Riviera Middle School

2016-17 Schoolwide Improvement Plan

Riviera Middle School

10301 SW 48TH ST, Miami, FL 33165

http://riviera.dadeschools.net

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	84%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	C	C

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Riviera Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Riviera Middle School's mission 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.

b. Provide the school's vision statement.

Riviera Middle School, in collaboration with all 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.

2. School Environment

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

Rivera Middle School's 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 and respect for students cultural practices.

b. 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.

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

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. Riviera Middle School will follow all

guidelines stipulated in the M-DCPS Code of Student
Conduct. Students are expected to comply with all rules and regulations and will be held to the
highest standards of excellence. Students not complying with the school rules and policies will face
disciplinary action as outlines in the Code of Student Conduct.

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

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

3. Early Warning Systems

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

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

Riviera Middle School has an early warning system team that is responsible in identifying students
displaying a variety of warning indicators that consists of counselors, teachers, administrators,
psychologist, and social worker. The process consists of identifying students, analyzing the data,
assigning interventions, monitoring the response to interventions and then being reflective of not only
how students are doing but how is the team working and how is this process being implemented at
the school level and continuing to validate the thresholds.

Among these indicators are:
*Attendance below 90 percent
*Course failure
*A Level 1 or 2 score on the statewide, standardized assessments in English Language Arts or
Mathematics
*Discipline concerns

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	23	35	47	0	0	0	0	105
One or more suspensions	0	0	0	0	0	0	8	10	23	0	0	0	0	41
Course failure in ELA or Math	0	0	0	0	0	0	14	12	9	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	0	0	0	98	101	122	0	0	0	0	321

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

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

c. 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.

B. Family and Community Engagement

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).

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

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

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

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

2. Description

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

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

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.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Bulnes, Jorge	Principal
Rodriguez, Madelyn	Assistant Principal
Cadet, Lisa	Teacher, ESE
Connolly, Karen	School Counselor
Acosta, Eduardo	Teacher, K-12
Zwolinski, Debbie	Teacher, K-12
Domena, Andrew	Instructional Technology
Hernandez, Andres	Teacher, K-12
Schwartz , Roberto	Teacher, K-12
Hoffman, Esther	Teacher, K-12
Fraga, Juana	Teacher, K-12
Heria , Natalie	Teacher, Career/Technical

b. Duties

1. 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:
Mr. Jorge Rivas, 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: Yusimi Lazo-Gonzalez, 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. Deborah White and Ms. Amarylis Zamora, 7th Grade: Ms. Juana Fraga and Ms. Ana Soler, 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: 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

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

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 2016-2017 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.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Mr. Jorge Rivas	Principal
Barbara Chennault	Teacher
Esther Hoffman	Teacher
Amarilis Zamora	Teacher
Dean Coppolo	Teacher
Katrina Williams	Teacher
Eddy Barea	Business/Community
Jose Cruz	Business/Community
Madelyn Rodriguez	Teacher
Monica Plasencia	Parent
Daniella Plasencia	Student
Blythe Woodall	Parent
Julie Torguet	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council reviews and monitors the progress of the School Improvement Plan. The Leadership Team provided Feedback on the results of assessments and progress towards the school's goals. Appropriate interventions and strategies are adjusted throughout the year as needed.

b. Development of this school improvement plan

Members of the 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.

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

The School Advisory Council will continue to support the goals delineated in the School Improvement Plan to improve student achievement. Allocated funds will be used towards interventions and incentives approved by the School Advisory Council.

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

SAC receives funds to be used at the discretion of the School Advisory Committee. A portion of the money should be used for implementing the school improvement plan. A portion of the funds, $2966.00, is used for student incentives and snacks, academic incentives for perfect attendance, mini grants, grade level teams and any other small funds purchases that are presented throughout the year.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Acosta, Eduardo	Teacher, K-12
Edwards, Juliet	Teacher, K-12
Cadet, Lisa	Teacher, ESE
Bulnes, Jorge	Principal
Rodriguez, Madelyn	Assistant Principal
Connolly, Karen	School Counselor
Zwolinski, Debbie	Teacher, K-12
Schwartz , Roberto	Teacher, K-12
Fraga, Juana	Teacher, K-12

b. Duties

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

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. Providing teachers with job embedded professional development that will focus on differentiated instruction, progress monitoring, data analysis and STEM infusion.

D. 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).

1. 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.

2. 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.

3. 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 the I3 Program and 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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 Developments are 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.

b. Instructional Strategies

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

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

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

Strategy: 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

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Fraga, Juana, fragaj@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
Schwartz , Roberto , schwartzr@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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.

b. College and Career Readiness

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

Student services personnel will meet with students in order to advise them in course selection which aligns with the student's interest and postsecondary plans. College and Career Readiness Activities are done with all eighth grade students to help them become aware of College and Career Readiness and options for their future.

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

Our Magnet Programs attract students by offering unique opportunities for in-depth experiences and study in specific areas of interest that will carry on to high school and the real world. The magnet

programs at Riviera Middle expands educational choices for students, promotes diversity, sets high expectations for all students to improve student achievement, prepares students for further education and the world of work, develops positive school climates with academic emphasis and provides real-life and hands-on experiences.

Students are also given the opportunity to participate in high level mathematics, and science that will give them the high school credits while still in middle school.

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

Riviera Middle School won the Bronze STEM designation award for the 2015-2016 school year. Riviera Middle School strives to support Miami-Dade County Public Schools vision in aspiring, engaging and preparing all of our students in Science, Technology, Engineering, and Mathematics (STEM) to ensure our community has the next generation of inventors, explorers, innovators, and leaders.

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

NA

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

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

🔑 G087770

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

Targeted Barriers to Achieving the Goal 3

- Lack of knowledge in delivery of differentiated instruction, leading to student disengagement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology

- Department Heads

- Core Materials

- Pacing Guides

- Tutoring

- ELL Tutoring

- After School Enrichment Program

- STIR and MIX Magnet Programs

- Job embedded PD's

- Peer Review

Plan to Monitor Progress Toward G1. `8`

iReady, Baseline Assessments, Mid Year Assessments and Classroom Assessments will be monitored

Person Responsible
Jorge Bulnes

Schedule
Monthly, from 8/29/2016 to 6/8/2017

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

🔑 G087771

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

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 Conduct

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers
- Administrators
- Guidance Counselors
- Code of Student Conduct
- Discipline Procedures
- Attendance Bulletin
- Attendance Incentives
- Parent Contact and Conferences
- Report cards
- Social Worker

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 8/29/2016 to 6/8/2017

Evidence of Completion
Improved performance on student achievement, FCAT 2.0 Science,Florida Standards Assessments, EOCs, a decreased percentage of students missing available instructional time

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

🔍 G087772

Targets Supported `1b`

Indicator	Annual Target
	5.0

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.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Elective Chairperson

- Science Chairperson

- Dream in Green

- Laboratory Activities by grade level

- Science Teachers

- Gizmo

- SECME

- Edgenuity

- Fairchild

- Code.org

Plan to Monitor Progress Toward G3. `8`

Student projects and competitions, agendas

Person Responsible
Debbie Zwolinski

Schedule
Quarterly, from 8/29/2016 to 6/8/2017

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

🔑 G087773

Targets Supported 1b

Indicator	Annual Target

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

-

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

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

🔑 G087771

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

🔑 B233348

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

🔑 S246257

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 8/29/2016 to 6/8/2017

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

Jorge Bulnes

Schedule

Quarterly, from 8/29/2016 to 6/8/2017

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 8/29/2016 to 6/8/2017

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 8/29/2016 to 6/8/2017

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 8/29/2016 to 6/8/2017

Evidence of Completion

Improved student attendance on attendance reports.

G2.B2 Students who failed two or more courses 2

🔑 B233349

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

🔑 S246258

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 10/27/2016 to 6/8/2017

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 10/27/2016 to 6/8/2017

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 10/28/2016 to 6/8/2017

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 Conduct `2`
🔑 B233350

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`
🔑 S246259

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

Karen Connolly

Schedule

On 9/9/2016

Evidence of Completion

Signed acknowledgements from students

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

Person Responsible

Schedule

Evidence of Completion

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

Monitor student referrals

Person Responsible

Madelyn Rodriguez

Schedule

Monthly, from 8/29/2016 to 6/8/2017

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

🔑 G087772

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

🔑 B233351

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

🔑 S246260

Strategy Rationale

STEM related activites increases student achievement.

Action Step 1 5

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

Person Responsible

Debbie Zwolinski

Schedule

Biweekly, from 8/29/2016 to 6/8/2017

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 8/29/2016 to 6/8/2017

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 and district STEM designation goals.

Person Responsible

Debbie Zwolinski

Schedule

Quarterly, from 8/29/2016 to 6/8/2017

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 8/29/2016 to 6/8/2017

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

🔑 B233352

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

🔑 S246261

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 8/29/2016 to 6/8/2017

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 8/29/2016 to 6/8/2017

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 8/29/2016 to 6/8/2017
>
> ***Evidence of Completion***
>
> Projects

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B3.S1.MA1 M332633	[no content entered]		No Start Date		No End Date one-time
G2.B3.S1.A1 A319363	Conduct grade level orientations and receive sign acknowledgment from students and parents	Connolly, Karen	9/5/2016	Signed acknowledgements from students	9/9/2016 one-time
G2.MA1 M332634	Assessment data reports and attendance bulletins will be reviewed and instruction and strategies...	Rodriguez, Madelyn	8/29/2016	Improved performance on student achievement, FCAT 2.0 Science, Florida Standards Assessments, EOCs, a decreased percentage of students missing available instructional time	6/8/2017 monthly
G3.MA1 M332639	Student projects and competitions, agendas	Zwolinski, Debbie	8/29/2016	Student projects, and formal and summative assessments, participation projects for completions and completed Science FAIR projects.	6/8/2017 quarterly
G2.B1.S1.MA1 M332628	Attendance bulletins	Connolly, Karen	8/29/2016	Improved student attendance on attendance reports.	6/8/2017 monthly
G2.B1.S1.MA1 M332629	Students will develop a deeper understanding of the importance of being present and will recognize...	Connolly, Karen	8/29/2016	Attendance bulletins	6/8/2017 monthly
G2.B1.S1.A1 A319359	Student Service and the Attendance Review committee will collaborate to monitor students and...	Rodriguez, Madelyn	8/29/2016	Attendance Bulletins	6/8/2017 weekly
G2.B1.S1.A2 A319360	The Student Services Team will meet with individual Students that consecutively miss school and...	Bulnes, Jorge	8/29/2016	Attendance Bulletins	6/8/2017 quarterly
G2.B1.S1.A3 A319361	Individual students who have improved attendance will be rewarded	Connolly, Karen	8/29/2016	Attendance Bulletins	6/8/2017 quarterly
G2.B2.S1.MA1 M332630	Monitor the number of students in danger of failing a class	Rodriguez, Madelyn	10/28/2016	Reduce the percentages of students in danger of failing a class.	6/8/2017 monthly
G2.B2.S1.MA1 M332631	MTSS/RtI will monitor students in danger of failing classes	Connolly, Karen	10/27/2016	Reduce percentages of students in danger of failing a class.	6/8/2017 monthly
G2.B2.S1.A1 A319362	MTSS team will ensure that students who are in danger of failing a course will be given...	Rodriguez, Madelyn	10/27/2016	Reduced percentages in student failing a course.	6/8/2017 monthly
G2.B3.S1.MA1 M332632	Monitor student referrals	Rodriguez, Madelyn	8/29/2016	Number of Student Referrals and Suspensions	6/8/2017 monthly
G3.B1.S1.MA1 M332635	Students participating in STEM activities and competitions as presented by their teachers.	Zwolinski, Debbie	8/29/2016	Participation rosters for competitions and completed Science Fair Projects going to the District Science Fair competitions.	6/8/2017 quarterly
G3.B1.S1.MA1 M332636	Teachers will look for increased participation in school site STEM competions that serve as a...	Zwolinski, Debbie	8/29/2016	Participation rosters for competitions and activities dealing with STEM	6/8/2017 quarterly
G3.B1.S1.A1 A319364	Establish a STEM team that will plan promote and support students in the development of student...	Zwolinski, Debbie	8/29/2016	Student work and site generated assessments.	6/8/2017 biweekly
G3.B1.S1.A2 A319365	Students will learn how to organize and follow the timeline for completion of their Science Fair...	Zwolinski, Debbie	8/29/2016	Formative Assessments-Florida Comprehensive Science and Glencoe Physical Science with Earth Science Quizzes/Tests and Interim Assessments, Science Fair Project completion.	6/8/2017 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.MA1 M332637	Student Participation in STEM related activities	Zwolinski, Debbie	8/29/2016	Projects	6/8/2017 monthly
G3.B2.S1.MA1 M332638	Student Projects	Zwolinski, Debbie	8/29/2016	Students Work	6/8/2017 monthly
G3.B2.S1.A1 A319366	Establish a plan and timeline for the development of student projects and increase the...	Zwolinski, Debbie	8/29/2016	Science Projects, STEM Competitions	6/8/2017 monthly

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	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
2	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
3	G2.B1.S1.A3	Individual students who have improved attendance will be rewarded				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		$1,000.00
4	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	2016-17
			District-Wide	School Improvement Funds		$1,000.00
5	G2.B3.S1.A1	Conduct grade level orientations and receive sign acknowledgment from students and parents				$0.00
6	G3.B1.S1.A1	Establish a STEM team that will plan promote and support students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green, SECME, Fairchild Challenge) and cross curricular PBL towards STEM designation.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		$500.00
7	G3.B1.S1.A2	Students will learn how to organize and follow the timeline for completion of their Science Fair Project				$0.00
8	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