

Polk County Public Schools

Dundee Ridge Middle Academy



2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Dundee Ridge Middle Academy

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<https://www.floridacims.org>.

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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	Position Title	Job Duties and Responsibilities
GIDEONS, STACY	Principal	Ensures the fidelity of all academic policies and programs; performs evaluative duties for staff members; serves as the school / community liaison; manages daily administrative tasks
Rios, Kelly	Assistant Principal	Oversees daily campus student management; provides professional development to staff; serves as a point of contact for parent questions and concerns; oversees academic policies and programs
Brown, Teddy	Assistant Principal	Oversees daily campus student management; provides professional development to staff; serves as a point of contact for parent questions and concerns; oversees academic policies and programs
Collins, Kerri	Magnet Coordinator	School testing coordinator; school Magnet IB coordinator
Law, Aldena	Parent Engagement Liaison	Media specialist; Title 1 resource; Parent and community liaison
Reams, Tamera	Reading Coach	Oversees school's literacy program; provides mentoring to new teachers
Stewman, Wendy	Teacher, ESE	ESE School Facilitator
Mcdowell, Hattie	School Counselor	Oversees student academic requirements and needs; provides counseling services as needed
Heter, Kathryn	Teacher, K-12	Lead science teacher
Johnson, Delvinal	Teacher, K-12	Lead math teacher
Montero, Cathy	Teacher, K-12	Lead elective teacher
Ayala, Joan	Teacher, K-12	Lead Spanish teacher
Ellis, Sherri	Teacher, K-12	Lead Language Arts teacher
Hansen, Kirk	Teacher, K-12	Lead social studies teacher

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

49

Total number of students enrolled at the school

784

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

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

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	231	259	294	0	0	0	0	784
Attendance below 90 percent	0	0	0	0	0	0	0	19	22	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	25	20	0	0	0	0	45
Course failure in ELA	0	0	0	0	0	0	0	1	5	0	0	0	0	6
Course failure in Math	0	0	0	0	0	0	0	1	2	0	0	0	0	3
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	35	54	66	0	0	0	0	155
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	68	50	73	0	0	0	0	191
Number of students with a substantial reading deficiency	0	0	0	0	0	0	35	58	71	0	0	0	0	164

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	24	59	71	0	0	0	0	154

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	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - 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	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	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

2020-21 - 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	248	281	259	0	0	0	0	788
Attendance below 90 percent	0	0	0	0	0	0	81	23	39	0	0	0	0	143
One or more suspensions	0	0	0	0	0	0	26	20	29	0	0	0	0	75
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	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	54	67	31	0	0	0	0	152
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	50	74	25	0	0	0	0	149
Dec. 2019 Star Reading Level1	0	0	0	0	0	0	53	73	42	0	0	0	0	168
Dec. 2019 Star Mathematics Level 1	0	0	0	0	0	0	43	47	27	0	0	0	0	117

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	62	37	64	0	0	0	0	163

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

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				62%	48%	54%	58%	46%	53%
ELA Learning Gains				62%	52%	54%	58%	47%	54%
ELA Lowest 25th Percentile				60%	48%	47%	57%	42%	47%
Math Achievement				57%	50%	58%	59%	49%	58%
Math Learning Gains				53%	50%	57%	56%	51%	57%
Math Lowest 25th Percentile				57%	48%	51%	49%	51%	51%
Science Achievement				69%	44%	51%	58%	47%	52%
Social Studies Achievement				84%	72%	72%	95%	86%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	60%	48%	12%	54%	6%
Cohort Comparison						
07	2021					
	2019	54%	42%	12%	52%	2%
Cohort Comparison		-60%				
08	2021					
	2019	73%	48%	25%	56%	17%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	57%	47%	10%	55%	2%
Cohort Comparison						
07	2021					
	2019	46%	39%	7%	54%	-8%
Cohort Comparison		-57%				
08	2021					
	2019	39%	35%	4%	46%	-7%
Cohort Comparison		-46%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	69%	41%	28%	48%	21%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	84%	70%	14%	71%	13%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	79%	50%	29%	61%	18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	78%	53%	25%	57%	21%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR Reading and STAR Math tests were used for 6th, 7th, and 8th grade English Language Arts and Mathematics progress monitoring. District Quarterly Assessments were used for 7th grade Civics data and 8th grade Science data.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	45	47
	Economically Disadvantaged	48	44	44
	Students With Disabilities	16	26	22
	English Language Learners	33	28	32
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	56	52	46
	Economically Disadvantaged	57	46	40
	Students With Disabilities	37	37	28
	English Language Learners	49	44	37

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41	38	38
	Economically Disadvantaged	35	36	35
	Students With Disabilities		7	14
	English Language Learners	22	15	24
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	40	50	56
	Economically Disadvantaged	42	46	54
	Students With Disabilities	7	13	46
	English Language Learners	27	33	40
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	30	61
	Economically Disadvantaged	33	32	57
	Students With Disabilities	10	13	33
	English Language Learners	43	32	62

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	51	54	51
	Economically Disadvantaged	50	51	46
	Students With Disabilities			
	English Language Learners	24	19	21
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	64	53
	Economically Disadvantaged	33	63	49
	Students With Disabilities	14	50	25
	English Language Learners	18	46	38
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	71	43	50
	Economically Disadvantaged	71	43	44
	Students With Disabilities	57	20	
	English Language Learners	75	51	55

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	33	49	38	45	60	50	30	60			
ELL	39	54	55	41	50	59	39	67	48		
BLK	53	56	60	49	53	53	57	88	56		
HSP	51	56	52	53	54	61	50	72	40		
MUL	58	67		67	67						
WHT	56	55	40	70	60	76	55	78	57		
FRL	50	55	44	50	54	57	50	70	43		
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		

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
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				
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	57
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	55
Total Points Earned for the Federal Index	565
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Across both the areas of reading and math, 6th grade scores show a downward trend in nearly every subgroup. Conversely, 7th grade shows either a steady or upward trend in both areas. Math scores are trending upward, while reading scores tend to be more stagnant. Students with disabilities have shown growth, but economically disadvantaged students have shown steady declines, specifically in reading. Civics scores steadily increased each quarter, but science scores trended downward.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Compared to the other grade levels, 6th grade reading and math show the greatest need for improvement both overall and within the subgroups. Additionally, reading scores for our economically disadvantaged students show a need for improvement within each grade level.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During typical school years, we provide our 6th grade students with a very intensive, on-going middle school induction experience to thoroughly expose them to our school culture and expectations. Students who began the school year on campus with us received a dose of these trainings, but most of our efforts shifted to safety concerns this past year. In addition, as students slowly began to trickle back to campus, they missed most of the introductory campus expectations training. We believe that our 6th grade students, who were both new to campus and to middle school, were negatively impacted by the lack of these practices. To address these concerns, during the 2021-2022 school year, our 7th grade students will be included in all of the traditional 6th grade campus orientation activities and lessons.

In addition, we unexpectedly lost one of our reading teachers midway through the first semester (teacher moved out of state). These students were abruptly rescheduled amongst our reading certified teachers (most of whom had never formally taught a reading class but agreed to an additional period to 2 cover for the lost teacher). We believe these factors may have negatively impacted our reading scores, specifically for our economically disadvantaged students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based up on the data from last school year, the two areas of greatest improvement were in 7th and 8th grade mathematics and in civics.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The biggest contributing factor to the increase in mathematics scores in 7th and 8th grade was the addition of a full-time intensive math teacher, as well as a consistent and effective mathematics teaching team. Our newly added intensive math teacher worked tirelessly with our below grade level math students – setting goals for improvement and providing ongoing incentives for continued growth. Also, our team of civics teachers work amazingly well together and really focus on their progress monitoring data to drive instruction in their classrooms.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, we will continue to use our collaborative professional learning time to build quality units of study and to work together to identify the best strategies for closing the gaps in student content knowledge. Our plan to refocus on building and implementing quality IB units of study in anticipation of the upcoming standards change.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Most of our professional learning for the school year will focus on preplanning for the new standards and building quality IB units of study to address the new benchmarks. Our professional development plan is to refocus of the basic pillars of IB learning and best instructional practices for student learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that are planned include teacher-based tutoring opportunities.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	By focusing on quality reading instruction, our goal is to improve student levels of proficiency in reading. Progress monitoring data from the 2020-2021 school year shows an overall decline in reading proficiency across all grade levels. In addition, nearly all of the subgroups suffered reading proficiency losses throughout the course of the school year. As an International Baccalaureate Middle Years Programme, our teachers routinely create and deliver planned IB units of study. All students benefit from an increased literacy focus that is seamlessly embedded into content area curriculum. Classroom that have specifically focused on incorporating literacy strategies into IB units of study have seen greater student learning gains on both progress monitoring and spring assessments.
Measurable Outcome:	Our goal is to increase overall reading achievement from 62% proficiency to 68% proficiency.
Monitoring:	School administrators and the IB coordinator will monitor the collaborative creation of IB units of study to include a literacy focus within each content area. The school based literacy coach will provide support and professional development opportunities to assist teachers with incorporating effective literacy strategies. Classroom walk through data will be reviewed monthly by school administrators.
Person responsible for monitoring outcome:	Kelly Rios (kelly.rios@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 respond 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 the 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

School administrators, 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 classroom curriculum.

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

Administration will use school based classroom walk-through feedback form as a method to informally provide coaching and feedback to teachers during our on-going classroom visits. The feedback form specifically indicated the integration of our school's goals - standard to target alignment, target to task alignment, and monitoring student growth towards targets.

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

An ongoing, school-based teacher induction program will be used with our first year teachers to provide continual support in order to build their teaching capacities. Teachers will participate in activities such as observing effective veteran teachers, collaborating with the literacy coach to team teach lessons, and receive one-on-one coaching sessions.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Dundee Ridge reported 2.6 incidents per 100 students. When compared to all middle/junior schools statewide, we fall into the low category. The primary area of discipline concern for monitoring is property incidents, and the secondary area of concern is drug/public order incidents. To address these concerns, students will receive in-depth school expectation lessons during the first week of school to establish a positive school culture. Students will be taught 'if you see something, say something', and that we all have a joint responsibility in keeping our school safe. School administrators will meet monthly with the school's resource officer to review disciplinary data and monitor our action plan steps.

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.

Dundee Ridge Middle Academy strives to create a positive school culture and environment for our students, our staff, and our community stakeholders. Our staff uses the first days of the school year to build positive relationships with our students and parents in order to communicate shared expectations and school processes that will support student success. Our students receive a comprehensive, school-based induction during those first few days to clearly learn the school expectations and behavioral guidelines. Parental involvement opportunities are offered on an on-going basis to encourage parents to become actively involved in the school processes. Students are acknowledged through a variety of incentive programs for positive behavior and personal investment in their academic success.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

School stakeholders include parents, community members, and local businesses. Each group plays an important role in supporting the mission and vision of the school, promoting positive public relations, and partnering with school staff to increase the achievement of the student body. For example, one of our local community churches donates school supplies to our needy students yearly. We have partnered with local businesses in the past to provide field trip opportunities for our students to strengthen the school-to-work connection.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00