



# SCHOOL IMPROVEMENT PROCESS 2018 - 2019

MAKING HISTORY  
BY  
DESIGNING OUR FUTURE

**School Location # -6801**

**Name of School - RIVIERA MS**

# MIAMI DADE COUNTY PUBLIC SCHOOLS

## School Improvement Process

### School Information

**Name of School (School Number - School Name)**

6801 - Riviera Middle School

**Principal (Last Name, First Name)**

Rivas, Jorge

**Assistant Principal(s) (Last Name, First Name; Last Name, First Name)**

Rodriguez, Madelyn

**Demographic Overview**

Riviera Middle School is a Magnet School that serves over 500 students in grades 6th - 8th in Southwest Miami-Dade County. It is designated as a Title I school, with approximately 85% of our students on free or reduced lunch. Our population consists of approximately 1% African American, 92% Hispanic, and 7% White.

**a. Provide the School's Mission Statement**

Riviera Middle School's mission is to develop each child's academic, technological, social, physical and emotional potential in a wholesome, supportive environment 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.

**b. Provide the School's Vision Statement**

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

**1. Provide a brief description of the community the school serves as well as highlighting the unique features and programs within the school.**

Riviera Middle School is located in Westchester, FL. The population of Westchester, FL is 93.3% Hispanic, 6.7% White, and 0.32% Black. The community of Westchester is home to eight public schools administered by Miami-Dade County Public Schools. Riviera Middle School places heavy emphasis on community and parental involvement. Community Involvement Specialist (CIS) conducts monthly parent academies to assist and provide parents with important information to assist and guide them. 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. Riviera offers two Magnet Programs: Multimedia Industry eXperience (MIX), which promotes understanding and experience in animation, computer programming and music production; and Science Technology, Imagineering and Robotics (STIR), which emphasizes STEM competencies. Riviera seeks to provide a comprehensive and well-rounded education.

**Are you a Title I School?**

yes

**Please confirm the following. School Improvement Plan (SIP) district coordinated educational interventions to be selected by schools implementing the Title I Schoolwide Program**

Participate in district coordinated efforts to improve student outcomes at the schoolsite through educational services (Such as extended learning opportunities, summer services, before or after school tutorials, intersection and spring recess tutorial sessions, etc.), in accordance with the approved SIP/Title I Plan.

Participate in discretionary educational services provided by the school district generated from the proportionate share of this school's Title I Schoolwide Program allocation. Such services are tailored in accordance to the educational needs of the students as depicted within the SIP/Title I Plan.

## **Phase I: Data Analysis (July 11 – July 27, 2018)**

Phase I of the School Improvement Process will begin at the 2018 Synergy Summer Institute. The School Leadership Team (SLT) will participate and collaborate in a 3-day development workshop to initiate the yearlong School Improvement Process. During the Synergy Summer Institute, the SLT will analyze a comprehensive set of quantitative and qualitative data within the areas of School Culture and Academic Programs from the previous school year. After an analysis of the data, the SLT will reflect on the current practices and processes contributing to the data results during a guided Systems Review. The SLT will review and consider Essential Practices utilized in M-DCPS and identify practices within School Culture and Academic Programs to sustain or enhance the implementation of the school's continuous improvement process. The SLT will develop overarching Outcome Statements for the 2018-2019 school year. During the Synergy Summer Institute, the SLT will participate in coursework aimed to develop School Leadership Core Competencies to support the implementation of the school's continuous improvement process.

Phase I will conclude with the design of an Opening of Schools Professional Development Agenda that will serve to: present the findings to the faculty to gain stakeholder involvement/feedback, build consensus and develop a collective understanding of how the school's plan will address, and be aligned to, the school's unique opportunities for improvement.

Phase I includes:

- Data and Systems Review
- School Culture Data Map
- School Culture Data and Systems Review Organizer
- Academic Programs Data Map
- Academic Programs Data and Systems Review Organizer
- Essential Practices Selection
- School Leadership Core Competencies
- Priority Actions Development
- Outcome Statements
- Opening of School Professional Development

## **Phase I**

### **Data Analysis**

#### **Analyze - Reflect - Identify**

Phase I will be completed during the 2018 Synergy Summer Institute.

July 11- July 27, 2018

*During the Synergy Summer Institute, SLTs will collaborate in trainings led by District staff designed to analyze, reflect and identify the components that contributed to the previous year's data outcomes. The series of*

*professional development courses on School Leadership Core Competencies will assist schools in developing and implementing the School's Improvement Process with a high degree of fidelity to maximize the impact and investment by stakeholders into all school improvement initiatives.*

*Through data disaggregation, reflection and discussion, the SLT's goal will be to identify and agree on the Essential Practices that would need to be sustained or enhanced during the 2018-2019 school year to ensure improvement in School Culture and Academic Programs.*

*Phase I will conclude with each school:*

- *Identifying the Priority Actions for each Essential Practice selected*
- *Identifying the Outcome Statements for School Culture and Academic Programs*
- *Creating a plan to provide the faculty with professional development and garner feedback from all stakeholders on all Phase I content during the 2018 – 2019 Opening of Schools*

## **DAY ONE- Synergy Summer Institute**

### **DATA AND SYSTEMS REVIEW**

*School Leadership Teams will review all 2017-2018 data points provided on the subsequent pages in the individualized School Culture Data Map and Academic Programs Data Map to analyze the results using the Data Driven Dialogue Protocol. Systems Review Organizers will assist the school to further examine and align results to the Essential Practices.*

#### *Data and Systems Review*

1. *Using the Data Driven Dialogue Protocol, SLTs will analyze the School Culture and Academic Programs Data Maps (i.e. student level data, teacher level data, and parent level data) and discuss findings.*
2. *Within the Data and Systems Review Organizer, classify data findings into the second column titled:*

*“Data Findings & Area” based on their appropriate rating (input no more than three data points for each rating):*

- ***Significantly Improved Data Findings:*** *Data findings that indicate substantial increases as compared to previous years. Also, data findings that, when compared to schools with similar demographics, indicate above the norm performance. Select the three data points that have had the greatest positive impact on the school's overall success.*
- ***Neutral Data Findings:*** *Data findings that have remained constant, with little to no improvement/decline from previous years. Also, data findings that, when compared to schools with similar demographics, indicate with-in the norm performance. Select the data points that, if improved, could have the greatest impact on the school's overall performance.*
- ***Significantly Decreased Data Findings:*** *Data findings that have declined in value from previous years. Also, data findings that, when compared to schools with similar demographics, indicate below the norm performance. Select the three data points that have had the negative impact on overall school success.*

3. *Within the Data and Systems Review Organizer, input a rationale for each data finding into the third column titled “Rationale for Selection of Data” for School Culture and Academic Programs.*
4. *Within the Data and Systems Review Organizer, the SLTs will review each data point selected and after the Systems Review will determine which Essential Practices contributed the most or had the greatest impact for each data finding (positive, neutral, and/or negative). The School Leadership Team will enter the Essential Practices into the fourth column titled “Connected Essential Practices”. Input no more than three Essential Practices for each data finding.*

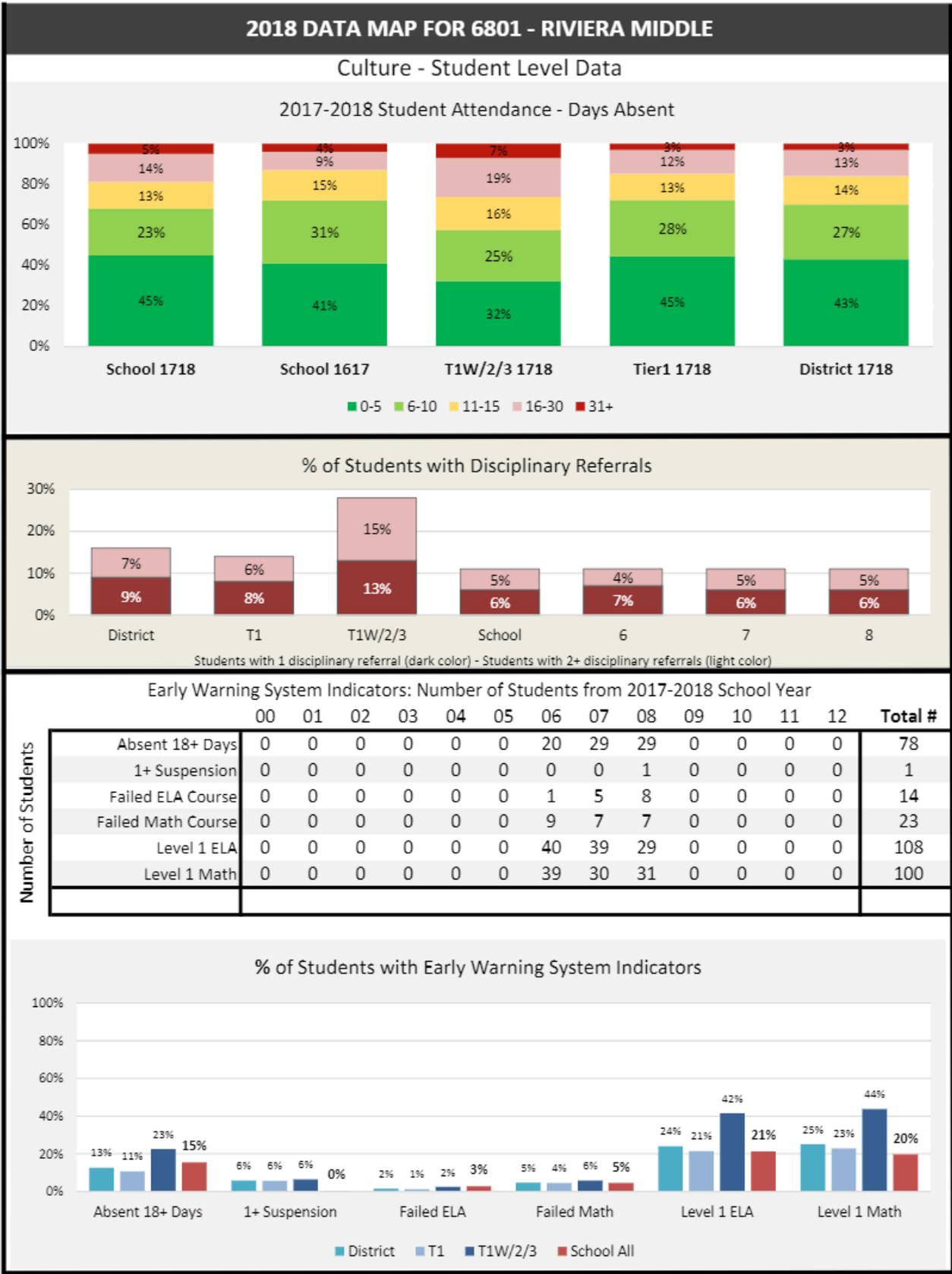
*The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the factors that have had the greatest impact on their school’s performance.*

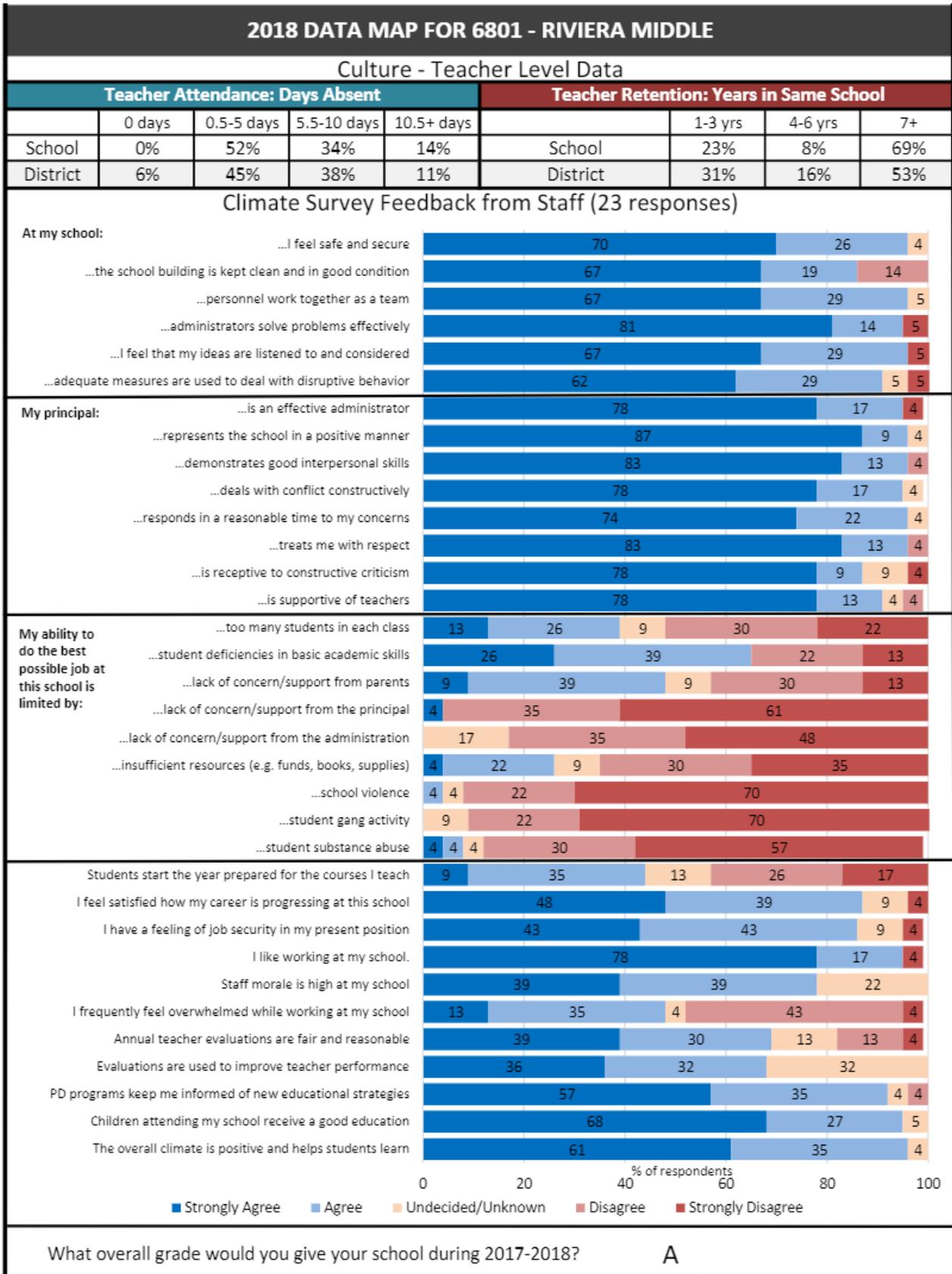
## **Data Maps**

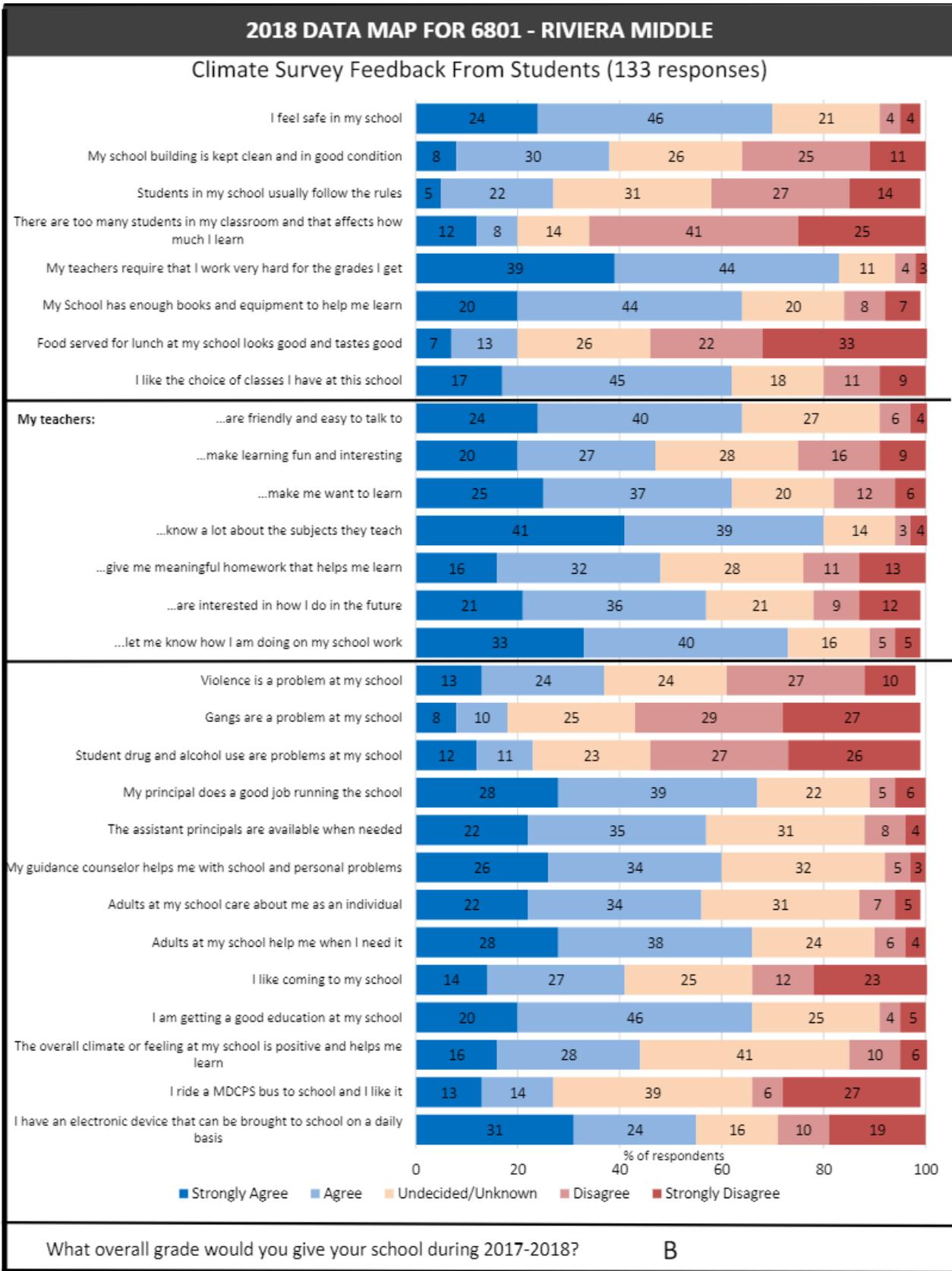
*The following Data Maps were provided to schools during the 2018 Synergy Institute. The maps are organized in two parts, School Culture and Academic Programs. Data found on the includes:*

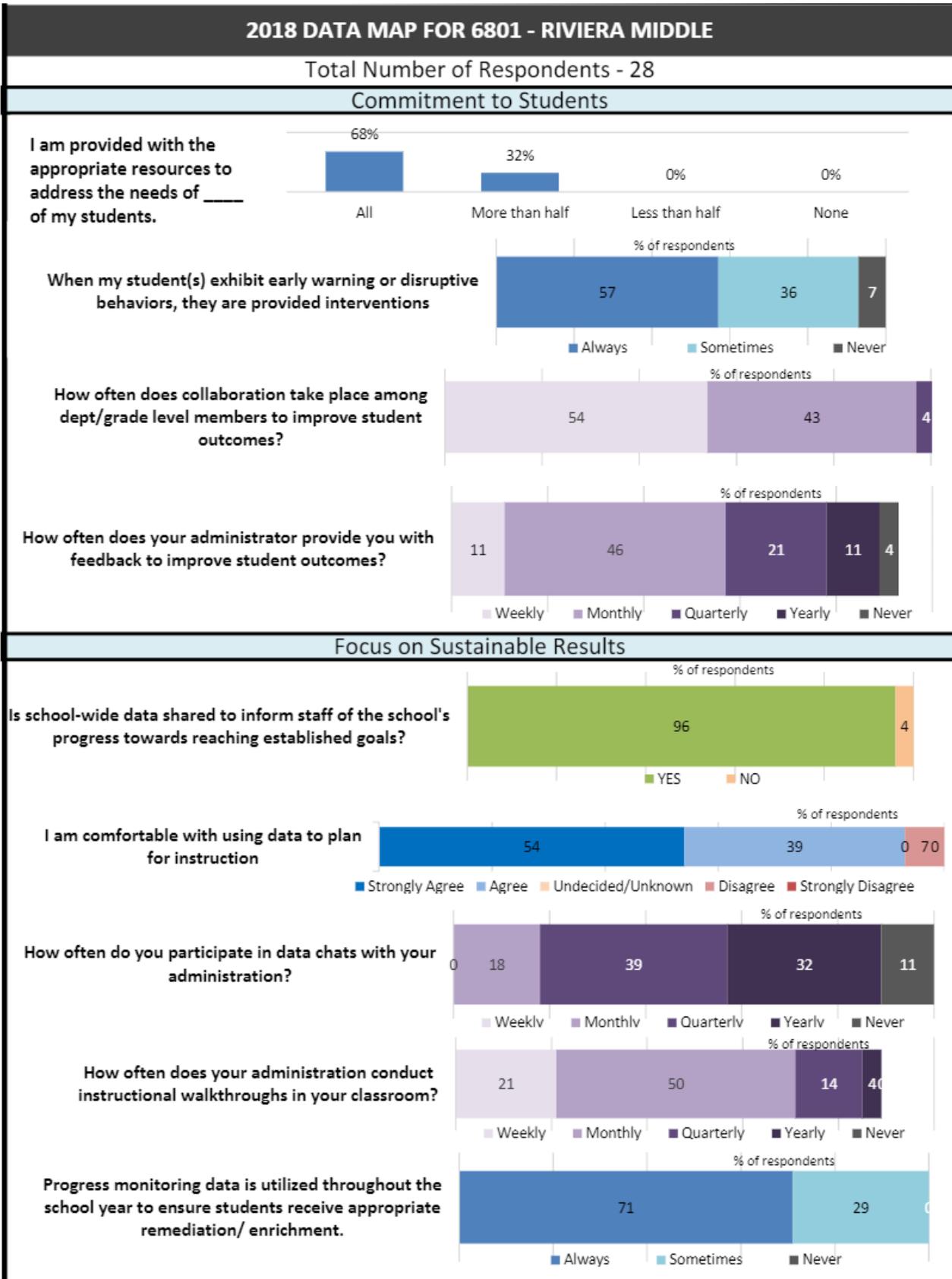
- *Student Attendance Comparisons*
- *Student Disciplinary Referrals by Grade-level*
- *Early Warning System Indicators by Grade-level*
- *Teacher Attendance*
- *Teacher Retention*
- *School Climate Survey Feedback from Staff*
- *School Climate Survey Feedback from Students*
- *School Improvement Data from Staff on:*
  - *Commitment to Students*
  - *Focus on Sustained Results*
  - *Develop Others*
  - *Engages the Team*
- *2018 FSA Data for all Tested Subjects by Grade-level*
- *2018 SAT-10 Data by Grade-level*
- *2018 FSA Data for all Tested Subjects by Subgroup*

### **School Culture Data Map**



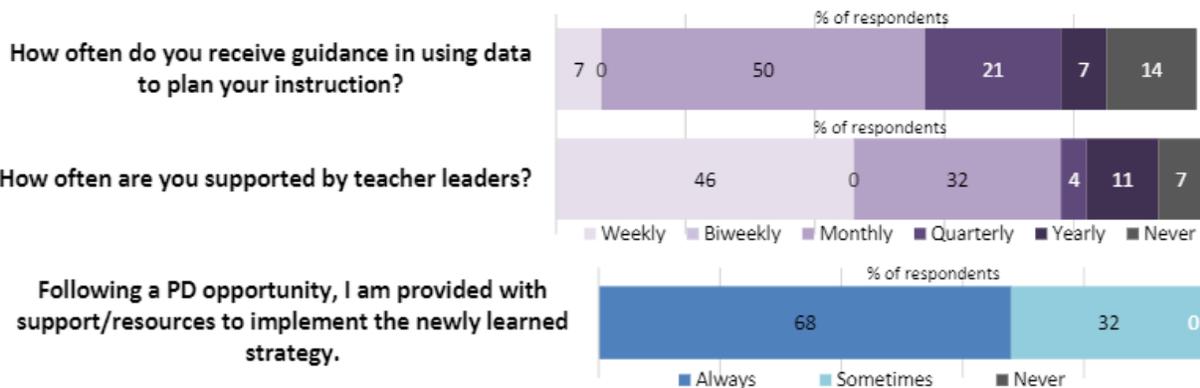






## 2018 DATA MAP FOR 6801 - RIVIERA MIDDLE

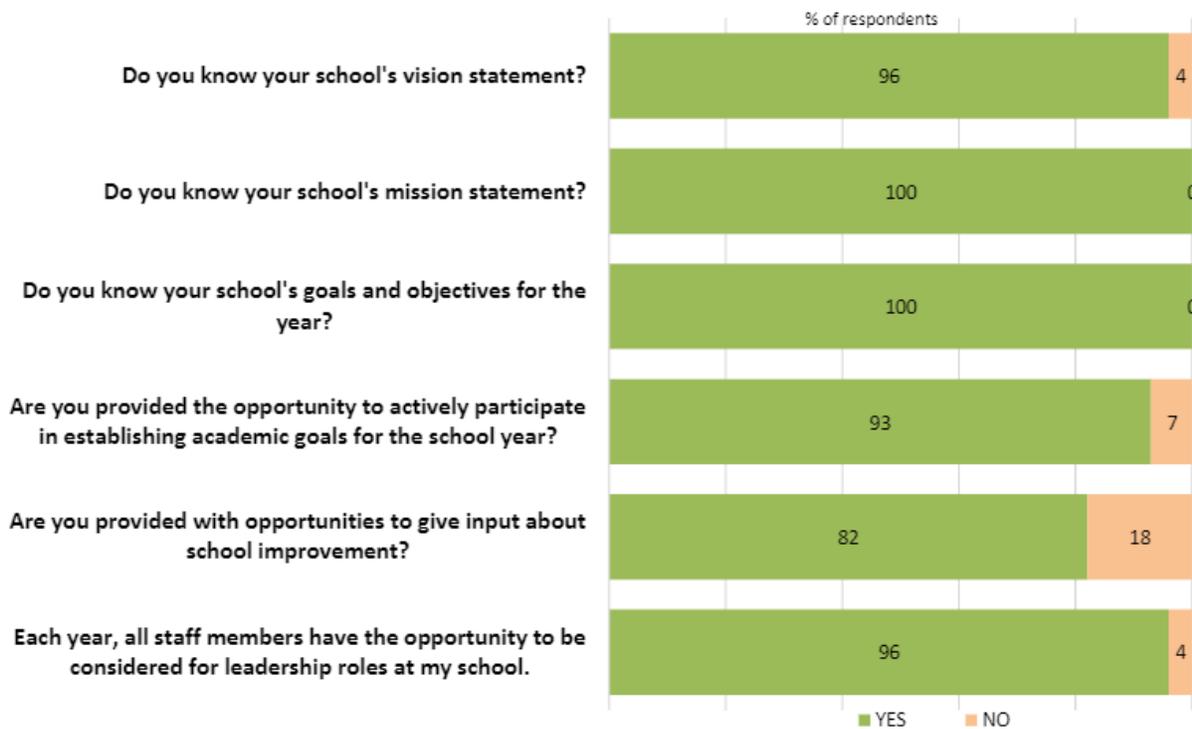
### Developing Others

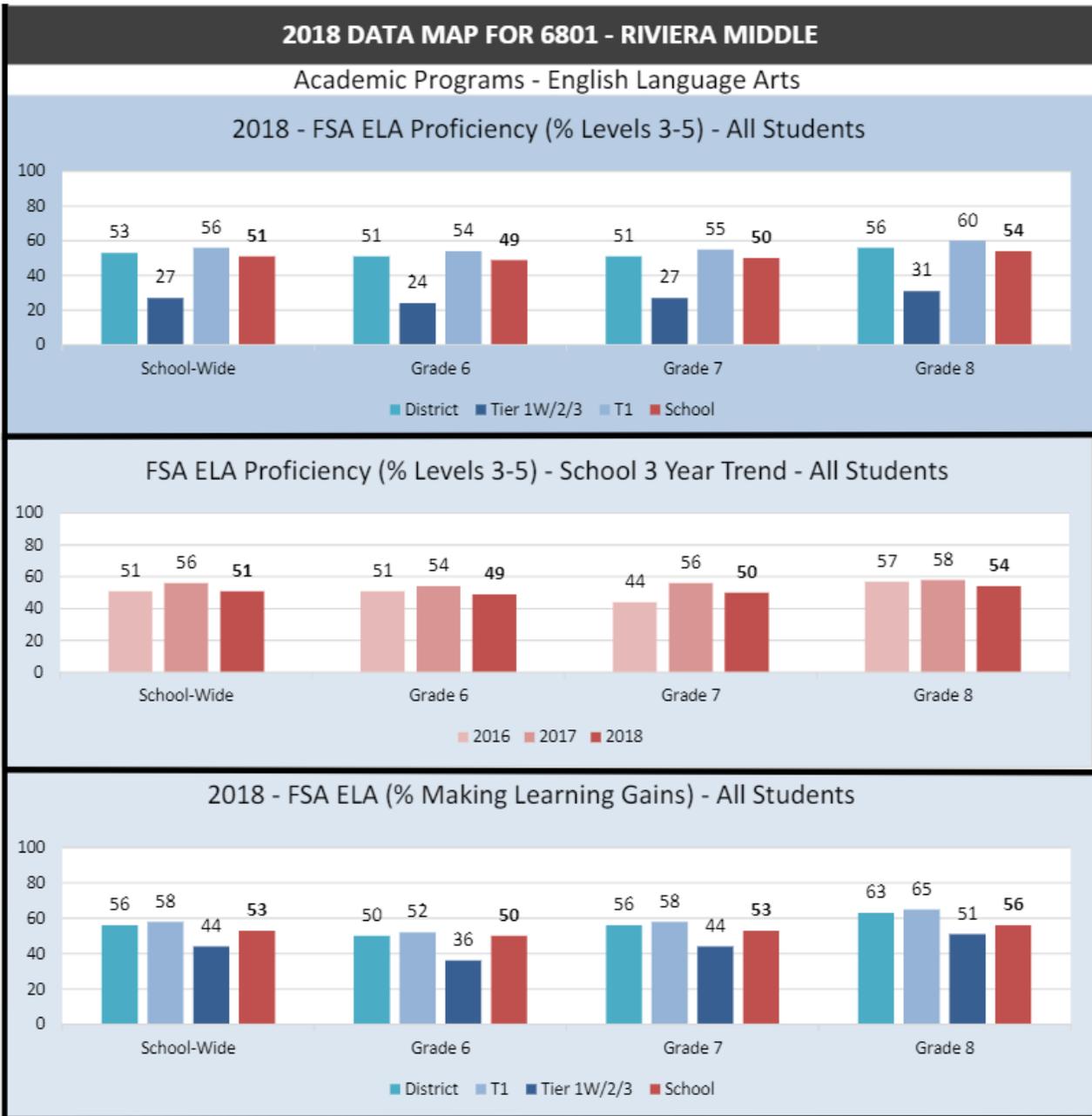


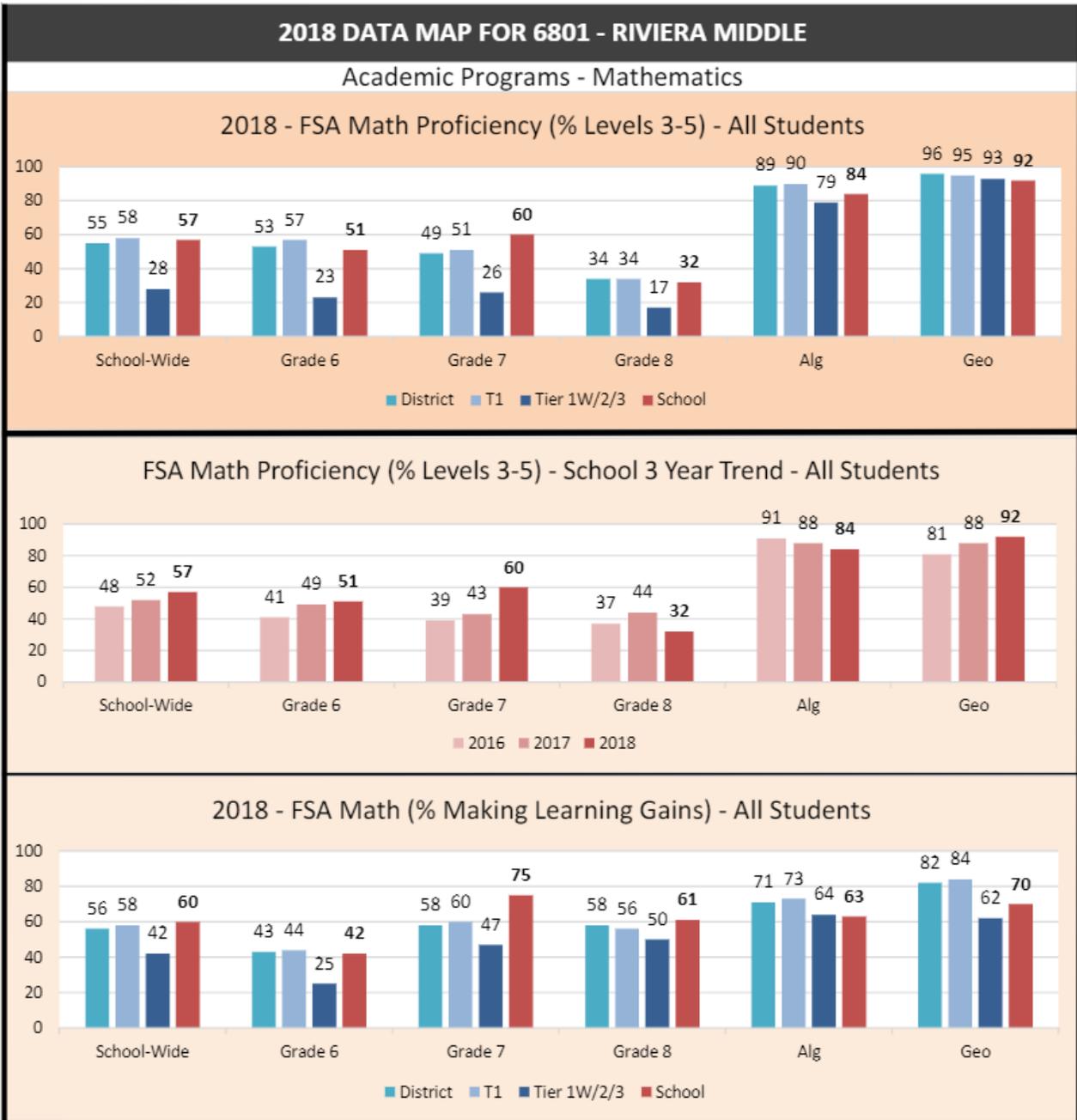
#### My administration sets high standards for teaching, learning, and improvement at my school site by...



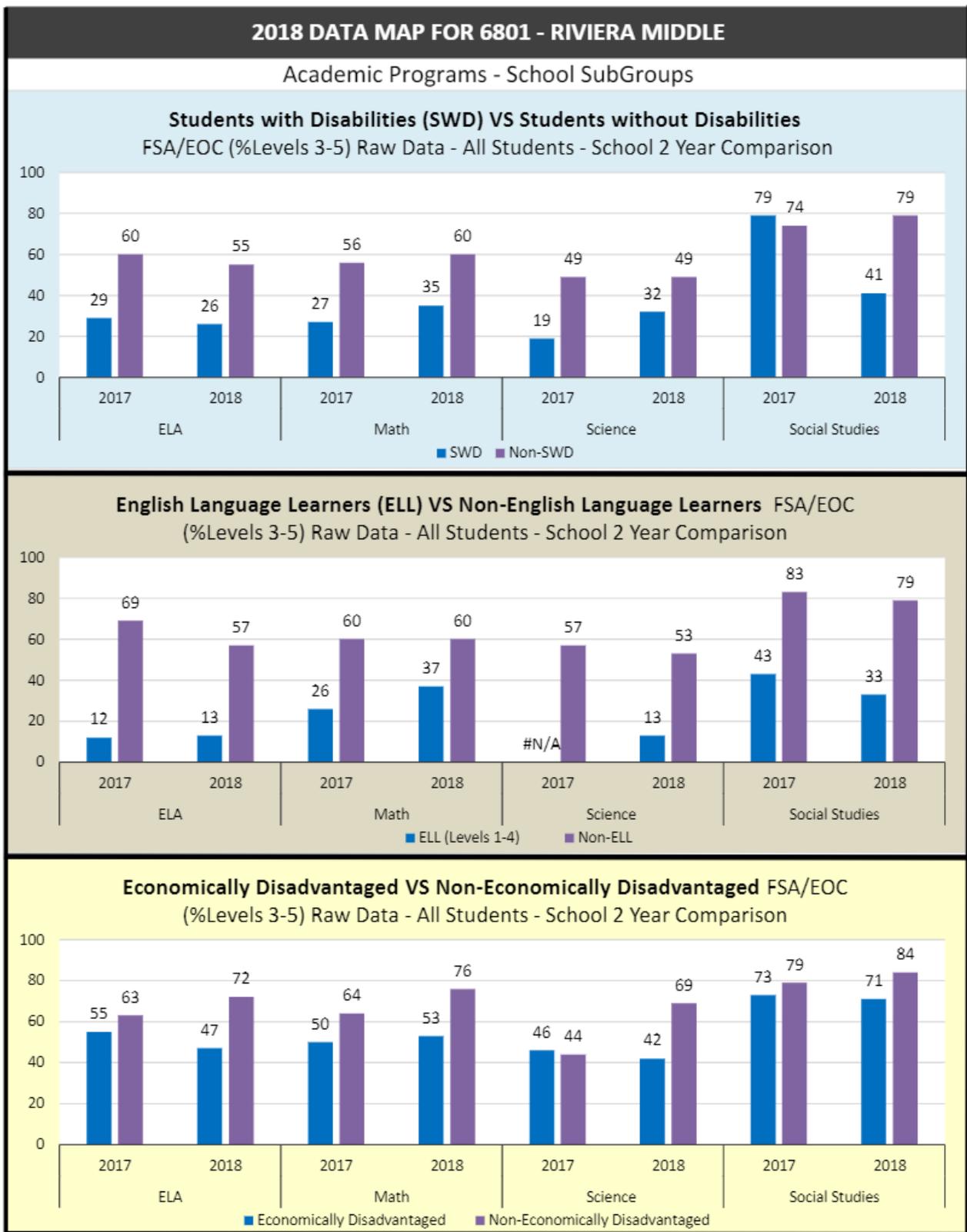
### Engages the Team











**DATA AND SYSTEMS REVIEW ORGANIZER**

**SCHOOL CULTURE**

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	As indicated in the 2017-18 climate survey feedback from staff, 100% of our teachers felt safe and secure in our building compared to the 2016-17 results of 97% .	The data is an indication that the teachers feel protected and therefore can promote a positive and safe learning environment in their classrooms due to an increase of security measures that was put in place by the school District, by including a school resource officer at our school.	other School Safety
	As indicated in the 2017-18 school climate feedback survey from staff, 100% of our teachers felt that at their school, personnel work together as a team compared to the 2016-17 results of 96%.	The data is an indication that teachers feel their opinions and ideas are valued, therefore they are more engaged in the implementation of the overall school vision. Team meetings and activities have added to the positive culture of the school.	Shared Vision Empower Teachers And Staff

**Essential Practice for Significantly Improved Data Findings (Sustained)**

Shared Vision

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	According to both the 2016-17 and 2017-18 Teacher level data on the climate surveys, over 98% of teachers believe that observations are used to help them development as professionals.	Teachers consistently believing that the administration is trying to help them grow and improve will help continue to add to the school climate and culture. This positive climate and culture will carry over into the classrooms where the students will be the beneficiaries of a positive climate that is conducive to learning. Administrators will continue to conduct observations to further the growth of teachers, ensuring students' unique needs are met.	Empower Teachers And Staff Shared Vision
	Student Level Data indicates that the	Ensuring that students' social-emotional needs are being met is conducive to maintaining student discipline. Grade level	Effective Use of

	percentage of students with disciplinary referrals at our school in 2017-2018 is five percentage points less compared to district average of 16%.	meetings will take place at the beginning of the school year to review expectations including those related to the Student Code of Conduct.	Support Personnel

### Essential Practice for Neutral Data Findings (Secondary)

Empower Teachers And Staff

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	2017-2018 Teacher Attendance data indicates that the percent of teachers with 0.5-5 days absent was seven percentage points above the District average of 45%.	This data was most impactful because it demonstrates a loss of standard based instruction as substitute teachers are charged with delivering often at a level that he/she is not trained compared to the assigned teacher of record.	Promoting Growth Mindset
	Based on the 2017-18 climate survey, 75% of the students do not think that teachers make learning fun and interesting compared to the 2016-17 data results of 79%, a decrease of 4%.	This data was most impactful because it shows a lack of interest from students during classroom lessons. An emphasis will be placed on incorporating more technology and the creation of more interest-based electives in order to increase student engagement.	Student Engagement (Cognitive Engagement, Behavioral/Physical Engagement, Emotional Engagement)  Technology Integration

### Essential Practice for Significantly Decreased Data Findings (Primary)

Promoting Growth Mindset

## DATA AND SYSTEMS REVIEW ORGANIZER

### ACADEMIC PROGRAMS

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>

			Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Improved Data Findings</b>	Math FSA data for all grade levels (6-8) indicates a three year pattern of growth in achievement from 48% in 2015-2016 to 57% in 2017-2018.	Data focus planning that was implemented for the 2017-18 school year was successful. Students who scored at proficiency and above at a were placed in accelerated courses to assist them in developing their full academic potential.	Documenting Learning
	2017-18 Math FSA data for the lowest 25% indicates an eight percentage point increase to 57% when compared to the lowest 25% of learning gains in 2016-2017.	Lowest 25% students are making adequate progress towards proficiency. This is important because it shows that we are providing the necessary instructional strategies including the implementation of differentiated instructions strategies to meet the unique academic needs of our lowest 25%. With continued effort, these students will meet proficiency.	Data-Driven Instruction

### Essential Practice for Significantly Improved Data Findings (Sustained)

#### Data-Driven Instruction

<b>Data Rating</b>	<b>Data Findings &amp; Area</b> Be specific in defining each data element below.	<b>Rationale for Selection of Data</b> Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b> Which Essential Practice(s) contributed most to the data findings?
<b>Neutral Data Findings</b>	The data trend for the past 3 years, indicates our students perform above 50% in the areas of ELA, Math and Social Studies. ELA had averages of 54/60/57 from 2015-2016, 2016-2017, & 2017-2018. Math had averages of 50/54/60 from 2015-2016, 2016-2017, & 2017-2018.	We have been able to maintain a three year trend that is at or above 50% which is over half of our student population scores at proficiency and above. Looking forward, lessons need to be taught in more depth accompanied by the proper level of rigor so all students achieve the expected level of proficiency.	Differentiated Instruction Collaborative Data Chats
	Social science has remained neutral at 74% proficient during the 2016-17 and 2017-18 school years.	We have been able to maintain consistent social science EOC scores that are at or above district average. A more deliberate effort should be made to use data for planning of differentiated instruction.	Student Engagement (Cognitive Engagement, Behavioral/Physical Engagement, Emotional Engagement)

### Essential Practice for Neutral Data Findings (Secondary)

#### Differentiated Instruction

<b>Data Rating</b>	<b>Data Findings &amp; Area</b>  Be specific in defining each data element below.	<b>Rationale for Selection of Data</b>  Why was this data finding selected as being most impactful?	<b>Connected Essential Practices</b>  Which Essential Practice(s) contributed most to the data findings?
<b>Significantly Decreased Data Findings</b>	2017-2018 ELA FSA data indicates a decline in proficiency by three percentage points to 51% when compared to the 48% in 2016-2017.	The decline in ELA scores, specifically in the areas of learning gains, has negatively impacted our school grade by falling short of attaining an "A" rate by one point. We will begin pull out and push in interventions to ensure student academic gaps are remediated.	Data-Driven Instruction  Instructional Frameworks
	2017-2018 ELA FSA learning gains decreased by eight percentage points to 58% from compared to the 66% noted during the 2016-2017 school year.	With such a decline in learning gains for ELA, it emphasizes the need for consistent data-driven instruction and the provision of differentiated instruction.	Collaborative Data Chats  Differentiated Instruction

### Essential Practice for Significantly Decreased Data Findings (Primary)

#### Collaborative Data Chats

## ESSENTIAL PRACTICES SELECTION

*School Leadership Teams will examine the “Connected Essential Practices” column within the Data and Systems Review Organizer for School Culture and Academic Programs. SLTs will identify and come to a consensus on which continuing Essential Practices lead to, and/or had the greatest impact on, overall school improvement.*

#### Sustained Essential Practice

*To identify the Sustained Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Improved Data Findings” section. The SLT will agree on the Essential Practice which had the greatest impact on overall school improvement. This observed practice can exist school-wide or be grade-level or department/content specific. Schools will identify the Priority Actions to ensure this successful practice is sustained during the 2018-2019 school year.*

#### Priority Actions

*Schools will reflect on the implementation of the Sustained Essential Practice, the Primary Essential Practice and the Secondary Essential Practice in the previous year(s) to identify what specific actions are*

*necessary to sustain and/or enhance the practices during the 2018-2019 school year. These actions will be captured under Priority Actions.*

### Primary Essential Practice

*To identify the Primary Essential Practice, SLTs will review the Essential Practices listed within the “Significantly Decreased Data Findings” section. The SLT will determine which Essential Practice needs the greatest enhancements to have a positive impact on the school’s overall performance during the 2018-2019 school year.*

### Secondary Essential Practice

*To identify the Secondary Essential Practice, SLTs will review the Essential Practices listed within the “Neutral Data Findings” section. The SLT will determine which Essential Practice needs enhancements to have a positive impact on the school’s overall performance during the 2018-2019 school year.*

*The selection of each Essential Practice (Sustained, Primary and Secondary) and Priority Actions will drive the school’s action plans for the 2018-2019 school year.*

## **SCHOOL CULTURE**

### **Sustained Essential Practice**

Shared Vision

### **Priority Actions for the Sustained Practice**

In order to maintain the necessary shared vision needed for the school's continued growth, teachers will have opportunities to collaborate and discuss grade level expectations, foster professional relationships, and share best practices to improve our school culture.

### **Primary Essential Practice**

Promoting Growth Mindset

### **Secondary Essential Practice Selection**

Empower Teachers And Staff

## **ACADEMIC PROGRAMS**

### **Sustained Essential Practice**

Data-Driven Instruction

### **Priority Actions for the Sustained Practice**

In order for our school to improve data-driven instruction we will analyze data as it becomes available, conduct data chats with teachers and students, and provide support as needed to the teachers.

### **Primary Essential Practice**

Collaborative Data Chats

### **Secondary Essential Practice Selection**

## Differentiated Instruction

## DAY TWO- Synergy Summer Institute

### SCHOOL LEADERSHIP CORE COMPETENCIES

*The School Improvement Process begins with identification of Essential Practices within a school to sustain or enhance to improve the school's overall performance during the 2018-2019 school year. The next step in the process is to assess and develop the School Leadership Team's skills to successfully lead and support the implementation of the plan.*

*The School Leadership Core Competencies identified below include patterns of thinking, feeling, acting, or speaking that are directly connected to a leader's ability to affect change within a school. During the Synergy Summer Institute, coursework will allow for the evaluation and development of these School Leadership Core Competencies to increase efficiency and skill mastery which can be used by school leaders to successfully implement the School Improvement Process.*

**Competency 1: Commitment to Students** *A relentless pursuit and commitment to student learning as evidenced by a belief in one's own capability, and the courage to take a stand on behalf of students.*

*Commitment to Students includes certain behaviors such as:*

- *taking ownership for students' learning*
- *setting high expectations for all learners*
- *believing in students' ability to learn regardless of barriers*
- *relentlessly pursuing the implementation of what is right for the students*
- *supporting decisions and policies to improve instruction and advance learning for all students*

*Development in Commitment to Students prioritizes the students' learning as the foundation of the School Improvement Process.*

**Competency 2: Focus on Sustainable Results** *The deliberate actions and continuous drive to set challenging goals and reach a high standard of performance despite barriers.*

*A Focus on Sustainable Results includes certain behaviors such as:*

- *prioritizing activities*
- *implementing initiatives*
- *regularly tracking progress*
- *demonstrating perseverance*
- *considering innovative actions*
- *taking courses of action to achieve desired results and minimize risks*

*Developing in the area of Focusing on Sustainable Results will provide short and long-range goals for successful implementation of School Improvement Process.*

**Competency 3: Developing Others** *The act of influencing others, with the specific intent, to increase their short and long-term effectiveness, perceptions, thinking, and actions.*

*Developing Others includes certain behaviors such as:*

- *setting positive expectations*
- *personally providing instruction*
- *providing developmental feedback*
- *choosing the timing and delivery of information*
- *selecting training and work assignments to build other's capabilities*
- *fully delegating so that others may learn from their own successes and mistakes*

*Growth in Developing Others will provide opportunities to influence and improve the skills of all stakeholders throughout the School Improvement Process.*

**Competency 4: Engages the Team** *A group of adults working collectively to leverage their input, to develop actionable and tangible goals, and to implement change in the school.*

*Engaging the Team includes certain behaviors such as:*

- *empowering others*
- *keeping people on the team informed*
- *ensuring that the team produces as planned*
- *promoting the morale and performance of a team*
- *obtaining resources that the team needs to perform*
- *motivating the team with a compelling vision and enthusiasm*

*Development in Engaging the Team allows for a collaborative and comprehensive effort by all stakeholders throughout the School Improvement Process.*

## **School Leadership Core Competency Course Reflections**

*School Leadership Teams will participate in a series of courses during the Synergy Summer Institute to measure and develop School Leadership Core Competencies and utilize these high-level competency skills to implement the identified Essential Practice Enhancements to improve outcomes within School Culture and Academic Programs. SLTs will reflect on their current leadership roles and implementation of the core competencies and consider opportunities for growth and application of each core competency for the 2018-2019 school year.*

## **Competency 1: Commitment to Students**

**Describe the School Leadership Team's current reality regarding Commitment to Students.**

The needs at Riviera Middle School are dependent on the teachers' content mastery and effectiveness in the delivery of instruction. Our teachers range from those who just address basic needs, to teachers who take ownership of their student's learning. As a school, we feel our leadership team stands behind potentially transformative decisions and/or policies that benefit students.

**As evidenced by:**

This is evident by collaboration among all stakeholders, counselor support, data-driven instruction, and interventions.

**Describe how the School Leadership Team will use the Commitment to Students competency in the School Improvement Process.**

In order to ensure success, we must first ensure teacher buy-in to transform into more of a growth mindset. To do this, we will model how to set expectations, communicate differently, and believe that all our students can achieve to further strengthen the connection with our students. The students' learning and emotional needs will

be the center of all decision making. Our teachers will leverage existing policies to make potentially transformative reforms at the school. New initiatives such as Mawi Learning and Restorative Justice Practices will help to further strengthen our connection with our students. The Commitment to Students competency will be used in our School Improvement Process to address differentiated instruction and collaborative data chats, as well as promoting a growth mindset and shared vision.

## **Competency 2: Focusing on Sustainable Results**

### **Describe the School Leadership Team's current reality regarding Focusing on Sustainable Results.**

Riviera Middle School focuses on identifying problems as they arise. As a school, we feel our leadership team regularly tracks progress and implements initiatives to create, focus, and build upon sustainable results. Our primary focus will be to investigate the needs of our students further to understand the root cause.

#### **As evidenced by:**

This is evident by data chats, data-driven instruction, collaboration among stakeholders, instructional coach support, sharing best practices, and sharing feedback.

### **Describe how the School Leadership Team will use the Focusing on Sustainable Results competency in the School Improvement Process.**

The school leadership team will use the Focusing on Sustainable Results competency in the School Improvement Process in order to ensure bell-to-bell instruction, build on teacher-student connection, cross curriculum planning, in-house professional developments, sharing of best practices, peer shadowing, and lesson studies transpire. This will address the Academic Program Essential Practices of collaborative data chats and data-driven instruction.

## **Competency 3: Developing Others**

### **Describe the School Leadership Team's current reality regarding Developing Others.**

At Riviera Middle School, we strive to provide instructional support to our staff. As a Leadership Team, we need to focus on expressing our beliefs in our staff's ability to provide them with further development for higher achievement and staff growth.

#### **As evidenced by:**

This is evident by team meetings, professional development opportunities, data chats, administrative walk-throughs, and constructive feedback.

### **Describe how the School Leadership Team will use the Developing Others competency in the School Improvement Process.**

The leadership team will provide a more inclusive environment. We will encourage teacher leaders to mentor, support, and provide feedback to their colleagues. The Developing of Others competency will be used in the School Improvement Process to address the School Culture Essential Practices of promoting a growth mindset and empowering teachers and staff.

## **Competency 4: Engages the Team**

### **Describe the School Leadership Team's current reality regarding Engages the Team.**

Currently, Riviera Middle School's Leadership Team is aware of teachers' strengths and weaknesses. We encourage all staff members to provide input, set goals, and implement change in the school. We ensure the staff is informed, we promote morale and performance, and motivate the team with a compelling vision.

#### **As evidenced by:**

The school climate survey demonstrates that teachers feel that their ideas are listened to and considered.

## **Describe how the School Leadership Team will use the Engages the Team competency in the School Improvement Process.**

The Leadership Team will empower faculty members to use their strengths and provide teachers with support when needed in order to promote increased success for all stakeholders. Focusing on essential practices in order to continue to empower our team to make informed decisions will be the overarching goal. Staff members will be active participants during professional development offerings focusing on strategies to improve school culture, social emotional growth, and a growth mindset. The Engages the Team competency will be used in the School Improvement Process to address our School Culture Essential Practices of empowering teachers and staff, promoting growth mindset, and shared vision.

## **DAY THREE- Synergy Summer Institute**

### **PRIORITY ACTIONS DEVELOPMENT**

*School Leadership Teams will review the Essential Practice Enhancements to create Priority Actions necessary to ensure the successful implementation of the Sustained, Primary, and Secondary Practices by the end of the 2018-2019 school year.*

#### Sustained Essential Practice

*SLTs will review the Priority Actions for the Sustained Essential Practice.*

#### Secondary and Primary Essential Practices

*SLTs identify the Priority Actions for the Secondary and Primary Essential Practices by reviewing the selected enhancements for each and determining a list of actions necessary to successfully implement the identified enhancements by the end of the 2018-2019 school year.*

*The Priority Actions will assist in prioritizing the detailed action plans to be developed throughout the School Improvement Process during the 2018-2019 school year.*

## **SCHOOL CULTURE**

### **Sustained Essential Practice**

Shared Vision

#### **Priority Actions for the Sustained Essential Practice**

In order to maintain the necessary shared vision needed for the school's continued growth, teachers will have opportunities to collaborate and discuss grade level expectations, foster professional relationships, and share best practices to improve our school culture.

### **Primary Essential Practice Selection**

Promoting Growth Mindset

#### **Priority Actions for the Primary Essential Practice**

In order to promote a growth mindset, we will actively implement the practices of Mawi Learning, which promote the strategies and methods needed to satisfy students' social emotional needs.

## Secondary Essential Practice Selection

Empower Teachers And Staff

### Priority Actions to Enhance the Secondary Essential Practice

In order to continue the empowerment of teachers, our school leadership team will encourage and communicate expectations, disaggregate data, and provide teachers time to partake in meetings where they collaborate and provide input with the school's best interest at the forefront.

## ACADEMIC PROGRAMS

### Sustained Essential Practice

Data-Driven Instruction

#### Priority Actions for the Sustained Essential Practice

In order for our school to improve data-driven instruction we will analyze data as it becomes available, conduct data chats with teachers and students, and provide support as needed to the teachers.

### Primary Essential Practice Selection

Collaborative Data Chats

#### Priority Actions for the Primary Essential Practice

In order for our school to improve in student achievement, specifically learning gains, collaborative data chats will be conducted regularly with teachers and students. Students will take ownership of their data by tracking their progress through the various data points. Teachers will drive their instruction based off the most recent data.

### Secondary Essential Practice Selection

Differentiated Instruction

#### Priority Actions to Enhance the Secondary Essential Practice

In order for our school to continue to demonstrate academic growth, students' learning needs must be addressed through the provision of differentiated instructional strategies. Student groupings will remain fluid to ensure students receive instruction based on their individual academic and social emotional needs.

## OUTCOME STATEMENTS

*The School Leadership Team will create an overarching Outcome Statement in the areas of School Culture and Academic Programs. The School Improvement Process Outcome Statement is the goal the school aims to accomplish by the end of the 2018-2019 school year. SLTs will:*

- *Participate in a protocol to assist in creating the overarching School Improvement Process vision for their school.*
- *Consider the predicted results if effective implementation of the identified Essential Practices (Sustained, Primary, and Secondary) occur.*

*Develop a statement that encompasses the intended outcome as a result of having successfully implemented the Sustained Practice and Primary/Secondary Essential Practice Enhancements at the end of the 2018-2019 school year.*

## SCHOOL CULTURE

### OUTCOME STATEMENT

## School Culture

If our school sustains the practice of shared vision, we will continue to promote a growth mindset that will empower all teachers and staff members to build positive relationships and create an environment where all stakeholders feel a sense of belonging, support, and respect.

## ACADEMIC PROGRAMS

### OUTCOME STATEMENT

#### Academic Programs

If our school sustains the practice of data-driven instruction, differentiated instruction and collaborative data chats, teachers and students will be able to understand assessment criteria, monitor, and reflect on their work, thus promoting accountability for learning while holding high academic expectations for both teachers and students.

## OPENING OF SCHOOL PROFESSIONAL DEVELOPMENT

*School Leadership Teams will design a professional development to be provided during the Opening of School activities on one or both Teacher Planning Day(s). In the plan below, specify the following: morning or afternoon sessions, topics to be shared, protocols being used in both small and large groups, and the facilitator(s) leading the group sessions. The purpose of the professional development will be to share what was realized, acknowledged, learned, and planned during Phase I of the School Improvement Process during the Synergy Summer Institute with teachers and staff to garner feedback.*

*The professional development should include a summary of the:*

- *Data and Systems Review Summary*
- *School Leadership Core Competency Course Reflections*
- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
  - *Priority Actions*
- *Outcome Statements*

*The professional development should include opportunities to gather teachers' and staff input/feedback on the following:*

- *Sustained Essential Practice and Priority Actions*
- *Primary & Secondary Essential Practice Selections*
  - *Priority Actions - How will the priority actions be addressed during the school year?*
- *Brainstorm possible Implementation Steps*
- *Identify possible roles/resources*

## Opening of School Professional Development Agenda

Opening of School Date	Phase I Topic	Process Description	Activity Lead
(08/14 - 08/17)	<i>What topic will be shared?</i> <ul style="list-style-type: none"> <li>• <i>Data and Systems</i></li> </ul>	What process/protocol will be used to share the topic and garner feedback from all stakeholders?	Who will facilitate the sharing of the topic and the collection and discussion of feedback regarding the topic?

AM-PM	<p><i>Review Summary</i></p> <ul style="list-style-type: none"> <li>• <i>School Leadership Core Competency Course Reflections</i></li> <li>• <i>Sustained Essential Practice</i></li> <li>• <i>Primary &amp; Secondary Essential Practice Selections</i></li> <li>• <i>Priority Actions</i></li> <li>• <i>Outcome Statements</i></li> </ul>		
8/16/18 9:00AM-11:00AM	Middle School Redesign (Social-Emotional learning)	The team will be introduced to the Middle School Redesign initiative specifically focusing on the Social- Emotional Learning Model.	Jorge Rivas, Principal Madelyn Rodriguez, Assistant Principal Karen Connolly, Counselor
8/16/18 1:00PM - 3:00PM	Introduction to MAWI Learning	Course content, specifically the "Turbo" and "Locus of Control" concepts, structure, and learning on how powerful educators have been inspired will be introduced. Participants will be engaged in modules covering the concepts.	Jorge Rivas, Principal Madelyn Rodriguez, Assistant Principal Deborah Zwolinski, Science Department Chair Roberto Schwartz, Language Arts Department Chair Lazaro Martinez, Reading Coach
8/17/18 9:00AM-11:00AM	Restorative Justice	Focus will be on the Restorative Justice process of using circles. Participants will engage in role-play circle activities.	Karen Connolly, Counselor
8/17/18 1:00PM-3:00PM	STEM Initiative	The STEM projects and cross-curricular requirements of the program will be elaborated upon. Participants will develop plans on how to incorporate STEM concepts into the curriculum.	Deborah Zwolinski, Science Department Chair