

Miami-Dade County Public Schools

Riviera Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Riviera Middle School

10301 SW 48TH ST, Miami, FL 33165

<http://riviera.dadeschools.net>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Nora, Javier	Principal	Ensures that the academic policies and curriculum are followed. Helps teachers maximize their teacher potential. Listens to concerns of students on a regular basis. Encouraging, guiding, and assisting student leaders and teachers. Meeting with parents on a regular basis for problem-solution. Enforcing discipline and providing an atmosphere free of bias in which students can achieve their maximum potential.
Rodriguez, Madelyn	Assistant Principal	Assists the school principal in overall administration of instructional program and campus level operations. Coordinate assigned student activities and services. Listen to concerns of students, teachers, and parents on a regular basis from problem resolution. Meet with parents on a daily basis for problem solution. Enforce discipline.
Martinez, Krystine	Teacher, ESE	Teachers assess students' skills and determine their educational needs, develop individualized education plans for each student, plan activities that are specific to each students abilities, and be a resource support and mentor to students, parents, and teachers.
Cumberbatch, Natazha	School Counselor	School counselor assist sand provides counseling to students as needed, tracks attendance, tracks student grades to ensure they are passing the course, plans incentives to promote social-emotional and mental health awareness, facilitates group lessons on bullying, and facilitates teacher trainings on building relationships with students.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders are involved in the development of the SIP. The leadership team meets to discuss, analyze, and create an action plan based on school-wide data. Teachers meet in departments to disaggregate data, conduct a needs assessment for their subject based on the data, and create an action plan that ensures all students needs are met. School staff meets with all parents and students to communicate the SIP to ensure student achievement is attained and school goals are met.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored by the leadership team to ensure the plan is implemented with fidelity by all stakeholders. Every quarter, the stakeholders will meet to review and reflect on the current data. If needed a revision to plan will be made to ensure student achievement.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	

DJJ Accountability Rating History	
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Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	25	28	30	83	
One or more suspensions	0	0	0	0	0	0	5	5	13	23	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	2	0	0	2	
Course failure in Math	0	0	0	0	0	0	5	7	2	14	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	49	55	42	146	
Level 1 on statewide Math assessment	0	0	0	0	0	0	41	34	41	116	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	85	90	106	281	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	34	36	39	109

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	15	19	21	55	
One or more suspensions	0	0	0	0	0	0	0	6	18	24	
Course failure in ELA	0	0	0	0	0	0	4	1	0	5	
Course failure in Math	0	0	0	0	0	0	7	7	1	15	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	25	30	54	109	
Level 1 on statewide Math assessment	0	0	0	0	0	0	38	47	43	128	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	49	48	80	177	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	26	34	44	104

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	15	19	21	55	
One or more suspensions	0	0	0	0	0	0	0	6	18	24	
Course failure in ELA	0	0	0	0	0	0	4	1	0	5	
Course failure in Math	0	0	0	0	0	0	7	7	1	15	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	25	30	54	109	
Level 1 on statewide Math assessment	0	0	0	0	0	0	38	47	43	128	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	49	48	80	177	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	26	34	44	104

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	54	56	50	62	58	54
ELA Learning Gains	53	56	48	61	58	54
ELA Lowest 25th Percentile	41	48	38	48	52	47
Math Achievement*	52	55	54	57	58	58
Math Learning Gains	62	64	58	50	56	57
Math Lowest 25th Percentile	58	63	55	40	54	51
Science Achievement*	59	51	49	50	52	51
Social Studies Achievement*	72	73	71	67	74	72
Middle School Acceleration	81			84		
Graduation Rate						
College and Career Acceleration						
ELP Progress	41			72		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	573
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2021-22 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	51			
ELL	50			
AMI				
ASN				
BLK				
HSP	57			
MUL				
PAC				
WHT	48			
FRL	56			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	54	53	41	52	62	58	59	72	81			41

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
SWD	46	49	39	50	52	50	54	70				
ELL	42	46	40	41	55	53	39	70	70			41
AMI												
ASN												
BLK												
HSP	54	53	42	51	61	57	58	72	79			41
MUL												
PAC												
WHT	36	40		55	60							
FRL	52	51	43	48	61	60	57	70	79			40

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	59	57	54	47	33	40	50	70	69			45
SWD	54	53	54	49	46	54	42	62	62			
ELL	45	51	57	35	29	40	28	61	60			45
AMI												
ASN												
BLK												
HSP	58	55	53	46	31	40	48	68	68			45
MUL												
PAC												
WHT												
FRL	56	55	55	44	31	40	48	67	70			48

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	62	61	48	57	50	40	50	67	84			72
SWD	42	53	41	42	43	34	50	58				76
ELL	48	57	49	45	44	39	31	47	85			72
AMI												

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
ASN												
BLK	71	67		64	58							
HSP	62	60	48	56	49	39	46	66	83			72
MUL												
PAC												
WHT	75	67		85	62							
FRL	59	60	50	53	48	39	44	64	83			71

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	45%	50%	-5%	47%	-2%
08	2023 - Spring	42%	51%	-9%	47%	-5%
06	2023 - Spring	51%	50%	1%	47%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	58%	58%	0%	54%	4%
07	2023 - Spring	39%	48%	-9%	48%	-9%
08	2023 - Spring	53%	59%	-6%	55%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	40%	40%	0%	44%	-4%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	56%	35%	50%	41%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	52%	48%	48%	52%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	65%	35%	63%	37%

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	76%	68%	8%	66%	10%

III. Planning for Improvement**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance was Science with 46% proficiency. We feel that we were not successful with tutoring and we did not have an interventionist to provide additional support to our struggling students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year was Science with 46% proficiency. What contributed to this decline was enhanced due to our Science teachers not being interested in providing before-school, after school, or Saturday tutoring to the struggling students. In addition, not having a science interventionist to conduct pull-out/ push-in intervention during the school day also affected the overall proficiency.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

After looking at our science percentage in achievement level compared to the district, Riviera is at the same level of 40% scoring at levels 3 – 5, while the state percentage in achievement levels 3 – 5 scored at 44%. This data shows that a focus needs to be emphasized on Science across the board. Our goal for this school year was 59% proficiency and we were 19 percentage points shy of our goal. We need to provide support to the struggling students as soon as we receive data results in the fall of the 2023-2024 school year.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was Math. This school year an interventionist was hired to provide intervention to the struggling students. In addition, the support facilitation teacher/ Math department chair conducted push-in and push-out interventions with our lowest students based on the Mid-Year data, with extra focus on 8th grade math students.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Science is our area of concern.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priority is making sure students proficiency increases in all areas with a focus on Science, Math, and ELA. We want to continue incentivizing the students and teachers whose data on topic assessments, iReady, and FAST shows proficiency levels. We also want to incentivize students who are showing positive attendance trends.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 SSA data, 42% of 8th grade students were proficient in Science as compared to our school average of 48% in the 2021-2022 SSA Data. Based on the data and the identified contributing factors of: not providing additional support through data-driven instruction to our struggling students. Struggling students who do not receive the adequate support to close the learning gaps will not have the opportunity to achieve proficiency, therefore we will implement the Targeted Element specifically related to Science.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of instructional practices specifically related to Science, there will be an increase of 6 percentage points (for a total of 48%) of the 8th grade students will achieve proficiency by the 2023-2024 state assessments by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Administration Team (Principal Javier Nora and Assistant Principal Madelyn Rodriguez, will conduct quarterly data chats with the science department, adjust groups based on current science data in real time, and follow-up with regular walkthroughs to ensure that differentiation is aligned to current science data.

Administrators will review lesson plans for indication of differentiation based on science topic assessments.

Data Analysis of formative assessments will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on remediated standards. Extended learning opportunities will be provided to those students who are not showing growth.

Person responsible for monitoring outcome:

Javier Nora (javiernora@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element specifically related to Science, our school will focus on the Evidence-based Intervention of: Differentiated Instruction. Differentiated Instruction will assist with science teachers planning with their data in mind to meet students needs and provide a variety of ways to support a customized learning experience in class. If our science department sustains the practice of differentiated instruction and provides meaningful interventions, then teachers and students will be able to understand assessment criteria, monitor, and reflect on their work. This will promote accountability for learning and address the needs of all students, while maintaining high academic expectations for both teachers and students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and

assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Testing Chairperson will retrieve and provide teachers with the 2023 Achievement Data during the Opening of Schools Meeting. The Testing Chairperson and Science Department Chairperson will collaborate to gather appropriate instructional resources to implement differentiated instruction embedded within the instructional framework to meet the needs of all learners, including the diverse learning groups such as ELL, SWD, and students in the lowest quartile.

Person Responsible: Javier Nora (javiernora@dadeschools.net)

By When: August 14, 2023

During the Science Department Meeting at the beginning of the school year, the Department Chairperson will assist the teachers in retrieving and analyzing their student's data to create the differentiated instruction groups based on their weakest domain on the 2023 SSA Achievement Data. Addressing the student's weakest domain through targeted differentiated instructional strategies will result in higher scores as reflected by the Science Baseline assessments.

Person Responsible: Javier Nora (javiernora@dadeschools.net)

By When: September 15, 2023

After the Science Baseline assessment, the science department will meet to disaggregate the data, update differentiated instruction groups within each class period, and identify appropriate instructional material to use. By adjusting student groups based on data, teachers will be able to meet the needs of students at multiple levels as they show growth.

Person Responsible: Javier Nora (javiernora@dadeschools.net)

By When: October 14, 2023

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 52% of our students were proficient in Math as compared to the district average of 54% in the 2021-2022 FAST PM3 Math data. Based on the data and the identified contributing factors of: not providing additional support through data-driven instruction to our struggling students. Struggling students who do not receive the adequate support to close the learning gaps will not have the opportunity to achieve proficiency, therefore we will implement the Targeted Element specifically related to Math.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of instructional practices specifically related to Math, there will be an increase of 8 percentage points (for a total of 60%) of our students will achieve proficiency by the 2023-2024 state assessments by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Administration Team (Principal Javier Nora and Assistant Principal Madelyn Rodriguez, will conduct quarterly data chats with the math department. During these data chats, iReady, FAST, and Topic Assessment data will be disaggregated to ensure intervention groups are fluid based off the latest data. Administrators will conduct walkthroughs of the intervention classes to ensure interventions are being provided with fidelity and meeting students needs. Progress Monitoring Data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth and closing the learning gaps.

Person responsible for monitoring outcome:

Javier Nora (javiernora@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element specifically related to Math, our school will focus on the Evidence-based Intervention of: Intervention. Interventions will assist teachers to close the students' learning gaps evidenced within their data. If our math department sustains the practice of intervention and provides said interventions with fidelity, then the students will be able to understand and apply the skills to current topics thus achieving higher assessment scores.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Testing Chairperson will retrieve and provide teachers with the 2023 FAST Assessment Progress Monitoring 3 data during the Opening of Schools Meeting. The Math Department Chairperson will create and share the math intervention schedule and instructional focus calendar for the month of September.

Person Responsible: Javier Nora (javiernora@dadeschools.net)

By When: August 14, 2023

During the Math Department meeting, the Chairperson will collaborate with the math teachers to gather appropriate instructional resources to implement interventions upon the first week of school to begin to close the student's learning gaps.

Person Responsible: Javier Nora (javiernora@dadeschools.net)

By When: September 29, 2023

After the first iReady Diagnostic and the first FAST Progress Monitoring assessments, the Math department will meet to disaggregate the data, adjust intervention groups, and plan intervention lessons to address the common lowest standards.

Person Responsible: Javier Nora (javiernora@dadeschools.net)

By When: October 14, 2023

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 42% of 8th grade students were proficient in ELA as compared to the 2021-2022 FSA Data of 56% of 8th grade students were proficient in ELA. Based on the data and the identified contributing factors of: not providing additional support through data-driven instruction to our struggling students. Struggling students who do not receive the adequate support to close the learning gaps will not have the opportunity to achieve proficiency, therefore we will implement the Targeted Element specifically related to ELA.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of instructional practices specifically related to ELA, there will be an increase of 14 percentage points (for a total of 56%) of the 8th grade students will achieve proficiency by the 2023-2024 state assessments by June 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Administration Team, Principal Javier Nora and Assistant Principal Madelyn Rodriguez, will conduct quarterly data chats with the ELA department. During these data chats, discussions will be held surrounding the targeted lessons being implemented based on current ELA data to address the student's deficiencies in each domain. Follow-throughs will occur regularly by administrator classroom walkthroughs to ensure that data-driven instruction is occurring as needed based on the current ELA data. Administrators will also review lesson plans for indication of real-time data-driven instruction being adjusted based on assessments. Data Analysis of formative assessments will be reviewed monthly to observe progress. This data will be analyzed during Leadership Team meetings to ensure students are demonstrating growth on the weakest domains. Students who are not showing growth will be offered extended learning opportunities, such as before/after school tutoring and interventions.

Person responsible for monitoring outcome:

Javier Nora (javiernora@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the Targeted Element specifically related to ELA, our school will focus on the Evidence-based Intervention of: Data-Driven Instruction. Data-Driven Instruction will assist the ELA teachers when planning to keep their data in mind to meet students needs. They will be able to target their instruction to address the standards reflecting students' deficiencies. If our ELA department sustains the practice of data-driven instruction to pivot the lessons and meet the student's needs, then teachers and students will gain a deeper understanding of the benchmark thus reaching higher student achievement levels. This will ensure high expectations are upheld for both teachers and students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data-Driven Instruction is an educational approach that relies on the teacher's use of student performance data to inform instructional planning and delivery. This systematic approach of instruction uses assessment, analysis, and actions to meet students needs. Data-Driven Instruction may include developing Instructional Focus Calendars (IFC) to inform teachers on specific standards to target during instruction throughout the year, based on data outcomes.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Testing Chairperson will retrieve and provide teachers with the 2023 FAST Assessment Progress Monitoring 3 during the Opening of Schools Meeting. The Testing Chairperson and ELA Department Chairperson will collaborate to gather appropriate instructional resources to implement data-driven instruction embedded within the instructional framework to meet the needs of all learners based on the lowest scoring domain school-wide.

Person Responsible: Javier Nora (javiernora@dadeschools.net)

By When: August 14, 2023

During the ELA Department Meeting at the beginning of the school year, the Department Chairperson will assist the teachers in retrieving and analyzing their student's data to create lessons targeting the lowest domain for each of their class periods based on the weakest domain on the 2023 FAST Assessment Progress Monitoring 3.

Person Responsible: Javier Nora (javiernora@dadeschools.net)

By When: August 31, 2023

After the first iReady Diagnostic and the first FAST Progress Monitoring assessments, the ELA department will meet to disaggregate the data, plan lessons to address the weakest domain of each class period, and ensure lessons are targeting the most current data.

Person Responsible: Javier Nora (javiernora@dadeschools.net)

By When: October 14, 2023

#4. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the Attendance report and EWI report 65% of students were absent between 6 to 30 days during the 2022 -2023 school year as compared to the District average of 63%. Based on the data reflected in the Early Warning Indicators and data from F.A.S.T, 33% of students who fell within the threshold of 6 -30 absences scored between levels 1.1 to 2.2 in Language Arts. Therefore, the targeted group is in need of attendance monitoring to ensure they receive instruction on consisting basis in order to close the learning gap.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of attendance initiatives involving close monitoring and reporting of student absences, calls to parents, and more direct measures such as attendance incentives, home visits, counseling, and referrals to outside agencies, there will be a decrease of 15% of students absent 6 – 30 days.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The Attendance Committee Derrick Tate, Natazha Cumberbatch, Arryelle Alcalde, Kaylee Rodriguez, and Madelyn Rodriguez will conduct bi-weekly data chats to identify students who are on the threshold of 5 or more absences and develop an Attendance Plan that will target these students. They will review attendance reports to select and reward students who h meet the criteria for perfect attendance. The Attendance Committee will meet quarterly with the Administrative Team to review the progress of the Attendance implementation Plan and make the required adjustments as needed.

Person responsible for monitoring outcome:

Natazha Cumberbatch (ncumberbatch@dadeschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the targeted element of Student Attendance, our school will focus on the evidence–based intervention of attendance initiatives. Attendance Initiatives will allow the Attendance Committee to monitor and identify students who are at risk of being chronically absent. Attendance data will be monitored on a bi-weekly and quarterly basis to ensure that the targeted students attend school on a regular basis.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Attendance Initiatives allow close monitoring and reporting of student absences, and appropriate strategies to provide the necessary support to promote student access and engagement.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The members of the Attendance Committee will meet to review the Attendance data, and identify the students who are in the threshold of 6 – 30 absences in order to group them by Tiers. In addition, the committee will revise the Attendance Plan for the 2023 – 2024 school year.

Person Responsible: Natazha Cumberbatch (ncumberbatch@dadeschools.net)

By When: 08/20/2023

Provide an overview of the School Attendance Plan and its implementation to all stakeholders during the faculty meeting.

Person Responsible: Natazha Cumberbatch (ncumberbatch@dadeschools.net)

By When: 09/06/2023

Attendance committee members will conduct bi-weekly meetings to review attendance, report, identify students in need of services and review the progress of the implementation of the School Attendance Plan.

Person Responsible: Natazha Cumberbatch (ncumberbatch@dadeschools.net)

By When: 10/23/2023

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The SIP will be disseminated in several ways in order for all stakeholders to be able to view and provide feedback. We will share it at our faculty meetings, EESAC meetings, school website, Instagram, parent resource room and in school's main office.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will invite all stakeholders to attend monthly meetings to build positive relationships. We will clearly state our goals and allow for feedback in order to create transparency and build on trust. In addition, we will host FAST Parent Night, Parent Academies, Coffee with the Counselor, district progress reports and report cards, to keep parents informed on their child's progress and provide the support needed.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

The school will strengthen the academic programs in the school by providing additional support to students before school and during school. Interventionists will be hired to support students in math, science and reading. Data chats will be conducted after every assessment to ensure that differentiated instruction is taking place in all of the classes in order to support all students based on their individual needs.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This program is integrated with different institutional agencies that provide additional support to families in need of assistance.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school ensures counseling through the school counselor. The school counselor identifies students who are in Tier 2 and Tier 3 based on the Early Warning Indicators report, parent referral, teachers referral, and/or based on the students individualized social - emotional, and academic needs. In addition, the school counselor collaborate and consult with members of the MTSS team (school social worker, school psychologist, assistant principal, ESE chairperson, and teachers) in order to decide on strategies to support students who are struggling. Students who are in need of additional counseling services are referred to the mental health coordinator on site. The mental coordinator provide counseling services, and coordinate therapeutic services with contracted agencies if needed.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

At Riviera we offer CTE courses through our magnet programs. The courses introduce students to career options that will help students not only with academic skills, but soft skills that are needed in programs that they will be taking in high school and in the work force.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

There is a schoolwide program Values Matter Miami. This program promotes nine core values of respect, responsibility, citizenship, fairness, pursuit of excellence, kindness, cooperation, honesty, and integrity. These values are promoted once a month over the morning announcements and activities where students discuss the assigned value. In addition, all students participate in an array of activities that foster inclusiveness, and connection such as Restorative Justice Practices, Mindful Mondays, Start

with Hello, Peace Day, No One Eats Alone, Meet Your Classmate, See Something, Say Something, Love and Kindness week as part of the initiative of No Place for Hate. These activities address all students in Tier 1. Students who are identified and place in Tier 2 and Tier 3 receive social- emotional monitoring, individual, and group counseling, peer mediation as needed. The school follows the MTSS multi-tiered model to address students' academic and social - emotional needs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

MDCPS offers professional learning for teachers, paraprofessionals, and other school personnel throughout the school year to improve instruction and uses of data for academic assessments, and to recruit and retain. There are two mandatory professional development days that staff need to attend in order to refine their skills and collaborate with colleagues. At Riviera we also offer in-house professional developments throughout the school year on areas that we feel are important in order to support our staff and help them stay abreast of any changes that may occur.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Not Applicable

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Science	\$0.00
2	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No