

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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	77%
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	2016-17	2015-16	2014-15	2013-14
Grade	B	B	C*	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 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>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Dundee Ridge Middle Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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 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.

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, soccer, academic team, robotics team, math team, chorus, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	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	
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

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/504434>.

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

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
Garcia, Sara	Teacher, K-12
Reams, Tamera	Instructional Coach
Mcdowell, Hattie	School Counselor
White, Mary	Dean
Montero, Cathy	Teacher, K-12
Durden, James	Teacher, K-12
Hansen, Kirk	Teacher, K-12
Scholler, Kyle	Teacher, K-12

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 MYP Coordinator, 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
Steve Glen	Business/Community
Sharon Kurshchner	Business/Community
Harvey Dimmer	Parent
Kelly Rios	Principal
Diana Chaidez	Education Support Employee
Sam Pennant	Business/Community
Christina Rios	Business/Community
Liquendella Clark	Parent
Kat Mac Calla	Parent
Ramon Garcia	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
Garcia, Sara	Teacher, K-12
Reams, Tamera	Instructional Coach

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 Summer Learning Coordinator will monitor student completion/success rates.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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. 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.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 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.

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. 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. 1a

G098875

Targets Supported 1b

Indicator	Annual Target
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ELA/Reading Gains

Targeted Barriers to Achieving the Goal 3

- Lack of experience in writing IB unit plans of study
- Lack of knowledge of elementary grade level literacy strategies

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

Teacher progress monitoring data will indicate that students are benefiting from engaging in IB unit plans of study.

Person Responsible

STACY GIDEONS

Schedule

Monthly, from 8/22/2017 to 8/22/2017

Evidence of Completion

Classroom progress monitoring data; classroom grades; student reflection logs

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

1 = Problem Solving Step  S123456 = Quick Key

G1. 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. **1**

 G098875

G1.B7 Lack of experience in writing IB unit plans of study **2**

 B266169

G1.B7.S1 Teachers will work in ongoing collaborative groups to dissect the necessary components for writing and implementing effective IB unit plans of study. **4**

 S282086

Strategy 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.

Action Step 1 **5**

Teachers will meet collaboratively with the IB MYP coordinator and administration to jointly develop IB unit plans of study.

Person Responsible

STACY GIDEONS

Schedule

Biweekly, from 8/22/2017 to 5/29/2018

Evidence of Completion

Professional learning community meeting agendas; sign in sheets from collaborative planning sessions, completed IB unit plans of study in each subject area

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Administration and/or MYP coordinator will facilitate all collaborative planning sessions to ensure created plans align to both IB program standards and Florida standards.

Person Responsible

STACY GIDEONS

Schedule

Biweekly, from 8/22/2017 to 5/29/2018

Evidence of Completion

Collaborative planning meeting agendas and sign in logs; collaboratively created IB unit plans of study; collaboratively created assessments

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Administration will provide ongoing formal and informal classroom observation feedback on the implementation of planned lessons.

Person Responsible

STACY GIDEONS

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Monthly lesson plan checks and feedback; formal and information classroom walk thru data; student artifacts; agendas from administrative meetings

G1.B8 Lack of knowledge of elementary grade level literacy strategies **2**

 B266170

G1.B8.S1 Our school recently transitioned to a 5-8 within the past 4 years after being a traditional middle program for many years. There is a difference in cognitive learning in the elementary years verses the middle grades years. **4**

 S282087

Strategy Rationale

By focusing on our elementary (grade 5) program, we will further promote overall student achievement.

Action Step 1 **5**

5th grade teachers will collaboratively plan for each area of instruction, with a specific focus on grade-wide literacy and writing integration with the incorporation of Achieve 3000.

Person Responsible

STACY GIDEONS

Schedule

Biweekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets from collaborative planning sessions; meeting agendas with goals

Plan to Monitor Fidelity of Implementation of G1.B8.S1 **6**

Administration and/or school-based literacy coach and interventionist will facilitate 5th grade planning sessions

Person Responsible

STACY GIDEONS

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Collaborative planning sign-in logs and agendas; leadership team agendas and notes; lesson plans that reflect the integration of school-wide literacy strategies

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Achieve 3000 data will indicate that all students are actively participating in the program and progressing in their individual goals.

Person Responsible

STACY GIDEONS

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Achieve 3000 usage and performance data reports; formal and informal classroom walk thru feedback

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M413041	Teacher progress monitoring data will indicate that students are benefiting from engaging in IB...	GIDEONS, STACY	8/22/2017	Classroom progress monitoring data; classroom grades; student reflection logs	8/22/2017 monthly
G1.B7.S1.MA1 M413038	Administration and/or MYP coordinator will facilitate all collaborative planning sessions to ensure...	GIDEONS, STACY	8/22/2017	Collaborative planning meeting agendas and sign in logs; collaboratively created IB unit plans of study; collaboratively created assessments	5/29/2018 biweekly
G1.B7.S1.A1 A380627	Teachers will meet collaboratively with the IB MYP coordinator and administration to jointly...	GIDEONS, STACY	8/22/2017	Professional learning community meeting agendas; sign in sheets from collaborative planning sessions, completed IB unit plans of study in each subject area	5/29/2018 biweekly
G1.B7.S1.MA1 M413037	Administration will provide ongoing formal and informal classroom observation feedback on the...	GIDEONS, STACY	8/10/2017	Monthly lesson plan checks and feedback; formal and informal classroom walk thru data; student artifacts; agendas from administrative meetings	5/31/2018 monthly
G1.B8.S1.MA1 M413039	Achieve 3000 data will indicate that all students are actively participating in the program and...	GIDEONS, STACY	9/1/2017	Achieve 3000 useage and performance data reports; formal and informal classroom walk thru feedback	5/31/2018 monthly
G1.B8.S1.A1 A380628	5th grade teachers will collaboratively plan for each area of instruction, with a specific focus on...	GIDEONS, STACY	9/1/2017	Sign-in sheets from collaborative planning sessions; meeting agendas with goals	5/31/2018 biweekly
G1.B8.S1.MA1 M413040	Administration and/or school-based literacy coach and interventionist will facilitate 5th grade...	GIDEONS, STACY	9/1/2017	Collaborative planning sign-in logs and agendas; leadership team agendas and notes; lesson plans that reflect the integration of school-wide literacy strategies	6/1/2018 biweekly

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.B7.S1.A1	Teachers will meet collaboratively with the IB MYP coordinator and administration to jointly develop IB unit plans of study.				\$27,988.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7800		1981 - Dundee Ridge Middle Academy	Title, I Part A		\$630.00
			<i>Notes: Orlando Science Center - STEM activity</i>			
	5100		1981 - Dundee Ridge Middle Academy	Title, I Part A		\$270.00
			<i>Notes: Orlando Science Center - STEM activity - Admission fees</i>			
	6400		1981 - Dundee Ridge Middle Academy	Title, I Part A		\$10,000.00
			<i>Notes: Professional Development</i>			
	6300		1981 - Dundee Ridge Middle Academy	Title, I Part A		\$10,000.00
			<i>Notes: Collaborative planning</i>			
	7800		1981 - Dundee Ridge Middle Academy	Title, I Part A		\$4,000.00
			<i>Notes: Field Trips</i>			
	5100		1981 - Dundee Ridge Middle Academy	Title, I Part A		\$3,088.00
			<i>Notes: Field Trips</i>			
2	G1.B8.S1.A1	5th grade teachers will collaboratively plan for each area of instruction, with a specific focus on grade-wide literacy and writing integration with the incorporation of Achieve 3000.				\$178,152.26
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	1981 - Dundee Ridge Middle Academy	Title, I Part A		\$129,192.66
			<i>Notes: Full time personnel</i>			
	6400	140-Substitute Teachers	1981 - Dundee Ridge Middle Academy	Title, I Part A		\$761.60
			<i>Notes: Achieve 3000 training</i>			
	5100		1981 - Dundee Ridge Middle Academy	Title, I Part A		\$43,020.00
			<i>Notes: Laptops</i>			
	5100		1981 - Dundee Ridge Middle Academy	Title, I Part A		\$5,178.00

Polk - 1981 - Dundee Ridge Middle Academy - 2017-18 SIP
Dundee Ridge Middle Academy

	<i>Notes: Headsets and laptop carts</i>		
			Total: \$206,140.26