Dundee Ridge Middle Academy

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (57%) 2018-19: A (64%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	A

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
GIDEONS, STACY	Principal	Ms. Gideons is the instructional leader of the school. Her responsibilities include organizing the school leadership team, monitoring student and staff data to make instructional decisions, and monitoring the implementation of instructional plans within the school. In addition, Ms. Gideons ensures the fidelity of all academic policies and programs, performs evaluative duties for staff members, serves as the school's community liaison, manages daily administrative tasks, and ensures the highest degree of campus safety.
Rios, Kelly	Assistant Principal	Mrs. Rios is responsible for monitoring student data to support the implementation of the school's instructional programs and initiatives. Other responsibilities include providing professional development to staff, serving as a point of contact for parent questions and concerns, and overseeing academic policies at the school level.
Brown, Teddy	Assistant Principal	Mr. Brown oversees daily campus student management. He organizes and disseminates school safety procedures. Mr. Brown serves as a point of contact for parent questions and concerns, and supports the implementation of academic initiatives to support student success.
Collins, Kerri	Magnet Coordinator	Ms. Collins is responsible for organizing all initiatives and programs related to our school's International Baccalaureate program. Ms. Collins provides staff development in the areas related to IB learning, monitors teacher implementation of the program, and organizes all auditable documents for authorization. In addition, Ms. Collins serves as our school's testing coordinator and is responsible for organizing all school-wide testing activities.
Sebring, Liz	Parent Engagement Liaison	Mrs. Sebring serves as our parent and community liaison, Media Specialist, and Title 1 Facilitator.
Reams, Tamera	Reading Coach	Mrs. Reams oversees our school's literacy programs, provides literacy support to content area teachers, is responsible for monitoring student literacy data, and supports our new teacher mentoring program as the school's Induction Coordinator.
Wade, Dawn	Teacher, ESE	Ms. Wade serves as the school's LEA Facilitator and oversees ESE related matters.
White, Mary	Behavior Specialist	Ms. White serves as the school's Behavior Interventionist and provides support and mentoring to at-risk students.
Dixon, Sherri	Teacher, K-12	Lead Language Arts teacher
Johnson, Delvinal	Teacher, K-12	Lead Math teacher

Name	Position Title	Job Duties and Responsibilities
Heter, Kathryn	Teacher, K-12	Lead Science teacher
Cameron, Susan	Teacher, K-12	Lead Social Studies teacher
Montero, Cathy	Teacher, K-12	Lead Specials teacher

Demographic Information

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

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
16

Total number of teacher positions allocated to the school
42

Total number of students enrolled at the school
807

Identify the number of instructional staff who left the school during the 2021-22 school year.
14

Identify the number of instructional staff who joined the school during the 2022-23 school year.
17

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	227	243	267	0	0	0	0	737
Attendance below 90 percent	0	0	0	0	0	0	51	62	86	0	0	0	0	199
One or more suspensions	0	0	0	0	0	0	44	60	35	0	0	0	0	139
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	2	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	32	41	63	0	0	0	0	136
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	63	46	61	0	0	0	0	170
Number of students with a substantial reading deficiency	0	0	0	0	0	0	69	85	95	0	0	0	0	249

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	69	85	95	0	0	0	0	249

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 7/26/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	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	

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	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	

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	51%	40%	50%				62%	48%	54%
ELA Learning Gains	51%						62%	52%	54%
ELA Lowest 25th Percentile	41%						60%	48%	47%
Math Achievement	58%	34%	36%				57%	50%	58%
Math Learning Gains	63%						53%	50%	57%
Math Lowest 25th Percentile	65%						57%	48%	51%
Science Achievement	45%	40%	53%				69%	44%	51%
Social Studies Achievement	73%	49%	58%				84%	72%	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	2022					
	2019	60%	48%	12%	54%	6%
Cohort Comparison						
07	2022					
	2019	54%	42%	12%	52%	2%
Cohort Comparison		-60%				
08	2022					
	2019	73%	48%	25%	56%	17%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	57%	47%	10%	55%	2%
Cohort Comparison						
07	2022					
	2019	46%	39%	7%	54%	-8%
Cohort Comparison		-57%				
08	2022					
	2019	39%	35%	4%	46%	-7%
Cohort Comparison		-46%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	69%	41%	28%	48%	21%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	84%	70%	14%	71%	13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	79%	50%	29%	61%	18%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	53%	25%	57%	21%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	31	45	29	34	56	56	13	50			
ELL	36	43	42	48	60	64	31	65	57		
BLK	48	55	36	46	67	67	39	78	67		
HSP	49	49	40	57	62	63	42	70	62		
WHT	56	51	53	66	63	65	63	79	70		
FRL	45	49	39	55	64	69	38	71	58		
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	565
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
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	56
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	55

Hispanic Students	
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	63
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

Of the three grade levels served at Dundee Ridge, the data for our 8th grade cohort of students shows the largest upward trend, both in the areas of mathematics and ELA. Our spring state assessment data shows that the proficiency levels for current 8th graders improved significantly from their proficiency levels as 7th graders. Conversely, this data also shows a decline in proficiency levels for our 7th graders, compared to their overall achievement as 6th graders.
Similarly, STAR data shows that our 8th grade subgroups of economically disadvantaged, students with disabilities, and English language learners all showed increases in proficiency levels from the beginning of the school year until the end. Overall, the subgroups with the lowest numbers of overall on-grade level achievement continues to be our students with disabilities and English language learners.
State assessment data shows a decline in proficiency levels over the last 3 years tested in the content areas of of science and social studies.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

State assessment data shows the area with the greatest need of improvement is ELA. Our statewide assessment data results have shown a consistent decrease over the last three years in overall ELA proficiency rates, ELA learning gains, and ELA improvements in the lowest 25%. Specifically, the grade levels with the largest levels of decline are 6th and 7th grades. In addition, our overall proficiency rates have decreased over the last 3 years in the content areas of both science and social studies. Of the subgroups represented, students with disabilities and English language learners have shown the lowest proficiency levels.

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

One main factor that may have contributed to this need for improvement is the teaching experience of our ELA staff. Two of our six main ELA teachers were new to the teaching profession (less than 3 years), and were still learning the basic tenants of standards-based instruction and classroom management. In addition, one of our two ESE teaching positions remained vacant for the entirety of the school year. The lack of a stable and fully staffed ESE department may have had a negative impact on those students' achievement levels.
In order to address this need for improvement, we must focus on our overall teacher retention rate, as well as the quality of professional development and support that is provided to our new teachers.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based upon school progress monitoring and state assessment data, the area of most improvement this year was mathematics, not only in overall achievement, but also in learning gains and improvements made within the lowest 25%. In addition, our middle school acceleration points increased significantly.

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 overall mathematics scores was the continuation of a full time intensive math teacher, as well as a consistent and effective mathematics teaching team. Our intensive math teacher worked tirelessly with our below grade level math students - setting goals for improvement and providing ongoing incentives for continued growth. Our acceleration data increased this year by ensuring all 8th grade students who counted in our Algebra denominator received targeted and specific instruction, as well as remediation as needed.

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
IB units of study and work together to identify the best strategies for closing the gaps in student content knowledge. Our plan is to focus intensely on building a quality instructional staff, providing support and specific feedback to teachers, and nurturing strong collegial bonds in order to decrease teacher turn over rates and increase quality standards-based instruction.

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 planning strong, standards-based lessons and activities, while simultaneously incorporating the basic pillars of IB learning. Our

professional development plan is to refocus our units of student to reflect the new state standards, and develop student tasks that mirror the complexity of those standards.

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 a comprehensive new teacher program to provide ongoing support and feedback to new teachers to our school, monthly parental involvement activities to bridge the gap from school to home, and the incorporation of teacher-based after hours tutoring services to assist those students with deficiencies in content areas.

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

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Over the past three tested school years, our ELA proficiency levels have steadily declined. In addition, we have seen steady declines in ELA learning gains and proficiency levels for our lowest 25%. We have also noted proficiency declines in the content areas of science and social studies, which are subjects that also require strong literacy skills. In order to address this area of need, we will ensure that all students receive standards-aligned instruction in ELA courses.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to increase overall ELA achievement from 51% proficient to 56% proficient.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	School administrators and content area department leads will facilitate the collaborative review of the new state standards, using the Learning Arc method, with the Language Arts team in order to dissect the benchmarks and build quality student tasks that match the intent of each standard. The school based literacy coach will provide support and professional development opportunities to assist teachers with the development and delivery of these lessons, as well as follow up support for remediation needs. Administration will conduct ongoing classroom walks to monitor standards based instruction, and will review school based data during bi-weekly administrative meetings.
Person responsible for monitoring outcome:	STACY GIDEONS (stacy.gideons@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Intentional, collaborative planning will assist all ELA teachers in building student activities that match the intent of the benchmark standard. Exposure to more standards-based tasks will promote increased achievement levels for our students. The monitoring of this system by the administration will allow for specific feedback to further guide the implementation process.
Rationale for Evidence-based	With this being the first year of a new set of state standards, all teachers are starting with a similar level of knowledge. By collaboratively examining these standards and building quality student tasks for each grade level, we can ensure that all of our students are

Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	exposed to quality instruction and assignments that will facilitate their growth in reading and writing.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will create a master schedule that provides ELA teachers, as well as science and social studies teachers, a common planning time to collaboratively plan for standards-based instruction.

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

ELA teachers will meet on an on-going basis, along with administration and the literacy coach, to use the Learning Arc Construction Framework to build standards-based lessons and tasks.

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

ELA teachers will participate in monthly department meetings with administration to review student work samples and address areas of deficiencies.

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

The school's literacy coach will create a support schedule to provide weekly support for each ELA teacher. The literacy coach will spend a minimum of 50% of her day in the classrooms assisting with instruction and needed remediation.

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

The literacy coach, IB coordinator, and leadership team will work collaboratively to design a school-based writing protocol, developed from the new state standards.

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

Once the school based writing plan has been developed and agreed upon by the leadership team, the remainder of the school staff will be trained on implementing these strategies in content-area classrooms.

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

Administration will conduct quarterly data chats with ELA, science, and social studies teachers to review progress monitoring results and set goals for improvement. Teachers will then continues these data chats with their students to review individual student scores and set goals for improvement.

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

Administration will conduct daily classroom walks, using the school created Walk Thru form, to monitor the implementation of standards-based instruction. The data from the classroom walks will be reviewed at weekly administrative meetings.

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

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

#2. Positive Culture and Environment specifically relating to Teacher Retention	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	During the 2021-2022 school year, a total of 14 teachers left the school. During the 2022-2023 school year, 17 new staff members were hired. This amounts to 40% of our teaching staff being new to the school. Overall student achievement is negatively impacted with high turnover rates of school staff. In addition, mastering the International Baccalaureate principles and curriculum takes a significant amount of time and training. The fidelity of our school's overall IB instruction is dependent on a consistent and qualified teaching staff.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to decrease our teacher turnover rate to from 40% to under 20%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	New teachers to our school will receive comprehensive teacher induction to introduce them to our campus, our goals, and our collective vision. New teachers to campus will be tiered based upon previous teaching experiences, background knowledge, and predicted levels of support. New teachers will receive varied levels of support as individual needs determine. New teachers will participate in monthly collaborative meetings to receive targeted support.
Person responsible for monitoring outcome:	Kelly Rios (kelly.rios@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	In order to address teacher retention, we will focus on a four pronged, research-based approach that includes supporting overall teacher wellbeing, promoting teacher engagement, creating a supportive school climate, and monitoring teacher retention.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Support of new teachers to campus cannot solely focus on classroom and instructional related concerns. New teachers to campus must feel involved and included, and should be supported with a wholistic approach. By addressing both specific curriculum needs, as well as interpersonal needs, our goal is to create a school climate that fosters long term teacher retention.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Organize a new teacher informal gathering at the beginning of the year with the leadership team members. Create a space to first get to know one another on a personal level, before focusing on school related concerns.

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

Organize a new teacher monthly meeting cohort to focus on specific concerns and needs that new teachers will have. Each month will focus on a different topic to support growth during the first year at the school.

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

Pair each new teacher to campus with a veteran 'buddy' teacher to establish an interpersonal point of contact. Buddy teachers will check in with their new teacher weekly to provide guidance and assistance.

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

Establish collaborative planning times weekly for new teachers to plan standards-based lessons and tasks with veteran teachers.

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

Create a tiering system for new teachers on campus to establish the level of support each individual teacher will need. Those teachers needing the most support will be scheduled for observations of model classrooms around campus. These teachers will also receive the opportunity to work collaboratively with administration and/or lead department teachers to create model lessons and jointly implement those lessons.

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

New teachers to campus will participate in a school based International Baccalaureate Boot Camp. During this intensive training, they will be introduced to the tenants of IB learning. Teachers will learn how to use the IB Unit Planner and how to incorporate IB learning into their lessons.

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

The literacy coach will create a new teacher visit schedule to spend time weekly in each new teacher's classroom. She will provide informal, non-evaluative feedback specific to the lesson observed.

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

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

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

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Positive Culture & Environment

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

Describe how the school addresses building a positive school culture and environment.

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. Parental involvement activities are offered monthly in an effort to bridge the gap between school and home. 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 school culture and environment.

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. Our principal has joined the local Chamber of Commerce, and also collaborates with other local principals to ensure a smooth transition from school to school.