

Miami-Dade County Public Schools

Riviera Middle School



2021-22 Schoolwide Improvement Plan

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Riviera Middle School

10301 SW 48TH ST, Miami, FL 33165

<http://riviera.dadeschools.net>

Demographics

Principal: Jorge Bulnes

Start Date for this Principal: 7/27/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: B (58%) 2017-18: B (61%) 2016-17: B (59%) 2015-16: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Riviera Middle School's mission is to develop each child's academic, technological, social, physical and emotional potential in a wholesome, supportive environment to create lifelong learners who are contributing citizens in a multicultural and changing world. The values believed to be essential in accomplishing this mission are: respect, discipline, responsibility, honesty, and pursuit of excellence.

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Bulnes, Jorge	Principal	Duties include but not limited to planning, organizing, administering, and directing all activities and functions which are essential of an effective, efficient, and safe instructional learning environment which provides maximum opportunity for a student's growth potential.
Rodriguez, Madelyn	Assistant Principal	Assists Principal in planning, organizing, administering, and directing all activities and functions which are essential of an effective, efficient, and safe instructional learning environment which provides maximum opportunity for a student's growth potential.
Carreras, Mariangel	Teacher, ESE	Duties include but not limited to plan and deliver lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff.
Lopez-Martin, Yudenia	Math Coach	Duties include but not limited to plan and deliver lessons. Administer assessments, use data to provide differentiated instruction. Participate in the planning and delivery of professional development for staff.
Martinez, Lazaro	Instructional Coach	Duties include but not limited to help teachers plan and deliver lessons. Administer assessments, disaggregate data with teachers to provide guidance on using differentiated instruction. Participate in the planning and delivery of professional development for staff.

Demographic Information

Principal start date

Tuesday 7/27/2021, Jorge Bulnes

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

21

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school

447

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

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

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	149	152	146	0	0	0	0	447
Attendance below 90 percent	0	0	0	0	0	0	24	12	16	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	6	2	0	0	0	0	0	8
Course failure in Math	0	0	0	0	0	0	16	7	10	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	15	21	21	0	0	0	0	57
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	20	21	21	0	0	0	0	62
Number of students with a substantial reading deficiency	0	0	0	0	0	0	51	76	69	0	0	0	0	196

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 6/30/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	160	148	193	0	0	0	0	501
Attendance below 90 percent	0	0	0	0	0	0	12	15	24	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	1	0	1	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	7	9	5	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	20	21	32	0	0	0	0	73
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	21	20	39	0	0	0	0	80

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	16	18	29	0	0	0	0	63

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	63%	58%	5%	54%	9%
Cohort Comparison						
07	2021					
	2019	56%	56%	0%	52%	4%
Cohort Comparison		-63%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	58%	60%	-2%	56%	2%
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	54%	58%	-4%	55%	-1%
Cohort Comparison						
07	2021					
	2019	54%	53%	1%	54%	0%
Cohort Comparison		-54%				
08	2021					
	2019	15%	40%	-25%	46%	-31%
Cohort Comparison		-54%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	42%	43%	-1%	48%	-6%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	73%	-9%	71%	-7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	88%	63%	25%	61%	27%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tools that were used by grade level to compile the below data were the FSA assessments for 6-8 Reading and Math as well as FSA Assessments for 7th Civics and 8th Algebra/Science/Biology.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29.5	39.7	37.9
	Economically Disadvantaged	23.2	36	32.3
	Students With Disabilities		23.3	16.7
	English Language Learners			20.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.7	41.3	39.1
	Economically Disadvantaged	26	36.1	34.2
	Students With Disabilities		23.3	19.5
	English Language Learners			22.7

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40.7	47.7	45.3
	Economically Disadvantaged	37.7	44.1	40.2
	Students With Disabilities	22.6	31	23.3
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35.3	30.7	33.3
	Economically Disadvantaged	33	31.1	31.9
	Students With Disabilities	16.1	20.7	17.9
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		77	
	Economically Disadvantaged		76	
	Students With Disabilities		20	
	English Language Learners		80	

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	47.4	58.9	56.3
	Economically Disadvantaged	44.1	57.1	51.7
	Students With Disabilities	29.7	31.6	36.8
	English Language Learners		35.3	47.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	55.5	23.9
	Economically Disadvantaged	40	15.7	22.8
	Students With Disabilities	13.2		17.2
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		24	
	Economically Disadvantaged		21	
	Students With Disabilities		14	
	English Language Learners		20	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	42	53	41	42	43	34	50	58			
ELL	48	57	49	45	44	39	31	47	85		
BLK	71	67		64	58						
HSP	62	60	48	56	49	39	46	66	83		
WHT	75	67		85	62						
FRL	59	60	50	53	48	39	44	64	83		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	44	51	31	48	57	53	52	59			
ELL	31	50	47	43	58	55	35	65	77		
BLK	67	50		58	50						
HSP	56	56	44	58	61	57	53	75	79		
WHT	71	50		86	62						
FRL	54	55	46	56	58	58	50	76	77		

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	591
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	65
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

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

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

According to our 2021 FSA ELA data, our overall proficiency decreased 3% percentage points from 2019 FSA ELA data.

According to our 2021 FSA ELA data, our learning gains decreased by 4% point from our 2019 FSA ELA data.

According to our 2021 FSA Math data, our overall proficiency decreased by 10% percentage points from our 2019 FSA Math data.

According to our 2021 FSA Math data, our learning gains decreased by 17% percentage points from our 2019 FSA Math data.

According to our 2021 Science Data, our overall proficiency remained the same at 50 % percentage points.

According to our 2021 Civics EOC Data, our overall proficiency increased by 3% percentage points.

According to our 2021 Acceleration Data, our overall proficiency decreased by 9% percentage points.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The area of greatest need for improvement is Mathematics. Based on 2021 FSA Mathematics assessment data demonstrated a decrease of 17% percentage points in proficiency from our 2019 FSA Mathematics assessment data.

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

Over 50% of our students in the 2020 - 2021 school year were MSO students. Students that did not attend the school physically led to lack of involvement and engagement. Math is especially crucial to have that hands on approach/experiences. Action that needs to be taken this school year is to motivate and encourage all students that have demonstrated learning loss to return to brick and mortar. The lowest 25% student sand students that suffered the greatest learning loss will be identified and remediation via morning and Saturday tutoring sessions will be offered to help make up for the loss. In addition, differentiated instruction will be fluent in all subjects in order to eliminate the barriers.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component, based off comparing 2018-2019 FSA and 2020-2021 FSA results, which showed the most improvement was Language Arts, specifically in the learning gains of our lowest 25%.

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

The main contributing factor was the additional interventions provided to students. Students were provided the opportunity to attend morning and Saturday tutoring which targeted the L25, level 1 and 2 ELL students. In previous years, afternoon tutoring was provided. Upon review of the program, we noticed that attendance would consistently

dwindle for our afternoon sessions due to student fatigue and the fact that many of our students had to go home via bus transportation. As a result, we moved the daily tutoring to the morning which yielded the desired increase in attendance.

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

In order to accelerate learning, increased interventions will have to be provided strategically targeting the students, especially in Math, that demonstrated learning loss due to the circumstances of the past year.

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

The PLST will conduct in house professional development opportunities to all teachers in the areas needed for professional growth. PLST will have trainings during opening of school meeting on 8-18-21 as well as on mandatory PD Day on 10/29/21. Teacher peer observation will be conducted in order to for best practices to be shared.

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

Additional professional development opportunities and trainings will be provided to ensure that the social emotional needs of our students are being met. In order to achieve the academic goals we strive to attain, our students' mental health has to be addressed. As a result, we will be providing increased social emotional trainings and professional development opportunities for our teachers focusing on engagement. The main factor that contributed to our lower scores, especially in Math, was due to that lack of personal engagement with our students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale: Collaborative planning among teachers will promote improvement in proficiency and learning gains. When comparing 2019 to 2021 FSA results, Math proficiency decreased by 10 percentage points from 57 to 47, Math learning gains decreased 17 percentage points from 50 to 33, and Math learning gains for the lowest 25% remained the same at 40. ELA proficiency decreased by 3 percentage points from 62 to 59. ELA learning gains decreased by 4 percentage points from 61 to 57. Collaborative planning will allow for teachers to share best practices, strategies, resources and strengths from areas of strength to promote student achievement and accelerate learning in order to improve our learning losses.

Measureable Outcome: The school will show an increase of 10% in the subcategory of Learning Gains in both Math and ELA in the 2022 FSA assessment. The school will also show an increase of 5% percentage points in the subcategory of Learning Gains for the lowest 25% in Math.

Monitoring: We will monitor the Area of Focus in multiple ways - iReady progress monitoring reports will be discussed in Faculty Meetings, Team Leaders and Department Chairs will conduct data chats amongst their departments , and teachers will conduct data chats with their students. Administrators will review lesson plans on a biweekly basis with a

Person responsible for monitoring outcome: Yudenia Lopez-Martin (315741@dadeschools.net)

Evidence-based Strategy: Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its focus is to encourage teachers to collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Collaborative Planning improves communication among teachers and promotes peer insights and feedback that occur during meetings among teachers.

Rationale for Evidence-based Strategy: Allowing more time for teachers to collaborate during department meetings, faculty meetings, common lunch and common planning allows for consistent dialogue to occur. This increased communication allows for best practices to be share, mentorships to develop and promotes a positive and stronger school culture. The betterment which results from this constant dialogue will yield better academic results in our 2021 iReady AP1 exam and all subsequent exams culminating the desired results for the 2022 FSA.

Action Steps to Implement

9/2-In order to successfully earn the 10% increase in ELA and Math Learning Gains as well as the 5% increase in Math learning gains for the lowest 25%, we will continue to scaffold our instruction and promote positive collaboration, our School Leadership Team will encourage and communicate expectations, disaggregate data, and provide teachers time to partake in grade level team meetings where they collaborate and provide input on best practices, strategies, peer mentorships and standards-aligned lesson to present to the students. This will take place continually from 8/31-10/13.

Person Responsible Jorge Bulnes (pr6801@dadeschools.net)

Department Chairs will meet with teachers in their department to collaborate and share best practices to increase student engagement with their classrooms during the first department chair meeting on 8/31/21.

Person Responsible Madelyn Rodriguez (madelynr@dadeschools.net)

Leadership Team will meet to discuss and present data to all teachers on 8/31/21.

Person Responsible Jorge Bulnes (pr6801@dadeschools.net)

Leadership Team will monitor implementation of collaborative practice as evidenced by class walk throughs and department meeting agenda/visits. This will run from 9-1-21 through 1-2-2022 when AP2 begins, then progress will be measured and adjustments will be determined.

Person Responsible Jorge Bulnes (pr6801@dadeschools.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	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 should be used to ensure students receive instruction based on their individual academic and social emotional needs. Differentiating instruction will help us make up the loss, specifically in our Math learning gain scores which dropped 17% points from 2018-2019 FSA to 2020-2021 FSA.
Measureable Outcome:	The school will show an increase in results due to differentiated instructional strategies as evidenced by a 10% increase in ELA and Math Learning Gain and a 5% increase in L25s for Math in their 2021-2022 FSA scores.
Monitoring:	We will monitor the Area of Focus in multiple ways - iReady progress monitoring reports will be discussed in Faculty Meetings. Administrators and Department Chairs will conduct walk throughs amongst their departments to ensure differentiated instruction is taking place. Lessons will be aligned to lowest standards and all support/resources will be used to meet the needs of all students. DI groups will be fluent and charts will show groups by standards.
Person responsible for monitoring outcome:	Lazaro Martinez (lazmartinez@dadeschools.net)
Evidence-based Strategy:	Differentiated instruction is a framework or philosophy for effective teaching that involves providing all students within their diverse classroom community of learners a range of different avenues for understanding new information in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in their ability. Monitoring L25 student progress will take place via classroom walkthroughs, reviewing of lesson plans and increasing in students gains as evidenced by 2021-2022 FSA scores.
Rationale for Evidence-based Strategy:	If our school sustains the practice of Differentiated Instruction and providing meaningful interventions, teachers and students will be able to understand assessment criteria, monitor, and reflect on their work, thus promoting accountability for learning and addressing the needs of all students. These practices will promote high academic expectations for both teachers and students.

Action Steps to Implement

9-2. During department meetings from 8/31 through 10/13, department chairs will assist teachers in retrieving and analyzing their students' data to create DI groups based on the weakest standards. Addressing the weakest standards of the students through targeted differentiated instructional strategies will result in higher scores as reflected by 2021-2022 FSA scores.

Person Responsible Lazaro Martinez (lazmartinez@dadeschools.net)

Instructional Coach will plan for DI and gather appropriate instructional resources to meet the needs of all learners. The data will be based of 2020-2021 FSA results and will be distributed to teachers during the opening of schools meeting on 8/31/21.

Person Responsible Lazaro Martinez (lazmartinez@dadeschools.net)

Instructional Coach will retrieve and analyze iReady Diagnostic 1 results to update DI groups based on most current standard deficits. The data will be updated throughout the iReady AP1 window which opens on 9/13/21 and ends 10/8/21. By the close of the testing window, all teachers will have the latest data to use in order to guide their instruction.

Person Responsible Lazaro Martinez (lazmartinez@dadeschools.net)

Instructional Coach will conduct classroom visits via Zoom to assist teachers and model best practices during DI block. These zoom sessions will occur consistently beginning the second week of school on 8/30/21 and continue throughout the year.

Person Responsible Lazaro Martinez (lazmartinez@dadeschools.net)

Administrators will meet with 6th - 8th grade teachers individually to conduct data chats focusing on initial data findings and then again after iReady Diagnostic 1 results become available. Data chats will begin after the testing window closes on 10/8/21.

Person Responsible Jorge Bulnes (pr6801@dadeschools.net)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	Based on the student and staff climate survey, student and staff sense of belonging was down 10% according to the previous year's staff and student climate survey. If our school sustains the practice of promoting a healthy social emotional environment using Restorative Justice Practices, we will continue to promote a growth mindset that will empower all teachers and staff members to build positive social emotional connections with students and create an environment where all stakeholders feel a sense of belonging, support, and respect. Sense of belonging is important to develop the necessary staff and student connections that will yield both academic and social emotional successes.
Measurable Outcome:	The school will show an increase in results as it pertains to social emotional learning as evidenced by an increase in student sense of belonging in 2021-2022 school climate survey.
Monitoring:	In order to promote a growth mindset and positive school climate, we will actively implement the practices of Restorative Justice through our daily check-ins, conferences with our guidance counselor and problem solving strategies. These Restorative Justice Practices will promote the strategies and methods needed to satisfy students' and staff social emotional needs.
Person responsible for monitoring outcome:	Madelyn Rodriguez (madelynr@dadeschools.net)
Evidence-based Strategy:	Social-emotional learning (SEL) using Restorative Justice Practice (RJP) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. Stakeholders with strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially.
Rationale for Evidence-based Strategy:	Restorative justice empowers students to resolve conflicts on their own and in small groups. Essentially, the idea is to bring stakeholders together in peer-mediated small groups to talk, ask questions, and air their grievances thus creating both collaboration and community.

Action Steps to Implement

School Counselor will implement "Mindful Mondays" activities through homeroom classes. These activities will promote positive relationships between all stakeholders through the sharing of various activities and videos. Mindful Monday activities will begin 8/31/21. The positive impact that occurs in our school will be evidenced by an increase in student involvement in clubs/sports, a decrease in SCAM incidents and higher achievement data in the 2021-2022 FSA.

Person Responsible Madelyn Rodriguez (madelynr@dadeschools.net)

School Counselor will continually meet with teachers beginning 8/31/21 - 10/11/21 to assist with challenges navigating Social Emotional Learning Principles, confusion/clarification about specific topics in the curriculum, as well as any school-site concerns regarding implementation.

Person Responsible Madelyn Rodriguez (madelynr@dadeschools.net)

Beginning on 8/31/21 - 10/11/21 school Counselor will assist teachers on a weekly basis in implementing Social Emotional strategies in their classrooms via Zoom as outlined in the pacing guide in order to promote a Growth Mindset.

Person Responsible Madelyn Rodriguez (madelynr@dadeschools.net)

During monthly faculty meetings, teachers will be trained on Restorative Justice Practices (RJP) through videos, research articles, and actively engaging in RJP circles. First RJP circle will be held on opening of schools meeting on 8/31/21.

Person Responsible Madelyn Rodriguez (madelynr@dadeschools.net)

The counselor will conduct grade-level rotations to implement RJP, coping and social skills in the classroom to foster students' social emotional growth. Rotations will begin on 8/31/21.

Person Responsible Madelyn Rodriguez (madelynr@dadeschools.net)

School Counselor will support teachers in implementing RJP practices, coping and social skills during class time to resolve issues that arise and to create a positive learning environment.

Person Responsible Madelyn Rodriguez (madelynr@dadeschools.net)

#4. Leadership specifically relating to Specific Teacher Feedback**Area of Focus Description and Rationale:**

Based on qualitative data from the 2020-2021 School Climate survey and the SIP survey and review of the Core Leadership Competencies, we want to use the Targeted Element of Specific Teacher Feedback. 10% of the teachers did not feel that they were not actively involved in the PLST and leadership meeting processes, therefore we want to develop teacher buy in by including them in school-wide initiatives and ensuring they are informed via team and department meetings so that they feel as though they have membership to the school community.

Measurable Outcome:

If we successfully implement the Targeted Element of teacher feedback, our teachers will be provided the opportunity to contribute to school-wide decisions through monthly team and department meetings. This will be realized through teachers actively engaging via sharing of best practices, strategies and ideas in meetings. The percentage of teachers feeling their voices are heard will increase by at least 10% during the 2021-2022 school year.

Monitoring:

The Leadership Team will ensure bi-weekly department and team meetings are occurring in which active discussions are taking place. By involving teachers, we hope to create an environment where everyone feels involved so total buy in takes place. This initiative will be evident by teachers providing ideas and sharing best practices to their colleagues in various areas.

Person responsible for monitoring outcome:

Madelyn Rodriguez (madelynr@dadeschools.net)

Evidence-based Strategy:

Within the Targeted Element of specific teacher feedback, we will focus on the evidence-based strategy of: Involving Staff in Important Decisions. By creating an "Experts in My Building" list and involving teachers in the decision making process, we hope to increase teacher buy in as evidenced by school climate survey.

Rationale for Evidence-based Strategy:

Involving Staff and inviting feedback will assist in integrating the talents of teachers within the building to carry out the vision, the mission, and problem solve. Throughout this process the leadership team will create buy in and bring creative and innovative solutions to the forefront. Positive collaboration and feedback will occur as evidenced by walkthroughs and surveys completed by staff.

Action Steps to Implement

8/31/21 - 10/11/21 During monthly faculty meetings beginning with opening of schools meet on 8/31/21, teachers will train their colleagues on Restorative Justice Practices (RJP) through videos, research articles, and actively engaging in RJP circles.

Person Responsible

Yudenia Lopez-Martin (315741@dadeschools.net)

Grade level team leaders will meet on a monthly basis to share ideas, plan and organize events for the students in their grade level. First meeting will take place on 8/31/21 and occur monthly. Implementation starting 8/31/21 - 10/11/21 will show the framework for effective school culture being actively promoted as evidenced by walk throughs, increased students participation in clubs/sports and decreased SCAM incidents.

framework of effective school culture.. evidenced by walkthroughs

Person Responsible Mariangel Carreras (mcarreras@dadeschools.net)

Department Chairs will meet with teachers in their department beginning on 8/31/21 to allow their department to collaborate and share best practices to increase student engagement.

Person Responsible Yudenia Lopez-Martin (315741@dadeschools.net)

Department chairs will conduct collaborative planning sessions based on 2020-2021 FSA results with their respective departments to assist teachers by allowing them to share best practices to assist lowest 25% students. Initial meetings will begin after testing window closed on 10/8/21.

Person Responsible Yudenia Lopez-Martin (315741@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the number of reported incidents for the 2020-2021 school year, Riviera Middle school was ranked at a moderate level in comparison to other MDCPS middle schools. The current data will show much improvement as Riviera Middle had 0 incidents this past school year. The social emotional and restorative justice strategies implemented were obviously successful and will continue to be promoted in order to assure that our incidents remain at a "0". Riviera Middle wants to continue to maintain the safe learning environment which is conducive to a positive and engaging learning environment.

Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Our school will continue to promote a growth mindset that will empower all teachers and staff members to build positive social emotional connections with students and create an environment where all stakeholders feel a sense of belonging, support, and respect. Riviera Middle offers a variety of clubs and activities in order to provide a holistic educational experience.

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

Juana Fraga, 6th grade team leader

Ileana DeSosa Lopez, 6th grade team leader

Ana Soler, 7th grade team leader

Mariangeles Carreras, 7th grade team leader

Travis Ramsey, 8th grade team leader

Amarilis Zamora, 8th grade team leader

Team leaders will meet monthly to plan and organize activities to promote a positive and engaging school environment.

Natazha Cumberbatch, school counselor.

The counselor will conduct grade-level rotations via Zoom to implement RJP in the classroom to foster students' social emotional growth.

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
4	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
Total:			\$0.00