Riviera Middle School

2015-16 School Improvement Plan

Riviera Middle School

10301 SW 48TH ST, Miami, FL 33165

http://riviera.dadeschools.net

School Demographics

School Type	**2014-15 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 2)
Middle	Yes	83%

Alternative/ESE Center	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
No	No	93%

School Grades History

Year	**2014-15**	**2013-14**	**2012-13**	**2011-12**
Grade	A*	C	C	C

*Preliminary 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 Dade County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Riviera Middle School is to develop each child's academic, technological, social, physical and emotional potential in a wholesome, supportive environment so as to create lifelong learners and contributing citizens in a Multicultural and changing world. The values believed to be essential in accomplishing this mission are: respect, discipline, responsibility, honesty, and pursuit of excellence

Provide the school's vision statement

Riviera Middle School, in collaboration with all its stakeholders, is committed to the use of technology as a springboard into the future. We are committed to the integration of technology with the core curriculum. The use of current and future technologies will enable our students to achieve their maximum intellectual capability and to become independent, contributing, responsible members of our society.

School Environment

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

The school culture focuses on positive interaction and interpersonal relationships between parents, students and faculty. In addition to the required topics of study mandated by the district, Riviera Middle School learns about our students' cultures by incorporating their customs and cultural traditions into daily assignments and discussions. Teachers ensure student's success through the development of critical
learning skills and fostering communication.

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

Riviera Middle School is closely monitored by school security, a school resource
officer, and a surveillance system before, during and after school hours. Educators build upon student-teacher relationships to promote an environment in which students feel accepted and protected; creating ground rules, reinforcing rules and providing feedback.

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

Riviera Middle School's staff commits to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students, to promote positive behavior and interactions. We ask all students to follow our school's behavior plan: to be respectful, responsible and safe. All students are expected to behave in a manner that supports their own learning and the learning of their peers.The discipline plan is designed to reduce an over reliance on disciplinary referrals to manage student behavior. A positive and proactive discipline plan starts with well-defined and communicated processes, routines

and rules. Riviera Middle School uses Positive Behavior Support Systems and Guidance Counselors as a foundation for classroom and school wide behavior systems.

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

Riviera Middle ensures the social emotional needs of all students are being met through the following:
School personnel implement a process to determine the physical, social, and emotional needs of each student in the school, providing or coordinating programs to meet the needs of students as necessary.

Early Warning Systems

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

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

At Riviera Middle School we use are variety of early warning indicators in order to address students concerns in a timely manner that allows to plan for student success. Among these indicators is:
•Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
•One or more suspensions, whether in school or out of school
•Course failure in English Language Arts or mathematics
•A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	23	35	47	105
One or more suspensions	8	10	23	41
Course failure in ELA or Math	14	12	9	35
Level 1 on statewide assessment	98	101	122	321

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Riviera Middle School utilizes a rigorous intervention strategy that targets the early warning indicators.
-Attendance Review Committee monitors the students who may be developing a pattern of absences and facilitate the necessary intervention services. Attendance incentives for students with perfect attendance is provided monthly.
-Maintain the school wide Discipline Plan that begins with parental contacts on the first

infraction, led by conferences for the second infraction, and followed by an administrative detention.
-Implement the school wide Alternative to Suspension Plan. Administrators and counselors meet regularly with students who have 2 or more behavior referrals.
-Implement the school wide Do The Right Thing Program to recognize students who have exhibit positive behavior.
-Students in grades 6-8 who scored a Level 1 or 2 on the standardized statewide assessment are placed
in Intensive Reading or Math courses.
-RtI process is initiated for students not meeting grade level standards and expectations.
Title III, offers students in the ELL program tutoring daily before school and after school.
The after school Enrichment Program is offered to all students level 1 and 2.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Riviera Middle will be using the Parental Involvement Plan to meet this requirement

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

Riviera Middle places heavy emphasis on parental involvement and support. Parents are encouraged to volunteer at our school each year. Parents are aware of the school's mission and vision through their volunteer time and ongoing communication from administration. Parents are kept informed of their child's progress through the use of frequent communication from teachers and administration as well as progress reports. Riviera Middle has worked hard over the past years to build relationships and partnerships with our community in order to support our students and overall vision of the school.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Whyte, Winston	Principal
Rodriguez, Madelyn	Assistant Principal
Edwards, Juliet	Teacher, K-12
Cadet, Lisa	Teacher, ESE
Connolly, Karen	Guidance Counselor
Acosta, Eduardo	Teacher, K-12
Zwolinski, Debbie	Teacher, K-12
Domena, Andrew	Instructional Technology
Hernandez, Andres	Teacher, K-12
Schwartz , Robert	Teacher, K-12
Hoffman, Esther	Teacher, K-12
Fraga, Juana	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The School-Based Leadership Team consists of the following staff members:
Dr. Winston Whyte, Principal
Provides a common vision for the use of data-based decision-making, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Madelyn Rodriguez, Assistant Principal
Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of 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 for 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.
Department Chairpersons for each subject area: Language Arts: Roberto Schwartz, Reading: Juan Fraga, Mathematics: Juliet Colthirst-Edwards, Science: Ms. Deborah Zwolinski, Social Studies: Mr.Eduardo Acosta, Gifted: Esther Hoffman, ESE: Lisa Cadet.
Provides information about core instruction, participates in student data collection.
Exceptional Student Education (ESE) Teachers: Ms. Cadet
Participates in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through such activities as co-teaching.
Team Leaders: 6th Grade: Ms. Barbara Chennault and Ms. Amarylis Zamora, 7th Grade: Ms. Juana Fraga and Ms. Deborah White, 8th Grade: Ms. Shannon Saumell and Mr. Travis Ramsey
Participate in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Technology Specialist: Mr. Andrew Domena
Develops adequate technology to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Student Services Personnel: Ariel Valdes, and Karen Connolly
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

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

The primary role of the MTSS Leadership Team is to analyze, monitor, and provide ongoing progress evaluation of the strategies outlined in the School Improvement Plan (SIP). The team will collaborate regularly, problem solve, share effective practices, evaluate implementations, make decisions, and practice new processes and skills. In developing and implementing the school improvement plan, the RtI Leadership Team identified students' deficiencies and align the strategies based on the identified need to improve learner outcomes. The RtI Leadership Team will monitor students' progress and data monthly.

At Riviera Middle School services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school program and Saturday Tutoring). At Riviera Middle,Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourages parents to support their child's education, provide materials, and encourage parental participation in the decision making process. At Riviera Middle parents participate in the design of school's Parent Involvement Plan (PIP – which is provided in three languages), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins.This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program, and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students. At Riviera Middle School the school provides services and support for migrant students and parents. Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students. The student services department at Riviera Middle School identifies and works closely with "at risk" students in order to ensure that all students get promoted. Services are coordinated with district Drop-out Prevention programs. Riviera Middle School uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students and tutorial programs for ELL students at Riviera Middle.

The services will be provided should funds become available for the 2015-2016 school year and should the FLDOE approve the application(s). Riviera Middle School is currently implementing the TRUST (To Reach Ultimate Success Together) Program which is a comprehensive assistance program designed to provide services to students who are experiencing problems with substance abuse, stress, suicide, isolation, family violence and other self-destructive behaviors or crisis. We also have the Drug-Free Youth in Town (D-FY-IT)Program-partnership with the D-FY-IT, Inc. in providing drug information, developing leadership skills, organizing community service opportunities, facilitating

club meetings, and coordinating special activities for students and parents.

The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.

• Project Upstart, Homeless Children & Youth Program assists schools such as Riviera Middle with the identification, enrollment, attendance, and transportation of homeless students.

• The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless

students and for school counselors on the McKinney Vento Homeless Assistance Act ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless and are provided with all entitlements.

• Project Upstart provides a homeless sensitivity and awareness campaign throughout all the schools each

school is provided a video and curriculum manual, a contest is sponsored by the homeless trust, which is a community organization.The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers, elementary counselors, and TRUST Specialists. HCiOS offers a trained health team at Riviera Middle that is qualified to perform the assigned duties related to a quality school health care program. Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare, which integrates education, medical and/or social and human services on school grounds. Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide. HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services. HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner. HCiOS enhances the health education activities provided by the schools and by the health department.

Riviera Middle School adheres to and implements the nutrition requirements stated in the District Wellness Policy. Nutrition education, as per state statute, is taught through physical education. The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Winston Whyte	Principal
Barbara Chennault	Teacher
Esther Hoffman	Teacher
Amarilis Zamora	Teacher
Dean Coppolo	Teacher
Katrina Williams	Teacher
Eddy Baria	Business/Community
Jose Cruz	Business/Community
Madelyn Rodriguez	Teacher
Beverly Carnavale	Parent
Ariel Valdes	Education Support Employee
Amber Galera	Student

Duties

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

Evaluation of last year's school improvement plan

In the initial SAC meeting, we reviewed last year's school improvement plan in conjunction with 2014 FCAT state assessment results to determine an evaluation of it's goals and effectiveness.

Development of this school improvement plan

The SAC serves as the voice of the community in the development of the school improvement process. Members of the Rtl Leadership Team will meet with the Educational Excellence Advisory Council (EESAC) to help develop the SIP. The team provides data on academic areas that need to be addressed, help set clear expectations for instruction; facilitates the development of a systemic approach to teaching (Essential Questions, Activating Strategies, Teaching Strategies); and aligns processes and procedures.

Preparation of the school's annual budget and plan

In the spring, the projected school budget for the 2015-2016 school year was shared with the SAC and input was collected. During the September 2015 meeting, updated budget information was shared and the SAC will determine allocations for professional development for teachers as well as expenditures for instructional materials.

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

SAC has provided funding to support the incentives at Riviera Middle School. As a result of
SAC assistance with the funding of important school related activities, progress towards school, state, and
federal school achievement goals has been very positive in the previous years. The SAC will assist Riviera Middle School with any needs that the SAC can afford to fund. At the September 2015 meeting, the SAC reviewed the school improvement funds. Allocations were determined for each SIP goal, which include professional development for teachers, and instructional materials

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Acosta, Eduardo	Teacher, K-12
Edwards, Juliet	Teacher, K-12
Cadet, Lisa	Teacher, ESE
Whyte, Winston	Principal
Rodriguez, Madelyn	Assistant Principal
Connolly, Karen	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The Riviera Middle Literacy Leadership Team will support the school and its teachers in the implementation of the state and school wide implementation of literacy/instructional strategies. The major initiative of the Literacy Leadership Team will be to improve school-wide literacy to enhance student achievement. The school-based Literacy Leadership Team (LLT) will introduce and support the use of a variety of assessment strategies, as well as analyze data for instructional decision making. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions.

LLT Team will determine how we will implement instructional literacy, study and organizational strategies that will prepare students for college and career.

Support for text complexity - Comprehension Instruction Sequence

Support for instructional skills to improve reading comprehension

o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons

o Providing scaffolding that does not preempt or replace text reading by students

o Developing and asking text dependent questions from a range of question types

o Emphasizing students supporting their answers based upon evidence from the text

o Providing extensive research and writing opportunities (claims and evidence)

Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects (a focus on text, task, and instruction).

Public and Collaborative Teaching

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

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

The Administrative Team at Riviera Middle School encourages positive working relationships and collaboration by providing opportunities for peer shadowing and mentoring within their grade levels as well as across the curriculum. Departmental meetings are held bi-weekly in order for teachers to collaborate and share best practices. Job embedded PD's are scheduled on Early Release Days to promote and share best practices.

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

The Administrative Team at Riviera Middle School communicates with local universities to increase the number of internships and temporary instructors to increase the number of Highly Qualified candidates and temporary instructors at Riviera Middle School. In addition, Riviera Middle School provides teachers with opportunities for professional growth.

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

Beginning teachers at Riviera Middle School are members of their department upon entering our school community. Collaboration sessions are supported through bi-weekly department meetings. Department chairs mentor and shadow the new teacher to provide them with the support that is needed. In addition, job embedded Professional Developments are offered at the school site by Department Chairs to support and share best practices.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Riviera Middle School ensures that the Florida State Standards are being taught by scheduling bi-weekly department meetings to assist and guide teachers as needed. Peer modeling/shadowing are initiated to support deficiencies, district pacing guides are implemented and job embedded Professional Development is created to ensure that special area teachers align their lessons to the standards being taught across the curriculum. The Administrative Team conducts daily curriculum walkthroughs to monitor the effective implementation of the Core Instructional Programs and materials which are aligned to the Florida State Standards.

Instructional Strategies

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

Riviera Middle uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. Data will be used to guide instructional decisions and procedures for all students in order to:
* Adjust the delivery of curriculum and instruction to meet the specific needs of students
* Adjust the delivery of the behavior management
* Adjust the allocation of school-based resources
* Drive decisions regarding targeted professional development
* To identify and develop interventions

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: Before School Program

Minutes added to school year: 21,600

Services and support are provided through the district for educational materials to
improve the education of our students. Enrichment tutorial services will focus on core academic
content areas of mathematics, science, reading/writing, in order to assist students to successfully
participate in the state assessments and improve their academic performance.

Strategy Rationale

To provide opportunities for students to receive additional instruction in the areas of deficiencies

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Edwards, Juliet, jcolthirst-edwards@dadeschools.net

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

Data is collected to ensure the effectiveness of the Enrichment Tutorial Program which includes
Pre and
Post-Tests to determine student academic growth. Instructional strategies are then aligned to
ensure data-driven instruction takes place as required.

Strategy: Weekend Program

Minutes added to school year: 1,800

At Riviera Middle School, we offer Saturday Success Academy from January to May. The Saturday Success Academy is offered weekly from 9:00 am to noon. The program encompasses FCAT benchmarks to our lowest performing students.

Strategy Rationale

Students require additional time for remediation in the core classes.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Edwards, Juliet, jcolthirst-edwards@dadeschools.net

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

The lowest 25 percent of reading and mathematics will be identified and are targeted as students needing improvement. The results of the progress monitoring assessments will reinforce benchmarks learned in core courses and provide data in order to address remedial needs of each student.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Riviera Middle School hosts an orientation session for new incoming students that is held the week before school begins to prepare students and their parents and share expectations for the upcoming school year. The administration and student services department provide annual orientations for all grade levels to ensure a smooth transition into the new school year. Articulation meetings are held with our feeder pattern schools to ensure correct placement for our transitioning students.

College and Career Readiness

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

Not applicable

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

Not applicable

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

Not applicable

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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.

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.

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.   We will increase student achievement by improving the core instruction in all content areas.

G2.   Use the Early Warning Signs to identify at risk students in order to provide them with support and intervention that will increase their academic achievement

G3.   Prepare our students to be college and career ready, through STEM and/or CTE initiatives and programs.

G4.   Parent Involvement-See TITLE 1 PIP for this goal.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. We will increase student achievement by improving the core instruction in all content areas. `1a`

🔍 G070853

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - White	
AMO Reading - All Students	
AMO Reading - ELL	
AMO Reading - SWD	
AMO Math - All Students	
AMO Reading - ED	
AMO Math - Hispanic	
AMO Math - White	
AMO Math - SWD	
AMO Math - ED	
FCAT 2.0 Science Proficiency	46.0
ELA/Reading Gains	69.0
Math Gains	69.0
ELA/Reading Lowest 25% Gains	69.0
Math Lowest 25% Gains	67.0

Resources Available to Support the Goal `2`

- Technology
- Department Heads
- Core Materials
- Pacing Guides
- Tutoring
- Check and Connect
- ELL Tutoring
- After School Enrichment Program
- STIR and MIX Magnet Programs
- Job embedded PD's
- Peer Review

Targeted Barriers to Achieving the Goal `3`

- Lack of rigor and higher order thinking strategies.

Plan to Monitor Progress Toward G1. 8

Interim Data and Classroom Assessment will be monitored

Person Responsible
Winston Whyte

Schedule
Monthly, from 9/15/2015 to 6/10/2016

Evidence of Completion
Data disaggregation, Interim assessments, Florida Standards Assessments, EOC and FCAT 2.0 Science

G2. Use the Early Warning Signs to identify at risk students in order to provide them with support and intervention that will increase their academic achievement 1a

G070854

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	57.0
Discipline incidents	5.0
Students exhibiting two or more EWS indicators (Total)	5.0
Level 1 - All Grades	3.0
2+ Course Failures - Middle Grades	3.0

Resources Available to Support the Goal 2

- Teachers

- administrators

- Guidance Counselors

- Code of Student Conduct

- Discipline Procedures

- Attendance Bulletin

- Attendance Incentives

- Behavior Referrals

- Parent Contact and Conferences

- report cards

- Course Recovery Teachers/Progress Monitoring for students who have failed a course or are in jeopardy of failing a course

Targeted Barriers to Achieving the Goal 3

- Students who do not report to school regularly and are academically affected

- Students who failed two or more courses

- Students who fail to follow the discipline plan and the Code of Student and are suspended

Plan to Monitor Progress Toward G2. 8

Assessment data reports and attendance bulletins will be reviewed and instruction and strategies will be adjusted as needed. Monitor students' progress through informal and formal assessment

Person Responsible

Madelyn Rodriguez

Schedule

Monthly, from 8/31/2015 to 6/10/2016

Evidence of Completion

Improved performance on student achievement, 2014 FCAT 2.0 Science,Florida Standards Assessments, EOCs, a decreased percentage of students missing available instructional time, and a decrease of student referrals and suspensions.

G3. Prepare our students to be college and career ready, through STEM and/or CTE initiatives and programs. `1a`

Targets Supported `1b`

G070855

Indicator	Annual Target
	5.0

Resources Available to Support the Goal `2`

- Elective Chairperson

- Science Chairperson

- Dream in Green

- Master Tools

- Laboratory Activities by grade level

- Science Teachers

- Gizmo

- SECME

Targeted Barriers to Achieving the Goal `3`

- In order to emphasize and engage students in the problem solving process, we need to increase the number of students participating in STEM related activities and competitions.

- In order to engage students in participating in STEM related activities we need to increase the number of STEM related experiences.

Plan to Monitor Progress Toward G3. `8`

Student projects and competitions, agendas

Person Responsible
Debbie Zwolinski

Schedule
Quarterly, from 9/24/2015 to 6/24/2016

Evidence of Completion
Student projects, and formal and summative assessments, participation projects for completions and completed Science FAIR projects.

G4. Parent Involvement-See TITLE 1 PIP for this goal. `1a`

Targets Supported `1b`

G070856

Indicator	Annual Target

Resources Available to Support the Goal `2`

-

Targeted Barriers to Achieving the Goal `3`

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. We will increase student achievement by improving the core instruction in all content areas. 1

🔑 G070853

G1.B1 Lack of rigor and higher order thinking strategies. 2

🔑 B184684

G1.B1.S1 Daily opportunities for students to engage in higher order thinking activities through the use of probing questions and bell ringers. Engage students in effective problem solving practice by incorporating tasks and real world applications that are appropriately challenging. 4

🔑 S196135

Strategy Rationale

Increase student engagement and thinking skills that will support student achievement.

Action Step 1 5

Department Chairs will discuss and use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths during their department meeting.

Person Responsible

Winston Whyte

Schedule

On 6/10/2016

Evidence of Completion

PD participation, sign in sheets, meeting agenda

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

Walkthroughs,sign in sheets, lesson plans, agenda, framework, support documentation

Person Responsible

Winston Whyte

Schedule

Biweekly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Walkthroughs,sign in sheets, lesson plans, agenda, framework, support documentation

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

Grade level and/or department meetings will be conducted to obtain teacher feedback on effectiveness of strategy

Person Responsible

Winston Whyte

Schedule

On 6/10/2016

Evidence of Completion

Walkthroughts, Lesson Plans, student, work, data chats, and teacher-made assessments

G2. Use the Early Warning Signs to identify at risk students in order to provide them with support and intervention that will increase their academic achievement 1

G070854

G2.B1 Students who do not report to school regularly and are academically affected 2

B184688

G2.B1.S1 Identify students who may be developing a pattern of non-attendance/tardiness and implement an action plan for students with 3 or more absences from class. 4

S196136

Strategy Rationale

Students who are not in school are missing important instructional time.

Action Step 1 5

Student Service and the Attendance Review committee will collaborate to monitor students and identify students who are missing instructional time.

Person Responsible

Madelyn Rodriguez

Schedule

Weekly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Attendance Bulletins

Action Step 2 5

The Student Services Team will meet with individual Students that consecutively miss school and address how this impacts their school performance.

Person Responsible

Winston Whyte

Schedule

Quarterly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Attendance Bulletins

Action Step 3 [5]

Individual students who have improved attendance will be rewarded

Person Responsible

Karen Connolly

Schedule

Quarterly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Attendance Bulletins

Plan to Monitor Fidelity of Implementation of G2.B1.S1 [6]

Students will develop a deeper understanding of the importance of being present and will recognize that
academic development is correlated to daily attendance.

Person Responsible

Karen Connolly

Schedule

Monthly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Attendance bulletins

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 [7]

Attendance bulletins

Person Responsible

Karen Connolly

Schedule

Monthly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Improved student attendance on attendance reports.

G2.B2 Students who failed two or more courses 2

🔍 B184689

G2.B2.S1 Students who are in danger of failing courses will be monitored closely and will be given remediation/tutoring in order to provide support. 4

🔍 S196137

Strategy Rationale

Students who are in danger of failure need additional support and remediation

Action Step 1 5

MTSS team will ensure that students who are in danger of failing a course will be given intervention and
support.

Person Responsible

Madelyn Rodriguez

Schedule

Monthly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Reduced percentages in student failing a course.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

MTSS/RtI will monitor students in danger of failing classes

Person Responsible

Karen Connolly

Schedule

Monthly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Reduce percentages of students in danger of failing a class.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Monitor the number of students in danger of failing a class

Person Responsible

Madelyn Rodriguez

Schedule

Monthly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Reduce the percentages of students in danger of failing a class.

G2.B3 Students who fail to follow the discipline plan and the Code of Student and are suspended `2`

`B184690`

G2.B3.S1 Grade level orientations will be conducted to review the Code of Student Conduct with students. In addition, students and parents will sign acknowledgment of reading and understanding corrective strategies that are employed for infractions of the COSC, with follow up as needed. `4`

`S196138`

Strategy Rationale

Students and parents need to be informed of the Code of Student Conduct.

Action Step 1 `5`

Conduct grade level orientations and receive sign acknowledgment from students and parents

Person Responsible

Ariel Valdes

Schedule

On 6/10/2016

Evidence of Completion

Signed acknowledgements from students

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Review of Suspensions and Referrals with Counselors- ensure progress is being made and adjust strategy as needed

Person Responsible

Madelyn Rodriguez

Schedule

Monthly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Number of Referrals and Suspensions

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Monitor student referrals

Person Responsible

Madelyn Rodriguez

Schedule

Monthly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Number of Student Referrals and Suspensions

G3. Prepare our students to be college and career ready, through STEM and/or CTE initiatives and programs. `1`

`G070855`

G3.B1 In order to emphasize and engage students in the problem solving process, we need to increase the number of students participating in STEM related activities and competitions. `2`

`B184691`

G3.B1.S1 Increase the number of students participating in STEM related activities `4`

`S196139`

Strategy Rationale

STEM related activites increases student achievement.

Action Step 1 `5`

Establish a STEM team that will plan promote and support other students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and
Fairchild Challenge)

Person Responsible

Debbie Zwolinski

Schedule

Biweekly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Student work and site generated assessments.

Action Step 2 `5`

Students will learn how to organize and follow the timeline for completion of their Science Fair Project

Person Responsible

Debbie Zwolinski

Schedule

Quarterly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Formative Assessments-Florida Comprehensive Science and Glencoe Physical Science with Earth Science Quizzes/Tests and Interim Assessments, Science Fair Project completion.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers will look for increased participation in school site STEM competions that serve as a selection process for the district and state STEM competitions.

Person Responsible

Madelyn Rodriguez

Schedule

Quarterly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Participation rosters for competitions and activities dealing with STEM

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Students participating in STEM activities and competitions as presented by their teachers.

Person Responsible

Debbie Zwolinski

Schedule

Quarterly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Participation rosters for competitions and completed Science Fair Projects going to the District Science Fair competitions.

G3.B2 In order to engage students in participating in STEM related activities we need to increase the number of STEM related experiences. [2]

🔑 B184692

G3.B2.S1 Increase participation in STEM competitions (i.e., SECME Olympiad and Festival, South Florida Science and Engineering Fair, Fairchild Challenge, etc.) [4]

🔑 S196140

Strategy Rationale

Action Step 1 [5]

Establish a plan and timeline for the development of student projects and increase the participation in
STEM competitions.

Person Responsible

Debbie Zwolinski

Schedule

Monthly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Science Projects, STEM Competitions

Plan to Monitor Fidelity of Implementation of G3.B2.S1 [6]

Student Projects

Person Responsible

Debbie Zwolinski

Schedule

Monthly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Students Work

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Student Participation in STEM related activities

Person Responsible

Debbie Zwolinski

Schedule

Monthly, from 9/24/2015 to 6/10/2016

Evidence of Completion

Projects

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Department Chairs will discuss and use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths during their department meeting.	Whyte, Winston	8/31/2015	PD participation, sign in sheets, meeting agenda	6/10/2016 one-time
G2.B1.S1.A1	Student Service and the Attendance Review committee will collaborate to monitor students and identify students who are missing instructional time.	Rodriguez, Madelyn	9/24/2015	Attendance Bulletins	6/10/2016 weekly
G2.B2.S1.A1	MTSS team will ensure that students who are in danger of failing a course will be given intervention and support.	Rodriguez, Madelyn	9/24/2015	Reduced percentages in student failing a course.	6/10/2016 monthly
G2.B3.S1.A1	Conduct grade level orientations and receive sign acknowledgment from students and parents	Valdes , Ariel	9/24/2015	Signed acknowledgements from students	6/10/2016 one-time
G3.B1.S1.A1	Establish a STEM team that will plan promote and support other students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge)	Zwolinski, Debbie	9/24/2015	Student work and site generated assessments.	6/10/2016 biweekly
G3.B2.S1.A1	Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.	Zwolinski, Debbie	9/24/2015	Science Projects, STEM Competitions	6/10/2016 monthly
G2.B1.S1.A2	The Student Services Team will meet with individual Students that consecutively miss school and address how this impacts their school performance.	Whyte, Winston	9/24/2015	Attendance Bulletins	6/10/2016 quarterly
G3.B1.S1.A2	Students will learn how to organize and follow the timeline for completion of their Science Fair Project	Zwolinski, Debbie	9/24/2015	Formative Assessments-Florida Comprehensive Science and Glencoe Physical Science with Earth Science Quizzes/Tests and Interim Assessments, Science Fair Project completion.	6/10/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A3	Individual students who have improved attendance will be rewarded	Connolly, Karen	9/24/2015	Attendance Bulletins	6/10/2016 quarterly
G1.MA1	Interim Data and Classroom Assessment will be monitored	Whyte, Winston	9/15/2015	Data disaggregation, Interim assessments, Florida Standards Assessments, EOC and FCAT 2.0 Science	6/10/2016 monthly
G1.B1.S1.MA1	Grade level and/or department meetings will be conducted to obtain teacher feedback on effectiveness of strategy	Whyte, Winston	8/31/2015	Walkthroughts, Lesson Plans, student, work, data chats, and teacher-made assessments	6/10/2016 one-time
G1.B1.S1.MA1	Walkthroughs,sign in sheets, lesson plans, agenda, framework, support documentation	Whyte, Winston	9/24/2015	Walkthroughs,sign in sheets, lesson plans, agenda, framework, support documentation	6/10/2016 biweekly
G2.MA1	Assessment data reports and attendance bulletins will be reviewed and instruction and strategies will be adjusted as needed. Monitor students' progress through informal and formal assessment	Rodriguez, Madelyn	8/31/2015	Improved performance on student achievement, 2014 FCAT 2.0 Science,Florida Standards Assessments, EOCs, a decreased percentage of students missing available instructional time, and a decrease of student referrals and suspensions.	6/10/2016 monthly
G2.B1.S1.MA1	Attendance bulletins	Connolly, Karen	9/24/2015	Improved student attendance on attendance reports.	6/10/2016 monthly
G2.B1.S1.MA1	Students will develop a deeper understanding of the importance of being present and will recognize that academic development is correlated to daily attendance.	Connolly, Karen	9/24/2015	Attendance bulletins	6/10/2016 monthly
G2.B2.S1.MA1	Monitor the number of students in danger of failing a class	Rodriguez, Madelyn	9/24/2015	Reduce the percentages of students in danger of failing a class.	6/10/2016 monthly
G2.B2.S1.MA1	MTSS/RtI will monitor students in danger of failing classes	Connolly, Karen	9/24/2015	Reduce percentages of students in danger of failing a class.	6/10/2016 monthly
G2.B3.S1.MA1	Monitor student referrals	Rodriguez, Madelyn	9/24/2015	Number of Student Referrals and Suspensions	6/10/2016 monthly
G2.B3.S1.MA1	Review of Suspensions and Referrals with Counselors- ensure progress is being made and adjust strategy as needed	Rodriguez, Madelyn	9/24/2015	Number of Referrals and Suspensions	6/10/2016 monthly
G3.MA1	Student projects and competitions, agendas	Zwolinski, Debbie	9/24/2015	Student projects, and formal and summative assessments, participation projects for completions and completed Science FAIR projects.	6/24/2016 quarterly
G3.B1.S1.MA1	Students participating in STEM activities and competitions as presented by their teachers.	Zwolinski, Debbie	9/24/2015	Participation rosters for competitions and completed Science Fair Projects going to the District Science Fair competitions.	6/10/2016 quarterly
G3.B1.S1.MA1	Teachers will look for increased participation in school site STEM competions that serve as a selection process for the district and state STEM competitions.	Rodriguez, Madelyn	9/24/2015	Participation rosters for competitions and activities dealing with STEM	6/10/2016 quarterly
G3.B2.S1.MA1	Student Participation in STEM related activities	Zwolinski, Debbie	9/24/2015	Projects	6/10/2016 monthly
G3.B2.S1.MA1	Student Projects	Zwolinski, Debbie	9/24/2015	Students Work	6/10/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. We will increase student achievement by improving the core instruction in all content areas.

G1.B1 Lack of rigor and higher order thinking strategies.

G1.B1.S1 Daily opportunities for students to engage in higher order thinking activities through the use of probing questions and bell ringers. Engage students in effective problem solving practice by incorporating tasks and real world applications that are appropriately challenging.

PD Opportunity 1

Department Chairs will discuss and use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths during their department meeting.

Facilitator

Ms. Colthirst-Edwards, Ms. Zwolinski, Mr. Acosta, Mr. Schwartz

Participants

Department Heads and Administration

Schedule

On 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Department Chairs will discuss and use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths during their department meeting.				$0.00
2	G2.B1.S1.A1	Student Service and the Attendance Review committee will collaborate to monitor students and identify students who are missing instructional time.				$0.00
3	G2.B1.S1.A2	The Student Services Team will meet with individual Students that consecutively miss school and address how this impacts their school performance.				$0.00
4	G2.B1.S1.A3	Individual students who have improved attendance will be rewarded				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$1,000.00
5	G2.B2.S1.A1	MTSS team will ensure that students who are in danger of failing a course will be given intervention and support.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$1,000.00
6	G2.B3.S1.A1	Conduct grade level orientations and receive sign acknowledgment from students and parents				$0.00
7	G3.B1.S1.A1	Establish a STEM team that will plan promote and support other students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge)				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$500.00
8	G3.B1.S1.A2	Students will learn how to organize and follow the timeline for completion of their Science Fair Project				$0.00
9	G3.B2.S1.A1	Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.				$0.00
					Total:	$2,500.00