

Polk County Public Schools

Dundee Ridge Middle Academy



2016-17 Schoolwide Improvement Plan

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) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|---|
| Middle School 6-8 | Yes | 84% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 75% |

School Grades History

| Year | 2017-18 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | A | C* | D | D |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Dundee Ridge Middle Academy

| DA Region and RED | DA Category and Turnaround Status |
|-------------------|-----------------------------------|
| Southwest - | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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 assessment 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.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Relationships are built between Dundee Ridge Middle Academy staff and students by participation in several after-hours programs. Staff members voluntarily sponsor several athletic and academic

activities, including basketball, volleyball, track, soccer, academic team, robotics team, math team, drama club, and tutoring. Through these after-hours programs, staff and students are able to interact in a more relaxed environment, thus strengthening the mentor relationship within the school day.

Students are encouraged to share aspects of their culture and heritage in order to contribute to our global studies focus. Each month, our students are exposed to a new culture and learn common greetings in various languages. We encourage our students to introduce themselves to campus visitors using the language of the focus culture.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Dundee Ridge Middle Academy provides a safe environment for all of our students by addressing each grade level's specific developmental needs. Since our 5th graders are excessively younger than our older students, they are isolated from the advanced grades in the mornings and during the school day. Our 6th graders also receive a sheltered school experience by avoiding mixed level elective classes. Before and after school, staff members are placed in strategic locations to encourage interaction among the students and to provide a more intimate environment for students to have discussions with their teachers. When students have interpersonal issues, they are encouraged to seek support from our guidance team. Dundee Ridge Middle Academy supports all district-wide anti-bullying initiatives. Our students are involved in several anti-bullying lessons within their classes. We have also developed a streamlined method for students to report any bullying activity, so that these situations are dealt with immediately and thoroughly. Our administrative team and guidance counselors provide ongoing mentoring and support to any students involved in bullying situations.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Dundee Ridge Middle Academy has created a disciplinary procedure that encourages teachers to seek parental assistance for minor classroom disruptions and aims to limit the amount of time students spend out of class due to behavioral issues. Staff members have been clearly trained on the differences between teacher managed classroom behavioral issues and office managed issues. For minor disruptions, teachers must engage in a series of individual conversations with the offending student, as well as with the parent of the student. If the behavior does not lessen due to these actions, administration is notified and begins the counseling process with the student. To ensure that all stakeholders (students, staff, and administration) are on the same page, the first two weeks of school are spent reviewing school-wide procedures and expectations, and explaining consequences of poor decision making.

d. 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.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Dundee Ridge Middle Academy monitors several early warning factors that indicate when particular students may need more focused intervention. The warning indicators monitored by the leadership team are: attendance below 90 percent, one or more suspensions, content course failure, and below level proficiency (level 1) on state standardized assessments. The administrative team meets monthly to review the data for the four early warning indicators, and jointly develops action plans to provide interventions and focused support for specific students. The interventionist and guidance counselors provide mentoring services to students indicated by the early warning system to provide support for improvement

b. Provide the following data related to the school's early warning system

1. 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 | 1 | 9 | 10 | 13 | 0 | 0 | 0 | 0 | 33 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 10 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 10 | 9 | 24 | 5 | 0 | 0 | 0 | 0 | 48 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 60 | 50 | 59 | 34 | 0 | 0 | 0 | 0 | 203 |

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 | 5 | 6 | 18 | 3 | 0 | 0 | 0 | 0 | 32 |

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The administrative team meets monthly to review the data for the four early warning indicators, and jointly develops action plans to provide interventions and focused support for specific students. Our interventionist and guidance counselors provide mentoring services to students identified by the early warning system in order to provide support for academic improvement. Some of these supports include conferencing with students who exhibit multiple indicators to discuss specific problems. In addition, we routinely seek parental assistance in formulating plans to encourage students to attend school, make adequate grades, and refrain from disciplinary infractions.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/320819>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Dundee Ridge Middle Academy builds and sustains partnerships with the local community by seeking out active business partners. Many of our business partners currently have or previously have had direct ties with our school, usually with children and grandchildren in attendance. These business partners are invited to our after-hours events to advertise their products and further their relationship building within the community. We also routinely invite community members and business partners to our school to showcase the activities our students are involved with.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. 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 |
| Brimlow, Sarah | Teacher, K-12 |
| Garcia, Sara | Teacher, K-12 |
| Reams, Tamera | Instructional Coach |
| Lee, Alexandra | Teacher, K-12 |
| Mcdowell, Hattie | School Counselor |
| White, Mary | Dean |

b. Duties

1. 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 is an expert at a specific subject area, grade level, or other discipline within the school structure. The leadership team members spend a large portion of their time within classrooms to provide support for our teachers and 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 and deliberately cooperative conversations, the team comes to a consensus for all school based decisions. The leadership team refers to school data to drive the decision making process.

2. 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 MSAP TRST, are both members of the school-based leadership team and are able to provide information regarding funding sources and available resources.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Stacy Gideons | Principal |
| Aldena Law | Teacher |
| Muffy English | Education Support Employee |
| Dawn Wade | Teacher |
| Hattie McDowell | Education Support Employee |
| Joan Ayala | Teacher |
| Amanda Robinson | Parent |
| Steve Glen | Business/Community |
| Sharon Kurshchner | Business/Community |
| Harvey Dimmer | Parent |
| Kelly Rios | Principal |
| Diana Chaidez | Education Support Employee |
| Sam Pennant | Business/Community |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

At the beginning of each school year, the SAC meets to complete an analysis of last year's goals as indicated in the school improvement plan. After this collaborative analysis, the SAC members begin to explore whether a continuation of the previous year's goals must be addressed, or whether the school is ready to begin a new goal setting process.

b. Development of this school improvement plan

During the creation of the school involvement plan, the SAC is presented with drafts for review and feedback. Upon the SAC's feedback of our current goals and initiatives, the school improvement plan is then revised and a new action plan is created.

c. Preparation of the school's annual budget and plan

Resources and funds are presented during the SACs review of the School Improvement Plan in order to create an accurate budget for current year's initiatives.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

NA

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-------------------|---------------------|
| GIDEONS, STACY | Principal |
| Rios, Kelly | Assistant Principal |
| Law, Aldena | Teacher, K-12 |
| Collins, Kerri | Teacher, K-12 |
| Mcdowell, Hattie | School Counselor |
| Johnson, Delvinal | Teacher, K-12 |
| Brimlow, Sarah | Teacher, K-12 |
| Garcia, Sara | Teacher, K-12 |
| Reams, Tamera | Instructional Coach |
| Lee, Alexandra | Teacher, K-12 |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Literacy is promoted across the Dundee Ridge Middle Academy campus through the involvement of the Literacy Leadership Team in content area curriculum. The literacy team contains members who work closely with each subject area and are able to report the literacy needs for each discipline. These needs are communicated to administration, who then facilitates the creation of appropriate professional development opportunities and school-wide literacy activities. Our media specialist also facilitates a variety of literacy programs throughout the media center to support direct literacy instruction in our classrooms.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Teachers at Dundee Ridge Middle Academy are teamed by subject area. Teachers within the same discipline have a common planning period. This built-in collaborative time ensures that teachers are able to best meet the needs of the students they serve by allowing for constant communication between subject-area teachers. In addition, all staff members participate in professional learning communities weekly, in which professional development is provided, collaborative planning is addressed, and data is reviewed. Grade level teachers meet monthly to address vertical planning issues.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

In an effort to recruit highly qualified, certified in-field, effective teachers, our administrative team networks with the local colleges and universities to interact with education students. We have several teachers on campus who are trained mentor teachers and who welcome intern teachers into their classrooms. During these internship sessions, staff members and the administrative team provide support and guidance for the practicing educator. Once new teachers have been hired, the administrative team, along with the support staff and instructional coaches, provide on-going, in-depth support throughout the first year of service. This support includes frequent classroom visits, individual coaching sessions, and other professional development activities.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

An in-depth, extensive mentoring program has been established for all first year teachers, as well as for teachers who are new to Dundee Ridge or who have been identified as needing improvement. As part of this program, the administrative team, along with the instructional coaches, spend a great deal of time within the classroom observing the new teacher. After these observations, individual coaching sessions are scheduled in which the administrator/instructional coaches review the teacher's best practices and provide suggestions and resources for improvement. In addition to classroom visits, new teachers also participate in various professional development activities targeted specifically for new educators, focusing on areas such as classroom management, student relationships, and student achievement.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Dundee Ridge Middle Academy teachers follow a strict standards based instruction model. Teachers are required to document each standard as it is addressed and report this information to our school's MYP coordinator. The coordinator documents the standards as they are reported, providing teachers with valuable feedback regarding which standards require further exploration. The administrative team also conducts regular classroom walk-throughs with the specific intention of monitoring the standards and aligned activities as they are presented to students.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

During weekly professional learning communities, staff members are provided with the opportunity to collaboratively review their students' achievement and progress monitoring data to make grade level decisions regarding curriculum and instruction. This data is valuable for teachers as they plan for differentiated instruction within their classroom. Students who are not meeting proficiency levels on progress monitoring assessments are targeted for individual remediation through our Title 1 Interventionist, our instructional coaches, and our ELA specialist.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 600

Dundee Ridge Middle Academy will provide an extended learning opportunity for all students through a summer enrichment program. The activities involved in the summer learning are directly tied to each student's appropriate grade level standards in both math and reading.

Strategy Rationale

This opportunity will encourage students to review their learning throughout the summer months, in order to decrease the potential for knowledge loss during the summer break.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

GIDEONS, STACY, stacy.gideons@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Our MSAP TRST will monitor student completion/success rates.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

1. 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.

b. College and Career Readiness

1. 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.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Dundee Ridge Middle Academy hosts an Agricultural Academy that partners classroom instruction with hands-on agribusiness activities. Through these classes and activities, students are exposed to real-life job training within the agricultural field. In addition, Dundee Ridge offers graphic design courses in which students can become Adobe certified within the graphics design field. We also just recently added a fabrication lab, in which students participate in designing, manufacturing, and selling products. The goal of the program is to become a self-sustained business model.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

Students enrolled in our graphics design courses are given the opportunity to complete coursework to become Adobe certified. Students enrolled in our agriculture career academy are able to earn high school credit for their middle school course work.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

Dundee Ridge Middle Academy aims to prepare our students for readiness in the postsecondary level by providing several high-school level for-credit classes at the middle school level. By giving middle schoolers the opportunity to begin earning high-school credit prior to their admittance into high school, we are enabling students to begin working on collegiate level work at an early age as well. Many of these students who earn high school credit during their middle school years advance to high school ahead of other grade level students.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will plan and deliver standards based instruction with fidelity in all content areas with the support of the administration.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Teachers will plan and deliver standards based instruction with fidelity in all content areas with the support of the administration. 1a

G087270

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------------------|---------------|
| ELA Achievement District Assessment | |

Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge of the full intent of the Florida standards
- Lack of scheduled and structured collaborative planning time

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Coaches
- Updated textbooks and resources
- Title 1 funds
- Professional Development
- Leadership Team
- Professional Learning Communities
- Master schedule that allows for common planning
- Model teachers
- CPALMs
- Magnet funded resources
- MYP Coordinator

Plan to Monitor Progress Toward G1. 8

Progress monitoring tools will indicate increased levels of student achievement.

Person Responsible

STACY GIDEONS

Schedule

Quarterly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Evidence will include increased achievement levels as indicated on the FAIR data, writing progress monitoring data, and subject area quarterly assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. Teachers will plan and deliver standards based instruction with fidelity in all content areas with the support of the administration. 1

 G087270

G1.B1 Teachers lack knowledge of the full intent of the Florida standards 2

 B231980

G1.B1.S1 Teachers will deconstruct standards with administration. 4

 S244779

Strategy Rationale

Teachers will be able to understand their standards in order to teach to the full rigor of each standard.

Action Step 1 5

Teachers will deconstruct standards during their professional learning communities using standards based instruction tool.

Person Responsible

Kelly Rios

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Evidence collected will include sign-in sheets verifying staff attendance and completed standards based instruction tools verifying that staff have broken down identified standards.

Action Step 2 5

Science and math teachers will collaboratively build 5E lessons during collaborative planning sessions.

Person Responsible

Kelly Rios

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Evidence collected will include sign-in sheets verifying staff attendance and completed standards based instruction tools verifying that staff have broken down identified standards.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Teachers will use the standards based instructional tool to plan IB unit of study.

Person Responsible

STACY GIDEONS

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Evidence will include collaboratively build teacher IB unit plans that incorporate tasks aligned to each of the intended standards, PLC schedule indicating the dates and topics of discussion for each of collaborative meetings, sign-in sheet verifying staff attendance at meetings.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Science and math teachers will incorporate the 5E model into their IB units of study.

Person Responsible

STACY GIDEONS

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Evidence will include collaboratively build teacher IB unit plans that incorporate tasks aligned to each of the intended standards, PLC schedule indicating the dates and topics of discussion for each of collaborative meetings, sign-in sheet verifying staff attendance at meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration will monitor IB units of study for inclusion of deconstructed standards.

Person Responsible

STACY GIDEONS

Schedule

Monthly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Evidence will include data from classroom observations and walk-through, as well as administrative meeting agendas and notes indicating which teachers are in need of further remediation and direction with plans to address those needs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration will monitor IB units of study in math and science for inclusion of the 5E model.

Person Responsible

STACY GIDEONS


Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Evidence will include data from classroom observations and walk-through, as well as administrative meeting agendas and notes indicating which teachers are in need of further remediation and direction with plans to address those needs.

G1.B2 Lack of scheduled and structured collaborative planning time **2**

 B231981

G1.B2.S1 With administrative support, teachers will collaboratively plan on a weekly basis and deliver standards based lessons. **4**

 S244780

Strategy Rationale

Teachers will plan collaboratively to provide rigorous standards-based instruction.

Action Step 1 **5**

Teachers will participate in a structured collaborative planning sessions.

Person Responsible

Kelly Rios

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Evidence will include sign in sheets indicating staff attendance, meeting notes to indicate topics of discussion, and goals for future collaborative sessions.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Administration will facilitate collaborative planning sessions and will review IB units of study for standards based instruction.

Person Responsible

STACY GIDEONS

Schedule

Weekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Evidence will include completed IB units of study that include student tasks that align to the Florida standards.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration will conduct classroom walk-throughs

Person Responsible

STACY GIDEONS

Schedule

Biweekly, from 9/7/2016 to 6/2/2017

Evidence of Completion

Evidence will include informal coaching feedback forms provided to teachers after classroom visits, as well as administrative meeting notes addressing staff members in need of further support.

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|---|----------------|-------------------------------|--|--------------------|
| 2017 | | | | | |
| G1.MA1 M329358 | Progress monitoring tools will indicate increased levels of student achievement. | GIDEONS, STACY | 9/7/2016 | Evidence will include increased achievement levels as indicated on the FAIR data, writing progress monitoring data, and subject area quarterly assessments. | 6/2/2017 quarterly |
| G1.B1.S1.MA1 M329352 | Administration will monitor IB units of study for inclusion of deconstructed standards. | GIDEONS, STACY | 9/7/2016 | Evidence will include data from classroom observations and walk-through, as well as administrative meeting agendas and notes indicating which teachers are in need of further remediation and direction with plans to address those needs. | 6/2/2017 monthly |
| G1.B1.S1.MA4 M329353 | Administration will monitor IB units of study in math and science for inclusion of the 5E model. | GIDEONS, STACY | 9/7/2016 | Evidence will include data from classroom observations and walk-through, as well as administrative meeting agendas and notes indicating which teachers are in need of further remediation and direction with plans to address those needs. | 6/2/2017 weekly |
| G1.B1.S1.MA1 M329354 | Teachers will use the standards based instructional tool to plan IB unit of study. | GIDEONS, STACY | 9/7/2016 | Evidence will include collaboratively build teacher IB unit plans that incorporate tasks aligned to each of the intended standards, PLC schedule indicating the dates and topics of discussion for each of collaborative meetings, sign-in sheet verifying staff attendance at meetings. | 6/2/2017 weekly |
| G1.B1.S1.MA3 M329355 | Science and math teachers will incorporate the 5E model into their IB units of study. | GIDEONS, STACY | 9/7/2016 | Evidence will include collaboratively build teacher IB unit plans that incorporate tasks aligned to each of the intended standards, PLC schedule indicating the dates and topics of discussion for each of collaborative meetings, sign-in sheet verifying staff attendance at meetings. | 6/2/2017 weekly |
| G1.B1.S1.A1 A316927 | Teachers will deconstruct standards during their professional learning communities using standards... | Rios, Kelly | 9/7/2016 | Evidence collected will include sign-in sheets verifying staff attendance and completed standards based instruction tools verifying that staff have broken down identified standards. | 6/2/2017 weekly |
| G1.B1.S1.A2 A316928 | Science and math teachers will collaboratively build 5E lessons during collaborative planning... | Rios, Kelly | 9/7/2016 | Evidence collected will include sign-in sheets verifying staff attendance and completed standards based instruction tools verifying that staff have broken down identified standards. | 6/2/2017 weekly |
| G1.B2.S1.MA1 M329356 | Administration will conduct classroom walk-throughs | GIDEONS, STACY | 9/7/2016 | Evidence will include informal coaching feedback forms provided to teachers after classroom visits, as well as administrative meeting notes addressing staff members in need of further support. | 6/2/2017 biweekly |
| G1.B2.S1.MA1 M329357 | Administration will facilitate collaborative planning sessions and will review IB units of study... | GIDEONS, STACY | 9/7/2016 | Evidence will include completed IB units of study that include student tasks that align to the Florida standards. | 6/2/2017 weekly |
| G1.B2.S1.A1 A316929 | Teachers will participate in a structured collaborative planning sessions. | Rios, Kelly | 9/7/2016 | Evidence will include sign in sheets indicating staff attendance, meeting notes to indicate topics of discussion, and goals for future collaborative sessions. | 6/2/2017 weekly |

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

| | | | |
|--------|-------------|--|--------|
| 1 | G1.B1.S1.A1 | Teachers will deconstruct standards during their professional learning communities using standards based instruction tool. | \$0.00 |
| 2 | G1.B1.S1.A2 | Science and math teachers will collaboratively build 5E lessons during collaborative planning sessions. | \$0.00 |
| 3 | G1.B2.S1.A1 | Teachers will participate in a structured collaborative planning sessions. | \$0.00 |
| Total: | | | \$0.00 |