Dundee Ridge Middle Academy

2020-21 Schoolwide Improvement Plan

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Dundee Ridge Middle Academy

5555 LAKE TRASK RD, Dundee, FL 33838

dra.polk-fl.net

Demographics

Principal: Stacy Gideons

Start Date for this Principal: 7/26/2010

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (62%) 2016-17: B (54%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	B

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Dundee Ridge Middle Academy is to prepare students to be lifelong learners by creating opportunities to develop the knowledge, attitudes, and skills needed to manage the complexity of an ever-changing 21st century. Through challenging curriculum delivered in a respectful, diverse learning environment, students will reach their full potential, master academic standards, and be prepared to take responsible action for the future.

Provide the school's vision statement.

The students at Dundee Ridge Middle Academy will engage in a rigorous academic program designed to prepare them for success in high school and beyond. Collectively, we will create an inviting and engaging school culture where students engage in real, meaningful work and teachers serve as facilitators of the learning process. Realizing that not all students come to the school with the same level of learning or framework of experiences, staff, students, and parents will partner to provide additional supports during the school year such as tutoring and summer learning opportunities.

In addition, staff at the school will provide targeted differentiated instruction, intensive learning supports, and appropriate assessments to maximize the learning of each student. Parents will be active partners and supporters in the learning process at Dundee Ridge, and will be knowledgeable participants in their student's education. Expectations for each student's success will be uniformly high, regardless of socioeconomic status, race, or gender. We acknowledge that discipline should primarily be used to teach and support students in learning the skills necessary to enhance a positive school climate and avoid negative behavior. School discipline that is paired with meaningful instruction, guidance, and strong relationships with adults and peers offers a student an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning. Four pillars to this approach include community, safety, communication, and reflection.

In order to assure that each classroom is a well organized, supportive model for student learning, teachers will participate in intensive training that will be tailored to fully implement the tenets of the International Baccalaureate Middle Years Programme. This program features an emphasis on creating a high quality education for a better world, with key elements including addressing students' academic, social, and emotional well-being; encouraging students to take responsibility for their own learning; supporting students' efforts to gain understanding of the world and to function comfortably within it; helping students establish personal values as a foundation upon which international-mindedness will develop and flourish; as well as assisting students in engaging in meaningful and varied service to their community. The school will value and embrace the critical role of community partners in supporting the rigor and authenticity of student learning, and in the process, provide a personal and powerful approach to career exploration and long-term goal setting.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
GIDEONS, STACY	Principal	Instructional Leader
Rios, Kelly	Assistant Principal	
Collins, Kerri	Teacher, K-12	
Law, Aldena	Teacher, K-12	
Johnson, Delvinal	Teacher, K-12	
Reams, Tamera	Instructional Coach	
Montero, Cathy	Teacher, K-12	
Hansen, Kirk	Teacher, K-12	
Heter, Kathryn	Teacher, K-12	
Ellis, Sherri	Teacher, K-12	
Ayala, Joan	Teacher, K-12	
Brown, Teddy	Assistant Principal	

Demographic Information

Principal start date
Monday 7/26/2010, Stacy Gideons

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
8

Total number of teacher positions allocated to the school
43

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%

2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (62%) 2016-17: B (54%) 2015-16: B (54%)

2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	290	274	261	0	0	0	0	825
Attendance below 90 percent	0	0	0	0	0	0	14	19	24	0	0	0	0	57
One or more suspensions	0	0	0	0	0	0	13	30	30	0	0	0	0	73
Course failure in ELA	0	0	0	0	0	0	1	1	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	67	31	49	0	0	0	0	147
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	83	25	48	0	0	0	0	156
Dec. 2019 Star Reading Level1	0	0	0	0	0	0	47	44	67	0	0	0	0	158
Dec. 2019 Star Mathematics Level 1	0	0	0	0	0	0	54	31	39	0	0	0	0	124

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	73	42	70	0	0	0	0	185

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	2	0	0	0	0	2

Date this data was collected or last updated

Wednesday 6/3/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	303	279	267	0	0	0	0	849
Attendance below 90 percent	0	0	0	0	0	0	26	27	34	0	0	0	0	87
One or more suspensions	0	0	0	0	0	0	10	30	18	0	0	0	0	58
Course failure in ELA or Math	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	115	42	67	0	0	0	0	224

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	18	15	11	0	0	0	0	44

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	2	2	0	0	0	0	4

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	303	279	267	0	0	0	0	849
Attendance below 90 percent	0	0	0	0	0	0	26	27	34	0	0	0	0	87
One or more suspensions	0	0	0	0	0	0	10	30	18	0	0	0	0	58
Course failure in ELA or Math	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	115	42	67	0	0	0	0	224

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	18	15	11	0	0	0	0	44

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	2	2	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data
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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	62%	48%	54%	58%	48%	52%
ELA Learning Gains	62%	52%	54%	61%	51%	54%
ELA Lowest 25th Percentile	60%	48%	47%	51%	43%	44%
Math Achievement	57%	50%	58%	52%	47%	56%
Math Learning Gains	53%	50%	57%	50%	50%	57%
Math Lowest 25th Percentile	57%	48%	51%	44%	46%	50%
Science Achievement	69%	44%	51%	57%	44%	50%
Social Studies Achievement	84%	72%	72%	62%	64%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(0)	(0)	(0)	0 (0)

Grade Level Data
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	2019	60%	48%	12%	54%	6%
	2018	53%	41%	12%	52%	1%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	54%	42%	12%	52%	2%
	2018	60%	42%	18%	51%	9%
Same Grade Comparison		-6%				
Cohort Comparison		1%				
08	2019	73%	48%	25%	56%	17%
	2018	64%	49%	15%	58%	6%
Same Grade Comparison		9%				
Cohort Comparison		13%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	57%	47%	10%	55%	2%
	2018	46%	40%	6%	52%	-6%
Same Grade Comparison		11%				
Cohort Comparison						
07	2019	46%	39%	7%	54%	-8%
	2018	62%	40%	22%	54%	8%
Same Grade Comparison		-16%				
Cohort Comparison		0%				
08	2019	39%	35%	4%	46%	-7%
	2018	44%	34%	10%	45%	-1%
Same Grade Comparison		-5%				
Cohort Comparison		-23%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	69%	41%	28%	48%	21%
	2018	63%	42%	21%	50%	13%
Same Grade Comparison		6%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	84%	70%	14%	71%	13%
2018	95%	84%	11%	71%	24%
Compare		-11%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	50%	29%	61%	18%
2018	84%	60%	24%	62%	22%
Compare		-5%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	78%	53%	25%	57%	21%
2018					

Subgroup Data

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
SWD	46	62	65	43	56	73	64				
ELL	34	59	64	32	46	46	31	67	40		
BLK	60	62	65	51	47	58	53	83	77		
HSP	58	63	61	54	52	50	64	83	62		
MUL	65	50		70	70						
WHT	71	67	52	65	60	70	89	86	75		
FRL	56	58	60	50	51	58	59	80	73		
2018 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 2016-17	C & C Accel 2016-17
SWD	50	62	47	55	73	69	38				

2018 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 2016-17	C & C Accel 2016-17
ELL	32	56	66	39	52	52	33	94	53		
BLK	51	53	51	50	54	49	48	91	85		
HSP	55	58	60	56	54	53	54	95	65		
MUL	71	71		41	35						
WHT	66	59	57	68	61	37	68	98	66		
FRL	54	58	58	55	54	51	53	94	66		

2017 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 2015-16	C & C Accel 2015-16
SWD	29	58	56	35	45	36	58	45			
ELL	32	51	50	33	46	45	34	41	17		
BLK	52	54	40	46	54	57	45	56	33		
HSP	55	60	52	49	48	42	54	58	54		
MUL	58	58		53	42		67				
WHT	66	69	63	65	51	33	69	73	56		
FRL	53	58	48	48	46	39	53	58	52		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	625
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	47

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Overall math achievement showed the lowest performance during the 2018-2019 school year. Contributing to this decline was a change in personnel in the math department from the prior year. Our school lost a VAM rated highly-effective math teacher prior to the beginning of the 2018-2019 school year; that vacancy was filled by a first year, out of field instructor. Prior to that time, the math data had been relatively stable.

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

The data component showing the greatest decline from the prior school year was social studies achievement. This drop is most likely explained by a course progression change. During the previous year, only high level students participated in Civics end-of-year assessments. During the 2018-2019 school year, students from all performance levels were enrolled the Civics course and subsequently participated in the end-of-course
assessment.

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.

Our math learning gains show the greatest gap when compared to the state average. Some of the factors that may have contributed to this gap was a decline in our overall math achievement, coupled with teacher vacancies and new teachers in the department

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

Both our ELA achievement levels and our ELA learning gains showed the most improvement during the 2018-2019 school year. The actions taken by the school that contributed to this improvement include strategic teacher placement, increased collaboration, and a strong focus on reading and writing instruction for subgroups in
need.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Two potential areas for concern from our early warning system data include students scoring level 1 on a state assessment and students with one or more suspension.

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

1. Increase overall math proficiency.
2. Increase math learning gains.
3. Build and implement quality IB Units of Study.
4. Continue to make gains with our ELL subgroup.
5. Continue to maintain gains with ESE subgroup.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	By focusing on quality mathematics instruction, our goal is to improve student levels of proficiency in math. Our overall math achievement was our lowest performance area during the previous two school years. In addition, our math learning gains show the greatest gap when compared to the state average. Our math data is the only major area of decline based on our spring 2019 testing data.
Measurable Outcome:	Our goal is to increase overall math achievement from 57% to 60%, and to increase math learning gains from 53% to 56%.
Person responsible for monitoring outcome:	STACY GIDEONS (stacy.gideons@polk-fl.net)
Evidence-based Strategy:	Math teachers will implement LSI strategies at the classroom level, incorporating clear student learning targets, planning for alignment of student learning tasks to the intended target, and monitoring student progression towards proficiency of each target.
Rationale for Evidence-based Strategy:	The LSI strategies are a district-wide initiative that are aligned with current math curriculum maps and expected classroom practices. Support is provided by the district during professional development sessions, and instructional review data is collected using LSI content.

Action Steps to Implement

Teachers will participate in professional development focused around the creation of student learning targets, task alignment, and motioning for improvement. Professional development will be offered bi-monthly by administration and resource teachers in the area of LSI implementation. Classroom walk-thru data will be used by administration to monitor implementation and provide differentiated support as necessary.

Person Responsible	Kelly Rios (kelly.rios@polk-fl.net)

Teachers will participate in monthly collaborative planning sessions specifically focused on examining student artifacts to ensure student tasks are aligned to the intended complexity of the learning targets.

Person Responsible	Kelly Rios (kelly.rios@polk-fl.net)

Classroom paraprofessional will provide tutoring services in math for those students who aren't showing progression towards mastering learning targets. Classroom para will be in classes daily to assist teachers in identifying students needing support and providing remediation to those students.

Person Responsible	Teddy Brown (nedpepper314@gmail.com)

A full-time intensive math instructor will provide support for students scoring below proficiency levels in math. The teacher will use a combination of small-group remediation and computer-based instruction. The teacher will closely monitor student growth towards standards proficiency.

Person Responsible	STACY GIDEONS (stacy.gideons@polk-fl.net)

A math spotlight will be integrated into the school's monthly newsletter to be sent home to parents. In this area, parents will be encouraged to support math literacy in the home and be given specific ideas of how to integrate math practice in to daily household activities.

Person Responsible	Kerri Collins (kerri.collins@polk-fl.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	As in International Baccalaureate Middle Years Programme, our teachers routine create and deliver planned IB units of study. All students benefit from an increased focus on literacy that is embedded in to content area curriculum. Classrooms with a specific focus on incorporating increased literacy strategies into the IB units of study have seen greater student learning gains during spring standardized testing.
Measurable Outcome:	IB units of study written in the content areas of social studies, science, and language arts classes will incorporate both a reading and writing component for each unit of study.
Person responsible for monitoring outcome:	STACY GIDEONS (stacy.gideons@polk-fl.net)
Evidence-based Strategy:	IB units of study will incorporate at least one on-grade level content area reading selection that students will be required to reflect on and resound to during summative assessments. Summative assessments will incorporate written responses to allow students to articulate comprehension of the text.
Rationale for Evidence-based Strategy:	Current IB unit plans of study do not reflect intentional incorporation of literacy strategies and goals. As an IB authorized school, our goal is to continually improve the quality and effectiveness of our units of study, and to align them as closely as possible with our state standards and district curriculum maps.

Action Steps to Implement

Both the literacy coach and the IB coordinator will facilitate monthly professional development and collaborative planning sessions to assist teachers in planning for literacy (reading and writing) strategies to be embedded in IB units of study. Administration will monitor lesson plans for evidence of literacy integration.

Person Responsible	Kelly Rios (kelly.rios@polk-fl.net)

Throughout the school year, teachers and staff will assist each student in creating and organizing an IB Reflection Portfolio in which students gather evidence of their learning from each IB unit of study. As part of this portfolio, students will be required to create a written reflection on how they have been most impacted by their learning.

Person Responsible	Kerri Collins (kerri.collins@polk-fl.net)

Prior to spring testing, a family engagement event will be planned to promote increased literacy awareness in the home. Parents will be exposed to strategies they can use at home to continue to promote student literacy.

Person Responsible	Tamera Reams (tamera.reams@polk-fl.net)

The media specialist and the media paraprofessional will assist teachers in setting up classroom libraries or resource areas that contain content area reading selections to support the classroom curriculum.

Person Responsible	Aldena Law (aldena.law@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Our school's two areas of focus this year will be increasing our overall math achievement, including proficiency levels and math learning gains, as well as continuing to build and implement high quality IB units of study with a focus on increased literacy. To address our other identified improvement priorities, we will continue to support the plans we currently have in place. Our literacy coach, as well as our ELL paraprofessional, will continue to foster growth with our ELL population by providing push-in services to support students in content area classrooms. In addition, our ESE inclusion teachers will provide the same type of push-in services for our ESE population, ensuring that students' IEP needs and goals are being addressed.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Dundee Ridge Middle Academy hosts a parental involvement activities to attract parents to our campus and encourage communication between the school and our students' homes. During these events, parents have the opportunity to speak directly with their student's teachers and the administrative staff, as well as engage in specific thematic activities. Our monthly newsletter is sent home with students, as well as posted on various electronic platforms, to help keep parents informed of campus activities and classroom curriculum updates. In addition, Dundee Ridge Middle Academy maintains a detailed school web-site and FaceBook page in which all activities and events are posted for parental viewing. Many of the teachers on our campus host private class-based web sites to share curriculum information with parents and students. Parents are encouraged to enroll in the parent portal to have instant access to their child's grades and attendance information. Please see the attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	**$0.00**