

Miami-Dade County Public Schools

Emerson Elementary School



2021-22 Schoolwide Improvement Plan

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Emerson Elementary School

8001 SW 36TH ST, Miami, FL 33155

<http://emerson.dadeschools.net/>

Demographics

Principal: Sergio Munoz

Start Date for this Principal: 7/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: A (73%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Emerson Elementary School's primary mission is to provide all students with an educational environment that will allow them to become biliterate self-directed, lifelong learners who are able to positively contribute to our multicultural society.

Provide the school's vision statement.

The faculty and staff at Emerson Elementary School set high expectations for students and encourage them to work to their fullest potential by ensuring a safe, culturally diverse, educational environment that is both challenging and motivating.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Munoz-Rose, Sandra	Assistant Principal	The Assistant Principal assumes leadership of the school in the absence of the principal. She assists in the planning, development, organization, coordination, and supervision of instructional programs and activities while working collaboratively with the Principal to develop long and short-range plans for the school. The Assistant Principal develops and coordinates the Master Schedule, reviews plans for emergency situations, and maintains a commitment to staff, students, and stakeholders. Performs other related duties as needed.
Hayes, Kristin	Principal	The role of the principal is to be accountable for all aspects of the school site, to provide strategic direction, and to be the instructional leader who builds capacity of faculty and staff. The principal observes and evaluates teaching methods, monitors student achievement, and encourages parental involvement. The principal revises policies and procedures, monitors the budget, hires and oversees facilities. Other important duties include developing safety protocols and emergency response procedures.
Castill-Borrero, Myrlins	Teacher, K-12	Professional Development Liaison; Second Grade ELA Teacher.
Gaston, Nuri	School Counselor	Provide emotional support and counsel students; SST Coordinator.
Gandon, Grisell	Teacher, K-12	Grade Level Chairperson; Fourth Grade Teacher.
Sotolongo, Christine	Teacher, K-12	Grade Level Chairperson; Fifth Grade Teacher of the Gifted.
Ordonez, Sylvia	Teacher, K-12	Grade Level Chairperson; Gradebook Manager; Fifth Grade Teacher.
Danger, Vanessa	Teacher, K-12	Grade Level Chairperson; Kindergarten Teacher
Trujillo-Hernandez, Flor	Teacher, ESE	ESE Chairperson.

Demographic Information

Principal start date

Friday 7/19/2019, Sergio Munoz

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Total number of teacher positions allocated to the school

22

Total number of students enrolled at the school

251

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

0

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	33	40	45	41	50	42	0	0	0	0	0	0	0	251
Attendance below 90 percent	0	1	2	3	1	3	0	0	0	0	0	0	0	10
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	1	4	1	0	0	0	0	0	0	0	8
Course failure in Math	0	0	1	3	4	7	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	1	6	10	10	6	4	0	0	0	0	0	0	0	37

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	1	1	5	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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	
Number of students enrolled	43	55	41	49	53	55	0	0	0	0	0	0	0	296
Attendance below 90 percent	0	2	4	1	4	0	0	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	2	1	2	4	1	0	0	0	0	0	0	0	10
Course failure in Math	0	1	3	2	10	0	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	3	1	1	5	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				81%	62%	57%	80%	62%	56%
ELA Learning Gains				72%	62%	58%	72%	62%	55%
ELA Lowest 25th Percentile				54%	58%	53%	62%	59%	48%
Math Achievement				86%	69%	63%	87%	69%	62%
Math Learning Gains				77%	66%	62%	75%	64%	59%
Math Lowest 25th Percentile				70%	55%	51%	68%	55%	47%
Science Achievement				65%	55%	53%	67%	58%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	60%	18%	58%	20%
Cohort Comparison						
04	2021					
	2019	83%	64%	19%	58%	25%
Cohort Comparison		-78%				
05	2021					
	2019	72%	60%	12%	56%	16%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	87%	67%	20%	62%	25%
Cohort Comparison						
04	2021					
	2019	93%	69%	24%	64%	29%
Cohort Comparison		-87%				
05	2021					
	2019	76%	65%	11%	60%	16%
Cohort Comparison		-93%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	64%	53%	11%	53%	11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The i-Ready program was the progress monitoring tool utilized to compile the below data.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45.1	58.8	72.5
	Economically Disadvantaged	42.9	59.5	73.8
	Students With Disabilities			
	English Language Learners			58.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	47.1	51	66.7
	Economically Disadvantaged	47.6	52.4	71.4
	Students With Disabilities			
	English Language Learners			41.7

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	65	72.5
	Economically Disadvantaged	34.4	56.3	68.8
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	37.5	50	80
	Economically Disadvantaged	31.3	46.9	84.4
	Students With Disabilities			83.3
	English Language Learners			

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46.9	83.7	95.9
	Economically Disadvantaged	46.3	80.5	95.1
	Students With Disabilities		55.6	88.9
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24.5	71.4	89.8
	Economically Disadvantaged	22.0	73.2	90.2
	Students With Disabilities			66.7
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	45.1	56.9	66.7
	Economically Disadvantaged	35.0	52.5	60.0
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33.3	62.7	76.5
	Economically Disadvantaged	22.5	60	72.5
	Students With Disabilities		53.8	61.5
	English Language Learners			

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55.6	59.3	57.4
	Economically Disadvantaged	54	58	56
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45.3	59.3	77.4
	Economically Disadvantaged	42.9	56.0	75.5
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		30	
	Economically Disadvantaged		28	
	Students With Disabilities		14	
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE 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
SWD	34			41							
ELL	64	72		67	20		60				
HSP	68	67	67	71	26	18	57				
FRL	67	64	67	67	27	25	55				
2019 SCHOOL GRADE 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
SWD	44	46	30	61	46						
ELL	82	72	67	88	81	78	63				
HSP	80	72	54	86	77	70	64				
FRL	80	71	50	86	76	70	65				
2018 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17
SWD	37	38	33	47	69	64					
ELL	77	66	60	79	63	61	44				
HSP	80	72	62	88	74	68	67				
FRL	79	71	61	87	73	66	65				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	441
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

An analysis of the data from the 2021 administration of the Florida Standards English Language Arts Assessment reveals that 69% of students performed at proficiency, 68% of students made learning gains, while 69% of students in our lowest 25% subgroup also made learning gains. A comparison of the data from the 2019 administration indicates a decrease of 12 percentage points and four percentage points in proficiency and learning gains, respectively, while students in our lowest 25% subgroup demonstrated a 15 percentage point increase in learning gains. An analysis of the data from the 2021 administration of the Florida Standards Mathematics Assessment reveals that 72% of students performed at proficiency, 27% of students made learning gains, while 25% of students in our lowest 25% subgroup also made learning gains. A comparison of the data from the 2019 administration indicates a decrease of 14 percentage points, 50 percentage points, and 45 percentage points in proficiency, learning gains, and learning gains for students in our lowest 25% subgroup, respectively. An analysis of the data from the 2021 administration of the FCAT 2.0 Science Assessment reveals that 57% of students performed at proficiency. An analysis of the data from the 2019 administration of the FCAT 2.0 Science Assessment reveals that 65% of students performed at proficiency. A comparison of the data indicates a decrease of 8 percentage points in proficiency.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

An analysis of the data indicates that the curriculum area of mathematics demonstrates the greatest need for improvement, as the percent of our students making learning gains dropped significantly, by 50% overall and 45% for our students in the lowest 25% subgroup.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The decrease in proficiency indicates that this is the greatest need for improvement. New actions to be taken include science labs that focus on Claim, Evidence, Reasoning (CER) and a schoolwide focus on informational text passages.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

A comparison of the data from the 2018 administration of the Florida Standards Assessment to the 2019 administration of the Florida Standards Assessment indicates fourth grade students showed the most improvement in proficiency in the subject area of Mathematics with an increase from 78% proficient to 93% proficient.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to this improvement include the administration of Topic Assessments and using this data to reteach, remediate, and enrich.

What strategies will need to be implemented in order to accelerate learning?

The strategies that will be implemented to accelerate learning include collaborative planning amongst grade level teams and standards aligned instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development opportunities that will be provided to support teachers and leaders include the sharing of best practices, data disaggregation, and the unwrapping of benchmarks to align instructional practices.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be implemented to ensure sustainability of improvement are to build teacher leaders to sustain the implementation of strategies and turnkey best practices.

Part III: Planning for Improvement

Areas of Focus:

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

An analysis of the data from the 2021 administration of the Florida Standards Mathematics Assessment reveals that 72% of students performed at proficiency, 27% of students made learning gains, while 25% of students in our lowest 25% subgroup also made learning gains. An analysis of the data from the 2019 administration of the Florida Standards Mathematics Assessment reveals that 86% of students performed at proficiency, 77% of students made learning gains, while 70% of students in our lowest 25% subgroup also made learning gains. A comparison of the data indicates a decrease of 14 percentage points, 50 percentage points, and 45 percentage points in proficiency, learning gains, and learning gains for students in our lowest 25% subgroup, respectively. This indicates a need for collaborative planning to ensure standards based instruction as well as planning for remediation and enrichment.

Measurable Outcome:

The specific measurable outcome the school plans to achieve if collaborative planning is implemented with fidelity would be an increase in student learning gains on the 2022 administration of the Florida Standards Mathematics Assessment, as well as students demonstrating Tier I proficiency on the Diagnostic 3 i-Ready Assessment.

Monitoring:

Collaborative planning practices will be monitored by administration.

Person responsible for monitoring outcome:

Kristin Hayes (khayes@dadeschools.net)

Evidence-based Strategy:

Standards based collaborative planning.

Rationale for Evidence-based Strategy:

This will provide an opportunity for teachers to work together with a primary purpose in learning from one another that will lead to improvements in standards-aligned lessons, instructional effectiveness and student achievement.

Action Steps to Implement

Collaborative planning will be held on a weekly basis, allowing teachers to discuss data results and share best practices for remediation and enrichment. This action step will be implemented from 08/31/2021 through 10/11/2021.

Person Responsible

Sandra Munoz-Rose (smunoz@dadeschools.net)

Collaborative data chats will be held with grade teams to disaggregate and discuss results and to share best practices for remediation and enrichment. This action step will be implemented from 08/31/2021 through 10/11/2021.

Person Responsible

Kristin Hayes (khayes@dadeschools.net)

Provide teachers with professional learning opportunities for benchmark analysis and streamlining instructional practices to ensure that they are reflective of the standards. This action step will be implemented from 08/31/2021 through 10/11/2021.

Person Responsible

Sandra Munoz-Rose (smunoz@dadeschools.net)

Special Area teachers will work collaboratively with homeroom teachers to facilitate cross curricular workshops and lessons. This action step will be implemented on a monthly basis, from 08/31/2021 through 10/11/2021.

Person Responsible Kristin Hayes (khayes@dadeschools.net)

Facilitated collaborative planning will continue to be held with teachers to analyze pacing guides and make informed instructional decisions for lesson planning. This action step will be implemented from 11/01/2021 through 12/21/2021.

Person Responsible Kristin Hayes (khayes@dadeschools.net)

Facilitate professional learning opportunities for classroom teachers to provide them with strategies that will allow them to incorporate their current data findings into their lesson planning for differentiated instruction. This action step will be implemented from 11/01/2021 through 12/21/2021.

Person Responsible Sandra Munoz-Rose (smunoz@dadeschools.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

An analysis of the data from the 2021 administration of the Florida Standards Mathematics Assessment reveals that 72% of students performed at proficiency, 27% of students made learning gains, while 25% of students in our lowest 25% subgroup also made learning gains. An analysis of the data from the 2019 administration of the Florida Standards Mathematics Assessment reveals that 86% of students performed at proficiency, 77% of students made learning gains, while 70% of students in our lowest 25% subgroup also made learning gains. A comparison of the data indicates a decrease of 14 percentage points, 50 percentage points, and 45 percentage points in proficiency, learning gains, and learning gains for students in our lowest 25% subgroup, respectively. This indicates a need for collaborative planning to ensure standards based instruction as well as planning for remediation and enrichment.

Measurable Outcome:

The specific measurable outcome the school plans to achieve if collaborative planning is implemented with fidelity would be an increase in student learning gains on the 2022 administration of the Florida Standards Mathematics Assessment, as well as students demonstrating Tier I proficiency on the Diagnostic 3 i-Ready Assessment.

Monitoring:

This Area of Focus will be monitored by administration.

Person responsible for monitoring outcome:

Kristin Hayes (khayes@dadeschools.net)

Evidence-based Strategy:

The evidence-based strategy that will be implemented for this Area of Focus will be to establish and implement instructional frameworks.

Rationale for Evidence-based Strategy:

The implementation of this evidence-based strategy will provide teachers with a set of best practices during the instructional block to maximize student learning and engagement that will result in an increase of student proficiency.

Action Steps to Implement

Collaborative planning will be held on a weekly basis, allowing teachers to discuss the standards, break down benchmarks, and utilize their student data results to determine the strategies and resources from the pacing guides that best align with standards to incorporate into their lesson plans. This action step will be implemented from 08/31/2021 through 10/11/2021.

Person Responsible

Kristin Hayes (khayes@dadeschools.net)

Provide teachers with professional learning opportunities for benchmark analysis and streamlining instructional practices to ensure that they are reflective of the standards. This action step will be implemented from 08/31/2021 through 10/11/2021.

Person Responsible

Sandra Munoz-Rose (smunoz@dadeschools.net)

Build capacity of teachers by monitoring lesson plans and providing them with timely feedback that is explicit, constructive, and corrective in nature. This action step will be implemented from 08/31/2021 through 10/11/2021.

Person Responsible

Kristin Hayes (khayes@dadeschools.net)

Provide teachers with professional learning opportunities to enhance their ability in correlating data results with benchmarks and standards. This action step will be implemented from 08/31/2021 through 10/11/2021.

Person Responsible Kristin Hayes (khayes@dadeschools.net)

Facilitated collaborative planning will continue to be held with teachers to analyze pacing guides and make instructional lesson planning decisions that are aligned to state standards. This action step will be implemented from 11/01/2021 through 12/21/2021.

Person Responsible Kristin Hayes (khayes@dadeschools.net)

Facilitate professional learning opportunities for classroom teachers to review the proper alignment of item specs and state standards while planning for instruction. This action step will be implemented from 11/01/2021 through 12/21/2021.

Person Responsible Sandra Munoz-Rose (smunoz@dadeschools.net)

#3. Leadership specifically relating to Leadership Development

Area of Focus Description and Rationale: An analysis of the 2020-2021 School Climate Survey data indicates that the greatest needs for improvement include administrators solving problems effectively and staff ideas being listened to and considered.

Measurable Outcome: The specific measurable outcomes that the school plans to achieve during the 2021-2022 school year would be an increase of five percentage points for each of these indicators in the School Climate Survey.

Monitoring: This area of focus will be monitored by quarterly surveys through the google forms platform. Additionally, administration will attend grade level chair meetings and collaborative planning as well as monitor the execution through sign-in sheets and agendas.

Person responsible for monitoring outcome: Kristin Hayes (khayes@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy that will be implemented for this Area of Focus will be Shared Leadership opportunities for teachers.

Rationale for Evidence-based Strategy: Providing teachers with leadership opportunities will create a cohesive school culture and allow them to have a sense of ownership over the vision and mission of the school.

Action Steps to Implement

Provide teachers who serve in leadership roles the opportunity to work collaboratively with administration and colleagues through weekly leadership team meetings. This action step will be implemented from 08/31/2021 through 10/11/2021.

Person Responsible Kristin Hayes (khayes@dadeschools.net)

Identify MINT and Buddy teachers who will serve as teacher leaders to assist in building the capacity of beginning teachers. This action step will be implemented from 08/31/2021 through 10/11/2021.

Person Responsible Kristin Hayes (khayes@dadeschools.net)

Best Practices Workshops will be provided to teachers on professional development planning days and once per month at faculty meetings. This will afford all teachers the opportunity to share strategies and activities with their colleagues that are reflective of best practices for their given content area. This action step will be implemented from 08/31/2021 through 10/11/2021.

Person Responsible Myrlins Castell-Borrero (borrero@dadeschools.net)

Provide leadership opportunities for teachers by instituting a variety of leadership roles at the school site. This action step will be implemented from 11/01/2021 through 12/21/2021.

Person Responsible Kristin Hayes (khayes@dadeschools.net)

Provide opportunities for teachers to participate in Teacher Driven Observations (TDO) to build capacity of colleagues. This action step will be implemented from 11/01/2021 through 12/21/2021.

**Person
Responsible**

Sandra Munoz-Rose (smunoz@dadeschools.net)

#4. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: An analysis of the 2020-2021 School Climate Survey data indicates that the greatest needs for improvement include staff morale and school personnel working as a team.

Measurable Outcome: The specific measurable outcomes that the school plans to achieve during the 2021-2022 school year would be an increase of five percentage points for each of these indicators in the School Climate Survey.

Monitoring: This area of focus will be monitored by quarterly surveys through the google forms platform. Additionally, administration will attend school functions and monitor activities through sign-in sheets and agendas.

Person responsible for monitoring outcome: Kristin Hayes (khayes@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy that will be implemented for this Area of Focus will be to Empower Teachers and Staff.

Rationale for Evidence-based Strategy: Empowering teachers and staff will promote a positive school culture that allows personnel to problem solve through teamwork and enhances relationships through collaboration towards the execution of the school's vision and mission.

Action Steps to Implement

Professional Learning Communities will be implemented during faculty meetings. This action step will be implemented from 08/31/2021 through 10/11/2021.

Person Responsible Sandra Munoz-Rose (smunoz@dadeschools.net)

Administration will host Monthly "BISO and Conversations" meetings to provide a platform for teachers to strategize best practices for BISO implementation in the classroom. This action step will be implemented from 08/31/2021 through 10/11/2021.

Person Responsible Sandra Munoz-Rose (smunoz@dadeschools.net)

Create an environment that is culturally responsive by implementing a "this day in history" activity through morning announcements each Friday. Events and people to be showcased will be representative of a variety of cultures and races. This action step will be implemented from 08/31/2021 through 10/11/2021.

Person Responsible Kristin Hayes (khayes@dadeschools.net)

Homeroom teachers will each choose one Spanish speaking country to highlight with their students. This provides multiple opportunities for project-based learning in the classroom, showcase our BISO program, and infuse our "Passport to Success" theme throughout our school community. This action step will be implemented from 08/31/2021 through 10/11/2021.

Person Responsible Kristin Hayes (khayes@dadeschools.net)

Scholastic News will be implemented school-wide, in English and Spanish, to provide BISO support and topics that promote diversity and cultural awareness on both a national and global level. This action step will be implemented from 11/01/2021 through 12/21/2021.

Person Responsible Kristin Hayes (khayes@dadeschools.net)

Continue to provide multiple opportunities for students to engage in project-based learning activities that showcase their homeroom country to support our BISO program implementation, and infuse our “Passport to Success” theme throughout our school community. This action step will be implemented from 11/01/2021 through 12/21/2021.

Person Responsible Sandra Munoz-Rose (smunoz@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

A comparison of the disciplinary data indicates that Emerson Elementary School has fewer referrals and discipline problems than other schools across the state. Monitoring student behavior is essential in allowing school staff to quickly detect and correct inappropriate behavior. The Leadership Team will monitor student behavior via the number of referrals per quarter; the teachers and counselor will guide students in setting behavioral goals and assist them with reflecting on their own behavior and its effect on others. In addition, school attendance and student engagement will be an indicator of this goal.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Emerson Elementary strives to create a positive school culture and environment for students, their families, faculty, and staff members. A variety of experiences are infused throughout the year that engage these stakeholders and ensure that they have necessary information to support our educational initiatives. Students are recognized on a regular basis through i-Ready and attendance incentives, Do The Right Thing awards, and Values Matter initiatives, while staff members are able to attend faculty meetings that celebrate success and allow for the sharing of best practices. Additionally, we utilize a variety of platforms to communicate with our stakeholders, including social media, our school website, and our monthly newsletter. We continue to build teacher capacity to ensure that our classrooms are highly engaging and foster the highest level of student success.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders involved in building a positive school culture and environment are the Principal, Assistant Principals, Teacher Leaders, and Counselor. The principal's role is to monitor and oversee all the school's initiatives and respond to concerns with morale by planning team building and morale boosting activities. The assistant principal will monitor and assist in ensuring all information is shared with stakeholders in a timely manner. Teacher leaders will assist with building capacity and the sharing of best practices. All stakeholders are responsible for making concerted efforts to connect and build relationships with students, parents, and families.