

Polk County Public Schools

Dundee Ridge Middle Academy



2018-19 Schoolwide Improvement Plan

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Dundee Ridge Middle Academy

5555 LAKE TRASK RD, Dundee, FL 33838

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School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	B	C*

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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, creating an inviting and engaging school culture where students are doing real, meaningful work and teachers are serving 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 DRMA and 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. DRMA acknowledges 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 and position title for each member of the school leadership team.:

Name	Title
GIDEONS, STACY	Principal
Rios, Kelly	Assistant Principal
Collins, Kerri	Teacher, K-12
Law, Aldena	Teacher, K-12
Johnson, Delvinal	Teacher, K-12
Garcia, Sara	Teacher, K-12
Reams, Tamera	Instructional Coach
Montero, Cathy	Teacher, K-12
Hansen, Kirk	Teacher, K-12
Duggar, Debi	Teacher, K-12

Duties

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

Each member of our school's leadership team represents a specific subject area, grade level, or other stakeholder group within the school structure. Each team member is responsible for representing their stakeholder group and relaying communication between the leadership team and their specified content area. The leadership team members spend the majority of their time within classrooms to provide support to fellow teachers and to monitor the implementation of school-wide initiatives. During leadership team meetings, items of interest are discussed and each member of the team is given the opportunity to provide insight on the direction they believe is the best fit for the school. Through collaborative discussions, the team is able to engage in shared decision making.

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	0	0	0	0	0	0	15	47	34	0	0	0	0	96
One or more suspensions	0	0	0	0	0	0	14	21	23	0	0	0	0	58
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	34	53	42	0	0	0	0	129

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	8	13	16	0	0	0	0	37

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	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected
 Thursday 7/19/2018

Year 2016-17 - 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	
Attendance below 90 percent	0	0	0	0	0	28	28	23	27	0	0	0	0	106
One or more suspensions	0	0	0	0	0	0	2	6	3	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	28	57	41	38	0	0	0	0	164

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	18	18	26	21	0	0	0	0	83

Year 2016-17 - 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	
Attendance below 90 percent	0	0	0	0	0	28	28	23	27	0	0	0	0	106
One or more suspensions	0	0	0	0	0	0	2	6	3	0	0	0	0	11
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	28	57	41	38	0	0	0	0	164

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	18	18	26	21	0	0	0	0	83

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The ELL subgroup is the data component with the lowest performance. This is a trend as the data for the subgroup was similar in the previous school year.

Which data component showed the greatest decline from prior year?

7th graders taking the ELA assessment, as well as 8th graders taking the mathematics assessment, showed the greatest decline from the prior year. Trend data for 7th grade ELA shows a decline in proficiency from 67% in 6th grade to 58% in 7th grade. Trend data for 8th grade math shows a decline in proficiency from 52% as 7th graders to 44% as 8th graders.

Which data component had the biggest gap when compared to the state average?

6th grade math showed the biggest gap when compared to state averages. The state average is 52% proficient, and our students are at 45% proficient.

Which data component showed the most improvement? Is this a trend?

The components of greatest improvement are Civics and Algebra. Civics improvement is not a trend, but Algebra is.

Describe the actions or changes that led to the improvement in this area.

Civics scores improved due to an updated student progression plan that changes the grade level at which students take civics based on their skill level. Algebra scores improved due to a highly effective teacher and a larger number of students taking the course.

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	58%	46%	53%	57%	48%	52%
ELA Learning Gains	58%	47%	54%	60%	51%	53%
ELA Lowest 25th Percentile	57%	42%	47%	50%	46%	45%
Math Achievement	59%	49%	58%	49%	47%	55%
Math Learning Gains	56%	51%	57%	49%	49%	55%
Math Lowest 25th Percentile	49%	51%	51%	42%	45%	47%
Science Achievement	58%	47%	52%	60%	44%	50%
Social Studies Achievement	95%	86%	72%	69%	61%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	15 (28)	47 (23)	34 (27)	96 (78)
One or more suspensions	14 (2)	21 (6)	23 (3)	58 (11)
Course failure in ELA or Math	1 (0)	0 (0)	0 (0)	1 (0)
Level 1 on statewide assessment	34 (57)	53 (41)	42 (38)	129 (136)

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	2018	53%	41%	12%	52%	1%
	2017	67%	45%	22%	52%	15%
Same Grade Comparison		-14%				
Cohort Comparison						
07	2018	60%	42%	18%	51%	9%
	2017	56%	45%	11%	52%	4%
Same Grade Comparison		4%				
Cohort Comparison		-7%				
08	2018	64%	49%	15%	58%	6%
	2017	63%	46%	17%	55%	8%
Same Grade Comparison		1%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	46%	40%	6%	52%	-6%
	2017	52%	39%	13%	51%	1%
Same Grade Comparison		-6%				
Cohort Comparison						
07	2018	62%	40%	22%	54%	8%
	2017	53%	40%	13%	53%	0%
Same Grade Comparison		9%				
Cohort Comparison		10%				
08	2018	44%	34%	10%	45%	-1%
	2017	47%	36%	11%	46%	1%
Same Grade Comparison		-3%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	63%	42%	21%	50%	13%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	84%	11%	71%	24%
2017	62%	62%	0%	69%	-7%
Compare		33%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	84%	60%	24%	62%	22%
2017	75%	43%	32%	60%	15%
Compare		9%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	93%	34%	59%	53%	40%

Subgroup Data

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		

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
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		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Increasing proficiency levels for English Language Learners
Rationale	Our trend data indicates that our ELL subgroup lags behind the average school proficiency levels in both ELA and math. This has been true for a number of years, and this subgroup is not making adequate gains.
Intended Outcome	Proficiency levels for ELL students will increase by 10% in the areas of ELA and math.
Point Person	STACY GIDEONS (stacy.gideons@polk-fl.net)

Action Step

During professional learning sessions during the first quarter of the school year, instructional staff will collaboratively review the 2017-2018 spring testing data to identify data trends for each of their ELL students.

The school's leadership team will work collaboratively to create a bank of best practices and procedures for how the ELL teacher and para can best support student learning within content area classrooms using an inclusion model.

Description ELL students who are struggling in specific content areas will be identified by classroom teachers and receive direct instruction and support from the ELL teacher and para.

All ELL students will be paired with a staff mentor. Mentors will meet regularly with the ELL student to check grades, provide tutoring, and act as a school liaison for the students and parents.

The school will offer an ELL Parent Involvement Evening once a semester where parents of ELL students are invited to the school campus to meet with the ELL Mentor Teacher, obtain strategies and resources to use at home, and become more comfortable engaging in their child's education.

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

Plan to Monitor Effectiveness

Description ELL progress monitoring data will be analyzed during leadership team meetings and PLC sessions.

Administration will meet with ELL teacher and para regularly to discuss student progress.

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

Activity #2

Title Through planning and monitoring, teachers will create positive and productive classroom environments that engage all students in International Baccalaureate Unit Plans of study that are aligned with the full intent of the Florida Standards.

Rationale By creating exemplar lessons that meet the criteria of both the IB philosophy of teaching, as well as the Florida state standards, students will be able to interact and learn in a productive and engaging classroom.

Intended Outcome Students will receive a well-rounded International Baccalaureate Middle Years Program that is fully aligned with the Florida state standards of instruction.

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

Action Step

Teachers will meet collaboratively with the IB MYP Coordinator and the administrative team to jointly develop IB unit plans of study.

Description During the first quarter of the school year, instructional staff will engage in PLC sessions to learn about LSI strategies, including creating a common definition of rigor, dissecting standards, and creating student learning targets.

The school Leadership Team will create a new daily lesson plan template that integrates the IB Unit Plan with the LSI components of student learning targets, aligned student tasks, and relevant assessments.

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

Plan to Monitor Effectiveness

IB Unit plans and daily LSI lesson plans will be reviewed monthly.

Description The administrative team will conduct ongoing Rigor Walks and record data regarding student learning targets and aligned tasks.

The Leadership Team will review the Rigor Walk data monthly.

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

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Dundee Ridge Middle Academy hosts a parental involvement activity each month 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 engaging in specific thematic activities. In addition, Dundee Ridge Middle Academy maintains a detailed school web-site 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 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.

PFEP Link

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

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

Dundee Ridge Middle Academy supports an in-house mentoring program. Staff members voluntarily agree to mentor students throughout the school year. These staff members meet weekly with their assigned students and discuss topics such as grades, behavior, goal setting, and relationship building. In addition, Dundee Ridge Middle Academy employs two full time guidance counselors who are available to support students who express specific social-emotional needs. Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually, in small groups, or, if applicable, can be met through the classrooms staff on a one-on-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for students.

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

Dundee Ridge Middle Academy's administrative and guidance teams visit each of our local elementary feeder schools to introduce themselves to incoming students and provide a brief introduction to middle school. For our outgoing 8th graders, we invite the local high schools to bring a team to DRMA to prepare our students to high school by sharing important information with them. Some high schools invite our outgoing 8th graders to visit and tour their campuses during the spring semester. Our administrative team and front office staff have created networking relationships with our feeder schools and are in routine communication in order to best serve the students in the transitional grades.

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

Stacy Gideons, principal of Dundee Ridge Middle Academy, is responsible for organizing school leadership meetings and facilitating discussions within the meetings. During a series of leadership team meetings at the beginning of the school year, school leaders collaboratively review the school-wide data and decide on school wide initiatives for the year. Once student data is collected, the leadership team collaboratively reviews this data to begin making decisions regarding curriculum implementation, special programs, activities needed to support student learning, and analysis of resources and costs associated with initiatives. Our Title 1 Interventionist, as well as our MYP Coordinator, are both members of the school-based leadership team and are able to provide information regarding funding sources and available resources.

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

Dundee Ridge Middle Academy has several partners from local community colleges who are invited to visit our campus and present information to our students regarding college preparedness. In addition, our guidance counselors deliver lessons to students that focus on career and education planning. Career inventories are utilized to assist students in identifying skills and interests for college and career planning. In addition, through our Career and Technical Education programs, work-based learning opportunities are being implemented within the experiential learning domains and standards of practice.

Part V: Budget

Total:	\$103,882.60
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