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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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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 688 students, 207 are in grade six, 210 in grade seven, and 252 in grade eight. Riviera Middle School is a center for Exceptional Student Education (ESE). There are 223 ESE students, or 32% of the total population. This includes 55 students who are Gifted. The other exceptionalities served include learning disabled (61 students), mentally handicapped (49 students), orthopedically impaired (16 students), autistic (five students), visually impaired (three students), and other exceptionalities (20 students). There are 17 severely impaired ESE students in grades nine through twelve. A significant number of students have limited English proficiency. There are 96 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 81% of the total student population.

Given Reading instruction based on the Sunshine State Standards/Competency-Based Curriculum, 62% 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, 51% of Limited English Proficiency 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, 51% 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, 51% 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, as demonstrated by 56% of the students scoring at a Level 3 or higher on the 2007 FCAT Mathematics test.

Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 56% of Hispanic students in grades six - eight will score at a Level 3 or higher on the 2007 FCAT Mathematics test.

Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 56% of Limited English Proficiency students in grades six - eight will score at a Level 3 or higher on the 2007 FCAT Mathematics test.

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 2007 of the FCAT Mathematics test.

Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 56% of Economically Disadvantaged students in grades six - eight will score at a Level 3 or higher on the 2007 FCAT Mathematics test.

Given writing instruction based on the Sunshine State Standards, students in grade eight will improve their writing skills as evidenced by 80% of students scoring at a 3.5 or higher on the 2007 administration of the FCAT Writing Plus test.

Given science instruction based on the Sunshine State Standards/Competency-Based Curriculum, 50% of students in the eight grade students will score a Level 3 or above on the 2007 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 2006-2007 school year as compared to 80 during the 2005-2006 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 2006-2007 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 2006-2007 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 110 student 2006 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 3.9 rating in

item 7e. "My work location removes things that get in the way of progress" and a 3.7 on item 7c. "I know how well my work location is doing financially." The categories with the lowest percentage of agreement were 2.0 Strategic Planning and 6.0 Process Management with a 4.1 average in both. These areas will be addressed through staff surveys, 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 688. The enrollment consists of: 207 sixth graders, 210 students in grade seven, and 252 in grade eight. There are 223 ESE students or 32% of the total population; this includes 55 gifted students. The other exceptionalities served include learning disabled (61 students), mentally handicapped (49 students), orthopedic impaired (16 students), autistic (5 students), visually impaired (three students), and other exceptionalities (20 students). There are 17 severely impaired ESE students in grades nine through twelve. There are 96 or 14% of students in the English for Speakers of Other Languages (ESOL) program. The free or reduced lunch program is provided for 81% 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 99 full time faculty and staff, and 10 part time staff members. The full-time employees include three administrators, 25 general-education teachers, 20 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, 26 paraprofessionals, seven custodians, three security monitors, four clerical workers, one computer specialist and with 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, six clerical worker, one security monitor, and two paraprofessionals 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. Pinnacle 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.

# *School Foundation*

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## ***Leadership:***

The staff survey completed in September 2006 indicated a positive average score of 4.4 in the area of leadership. Leadership categories were rated between 4.2 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 4.2 average score for both item 2a. "As it plans for the future, my work location asks for my ideas." as well as for item 2b. "I know the parts of my work location's plans that will affect me and my work."

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 99 full time faculty and staff, and 10 part time staff members. The full-time employees include three administrators, 25 general-education teachers, 20 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 SCSJ teacher, 26 paraprofessionals, seven custodians, three security monitors, four clerical workers, one computer specialist and with one cafeteria manager. The part time staff includes two teachers, six clerical worker, one security monitor, and two paraprofessionals 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. Pinnacle Gradebook is used by all teachers, which facilitates the production of interim progress reports and report cards. Accelerated Reader is available in all 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 4.6 on item 3a. "I know who my most important customers are" and a 4.5 on item 3b. "I keep in touch with my customers."

### ***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.Disaggragae test data 2.Develop Timeline 3.Instructional Focus 4.Assessment 5.Tutorials 6.Enrichment 7.Maintenance 8.Monitoring.

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

Our school utilizes the PDSA 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, RMS offers free tutoring on Saturday to the school community. Our media center is open for use by parents and students prior to the start of the school day and extends two hours beyond the school day. Students who are making adequate academic progress are eligible to participate in the schools 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 very low retention rates one retention in sixth and seventh grade and two in eighth grade, as well as marked increase in the scores yielded by the lowest quartile.

Our school design includes parental 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:***

#### 2005-2006 FCAT READING RESULTS

The results of the 2006 FCAT indicates that although 60% of the six through eighth grade students are reading on FCAT achievement Level 3 or above, 40% of our students are not performing proficiently in reading. Additionally, the FCAT results indicate that 52% of six graders scored at a level 3 or higher, 53% of seventh graders scored at a level 3 or higher and 38% of eighth graders scored at a level 3 or higher. 86% of students in the bottom 25% made



learning gains in reading. Our six grade students were most successful with comparisons and words/phrases, however additional instruction in main idea/purpose and reference/research. Our seventh grade students were most successful with comparisons; 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.

#### 2005-2006 FCAT Mathematics Results

The results of the 2006 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 39% of students in grade six scored at a level 3 or higher, 44% of students in the seventh grade scored at a level 3 or higher and 49% of students in grade eight scored at a level 3 or higher. 67% of students in grade 6-8 made learning gains. In grades six through eight students were most successful with the Number Sense, Geometry and Data Analysis content clusters, but need additional instruction in measurement and algebraic thinking. However, our eighth graders need further instruction in geometry. Although learning gains were made by all of the schools subgroups, only one made NCLB criteria for AYP. The results of the assessment demonstrate that additional instruction is needed for measurement and algebraic thinking strands.

#### 2005-2006 FCAT Writing Results

The results of the 2006 FCAT indicates that 84% of the eighth graders are writing on FCAT achievement Level 3.5 or above. Additionally, 70% of LEP students and 75% SWD made learning gains as per the NCLB criteria of a 1% improvement in their performance. Results still indicates that LEP and SWD students are still in need of intensive instruction in expository and persuasive writing.

#### 2005-2006 FCAT Science Results

Results of the 2006 FCAT Science scores indicate that 16% of students scored at or above a level 3. Students answered 36% of items correctly on the Physical/Chemical Science Cluster. Students answered 46% of items correctly on the Earth/Space Science Cluster. Students answered 54% of items correctly on the Environmental/Life Science Cluster and 36% of items correctly on the Scientific Thinking Cluster.

# ***Additional Requirements***

Only for schools under state sanction

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• High Quality, Highly Qualified Teachers:

• Highly Qualified, Certified Administrators:

• 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 2006 FCAT indicates that although 60% of the six through eighth grade students are reading on FCAT achievement Level 3 or above, 40% of our students are not performing proficiently in reading. Additionally, the FCAT results indicate that 52% of six graders scored at a level 3 or higher, 53% of seventh graders scored at a level 3 or higher and 38% of eighth graders scored at a level 3 or higher. 86% of students in the bottom 25% made learning gains in reading. Our six grade students were most successful with comparisons (64% correct) and words/phrases (64% correct), however additional instruction in reference/research (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 words and phrases (67% correct), and additional instruction is needed in reference/research (50% correct). Within our school the following Subgroups still require additional assistance in order to meet federal NCLB requirements. Only 49% of Economically Disadvantaged students, 32% of Limited English Proficiency Students, and 39% of Students with Disabilities scored at a level 3 or higher on the 2006 administration of the FCAT.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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, 62% 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, 51% of Limited English Proficiency 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, 51% 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, 51% 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		ALIGNMENT	BUDGET
		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	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Introduce RAMAVISION as a schoolwide Independent Reading Tool	Reading Coaches	10/16/06	5/30/07	District-wide literacy plan	\$0.00
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	08/14/06	05/30/07	District Strategic Plan	\$0.00
Use technology-based programs, such as, FCAT Explorer, Accelerated Reader/STAR, Riverdeep, and internet research to aid	Language Arts/Reading Teachers	08/14/06	05/30/07	District Strategic Plan	\$4000.00

students in meeting high standards.					
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.	Administrator Reading teachers Bilingual Tutor	08/14/06	05/30/07	District Strategic Plan	\$0.00
Form a Literacy Leadership Team to implement a continuous improvement model to improve the reading proficiency of all students.	Administrator	08/14/06	05/30/07	District Strategic Plan	\$0.00
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.	Administrator Technology Team	08/14/06	05/30/07	District Strategic Plan	\$0.00
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.	Administrator Reading Coach Reading Tutors	10/9/06	05/30/07	District Strategic Plan	\$4000.00

### 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 2007 FCAT Reading test, Interim district assessments, site-developed monthly assessments as well as the MAZE, GATES, and STAR 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 2006 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 39% of students in grade six scored at a level 3 or higher, 44% of students in the seventh grade scored at a level 3 or higher and 49% of students in grade eight scored at a level 3 or higher. 67% of students in grade 6-8 made learning gains. Our six grade students were most successful with geometry and data analysis (56% correct), however additional instruction in measurement(33% correct). Our seventh grade students were most successful with geometry (63% correct); with additional instruction needed in measurement (33% correct). Our eighth grade students were most successful in data analysis(50% correct), and additional instruction is needed in measurement and geometry(33% correct). Within our school the following Subgroups still require additional assistance in order to meet federal NCLB requirements. Only 43% of Hispanic students, 38% Economically Disadvantaged students, 28% of Limited English Proficiency Students, and 30% of Students with Disabilities scored at a level 3 or higher on the 2006 administration of the FCAT.

NCLB SUBGROUP TARGET



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N 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, as demonstrated by 56% of the students scoring at a Level 3 or higher on the 2007 FCAT Mathematics test.

Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 56% of Hispanic students in grades six - eight will score at a Level 3 or higher on the 2007 FCAT Mathematics test.

Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 56% of Limited English Proficiency students in grades six - eight will score at a Level 3 or higher on the 2007 FCAT Mathematics test.

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 2007 of the FCAT Mathematics test.

Given mathematics instruction based on the Sunshine State Standards/Competency-Based Curriculum, 56% of Economically Disadvantaged students in grades six - eight will score at a Level 3 or higher on the 2007 FCAT Mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide students with a composition book containing a problem of the day targeting the FCAT strands measurement and algebraic thinking.	Math Department	10/03/06	05/30/07	District Strategic Plan	\$0.00
Have Math department implement the continuous improvement model to improve mathematics instructions that will produce desired results.	Literacy Team Math Department	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide additional remediation by having the math teachers target the FCAT strands measurement and algebraic thinking during students' advisement period (homeroom).	Math Department Chair	09/25/06	05/30/07	District Strategic Plan	\$0.00
Provide collaborative planning between Mathematics and Science teachers to enhance the integration of mathematics and science	Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00

concepts.					
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	05/30/07	District Strategic Plan	\$4000.00
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.	Administrator Technology Team Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide Training in Making Middle Schools Work.	Administrator	10/15/06	5/30/07	District Strategic Plan	\$0.00

## 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 diligently 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 2007 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.

## 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"/>

*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 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 2006 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	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 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 80% of students scoring at a 3.5 or higher on the 2007 administration of the FCAT Writing Plus test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase student opportunity to write across the curriculum with emphasis on persuasive and expository essays.	All Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
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	08/14/06	05/30/07	District Strategic Plan	\$0.00
Use simulated FCAT essay writing on Mid-Term and Final exams that includes scoring on a 6-point rubric scale.	All Teachers	12/04/06	05/30/07	District Strategic Plan	\$6500.00
Provide support during before school, after school, and Saturday tutoring for the remediation of writing deficiencies.	Administration Tutors	08/14/06	05/30/07	District Strategic Plan	\$4000.00
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	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide additional training for staff and students on how to score using the 6 point holistic writing rubric.	Reading Coach	08/14/06	05/30/07	District Strategic Plan	\$0.00

### 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 2007 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"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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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 2006 FCAT Science scores indicate that 16% of students scored at or above a Level 3. Students answered 36% of items correctly on the Physical/Chemical Science Cluster. Students answered 46% of items correctly on the Earth/Space Science Cluster. Students answered 54% of items correctly on the Environmental/Life Science Cluster and 36% of items correctly on the Scientific Thinking Cluster.

## Measurable Objective

Given science instruction based on the Sunshine State Standards/Competency-Based Curriculum, 50% of students in the eight grade students will score a Level 3 or above on the 2007 administration of the FCAT Science test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Infuse FCAT-style questions throughout the science curriculum.	Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Utilize technological resources such as Riverdeep and Explorer Learning	Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide collaborative planning opportunities between Mathematics and Science teachers to enhance the integration of mathematics and science.	Science and Mathematics Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide teachers with training on the use of the Teacher Portal to facilitate the use of differentiated instruction.	Administration Science Department Chair	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide teachers with professional development in the use of differentiated instruction.	Science Department Chair Administration	8/14/06	5/30/07	District Strategic Plan	\$0.00
Infuse FCAT vocabulary into the Science Curriculum.	Science Teachers	8/14/2006	05/30/07	District Strategic Plan	\$0.00
Conduct monthly data analysis meetings to discuss the results of monthly and interim assessments to facilitate data driven instruction.	Science Department Chair Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
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	08/14/06	05/30/07	District Strategic Plan	\$0.00
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	Science Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00



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.					
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 Team Science Department	08/14/06	05/30/07	District Strategic Plan	\$0.00

### **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 2007 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" 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***

Riviera Middle School parents were invited to participate in 8 parental in-service activities during the 2005/2006 school year. Despite the numerous opportunities provided to them only a minimal number of parents attended said activities. During the 2005/2006 school year less than 5% percent of parents participated in school sponsored parental involvement activities. Despite the low level of parental involvement 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."

## 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.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Use student agendas to maintain daily parent contact with requirement of parent signature (I, III).	Department Chairs, Teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Use automated phone system to inform parents of meetings and activities (I,V).	Administrator	08/09/06	05/30/07	District Strategic Plan	\$0.00
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	09/06/06	05/30/07	District Strategic Plan	\$0.00
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	08/14/06	05/30/07	District Strategic Plan	\$0.00
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 Chairs Team Leaders	08/14/06	05/30/07	District Strategic Plan	\$0.00
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	11/6/06	5/30/07	District Strategic Plan	\$0.00

### 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 2006-2007 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.)

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"/>

### *Miami-Dade County Public Schools*

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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***

Results from the 2005-2006 school year indicate that the total number of outdoor suspensions was 80.

## 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 2006-2007 school year as compared to 80 during the 2005-2006 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct ongoing teen counseling sessions with the school TRUST counselor.	Trust Counselor	08/14/06	05/30/07	District Strategic Plan	\$0.00
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	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement a Saturday school program as an alternate to outdoor suspension.	Student Services Administrator SCSI Coordinator	08/14/06	05/30/07	District Strategic Plan	\$0.00
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	8/14/06	5/30/07	District Strategic Plan	\$0.00
Utilize Because it's Right (BIR) a behavior intervention program to redirect students and reduce suspension.	All teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
Monitor Cognos Outdoor and Indoor Suspension reports.	Administrators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## 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.

## 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"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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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 2006 FCAT indicate that although 60% of the six through eighth grade students are reading on FCAT achievement Level 3 or above, 40% 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 2006-2007 school year using weekly reports generated by the AR Program.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide parent workshops on the AR program	Teachnology Team	10/27/06	2/28/07	District Strategic Plan	\$0.00
Give teachers acces 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	08/14/06	05/30/07	District Strategic Plan	\$0.00
Implement an incentive program to encourage students to access the AR program.	Technology Team Administration	10/24/06	05/30/07	District Strategic Plan	\$0.00
Conduct Pre/Post intervention surveys and provide technology integration workshops.	Technology Team	9/25/06	05/30/07	District Strategic Plan	\$0.00
Provide students with opportunities to access the AR program schoolwide.	Teachers Tutors	09/25/06	05/30/07	District Strategic Plan	\$4000.00

## Research-Based Programs

Continuous Improvement Model

## Professional Development

Workshop in Accelerated Reader and STAR

## Evaluation

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

## 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"/>

### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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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 2005-2006 Fitness 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.

## 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 2006-2007 administration of the FITNESSGRAM Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		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	8/14/06	5/30/07	District Strategic Plan	\$0.00
Select students will participate in the Special Olympics.	Physical Education Teachers (ESE)	8/14/06	5/30/07	District Strategic Plan	\$0.00
Record and relay data to Physical Education Department Downtown every 6 weeks.	Adaptive Physical Education teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Enroll as many students with special needs in the program.	Adaptive Education Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Increase student participation in school sponsored extracurricular sports.	Dance Teachers Physical Education Teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
Actively participating in physical education for 30 minutes a day five days a week.	Adaptive Physical Education teachers	8/14/06	5/30/07	District Strategic Plan	\$0.00
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	8/14/06	5/30/07	District Strategic Plan	\$0.00

## 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.

## 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"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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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 show that 110 or 14% of our students are enrolled in the program. There are approximately 40 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 110 student 2006 enrollment as evidence by class rosters.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Increase the use of technology to enhance the curriculum.	Administration, teachers	08/14/06	05/30/07	District Strategic Plan	\$0.00
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	08/14/06	05/30/07	District Strategic Plan	\$0.00
Increase the number of students enrolled in the M.I.X. Academy.	Lead Teacher for M.I.X.	08/14/06	05/30/07	District Strategic Plan	\$0.00
Provide a before and after school tutorial assistance program.	Graphics Teacher, Lead Teacher for M.I.X.	08/14/06	05/30/07	District Strategic Plan	\$0.00
Increase the number of students enrolled in Rock Band to increase student and parental awareness of the schools MIX Academy.	Administrator Band Teacher Student Services	08/14/06	05/30/07	District Strategic Plan	\$0.00
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	08/14/06	05/30/07	District Strategic Plan	\$0.00

## Research-Based Programs

Continuous Improvement Model

## Professional Development

Continuous Improvement Model

## Evaluation

The objective will be evaluated using the program enrollment reported in 2007.

## 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.)

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"/>

*Miami-Dade County Public Schools*

*District Strategic Plan*

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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 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.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Work with District personnel to identify appropriate alternative allocations of resources.	Administration	8/08/05	5/24/06	District Strategic Plan	\$0.00
Readdress existing resources and facilitate the use of outside resources to minimize cost factors.	Administrators Career Specialist	8/08/05	5/24/06	District Strategic Plan	\$0.00
Utilize the stakeholder groups to identify strategies for organization improvement.	EESAC, Dade Partners, Volunteers, PTSA, School Staff	8/08/05	5/24/06	District Strategic Plan	\$0.00
Utilize before and after school/Saturday school program, to reduce costs and increase learning gains.	Administrators	8/08/05	5/24/06	District Strategic Plan	\$0.00
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	District Strategic Plan	\$0.00

## 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 2.00.



## *EESAC Compliance*

YES	NO	
<input checked="" type="checkbox"/>	<input 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:***

The EESAC recommends developing the strategies and activities to be included in the School Improvement Plan and has been involved in determining financial implications of said strategies and making pertinent 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*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$8,000.00
Goal 2: Mathematics	\$4,000.00
Goal 3: Writing	\$10,500.00
Goal 4: Science	\$0.00
Goal 5: Parental Involvement	\$0.00
Goal 6: Discipline & Safety	\$0.00
Goal 7: Technology	\$4,000.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$26,500.00</b>

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*