SCHOOL IMPROVEMENT PLAN
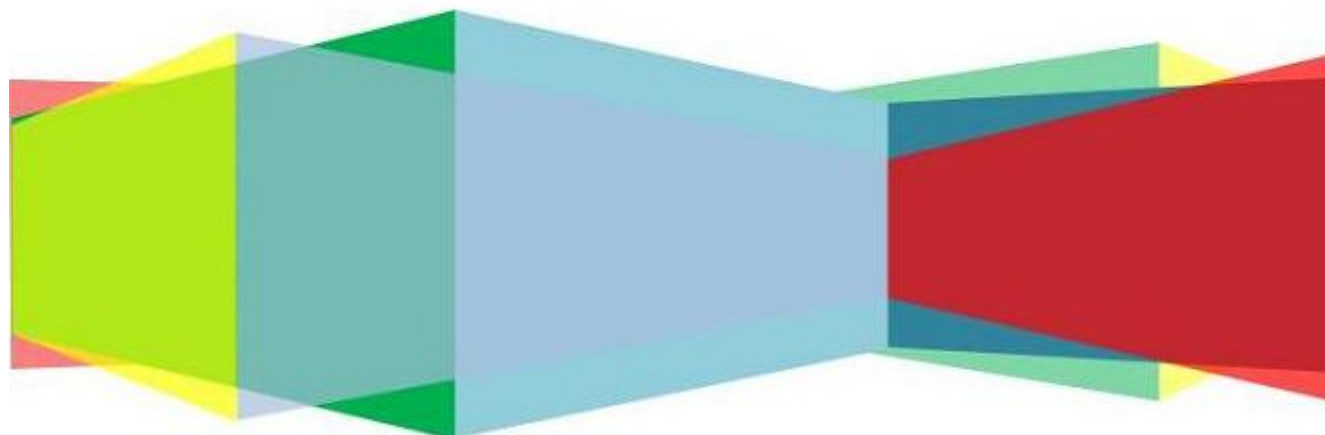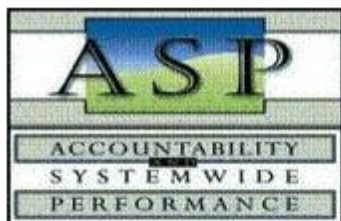## 2007 - 2008

Riviera Middle School (6801)

Feeder Pattern - Southwest Miami Senior

Regional Center V

District 13 - Miami-Dade

Principal - Valerie Carrier

Superintendent - Rudolph F. Crew, Ed.D.

ASP
ACCOUNTABILITY AND SYSTEMWIDE PERFORMANCE

SCHOOL Quality IMPROVEMENT

EXECUTIVE SUMMARY

Riviera Middle School (RMS) is located on 8 acres at 10301 S.W. 48 Street in Miami, and has been in operation since 1958. The current enrollment is 697 students, 272 are in grade six, 200 in grade seven, and 221 in grade eight. Riviera Middle School is a, Title I, center for Exceptional Student Education (ESE) within the South West High School feeder pattern. There are 170 ESE students, or 24% of the total population. This includes 83 students who are Gifted. The other exceptionalities served include Specific Learning Disabled (SLD), Profoundly Mentally Handicapped (PMH), Trainable Mentally Handicapped (TMH), Orthopedically Impaired (OI), and other exceptionalities. A significant number of students are English Language Learners (ELL). There are 95 students in the English for Speakers of Other Languages (ESOL) program. This is 14% of the student body. The free or reduced lunch program is provided for 70% of the total student population. Riviera Middle School receives grant funding for its after-school All Stars program as well as funding for its Multi-Media Industrial Arts Academy through the I-Choose grant. The faculty and parents, along with the Educational Excellence School Advisory Council (EESAC), work together to ensure our school is …a place that values every child.

1.Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 60% of the students in grades six - eight will score Level 3 or higher on the 2008 FCAT Reading test.

2. Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 58% of ELL students in grades six - eight will score Level 3 or higher on the 2008 FCAT Reading test.

3. Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 58% of Economically Disadvantaged students in grades six - eight will score Level 3 or higher on the 2008 FCAT Reading test.

4. Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 58% of Students With Disabilities in grades six - eight will score Level 3 or higher on the 2008 FCAT Reading test.

1. Given mathematics instruction based on the Sunshine State Standards, students in grades six - eight will increase their mathematics skills, as demonastrated by 62% of the students scoring at a Level 3 or higher on the 2008 FCAT Mathematics test.

2. Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 62% of Hispanic students in grades six - eight will score at a Level 3 or higher on the 2008 FCAT Mathematics test.

3. Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 62% of Limited English Proficiency students in grades six - eight will score at a Level 3 or higher on the 2008 FCAT Mathematics test.

4. Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 62% of Students With Disabilities in grades six - eight will score at a Level 3 or higher on the 2008 of the FCAT Mathematics test.

5. Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 56% of Students With Disabilities in grades six - eight will score at a Level 3 or higher on the 2008 of the FCAT Mathematics test.

6. Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 62% of Economically Disadvantaged students in grades six - eight will score at a Level 3 or higher on the 2008 FCAT Mathematics test.

Given writing instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 87% of students scoring at a 3.5 or higher on the 2008 administration of the FCAT Writing Plus test.

Given science instruction based on the Sunshine State Standards/Competency-Based Curriculum, 58% of students in the eight grade students will score a Level 3 or above on the 2008 administration of the FCAT Science test.

Given school-wide emphasis on Parental and Community involvement, the school will increase the number of parents attending Parent Academy courses by 7% as evidenced by Parent Academy participation logs as well as participation reports provided by the Parent Academy.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2007-2008 school year.

Given an emphasis on the use of technology in education, students in grades 6-8 will augment their usage of the Accelerated Reader Program as evidenced by 10% increase from a baseline of the first quarter of the 2007-2008 school year using weekly reports generated by the AR Program.

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will improve their physical fitness skills as evidenced by 72% of the students meeting FITNESSGRAM requirements on the 2007-2008 administration of the FITNESSGRAM Test.

Given emphasis on the benefits of participating in the Choice School program, the number of students enrolled will increase by 10% over the current 200 student 2007 enrollment as evidence by class rosters.

Riviera Middle School will improve its score on the State of Florida ROI index from 1.87 on the 2004/2005 publication to over 2.00 on the next publication of the index.

Results of the Organizational Performance Improvement Snapshot reveal two areas of opportunity for Riviera Middle School. The areas with the lowest percentage of agreement were in the Business Results category with a 3.8 rating on item 7c. "I know how well my work location is doing financially."   This areas will be addressed through staff surveys, training, and staff meetings to make staff aware of the financial standing of the school as well as why financial decisions are made.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic
principles.

6801 - RIVIERA MIDDLE SCHOOL

VISION

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

MISSION

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

CORE VALUES

The core values identified by the staff represent excellence in achievement, integrity as a focus of character in fostering positive relationships; equity in service to all in our school community; and citizenship in promoting democratic principles.

School Demograhics

Riviera Middle School (RMS) is located on 8 acres at 10301 S.W. 48 Street in Miami, and has been in operation since 1958. The current enrollment is 697 students, 272 are in grade six, 200 in grade seven, and 221 in grade eight. Riviera Middle School is a, Title I, center for Exceptional Student Education (ESE) within the South West High School feeder pattern. There are 170 ESE students, or 24% of the total population. This includes 83 students who are Gifted. The other exceptionalities served include Specific Learning Disabled (SLD), Profoundly Mentally Handicapped (PMH), Trainable Mentally Handicapped (TMH), Orthopedically Impaired (OI), and other exceptionalities. A significant number of students are English Language Learners (ELL). There are 95 students in the English for Speakers of Other Languages (ESOL) program. This is 14% of the student body. The free or reduced lunch program is provided for 70% of the total student population. Riviera Middle School receives grant funding for its after-school All Stars program as well as funding for its Multi-Media Industrial Arts Academy through the I-Choose grant. The faculty and parents, along with the Educational Excellence School Advisory Council (EESAC), work together to ensure our school is …a place that values every child.

Riviera Middle School employs 94 full time faculty and staff, and 6 part time staff members. The full-time employees include three administrators, 27 general-education teachers, 16 ESE teachers, one ESE program specialist, one Lead Teacher, one speech/language pathologist, three counselors, one career specialist, one media specialist, two reading coaches, one SCSI teacher, 18 paraprofessionals, eight custodians, two security monitors, seven clerical workers, one computer specialist and one cafeteria manager. The level of education of the instructional staff is as follows: Masters Degree 35%, Specialist Degree 9%, and Doctoral Degree 1%. The part time staff includes two teachers, one clerical worker, one security monitor, and two computer techs. At RMS, all classrooms have computers. The average number is four per classroom, although the actual number varies from one to seven computers per classroom. There are a total of 400 computers in the building. Three hundred seventy-five are for educational use, 25 are for administrative use. The District Gradebook is used by all teachers, which facilitates the production of interim progress reports and report cards. Accelerated Reader is available in all classrooms. The mathematics department uses a variety of educational software, including Riverdeep. School-wide email is available to the entire staff. Teachers use this paperless system frequently to communicate with their colleagues, and administration uses it for the distribution of memoranda.

As one of the smallest middle schools in the District, Riviera Middle School offers an individualized learning environment where students have multiple options to assist them in their development both academic and socially. Riviera Middle School has a teacher pupil ratio of 20 to 1, significantly below state mandates. Students at Riviera are offered the opportunity to correct and revise assignments that were substandard through the schools Power of "I" extra assistance program. Tutoring is offered free of charge before and after school as well as during the school's Saturday School program.

School Foundation

Leadership:

The staff survey completed in April 2007 indicated a positive average score of 4.4 in the area of leadership. Leadership categories were rated between 4 and 4.5 with the highest average score for question 1a: "I know my organization's mission what it is trying to accomplish."
The faculty and staff works toward accomplishing the mission of the school as a school wide objective and promotes positive growth in both the academic and character development of our students.
The environment at Riviera Middle School (RMS) is one that promotes empowerment and considers input from all members of the staff important to the day-to-day learning activities of the school. Furthermore, the staff uses the Plan Do Study Act (PDSA) Continuous Improvement Model in all areas of operation.

District Strategic Planning Alignment:

When addressing strategic planning objectives, Riviera Middle School utilizes the PDSA Continuous Improvement Model as a foundation for planning and evaluation. The focus of the mission of our school provides a base understanding of the direction and outcomes being sought. The survey completed by the staff in the area of strategic planning rated an average score of 4.2 with a 4.3 average score for both item 2b. "I know the parts of my work location's plans that will affect me in my work." as well as for item 2c. "I know how to tell if we are making progress on my work group's part of the plan."
Members of the school community, instructional, and non-instructional feel empowered to share ideas and strategies to contribute to reaching the common goal of our mission statement.

Stakeholder Engagement:

Our staff at Riviera Middle emphasizes a family approach in their dedication to providing a positive and enriching learning environment. Despite the declining enrollment of the school, our school has been recognized with "The Golden Seal Award"; for high rates of volunteerism for the last six years. The staff recognizes the critical need to communicate and respond to feedback from the school community in order to maximize support for our "customers." Riviera provides free tutoring before and after school, during Saturday School and through our All-Star program for all our students. Additionally, RMS offers programs for Career Development, Inclusion, Character Education, and counseling to provide a substantive foundation for a healthy, stable environment for learning.

As parent involvement is viewed as an integral component to a successful learning environment, we encourage parents to participate in EESAC, PTSA, parent in-service activities, and with the students in clubs and class activities.

Faculty & Staff:

Riviera Middle School employs 94 full time faculty and staff, and 6 part time staff members. The full-time employees include three administrators, 27 general-education teachers, 16 ESE teachers, one ESE program specialist, one Lead Teacher, one speech/language pathologist, three counselors, one career specialist, one media specialist, two reading coaches, one SCSI teacher, 18 paraprofessionals, eight custodians, two security monitors, seven clerical workers, one computer specialist and one cafeteria manager. The level of education of the instructional staff is as follows: Masters Degree 35%, Specialist Degree 9%, and Doctoral Degree 1%. The part time staff includes two teachers, one clerical worker, one security monitor, and two computer techs. At RMS, all classrooms have computers. The average number is four per classroom, although the actual number varies from one to seven computers per classroom. There are a total of 400 computers in the building. Three hundred seventy-five are for educational use, 25 are for administrative use. The District Gradebook is used by all teachers, which facilitates the production of interim progress reports and report cards. Accelerated Reader is available in all classrooms. The mathematics department uses a variety of educational software, including Riverdeep. School-wide email is available to the entire staff. Teachers use this paperless system frequently to communicate with their colleagues, and administration uses it for the distribution of memoranda.

The staff acknowledges the importance of maintaining contact with the parents and community regarding the school learning environment. On the OPI Survey, the staff rated an average score of 4.6 on item 3a. "I know who my most important customers are" and a 4.4 on item 3b. "I keep in touch with my customers."

Data/Information/Knowledge Management:

Riviera Middle School employs 94 full time faculty and staff, and 6 part time staff members. The full-time employees include three administrators, 27 general-education teachers, 16 ESE teachers, one ESE program specialist, one Lead Teacher, one speech/language pathologist, three counselors, one career specialist, one media specialist, two reading coaches, one SCSI teacher, 18 paraprofessionals, eight custodians, two security monitors, seven clerical workers, one computer specialist and one cafeteria manager. The level of education of the instructional staff is as follows: Masters Degree 35%, Specialist Degree 9%, and Doctoral Degree 1%. The part time staff includes two teachers, one clerical worker, one security monitor, and two computer techs. At RMS, all classrooms have computers. The average number is four per classroom, although the actual number varies from one to seven computers per classroom. There are a total of 400 computers in the building. Three hundred seventy-five are for educational use, 25 are for administrative use. The District Gradebook is used by all teachers, which facilitates the production of interim progress reports and report cards. Accelerated Reader is available in all classrooms. The mathematics department uses a variety of educational software, including Riverdeep. School-wide email is available to the entire staff. Teachers use this paperless system frequently to communicate with their colleagues, and administration uses it for the distribution of memoranda.

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Education Design:

Our school has been actively engaged in the utilization of the Continuous Improvement Model as a foundation for a data driven approach to all aspects of school operations. We initiated this process three years ago when we successfully participated in the Sterling Challenge. The model consists of an eight step process that, when followed, provides for consistent review of data regarding performance, provides a data driven base for instructional decisions
as well as addressing the NCLB subgroups. This model generalizes as a framework for data driven decision-making with each stakeholder group on aspects that impact the learning environment. The eight step process consists of the following: 1.Disaggragae test data 2.Develop Timeline 3.Instructional Focus 4.Assessment 5.Tutorials 6.Enrichment 7.Maintenance 8.Monitoring.

Performance Results:

Reading Results
The results of the 2007 FCAT indicates that although 57% of the six through eighth grade students are reading on FCAT achievement Level 3 or above, 43% of our students are not performing proficiently in reading. Additionally, the FCAT results indicate that 60% of six graders scored at a level 3 or higher, 62% of seventh graders scored at a level 3 or higher and 51% of eighth graders scored at a level 3 or higher. 63% of students in the bottom 25% made learning gains in reading. Our six grade students were most successful with words/phrases (60% correct), however additional instruction in comparisons (50% correct). Our seventh grade students were most successful with comparisons (67% correct); with additional instruction needed in reference/research (56% correct). Our eighth grade students were most successful in comparisons (57% correct), and additional instruction is needed in reference/research (46% correct). Within our school the following Subgroups still require additional assistance in order to meet federal NCLB requirements. Only 46% of Economically Disadvantaged students, 21% of ELL students, and 37% of Students with Disabilities scored at a level 3 or higher on the 2007 administration of the FCAT.
Math Results
The results of the 2007 FCAT indicates that although 53% of the six through eighth grade students are on FCAT achievement Level 3 or above, 47% of our students are not performing proficiently in mathematics. Additionally, the FCAT results indicate that 37% of students in grade six scored at a level 3 or higher, 52% of students in the seventh grade scored at a level 3 or higher and 67% of students in grade eight scored at a level 3 or higher. 68% of students in grade 6-8 made learning gains. Our six grade students were most successful with number sense, geometry, and data analysis (44%correct), however additional instruction is needed in algebraic thinking (38% correct) and measurement (33% correct). Our seventh grade students were most successful with data analysis (56% correct); with additional instruction needed in measurement (44% correct). Our eighth grade students were most successful in number sense and measurement (50% correct), and additional instruction is needed in geometry, algebraic thinking, and data analysis (42% correct). Within our school the following Subgroups still require additional assistance in order to meet federal NCLB requirements. Only 47% of Hispanic students, 45% Economically Disadvantaged students, 28% of Limited English Proficiency Students, and 37% of Students with Disabilities scored at a level 3 or higher on the 2007 administration of the FCAT.
Science Results
Results of the 2007 FCAT Science scores indicate that the mean scale score of Riviera Middle School was 277, or 3 points below the District mean scale score. Disaggregated data reveals that the state averages were one mean point above Riviera averages in the physical and chemical, life and environmental, and scientific thinking clusters. In the earth and space cluster the Riviera mean score was the same as the state average. Analysis indicates that we need to follow district recommended scope and sequences for each of the science classes to insure appropriate instruction in all benchmarks, and increase the quality and quantity of inquiry-based laboratory activities.
Writing Results
The results of the 2007 FCAT indicates that 78% of the eighth graders are writing on FCAT achievement Level 3.5 or above. 79% of students scored at a 3.5 level or higher in expository writing while 76% of student did so in persuasive writing.

Schools Graded 'C' or Below

Professional Development:

The Reading Coach will be used for all functions necessary for implementing and maintaining the school's comprehensive core reading program, supplemental reading programs, and scientifically based reading research in reading instruction. These will include modeling effective strategies for teachers, designing and delivering professional development, monitoring progress and analyzing student data. Reading Coaches and mentor teachers will be instrumental in providing professional development that aligns diagnostic and assessment data with curriculum and instruction, thereby ensuring that the resulting professional development addresses aligned instructional strategies and practices.

The District has an effective plan for clarifying and communicating the proper role for the Reading Coach to school administration, teachers, and Reading Coaches. The Reading Coach will be used for all functions necessary for implementing and maintaining the school's reading program. These would include modeling effective strategies for teachers, designing and developing professional development, differentiated instruction, monitoring progress, and analyzing student data among others. The Reading Coach will not serve as an administrator, substitute or resource teacher and will work with small groups of students only when modeling strategies for teachers. However, the Reading Coach will work to ensure high-fidelity implementation of reading instruction. This communication is assured throughout the entire school year.

The mentor level teachers will be utilized in each area of the professional development plan that helps and supports teachers to strengthen their teaching skills in reading, build school site capacity, and provide for the follow-up activities that extend the application of new knowledge to impact student achievement. Mentor level teachers will be utilized within their classrooms to network and model exemplary teaching strategies and techniques for staff as needed. In order to maximize professional development activities at the school site, school administrators, Reading Coaches, and mentor level teachers will articulate and coordinate the plan for professional growth showing differentiation, as needed, within the staff.

Disaggregated Data :

During the days prior to the beginning of the 2007-08 school year, the administrative team and the Literacy Leadership Team (LLT) will meet to analyze all prior year's data. Data relating to student attendance, behavior as well as academic achievement will be disaggregated to determine areas of strength and opportunities for improvement. Form this analysis the members of the LLT will develop their curriculum focus calendars and will determine each department and team's mission and objectives for the year. This process is the planning stage of Riviera Middle School's continuous improvement model (CIM); Plan, Do, Study, Act (PDSA). The next step in the plan in the PDSA is the "do" stage. During this stage teachers and students begin the journey of active and involved engagement in the subject matter particular to each student. As this stage progress teachers will be routinely assessing students to monitor progress towards intermediate benchmarks. This stage of the CIM is the "study" stage. Administrators, coaches, teachers and students will collaborate to again determine areas of strength and opportunities for improvement. Based on the results of these studies actions will be implemented and the process will begin again in a cycle through the school year.

Informal and Formal Assessments:

During the 2007-2008 school year, teachers at Riviera Middle School will utilize a variety of formal and informal assessments to monitor the progress and evaluate student progress towards goals and objectives set at the beginning of the school year. Teachers will use student observations, inventories, conversations, student responses, group work, quizzes and many other informal assessments. In order to monitor the progress of all students teachers will administer several formal assessments including but not limited to chapter/unit tests, progress monitoring assessments (such as the DAR, the GATES, STAR), school created monthly assessments, the M-DCPS interim assessments and the FCAT. The results of all of these assessments will give each teacher a clear picture as to each student's academic abilities.

Alternative Instructional Delivery Methods :

Tutoring programs
Before/After School: To ensure that academic needs of the students are being met, articulation will be coordinated between the homeroom/subject area teacher(s) on a weekly basis using the students' assessment data or IEP. The assessment data or IEP will identify specific area(s) of deficiency in phonemic awareness, phonics, fluency vocabulary and/or comprehension; the desired level of performance, and the instructional support/intervention that is being provided to meet the desired level of performance. Tutoring programs will use instructional materials and/or software that are approved and address the identified area(s) of need.

Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

☑	Different Innovative Approaches to Instruction
☑	Responsibility of Teaching Reading for Every Teacher
☑	Quality Professional Development for Teachers and Leaders
☐	Small Learning Communities (SLC)
☑	Intensive Intervention in Reading and Mathematics
☑	Course Choice Based on Student Goals / Interests / Talent
☑	Master Schedules Based on Student Needs
☑	Parental Access and Support
☐	Applied and Integrated Courses
☑	Academic and Career Planning

Different Innovative Approaches to Instruction
See Reading and Math SIP Goals

Responsibility of Teaching Reading for Every Teacher
See School Wide Improvement Model under CRP Related Items under Additional Requirements.

Quality Professional Development for Teachers and Leaders
Professional Development is offered for all faculty and staff through State, District, and School level. See separate Staff Development Plan for the 2007-2008 School Year.

Small Learning Communities (SLC)
EWMS effectively implements Small Learning Communities through the FCIM, Teacher Aide working with small groups of students in reading and math. Also see Staff Development Plan for 2007-2008 school year.

Intensive Intervention in Reading and Mathematics
Double block reading for all students scoring level 1 or 2 on the FCAT in reading including 25 minutes of Success Maker daily. EWMS works provides extra instruction for lower performing math students using small group learning communities and success maker math. Success Maker after school program.

Course Choice Based on Student Goals / Interests / Talent
Students scores and interest survey, including course request, IEP's, and GEP's are all reviewed before registration cards are printed and before staffing is completed.

Master Schedules Based on Student Needs
Ernest Ward Middle school uses date from FCAT, NRT, and Registration Cards when creating the Master Schedule to accommodate students according to their level of performance, with regard to remediation, acceleration, and course request.

Parental Access and Support
The parents at EWMS are encouraged to stay involved in their child(s) education. Through the school web site EWMS offers a monthly school calendar, CIM instructional calendar, and homework site containing a two week (past/current) view of homework. The parents and community continues to provide a strong support for our school and community.

Applied and Integrated Courses
EWMS offers courses in Work Force Education in the areas of Agricultural, Technology Education, Business Technology, and Family and Consumer Science. Sixth graders who choose to take applied course will take a Career Wheel Course covering each of the areas for nine weeks. In the seventh grade, the students will be allowed to choose a career path that will allow a smooth transition into Northview High School or West Florida High School of Advance Technology and hopefully resulting in the increase number of scholarship opportunities. EWMS hold a Career Fair yearly.

Academic and Career Planning
All eighth graders will take a semester course "Orientation to Careers" through the Applied Technology.

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☑	☑	☑	☐	☐	☐

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
☑	☑	☑	☐	☐

Reading Statement

Students will improve the necessary skills to increase their reading proficiency to meet state and federal standards in reading.

Needs Assessment

The results of the 2007 FCAT indicates that although 57% of the six through eighth grade students are reading on FCAT achievement Level 3 or above, 43% of our students are not performing proficiently in reading. Additionally, the FCAT results indicate that 60% of six graders scored at a level 3 or higher, 62% of seventh graders scored at a level 3 or higher and 51% of eighth graders scored at a level 3 or higher. 63% of students in the bottom 25% made learning gains in reading. Our six grade students were most successful with words/phrases (60% correct), however additional instruction in comparisons (50% correct). Our seventh grade students were most successful with comparisons (67% correct); with additional instruction needed in reference/research (56% correct). Our eighth grade students were most successful in comparisons (57% correct), and additional instruction is needed in reference/research (46% correct). Within our school the following Subgroups still require additional assistance in order to meet federal NCLB requirements. Only 46% of Economically Disadvantaged students, 21% of ELL students, and 37% of Students with Disabilities scored at a level 3 or higher on the 2007 administration of the FCAT.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☑	☐	☐	☑	☐	☐	☑	☐	☑

Measurable Objective

1. Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 60% of the students in grades six - eight will score Level 3 or higher on the 2008 FCAT Reading test.

2. Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 58% of ELL students in grades six - eight will score Level 3 or higher on the 2008 FCAT Reading test.

3. Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 58% of Economically Disadvantaged students in grades six - eight will score Level 3 or higher on the 2008 FCAT Reading test.

4. Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 58% of Students With Disabilities in grades six - eight will score Level 3 or higher on the 2008 FCAT Reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide a variety of instructional formats that include C.R.I.S.S. strategies such as column notes, questioning techniques, graphic organizers and reciprocal teaching across the curriculum to address student learning, and/or cultural and language differences.	All Departments	8/20/2007	6/05/08	Other/ Not Applicable	0
Introduce RAMAVISION as a schoolwide Independent Reading Tool	Reading Coaches	10/16/07	6/05/08	Other/ Not Applicable	0
Provide reading coach to assist with the coordination of the K-12 Comprehensive Research-based Reading Plan, assist administration and classroom teachers in the interpretation of student assessment data, assist in coordinating and implementing intervention services to identified students, utilize the coaching model (planning, demonstrating, providing feedback) with teachers, provide site based staff development, participate in staff development and share the content with school site personnel.	Reading Coach	08/20/07	6/05/08	Other/ Not Applicable	0
Use technology-based programs, such as, FCAT Explorer, Accelerated Reader/STAR, Riverdeep, and internet research to aid students in meeting high standards.	Language Arts/Reading Teachers	08/20/07	6/05/08	Other/ Not Applicable	4000
Identify students who scored Level 1 and 2 on the 2006 FCAT Reading Administration and enroll them in Intensive Reading or Intensive Reading Plus classes which incorporate the five major components of Florida's Formula for Reading Success; provide home language support services for LEP students throughout the day.	AdministratorReading teachersBilingual Tutor	08/20/07	6/05/08	Other/ Not Applicable	0
Form a Literacy Leadership Team to implement a continuous improvement model to improve the reading proficiency of all students.	Administrator	08/20/07	6/05/08	Other/ Not Applicable	0
Provide teachers with access and training on the use of SPI and the Teacher Portal so that they can utilize the Performance Monitoring Plan process to individualize instruction to meet the needs of their level one and two students including all LEP, ED, and SWD students while maintaining or increasing the proficiency of students reading at or above grade level.	AdministratorTechnology Team	08/20/07	6/05/08	Other/ Not Applicable	0
Provide explicit reading intervention before or after school for students scoring 1 or 2 on FCAT Reading using programs such as Soar to Success and Read 180 and monitor the progress of said students utilizing the MAZE, GATES, and STAR assessments.	AdministratorReading CoachReading Tutors	10/9/07	6/05/08	Other/ Not Applicable	4000

Research-Based Programs

McDougal Littell Word Skills, McDougal Littell Textbook and InterActive Readers, Creating Independence for Student Owned Strategies (CRISS), Quick Reads, Soar to Success, Middle School Instructional Procedure, Florida's Formula for Reading Success (5 + 3 + ii +iii), Read XL, Gates-McGinitie Reading Tests, Oral Reading Fluency Test, Diagnostic Assessment of Reading

Professional Development

Provide professional development that will include training in CRISS strategies, PLATO, FCAT Explorer, AR/STAR, reading activities used across all content areas, continuous mentoring for all beginning teachers, and training for the reading coach as available through the Professional Development Portal.

Evaluation

The objective will be evaluated by the 2008 FCAT Reading test, Interim district assessments, site-developed monthly assessments.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☑	☑	☑	☐	☐	☐

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
☑	☑	☐	☐	☐

Mathematics Statement

Students will improve the necessary skills to increase their mathematics application and computation skills to meet state and federal standards in mathematics.

Needs Assessment

The results of the 2007 FCAT indicates that although 53% of the six through eighth grade students are on FCAT achievement Level 3 or above, 47% of our students are not performing proficiently in mathematics. Additionally, the FCAT results indicate that 37% of students in grade six scored at a level 3 or higher, 52% of students in the seventh grade scored at a level 3 or higher and 67% of students in grade eight scored at a level 3 or higher. 68% of students in grade 6-8 made learning gains. Our six grade students were most successful with number sense, geometry, and data analysis (44%correct), however additional instruction is needed in algebraic thinking (38% correct) and measurement (33% correct). Our seventh grade students were most successful with data analysis (56% correct); with additional instruction needed in measurement (44% correct). Our eighth grade students were most successful in number sense and measurement (50% correct), and additional instruction is needed in geometry, algebraic thinking, and data analysis (42% correct). Within our school the following Subgroups still require additional assistance in order to meet federal NCLB requirements. Only 47% of Hispanic students, 45% Economically Disadvantaged students, 28% of Limited English Proficiency Students, and 37% of Students with Disabilities scored at a level 3 or higher on the 2007 administration of the FCAT.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
☑	☐	☐	☑	☐	☐	☑	☐	☑

Measurable Objective

1. Given mathematics instruction based on the Sunshine State Standards, students in grades six - eight will increase their mathematics skills, as demonastrated by 62% of the students scoring at a Level 3 or higher on the 2008 FCAT Mathematics test.
2. Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 62% of Hispanic students in grades six - eight will score at a Level 3 or higher on the 2008 FCAT Mathematics test.
3. Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 62% of Limited English Proficiency students in grades six - eight will score at a Level 3 or higher on the 2008 FCAT Mathematics test.
4. Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 62% of Students With Disabilities in grades six - eight will score at a Level 3 or higher on the 2008 of the FCAT Mathematics test.
5. Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 56% of Students With Disabilities in grades six - eight will score at a Level 3 or higher on the 2008 of the FCAT Mathematics test.
6. Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 62% of Economically Disadvantaged students in grades six - eight will score at a Level 3 or higher on the 2008 FCAT Mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Have the math department meet with parents of students who are not making adequate progress to discuss ways in which parents can monitor and assist the remediation process.	Math Department	08/20/07	06/05/07	Education Innovation	0
Provide students with a composition book containing a problem of the day targeting the FCAT strands measurement and algebraic thinking.	Math Department	8/20/07	6/05/08	Other/ Not Applicable	0
Have Math department implement the continuous improvement model to improve mathematics instructions that will produce desired results.	Literacy TeamMath Department	08/20/07	6/05/08	Other/ Not Applicable	0
Mathematic teacher will target and provide intensive instruction to level 1 students during advisement period.	Math Department Chair	09/25/07	6/05/08	Other/ Not Applicable	0
Provide collaborative planning between Mathematics and Science teachers to enhance the integration of mathematics and science concepts.	Department Chair	08/20/07	6/05/08	Other/ Not Applicable	0
Target students exhibiting deficiencies on interim assessments and provide free tutoring using FCAT explorer and Riverdeep to assist students in acquiring necessary mathematic skills.	Administrator Math Department	10/25/06	6/05/08	Other/ Not Applicable	4000
Provide teachers with access and training on the use of SPI and the Teacher Portal so that they can utilize the Performance Monitoring Plan process to individualize instruction to meet the needs of their level one and two students including all Hispanic, LEP, ED, and SWD students while maintaining or increasing the proficiency of students working at or above grade level.	AdministratorTechnology TeamMathematics Teachers	08/20/07	6/05/08	Other/ Not Applicable	0
Provide Training in Making Middle Schools Work.	Administrator	10/15/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Glencoe Mathematics Program; Additional Resource- Riverdeep

Professional Development

Provide continuous mentoring for all beginning teachers; Provide training in use of PLATO for appropriate teachers; Provide training in Making Middle Grades Work. Provide training for smart board application. Work dilegently with Math Department to analyze data on a monthly basis to monitor student strenghts and weekness.

Evaluation

This objective will be evaluated by the scores of the 2008 FCAT Mathematics test; Results of teacher-made ongoing monthly assessments of Benchmarks; Interim district-developed assessments will provide formative assessment, which will be used to maintain progress toward this objective; Teachers will monitor progress throughout the year and make adjustments as necessary.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	☐	☐	☐

Miami-Dade County Public Schools

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✔	✔	☐	☐	☐

Writing Statement

Students will improve the necessary skills to increase their writing proficiency to meet state and federal standards in writing.

Needs Assessment

The results of the 2007 FCAT indicates that 78% of the eighth graders are writing on FCAT achievement Level 3.5 or above. 79% of students scored at a 3.5 level or higher in expository writing while 76% of student did so in persuasive writing.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
✔	☐	☐	☐	☐	☐	☐	☐	☐

Measurable Objective

Given writing instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 87% of students scoring at a 3.5 or higher on the 2008 administration of the FCAT Writing Plus test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase student opportunity to write across the curriculum with emphasis on persuasive and expository essays.	All Teachers	08/20/07	6/05/08	Other/ Not Applicable	0
Give teachers access to SPI so that they can utilize the Performance Monitoring Plan process to individualize instruction to meet the needs of their lower performing students while assessing their departmental action plans.	Administration Technology Team	08/20/07	6/05/08	Other/ Not Applicable	0
Use simulated FCAT essay writing on Mid-Term and Final exams that includes scoring on a 6-point rubric scale.	All Teachers	12/04/07	6/05/08	Other/ Not Applicable	6500
Provide support during before school, after school, and Saturday tutoring for the remediation of writing deficiencies.	AdministrationTutors	08/20/06	6/05/08	Other/ Not Applicable	4000
Implement a continuous improvement model to analyze data; administer writing pre-test at opening of school year, practice test in January, and post-test in April.	Language Arts Teachers	08/20/07	6/05/08	Other/ Not Applicable	0
Provide additional training for staff and students on how to score using the 6 point holistic writing rubric.	Reading Coach	08/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Prentice Hall Writing and Grammar, Core Writing Program

Professional Development

Provide professional development that will include CRISS strategies, construction of short and extended written responses to text, and writing across the curriculum using prompts, a 6-point rubric, and holistic scoring.

Evaluation

The evaluation component will include the 2008 FCAT Writing Plus test as the final data of evaluation; District Writing assessment as a progress monitoring tool.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☑	☑	☑	☐	☐	☐

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Science Statement

Students will improve the necessary skills to increase their science proficiency to meet state and federal standards in science.

Needs Assessment

Results of the 2007 FCAT Science scores indicate that 33% of eighth grade students scored above a level 3 on the FCAT Science test. Disaggregated data reveals that the state averages were one mean point above Riviera averages in the physical and chemical, life and environmental, and scientific thinking clusters. In the earth and space cluster the Riviera mean score was the same as the state average. Analysis indicates that we need to follow district recommended scope and sequences for each of the science classes to insure appropriate instruction in all benchmarks, and increase the quality and quantity of inquiry-based laboratory activities.

Measurable Objective

Given science instruction based on the Sunshine State Standards/Competency-Based Curriculum, 58% of students in the eight grade students will score a Level 3 or above on the 2008 administration of the FCAT Science test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Infuse FCAT-style questions throughout the science curriculum.	Science Teachers	08/20/07	6/05/08	Other/ Not Applicable	0
Utilize technological resources such as Riverdeep and Explorer Learning	Science Teachers	08/20/07	6/05/08	Other/ Not Applicable	0
Provide collaborative planning opportunities between Mathematics and Science teachers to enhance the integration of mathematics and science.	Science and Mathematics Teachers	08/20/07	6/05/08	Other/ Not Applicable	0
Provide teachers with training on the use of the Teacher Portal to facilitate the use of differentiated instruction.	Administration Science Department Chair	08/20/07	6/05/08	Other/ Not Applicable	0
Provide teachers with professional development in the use of differentiated instruction.	Science Department ChairAdministration	8/20/07	6/05/08	Other/ Not Applicable	0
Infuse FCAT vocabulary into the Science Curriculum through CRISS strategies.	Science Teachers	8/20/2007	6/05/08	Other/ Not Applicable	0
Conduct monthly data analysis meetings to discuss the results of monthly and interim assessments to facilitate data driven instruction.	Science Department ChairScience Teachers	08/20/07	6/05/08	Other/ Not Applicable	0
Conduct weekly laboratory activities using inquiry-based thinking skills in all science classes. Also, conduct a school Science Fair that emphasizes the use of proper scientific techniques and the scientific method to increase student proficiency in the area of scientific thinking.	Science Teachers	08/20/07	6/05/08	Other/ Not Applicable	0
Administer a pre-test and post-test to grade six to eight students addressing the SSS benchmarks included within the District-recommended pacing guide for each Science course;administer site-authored monthly and interim assessments to enable teachers to monitor student progress and make necessary adjustments that will increase the number of student meeting state proficiency levels and maintain or increase the proficiency of students already working at or above grade level.	Science Teachers	08/20/07	6/05/08	Other/ Not Applicable	0
Have science department implement the continuous improvement model to improve science instructions that will increase student proficiency in the areas of Physical/Chemical Science, Earth/Space Science, and Environmental/Life Science.	Literacy TeamScience Department	08/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Glencoe Core Science Program, STAR, CRISS
Continuous Improvement Model

Professional Development

Participation in district-provided staff development for personnel providing tutoring to LEP students in order to provide enhanced tutorial services; Provide training in the development and use of inquiry-based laboratory activities; Provide training in Riverdeep for science teachers; Provide workshop in use of performance task item specifications in order to develop lessons and write assessment items; Provide teachers with teacher portal training; Facilitate participation in curriculum mapping.

Evaluation

Results of the 2008 FCAT Science test; Results of site-devised quarterly assessments addressing the benchmarks;

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
✔	✔	✔	☐	☐	✔

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Parental Involvement Statement

To increase parental and community involement in school-related activities.

Needs Assessment

While Riviera Middle School continues to have a small but active PTSA, many of the families in the community are comprised of households in which both parents work, some at more than one job. Attending school functions is challenging in this situation. Riviera Middle School needs to survey parents to determine how we can best accommodate their needs, and how we can encourage them to take an active role in their students' education. Despite this over 20% of parents did participate in school sponsored activities during the 06/07 school year.

Measurable Objective

Given school-wide emphasis on Parental and Community involvement, the school will increase the number of parents attending Parent Academy courses by 7% as evidenced by Parent Academy participation logs as well as participation reports provided by the Parent Academy.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Use student agendas to maintain daily parent contact with requirement of parent signature (I, III).	Department Chairs, Teachers	08/20/07	6/05/08	Other/ Not Applicable	0
Use automated phone system to inform parents of meetings and activities (I,V).	Administrator	08/09/07	6/05/08	Other/ Not Applicable	0
Conduct monthly parenting workshops to discuss topics such as FCAT strategies, technology, literacy ,Bilingual Education Parent Outreach Program for parents of ESOL students and other informative topics for middle school parents as evidenced by the sign-in sheets (I, II, III,).	Administrator and Department Chairs	10/06/07	6/05/08	Other/ Not Applicable	0
Provide introductory and year-end letters, school-wide newsletters, flyers, student activity calendar/ parent resource calendar distributed via students and/or e-mail to publicize all school-related activities, meetings and programs (I-VI).	Administrator Club Sponsors Department Chairs	08/20/07	6/05/08	Other/ Not Applicable	0
Provide opportunities for parents to take an active role in the PTSA and all school-related activities such as Award Ceremonies, Fundraisers, Honor Roll, and Student performances (III, IV).	Administrator Department ChairsTeam Leaders	08/20/07	6/05/08	Other/ Not Applicable	0
Host Honor Roll breakfast during advisement for students and parents after grading periods 1, 2 and 3 to promote student achievement as evidenced by sign-in sheets (I, II, IV).	Administrator	11/7/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Bilingual Education Parent Out Reach; The Parent Academy; National Parent Teacher Association

Professional Development

Parents will participate in/or be trained in the following areas to improve students achievement and help support the implementation of the school improvement plan:
Starting middle school
What every parent wants to know
Drug abuse, home learning, peer pressure
Get the facts; Accessing school website/district/FCAT Explorer/Riverdeep, and other pertinent educational websites.

Evaluation

Attendance rosters for all Parent Academy activities.
PTSA membership rosters for the 2007-2008 school year.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☑	☐	☐	☐	☐

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☑	☑	☐	☐	☐

Discipline & Safety Statement

To decrease the number of outdoor suspensions and increase attendance.

Needs Assessment

Results from the 2006-2007 school year indicate that the total number of outdoor suspensions was 119.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2007-2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct ongoing teen counseling sessions with the school TRUST counselor.	Trust Counselor	08/20/07	6/05/08	Other/ Not Applicable	0
Allow students to make multiple attempts at any assignment that is not completed in a satisfactory manner as part of the Making Middle Grades Work initiative.	All Departments Administrator	08/20/07	6/05/08	Other/ Not Applicable	0
Implement a Saturday school program as an alternate to outdoor suspension.	Student ServicesAdministratorS CSI Coordinator	08/20/07	6/05/08	Other/ Not Applicable	0
Have two designated teachers work with student services to meet with students during homeroom that are not meeting academic requirements and violate the student code of conduct.	Student Services	8/20/07	6/05/08	Other/ Not Applicable	0
Utilize Because it's Right (BIR) a behavior intervention program to redirect students and reduce suspension.	All teachers	08/20/07	6/05/08	Other/ Not Applicable	0
Monitor Cognos Outdoor and Indoor Suspension reports.	Administrators	8/20/2007	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Continuous Improvement Model

Professional Development

Provide beginning teacher with classroom management in-services
Provide teacher with Safe Crisis Management training.

Evaluation

Outdoor Suspension Reports found in COGNOS.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☑	☐	☐	☐	☐

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☑	☑	☐	☐	☐

Technology Statement

Students will improve the necessary skills to increase their technological proficiency, and improve their Reading and mathematics skills through the use of instructional software.

Needs Assessment

The results of the 2007 FCAT indicate that although 56% of the six through eighth grade students are reading on FCAT achievement Level 3 or above, 44% of our students are not performing proficiently in reading. The Accelerated Reader Program will be utilized as a technology resource to enhance student achievement and reading, therefore improving student achievement in Math and Science as well.

Measurable Objective

Given an emphasis on the use of technology in education, students in grades 6-8 will augment their usage of the Accelerated Reader Program as evidenced by 10% increase from a baseline of the first quarter of the 2007-2008 school year using weekly reports generated by the AR Program.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide parent workshops on the AR program	Teachnology Team	10/27/07	2/28/08	Other/ Not Applicable	0
Give teachers accees to SPI so that they can utilize the Academic Improvement Plan process to individualize instruction to meet the needs of their level one and two (or lower performing students) while assessing their departmental action plans.	AdministrationTechnology Team	08/20/06	6/05/08	Other/ Not Applicable	0
Implement an incentive program to encourage students to access the AR program.	Technology TeamAdministration	10/24/07	6/05/08	Other/ Not Applicable	0
Conduct Pre/Post intervention surveys and provide technology integration workshops.	Technology Team	9/25/07	6/05/08	Other/ Not Applicable	0
Provide students with opportunities to access the AR program schoolwide.	TeachersTutors	09/25/07	6/05/08	Other/ Not Applicable	4000

Research-Based Programs

Continuous Improvement Model

Professional Development

Workshop in Accelerated Reader and STAR

Evaluation

Student AR Record Reports will be utilized to evaluate successfull implementation of the program.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☑	☐	☐	☐	☐

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Health & Physical Fitness Statement

Students will improve their physical fitness skills needed to meet the FITNESSGRAM requirements.

Needs Assessment

Results of the 2006-2007Fitness Gram scores indicate that 200 students were tested and 142 or 71% of the students meet requirements for the FITNESSGRAM award. The results indicate that more students need further instruction on health and fitness.

Miami-Dade County Public Schools

SCHOOL Quality IMPROVEMENT

Measurable Objective

Given instruction based on the M-DCPS mandated FITNESSGRAM standards, students in grades six through eight will improve their physical fitness skills as evidenced by 72% of the students meeting FITNESSGRAM requirements on the 2007-2008 administration of the FITNESSGRAM Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement a pre-test using the FITNESSGRAM test to establish a baseline for student improvement. Additional benefit to the teaching staff is to provide a "snapshot" of the student population and a corresponding guide for lesson planning.	Physical Education Teacher	8/20/07	6/05/08	Other/ Not Applicable	0
Select students will participate in the Special Olympics.	Physical Education Teachers (ESE)	8/20/07	6/05/08	Other/ Not Applicable	0
Record and relay data to Physical Education Department Downtown every 6 weeks.	Adaptive Physical Education teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Enroll as many students with special needs in the program.	Adaptive Education Teachers	8/14/06	5/30/07	Other/ Not Applicable	0
Increase student participation in school sponsored extracurricular sports.	Dance TeachersPhysical Education Teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Actively participating in physical education for 30 minutes a day five days a week.	Adaptive Physical Education teachers	8/20/07	6/05/08	Other/ Not Applicable	0
Utilize instructional time that is tailored to meet the goals of the program and of the individual students. Activities should emphasize improvements in Cardiovascular, flexibility, and muscular strength and endurance.	Physical Education teacher	8/20/06	6/05/08	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM Program

Professional Development

Teachers and staff will take advantage of FITNESSGRAM training as they become available.

Evaluation

Each student is evaluated using the FITNESSGRAM standard for healthy fitness zone.

Each student who meets requirements will be awarded a Presidential Active Lifestyle Award.

Miami-Dade County Public Schools

SCHOOL Quality IMPROVEMENT

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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Electives & Special Areas Statement

Increase the number of students enrolled in the Choice School program.

Needs Assessment

The Choice School program data show that 200 students are enrolled in the program.

Measurable Objective

Given emphasis on the benefits of participating in the Choice School program, the number of students enrolled will increase by 10% over the current 200 student 2007 enrollment as evidence by class rosters.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Increase the use of technology to enhance the curriculum.	Administration, teachers	08/20/07	6/05/08	Other/ Not Applicable	0
Provide weekly collaborative planning between graphics and M.I.X. teachers to enhance the integration of graphics and M.I.X. concepts.	Lead Teacher, Band Teacher, Dance Teacher, Graphics Teacher	08/20/07	6/05/08	Other/ Not Applicable	0
Increase the number of students enrolled in the M.I.X. Academy.	Lead Teacher for M.I.X.	08/20/07	6/05/08	Other/ Not Applicable	0
Provide a before and after school tutorial assistance program.	Graphics Teacher, Lead Teacher for M.I.X.	08/20/07	6/05/08	Other/ Not Applicable	0
Increase the number of students enrolled in Rock Band to increase student and parental awareness of the schools MIX Academy.	AdministratorBand TeacherStudent Services	08/20/07	6/05/08	Other/ Not Applicable	0
Increase the number of dance students involved in performances on and off school campus to increase community awareness of the music programs offered at RMS.	Administration, Dance Teacher	08/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Continuous Improvement Model

Professional Development

Continuous Improvement Model

Evaluation

The objective will be evaluated using the program enrollment reported in 2008.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
☐	☑	☐	☐	☐	☐

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Return On Investment Statement

Riviera Middle School will increase its score on the State of Florida's Return on Investment Index.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004/2005, Riviera Middle School dropped from having over a 2.00 ROI to having and ROI of 1.87.

Measurable Objective

Riviera Middle School will improve its score on the State of Florida ROI index from 1.87 on the 2004/2005 publication to over 2.00 on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Work with District personnel to identify appropriate alternative allocations of resources.	Administration	8/20/07	6/05/08	Other/ Not Applicable	0
Readdress existing resources and facilitate the use of outside resources to minimize cost factors.	AdministratorsCareer Specialist	8/20/07	6/05/08	Other/ Not Applicable	0
Utizize the stakeholder groups to identify strategies for organization improvement.	EESAC, Dade Partners, Volunteers, PTSA, School Staff	8/20/07	6/05/08	Other/ Not Applicable	0
Utilize before and after school/Saturday school program, to reduce costs and increase learning gains.	Administrators	8/20/07	6/05/08	Other/ Not Applicable	0
Utilize the District resources to increase the use of financial resources and their impact on the school program.	Administrators	08/20/07	6/05/08	Other/ Not Applicable	0

Research-Based Programs

Continuous Improvement Model

Professional Development

The staff will be trained in the process of calculating the ROI as well as utilizing the State information to reassess our use of existing resources.

An index and formula will be made available to the Literacy Leadership Team in order to review the utilization of existing resources and their impact on the ROI ranking.

Evaluation

On the next State of Florida ROI index publication, Riviera Middle School will show progress toward increasing its ROI to over 200.

EESAC Compliance

YES	NO	
☑	☐	*The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.*

Budget:

The EESAC recommends developing the strategies and activities t be included in the School Improvement Plan and has been involved in determining financial implications of said strategies and making pertinent decisions decisions after taking in consideration the funding available.

Training:

The EESAC recommends that the Administrative Team and Department Heads continue to work cooperatively in the identification and coordination of the staff development activities necessary to accomplish the goals of the school.

Instructional Materials:

The EESAC recommends that the Administrative Team and Department Heads continue to work cooperatively in the identification and selection of materials necessary to accomplish the goals of the school.

Technology:

The EESAC recommends that the Administrative Team and Department Heads continue to work cooperatively in the identification and selection of hardware and software necessary to accomplish the goals of the school.

Staffing:

The EESAC recommends that the Administrative Team and Department Heads continue to work cooperatively in the identification and selection of the faculty members necessary to accomplish the goals of the school.

Student Support Services:

The EESAC recommends that the Administrative Team and Department Heads continue to work cooperatively to ensure that Student Support Services continue to be made available to all students. Services should include: tutoring, academic clubs, extended hours in the Media Center, and access to career exploration.

Other Matters of Resource Allocation:

The EESAC recommends that the Administrative Team and Department Heads continue to work cooperatively in the identification and selection of the additional resources necessary to accomplish the goals of the school.

Benchmarking:

The EESAC reviews the school's needs assessment results as part of the implementation of the school's Continuous Improvement Model.

School Safety & Discipline:

The EESAC recommends that the Administrative Team and Department Heads continue to work cooperatively in the identification and selection of item necessary to maintain a safe learning environment (security cameras, Saturday School, All-Star Program, SCSI, etc).

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	8000
Mathematics	4000
Writing	10500
Science	0
Parental Involvement	0
Discipline & Safety	0
Technology	4000
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
Total	26500

Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

_____

_____

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

_____

Principal

_____

EESAC Chair

_____

UTD Steward

_____

EESAC Parent Representative

_____

EESAC Business/Community Representative

_____

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

_____

Region Superintendent