Riviera Middle School

2014-15 School Improvement Plan

Riviera Middle School

10301 SW 48TH ST, Miami, FL 33165

http://riviera.dadeschools.net

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Middle	Yes	84%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	94%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	B

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We envision that Riviera Middle School will be a safe and secure place in which our students will learn and be prepared for success in the 21st century. The Riviera Middle faculty, staff, parents, and community will work collaboratively to cultivate a positive and productive learning environment for all learners. The educational process will be designed to address individual student differences while focusing on the belief that all students are able learners. Student achievement will be assessed continually in order to monitor progress. Riviera Middle
School students will be encouraged to be responsible, respectful, self-disciplined, and productive members of society. Riviera Middle School, in collaboration with all its stakeholders, is committed to the use of technology as a springboard into the future. We are committed to the integration of technology with the core curriculum. The use of current and future technologies will enable our students to achieve their maximum intellectual capability and to become independent, contributing, responsible members of our society.

Provide the school's vision statement

The mission of Riviera Middle School is to develop students who will become independent, life-long learners with aspirations of achieving post-secondary educational goals. To this end, the school provides the students and the community it serves with excellent educational programs that integrate reading, mathematics, science, and technology. All aspects of the school's organization are student centered and designed to accommodate individual learning styles in order to promote student achievement. The mission of Riviera Middle School is to develop each child's academic, technological, social, physical, and emotional potential in a wholesome, supportive and environment. The values believed to be essential in accomplishing this mission are: respect, discipline, responsibility, honesty, and pursuit of excellence.

School Environment

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

Our school climate survey and home language survey will help to provide a snapshot of our students' cultural needs. Teachers will use weekly newsletters in order to maintain constant contact and bridge the gap between home and school. Our Positive Behavior System (PBS) newsletter will also provide parents with helpful hints on successfully supporting their children. The continued support between faculty and parents will ensure positive relationships.
Our monthly parental involvement events will build positive relationships, communicate the school's mission and values, and keep parents informed of their child's progress. These events include, but are not limited to: Open House, Conference Night, Math/Science Night, Literacy Night, Florida State Assessment (FSA)/End of Course Exam (EOC) Information, Black History Celebration, Movie Nights, Talent Show & Celebrate the Arts Night.

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

We have clear systems implemented for arrival and dismissal with adult supervision at all times. Safety procedures are in place for all circumstances ie: code red, fire, severe weather. Having a staff and leadership team that is visible and available allows for students and parents to feel valued,

appreciated, and respected. This will help to foster an environment where students will participate and contribute to the learning environment. Cafeteria systems are in place and staff members have assigned duties to ensure safety for all students. Staff members use of radios for continuous communication. Students use hall passes and a buddy system when leaving the classroom. Teachers utilize a warning system on classroom doors in order to alert for safety or threat.Highly organized school-wide processes for lunches, student movement, hall passes, and supervision ensure a strong adult presence during unstructured times of the day

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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

Part of the preparation for college and career is to learn appropriate social and behavioral skills. 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 heir peers.The discipline plan is designed to reduce an over reliance on disciplinary referrals and out of school suspension methods to manage student behavior. A positive and proactive discipline plan starts with well-defined and communicated processes, routines and rules. Riviera Middle School uses Positive Behavior Support Systems and Guidance Counselors as a foundation for classroom and school wide behavior systems.

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

Riviera Middle ensures the social emotional needs of all students are being met through the following:
Leadership Team Meetings and Department meeting which meet weekly to discuss students with barriers in order to identify students which have academic and emotional needs. Counselors are then assigned to students identified with concerns. Parents are also contacted when necessary.

Early Warning Systems

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

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

The dominant early warning indicators at Riviera Middle are attendance below 90 percent, one or more
suspensions, and receiving a score of a Level 1 on statewide, standardized assessments in English Language Arts or mathematics. Attendance below 90 percent is an early warning indicator because the issue exists in all grade levels. Receiving one or more suspensions is also an early warning indicator because students miss quality instruction when they are not in class. Scoring a Level 1 on a statewide, standardized assessment in English Language Arts or Mathematics is another early warning indicator because those students are working below grade level in one or more of the core

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

The LLT Teams review early warning system data regularly. Each team has a member responsible for helping bring the ideas discussed and to help identify students in need of both academic and behavioral supports. Teams design common protocols and procedures such as classroom rules and expectations, and then review the EWS data to identify students for supports.. If students do not have a positive response to these interventions. Guidance Counselors are also invited and can complete a referral form that will go to the MTSS and be added to the Tier 3 meeting agenda. That team engages in individual problem solving by comparing the student's performance to their peers on the same team,to identify gaps in learning and intervene as is appropriate.
Strategies include:
Differentiate work through various online applications (Achieve 3000,IReady)
Social Services referral
Mentoring/conferencing
Parent involvement

Family and Community Involvement

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

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

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

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

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

Description

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

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

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

Effective Leadership

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

School Leadership Team

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

Name	Title
Whyte, Winston	Principal
Rodriguez, Madelyn	Assistant Principal
Borges, Ana	Teacher, K-12
Yanes, Sonia	Instructional Coach
Edwards, Juliet	Teacher, K-12
Cadet, Lisa	Teacher, ESE
Medina, Edilma	Teacher, K-12
Connolly, Karen	Guidance Counselor
Acosta, Eduardo	Teacher, K-12
Zwolinski, Debbie	Teacher, K-12
Domena, Andrew	Instructional Technology

Duties

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

Principal: Dr. Winston Whyte
Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Assistant Principal : Madelyn Rodriguez
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: Ana Borges, Reading: Sonia Yanes, Mathematics: Juliet Edwards, Science: Ms. Zwolinski, Social Studies: Mr. Acosta, and Gifted, Edilma

Medina.

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

Exceptional Student Education (ESE) Teachers: Ms. Cadet

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

Team Leaders: 6th Grade Mr. Birkett and Ms.De Sosa, 7th Grade , Ms. Lazo, Ms. White 8th Grade Ms. Saumell and Mr. Ramsey

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.

Technology Specialist: Mr. Andrew Domena

Develops or 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: Norma Rodriguez, and Karen Connolly

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

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

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

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

The student services department at Riviera Middle School identifies and works closely with "at risk" students in order to ensure that all students get promoted. Services are coordinated with district Drop-out Prevention programs. Riviera Middle School uses Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students and tutorial programs for ELL students at Riviera Middle.

The services will be provided should funds become available for the 2013-2014 school year and should the FLDOE approve the application(s). Riviera Middle School is currently implementing the TRUST (To Reach Ultimate Success Together) Program which is a comprehensive assistance program designed to provide services to students who are experiencing problems with substance abuse, stress, suicide, isolation, family violence and other self-destructive behaviors or crisis. We also have the Drug-Free Youth in Town (D-FY-IT)Program-partnership with the D-FY-IT, Inc..in providing drug information, developing leadership skills, organizing community service opportunities, facilitating club meetings, and coordinating special activities for students and parents.

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

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

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

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

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

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

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

School Advisory Council (SAC)

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

Name	Stakeholder Group
Dr. Winston Whyte	Principal
Ileana De Sosa-Lopez	Teacher
Barbara Chennault	Teacher
Esther Hoffman	Teacher
Daniella Lopez	Student
Gabriella Lopez	Student
Amarilis Zamora	Teacher
Dean Coppolo	Teacher
Madelyn Barrera	Education Support Employee
Mario Lopez	Parent
Katrina Williams	Teacher
Eddy Baria	Business/Community
Jose Cruz	Business/Community
Madelyn Rodriguez	Teacher

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

In the spring, the projected school budget for the 2014-2015 school year was shared with the SAC and input was collected. During the September 2014 meeting, updated budget information will be shared and the SAC will determine allocations for professional development for teachers as well as expenditures for instructional materials.

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

SAC has provided funding to support the incentives at Riviera Middle School.. As a result of
SAC assistance with the funding of important school related activities, progress towards school, state, and
federal school achievement goals has been very positive in the previous years. The SAC will assist
Riviera Middle School with any needs that the SAC can afford to fund. At the September 2014

meeting, the SAC will review the school improvement funds. Allocations will be determined for each SIP goal, which include professional development for teachers, and instructional materials

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

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

Duties

Describe how the LLT promotes literacy within the school

The Riviera Middle Literacy Leadership Team will support the school and its teachers in the implementation of the state and school wide implementation of literacy/ instructional strategies.The major initiative of the Literacy Leadership Team will be to improve school-wide literacy to enhance student achievement. The school-based Literacy Leadership Team (LLT) will introduce and support the use of a variety of assessment strategies, as well as analyze data for instructional decision making. Reading Leadership Teams will be encouraged and supported in developing Lesson Studies to focus on developing and implementing instructional routines that use complex text and incorporate text dependent questions.
LLT will Team will determine how we will implement instructional literacy, study and organizational strategies that will prepared students for college and career.
Support for text complexity - Comprehension Instruction Sequence
Support for instructional skills to improve reading comprehension
o Ensuring that text complexity, along with close reading and rereading of texts, is central to lessons
o Providing scaffolding that does not preempt or replace text reading by students
o Developing and asking text dependent questions from a range of question types
o Emphasizing students supporting their answers based upon evidence from the text
o Providing extensive research and writing opportunities (claims and evidence)
Support for implementation of Common Core State Standards for Literacy in Social Studies, Science,and Technical Subjects (a focus on text, task, and instruction).

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

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

A variety of strategies are used to encourage positive working relationships between teachers at Riviera Middle. Grade levels conduct weekly PLC's to focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the PLC's. We also hold data meetings in order to disaggregated data and continue the collaboration process. Staff meetings are held monthly, and professional development activities are held on early release days.In addition, grade level teams focus on a specific, instructional strategy during team meetings.. They work together to practice and refine this instructional strategy. Riviera Middle supports new teachers through the Mentor/ Mentee program. Mentees receive support from a veteran teacher through this program.
New teachers meet regularly to learn about our school and ask questions as necessary

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

1. Regular meetings of new teachers with Principal
2. Partnering new teachers with veteran staff and successful beginning teachers-Assistant Principal
3. College campus job fairs and recruiting at universities-Guidance Counselors
4.Soliciting referrals from current employees- Principal
5. Assigning mentor teachers to teachers with 3 years or less of teaching experience(Professional Growth Teams)-.Assistant Principal
6 Offer leadership positions such as Department Heads and Team Leaders to highly qualified teachers.-Principal
7. Offer available teaching supplements and other stipends to highly qualified teachers.Principal

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

Collaboration sessions before and after school as needed-Department Heads and Team leaders.
MINT Program-New teachers
Professional Development offered at school site by Department Heads on early release days.
Partnering new teacher with veteran staff and successful beginning teacher

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Riviera Middle ensures its core instructional programs and materials are aligned to Florida's Standards
during weekly PLC/common planning times. During these meetings the leadership team representative and grade level team begin with specific standards to develop a cohesive, rigorous unit of study.The units include an overall learning goal with specific learning targets from the deconstructed Florida Standard(s). In addition, instructional teams use the FSA test Item Specification and district-based EOC outlines to determine the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study. District Pacing Guides and Curriculum is also used to align instruction.
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Instructional Strategies

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

Riviera Middle uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the month of school, all students are given baseline assessments in Reading, Math, Writing, Science, and Civics. The data provided from these assessments will be used to

differentiate instruction based on specific needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students achievement relative to the standards-based learning goal. Small reading and math groups will address students' needs based on grade level expectations. Students who are performing below grade level proficiency will receive intervention specific to their needs during MTSS. These students will be progress monitored on a bi-weekly basis, and groups will be fluid based on student needs. The leadership team and grade levels will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on student data. For example, if students display proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive advanced instruction in small groups.

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: Extended School Day

Minutes added to school year: 21,600

At Riviera Middle School, we provide after-school. The After School tutorial program is offered daily from 4:00-6:30 p.m. The program encompasses benchmarks into instructional lesson plans as well as utilizing school-wide computerized assistance instructional (CAI) programs such as Reading Plus and I Ready to deliver instruction to students.

Strategy Rationale

Students who are below grade level in reading and math require additional time to catch up in addition to moving forward with on grade level instruction

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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

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

Data will be collected and analyzed by the after school facilitators. We will be using the I-Ready program which consists of a pretest, online and pencil/paper instructional materials and post tests.

Strategy: After School Program

Minutes added to school year: 15,000

After School Suspension - alternative to out of school suspension

Strategy Rationale

When students are suspended out of school they not only lose instructional time, they become socially isolated from the school community. This l program, is a voluntary program in which the teachers monitor the program. The program allows the students to receive a consequence for anti-social behavior while continuing to be engaged in core academics as well as included in the norms of the school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Rodriguez, Norma, rodriguezn@dadeschools.net

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

EWS data for students assigned to the After School Suspension Program

Strategy: Weekend Program

Minutes added to school year: 1,800

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

Strategy Rationale

Students require additional time for remediation in the core classes.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Yanes, Sonia , kinker@dadeschools.net

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

At Riviera Middle our teachers will hold an orientation for incoming student and their parents prior to the
beginning of the school year. Incoming middle school students and parents do a walk through around the school with the student. Teachers provide information on : homework, academics, attendance, and end of
the year expectations.

College and Career Readiness

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

At Riviera Middle School, we promote Career Pathways and Programs of Study, students will become academy
program completer and have a better understanding and appreciation of the postsecondary opportunities available and will have a plan on how to acquire the skills necessary to take advantage of those opportunities. Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to complete 2 and 4 year postsecondary degrees. Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. In addition, Guidance Counselor will go into 8th grade h classes in October to promote high school programs which are geared towards career paths. In addition Guidance Counselor will go over each student high school request forms with them prior to high school guidance visiting Riviera Middle Lighthouse Guidance. 6th and 7th grade counselors students will use Choices (website planning tool for career paths)

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

The iPrep Math Program being implemented at Riviera Middle School focuses on technology-based instruction
is student-centered with teachers as facilitators. In addition, school-wide there is a shift from traditional teaching methods to more technology-based learning as multi- media, computers, and web-based programs are utilized for teaching and learning.

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

NA

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

School Improvement Goals

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

Problem Solving Key

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

 1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

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

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

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

Strategic Goals Detail

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

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

🔍 G049317

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	57.0
AMO Reading - Hispanic	67.0
AMO Reading - White	80.0
AMO Reading - All Students	68.0
AMO Reading - ELL	54.0
AMO Reading - SWD	55.0
AMO Reading - ED	66.0
AMO Math - All Students	64.0
AMO Math - Hispanic	63.0
AMO Math - White	68.0
AMO Math - SWD	56.0
AMO Math - ED	63.0
FCAT 2.0 Science Proficiency	46.0
ELA/Reading Gains	69.0
Math Gains	69.0
ELA/Reading Lowest 25% Gains	69.0
Math Lowest 25% Gains	67.0

Resources Available to Support the Goal 2

- Technology
- Reading Coach
- Curriculum Support Specialist
- Department Heads
- Core Materials
- Pacing Guides
- Tutoring
- UM/RAMP UP
- Check and Connect
- ELL Tutoring
- After School Enrichment Program
- STIR and MIX Magnet Programs
- Assertive Discipline Plan

Targeted Barriers to Achieving the Goal 3

- Llack of rigor and higher order thinking questioning strategies during the delivery of whole group instruction

Plan to Monitor Progress Toward G1. `8`

Interim Data and Classroom Assessment will be monitored

Person Responsible

Winston Whyte

Schedule

Monthly, from 10/3/2014 to 6/5/2015

Evidence of Completion

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

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

Targets Supported 1b

G049348

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

Resources Available to Support the Goal 2

- Teachers
- administrators
- Guidance Counselors
- Code of Student Conduct
- Discipline Procedures
- Attendance Bulletin
- Attendance Incentives
- Behavior Referrals
- Parent Contact and Conferences
- report cards
- Course Recovery Teachers/Progress Monitoring for students who have failed a course or are in jeopardy of failing a course

Targeted Barriers to Achieving the Goal 3

- Students who do not report to school regularly and are academically affected
- Students who failed two or more courses
- Students who fail to follow the discipline plan and the Code of Student and are suspended

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Madelyn Rodriguez

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

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

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

🔑 G049645

Targets Supported `1b`

Indicator	Annual Target
	5.0

Resources Available to Support the Goal `2`

- Elective Chairperson
- Science Chairperson
- Dream in Green
- Master Tools
- Laboratory Activities by grade level
- Science Teachers
- Gizmo
- SECME

Targeted Barriers to Achieving the Goal `3`

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

Plan to Monitor Progress Toward G3. `8`

Student projects and competitions, agendas

Person Responsible
Madelyn Rodriguez

Schedule
Quarterly, from 10/6/2014 to 6/5/2015

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

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

🔑 G049647

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

Targeted Barriers to Achieving the Goal `3`

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

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

🔑 G049317

G1.B1 Llack of rigor and higher order thinking questioning strategies during the delivery of whole group instruction 2

🔑 B123253

G1.B1.S1 Effective Planning and Instructional Delivery 4

🔑 S135185

Strategy Rationale

Plan for and deliver instruction that is based on standards and/or specific benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weaknesses to identify clear and accessible future instructional paths.

Action Step 1 5

Provide all Department Heads and administrators with professional development on effective planning components focusing on framework, opening routines, whole group and small group instruction.

Person Responsible

Schedule

On 10/2/2014

Evidence of Completion

Sign In Sheets, agenda, PD deliverable, framework

Action Step 2 `5`

Utilize Department Head meetings to provide all teachers with professional development on effective planning components focusing on framewrok, opening routines, whole group and small group instruction.

Person Responsible

Sonia Yanes

Schedule

On 10/8/2014

Evidence of Completion

Sign In Sheets, agenda, PD deliverable, framework

Action Step 3 `5`

Administrators will introduce an effective planning framework during a faculty meeting. Monitor the implementation of an instructional framework and effective planning evident in the planning and the delivery of instruction.

Person Responsible

Winston Whyte

Schedule

Weekly, from 10/7/2014 to 10/31/2014

Evidence of Completion

Walkthroughs, logs/documentation, faulty meeting agenda, sign in sheets, lesson plans.

Action Step 4 `5`

Provide additional support to those teachers identified by administrators based on walk-through observations.

Person Responsible

Winston Whyte

Schedule

On 11/14/2014

Evidence of Completion

Support Documentation

Action Step 5 5

Administrators will monitor and provide positive reinforcement to affirm the successes demonstrated by those teachers exhibiting effective planning strategies and techniques.

Person Responsible

Winston Whyte

Schedule

Biweekly, from 11/25/2014 to 11/25/2014

Evidence of Completion

Walkthroughs, logs/documentation, faculty meeting agenda, sign in sheets, lesson plans

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

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

Person Responsible

Winston Whyte

Schedule

Biweekly, from 10/2/2014 to 11/26/2014

Evidence of Completion

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

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

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

Person Responsible

Winston Whyte

Schedule

On 6/5/2015

Evidence of Completion

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

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

🔑 G049348

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

🔑 B124689

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

🔑 S136654

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Madelyn Rodriguez

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Attendance Bulletins

Action Step 2 [5]

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

Person Responsible

Winston Whyte

Schedule

Quarterly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Attendance Bulletins

Action Step 3 `5`

Individual students who have improved attendance will be rewarded

Person Responsible

Karen Connolly

Schedule

Quarterly, from 10/7/2014 to 6/5/2015

Evidence of Completion

Attendance Bulletins

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

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

Person Responsible

Madelyn Rodriguez

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Attendance bulletins

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Attendance bulletins

Person Responsible

Karen Connolly

Schedule

Monthly, from 10/6/2014 to 11/26/2014

Evidence of Completion

Improved student attendance on attendance reports.

G2.B2 Students who failed two or more courses 2

B124727

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

S136694

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Madelyn Rodriguez

Schedule

Monthly, from 10/6/2014 to 11/26/2014

Evidence of Completion

Reduced percentages in student failing a course.

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

MTSS/RtI will monitor students in danger of failing classes

Person Responsible

Madelyn Rodriguez

Schedule

Monthly, from 10/6/2014 to 11/26/2014

Evidence of Completion

Reduce percentages of students in danger of failing a class.

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

Monitor the number of students in danger of failing a class

Person Responsible

Madelyn Rodriguez

Schedule

Monthly, from 10/13/2014 to 11/26/2014

Evidence of Completion

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

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

B124731

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

S136698

Strategy Rationale

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

Action Step 1 `5`

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

Person Responsible

Norma Rodriguez

Schedule

On 10/13/2014

Evidence of Completion

Signed acknowledgements from students

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

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

Person Responsible

Norma Rodriguez

Schedule

Monthly, from 10/6/2014 to 11/26/2014

Evidence of Completion

Number of Referrals and Suspensions

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

Monitor student referrals

Person Responsible

Norma Rodriguez

Schedule

Monthly, from 10/13/2014 to 11/26/2014

Evidence of Completion

Number of Student Referrals and Suspensions

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

🔑 G049645

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

🔑 B124304

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

🔑 S136224

Strategy Rationale

STEM related activites increases student achievement.

Action Step 1 5

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

Person Responsible

Debbie Zwolinski

Schedule

Biweekly, from 10/2/2014 to 6/5/2015

Evidence of Completion

Student work and site generated assessments.

Action Step 2 5

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

Person Responsible

Debbie Zwolinski

Schedule

Quarterly, from 10/7/2014 to 6/5/2015

Evidence of Completion

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

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

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

Person Responsible

Madelyn Rodriguez

Schedule

Quarterly, from 10/2/2014 to 6/5/2015

Evidence of Completion

Participation rosters for competitions and activities dealing with STEM

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

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

Person Responsible

Madelyn Rodriguez

Schedule

Quarterly, from 10/6/2014 to 6/5/2015

Evidence of Completion

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

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

🔑 B124305

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

🔑 S136243

Strategy Rationale

Action Step 1 5

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

Person Responsible

Debbie Zwolinski

Schedule

Monthly, from 10/2/2014 to 11/26/2014

Evidence of Completion

Science Projects, STEM Competitions

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

Student Projects

Person Responsible

Debbie Zwolinski

Schedule

Monthly, from 10/2/2014 to 11/26/2014

Evidence of Completion

Students Work

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

Student Participation in STEM related activities

Person Responsible

Debbie Zwolinski

Schedule

Monthly, from 10/2/2014 to 6/5/2015

Evidence of Completion

Projects

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide all Department Heads and administrators with professional development on effective planning components focusing on framework, opening routines, whole group and small group instruction.		10/2/2014	Sign In Sheets, agenda, PD deliverable, framework	10/2/2014 one-time
G3.B1.S1.A1	Establish a STEM team that will plan promote and support other students in the development of student projects in order to increase the participation in STEM competitions (i.e., Dream in Green and Fairchild Challenge)	Zwolinski, Debbie	10/2/2014	Student work and site generated assessments.	6/5/2015 biweekly
G3.B2.S1.A1	Establish a plan and timeline for the development of student projects and increase the participation in STEM competitions.	Zwolinski, Debbie	10/2/2014	Science Projects, STEM Competitions	11/26/2014 monthly
G2.B1.S1.A1	Student Service and the Attendance Review committee will collaborate to monitor students and identify students who are missing instructional time.	Rodriguez, Madelyn	10/6/2014	Attendance Bulletins	6/5/2015 weekly
G2.B3.S1.A1	Conduct grade level orientations and receive sign acknowledgment from students and parents	Rodriguez, Norma	10/13/2014	Signed acknowledgements from students	10/13/2014 one-time
G2.B2.S1.A1	MTSS team will ensure that students who are in danger of failing a course will be given intervention and support.	Rodriguez, Madelyn	10/6/2014	Reduced percentages in student failing a course.	11/26/2014 monthly
G1.B1.S1.A2	Utilize Department Head meetings to provide all teachers with professional development on effective planning components focusing on framewrok, opening routines, whole group and small group instruction.	Yanes, Sonia	10/8/2014	Sign In Sheets, agenda, PD deliverable, framework	10/8/2014 one-time
G2.B1.S1.A2	The Student Services Team will meet with individual Students that consecutively miss school and address how this impacts their school performance.	Whyte, Winston	10/6/2014	Attendance Bulletins	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A2	Students will learn how to organize and follow the timeline for completion of their Science Fair Project	Zwolinski, Debbie	10/7/2014	Formative Assessments-Florida Comprehensive Science and Glencoe Physical Science with Earth Science Quizzes/Tests and Interim Assessments, Science Fair Project completion.	6/5/2015 quarterly
G1.B1.S1.A3	Administrators will introduce an effective planning framework during a faculty meeting. Monitor the implementation of an instructional framework and effective planning evident in the planning and the delivery of instruction.	Whyte, Winston	10/7/2014	Walkthroughs, logs/documentation, faulty meeting agenda, sign in sheets, lesson plans.	10/31/2014 weekly
G2.B1.S1.A3	Individual students who have improved attendance will be rewarded	Connolly, Karen	10/7/2014	Attendance Bulletins	6/5/2015 quarterly
G1.B1.S1.A4	Provide additional support to those teachers identified by administrators based on walk-through observations.	Whyte, Winston	11/14/2014	Support Documentation	11/14/2014 one-time
G1.B1.S1.A5	Administrators will monitor and provide positive reinforcement to affirm the successes demonstrated by those teachers exhibiting effective planning strategies and techniques.	Whyte, Winston	11/25/2014	Walkthroughs, logs/documentation, faculty meeting agenda, sign in sheets, lesson plans	11/25/2014 biweekly
G1.MA1	Interim Data and Classroom Assessment will be monitored	Whyte, Winston	10/3/2014	Data disaggregation, Interim assessments, Florida Standards Assessments, EOC and FCAT 2.0 Science	6/5/2015 monthly
G1.B1.S1.MA1	Grade level and/or department meetings will be conducted to obtain teacher feedback on effectiveness of strategy	Whyte, Winston	11/26/2014	Walkthroughts, Lesson Plans, student, work, data chats, and teacher-made assessments	6/5/2015 one-time
G1.B1.S1.MA1	Walkthroughs,sign in sheets, lesson plans, agenda, framework, support documentation	Whyte, Winston	10/2/2014	Walkthroughs,sign in sheets, lesson plans, agenda, framework, support documentation	11/26/2014 biweekly
G2.MA1	Assessment data reports and attendance bulletins will be reviewed and instruction and strategies will be adjusted as needed.Monitor students' progress through informal and formal assessment	Rodriguez, Madelyn	10/6/2014	Improved performance on student achievement, 2014 FCAT 2.0 Science,Florida Standards Assessments, EOCs, a decreased percentage of students missing available instructional time, and a decrease of student referrals and suspensions.	6/5/2015 monthly
G2.B1.S1.MA1	Attendance bulletins	Connolly, Karen	10/6/2014	Improved student attendance on attendance reports.	11/26/2014 monthly
G2.B1.S1.MA1	Students will develop a deeper understanding of the importance of being present and will recognize that academic development is correlated to daily attendance.	Rodriguez, Madelyn	10/6/2014	Attendance bulletins	6/5/2015 monthly
G2.B2.S1.MA1	Monitor the number of students in danger of failing a class	Rodriguez, Madelyn	10/13/2014	Reduce the percentages of students in danger of failing a class.	11/26/2014 monthly
G2.B2.S1.MA1	MTSS/RtI will monitor students in danger of failing classes	Rodriguez, Madelyn	10/6/2014	Reduce percentages of students in danger of failing a class.	11/26/2014 monthly
G2.B3.S1.MA1	Monitor student referrals	Rodriguez, Norma	10/13/2014	Number of Student Referrals and Suspensions	11/26/2014 monthly
G2.B3.S1.MA1	Review of Suspensions and Referrals with Counselors- ensure progress is being made and adjust strategy as needed	Rodriguez, Norma	10/6/2014	Number of Referrals and Suspensions	11/26/2014 monthly
G3.MA1	Student projects and competitions, agendas	Rodriguez, Madelyn	10/6/2014	Student projects, and formal and summative assessments, participation projects for completions and completed Science FAIR projects.	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Students participating in STEM activities and competitions as presented by their teachers.	Rodriguez, Madelyn	10/6/2014	Participation rosters for competitions and completed Science Fair Projects going to the District Science Fair competitions.	6/5/2015 quarterly
G3.B1.S1.MA1	Teachers will look for increased participation in school site STEM competions that serve as a selection process for the district and state STEM completions.	Rodriguez, Madelyn	10/2/2014	Participation rosters for competitions and activities dealing with STEM	6/5/2015 quarterly
G3.B2.S1.MA1	Student Participation in STEM related activities	Zwolinski, Debbie	10/2/2014	Projects	6/5/2015 monthly
G3.B2.S1.MA1	Student Projects	Zwolinski, Debbie	10/2/2014	Students Work	11/26/2014 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

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

G1.B1 Llack of rigor and higher order thinking questioning strategies during the delivery of whole group instruction

G1.B1.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

Provide all Department Heads and administrators with professional development on effective planning components focusing on framework, opening routines, whole group and small group instruction.

Facilitator

Ms. Coello (Literacy CSS), Mrs. Rodriguez (Math (CSS)

Participants

Department Heads and Administration

Schedule

On 10/2/2014

PD Opportunity 2

Utilize Department Head meetings to provide all teachers with professional development on effective planning components focusing on framewrok, opening routines, whole group and small group instruction.

Facilitator

Ms. Edwards, Mr. Acosta, Ms. Yanes, Ms. Borges, Ms. Cadet, Ms. Bhagwandin, Ms. Zwolinski, Ms. Hoffman, Ms. Salvado

Participants

All Teachers

Schedule

On 10/8/2014

PD Opportunity 3

Provide additional support to those teachers identified by administrators based on walk-through observations.

Facilitator

Ms. Edwards, Mr. Acosta, Ms. Yanes, Ms. Borges, Ms. Cadet, Ms. Bhagwandin, Ms. Zwolinski, Ms. Hoffman, Ms. Salvado

Participants

Teachers in need of additional support

Schedule

On 11/14/2014

Technical Assistance Items

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

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

G1.B1 Llack of rigor and higher order thinking questioning strategies during the delivery of whole group instruction

G1.B1.S1 Effective Planning and Instructional Delivery

PD Opportunity 1

Administrators will monitor and provide positive reinforcement to affirm the successes demonstrated by those teachers exhibiting effective planning strategies and techniques.

Facilitator

Administrators

Participants

Teachers

Schedule

Biweekly, from 11/25/2014 to 11/25/2014

Budget Rollup

Summary	
Description	**Total**
Goal 2: Use the Early Warning Signs to identify at risk students in order to provide them with support and intervention that will increase their academic achievement	2,000
Goal 3: Prepare our students to be college and career ready, through STEM and/or CTE initiatives and programs.	500
Grand Total	**2,500**

Goal 2: Use the Early Warning Signs to identify at risk students in order to provide them with support and intervention that will increase their academic achievement		
Description	**Source**	**Total**
B1.S1.A3	School Improvement Funds	1,000
B2.S1.A1	School Improvement Funds	1,000
Total Goal 2		**2,000**

Goal 3: Prepare our students to be college and career ready, through STEM and/or CTE initiatives and programs.		
Description	**Source**	**Total**
B1.S1.A1	School Improvement Funds	500
Total Goal 3		**500**