

Riviera Middle School



2017-18 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)

Middle School
6-8

2016-17 Title I School

Yes

**2016-17 Economically
Disadvantaged (FRL) Rate**
(as reported on Survey 3)

85%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white
on Survey 2)

95%

School Grades History

Year
Grade

2016-17
B

2015-16
B

2014-15
A*

2013-14
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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Riviera Middle School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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.

Riviera 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 students' 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 outlined in the M-DCPS 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: mentoring programs, progress reports, peer mediations, individual and group counseling sessions, student orientations, anti-bullying presentations, and parent conferences. Student data and attendance is monitored per grading period in order to identify students at risk.

3. Early Warning Systems

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

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

Riviera Middle School has an early warning system team that is responsible in identifying students displaying a variety of warning indicators. The team consists of counselors, teachers, administrators, school psychologist, and school social worker. The process consists of identifying students, analyzing the data, assigning interventions, monitoring the response to interventions and being reflective of not only how students are doing but how the team is working and how this process is being implemented at the school level. Among these indicators are: Attendance below 90 percent, course failure, a level 1 or 2 score on the statewide assessment in ELA or Mathematics, and 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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	6	4	7	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	0	0	0	33	46	51	0	0	0	0	130

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	42	58	54	0	0	0	0	154	

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 exhibit positive behavior. Students in grades 6-8 who scored a Level 1 or 2 in ELA and/or Math on the standardized statewide assessments are placed in Intensive Reading or Math courses. MTSS/RtI process is initiated for students not meeting grade level standards and expectations. Title III offers students in the ELL program tutoring before school on Tuesdays and Thursdays. The after school Enrichment Program is offered to all students after school Monday - Thursday.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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

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

No

1. PFEP Link

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

2. Description

Riviera Middle School will conduct Parent Workshops to engage parents and family.

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

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
Schwartz , Roberto	Teacher, K-12
Heria , Natalie	Teacher, Career/Technical
Martinez, Lazaro	Instructional Coach

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 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/Rtl implementation, and communicates with parents regarding school-based MTSS/Rtl 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: Mr. Roberto Schwartz, Mathematics: Ms. Natalie Heria, Science: Ms. Deborah Zwolinski, Social Studies: Mr. Eduardo Acosta, ESE: Ms. Lisa Cadet.

Provides information about core instruction, participates in student data collection.

Exceptional Student Education (ESE) Teachers: Ms. Lisa Cadet

Participates in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coach: Mr. Lazaro Martinez

Participates 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 and provides teacher support.

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: Ms. 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/RtI 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 MTSS/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 development of the school's Parental Involvement Plan (PFEP), the school improvement process 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 Learners (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. Riviera Middle School uses Title III funds to supplement and enhance the programs for English Language Learners (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 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. 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
Esther Hoffman	Teacher
Amarilis Zamora	Teacher
Dean Coppolo	Teacher
Katrina Williams	Teacher
Eddy Barea	Business/Community
Jose Cruz	Business/Community
Monica Plasencia	Parent
Daniella Plasencia	Student
Julie Torguet	Business/Community
Andres Hernandez	Teacher
Deborah Zwolinski	Teacher
Jose Savignon	Teacher
Amy Rodriguez	Education Support Employee
Maggie Iglesias	Education Support Employee
Blythe Woodall	Parent
Monica Plasencia	Parent
Laura Fuentes-Rivera	Parent
Maria Duran	Parent
Morshe De Araujo	Parent
Richard Delgado	Parent
Beverly Carnivale	Parent
Jeanette Fuentes-Rivera	Parent
Kailee Woodall	Student
Sherell Simmonds	Business/Community
Barbara Chennault	Teacher

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The Educational Excellence School Advisory Council (EESAC) 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 School 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 Educational Excellence School Advisory Council (EESAC) 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 EESAC.

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

In the 2016 - 2017 school year the Educational Excellence School Advisory Council (EESAC) funds were utilized as follows: Academic Incentive Scholarships for end of the year trip - \$300.00, Team trophies - \$1,530.66, Saturday School snacks - \$487.32, Bus transportation for sports - \$435.00, Attendance reward activity - \$51.00

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
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
Martinez, Lazaro	Instructional Coach

b. Duties

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

The LLT will be encouraged and supported to improve school-wide literacy to enhance student achievement. The Principal and Instructional Coach will meet weekly to collaborate on the needs of teachers and students and the state reading requirements. Students will read silently during homeroom time and will follow a rotation schedule to the media center to check out books of their choice in order to promote literacy throughout the school.

D. Public and Collaborative Teaching

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

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

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 professional developments 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 and instructional coach 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 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 and conducting instructional rounds 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: After School Program

Minutes added to school year: 7,680

Services and support are provided 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

Bulnes, Jorge , pr6801@dadeschools.net

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

Mini assessments will be given to track student progress.

Strategy: Weekend Program

Minutes added to school year: 1,800

At Riviera Middle School we offer Saturday Success Academy from January to May from 9:00AM - 12:00PM. The Saturday Success Academy is offered to students in order to assist them with basic math and reading skills for the Florida Standard Assessment (FSA). Students will be identified based on District Assessment results.

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

Bulnes, Jorge , pr6801@dadeschools.net

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

The lowest 25 percent in both Reading and Mathematics will be identified and 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Riviera Middle School hosts an orientation session for new incoming students the week before school begins. During the orientation students will be given the opportunity to meet their teachers and familiarize themselves with the building. Guided information magnet tours will be available throughout the school year. During these tours parents and students will have the opportunity to visit the magnet classes to get a first hand experience of our programs. 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.

Riviera Middle integrates technology in all classroom instruction on a daily basis. 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.

NA

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. If core instruction is increased in all content areas, then student achievement will improve.

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. If core instruction is increased in all content areas, then student achievement will improve. 1a

G096718

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

- Teachers using data incorrectly to create and achieve academic goals.

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, Topic Assessments and Classroom Assessments will be monitored and analyzed for student progress.

Person Responsible

Jorge Bulnes

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Topic Assessment, iReady, Florida Standards Assessments, EOC and FCAT 2.0 Science results.

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

 = Problem Solving Step  S123456 = Quick Key

G1. If core instruction is increased in all content areas, then student achievement will improve. **1**

 G096718

G1.B1 Teachers using data incorrectly to create and achieve academic goals. **2**

 B260150

G1.B1.S1 Templates will be created to assist and guide students and teachers in interpreting and using data to create and achieve academic goals. **4**

 S275596

Strategy Rationale

Data will be the focal point in driving instruction and making all academic decisions in order for students to master their deficiencies.

Action Step 1 **5**

The instructional coach will provide professional development regarding effective usage of data conducted to support academic planning and instructional strategies to address the SIP.

Person Responsible

Lazaro Martinez

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Teachers will learn how to interpret the data in order to successfully drive instruction. Teachers will use sample data to create differentiated instructional groups, and establish educational plans on how to attain the desired learning gains as evident in their lesson plans.

Action Step 2 5

Instructional coach will provide ongoing consistent follow-up with teachers by way of demonstrations, observations, and conversations as teachers implement new strategies and knowledge.

Person Responsible

Lazaro Martinez

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Increased confidence and collaboration among staff. Increased ability to support one another's strengths and to improve areas of weakness. Instructional groups and plans implemented based off most current data.

Action Step 3 5

Collaborative planning sessions will take place during department meetings.

Person Responsible

Lazaro Martinez

Schedule

Biweekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Collaboration among teachers and evidence of shared best practices.

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

iReady and Topic Assessment data being used to conduct data chats with teachers.

Person Responsible

Jorge Bulnes

Schedule

Monthly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Power-Bi data, lesson plans, differentiated instruction

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

Walk-throughs will be conducted to provide feedback on effectiveness.

Person Responsible

Jorge Bulnes







Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Students grouped by weak standards, data driving instruction, lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M398583	iReady, Topic Assessments and Classroom Assessments will be monitored and analyzed for student...	Bulnes, Jorge	8/21/2017	Topic Assessment, iReady, Florida Standards Assessments, EOC and FCAT 2.0 Science results.	6/7/2018 monthly
G1.B1.S1.MA1  M398581	Walk-throughs will be conducted to provide feedback on effectiveness.	Bulnes, Jorge	8/21/2017	Students grouped by weak standards, data driving instruction, lesson plans	6/7/2018 weekly
G1.B1.S1.MA1  M398582	iReady and Topic Assessment data being used to conduct data chats with teachers.	Bulnes, Jorge	8/21/2017	Power-Bi data, lesson plans, differentiated instruction	6/7/2018 monthly
G1.B1.S1.A1  A370196	The instructional coach will provide professional development regarding effective usage of data...	Martinez, Lazaro	8/21/2017	Teachers will learn how to interpret the data in order to successfully drive instruction. Teachers will use sample data to create differentiated instructional groups, and establish educational plans on how to attain the desired learning gains as evident in their lesson plans.	6/7/2018 monthly
G1.B1.S1.A2  A370197	Instructional coach will provide ongoing consistent follow-up with teachers by way of...	Martinez, Lazaro	8/21/2017	Increased confidence and collaboration among staff. Increased ability to support one another's strengths and to improve areas of weakness. Instructional groups and plans implemented based off most current data.	6/7/2018 daily
G1.B1.S1.A3  A370198	Collaborative planning sessions will take place during department meetings.	Martinez, Lazaro	8/21/2017	Collaboration among teachers and evidence of shared best practices.	6/7/2018 biweekly

V. Professional Development Opportunities

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

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B1 Teachers using data incorrectly to create and achieve academic goals.

G1.B1.S1 Templates will be created to assist and guide students and teachers in interpreting and using data to create and achieve academic goals.

PD Opportunity 1

The instructional coach will provide professional development regarding effective usage of data conducted to support academic planning and instructional strategies to address the SIP.

Facilitator

Mr. Lazaro Martinez

Participants

Riviera Middle faculty

Schedule

Monthly, from 8/21/2017 to 6/7/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The instructional coach will provide professional development regarding effective usage of data conducted to support academic planning and instructional strategies to address the SIP.	\$0.00
2	G1.B1.S1.A2	Instructional coach will provide ongoing consistent follow-up with teachers by way of demonstrations, observations, and conversations as teachers implement new strategies and knowledge.	\$0.00
3	G1.B1.S1.A3	Collaborative planning sessions will take place during department meetings.	\$0.00
Total:			\$0.00