# Dundee Ridge Middle Academy



## 2021-22 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 |
| **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.](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.

## Table of Contents

# Dundee Ridge Middle Academy

## 5555 LAKE TRASK RD, Dundee, FL 33838

### dra.polk-fl.net

## 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 |

## 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.**

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 | | |
| 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 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 51 | 54 | 51 |
| | Economically Disadvantaged | 50 | 51 | 46 |
| | Students With Disabilities | | | |
| | English Language Learners | 24 | 19 | 21 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 35 | 64 | 53 |
| | Economically Disadvantaged | 33 | 63 | 49 |
| | Students With Disabilities | 14 | 50 | 25 |
| | English Language Learners | 18 | 46 | 38 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | 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](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 |