistant Principal, Mentor

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Modeling lessons, Bi-Weekly Meeting, visiting other classrooms, informal and formal conferencing, professional development

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

DWOC provides a common vision for the use of all curriculum based decisions for instruction, supervises the development of a strong infrastructure for implementation of Common Core and FCIM; ensures that the instructional team is implementing Common Core with fidelity; conducts on-going assessment in order to monitor the progress of all students; ensures implementation of intervention support and documentation to “catch students up” using mini lessons; ensures and participates in adequate professional learning to support the Common Core implementation; develops a culture of expectation with the school staff for the implementation of the Common Core Curriculum school-wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding academic and pro-social activities.

All staff are tasked with providing a common vision for the use of all curriculum based decisions for instruction, assisting with the development of a strong infrastructure for implementation of Common Core and FCIM; assists with monitoring the instructional team so that Common Core is implemented with fidelity; assists with conducting on-going assessment in order to monitor the progress of all students; assists with the implementation of intervention support and documentation to “catch students up” using mini lessons; ensures and participates in adequate professional learning to support the Common Core implementation; develops a culture of expectation with the school staff for the implementation of Common Core school-wide and writing across all content areas; ensures resources are assigned to those areas in most need; and communicates with parents regarding academic and pro-social activities.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

IMPROVE Testing and FAIR Testing; web-based assessment tools used to evaluate reading, math and science. Three benchmarks will be given per year. Baseline data is gathered through September. FAIR and IMPROVE data are gathered in early December and late February, as indicated in the chart below. FAIR and IMPROVE data is processed and will become available to staff online.

Additionally, other progress monitoring instructional data is examined from the previous year's FCAT scores, and other data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, etc. Data is discussed and analyzed at least monthly at the PS/PBS/RtI Leadership Team Meeting. Data is monitored through the Progress Zone of IMPROVE and FAIR results rubric; both web-based assessment tools.

Teachers will create probes for strands to do more frequent progress monitoring, create quizzes above, on or below grade level. The information can be individualized based on single student weaknesses. At the request of the parent, teachers will be able to produce data reflecting student progress and share

strategies and materials for additional home instruction. The data from these tools can also assist teachers and parents with an understanding of the student's strengths and weaknesses.

The Resource Tab for teachers can pull up the Florida benchmarks and strands. The resource tab will also provide the teacher with streaming videos and websites attached to the strands that will help enhance lessons. Diagnostic assessment data is gathered through IMPROVE learning, New Century Software, FAIR data and Odyssey. Informal writing assessments will be administered throughout the year to enhance student's writing skills. Genesis, Pinnacle and IDEAS Data Systems will be used to summarize data at each tier for behavior. End of the year data is gathered through the Florida Comprehensive Assessment Test (FCAT). Data is discussed and analyzed at least monthly at the PS/Rtl

Leadership Team Meetings.

Test Month

FAIR 1 and IMPROVE (A) September

FAIR 2 and IMPROVE (B) Early December

FAIR 3 and IMPROVE (C) Late February

After the last test is given (Test C) the students will be grouped to attack their weaknesses. The data will

show the strengths and weaknesses by child, by class, by grade level, and school-wide and can also be

sorted by NCLB subgroups; i.e., gender, ethnicity, students with disabilities, economically disadvantaged, and ELL.

.Data is monitored through the IMPROVE, PMRN and

FAIR results rubric; all web-based assessment tools. Teachers will create probes for strands to do more

frequent progress monitoring, create quizzes above, on or below grade level. The information can be individualized based on single student weaknesses. At the request of the parent, teachers will be able to

produce data reflecting student progress and share strategies and materials for additional home instruction. The data from these tools can also assist teachers and parents with an understanding of the

student's strengths and weaknesses.

The Resource Tab for teachers can pull up the Florida benchmarks and strands. The resource tab will also provide the teacher with streaming videos and websites attached to the strands that will help enhance lessons. Diagnostic assessment data is gathered through IMPROVE, New Century Software, FAIR data and Odyssey. Informal writing assessments will be administered throughout the year to enhance student's writing skills. Genesis, Pinnacle and IDEAS Data Systems will be used to summarize data at each tier for behavior. End of the year data is gathered through the Florida Comprehensive Assessment Test (FCAT). Data is discussed and analyzed at least monthly at the PS/Rtl

Leadership Team Meetings

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Teachers meet once per week after school in grade-level teams across disciplinary lines. Notes and observations are shared, and lesson plans are written which reflect common threads throughout each class construct. These PLC's are enhanced by input from the DWOC Leadership Team, and serve as a growth medium for our instructional staff.

Strategy Rationale

Students at Don Woods are typically 1 to 2 years behind academically. This additional time for staff is critical for helping to prepare students for their return to their zoned, district school.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

PEREZ, JOSE, jose.perez@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FAIR, IMPROVE, and State-Mandated EOC's : both pre and post assessment measures.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

- *Offer students the opportunity to enroll in specified career academies as they transition back to their home school.
- *Implement the Rigorous and Relevant Framework through the infusion of Gold Seal Lessons
- *Provide experience with inquiry learning, guest speakers, career day, and job shadowing opportunities
- *Encourage vocational and academic teachers to collaboratively integrate curriculum and instruction
- *Strengthen academic content in existing vocational curriculum

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

All middle school students are required to have an Electronic Personal Education Plan (ePEP) before entering high school. These plans chart a course for their future career. The ePEPs are reviewed during a meeting between the student and Guidance Counselor annually.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

- *Offer students the opportunity to enroll in specified career academies as they transition back to their home school.
- *Implement the Rigorous and Relevant Framework through the infusion of Gold Seal Lessons

- *Provide experience with inquiry learning, guest speakers, career day, and job shadowing opportunities
- *Encourage vocational and academic teachers to collaboratively integrate curriculum and instruction
- *Strengthen academic content in existing vocational curriculum

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

- *Notification and participation in the annual HBCU Jump-off
- *Notification and participation in the College/Career Fair
- *Myers/Briggs Career Academy
- *PSAT Preparatory
- *DWOC Career Day

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

- *Notification and participation in the annual HBCU Jump-off
- *Notification and participation in the College/Career Fair
- *Myers/Briggs Career Academy
- *PSAT Preparatory
- *DWOC Career Day

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** To increase the amount of community stakeholders in DWOC.
- G2.** Teachers will participate in PLC's targeting Differentiated Instruction; giving them the opportunity to address the learning deficiencies inherent in our unique student population.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase the amount of community stakeholders in DWOC. 1a

G051538

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- City of Dundee
- City of Winter Haven
- City of Haines City
- City of Lake Wales
- Ridge Area Business Community
- Brother to Brother Mentoring Group

Targeted Barriers to Achieving the Goal 3

- Mistrust of Student Population
- Operating Hours

Plan to Monitor Progress Toward G1. 8

Point Sheet data will be collected via Google Docs, and compiled daily.

Person Responsible

JOSE PEREZ

Schedule

Daily, from 8/18/2014 to 6/9/2015

Evidence of Completion

Point sheet data is available for reference, and this data is to be used by the teachers to update their curricular constructs.

G2. Teachers will participate in PLC's targeting Differentiated Instruction; giving them the opportunity to address the learning deficiencies inherent in our unique student population. 1a

G038957

Targets Supported 1b

Indicator	Annual Target
	100.0
	100.0

Resources Available to Support the Goal 2

- Various web-based programs such as Moodle, Journey's, and on-site Professional Development.

Targeted Barriers to Achieving the Goal 3

- Lack of teacher training.
- Wide dispersal of academic functional levels.

Plan to Monitor Progress Toward G2. 8

Each PLC will be attended by a member of the Administrative team. This team member will help the teacher's come up with an action plan that gives them the opportunity to continually assess, revise, and implement their target focus.

Person Responsible

JOSE PEREZ

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Evidence to include, but not limited to, student progress on formative assessments; data shifts in IDEAS, State-testing scores, and data from IMPROVE Testing (implemented 3 times per school year).

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. To increase the amount of community stakeholders in DWOC. **1**

 G051538

G1.B1 Mistrust of Student Population **2**

 B129447

G1.B1.S1 Change the image of DWOC by involving the business community in the day-to-day operation of the school. **4**

 S141584

Strategy Rationale

To give our students more/better opportunities for furthering their outlook.

Action Step 1 **5**

We are going to put in a behavior modification curriculum in our first period classes.

Person Responsible

JOSE PEREZ

Schedule

Daily, from 8/18/2014 to 6/9/2015

Evidence of Completion

Tally of student Point Sheets.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Weekly check of lesson plans.

Person Responsible

JOSE PEREZ

Schedule

Weekly, from 8/18/2014 to 6/9/2015

Evidence of Completion

Document compliance via Journey's.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Maintenance of Student Point Sheet system.

Person Responsible

JOSE PEREZ

Schedule

Daily, from 8/18/2014 to 6/9/2015

Evidence of Completion

Coach Simmons will have Point Sheet data collected.

G2. Teachers will participate in PLC's targeting Differentiated Instruction; giving them the opportunity to address the learning deficiencies inherent in our unique student population. 1

G038957

G2.B2 Lack of teacher training. 2

B093719

G2.B2.S1 Give the teacher(s) opportunities for professional development on-site at DWOC. 4

S141580

Strategy Rationale

Allows for multiple pathways to professional competency.

Action Step 1 5

Weekly meeting with each grade level group to discuss barriers to success in our classrooms.

Person Responsible

JOSE PEREZ

Schedule

Biweekly, from 8/18/2014 to 6/9/2015

Evidence of Completion

Administrative notes and classroom observation.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Teachers will be observed and observations recorded in Journey's.

Person Responsible

JOSE PEREZ

Schedule

Weekly, from 8/18/2014 to 6/9/2015

Evidence of Completion

Administrative walk-through's; formal and informal.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administrative feedback and team data chats.

Person Responsible

JOSE PEREZ

Schedule

Biweekly, from 8/18/2014 to 6/9/2015

Evidence of Completion

Evidence of compliance obtained via lesson plans.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	We are going to put in a behavior modification curriculum in our first period classes.	PEREZ, JOSE	8/18/2014	Tally of student Point Sheets.	6/9/2015 daily
G2.B2.S1.A1	Weekly meeting with each grade level group to discuss barriers to success in our classrooms.	PEREZ, JOSE	8/18/2014	Administrative notes and classroom observation.	6/9/2015 biweekly
G1.MA1	Point Sheet data will be collected via Google Docs, and compiled daily.	PEREZ, JOSE	8/18/2014	Point sheet data is available for reference, and this data is to be used by the teachers to update their curricular constructs.	6/9/2015 daily
G1.B1.S1.MA1	Maintenance of Student Point Sheet system.	PEREZ, JOSE	8/18/2014	Coach Simmons will have Point Sheet data collected.	6/9/2015 daily
G1.B1.S1.MA1	Weekly check of lesson plans.	PEREZ, JOSE	8/18/2014	Document compliance via Journey's.	6/9/2015 weekly
G2.MA1	Each PLC will be attended by a member of the Administrative team. This team member will help the teacher's come up with an action plan that gives them the opportunity to continually assess, revise, and implement their target focus.	PEREZ, JOSE	8/22/2014	Evidence to include, but not limited to, student progress on formative assessments; data shifts in IDEAS, State-testing scores, and data from IMPROVE Testing (implemented 3 times per school year).	5/29/2015 weekly
G2.B2.S1.MA1	Administrative feedback and team data chats.	PEREZ, JOSE	8/18/2014	Evidence of compliance obtained via lesson plans.	6/9/2015 biweekly
G2.B2.S1.MA1	Teachers will be observed and observations recorded in Journey's.	PEREZ, JOSE	8/18/2014	Administrative walk-through's; formal and informal.	6/9/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To increase the amount of community stakeholders in DWOC.

G1.B1 Mistrust of Student Population

G1.B1.S1 Change the image of DWOC by involving the business community in the day-to-day operation of the school.

PD Opportunity 1

We are going to put in a behavior modification curriculum in our first period classes.

Facilitator

Chandra Johnson

Participants

M/J and H/S Teachers

Schedule

Daily, from 8/18/2014 to 6/9/2015

G2. Teachers will participate in PLC's targeting Differentiated Instruction; giving them the opportunity to address the learning deficiencies inherent in our unique student population.

G2.B2 Lack of teacher training.

G2.B2.S1 Give the teacher(s) opportunities for professional development on-site at DWOC.

PD Opportunity 1

Weekly meeting with each grade level group to discuss barriers to success in our classrooms.

Facilitator

Chandra Johnson

Participants

Grade Level teams

Schedule

Biweekly, from 8/18/2014 to 6/9/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0