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# *SCHOOL IMPROVEMENT PLAN*

## *2005-2006*

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*School Name:* 6801 - Riviera Middle School

*FeederPattern:* Southwest Miami Senior

*Region:* Regional Center V

*District:* 13 - Miami-Dade

*Principal:* Valerie Carrier

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Riviera Middle School*

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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 704 students, 200 are in grade six, 250 in grade seven, and 232 in grade eight. Riviera Middle School is a center for Exceptional Student Education (ESE). There are 224 ESE students, or 32% of the total population. This includes 48 students who are Gifted. The other exceptionalities served include learning disabled (51 students), mentally handicapped (four students), orthopedically impaired (19 students), autistic (19 students), visually impaired (three students), and other exceptionalities (99 students). There are 24 severely impaired ESE students in grades nine through twelve. A significant number of students have limited English proficiency. There are 89 students in the English for Speakers of Other Languages (ESOL) program. This is 13% of the student body. The free or reduced lunch program is provided for 62% of the total student population.

Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 46% of the students in grades six - eight will score Level 3 or higher on the 2006 FCAT Reading test.

Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 44% of Hispanic students in grades six - eight will score Level 3 or higher on the 2006 FCAT Reading test.

Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 44% of Economically Disadvantaged students in grades six - eight will score Level 3 or higher on the 2006 FCAT Reading test.

Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 44% of Students With Disabilities in grades six - eight will score Level 3 or higher on the 2006 FCAT Reading test.

Given mathematics instruction based on the Sunshine State Standards, students in grades six - eight will increase their mathematics skills by 55% of the students scoring Level 3 or higher on the 2006 FCAT Mathematics test.

Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 50% of Hispanic students in grades six - eight will score Level 3 or higher on the 2006 FCAT Mathematics test.

Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 50% of Students With Disabilities in grades six - eight will score Level 3 or higher on the 2006 of the FCAT Mathematics test.

Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum,

50% of Economically Disadvantaged students in grades six - eight will score Level 3 or higher on the 2006 FCAT Mathematics test.

Given writing instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by scoring 4.0 or higher on the 2006 administered FCAT Writing Plus test.

Given science instruction based on the Sunshine State Standards/Competency-Based Curriculum, the eight grade students will meet or exceed the District mean scale score on the 2006 administered FCAT Science test.

Given school-wide emphasis on Parental and Community involvement, the school will maintain or increase by 2% in parental and community interaction as evidenced by 2005-2006 school attendance roster.

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 2005-2006 school year as compared to (82)in the 2004-2005school year.

Given an emphasis on the use of technology in education, students in reading classes will augment their usage for the FCAT Explorer program as evidenced by 10% increase from a baseline of the first quarter of the 2005-2006 school year using bi-weekly reports from FCAT explorer.

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 66% of the students meeting FITNESSGRAM requirements on the 2005-2006 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 (90) 2005 enrollment as evidence by class rosters.

Riviera Middle School will improve its ranking on the State of Florida ROI index publication from the 37th percentile in 2003 to 40th on the next publication of the index.

Based on the Organizational Performance Improvement Snapshot survey, two areas identified and rated 3.8 (five point scale)by the staff survey as a focus point for enhancement are contained in Category 2: Strategic Planning and are stated as 2b., "I know the parts of my organization's plans that will affect me and my work" and 2c., "I know how to tell if we are making progress on my work group's part of the plan". The rationale for selection of these areas is stipulated by the ratings received from the survey. The ratings in these two areas were lower than the other areas in each category. These areas will be articulated through staff survey, training, and staff meetings regarding data retrieval and planning.

# 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.

## **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 Demographics*

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Riviera Middle School (RMS) is located on eight acres at 10301 S.W. 48 Street in a residential community, and has been in operation since 1958. The current enrollment is 704. The enrollment consists of: 200 six graders, 250 in grade seven, and 232 in grade eight. There are 224 ESE students or 32% of the total population; this includes 48 gifted students. The other exceptionalities served include learning disabled (51 students), mentally handicapped (four students), orthopedic impaired (19 students), autistic (19 students), visually impaired (three students), and other exceptionalities (99 students). There are 24 severely impaired ESE students in grades nine through twelve. There are 89 or 13% students in the English for Speakers of Other Languages (ESOL) program. The free or reduced lunch program is provided for 62% of the total student population. 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 107 full time faculty and staff, and 11 part time staff members. The full-time employees include three administrators, 21 general-education teachers, 26 ESE teachers, one ESE program specialist, one Lead Teacher, one ESE Team Leader, one speech/language pathologist, three counselors, one career specialist, one media specialist, two reading coaches, one SCSI teacher, 27 paraprofessionals, eight custodians, two security monitors, six clerical workers, one computer specialist and one cafeteria manager. The part time staff includes two teachers, six clerical worker, one security monitor, and two paraprofessionals. 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. Pinnacle Gradebook is used by all teachers, which facilitates the production of interim progress reports and report cards. Accelerated Reader is available in the media center and five of the language arts/reading classrooms. Read 180 is available for use by both ESE and general education students. 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.

# *School Foundation*

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## ***Leadership:***

The staff survey completed September 2005 indicated a positive average score of 4.3 in the area of leadership. Leadership categories were rated between 3.7 and 4.3 with the 4.3 for question 1a: "I know my organization's mission what it is trying to accomplish."

The 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 is one that welcomes empowerment and considers input from the member of the staff important to the day-to-day learning activities of the school. Further, the staff engages in a model of continuous improvement in all areas of operation of the school.

## ***District Strategic Planning Alignment:***

When addressing strategic planning objectives, Riviera Middle School utilizes the Continuous Improvement Model as a base foundation for planning and evaluation. The focus of the mission of our school provides a base understanding of the direction and outcome being sought. The survey completed by the staff in the area of strategic planning rated an average score of 3.8 with a 3.8 for question 2.b: "I know the parts of my organization's plans that will affect me and my work." as well as a 3.8 for question 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 "Golden Seal Award" for volunteers 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 to our "customers". Riviera provides free before/after school, Saturday School and after-care tutoring for our students. Additionally, offer 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, P.T.S.A., parent in-service activities, and with the students in clubs and class activities.

## ***Faculty & Staff:***

Riviera Middle School employs 107 full time faculty and staff, and 11 part time staff members. The full-time employees include three administrators, 22 general-education teachers, 26 ESE teachers, one ESE program specialist, one Lead Teacher, one ESE Team Leader, one speech/language pathologist, three counselors, one career specialist, one media specialist, one reading coach, one SCSI teacher, 27 paraprofessionals, eight custodians, two security monitors, six clerical workers, one computer specialist and one cafeteria manager. The part time staff includes two teachers, six clerical worker, one security monitor, and two paraprofessionals. 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. Pinnacle Gradebook is used by all teachers, which facilitates the production of interim progress reports and report cards. Accelerated Reader is available in the media center and five of the language arts/reading classrooms. Read 180 is available for use by both ESE and general education students. 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 4.4 regarding knowing who their important customers are and a 4.3 regarding keeping in touch with them.

### ***Data/Information/Knowledge Management:***

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 two 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.Disaggrage test data 2.Develop Timeline 3.Instructional Focus 4.Assessment 5.Tutorials 6.Enrichment 7.Maintenance 8.Monitoring.

### ***Education Design:***

Our school day utilizes the Continuous Improvement Model which extends to our Before and After-Care Program. In addition to free tutoring our school also offers free after-care for 150 students through a grant which also brings in professional artists from the community for enrichment. Additionally, we offer free to the school community tutoring on Saturday. Our media center is open for use by the parents and students prior to the start of the school day and extends to two hours beyond the school day. Students who are making adequate academic progress are eligible to participate in the many after-school clubs and organizations. Our National Reform Initiative through Making Middle School Works offers the opportunity for students, with tutoring, to revisit daily academic assignments and assessments in order to enhance their academic grade. This program resulted in a significant passing rate of one retention in sixth and seventh grade and two in eighth grade, as well as marked increase in the scores yielded in the lowest quartile.

Our school design includes parent involvement as an integral component to a successful learning environment. Parents are encouraged to participate P.T.S.A., EESAC and team/class activities that support their child's progress both socially and academically.

### ***Performance Results:***

#### 2004-2005 FCAT READING RESULTS

The results of the 2005 FCAT indicates that although 44% of the six through eighth grade students are reading on FCAT achievement Level 3 or above, 56% of our students are not performing proficiently in reading. Additionally, the FCAT results indicate that six graders scored 45% level 3 or higher, seventh graders scored 45% level 3 or higher and eighth graders scored 43% level 3 or higher. The lowest 25% showed a 71% learning gain in reading. Our six

grade students are most successful with reference/research, however need additional instruction in main idea and purpose and comparisons. Our seventh grade students are most successful with words and phrases; with additional instruction needed in comparisons and reference/research. Our eighth grade students are most successful in reference/research, and additional instruction is needed in comparison and words and phrases. Although the LEP and SWD made learning gains, they are in need of intensive instruction in all of the benchmarks as neither group made AYP. The results of the assessment demonstrate that additional instruction is needed for benchmarks main idea and comparison/contrast.

#### 2004-2005 FCAT MATHEMATICS RESULTS

The results of the 2005 FCAT indicates that although 54% of the six through eighth grade students are on FCAT achievement Level 3 or above, 46% of our students are not performing proficiently in mathematics. Additionally, the FCAT results indicate that six graders scored 42% level 3 or higher, seventh graders scored 53% level 3 or higher and eighth graders scored 64% level 3 or higher. The lowest 25% showed a 68% learning gain in mathematics. In grades six through eight students are most successful with number sense, geometry and data analysis, but need additional instruction in measurement and algebraic thinking. However, our eighth graders need further instruction in geometry. Although the LEP and SWD made learning gains they are in need of intensive instruction in all of the strands as neither group made AYP. The results of the assessment demonstrate that additional instruction is needed for measurement and algebraic thinking strands.

#### 2004-2005 FCAT WRITING RESULTS

The results of the 2005 FCAT indicate that 86% of the eighth graders are writing on FCAT achievement Level 3.5 or above. Additionally, (63%) LEP and (56%) SWD made learning gains. The results indicate that the LEP and SWD students are in need of intensive instruction in expository and persuasive writing.

#### 2004-2005 FCAT SCIENCE RESULTS

Results of the 2005 FCAT Science scores indicate that the mean scale score of Riviera Middle School was 264, or 8 points below the District mean scale score. Disaggregated data reveals that the state averages were one mean point above Riviera averages in the earth and space and life and environmental science clusters and two mean points above the Riviera average in the physical and chemical science cluster. In the scientific thinking cluster, the Riviera mean score was the same as the state average. Analysis indicates that we need to follow the district-recommended scope and sequences to insure appropriate instruction in all benchmarks, increase the quality and quantity of inquiry-based laboratory activities, and incorporate a greater number of FCAT-style, higher order thinking questions in all science classes.



# *Additional Requirements*

Only for schools under state sanction

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## • High Quality, Highly Qualified Teachers:

Our school works closely with the District staffing personnel to identify highly qualified teachers for our school. Additionally, we inform the community when an opening is available through both the PTSA and EESAC to attract community members with a focus on alumni to work within the school. Candidates are interviewed first by the staff assigned within the subject discipline in order to compliment the highly qualified skills with a focus that would enhance and compliment the existing staff. That interview is followed by the department chairperson and administrative staff. The best case is to hire a highly qualified staff member who has attended the schools within our feeder pattern community. We currently have seven staff members who have attended schools within our feeder pattern.

The following describes the highly qualified teachers at our school. They are listed by years of experience in descending order. Sosna, E 063046 36 Media Specialist Elementary Education;

Barksdale, L 071712 35 - Speech Path Speech Corr, Hearing Impaired; Davis, G 071368,35 Social Studies Social Science 6-12, Middle Grades; Forte, J 072547, 35 Math/Middle Grade Math, Middle Grades, Art-Tec Ed: Range, H, 072230, 35 Social Studies/Social Science 6-12, Adm Supervise, Middle Grades: Bravo, L, 089252, 32, Elective - ESE Art/ Art, Mentally Handicapped: Cooper, J, 097472, 31, Program Spec/Admin Supervise, Mentally Handicapped: Sabarots, C, 057962,31, Lang Arts/French 7-12, ESOL, Middle Grade English, Middle Grades:Corpion, M, 104512, 30, Varying Exceptionalities/Specific Learning Disabilities, ESOL

George, T, 101691,30,Science/Middle Grade Science:Ingram, R, 103000, 30, OTC Team Leader/ Mentally Handicapped, Elementary Ed, Spec Learn Disab, ESOL, :Celaya, C, 111938,28, Trainable Mentally Hand,Elementary Education, Early Childhood Educ, Mentally Hand: Gilzenberg, H,098983, 28, Varying Exceptionalities/Specific Learning Disabilities, ESOL:Rodriguez, N, 116463,26,Trust Counselor/Math, Middle Grades,Guidance Counselor: Capps, W, 136364, 24, Physically Impaired, Chemistry, Biology, Physically Impaired, Middle Grade Sci, ESOL:Smith, W, 134237, 24, Career Specialist/Occupational Specialist:Grant, J, 134767, 23, Elective - ESE-Voc/ Mentally Handicapped, ESOL, Home Ec, Middle Grades: Carballo, D, 140801, 22, Math/Math 6-12, Middle Grades: Phillips, H, 144746, 21, Reading/Home Ec, Reading: Weiss, M, 143843, 20, Science/ Chemistry, Physics, Biology, Psychology, Middle Grades, Gifted: Somers, L, 154960, 19,Reading Leader/ Art, ESOL, Ed Leadership: Carlson, L, 164756,18, Lang Arts/ English 6-12, Spanish 7-12, Middle Grades, ESOL: Chennault, B, 170246, 17, Profoundly Mentally Hand, Mentally Handicapped,ESOL: Connolly, K, 172633, 17, Counselor Guidance Counselor, Social Worker: Coppolo, D,174516, 16,SCSI/ Art-Tec Ed: Santiago, E, 174061, 16, Elective - Phys Ed/ Physical Education: DeSosa-Lopez, I, 186681, 15, Trainable Mentally Hand/Varying Ex, Stamos, E, 209405,11, Profoundly Mentally Hand/Mentally Handicapped: Zwolinski, D, 208751, 11, Lead Teacher/ Music, Abreu, E, 212655, 10, Lang Arts - ESOL/ Middle Grade English, ESOL: Rodrigue, R, 222779, 9, Adaptive Phys Ed/PE K-8, Adaptive PE, Varying Ex: Rubiales, J, 223549, 9, Autistic/ Emotionally Hanidcapped, ESOL: Heria, N, 225499, 8, Profoundly Mentally Hand/ Mentally Handicapped: Kavalir, W, 226916, 8, Adaptive Phys Ed/Phys Ed, Adaptive PE, Exceptional Student Education, PE K-8: Munoz, T, 229276,8,Profoundly Mentally Hand/Emotionally Hanidcapped: Bornot, V, 232049, 7,Science/Middle Grade Science: Carpenter, K, 231703, 7, Elective - ESE Shop/ Art-Tec Ed:: Lazo-Gonzalez, Y, 232166, 7, Math/Middle Grade Math: Paez, E, 230053, 7, Math/ Middle Grade Math, Biology: Calderon, E, 237294, 6,Physically Impaired/ Varying Ex.: Fernandez, J, 236963, 6,Varying Exceptionalities/Specific Learning Disabilities: Fraga, J, 240613, 6, Varying Exceptionalities/ Varying Ex: Pena, N, 239545, 6, Varying Exceptionalities/ Varying Ex: Saumell, S, 239367,6, Reading Coach/ Elementary Education, English 6-12, ESOL: Soler, A, 241158, 6, Counselor, Guidance Counselor: Dressler, L, 247711,5, Autistic, Varying Ex, ESOL: Fernandez, A, 251978, 4, Social Studies /Middle Grade Social Science, Spanish: Hernandez, A, 251823, 4, Physically Impaired/ Exceptional Student Education

: Molina, J, 250544, 4, Profoundly Mentally Hand/ Exceptional Student Education, ESOL,: Carpio, A, 266033, 2, Social Studies/

Middle Grade Social Science: Cormier, C, 261234, 2, Reading / Graphics/ Elementary Education, Art: Holtzhauer, C, 264142, 2, Deaf & Visual Impaired/Social Worker: Schwartz, R, 260736, 2, Lang Arts/ Language Arts, : Birkett, T, 270456, 1, Elective - Music/ Music: Gonzalez-Galan, ME, 268082, 1, Trainable Mentally Hand Elementary Education, Journalism, Spanish, Exceptional Stud Ed: Ocariz, J/ 276883, 1, Science/Middle Grade Science : White, D, 266431, 1, Varying Exceptionalities/ Exceptional Student Education: Wright, M, 276470, 1, Lang Arts, Language Arts

### **• Highly Qualified, Certified Administrators:**

The principal has 32 years experience in Miami-Dade County Schools and holds a Bachelor of Science Degree in Childhood Education; Master of Science in Diagnostic Teaching and a Master of Science in Administration and Supervision. She has assisted the school in developing new academic initiatives through pilot grants such as Middle School Works; School to Career; Sterling; Enacted Curriculum and Inclusion. She has experience as a teacher, staffing specialist and administrator in elementary, middle and high school as well as in special needs and low functioning schools. She has been recognized as an Administrator of the year for Middle School Guidance; Career Education and twice as a runner-up for Administrator of the Year for Exceptional Education.

The assistant principal has 32 years experience in Miami-Dade County Public School (MDCPS). She holds professional degrees as follows: Bachelors of Music Education; Master of Science in Educational Administration and supervision; and a Master in Business Administration. As an administrator in other schools, she has assisted in the implementation of a continuous improvement model and initiatives such as Title I, School to Career, Curriculum Inclusion, Quality Circles and Sterling Award, Saturday School Programs/Tutoring as Alternative to Suspensions, school wide attendance improvement strategies, to name a few. As a teacher and assistant principal, she has had the experience of opening two new middle schools in MDCPS. As a band and orchestra director, she taught middle and senior high students, producing superior bands and orchestras in high and low performing schools.

The assistant principal has eight years in Miami-Dade County Public Schools and holds a Bachelors of Science Degree in Elementary Education, Masters of Science Degree in Educational Leadership, certification in Exceptional Student Education, and English Speakers of Other Languages endorsed. As a middle school administrator, he has assisted in implementing the continuous improvement model and initiatives such as Title I and Making Middle Schools Work. Other assignments include over seeing curriculum, developing the school improvement plan, and providing professional development for staff, among other school related responsibilities. He served as a teacher at the elementary and secondary level. During the course of his elementary service, he served as a grade level chair in a Title I school. During his high school service, he served on the Southern Association of Colleges and Schools (SACS) committee. During his middle school service, he served as the School Center for Special Instruction (SCSI) coordinator.

### **• Teacher Mentoring:**

### **• School Advisory Council:**

### **• Extended Learning Opportunities**

• **School Wide Improvement Model**

## GOAL 1: READING

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **GOAL 1 STATEMENT:**

Given Reading instruction, 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 2005 FCAT indicates that although 44% of the six through eighth grade students are reading on FCAT achievement Level 3 or above, 56% of our students are not performing proficiently in reading. Additionally, the FCAT results indicate that six graders scored 45% level 3 or higher, seventh graders scored 45% level 3 or higher and eighth graders scored 43% level 3 or higher. The lowest 25% showed a 71% learning gains in reading. Our six grade students are most successful with reference/research, however need additional instruction in main idea and purpose and comparisons. Our seventh grade students are most successful with words and phrases; with additional instruction needed in comparisons and reference/research. Our eighth grade students are most successful in reference/research, and additional instruction is needed in comparison and words and phrases. The results of the assessment demonstrate that additional instruction is needed for benchmarks main idea and comparison/contrast.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 46% of the students in grades six - eight will score Level 3 or higher on the 2006 FCAT Reading test.

Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 44% of Hispanic students in grades six - eight will score Level 3 or higher on the 2006 FCAT Reading test.

Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 44% of Economically Disadvantaged students in grades six - eight will score Level 3 or higher on the 2006 FCAT Reading test.

Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 44% of Students With Disabilities in grades six - eight will score Level 3 or higher on the 2006 FCAT Reading test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	08/05/05	05/24/06
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	08/08/05	05/24/06
Identify students who scored Level 1 and 2 on the 2005 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, ESOL levels 1-4 throughout the day.	Administrator Reading teachers Bilingual Tutor	08/08/05	05/24/06

Use technology-based programs, such as, FCAT Explorer, Accelerated Reader, Read 180, Riverdeep, and internet research to aid students in meeting high standards.	Language Arts/Reading Teachers	08/08/05	05/24/06
Provide explicit reading intervention before or after school for students scoring 1 or 2 on FCAT Reading using the Soar to Success Program.	Administrator Reading Coach	10/11/05	05/24/06
Give teachers access 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.	Administrator Technology Team	08/08/05	05/24/06
Form a Literacy Leadership Team to implement a continuous improvement model to improve Reading instructions that will produce desired results.	Administrator	08/08/05	05/24/06

### **Research-Based Programs**

McDougal Littell Word Skills, McDougal Littell Textbook and InterActive Readers, READ 180, 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, READ 180, and FCAT Explorer, reading activities used across all content areas, continuous mentoring for all beginning teachers, and training for the reading coach as available through district.

### **Evaluation**

The objective will be evaluated by the 2006 FCAT Reading test; Interim district assessments. Interim district-developed assessments; Teachers will monitor progress throughout the year and make adjustments as necessary.

## GOAL 2: MATHEMATICS

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### *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.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **GOAL 2 STATEMENT:**

Given mathematics instruction, 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 2005 FCAT indicates that although 54% of the six through eighth grade students are on FCAT achievement Level 3 or above, 46% of our students are not performing proficiently in mathematics. Additionally, the FCAT results indicate that six graders scored 42% level 3 or higher, seventh graders scored 53% level 3 or higher and eighth graders scored 64% level 3 or higher. The lowest 25% showed a 68% making learning gains in mathematics. In grades six through eight students are most successful with number sense, geometry and data analysis, but need additional instruction in measurement and algebraic thinking. However, our eighth graders need further instruction in geometry. Although the Economically Disadvantage and Hispanic students made learning gains, they are in need of intensive instruction as neither group made AYP. The results of the assessment demonstrate that additional instruction is needed for measurement and algebraic thinking strands.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given mathematics instruction based on the Sunshine State Standards, students in grades six - eight will increase their mathematics skills by 55% of the students scoring Level 3 or higher on the 2006 FCAT Mathematics test.

Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 50% of Hispanic students in grades six - eight will score Level 3 or higher on the 2006 FCAT Mathematics test.

Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 50% of Students With Disabilities in grades six - eight will score Level 3 or higher on the 2006 of the FCAT Mathematics test.

Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 50% of Economically Disadvantaged students in grades six - eight will score Level 3 or higher on the 2006 FCAT Mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide weekly collaborative planning between Mathematics and Science teachers to enhance the integration of mathematics and science concepts.	Department Chair	08/08/05	05/24/06
Give teachers access 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.	Administrator Technology Team	08/8/05	05/24/06
Provide additional remediation through homerooms by having math teachers target FCAT strands measurement and algebraic thinking by members of the math department.	Math Department Chair	08/08/05	05/24/06
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	08/08/05	05/24/06
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	08/08/05	05/24/06
Provide students with a composition book containing a problem of the day targeting the FCAT strands measurement and algebraic	Math Department	10/05/05	05/24/06



thinking.			
Have Math department implement the continuous improvement model to improve mathematics instructions that will produce desired results.	Literacy Team Math Department	08/08/05	05/24/06

## 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

## Evaluation

This objective will be evaluated by the scores of the 2006 FCAT Mathematics test; Results of teacher-made ongoing weekly 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.

## GOAL 3: WRITING

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **GOAL 3 STATEMENT:**

Given writing instruction, 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 2005 FCAT indicates that 85% of the eighth graders are writing on FCAT achievement Level 3.5 or above. Additionally, (63%)LEP and (56%)SWD made "learning gains". The results indicates that the LEP and SWD students are in need of intensive instruction in expository and persuasive writing.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Measurable Objective

Given writing instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by scoring 4.0 or higher on the 2006 administered FCAT Writing Plus test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use simulated FCAT essay writing on Mid-Term and Final exams that includes scoring on a 6-point rubric scale.	All Teachers	11/05/05	05/24/06
Increase student opportunity to write across the curriculum with emphasis on persuasive and expository essays.	All Teachers	08/8/05	05/24/06
Provide support during before school, after school, and Saturday tutoring for the remediation of writing deficiencies.	Administration	08/8/05	05/24/06
Give teachers access 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.	Administration Technology Team	08/8/05	05/24/06
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. Use progress monitoring to inform instruction.	Language Arts Teachers	08/8/05	05/24/06
Provide additional training for staff on how to score 6 point holistic writing.	Reading Coach	08/08/05	05/24/06

### 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 2006 FCAT Writing Plus test as the final data of evaluation; District Writing assessment as a progress monitoring tool.

## GOAL 4: SCIENCE

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 4 STATEMENT:**

Given science instruction, students will improve the necessary skills to increase their science proficiency to meet state and federal standards in science.

***Needs Assessment***

Results of the 2005 FCAT Science scores indicate that the mean scale score of Riviera Middle School was 264, or 8 points below the District mean scale score. Disaggregated data reveals that the state averages were one mean point above Riviera averages in the earth and space and life and environmental science clusters and two mean points above the Riviera average in the physical and chemical science cluster. In the scientific thinking cluster, the Riviera mean score was the same as the state average. Analysis indicates that we need to follow the district-recommended scope and sequences to insure appropriate instruction in all benchmarks, increase the quality and quantity of inquiry-based laboratory activities, and incorporate a greater number of FCAT-style, higher order thinking questions in all science classes.

## Measurable Objective

Given science instruction based on the Sunshine State Standards/Competency-Based Curriculum, the eight grade students will meet or exceed the District mean scale score on the 2006 administered FCAT Science test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Give teachers access 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.	Administration Technology Team	08/08/05	05/24/06
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.	Science Teachers	08/08/05	05/24/06
Infuse FCAT-style questions throughout the science curriculum.	Science Teachers	08/08/05	05/24/06
Utilize technological resources such as Riverdeep	Science Teachers	08/08/05	05/24/06
Provide weekly collaborative planning between Mathematics and Science teachers to enhance the integration of mathematics and science	Science and Mathematics Teachers	08/08/05	05/24/06
Administer a pre-test and post-test to grade six to eight students addressing the SSS benchmarks included within the District-recommended scope and sequences for each Science course; administer site-authored quarterly assessments at the end of each grading period to enable teachers to monitor student progress and make necessary adjustments.	Science Teachers	08/11/05	05/24/06
Have science department implement the continuous improvement model to improve science instructions that will produce desired results.	Literacy Team Science Department	08/08/05	05/24/06

### 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 additional Student Performance Indicator (SPI) training; Facilitate participation in curriculum mapping.

## **Evaluation**

Results of the 2006 FCAT Science test; Results of site-devised quarterly assessments addressing the benchmarks;

## GOAL 5: PARENTAL INVOLVEMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 5 STATEMENT:**

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

**Needs Assessment**

Although parental and community involvement has decreased, Riviera Middle School will continue to survey parents to determine how to better accommodate and encourage parents to take an active role in their child's education. 50 parents participated during the 2004-2005 school year.



## Measurable Objective

Given school-wide emphasis on Parental and Community involvement, the school will maintain or increase by 2% in parental and community interaction as evidenced by 2005-2006 school attendance roster.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Use student agendas to maintain daily parent contact with requirement of parent signature.	Department Chairs, Teachers	08/8/05	05/24/06
Use automated phone system to inform parents of meetings and activities.	Administrator	08/05/05	05/24/06
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	Administrator and Department Chairs	09/05/05	05/24/06
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.	Administrator Club Sponsors Department Chairs	08/8/05	05/24/06
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.	Administrator Department Chairs Team Leaders	08/8/05	05/24/06
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 sheet.	Administrator	10/5/05	5/24/06

### 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/community activities

PTSA membership rosters for the 2005-2006 school year.

## GOAL 6: DISCIPLINE & SAFETY

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***GOAL 6 STATEMENT:***

To decrease the number of outdoor suspensions and increase attendance.

***Needs Assessment***

The results of the Riviera Middle School 2004-2005 school profile indicate that the total number of outdoor suspensions were 82. The reduction of outdoor suspensions will enable students to be in class and improve test scores.

## 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 2005-2006 school year as compared to (82)in the 2004-2005school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize Because it's Right (BIR) a behavior intervention program to redirect students and reduce suspension.	All teachers	08/08/05	05/24/06
Conduct ongoing teen counseling sessions with the school TRUST counselor.	Trust Counselor	08/08/05	05/24/06
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	08/08/05	05/24/06
Implement a Saturday school program as an alternate to outdoor suspension.	Student Services Administrator SCSI Coordinator	08/08/05	05/24/06
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	8/8/05	5/24/06

## Research-Based Programs

Continuous Improvement Model

## Professional Development

Provide beginning teacher with classroom management in-services

Provide teacher with Safe Crisis Management training

## **Evaluation**

Results of ITS 2006 report of referral action and suspension breakdown for all students.

## GOAL 7: TECHNOLOGY

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

#### *Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### ***GOAL 7 STATEMENT:***

Given technology instruction, 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 2005 FCAT indicates that although 44% of the six through eighth grade students are reading on FCAT achievement Level 3 or above, 56% of our students are not performing proficiently in reading. Additionally, results of the 2005 FCAT indicates that although 54% of the six through eighth grade students are on FCAT achievement Level 3 or above, 46% of our students are not performing proficiently in mathematics. FCAT Explorer will be utilized as a technology resource to enhance student achievement in mathematics and reading.

## Measurable Objective

Given an emphasis on the use of technology in education, students in reading classes will augment their usage for the FCAT Explorer program as evidenced by 10% increase from a baseline of the first quarter of the 2005-2006 school year using bi-weekly reports from FCAT explorer.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Conduct Pre/Post intervention surveys and provide technology integration workshop,	Technology Team	08/08/05	05/24/06
Provide parent workshops on FCAT Explorer.	Teachnology Team	10/27/05	2/28/06
Give teachers access 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.	Administration Technology Team	08/08/05	05/24/06
Develop an incentive program to encourage students to access technology.	Technology Team Administration	10/21/05	05/24/06
Involve students in accessing the mathematics and reading portion of FCAT Explorer.	Teachers Tutors	08/08/05	05/24/06

## Research-Based Programs

Continuous Improvement Model

## Professional Development

Workshop in :Microsoft Office; Inspiration; Adobe Acrobat; Gradebook; SPI

## Evaluation

Teachers maintain student log-in by accessing bi-weekly reports.

## GOAL 8: HEALTH & PHYSICAL FITNESS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**GOAL 8 STATEMENT:**

Given health and physical fitness instruction, students will improve their physical fitness skills needed to meet the FITNESSGRAM requirements.

**Needs Assessment**

Results of the 2004-2005 Fitness Gram scores indicate that 164 students were tested and 105 or 64% of the students meet requirements for the FITNESSGRAM award. The results indicate that more students need further instruction on health and fitness.



## 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 66% of the students meeting FITNESSGRAM requirements on the 2005-2006 administration of the FITNESSGRAM Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	8/5/05	5/24/06
Select students will participate in the Special Olympics.	Physical Education Teachers (ESE)	8/5/05	5/24/06
Record and relay data to Physical Education Department Downtown every 6 weeks.	Adaptive Physical Education teachers	8/5/05	5/24/06
Enroll as many students with special needs in the program.	Adaptive Education Teachers	8/5/05	5/24/06
Increase student participation in school sponsored extracurricular sports.	Dance Teachers Physical Education Teachers	8/5/05	5/24/06
Actively participating in physical education for 30 minutes a day five days a week.	Adaptive Physical Education teachers	8/5/05	5/24/06
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	8/5/05	5/24/06

### Research-Based Programs

FITNESSGRAM Program

" I Can Do it You Can Do it" Program for children with special needs

### 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 passing 6 out of 6 fitness components of the FITNESSGRAM will earn a gold certificate. Each students passing 5 out of 6 fitness components of the FITNESSGRAM will earn a silver certificate.

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

## GOAL 9: ELECTIVES & SPECIAL AREAS

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***GOAL 9 STATEMENT:***

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

***Needs Assessment***

The Choice School program data shows that 90 or 13% of our students are enrolled in the program. There are approximately 60 available seats for interested students.

## 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 (90) 2005 enrollment as evidence by class rosters.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Increase the number of students enrolled in Rock Band.	Administrator Band Teacher Student Services	08/8/05	05/24/06
Increase community awareness of the M.I.X. Academy.	Lead Teacher for M.I.X.	08/8/05	05/24/06
Increase the use of technology to enhance the curriculum.	Administration, teachers	08/8/05	05/24/06
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	08/8/05	05/24/06
Increase the number of dance students involved in performances on and off school campus.	Administration, Dance Teacher	08/8/05	05/24/06
Increase the number of students enrolled in the M.I.X. Academy.	Lead Teacher for M.I.X.	08/8/05	05/24/06
Provide a before and after school tutorial assistance program.	Graphics Teacher, Lead Teacher for M.I.X.	08/8/05	05/24/06

## Research-Based Programs

Continuous Improvement Model

## Professional Development

Continuous Improvement Model

## Evaluation

The objective will be evaluated using the program enrollment reported in 2006.

## GOAL 10: RETURN ON INVESTMENT

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

*Florida Education Priorities*

(1000.3(5)(a)-(f), F.S.)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

***GOAL 10 STATEMENT:***

Riviera Middle School will rank at or above the 40th percentile statewide in the ROI index of value and cost effectiveness of its program.

***Needs Assessment***

The most recent data supplied from the FLDOE indicate that in 2003, Riviera Middle School ranked at the 37th percentile on the State of Florida index.

## Measurable Objective

Riviera Middle School will improve its ranking on the State of Florida ROI index publication from the 37th percentile in 2003 to 40th on the next publication of the index.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Work with District personnel to identify appropriate alternative allocations of resources.	Administration	8/08/05	5/24/06
Readdress existing resources and facilitate the use of outside resources to minimize cost factors.	Administrators Career Specialist	8/08/05	5/24/06
Utilize the stakeholder groups to identify strategies for organization improvement.	EESAC, Dade Partners, Volunteers, PTSA, School Staff	8/08/05	5/24/06
Utilize before and after school/Saturday school program, to reduce costs and increase learning gains.	Administrators	8/08/05	5/24/06
Utilize the District resources to increase the use of financial resources and their impact on the school program.	Administrators	08/08/05	05/24/06

## 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 reaching the 40th percentile.

## *EESAC Compliance*

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YES	NO	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p><i>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.</i></p>

***Budget:***

***Training:***

***Instructional Materials:***

***Technology:***

***Staffing:***

***Student Support Services:***

***Other Matters of Resource Allocation:***

***Benchmarking:***

***School Safety & Discipline:***

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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

*Required Signatures:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*