

Polk County Public Schools

Dundee Ridge Middle Academy



2019-20 Schoolwide Improvement Plan

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Dundee Ridge Middle Academy

5555 LAKE TRASK RD, Dundee, FL 33838

dra.polk-fl.net

Demographics

Principal: Stacy Gideons

Start Date for this Principal: 8/23/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: A (62%) 2016-17: B (54%) 2015-16: B (54%) 2014-15: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

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

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	B	B

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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. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Dundee Ridge Middle Academy is to prepare students to be lifelong learners by creating opportunities to develop the knowledge, attitudes, and skills needed to manage the complexity of an ever-changing 21st century. Through challenging curriculum delivered in a respectful, diverse learning environment, students will reach their full potential, master academic standards, and be prepared to take responsible action for the future.

Provide the school's vision statement.

The students at Dundee Ridge Middle Academy will engage in a rigorous academic program designed to prepare them for success in high school and beyond. Collectively, we will create an inviting and engaging school culture where students engage in real, meaningful work and teachers serve as facilitators of the learning process. Realizing that not all students come to the school with the same level of learning or framework of experiences, staff, students, and parents will partner to provide additional supports during the school year such as tutoring and summer learning opportunities.

In addition, staff at the school will provide targeted differentiated instruction, intensive learning supports, and appropriate assessments to maximize the learning of each student. Parents will be active partners and supporters in the learning process at Dundee Ridge, and will be knowledgeable participants in their student's education. Expectations for each student's success will be uniformly high, regardless of socioeconomic status, race, or gender. We acknowledge that discipline should primarily be used to teach and support students in learning the skills necessary to enhance a positive school climate and avoid negative behavior. School discipline that is paired with meaningful instruction, guidance, and strong relationships with adults and peers offers a student an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning. Four pillars to this approach include community, safety, communication, and reflection.

In order to assure that each classroom is a well organized, supportive model for student learning, teachers will participate in intensive training that will be tailored to fully implement the tenets of the International Baccalaureate Middle Years Programme. This program features an emphasis on creating a high quality education for a better world, with key elements including addressing students' academic, social, and emotional well-being; encouraging students to take responsibility for their own learning; supporting students' efforts to gain understanding of the world and to function comfortably within it; helping students establish personal values as a foundation upon which international-mindedness will develop and flourish; as well as assisting students in engaging in meaningful and varied service to their community. The school will value and embrace the critical role of community partners in supporting the rigor and authenticity of student learning, and in the process, provide a personal and powerful approach to career exploration and long-term goal setting.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
GIDEONS, STACY	Principal	
Rios, Kelly	Assistant Principal	
Collins, Kerri	Teacher, K-12	
Law, Aldena	Teacher, K-12	
Johnson, Delvinal	Teacher, K-12	
Reams, Tamera	Instructional Coach	
Montero, Cathy	Teacher, K-12	
Hansen, Kirk	Teacher, K-12	
Duggar, Debi	Teacher, K-12	
Heter, Kathryn	Teacher, K-12	
Ellis, Sherri	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	303	279	267	0	0	0	0	849
Attendance below 90 percent	0	0	0	0	0	0	26	27	34	0	0	0	0	87
One or more suspensions	0	0	0	0	0	0	10	30	18	0	0	0	0	58
Course failure in ELA or Math	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	115	42	67	0	0	0	0	224

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	18	15	11	0	0	0	0	44

The number of students identified as retainees:

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

FTE units allocated to school (total number of teacher units)

30

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	15	47	34	0	0	0	0	96
One or more suspensions	0	0	0	0	0	0	14	21	23	0	0	0	0	58
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	34	53	42	0	0	0	0	129

The number of students with two or more early warning indicators:

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

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	15	47	34	0	0	0	0	96
One or more suspensions	0	0	0	0	0	0	14	21	23	0	0	0	0	58
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	34	53	42	0	0	0	0	129

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	62%	48%	54%	58%	48%	52%
ELA Learning Gains	62%	52%	54%	61%	51%	54%
ELA Lowest 25th Percentile	60%	48%	47%	51%	43%	44%
Math Achievement	57%	50%	58%	52%	47%	56%
Math Learning Gains	53%	50%	57%	50%	50%	57%
Math Lowest 25th Percentile	57%	48%	51%	44%	46%	50%
Science Achievement	69%	44%	51%	57%	44%	50%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Social Studies Achievement	84%	72%	72%	62%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	303 (0)	279 (0)	267 (0)	849 (0)
Attendance below 90 percent	26 (15)	27 (47)	34 (34)	87 (96)
One or more suspensions	10 (14)	30 (21)	18 (23)	58 (58)
Course failure in ELA or Math	1 (1)	2 (0)	1 (0)	4 (1)
Level 1 on statewide assessment	115 (34)	42 (53)	67 (42)	224 (129)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	60%	48%	12%	54%	6%
	2018	53%	41%	12%	52%	1%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	54%	42%	12%	52%	2%
	2018	60%	42%	18%	51%	9%
Same Grade Comparison		-6%				
Cohort Comparison		1%				
08	2019	73%	48%	25%	56%	17%
	2018	64%	49%	15%	58%	6%
Same Grade Comparison		9%				
Cohort Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	57%	47%	10%	55%	2%
	2018	46%	40%	6%	52%	-6%
Same Grade Comparison		11%				
Cohort Comparison						
07	2019	46%	39%	7%	54%	-8%
	2018	62%	40%	22%	54%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-16%				
Cohort Comparison		0%				
08	2019	39%	35%	4%	46%	-7%
	2018	44%	34%	10%	45%	-1%
Same Grade Comparison		-5%				
Cohort Comparison		-23%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	69%	41%	28%	48%	21%
	2018	63%	42%	21%	50%	13%
Same Grade Comparison		6%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	84%	70%	14%	71%	13%
2018	95%	84%	11%	71%	24%
Compare		-11%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	79%	50%	29%	61%	18%
2018	84%	60%	24%	62%	22%
Compare		-5%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	78%	53%	25%	57%	21%
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	46	62	65	43	56	73	64				
ELL	34	59	64	32	46	46	31	67	40		
BLK	60	62	65	51	47	58	53	83	77		
HSP	58	63	61	54	52	50	64	83	62		
MUL	65	50		70	70						
WHT	71	67	52	65	60	70	89	86	75		
FRL	56	58	60	50	51	58	59	80	73		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	50	62	47	55	73	69	38				
ELL	32	56	66	39	52	52	33	94	53		
BLK	51	53	51	50	54	49	48	91	85		
HSP	55	58	60	56	54	53	54	95	65		
MUL	71	71		41	35						
WHT	66	59	57	68	61	37	68	98	66		
FRL	54	58	58	55	54	51	53	94	66		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	29	58	56	35	45	36	58	45			
ELL	32	51	50	33	46	45	34	41	17		
BLK	52	54	40	46	54	57	45	56	33		
HSP	55	60	52	49	48	42	54	58	54		
MUL	58	58		53	42		67				
WHT	66	69	63	65	51	33	69	73	56		
FRL	53	58	48	48	46	39	53	58	52		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	625
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	58
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
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Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
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Federal Index - Black/African American Students	62
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
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Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	64
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Overall math achievement showed the lowest performance during the 2018-2019 school year. Contributing to this decline was a change in personnel in the math department from the prior year. Our school lost a VAM rated highly-effective math teacher prior to the beginning of the 2018-2019 school year; that vacancy was filled by a first year, out of field instructor. Prior to that time, the math data had been relatively stable.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component showing the greatest decline from the prior school year was social studies achievement. This drop is most likely explained by a course progression change. During the previous year, only high level students participated in Civics end-of-year assessments. During the 2018-2019 school year, students from all performance levels were enrolled the Civics course and subsequently participated in the end-of-course assessment.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our math learning gains show the greatest gap when compared to the state average. Some of the factors that may have contributed to this gap was a decline in our overall math achievement, coupled with teacher vacancies and new teachers in the department.

Which data component showed the most improvement? What new actions did your school take in this area?

Both our ELA achievement levels and our ELA learning gains showed the most improvement during the 2018-2019 school year. The actions taken by the school that contributed to this improvement include strategic teacher placement, increased collaboration, and a strong focus on reading and writing instruction for subgroups in need.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas for concern from our early warning system data include students scoring level 1 on a state assessment and students with one or more suspension.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase overall math proficiency.
2. Increase overall math learning gains.
3. Continue to build and implement quality IB Units of study with a focus on increased literacy.
4. Continue to make gains with our ELL subgroup.
5. Continue to maintain gains with our ESE subgroup.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increased math proficiency
Rationale	Our overall math achievement was our lowest performance area during the previous school year. In addition, our math learning gains show the greatest gap when compared to the state average. Our math data is the only major area of decline based on our spring 2019 testing data.
State the measurable outcome the school plans to achieve	Our goal is to increase overall math achievement from 57% to 60%, and to increase math learning gains from 53% to 56%.
Person responsible for monitoring outcome	STACY GIDEONS (stacy.gideons@polk-fl.net)
Evidence-based Strategy	Math teachers will implement LSI strategies at the classroom level, incorporating clear student learning targets, planning for alignment of student learning tasks to the intended target, and monitoring student progression towards proficiency of each target.
Rationale for Evidence-based Strategy	The LSI strategies are a district-wide initiative that are aligned with current math curriculum maps and expected classroom practices. Support is provided by the district during professional development sessions, and instructional review data is collected using LSI content.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will participate in professional development focused around the creation of student learning targets, task alignment, and monitoring for improvement (LSI PDs). Professional development will be offered bi-monthly by administration and resource teachers in the area of LSI implementation. Trend tracker data will be used by administration to monitor implementation and provide differentiated support as necessary. 2. School's Behavioral Interventionist, who is a certified math instructor, will provide push-in services for students that are identified by the classroom teacher as needing support. Students will be identified by the classroom teacher based on progress towards meeting classroom targets, overall class grade, and performance on progress monitoring tools. The behavioral interventionist will provide both behavior and academic support for students. 3. Classroom para will provide tutoring services in math for those students who aren't showing progression towards mastering learning targets. Classroom para will be in classes daily to assist teachers in identifying students needing support and providing remediation to those students. 4. Once a semester, parents will be invited on campus to participate in a math showcase event in which they will learn how to best support their child at home with math strategies.
Person Responsible	Kelly Rios (kelly.rios@polk-fl.net)

#2	
Title	Increased literacy strategies in IB Units of Study
Rationale	All students benefit from an increased focus on literacy that is embedded in content area curriculum. In the previous school year, those classrooms with a specific focus on incorporating increased literacy strategies into their IB units of study saw greater student learning gains during spring standardized testing.
State the measurable outcome the school plans to achieve	IB units written for social studies, science, and language arts classes will incorporate a reading and writing component for each unit of study.
Person responsible for monitoring outcome	STACY GIDEONS (stacy.gideons@polk-fl.net)
Evidence-based Strategy	IB units of study will incorporate at least one on-grade level content area reading selection that students will be required to reflect on and respond to during summative assessments. Summative assessments will incorporate written responses to allow students to articulate comprehension of the text.
Rationale for Evidence-based Strategy	Current IB unit plans of study do not reflect consistent incorporation of literacy strategies and goals. As an IB authorized school, our goal is to continually improve the quality and effectiveness of our units of study, and to align them as closely as possible with our state standards and district curriculum maps.
Action Step	
Description	<ol style="list-style-type: none"> 1. Bot the literacy coach and the IB coordinator will facilitate professional development and collaborative planning sessions to assist teachers in planning for literacy (reading and writing) strategies to be embedded in IB units of study. Administration will monitor lesson plans for evidence of literacy integration. 2. Prior to the initiation of spring testing, a family engagement event will be planned to promote increased literacy awareness at home. Parents will be exposed to strategies they can use at home to continue to promote student literacy. 3. Media specialist and media para will assist teachers in setting up classroom libraries or resource areas that contain content area reading selections to support the classroom curriculum.
Person Responsible	Kerri Collins (kerri.collins@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Our school's two areas of focus this year will be increasing our overall math achievement, including proficiency levels and math learning gains, as well as continuing to build and implement high quality IB units of study with a focus on increased literacy. To address our other identified improvement priorities, we will continue to support the plans we currently have in place. Our ELL teacher will continue to foster growth with our ELL population by providing push-in services to support students in content area classrooms. In addition, our ESE inclusion teacher will provide the same type of push-in services for our ESE population, ensuring that students' IEP needs and goals are being addressed.

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Dundee Ridge Middle Academy hosts a parental involvement activity each month to attract parents to our campus and encourage communication between the school and our students' homes. During these events, parents have the opportunity to speak directly with their student's teachers and the administrative staff, as well as engaging in specific thematic activities. In addition, Dundee Ridge Middle Academy maintains a detailed school web-site and FaceBook page in which all activities and events are posted for parental viewing. Many of the teachers on our campus host private class-based web sites to share curriculum information with parents and students. Parents are encouraged to enroll in the parent portal to have instant access to their child's grades and attendance information. Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

PFEP Link

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

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

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

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

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

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

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

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

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increased math proficiency	\$0.00
2	III.A.	Areas of Focus: Increased literacy strategies in IB Units of Study	\$0.00
Total:			\$0.00