2013-2014 SCHOOL IMPROVEMENT PLAN

Dundee Ridge Middle Academy

5555 LAKE TRASK RD

Dundee, FL 33838

863-419-3088

http://schools.polk-fl.net/drms

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	86%

Alternative/ESE Center	Charter School	Minority Rate
No	No	79%

School Grades History

2013-14	2012-13	2011-12	2010-11
D	D	C	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Dundee Ridge Middle Academy

Principal
Stacy Gideons

School Advisory Council chair
Tammy Byrd

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Stacy Gideons	Principal
Teddy Brown	Assistant Principal - Curriculum
Nathaniel Hill	Assistant Principal
Mary White	Dean of Students
Kyle Scholler	Network Manager
Joan Ayala	TT1 Facilitator
Kelly McCann	Resource Teacher
Kerri Collins	Resource Teacher
Aldena Law	Reading Resource
Albert Link	Para-Professional
Cathy Montero	Teacher
Christina Rios	Academic Dean
Liquindella Clark	Teacher

District-Level Information

District
Polk

Superintendent
Kathryn Leroy

Date of school board approval of SIP
9/24/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC Chair
Tammy Byrd

Administration
Gideons, Stacy
Hill, Nathaniel
Teachers
Ayala, Joan
Wade, Dawn
Young, Paulette
Cruz, Alma
Melendez, Marisely
Community Members
Londeree, Bill
Johnson, CJ
Taylor, Ryan
Parents
Alvarez, Evelyn
Melendez, Raquel
Tena, Jeanette
Byrd, Tammy
Cruz, Juan
Miranda, Lailani
Gonzalez, Lauren
Support Staff
Harris, Carrie-DAC

Involvement of the SAC in the development of the SIP

During the creation of the school involvement plan, the SAC is presented with drafts for review and feedback. Upon the feedback of the SAC regarding our school initiatives and goals, the school improvement plan is then revised for further review by the SAC.

Activities of the SAC for the upcoming school year

The SAC meets monthly to discuss the current state of the school and to explore options for further development. The SAC is involved in our large campus-wide Open House activity (Knight Night). The SAC also provides suggestions for parental involvement activities throughout the school year and is involved in the development and implementation of these events.

Projected use of school improvement funds, including the amount allocated to each project

NA

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
3

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Stacy Gideons		
Principal	Years as Administrator: 8	Years at Current School: 13

Credentials	BS – Physical Education M.Ed. – Ed. Leadership Principal Certification – State of Florida
Performance Record	2012-2013 Dundee Ridge Middle School school grade D % Making Learning Gains in Reading 58 % of Lowest 25% Making Learning Gains in Reading 60 % Making Learning Gains in Math 58 % of Lowest 25% Making Learning Gains in Math 62 % Meeting High Standards in Reading 40 % Meeting High Standards in Math 41 % Meeting High Standards in Writing 51 % Meeting High Standards in Science 27 2011-2012 Dundee Ridge Middle School school grade C % Making Learning Gains in Reading 63 % of Lowest 25% Making Learning Gains in Reading 68 % Making Learning Gains in Math 59 % of Lowest 25% Making Learning Gains in Math 65 % Meeting High Standards in Reading 45 % Meeting High Standards in Math 40 % Meeting High Standards in Writing 70 % Meeting High Standards in Science 29 2010-2011 Dundee Ridge Middle School school grade B % Making Learning Gains in Reading 64 % of Lowest 25% Making Learning Gains in Reading 71 % Making Learning Gains in Math 70 % of Lowest 25% Making Learning Gains in Math 76 % Meeting High Standards in Reading 54 % Meeting High Standards in Math 55 % Meeting High Standards in Writing 80 % Meeting High Standards in Science 33 2009-2010 Dundee Ridge Middle School school grade B % Making Learning Gains in Reading 65 % of Lowest 25% Making Learning Gains in Reading 69 % Making Learning Gains in Math 73 % of Lowest 25% Making Learning Gains in Math 75 % Meeting High Standards in Reading 52 % Meeting High Standards in Math 52 % Meeting High Standards in Writing 92 % Meeting High Standards in Science 27 2008-2009 Dundee Ridge Middle School school grade C % Making Learning Gains in Reading 59 % of Lowest 25% Making Learning Gains in Reading 68 % Making Learning Gains in Math 62 % of Lowest 25% Making Learning Gains in Math 69 % Meeting High Standards in Reading 48 % Meeting High Standards in Math 45

% Meeting High Standards in Writing 98
% Meeting High Standards in Science 20

https://www.floridacims.org

Teddy Brown		
Asst Principal	Years as Administrator: 2	Years at Current School: 6

Credentials	BS – Mathematics M.Ed. – Ed. Leadership
Performance Record	2012-2013 Dundee Ridge Middle School school grade D % Making Learning Gains in Reading 58 % of Lowest 25% Making Learning Gains in Reading 60 % Making Learning Gains in Math 58 % of Lowest 25% Making Learning Gains in Math 62 % Meeting High Standards in Reading 40 % Meeting High Standards in Math 41 % Meeting High Standards in Writing 51 % Meeting High Standards in Science 27 2011-2012 Dundee Ridge Middle School school grade C % Making Learning Gains in Reading 63 % of Lowest 25% Making Learning Gains in Reading 68 % Making Learning Gains in Math 59 % of Lowest 25% Making Learning Gains in Math 65 % Meeting High Standards in Reading 45 % Meeting High Standards in Math 40 % Meeting High Standards in Writing 70 % Meeting High Standards in Science 29 2010-2011 Dundee Ridge Middle School school grade B % Making Learning Gains in Reading 64 % of Lowest 25% Making Learning Gains in Reading 71 % Making Learning Gains in Math 70 % of Lowest 25% Making Learning Gains in Math 76 % Meeting High Standards in Reading 54 % Meeting High Standards in Math 55 % Meeting High Standards in Writing 80 % Meeting High Standards in Science 33 2009-2010 Dundee Ridge Middle School school grade B % Making Learning Gains in Reading 65 % of Lowest 25% Making Learning Gains in Reading 69 % Making Learning Gains in Math 73 % of Lowest 25% Making Learning Gains in Math 75 % Meeting High Standards in Reading 52 % Meeting High Standards in Math 52 % Meeting High Standards in Writing 92 % Meeting High Standards in Science 27 2008-2009 Dundee Ridge Middle School school grade C % Making Learning Gains in Reading 59 % of Lowest 25% Making Learning Gains in Reading 68 % Making Learning Gains in Math 62 % of Lowest 25% Making Learning Gains in Math 69 % Meeting High Standards in Reading 48 % Meeting High Standards in Math 45 % Meeting High Standards in Writing 98 % Meeting High Standards in Science 20

Nathaniel Hill		
Asst Principal	Years as Administrator: 12	Years at Current School: 1

Credentials	B.S. Alabama State University MEd. Alabama State University Doctor of Divinity American Fellowship Principal Certification – State of Florida
Performance Record	2012-2013 Dundee Ridge Middle School school grade D % Making Learning Gains in Reading 58 % of Lowest 25% Making Learning Gains in Reading 60 % Making Learning Gains in Math 58 % of Lowest 25% Making Learning Gains in Math 62 % Meeting High Standards in Reading 40 % Meeting High Standards in Math 41 % Meeting High Standards in Writing 51 % Meeting High Standards in Science 27 2011-12 McLaughlin Middle School & Fine Arts Academy School Grade D Reading proficiency 6th--40% 7th—40% 7th –39% Math Proficiency 6th –37% 7th—30% 8th –33% 2010-11 McLaughlin Middle School & Fine Arts Academy School Grade C Reading Mastery 50 % Math Mastery 42% Science Mastery 32% Writing Mastery 77% Learning Gains in Reading 55% Learning Gains in Math 55% Reading Progress of Lowest 25% at 65% Math Progress of Lowest 25% at 66%; AYP-Did not make; AYP-74% of Criteria Met 57% of White scored at or above grade level in Reading, 49% scored at or above grade level in Math; of Black subgroup 35% scored at or above grade level in Reading and 30% in Math; of Hispanic subgroup 41% scored at or above grade level in Reading and 39% in Math; of

Instructional Coaches

# of instructional coaches
4

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Aldena Law		
Full-time / School-based	Years as Coach: 1	Years at Current School: 7

Areas	Reading/Literacy
Credentials	BA – English MS – Reading
Performance Record	2012-2013 Dundee Ridge Middle School school grade D % Making Learning Gains in Reading 58 % of Lowest 25% Making Learning Gains in Reading 60 % Making Learning Gains in Math 58 % of Lowest 25% Making Learning Gains in Math 62 % Meeting High Standards in Reading 40 % Meeting High Standards in Math 41 % Meeting High Standards in Writing 51 % Meeting High Standards in Science 27 2011-2012 Dundee Ridge Middle School school grade C % Making Learning Gains in Reading 63 % of Lowest 25% Making Learning Gains in Reading 68 % Making Learning Gains in Math 59 % of Lowest 25% Making Learning Gains in Math 65 % Meeting High Standards in Reading 45 % Meeting High Standards in Math 40 % Meeting High Standards in Writing 70 % Meeting High Standards in Science 29 2010-2011 Dundee Ridge Middle School school grade B % Making Learning Gains in Reading 64 % of Lowest 25% Making Learning Gains in Reading 71 % Making Learning Gains in Math 70 % of Lowest 25% Making Learning Gains in Math 76 % Meeting High Standards in Reading 54 % Meeting High Standards in Math 55 % Meeting High Standards in Writing 80 % Meeting High Standards in Science 33 2009-2010 Dundee Ridge Middle School school grade B % Making Learning Gains in Reading 65 % of Lowest 25% Making Learning Gains in Reading 69 % Making Learning Gains in Math 73 % of Lowest 25% Making Learning Gains in Math 75 % Meeting High Standards in Reading 52 % Meeting High Standards in Math 52 % Meeting High Standards in Writing 92 % Meeting High Standards in Science 27 2008-2009 Dundee Ridge Middle School school grade C % Making Learning Gains in Reading 59 % of Lowest 25% Making Learning Gains in Reading 68 % Making Learning Gains in Math 62 % of Lowest 25% Making Learning Gains in Math 69 % Meeting High Standards in Reading 48 % Meeting High Standards in Math 45

% Meeting High Standards in Writing 98
% Meeting High Standards in Science 20

Kelly McCann		
Full-time / School-based	Years as Coach: 4	Years at Current School: 10

Areas	Data, Other
Credentials	BS – Psy/Child Dev M.Ed – Ed. Leadership
Performance Record	2012-2013 Dundee Ridge Middle School school grade D % Making Learning Gains in Reading 58 % of Lowest 25% Making Learning Gains in Reading 60 % Making Learning Gains in Math 58 % of Lowest 25% Making Learning Gains in Math 62 % Meeting High Standards in Reading 40 % Meeting High Standards in Math 41 % Meeting High Standards in Writing 51 % Meeting High Standards in Science 27 2011-2012 Dundee Ridge Middle School school grade C % Making Learning Gains in Reading 63 % of Lowest 25% Making Learning Gains in Reading 68 % Making Learning Gains in Math 59 % of Lowest 25% Making Learning Gains in Math 65 % Meeting High Standards in Reading 45 % Meeting High Standards in Math 40 % Meeting High Standards in Writing 70 % Meeting High Standards in Science 29 2010-2011 Dundee Ridge Middle School school grade B % Making Learning Gains in Reading 64 % of Lowest 25% Making Learning Gains in Reading 71 % Making Learning Gains in Math 70 % of Lowest 25% Making Learning Gains in Math 76 % Meeting High Standards in Reading 54 % Meeting High Standards in Math 55 % Meeting High Standards in Writing 80 % Meeting High Standards in Science 33 2009-2010 Dundee Ridge Middle School school grade B % Making Learning Gains in Reading 65 % of Lowest 25% Making Learning Gains in Reading 69 % Making Learning Gains in Math 73 % of Lowest 25% Making Learning Gains in Math 75 % Meeting High Standards in Reading 52 % Meeting High Standards in Math 52 % Meeting High Standards in Writing 92 % Meeting High Standards in Science 27 2008-2009 Dundee Ridge Middle School school grade C % Making Learning Gains in Reading 59 % of Lowest 25% Making Learning Gains in Reading 68 % Making Learning Gains in Math 62 % of Lowest 25% Making Learning Gains in Math 69 % Meeting High Standards in Reading 48 % Meeting High Standards in Math 45

% Meeting High Standards in Writing 98
% Meeting High Standards in Science 20

Kerri Collins		
Full-time / School-based	Years as Coach: 7	Years at Current School: 8

Areas	Reading/Literacy, Data, Other
Credentials	BS – Education
Performance Record	2012-2013 Dundee Ridge Middle School school grade D % Making Learning Gains in Reading 58 % of Lowest 25% Making Learning Gains in Reading 60 % Making Learning Gains in Math 58 % of Lowest 25% Making Learning Gains in Math 62 % Meeting High Standards in Reading 40 % Meeting High Standards in Math 41 % Meeting High Standards in Writing 51 % Meeting High Standards in Science 27 2011-2012 Dundee Ridge Middle School school grade C % Making Learning Gains in Reading 63 % of Lowest 25% Making Learning Gains in Reading 68 % Making Learning Gains in Math 59 % of Lowest 25% Making Learning Gains in Math 65 % Meeting High Standards in Reading 45 % Meeting High Standards in Math 40 % Meeting High Standards in Writing 70 % Meeting High Standards in Science 29 2010-2011 Dundee Ridge Middle School school grade B % Making Learning Gains in Reading 64 % of Lowest 25% Making Learning Gains in Reading 71 % Making Learning Gains in Math 70 % of Lowest 25% Making Learning Gains in Math 76 % Meeting High Standards in Reading 54 % Meeting High Standards in Math 55 % Meeting High Standards in Writing 80 % Meeting High Standards in Science 33 2009-2010 Dundee Ridge Middle School school grade B % Making Learning Gains in Reading 65 % of Lowest 25% Making Learning Gains in Reading 69 % Making Learning Gains in Math 73 % of Lowest 25% Making Learning Gains in Math 75 % Meeting High Standards in Reading 52 % Meeting High Standards in Math 52 % Meeting High Standards in Writing 92 % Meeting High Standards in Science 27 2008-2009 Dundee Ridge Middle School school grade C % Making Learning Gains in Reading 59 % of Lowest 25% Making Learning Gains in Reading 68 % Making Learning Gains in Math 62 % of Lowest 25% Making Learning Gains in Math 69 % Meeting High Standards in Reading 48 % Meeting High Standards in Math 45 % Meeting High Standards in Writing 98 % Meeting High Standards in Science 20

Joan Ayala		
Full-time / School-based	Years as Coach: 8	Years at Current School: 14
Areas	Data, RtI/MTSS, Other	
Credentials	BA – Ele. Ed.	
Performance Record	2012-2013 Dundee Ridge Middle School school grade D % Making Learning Gains in Reading 58 % of Lowest 25% Making Learning Gains in Reading 60 % Making Learning Gains in Math 58 % of Lowest 25% Making Learning Gains in Math 62 % Meeting High Standards in Reading 40 % Meeting High Standards in Math 41 % Meeting High Standards in Writing 51 % Meeting High Standards in Science 27 2011-2012 Dundee Ridge Middle School school grade C % Making Learning Gains in Reading 63 % of Lowest 25% Making Learning Gains in Reading 68 % Making Learning Gains in Math 59 % of Lowest 25% Making Learning Gains in Math 65 % Meeting High Standards in Reading 45 % Meeting High Standards in Math 40 % Meeting High Standards in Writing 70 % Meeting High Standards in Science 29 2010-2011 Dundee Ridge Middle School school grade B % Making Learning Gains in Reading 64 % of Lowest 25% Making Learning Gains in Reading 71 % Making Learning Gains in Math 70 % of Lowest 25% Making Learning Gains in Math 76 % Meeting High Standards in Reading 54 % Meeting High Standards in Math 55 % Meeting High Standards in Writing 80 % Meeting High Standards in Science 33 2009-2010 Dundee Ridge Middle School school grade B % Making Learning Gains in Reading 65 % of Lowest 25% Making Learning Gains in Reading 69 % Making Learning Gains in Math 73 % of Lowest 25% Making Learning Gains in Math 75 % Meeting High Standards in Reading 52 % Meeting High Standards in Math 52 % Meeting High Standards in Writing 92 % Meeting High Standards in Science 27 2008-2009 Dundee Ridge Middle School school grade C % Making Learning Gains in Reading 59 % of Lowest 25% Making Learning Gains in Reading 68 % Making Learning Gains in Math 62 % of Lowest 25% Making Learning Gains in Math 69 % Meeting High Standards in Reading 48 % Meeting High Standards in Math 45 % Meeting High Standards in Writing 98 % Meeting High Standards in Science 20	

Classroom Teachers

# of classroom teachers

58

 # receiving effective rating or higher

56, 97%

 # Highly Qualified Teachers

97%

 # certified in-field

51, 88%

 # ESOL endorsed

17, 29%

 # reading endorsed

8, 14%

 # with advanced degrees

16, 28%

 # National Board Certified

0, 0%

 # first-year teachers

3, 5%

 # with 1-5 years of experience

15, 26%

 # with 6-14 years of experience

26, 45%

 # with 15 or more years of experience

15, 26%

Education Paraprofessionals

# of paraprofessionals

11

 # Highly Qualified

11, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

5

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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 teacher trainer 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.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Identify the school-based MTSS Leadership Team. Principal, Stacy Gideons; Assistant Principal, Nathaniel Hill; and Dean of Students, Mary White, provide a common vision for the use of data based decision making, ensures that the school based team is implementing MTSS/RtI, conducts assessments of MTSS/RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS/RtI Implementation and communicates with parents regarding school-based MTSS/RtI plans and activities. Select General Education Teachers, Leadership team members, Eddie Congdon, Scott Hughes, Liquindella Clark, Shalunda Coleman, Kathryn McDaniel, Wendy Stewman, and Christina Rios. All leadership team members have taken the RtI modules and have submitted a certificate for their personnel file. They also provide information about core instruction, participate in student data collection, delivers tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.
Exceptional Student Education (ESE) Teachers, Bobbie Smith Powell, Heather Pascoa, Frank Adams, Thania Morris, and , Wendy Stewman: Participates in students data collection, integrates core instructional activities/materials into Tier 3 instruction and collaborates with general education teachers through such activities as co-teaching
Instructional Coach(es) Reading, Civics, Science, Writing; Aldena Law, Kelly McCann, Kerri Collins, develops, leads, and evaluates school core content standards/programs and analyzes existing literature

on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns in student need while working with district personnel to identify appropriate, evidence based intervention strategies; assists with whole school screening programs that provide early intervening services to children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development and provides support for assessment and implementation monitoring.

Reading Instructional Specialist, Aldena Law: provides guidance on K-12 Reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning;

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and evaluation; facilities data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language pathologist: Educates the team in the role language plays in curriculum, assessment, and instructions as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral and social success.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The team provided data on Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (rigor, relevance, relationship); facilitated the development of a systemic approach to teaching (gradual release, essential questions, activating strategies, teaching strategies, extending, refining, and summarizing) and aligned processes and procedures. The leadership team will identify barriers and discuss strategies to overcome barriers; set goals; and implement new plan with consistent monitoring throughout school year. The leadership team will monitor and revise SIP throughout the school year as necessary.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team will meet once a month and focus meetings around one topic: The current issues involving student achievement. The team meets to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting or exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure and making decisions about implementation. Also the team will integrate reading in social studies and science.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Tier 1: Discovery, Fair, FCAT, SAT-10, attendance, suspensions, office discipline referrals, writing rubrics. Data Mgmt. Systems: IDEAS, Discovery, Genesis.

Tier 2: Ext Reading passages, oral reading fluency, math fluency probes, progress monitoring (specific Curr). Data Mgmt. Systems: IDEAS, Moodle, School sys.

Tier 3: Individual progress monitoring which is specific to the student and the problem. Data Mgmt. Systems: School designee.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during teacher planning and on early release staff development days that will occur throughout the school year. The team will also evaluate RtI training completed last school year and use that as a foundation. Team will then address additional staff PD needs during weekly leadership team meetings. Training will be conducted in small groups (grade level, and/or teacher specific) and have continuous coaching and feedback as needed.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 720

Dundee Ridge Middle School will provide an after school extended learning opportunity for any student not scoring at proficiency level on last year's FCAT examination. These students will participate in activities focused around reading and mathematics intended to provide an extension to the skills and practice they are already receiving within the classroom. Students will receive individualized assistance and ongoing feedback to monitor their progress.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Throughout the program, students will participate in progress monitoring checks to evaluate the effectiveness of the additional instruction. In addition, FCAT scores will be examined once they are released to use as a comparative measure from year to year.

Who is responsible for monitoring implementation of this strategy?

This program will be monitored by the administrative staff and instructional coaches.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Stacy Gideons	Principal

Name	Title
Teddy Brown	Assistant Principal
Aldena Law	Coach
Paulette Young	Teacher
Sherri Ellis	Teacher

How the school-based LLT functions

Teachers receive bi-weekly professional development sessions. Once a month, the professional development session is organized in a Professional Learning Community. At these gatherings, subject area teachers work closely with the administrative and leadership teams to focus on curriculum and pacing initiatives. The other monthly meeting is part of our on-going, school-wide professional development. At these meetings, best practices are presented to the staff and opportunities for follow-up and feedback are provided.

Major initiatives of the LLT

This year, our primary school focus for professional development is on reading comprehension skills. All professional development sessions and PLC meetings will be rooted in best practices that relate to improving our students' reading comprehension skills.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Each teacher, regardless of subject area taught, is expected to include reading activities and strategies within their content area. Specifically, we have a school-wide focus on content-area vocabulary instruction. Teachers use a Marzano-based vocabulary teaching strategy to introduce and explore unfamiliar terms. In addition, each teacher embeds content-area reading comprehension skills within each LEQ lesson. These strategies are a primary focus during teacher walk-throughs and observations.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Dundee Ridge Middle 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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Dundee Ridge provides guidance counseling services for incoming 6th graders from elementary school. These students are provided guidance and information regarding course selection. In addition, all 8th grade students work closely with the guidance department to select courses for high school credit.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	44%	No	58%
American Indian				
Asian	49%	39%	No	54%
Black/African American	46%	35%	No	51%
Hispanic	53%	43%	No	57%
White	63%	56%	No	67%
English language learners	39%	27%	No	45%
Students with disabilities	41%	29%	No	47%
Economically disadvantaged	51%	41%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	223	27%	46%
Students scoring at or above Achievement Level 4	129	16%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	85%	87%
Students scoring at or above Level 7	[data excluded for privacy reasons]		37%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	473	58%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	489	60%	64%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	104	64%	67%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	51	31%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	61	37%	43%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	204	51%	56%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	52%	41%	No	57%
American Indian				
Asian	68%	45%	No	71%
Black/African American	46%	32%	No	51%
Hispanic	51%	39%	No	56%
White	58%	54%	No	62%
English language learners	42%	25%	No	48%
Students with disabilities	42%	30%	No	48%
Economically disadvantaged	51%	39%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	334	41%	47%
Students scoring at or above Achievement Level 4	111	12%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	11	84%	87%
Students scoring at or above Level 7	[data excluded for privacy reasons]		51%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	472	58%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	505	62%	66%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	141	88%	94%
Middle school performance on high school EOC and industry certifications	141	72%	75%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	141	72%	76%
Students scoring at or above Achievement Level 4	141	25%	33%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	108	27%	34%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	10	45%	49%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	105	10%	8%
Students who fail a mathematics course	4	0%	0%
Students who fail an English Language Arts course	1	0%	0%
Students who fail two or more courses in any subject	18	1%	0%
Students who receive two or more behavior referrals	174	17%	20%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	238	23%	18%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

The Parent Involvement goal for Dundee Ridge Middle School involves hosting monthly parental involvement activities. Each month, parents will be invited to participate in a variety of events that combine an academic focus with a pathway for further communication between the school and home.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Knight Night Open House	326	32%	40%
Amazing Race	65	7%	30%
Knight Club	86	9%	15%
donuts with dad	107	11%	15%
Orientation	465	47%	75%
Morning with Mom	100	10%	15%
Bountiful Harvest Luncheon	110	11%	16%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. To create a deeper school connection for priority level 1 and level 2 students through weekly staff mentorship opportunities.

G2. Students are routinely given the opportunity to interact with unfamiliar content-area vocabulary using inferencing and decoding skills.

Goals Detail

G1. To create a deeper school connection for priority level 1 and level 2 students through weekly staff mentorship opportunities.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Parental Involvement
- EWS - Middle School

Resources Available to Support the Goal

- Administrative staff
- Teachers
- Support Staff

Targeted Barriers to Achieving the Goal

- Clear expectations

Plan to Monitor Progress Toward the Goal

Mentoring effectiveness

Person or Persons Responsible
Principal

Target Dates or Schedule:
At the end of the school year

Evidence of Completion:
Increased student achievement

G2. Students are routinely given the opportunity to interact with unfamiliar content-area vocabulary using inferencing and decoding skills.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- EWS - Middle School

Resources Available to Support the Goal

- Monthly professional development

- Teacher mentoring program

- Instructional coaches

Targeted Barriers to Achieving the Goal

- Lack of common planning to train and collaborate

Plan to Monitor Progress Toward the Goal

Student engagement in content-area vocabulary inferencing and decoding activities

Person or Persons Responsible
Principal and Assistant Principals

Target Dates or Schedule:
Monthly

Evidence of Completion:
Classroom Observations; student work samples

Action Plan for Improvement

Problem Solving Key

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

G1. To create a deeper school connection for priority level 1 and level 2 students through weekly staff mentorship opportunities.

G1.B3 Clear expectations

G1.B3.S2 Communicate the purpose and expectations of the mentoring program

Action Step 1

Informational meeting outlining mentoring expectations and responsibilities

Person or Persons Responsible

Principal and Resource Teachers

Target Dates or Schedule

At the initiation of the program

Evidence of Completion

Sign-in sheet

Action Step 2

On-going monthly meetings to discuss progress

Person or Persons Responsible

Principal and Resource Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly correspondence logs

Plan to Monitor Fidelity of Implementation of G1.B3.S2

Teacher / student mentoring sessions

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Monthly correspondence logs

Plan to Monitor Effectiveness of G1.B3.S2

Student interviews

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Student survey

G2. Students are routinely given the opportunity to interact with unfamiliar content-area vocabulary using inferencing and decoding skills.

G2.B3 Lack of common planning to train and collaborate

G2.B3.S2 Create more professional development opportunities

Action Step 1

Professional development sessions focused on content-area vocabulary strategies

Person or Persons Responsible

Schoolwide

Target Dates or Schedule

On-going monthly

Evidence of Completion

Implementation and student portfolios demonstrating content-area vocabulary activities

Facilitator:

Assistant Principal and Teacher Trainer

Participants:

Schoolwide

Plan to Monitor Fidelity of Implementation of G2.B3.S2

Classroom observations

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Weekly

Evidence of Completion

Student engagement and portfolios

Plan to Monitor Effectiveness of G2.B3.S2

Professional development sessions

Person or Persons Responsible

Administrative Team

Target Dates or Schedule

Weekly

Evidence of Completion

Common area teachers will meet weekly with Administration to collaboratively plan effective content-area vocabulary activities. At these meetings, the administration will review each teacher's weekly lesson plans and provide specific feedback for further development.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

IDEA - Individuals with Disabilities Education Act: Parents are informed of parent and student rights under the Individual with Disabilities Act through notification and participation during Individual Education Plan meetings.
ESOL - English for Speakers of Other Languages: Services and assistance are provided to students and parents who are English language learners.
See Title one parent involvement plan for more detailed descriptions.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Students are routinely given the opportunity to interact with unfamiliar content-area vocabulary using inferencing and decoding skills.

G2.B3 Lack of common planning to train and collaborate

G2.B3.S2 Create more professional development opportunities

PD Opportunity 1

Professional development sessions focused on content-area vocabulary strategies

Facilitator

Assistant Principal and Teacher Trainer

Participants

Schoolwide

Target Dates or Schedule

On-going monthly

Evidence of Completion

Implementation and student portfolios demonstrating content-area vocabulary activities

Appendix 2: Budget to Support School Improvement Goals