Emerson Elementary School

2017-18 Schoolwide Improvement Plan

Emerson Elementary School

8001 SW 36TH ST, Miami, FL 33155

http://emerson.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Emerson Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Emerson Elementary School's primary mission is to provide all students with the educational environment to become self-directed, lifelong learners contributing positively in a multicultural society with a primary focus and emphasis in reading instruction so that learning to read becomes reading to learn.

b. Provide the school's vision statement.

Emerson Elementary School's faculty and staff envision the development of all students to their utmost potential by providing the best possible educational environment and experiences, including the enhancement of cultural values.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Emerson Elementary personnel actively teach all students regardless of their socioeconomic (Free/Reduced Lunch) status, academic needs and/or abilities to enhance their academic and social skills. The student body is comprised of standard curriculum students, Gifted, English Language Learners, Autistic, and Students with Disabilities. Our goal is to make every student a successful life-long learner who can succeed in the 21st Century. Administration, student services, Title I staff and teachers work collaboratively with parents and students to build strong relationships.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

School Safety is an important component of any school facility. Emerson Elementary has a staff of dedicated teachers and security personnel that keep the school a safe place to learn and work. Emerson Elementary has not had any significant security breaches at the school site. The staff is careful upon arrival and dismissal, when moving students around the school grounds during change of classes, and when participating in activities. In addition, security personnel carefully reviews visitors' credentials as they enter the campus.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Increased parental involvement is an asset to any school that coordinates their school effort to minimize distractions and disciplinary incidents. Emerson Elementary makes it a priority to increase the amount of parental participation through the PTA and school volunteers.
The school also ensures that our families are familiarized with the Code of Student Conduct that delineates our progressive discipline plan.
Emerson implements the District initiative Vision 20/20 and Values Matter to reinforce basic values and principles in our students. In addition an Alternative for Suspension Plan includes a focus on progressive discipline and a no outdoor suspension policy.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

There are a number of clubs that students can join either through the regular school or our after school care (ASC) programs (such as: Chorus, FEA, Drama). The ASC provides an affordable and safe environment for our students with homework help and guidance from qualified staff. Parents feel safe knowing that their children will have a strong academic day, a healthy after-school snack, homework help, and a chance to socialize with their peers at the end of the day.

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Students who are retained.
Students who are attending Reading Intervention.
Students failing Language Arts, Math and/or scoring below grade level on standardized assessments.
Students with attendance below 90 percent.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	1	7	0	6	4	7	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	1	4	4	6	8	9	0	0	0	0	0	0	0	32
Retainees	4	5	2	7	1	0	0	0	0	0	0	0	0	19
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	7	2	3	11	12	0	0	0	0	0	0	0	36

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

In order to improve academic performance, once struggling students are identified by the Early Warning Systems (EWS) indicators, Emerson Elementary School provides appropriate support and intervention in a timely manner in the following areas:
1) Implementation of the District's Truancy intervention program for students with attendance below 90 percent.
2) Implementation of a progressive discipline plan as delineated by the District's Code of Student Conduct, the alternate to suspension plan, the Vision 20/20, Values Matter, and the provision of school counseling and increased parental involvement to help all students.
3) implementation of differentiated instruction, intervention and/or ELL after school tutoring for

students with course failure in ELA or Math, Levels 1 and 2 on standardized assessments and/or retainees.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Emerson Elementary School will increase family involvement by: 1) Providing monthly parent workshops (in both English and Spanish) with alternating morning and afternoon hours, 2) Sending monthly calendars of school activities, 3) Hosting breakfast and lunches in which parents can participate, 4) Inviting parents to school wide activities (eg: HalloRead, Reading Under The Stars, SAT & FSA Parent Nights), and 5) Increasing the number of volunteers and business partners in our school.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Emerson Elementary has local business partners such as Publix, Valic, FitKids and Learning For Life who support our educational initiatives and provide some resources for student reward activities and ongoing projects.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Mourino, Leonardo	Principal
Munoz-Rose, Sandra	Assistant Principal
Gaston, Nuri	School Counselor

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Leonardo Mouriño, Principal: Oversees the proper schoolwide implementation of academic, safety and health schoolwide programs/initiatives.
Sandra Muñoz-Rose, Assistant Principal: Assists the principal with the implementation and monitoring

of all student progress and schoolwide programs.

Flor Hernandez:, Exceptional Student Education Teacher/Social Studies Liaison: Monitors student progress of all students within the Exceptional Student Education Program and makes recommendations that would result in higher student achievement for those students.

Mercedes Effio, ESOL Liaison: Monitors student progress within the ESOL program and shares best practices with teachers to implement with ELL students.

Nuri Gaston, Student Services Personnel: Works closely with students, parents and staff members and provides awareness/recommendations, during our School Leadership Team meetings, of students outside/home factors currently affecting their academic achievement.

Margarita Guiteras-Massa, School Psychologist: Provides input on students currently in the RtI process.

Vanessa Maltby-Speech Language Pathologist: Provides services for students with an Individualized Educational Plan for both speech and/or language deficiencies.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Emerson Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI) Leadership Team will meet monthly to actively discuss and review the following: Review universal screening data and link to instructional decisions by monitoring and discussing data at the grade and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk of not meeting benchmarks. The team will analyze resources that will facilitate the implementation of intervention strategies in the classroom to address each student's need. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also meet individually with each grade level, review the data and discuss the resources needed in each individual classroom to achieve success. The team will collaborate on a regular basis to share best practices and evaluate implementation. The team will network on a regular basis with other schools and fellow educators to ensure implementation of the latest research based assessment tools and other valuable resources.

Title I, Part A
The Title I funds at Emerson Elementary will be used to purchase human resources and/or supplies to provide tutoring or enrichment for students. Services will be provided to ensure students requiring additional remediation are assisted through before, during, and after-school programs. The Leadership Team develops, leads, and evaluates school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Bilingual Parent Outreach Program and special support services to special needs populations.

Title I, Part C
Migrant Funds support high quality education programs for migratory children and help ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards. Funds also ensure that migratory children not only are provided with

appropriate education services (including supportive services) that address their special needs but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet. Federal funds are allocated by formula to SEAs, based on each state's per pupil expenditure for education and counts of eligible migratory children, age 3 through 21, residing within the state.
Title I, Part D
The Safe and Drug Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and elementary counselors. Training and technical assistance for elementary, middle and senior high teachers, administrators, counselors is also a component of this program.

Title II
N/A
Title III
Title III funds at Emerson Elementary are used to supplement and enhance the programs for English Language Learner (ELL) and immigrant students by providing funds to implement and/or provide before, during and after school programs:
• Tutorial programs (eg: Imagine Learning, hourly teachers)
• Parent outreach activities
• Professional development on best practices for ELL and content area teachers
• Coaching and mentoring for ELL and content area teachers
• Reading and supplementary instructional material

Title VI, Part B - NA
Title X- Homeless
The Homeless Assistance Program seeks to ensure a successful education experience for homeless children by collaborating with parents, schools and the community. All schools are eligible to receive services and will do so upon identification and classification of the students as homeless. Project Upstart, Homeless Children & Youth Program assists schools with the identification enrollment attendance and transportation of homeless students.

Violence Prevention Programs
Emerson Elementary School will implement the following programs: My Very Own Book About Me; Anti-Bullying Schoolwide Campaign; Do The Right Thing; MyOn Reader and iReady.

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention services for students through curriculum implemented by classroom teachers and, elementary counselor.

Nutrition Programs
• To safeguard the nutritional integrity and well-being of children through the management of school food service and nutrition education programs consistent with their nutritional needs, by serving nutritionally adequate meals.
• To promote nutrition and health education for the formation of good eating habits and good health, recognizing the demonstrated relationship between good nutrition with the capacity of children to learn and develop, and the prevention of chronic disease.
• To encourage and promote a unified effort between school personnel and the community to assure an opportunity for adequate nutrition and educational programs for every student.
• To establish a positive perception of school food service and nutrition education programs, by serving as the primary source of state-of-the-art information, for the school food service marketplace.

Housing Programs - N/A

Head Start
N/A

Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A
Other
Parental
Involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs, their rights under No Child Left Behind and other referral services.

Increase parental engagement/involvement through developing (with on-going parental input) our school's Title I School-Parent Compact; our school's Parent and Family Engagement Plan (PFEP); scheduling the Title I Annual Meeting; and other documents/activities necessary in order to comply with dissemination and reporting requirements.

Conduct informal parent surveys to determine specific needs of our parents, and schedule workshops, Parent Academy Courses, etc., with flexible times to accommodate our parents' schedule as part of our goal to empower parents and build their capacity for involvement.

Complete Title I Administration Parental Involvement Monthly School Reports (FM-6914 Rev. 7-15) and the Title I Parental Involvement Monthly Activities Report, and submit to Title I Administration by the 5th of each month as documentation of compliance with NCLB Section 1118. Additionally, the Title I Parent/Family Survey, distributed to schools by Title I Administration is to be completed by families annually in May. The survey results are to be used to assist with revising our Title I parental documents for the upcoming school year.

Health Connect in Our Schools

• Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
• Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.
• HCiOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
• HCiOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
• HCiOS enhances the health education activities provided by the schools and by the health department.
• HCiOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

HIV/AIDS Curriculum: AIDS Get the Facts!

• AIDS: GET the Facts!, is an curriculum that provides a series of general objectives, lessons, activities and resources for providing HIV/AIDS instruction in grades K-12.
• HIV/AIDS curriculum is consistent with state legislation, as well as school policy and procedures including: Florida Statute 1003.46, Health education; instruction in acquired immune deficiency syndrome, School Board Policy: 6Gx13-5D-1.021 Welfare; School Health Services Program, the M-

DCPS Worksite HIV/AIDS Hand Book, and Control of Communicable Disease in School Guidebook for School Personnel.
• HIV/AIDS curriculum content is also in alignment with Florida Sunshine State Standards.
• HIV/AIDS content teachers are trained on the curriculum and can participate in yearly professional development about health and wellness related topics.

Miami Lighthouse / Heiken Children's Vision Program

• Heiken Children's Vision Program provides free complete optometric exams conducted at school sites via vision vans and corrective lenses to all failed vision screenings if the parent /guardian cannot afford the exams and or the lenses.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Christine Sotolongo	Teacher
Leonardo Mouriño	Principal
John Navarro	Business/Community
Carmen Santana-Roa	Teacher
Isabel Saumell	Teacher
Maria Xuarez	Teacher
Grisell Gandon	Teacher
Mayra Pendon	Education Support Employee
Anjolie Graveran	Student
Michelle Leal	Parent
Evelyn Michel	Teacher
Yisel Diaz	Parent
Mirtha Olivero	Parent
Jeannette Hidalgo	Parent
Mariela Martinez	Parent
Dachelle Ruiz	Parent
Margarita Juarez	Parent
Rebeca Carratala	Parent
Richard Ferreiro	Parent
Dana Viggiano	Parent
Adriana Alvarez	Student
Kevin Quesada	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC members attend scheduled meetings where the school improvement plan is presented, discussed and agreed upon. Suggestions and revisions will be incorporated at that time.

b. Development of this school improvement plan

The SAC will aid in analyzing student needs and data, providing input towards the development of the School Improvement Plan.

c. Preparation of the school's annual budget and plan

School budget is presented by the school principal during the meetings and SAC members provide input and recommendations. Also, allocations from their funds are made based on student needs.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

EESAC funds were utilized for the online Accelerated Reader Program. ($1,925.00)

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Mourino, Leonardo	Principal
Munoz-Rose, Sandra	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

• Build a strong team of teachers and parents willing to set goals and plan a year-long literacy focus calendar of activities and events in relation to Florida State Standards.
• Involve parents and the community in promoting literacy beyond the schoolhouse.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The school master schedule was designed with grade level common planning time to encourage positive working relationships between teachers. Teachers work collaboratively in grade or subject level teams to discuss curriculum, data and best practices.This teamwork approach will lead to higher results in standardized scores and in communication among teachers and administration. As a result all stakeholders are aware of what is occurring in the school and have the same goals.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Interviewing candidates for possible employment.
2. Participation in student teaching programs
3. Professional development established to expand leadership/teaching skills of new staff members
4. Mentor teachers will be assigned to newly hired teachers.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

The reading, mathematics and science liaisons will provide modeling and professional development support based on individual needs. New teachers and those in need of additional support, will be provided the opportunity to participate in peer observations to watch best practices in action. Teachers will have an opportunity to reflect on their findings and also be encouraged to join Professional Learning Communities held within the school.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Emerson Elementary school follows the Miami-Dade County Public schools' Pacing Guides which is directly correlated to the Florida Standards. In addition, teachers utilize the FLDOE item specifications to further enhance instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Teachers are increasingly becoming more adept at utilizing data analysis to plan instruction that explicitly and systematically target student needs. This results in increased student achievement. All teachers keep data binders reflecting student achievement and goals. Results of standardized testing and student goals are discussed quarterly with administration, grade chairs, teachers, parents, and students through data chats and parent conferences. Data driven instruction will continue with the implementation of the Florida State Standards. Based on student's data, differentiated instruction grouping is established.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 4,320

The Emerson After-School Care Program offers a three hour time frame in which students receive assistance with home learning, as well as enrichment activities such as our popular Drama class. Our school will also offer after school tutoring through funds provided by Title III funds. Our students will also be utilizing the iReady program for Reading and Math during the after school care program.

Strategy Rationale

The participation of our students in afterschool enrichment activities will contribute to a well rounded education.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Mourino, Leonardo, pr3501@dadeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

In house pre/post assessments.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Title I Administration assists the school by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and classroom assistant. This will assist in providing young children with a variety of meaningful learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. Parent workshops offered through the Parent Academy will provide the opportunity for further clarification of the Pre-Kindergarten programs, their importance in creating a bridge between preschool and kindergarten.

At Emerson Elementary School in preparation for a smooth transition to elementary school programs, students are exposed to the kindergarten environment by visiting and interacting with the kindergarten and first grade classes. This takes place during recess and other indoor class activities. Parents are also given the opportunity to learn about the kindergarten curriculum by attending a transitional open house Meet and Greet at the beginning of the school year. Our highly qualified classroom teacher and classroom assistant use the Florida VPK assessment to determine student readiness and implement learning strategies. Anecdotal observations based on the Florida Early Learning Standards and Development Standards for four year olds as well as the social development of preschoolers. At Emerson Elementary, the HMH and the High Scope comprehensive curriculum are implemented in our Title I funded pre-kindergarten program.

The assessments used to determine basic academic skill development and academic school

readiness of incoming students is the Florida VPK Assessment.

The data will be used to plan daily academic and social instruction for all students as well as for groups of students or individual students who may need intervention beyond core instruction. Academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. All outgoing Pre-Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of instructional/intervention programs. All students are assessed in the areas of mathematics, Oral Language, Print/Letter Knowledge, and Phonological Awareness. The students will be reassessed mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

<u>1</u> = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction is increased in all content areas, then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If core instruction is increased in all content areas, then student achievement will improve. `1a`

🔑 G096735

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	80.0
ELA/Reading Lowest 25% Gains	80.0
Statewide Science Assessment Achievement	68.0

Targeted Barriers to Achieving the Goal `3`

- Teachers have limited knowledge of their learners deficiencies based on assessment data.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Reading: District Pacing Guides, Planning Cards, Wonders Reading Series, Intervention/ Supplemental Programs (iReady, Wonderworks, Waterford, Imagine Learning, MyOn Reader);Title III; ELL After school Tutoring, Reading/P.D. Liaison, Interventionist, Promethean Boards, 3 Computer Labs with rotating schedules, teacher websites, FSA website, Common Planning.

- Math: District Pacing Guides, Planning Cards, Go Math Series, Think Central, manipulative kits, iReady, Discovery Education, Brainpop, GIZMOS, iReady, Title III, ELL Afterschool Tutoring, Reading/P.D. Liaison, Math Liaison, Promethean boards, 3 computer labs with rotating schedules, teacher websites, FSA website, Common Planning, Gifted Enrichment.

- Science: District Pacing Guides, Planning Cards, P.D. Liaison, Science Liaison, Scott Foresman Textbook and Science Kits (supplemental resources), Discovery Education, Brainpop, Science Speedbag, Explorer, Promethean Boards, 3 computer labs with rotating schedules, 2-3 computers per classroom, teacher websites, Common Planning, Gifted Enrichment.

Plan to Monitor Progress Toward G1. `8`

Consistently monitor student progress toward meeting the goal by utilizing the data from diagnostics, iReady, and in-house assessments.

Person Responsible
Leonardo Mourino

Schedule
Every 6 Weeks, from 9/18/2017 to 5/31/2018

Evidence of Completion
iReady reports, diagnostic assessments, and in-house assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

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G1. If core instruction is increased in all content areas, then student achievement will improve. [1]

🔍 G096735

G1.B5 Teachers have limited knowledge of their learners deficiencies based on assessment data. [2]

🔍 B260211

G1.B5.S1 Collaborate with teachers and facilitate professional development to utilize formative, summative, diagnostic, and standardized data to guide planning and delivery of explicit instruction. [4]

🔍 S275650

Strategy Rationale

The utilization of assessment data in the planning and delivery of explicit instruction will result in higher learning gains in the areas of reading and mathematics.

Action Step 1 [5]

Provide professional development on analyzing and interpreting data (formative, summative, diagnostic, and standardized).

Person Responsible

Sandra Munoz-Rose

Schedule

Semiannually, from 9/18/2017 to 5/31/2018

Evidence of Completion

Agenda, sign-in sheets

Action Step 2 [5]

Provide professional development on the alignment of materials and resources for small and whole group, differentiated instruction that is targeted and tiered to address the instructional needs of the students.

Person Responsible

Sandra Munoz-Rose

Schedule

Semiannually, from 9/18/2017 to 5/31/2018

Evidence of Completion

Agenda, sign-in sheets

Action Step 3 `5`

Collaborate with teachers to plan on the alignment of materials and resources for effective small and whole group instruction.

Person Responsible

Sandra Munoz-Rose

Schedule

Semiannually, from 9/18/2017 to 5/31/2018

Evidence of Completion

Reading Liaison

Action Step 4 `5`

Monitor the implementation of data driven instruction based on student's learning needs.

Person Responsible

Leonardo Mourino

Schedule

Weekly, from 9/18/2017 to 5/31/2018

Evidence of Completion

Daily walkthroughs and feedback provided to teachers.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Ongoing Progress Monitoring and Data Chats.

Person Responsible

Leonardo Mourino

Schedule

Every 6 Weeks, from 9/18/2017 to 5/31/2018

Evidence of Completion

Data binders will be maintained in the main office containing the analyzed monthly iReady, gizmo's and G2D reports.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Student progress will be monitored to ensure the support and effectiveness.

Person Responsible

Leonardo Mourino

Schedule

Every 6 Weeks, from 9/18/2017 to 5/31/2018

Evidence of Completion

Teachers will maintain a data binder with an ongoing comparison of student progress addressing the needs of those who experience a negative trend.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M398710	Consistently monitor student progress toward meeting the goal by utilizing the data from...	Mourino, Leonardo	9/18/2017	iReady reports, diagnostic assessments, and in-house assessments	5/31/2018 every-6-weeks
G1.B5.S1.MA1 M398708	Student progress will be monitored to ensure the support and effectiveness.	Mourino, Leonardo	9/18/2017	Teachers will maintain a data binder with an ongoing comparison of student progress addressing the needs of those who experience a negative trend.	5/31/2018 every-6-weeks
G1.B5.S1.MA1 M398709	Ongoing Progress Monitoring and Data Chats.	Mourino, Leonardo	9/18/2017	Data binders will be maintained in the main office containing the analyzed monthly iReady, gizmo's and G2D reports.	5/31/2018 every-6-weeks
G1.B5.S1.A1 A370316	Provide professional development on analyzing and interpreting data (formative, summative,...	Munoz-Rose, Sandra	9/18/2017	Agenda, sign-in sheets	5/31/2018 semiannually
G1.B5.S1.A2 A370317	Provide professional development on the alignment of materials and resources for small and whole...	Munoz-Rose, Sandra	9/18/2017	Agenda, sign-in sheets	5/31/2018 semiannually
G1.B5.S1.A3 A370318	Collaborate with teachers to plan on the alignment of materials and resources for effective small...	Munoz-Rose, Sandra	9/18/2017	Reading Liaison	5/31/2018 semiannually
G1.B5.S1.A4 A370319	Monitor the implementation of data driven instruction based on student's learning needs.	Mourino, Leonardo	9/18/2017	Daily walkthroughs and feedback provided to teachers.	5/31/2018 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If core instruction is increased in all content areas, then student achievement will improve.

G1.B5 Teachers have limited knowledge of their learners deficiencies based on assessment data.

G1.B5.S1 Collaborate with teachers and facilitate professional development to utilize formative, summative, diagnostic, and standardized data to guide planning and delivery of explicit instruction.

PD Opportunity 1

Provide professional development on analyzing and interpreting data (formative, summative, diagnostic, and standardized).

Facilitator

Emerson Teachers, iReady Representative, Gizmo's Representative

Participants

All teachers

Schedule

Semiannually, from 9/18/2017 to 5/31/2018

PD Opportunity 2

Provide professional development on the alignment of materials and resources for small and whole group, differentiated instruction that is targeted and tiered to address the instructional needs of the students.

Facilitator

Reading Liaison / ICAD Grade Level Reading Liaisons.

Participants

All teachers.

Schedule

Semiannually, from 9/18/2017 to 5/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B5.S1.A1	Provide professional development on analyzing and interpreting data (formative, summative, diagnostic, and standardized).	$0.00
2	G1.B5.S1.A2	Provide professional development on the alignment of materials and resources for small and whole group, differentiated instruction that is targeted and tiered to address the instructional needs of the students.	$0.00
3	G1.B5.S1.A3	Collaborate with teachers to plan on the alignment of materials and resources for effective small and whole group instruction.	$0.00
4	G1.B5.S1.A4	Monitor the implementation of data driven instruction based on student's learning needs.	$0.00
		Total:	**$0.00**