Riviera Middle School

2022-23 Schoolwide Improvement Plan

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Riviera Middle School

10301 SW 48TH ST, Miami, FL 33165

http://riviera.dadeschools.net

Demographics

Principal: Javier Nora G   Start Date for this Principal: 7/15/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	98%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (59%) 2018-19: B (58%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	98%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

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Part I: School Information

School Mission and Vision

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 to create lifelong learners who are contributing citizens in a multicultural and changing world. The values believed to be essential in accomplishing this mission are: respect, discipline, responsibility, honesty, and pursuit of excellence.

Provide the school's vision statement.

Riviera Middle School, in collaboration with all 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 become independent, contributing, responsible members of our society.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Nora, Javier	Principal	Ensures that the academic policies and curriculum are followed. Helps teachers maximize their teacher potential. Listens to concerns of students on a regular basis. Encouraging, guiding, and assisting student leaders and teachers. Meeting with parents on a regular basis for problem-solution. Enforcing discipline and providing an atmosphere free of bias in which students can achieve their maximum potential.
Rodriguez, Madelyn	Assistant Principal	Assists the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services. Listen to concerns of students, teachers, and parents on a regular basis from problem resolution. Meet with parents on a daily basis for problem solution. Enforce discipline.
Lopez-Martin, Yudenia	Teacher, K-12	Teachers track student attendance, assign homework and team projects, offer regular feedback on student progress to parent/guardians, proctor assessments, plan incentives to promote learning, and teach skills that will help them succeed in the future.
Martinez, Krystine	Teacher, ESE	Teachers assess students' skills and determine their educational needs, develop individualized education plans for each student, plan activities that are specific to each students abilities, and be a resource support and mentor to students, parents, and teachers.

Demographic Information

Principal start date
Friday 7/15/2022, Javier Nora G

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school
32

Total number of students enrolled at the school
499

Identify the number of instructional staff who left the school during the 2021-22 school year.
0

Identify the number of instructional staff who joined the school during the 2022-23 school year.
3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	196	149	161	0	0	0	0	506
Attendance below 90 percent	0	0	0	0	0	0	15	19	21	0	0	0	0	55
One or more suspensions	0	0	0	0	0	0	0	6	18	0	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	4	1	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	7	7	1	0	0	0	0	15
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	25	30	54	0	0	0	0	109
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	38	47	43	0	0	0	0	128
Number of students with a substantial reading deficiency	0	0	0	0	0	0	49	48	80	0	0	0	0	177

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	26	34	44	0	0	0	0	104

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 8/11/2022

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	
Number of students enrolled	0	0	0	0	0	0	149	152	146	0	0	0	0	447
Attendance below 90 percent	0	0	0	0	0	0	24	12	16	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	6	2	0	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	16	7	10	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	15	21	21	0	0	0	0	57
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	20	21	21	0	0	0	0	62
Number of students with a substantial reading deficiency	0	0	0	0	0	0	51	76	69	0	0	0	0	196

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	23	17	19	0	0	0	0	59

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	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	
Number of students enrolled	0	0	0	0	0	0	145	159	162	0	0	0	0	466
Attendance below 90 percent	0	0	0	0	0	0	17	24	20	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	8	22	16	0	0	0	0	46
Course failure in ELA	0	0	0	0	0	0	6	2	0	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	9	3	1	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	15	21	21	0	0	0	0	57
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	20	21	21	0	0	0	0	62
Number of students with a substantial reading deficiency	0	0	0	0	0	0	50	84	76	0	0	0	0	210

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	37	52	36	0	0	0	0	125

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	54%	55%	50%				62%	58%	54%
ELA Learning Gains	53%						61%	58%	54%
ELA Lowest 25th Percentile	41%						48%	52%	47%
Math Achievement	52%	43%	36%				57%	58%	58%
Math Learning Gains	62%						50%	56%	57%
Math Lowest 25th Percentile	58%						40%	54%	51%
Science Achievement	59%	54%	53%				50%	52%	51%
Social Studies Achievement	72%	64%	58%				67%	74%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	63%	58%	5%	54%	9%
Cohort Comparison						
07	2022					
	2019	56%	56%	0%	52%	4%
Cohort Comparison		-63%				
08	2022					
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	54%	58%	-4%	55%	-1%
Cohort Comparison						
07	2022					
	2019	54%	53%	1%	54%	0%
Cohort Comparison		-54%				
08	2022					
	2019	15%	40%	-25%	46%	-31%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	42%	43%	-1%	48%	-6%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	73%	-9%	71%	-7%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	88%	63%	25%	61%	27%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	46	49	39	50	52	50	54	70			
ELL	42	46	40	41	55	53	39	70	70		
HSP	54	53	42	51	61	57	58	72	79		
WHT	36	40		55	60						
FRL	52	51	43	48	61	60	57	70	79		

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	54	53	54	49	46	54	42	62	62		
ELL	45	51	57	35	29	40	28	61	60		
HSP	58	55	53	46	31	40	48	68	68		
FRL	56	55	55	44	31	40	48	67	70		

| **2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	42	53	41	42	43	34	50	58			
ELL	48	57	49	45	44	39	31	47	85		
BLK	71	67		64	58						
HSP	62	60	48	56	49	39	46	66	83		
WHT	75	67		85	62						
FRL	59	60	50	53	48	39	44	64	83		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	573
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to the FSA ELA data from 2021-2022, the proficiency data decreased from 55 percent to 51 percent which is a four-percentage point decrease. According to the FSA ELA data from 2021-2022, the learning gains of the lowest quartile data decreased from 54 percent to 41 percent which is a 13-percentage point decrease. According to the FSA Math data from 2021-2022, the proficiency data increased from 47 percent to 52 percent which is a five-percentage point increase. According to the FSA Math data from 2021-2022, the learning gains increased from 33 percent to 62 percent which is a 29-percentage point increase. According to the FSA Math data from 2021-2022, the learning gains of the lowest quartile data increased from 40 percent to 58 percent which is an 18-percentage point increase. According to the SSA Science data from 2021-2022, the proficiency data increased from 50 percent to 59 percent which is a nine-percentage point increase. According to the EOC Civics data from 2021-2022, the proficiency data increased from 70 percent to 72 percent which is a two-percentage point increase. According to the Middle School Acceleration data from 2021-2022, the proficiency data increased from 69 percent to 81 percent which is a 12-percentage point increase.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

According to the FSA ELA data from 2021-2022, the proficiency data decreased from 55 percent to 51 percent which is a four-percentage point decrease. According to the FSA ELA data from 2021-2022, the learning gains data decreased from 57 percent to 53 percent which is a four-percentage point decrease. According to the FSA ELA data from 2021-2022, the learning gains of the lowest quartile data decreased from 54 percent to 41 percent which is a 13-percentage point decrease.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factor for the decrease in ELA proficiency and learning gains is an inadequate use of an instructional framework implementation within the classroom. To improve this area of concern, an implementation of an instructional framework is needed to optimize class time and increase student engagement while ensuring differentiated instruction is done with fidelity.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

According to the FSA Math data from 2021-2022, the proficiency data increased from 47 percent to 52 percent which is a five-percentage point increase. According to the FSA Math data from 2021-2022, the learning gains increased from 33 percent to 62 percent which is a 29-percentage point increase. According to the FSA Math data from 2021-2022, the learning gains of the lowest quartile data increased from 40 percent to 58 percent which is an 18-percentage point increase.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors to the improvement in math learning gains was the emphasis placed on interventions for targeted students within the lowest quartile and students approaching proficiency.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning this school year, teachers will incorporate an instructional framework which embeds differentiated instruction during class time. Students will also have enrichment and remediation opportunities throughout the school year to address their needs.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development that will be held will target implementing instructional framework and promoting student engagement. Schoology professional developments will be provided throughout the school year to support our teachers in organizing their curriculum, creating lesson plans, and providing assessments, in order for them to be able to provide opportunities for students to experience multimedia learning content as it shifts education to student-centered learning that will allow teachers to track their learners progress and performance. In addition, STEM professional development opportunities will be conducted monthly to problem solve together using science, technology, engineering, and math project-based learning that will focus on logical though processes and problem-solving that will allow students to develop mental habits that will help them succeed.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To ensure sustainability of improvement in the next school year and beyond, we will provide additional professional developments and trainings to teachers during faculty and/or department meetings.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the FSA ELA data from 2021-2022, the proficiency data decreased from 55 percent to 51 percent which is a four-percentage point decrease. According to the FSA ELA data from 2021-2022, the learning gains of the lowest quartile data decreased from 54 percent to 41 percent which is a 13-percentage point decrease.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of differentiation, there will be an increase from 51 percent to 56 percent in ELA proficiency by 2023 FAST Assessment PM 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	iReady diagnostic data and district topic assessments will be used to measure the effectiveness of the implementation of differentiated instruction within the classroom. The administration will hold data chats with the teachers on quarterly basis to assess the progress of the students. The department chairpersons will ensure lessons are aligned to the B.E.S.T. standards and all support resources are being used to meet the needs of all students. Administrators and the department chairpersons will conduct classroom walkthroughs amongst the departments to ensure differentiated instruction is taking place.
Person responsible for monitoring outcome:	Javier Nora (javiernora@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	The evidence based strategy of differentiated instruction is a framework or philosophy for effective teaching that involves providing all students within their diverse classroom community of learners a range of different avenues for understanding new information in terms of acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in their ability. In order to differentiate instruction, the data-driven instruction approach in which the teacher uses student performance data to inform instructional planning and delivery is needed. The

implemented for this Area of Focus.	benefits of data-driven instruction is that it allows for effective planning and remediation, and leads to an increase in student achievement. Monitoring lowest quartile student progress will take place via classroom walkthroughs, reviewing of lesson plans, and an increase in student achievement as evidenced by the second progress monitoring data.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Our school will focus on the evidence-based strategy of differentiation. Through the use of differentiated instruction in the classroom, teachers will be able to meet the needs of diverse learner groups such as English Language Learners (ELL), Students with Disabilities (SWD), and students in the lowest quartile in order to provide a variety of ways to support a customized learning experience in each core class. If our school sustains the practice of differentiated instruction and provide meaningful interventions, teachers and students will be able to understand assessment criteria, monitor, and reflect on their work, thus promoting accountability for learning and addressing the needs of all students. These practices will promote high academic expectations for both teachers and students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

From 8/31/22-10/14/22, Testing Chairperson will retrieve and provide teachers with the 2022 Achievement Data during the Opening of Schools Meeting. The Testing Chairperson and Department Chairpersons will collaborate to gather appropriate instructional resources to implement differentiated instruction embedded within the instructional framework to meet the needs of all learners, including the diverse learning groups such as ELL, SWD, and students in the lowest quartile.

Person Responsible	Javier Nora (javiernora@dadeschools.net)

From 8/31/22-10/14/22, during the Department Meetings at the beginning of the school year, the Department Chairpersons will assist the teachers in retrieving and analyzing their student's data to create the differentiated instruction groups based on their weakest domain on the 2022 Achievement Data. Addressing the student's weakest domain through targeted differentiated instructional strategies will result in higher scores as reflected by the first iReady Diagnostic and the first FAST Progress Monitoring assessments.

Person Responsible	Javier Nora (javiernora@dadeschools.net)

From 8/31/22-10/14/22, after the first iReady Diagnostic and the first FAST Progress Monitoring assessments, the departments will meet to disaggregate the data, update differentiated instruction groups within each class period, and identify appropriate instructional material to use. By adjusting student groups based on data, teachers will be able to meet the needs of students at multiple levels as they show growth.

Person Responsible	Javier Nora (javiernora@dadeschools.net)

From 8/31/22-10/14/22, Administrators will meet with 6th-8th grade teachers individually to conduct data chats focusing on initial data findings and then again after the first iReady Diagnostic and the first FAST Progress Monitoring assessment results become available. These data chats will provide teachers with strategic plans to reorganize and meet the needs of the students.

Person Responsible	Javier Nora (javiernora@dadeschools.net)

From 10/31/22 - 12/16/22, department meetings will use relevant data to create goals and decision making for students by tiers. These meetings will provide and assist teachers in identifying students that need interventions before or after school in order to meet the needs of all students.

Person Responsible   Javier Nora (javiernora@dadeschools.net)

From 10/31/22 - 12/16/22, Administrators will conduct walkthroughs and provide feedback to teachers in order to provide support and share a variety of options for how students can learn and demonstrate their knowledge using differentiated instruction when not evident.

Person Responsible   Javier Nora (javiernora@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	According to the FSA ELA data from 2021-2022, the proficiency data decreased from 55 percent to 51 percent which is a four-percentage point decrease. According to the FSA ELA data from 2021-2022, the learning gains of the lowest quartile data decreased from 54 percent to 41 percent which is a 13-percentage point decrease. According to the FSA Math data from 2021-2022, the proficiency data increased from 47 percent to 52 percent which is a five-percentage point increase. According to the FSA Math data from 2021-2022, the learning gains increased from 33 percent to 62 percent which is a 29-percentage point increase. According to the FSA Math data from 2021-2022, the learning gains of the lowest quartile data increased from 40 percent to 58 percent which is an 18-percentage point increase.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of student engagement, there will be an increase from 51 percent to 56 percent in ELA proficiency and from 52 percent to 57 percent in Math proficiency by the 2023 FAST Assessment PM 3.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	iReady diagnostic data and district topic assessments will be used to measure the effectiveness of student engagement within the classroom. The administration will hold data chats with the teachers on quarterly basis to assess the progress of the students. The department chairpersons will ensure lessons include real life hands-on and inquiry-based learning, use of technology, and interdisciplinary connections. Administrators will conduct classroom walkthroughs to ensure students are actively engaged in lessons.
Person responsible for monitoring outcome:	Javier Nora (javiernora@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Student engagement is the evidence based strategy or technique for effective teaching that involves providing all students with real life hands-on inquiry-based learning. In order to promote student engagement, teachers will use an instructional framework that is conducive to allow student use of technology, interdisciplinary connections, and collaboration.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

By engaging students, teachers will be able to meet the needs of diverse learner groups such as English Language Learners (ELL), Students with Disabilities (SWD), and students in the lowest quartile. If our school sustains the practice of student engagement by providing real life hands-on learning inquiry-based learning that incorporates technology, then our students will be more invested in their learning experience thus improving student motivation, morale, attendance, and academic achievement data.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

From 8/31/22-10/14/22, during department meetings, the team will engage in conversations and plan for "how" instruction will be developed aligned to strategies and/or best practices acquired or discussed to engage students.

Person Responsible Javier Nora (javiernora@dadeschools.net)

From 8/31/22-10/14/22, during department meetings, chairpersons and teachers will identify and prepare supplemental resources to be used for lesson engagement. (Ex. math manipulatives, Gizmo, online programs, essential labs, etc.).

Person Responsible Javier Nora (javiernora@dadeschools.net)

From 8/31/22-10/14/22, department chairpersons will conduct classroom walk-throughs to ensure that the instructional strategies ("how") are applied.

Person Responsible Javier Nora (javiernora@dadeschools.net)

From 8/31/22-10/14/22, Administrators will conduct classroom walk-throughs to ensure that the instructional strategies result in an increase in student engagement.

Person Responsible Javier Nora (javiernora@dadeschools.net)

From 10/31/22 -12/16/22, Administrators will conduct classroom walk-throughs to ensure that participation is taking place and that students are following rules to assure academic involvement and student engagement.

Person Responsible Javier Nora (javiernora@dadeschools.net)

From 10/31/22 -12/16/22, teachers will continue to be observed and encouraged to create connections that are meaningful and relevant to students in order to increase student engagement.

Person Responsible Javier Nora (javiernora@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	According to the Climate Survey data from 2021-2022, the student feedback data decreased from 40 percent to 32 which is an eight-percentage point decrease.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of Social Emotional Learning in the area of feedback, student feedback will increase from 32 percent to 45 percent by the 2023 School Climate Survey.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	In order to build positive social emotional connections with students and create an environment where all stakeholders feel a sense of belonging, support, and respect we will continue to implement Restorative Justice through our daily check-ins, conferences with our guidance counselor, and problem solving strategies. These Restorative Justice Practices will promote the strategies and methods needed to satisfy students' and staff social emotional needs.
Person responsible for monitoring outcome:	Javier Nora (javiernora@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The evidence based strategy of Social-emotional learning (SEL) using Restorative Justice Practice (RJP) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. RJP develops strong social-emotional skills to help better cope with challenges to benefit students in academic and social settings.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Restorative Justice empowers students to resolve conflicts on their own and in small groups. RJP brings stakeholders together in peer-mediated small groups to talk, ask questions, and air their grievances thus creating both collaboration and community.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

From 8/31/22-10/14/22, School Counselor will begin to meet with teachers to introduce the latest Social Emotional Learning Principles, provide clarification about specific topics in the curriculum, as well as any school-site concerns regarding implementation.

Person Responsible   Natazha Cumberbatch (ncumberbatch@dadeschools.net)

From 8/31/22-10/14/22, School Counselor will assist teachers on a weekly basis in implementing Social Emotional strategies in their classrooms as outlined in the pacing guide in order to promote a Growth Mindset.

Person Responsible   Natazha Cumberbatch (ncumberbatch@dadeschools.net)

From 8/31/22-10/14/22, during monthly faculty meetings, teachers will be trained on Restorative Justice Practices (RJP) through videos, research articles, and actively engaging in RJP circles. First RJP circle will be held on opening of schools meeting on 8/12/22.

Person Responsible   Natazha Cumberbatch (ncumberbatch@dadeschools.net)

From 8/31/22-10/14/22, the counselor will conduct grade-level rotations to implement RJP, coping and social skills in the classroom to foster students' social emotional growth. Rotations will begin on 8/17/22.

Person Responsible   Natazha Cumberbatch (ncumberbatch@dadeschools.net)

From 10/31/22 - 12/16/22, In order to promote a growth mindset and positive school climate, during monthly faculty meetings, teachers will continue to be trained on Restorative Justice Practices (RJP) through video, research article, and actively engaging in RJP circles.

Person Responsible   Natazha Cumberbatch (ncumberbatch@dadeschools.net)

From 10/31/22 - 12/16/22, School Counselor will continue to assist teachers on a weekly basis in furthering RJP and Social Emotional strategies in their classrooms via class visits as outlined in the pacing guide in order to promote a Growth Mindset.

Person Responsible   Natazha Cumberbatch (ncumberbatch@dadeschools.net)

#4. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on qualitative data from the 2021-2022 School Climate survey, the SIP survey, and review of the Core Leadership Competencies, we want to specifically improve the Specific Teacher Feedback/Walkthroughs. 47% of the teachers feel they are provided feedback on planning, therefore we want to develop teacher buy-in by including them in school-wide initiatives and ensuring they are informed via team, faculty, and department meetings so that they have a stake-hold in the school community.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	If we successfully implement specific teacher feedback/walkthroughs, our teachers will be provided the opportunity to contribute to school-wide decisions through faculty meetings, and monthly team and department meetings. This will occur through teachers actively engaging in sharing best practices, strategies, techniques, and ideas in meetings. There will be an increase of 10 percentage points of teachers feeling they are provided feedback on planning during the 2022-2023 school year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The Leadership Team will ensure bi-weekly department and team meetings are occurring in which actively engaged discussions are taking place. We hope to create an environment where everyone feels involved so buy-in takes place with all teachers involved. This initiative will be evident by teachers sharing best practices, strategies, techniques, and ideas in meetings.
Person responsible for monitoring outcome:	Javier Nora (javiernora@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Within the Targeted Element of specific teacher feedback, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision making process, we hope to increase teacher buy-in as evidenced by school climate survey.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Involving staff and inviting feedback will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and the ability to problem solve. Throughout this process the Leadership Team will create buy-in and bring creative and innovative solutions to the forefront. Positive collaboration and feedback will occur as evidenced by walkthroughs and surveys completed by staff.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

From 8/31/22-10/14/22, during monthly faculty meetings beginning with opening of schools meet on 8/12/22, teachers will train their colleagues on Restorative Justice Practices (RJP) through videos, research articles, and actively engaging in RJP circles.

Person Responsible	Javier Nora (javiernora@dadeschools.net)

From 8/31/22-10/14/22, grade level team leaders will meet on a monthly basis to share ideas, plan, and organize events for the students in their grade level. First meeting will take place on 8/16/22 and occur monthly. Implementation will show the framework for effective school culture being actively promoted as evidenced by walkthroughs, increased students participation in clubs/sports, and decreased SCAM. incidents.

Person Responsible	Javier Nora (javiernora@dadeschools.net)

From 8/31/22-10/14/22, Department Chairs will meet with teachers in their department beginning on 8/17/22 to allow their department to collaborate and share best practices to increase student engagement.

Person Responsible	Javier Nora (javiernora@dadeschools.net)

From 8/31/22-10/14/22, Department Chairs will conduct collaborative planning sessions based on 2022-2023 FAST Assessments results with their respective departments to assist teachers by allowing them to share best practices to support proficiency. Initial meetings will begin after the first testing window closes on 9/30/22.

Person Responsible	Javier Nora (javiernora@dadeschools.net)

From 10/31/22 - 12/16/22, Within the Targeted Element of specific teacher feedback/walkthroughs, grade level team leaders will continue to meet on a monthly basis to share new ideas, plan and organize events for the students in order to increase student involvement and participation in school events.

Person Responsible	Javier Nora (javiernora@dadeschools.net)

From 10/31/22 - 12/16/22, Meaningful discussions will be held during monthly faculty meetings in order to create stimulating, productive faculty meetings that make a difference for our teachers, students, and school.

Person Responsible	Javier Nora (javiernora@dadeschools.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Our school will continue to build a positive social emotional connection with students. We strive to create an environment where all stakeholders feel a sense of belonging, support, and respect. Riviera Middle will continue to offer a variety of clubs and activities in order to provide a holistic educational experience. Team building activities and restorative justice practices circles will occur during faculty meetings. Employees of the month will be identified and presented with the "Leading the Charge" Ram. Student incentives are being provided for iReady data gains, attendance, and values matter character modeling. Students of the month will be selected, presented, and rewarded during faculty meetings.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Leadership Team meetings will occur monthly to discuss pertinent information and upcoming events. Team leaders will meet monthly to plan and organize activities to promote a positive and engaging school environment. The counselor will conduct grade-level rotations to implement RJP in the classroom to foster students' social emotional growth.