Emerson Elementary School

2022-23 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: 6/26/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2021-22 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	2021-22: A (69%) 2018-19: A (72%) 2017-18: A (73%)
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	N/A
* 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)	**2021-22 Title I School**	**2021-22 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	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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 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.

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
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.**:**

Name	Position Title	Job Duties and Responsibilities
Munoz, Sergio	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.
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.
Castill-Borrero, Myrlins	Instructional Coach	Reading Coach; Professional Development Liaison.
Gandon, Grisell	Teacher, K-12	Grade Level Chairperson; Fourth Grade Teacher.
Gaston, Nuri	School Counselor	Provide emotional support and counsel students; SST Coordinator.
Sotolongo, Christine	SAC Member	Grade Level Chairperson; Fifth Grade Teacher of the Gifted. EESAC Chair.
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
Sunday 6/26/2022, Sergio Munoz

Number of teachers with a 2022 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 2022 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

23

Total number of students enrolled at the school

285

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	47	41	39	50	36	50	0	0	0	0	0	0	0	263
Attendance below 90 percent	2	4	4	4	4	1	0	0	0	0	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	1	6	1	0	0	0	0	0	0	0	12
Course failure in Math	0	0	1	0	3	3	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	6	5	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	6	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	4	1	1	0	1	0	0	0	0	0	0	0	0	7

Using the table above, complete the table below with the number of students by current grade level who have 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	0	1	0	5	6	0	0	0	0	0	0	0	12

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 7/7/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	79%	62%	56%				81%	62%	57%
ELA Learning Gains	84%						72%	62%	58%
ELA Lowest 25th Percentile	75%						54%	58%	53%
Math Achievement	77%	58%	50%				86%	69%	63%
Math Learning Gains	65%						77%	66%	62%
Math Lowest 25th Percentile	50%						70%	55%	51%
Science Achievement	56%	64%	59%				65%	55%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	78%	60%	18%	58%	20%
Cohort Comparison		0%				
04	2022					
	2019	83%	64%	19%	58%	25%
Cohort Comparison		-78%				
05	2022					
	2019	72%	60%	12%	56%	16%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	87%	67%	20%	62%	25%
Cohort Comparison		0%				
04	2022					
	2019	93%	69%	24%	64%	29%
Cohort Comparison		-87%				
05	2022					
	2019	76%	65%	11%	60%	16%
Cohort Comparison		-93%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	64%	53%	11%	53%	11%
Cohort Comparison						

Subgroup Data Review

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
2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
SWD	56	74		56	68						
ELL	75	81	73	76	73	62	43				
HSP	79	83	75	77	64	48	56				
FRL	78	83	82	76	61	48	54				

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	560
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	62
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
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%	0
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The school to district comparison shows an increase in the Achievement gap widening from 3rd to 5th grade in both ELA and Math.
The ELA Achievement increased by 10 percentage points from 69 percent to 79 percent.
The Math Achievement increased by 5 percentage points from 72 percent to 77 percent.
The Science Achievement decreased by 1 percentage point from 57 percent to 56 percent.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The majority of our Math subgroups learning gains increased by 38 percentage points from 27 percent to 65 percent. The Math L25 learning gains increased by 25 percentage points from 25 percent to 50 percent, it remains our greatest need for improvement.

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

For the last 3 years, the data trend demonstrates an inconsistency in the Math Achievement level of the L25 on grades 3rd - 5th. We have been focusing on implementing differentiated instruction through a push-in model for additional support. We will begin to incorporate resources and instructional strategies for differentiated instruction using the B.E.S.T. standards and a newly adopted math program.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math Learning Gains increased from 27 percentage points in 2021 to 65 percentage points on the 2022 FSA. Although the Math Achievement Learning Gains increased by 38 percentage points, the Math L25 remains the lowest performing group.

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

A contributing factor to the improvement in the Math Achievement Learning Gains was creating collaborative planning schedules the allotted time to plan for instruction. Weekly collaborative planning sessions will continue to contribute to conversations to carefully align instruction to the B.E.S.T standards.

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

In order to accelerate learning, the strategies that will be implemented will be standard-based collaborative planning, differentiated instruction, data- driven instruction, extended learning opportunities and targeted intervention.

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.

The PLST will develop whole group professional development sessions on using data to drive instruction, aligning resources to the B.E.S.T. standards, making adjustments for differentiated instruction using progress monitoring data and continuous data chats.

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

Extended learning opportunities will be provided before and after school tutoring, ELL tutoring and interventions.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	An analysis of the data from the 2022 administration of the Florida Standards Mathematics Assessment reveals that 77% of students performed at proficiency, 65% of students made learning gains, while 50% of students in our lowest 25 subgroup also made 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 indicates an increase of 5 percentage points, 38 percentage points, and 25 percentage points in proficiency, learning gains, and learning gains for students in our lowest 25 subgroup, respectively. Regardless of the Math L25 learning gains increase of 25 percentage points, from 25 percent to 50 percent, it remains our greatest need for improvement. This indicates a need for collaborative planning to ensure standards based instruction as well as planning for remediation and enrichment.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of collaborative planning, 82% of the students or more will score at proficiency level on the 2022 administration of the F.A.S.T Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Collaborative planning practices will be monitored by administration and grade level chairpersons.
Person responsible for monitoring outcome:	Sergio Munoz (sergiomunoz@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Standards based collaborative planning with a focus on B.E.S.T standards will increase percent of students scoring at proficiency level on the F.A.S.T assessment.
Rationale for Evidence-based Strategy: Explain the	This will provide an opportunity for teachers to work collaboratively with the purpose of sharing best practices that will lead to improvements in standards-aligned lessons, instructional effectiveness and student achievement on the F.A.S.T. assessment.

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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.

Collaborative planning will be held on a weekly basis, as a result teachers will analyze data and share best practices for remediation and enrichment. This action step will be implemented from 08/31/2022 through 10/14/2022.

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

Collaborative data chats will be held with grade teams as a result teachers will disaggregate data and will adjust their instructional practice for remediation and enrichment. This action step will be implemented from 08/31/2022 through 10/14/2022.

Person Responsible	Sergio Munoz (sergiomunoz@dadeschools.net)

Provide professional learning opportunities to teachers as a result they will analyze pacing guides and make informed instructional decisions for lesson planning. This action step will be implemented from 08/31/2022 through 10/14/2022.

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

Special Area teachers will work collaboratively with homeroom teachers as a result will facilitate cross curricular workshops and lessons. This action step will be implemented on a monthly basis, from 08/31/2022
through 10/14/2022.

Person Responsible	Sergio Munoz (sergiomunoz@dadeschools.net)

Continue to facilitate professional learning opportunities for classroom teachers to incorporate on-going data while lesson planning for differentiated instruction during their instructional block. This action step will be implemented from 10/31/2022 through 12/16/2022.

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

Teachers will continue to collaborate while analyze pacing guides and make instructional decisions during their grade level meetings. This action step will be implemented from 10/31/2022 through 12/16/2022.

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

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	An analysis of the data from the 2022 administration of the Florida Standards Mathematics Assessment reveals that 77% of students performed at proficiency, 65% of students made learning gains, while 50% of students in our lowest 25 subgroup also made 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 indicates an increase of 5 percentage points, 38 percentage points, and 25 percentage points in proficiency, learning gains, and learning gains for students in our lowest 25 subgroup, respectively. Regardless of the Math L25 learning gains increase of 25 percentage points, from 25 percent to 50 percent, it remains our greatest need for improvement. This indicates a need for Standards-aligned Instruction implementation.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Standards-aligned Instruction, 82% of the students or more will score at proficiency level on the 2022 administration of the F.A.S.T Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This Area of Focus will be monitored by administration.
Person responsible for monitoring outcome:	Sergio Munoz (sergiomunoz@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy that will be implemented for this Area of Focus will be to establish and implement instructional frameworks that are aligned to the B.E.S.T standards increasing the percent of students scoring at proficiency level on the F.A.S.T assessment.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	The implementation of this evidence-based strategy will provide teachers with a set of best practices during the instructional block to execute lessons based on B.E.S.T Standards-aligned instructional targets resulting in an increase of student proficiency on the F.A.S.T. assessment.

Describe the resources/ criteria used for selecting this strategy.

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.

Monitor lesson plans that will result in timely feedback to teachers that is explicit, constructive, and corrective. This action step will be implemented from 08/31/2022 through 10/14/2022.

Person Responsible	Sergio Munoz (sergiomunoz@dadeschools.net)

Provide teachers with professional learning opportunities that as a result will enhance their ability in correlating data and standards with their instructional practice. This action step will be implemented from 08/31/2022 through 10/14/2022.

Person Responsible	Sergio Munoz (sergiomunoz@dadeschools.net)

Facilitate professional learning opportunities that as a result will allow teachers to review the proper alignment of the state standards, benchmark clarifications and pacing guide while planning for instruction. This action step will be implemented from 08/31/2022 through 10/14/2022.

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

Build capacity of new teachers by monitoring lesson plans and streamlining instructional practices as a result ensuring that they are reflective of the B.E.S.T. standards . This action step will be implemented from 08/31/2022 through 10/14/2021.

Person Responsible	Grisell Gandon (gogandon@dadschools.net)

Continue to facilitate professional learning opportunities for classroom teachers to incorporate the B.E.S.T. Standards and pacing guides during their instructional block. This action step will be implemented from 10/31/2022 through 12/16/2022.

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

Collaborative planning will continue to allow teachers to share best practices and make instructional lesson planning decisions that are aligned to the B.E.S.T. standards. This action step will be implemented from 10/31/2022 through 12/16/2022.

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

#3. Positive Culture and Environment specifically relating to Equity and Diversity	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	An analysis of the 2021-2022 School Climate Survey data indicates that the greatest needs for improvement include staff morale (20% strongly agree) and school personnel working as a team (33% strongly agree).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	With the implementation of Equity and Diversity within school Teams, these indicators will increase by 5 percentage points each on the 2023 School Climate Survey.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored by quarterly surveys through the google forms platform.
Person responsible for monitoring outcome:	Sandra Munoz-Rose (smunoz@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Empowering teachers and staff will promote a positive school culture that allows personnel to problem solve through teamwork and enhance relationships through collaboration.

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.

Professional Learning Communities will be implemented during faculty meetings that will result in an increase of a positive school culture through team work. This action step will be implemented from 08/31/2022 through 10/14/2022.

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

A Monthly "BISO and Conversations" meeting will be held that will result in a platform for teachers to strategize best practices for BISO implementation in the classroom. This action step will be implemented from 08/31/2022 through 10/14/2022.

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

Homeroom teachers will continue implementing multiple opportunities for project-based learning in the classroom with their chosen Spanish speaking country that as a result they will highlight with their students and showcase our BISO program. This action step will be implemented from 08/31/2022 through 10/14/2022.

Person Responsible	Sergio Munoz (sergiomunoz@dadeschools.net)

Create an environment that is culturally responsive by implementing a "this day in history" activity through morning announcements each Friday. As a result, the events and people to be showcased will be representative of a variety of cultures and races. This action step will be implemented from 08/31/2022 through 10/14/2022.

Person Responsible	Sergio Munoz (sergiomunoz@dadeschools.net)

Professional Learning Communities will continue to be implemented during faculty meetings and on Wednesdays early dismissal to increase a positive school culture through teamwork. This action step will be implemented from 10/31/2022 through 12/16/2022.

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

Teachers will continue to implement multiple opportunities for project-based learning in the classroom to highlight their Spanish speaking country and a variety of cultures and races. This action step will be implemented from 10/31/2022 through 12/16/2022.

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

#4. Transformational Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	An analysis of the 2021-2022 School Climate Survey data indicates that the greatest needs for improvement include involving staff in important decision and staff ideas being listened to and considered (33% strongly agree) to increase productivity.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	With the implementation of Leadership Development within school Teams, these indicators will increase by 5 percentage points each on the 2023 School Climate Survey.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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:	Sergio Munoz (sergiomunoz@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
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.

Weekly leadership team meetings will be held and as a result will provide teachers who serve in leadership roles the opportunity to work collaboratively with administration and colleagues. This action step will be implemented from 08/31/2022 through 10/14/2022.

Person Responsible	Sergio Munoz (sergiomunoz@dadeschools.net)

Best Practices Workshops will be provided to teachers on professional development planning days and once per month at faculty meetings. As a result, 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 08/31/2022 through 10/14/2022.

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

Provide leadership opportunities for teachers that will result in a variety of leadership roles at the school site.
This action step will be implemented from 08/31/2022 through 10/14/2022.

Person Responsible	Sergio Munoz (sergiomunoz@dadeschools.net)

Provide opportunities for teachers to participate in Teacher Driven Observations (TDO) that will result in building capacity of colleagues. This action step will be implemented from 08/31/2022 through 10/14/2022.

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

Continue to provide leadership opportunities for teachers through leadership roles at the school site. This action step will be implemented from 10/31/2022 through 12/16/2022.

| **Person Responsible** | Sergio Munoz (sergiomunoz@dadeschools.net) |

Continue to provide opportunities for teachers to participate in Teacher Driven Observations (TDO) that will result in building capacity of colleagues. This action step will be implemented from 10/31/2022 through 12/16/2022.

| **Person Responsible** | Sergio Munoz (sergiomunoz@dadeschools.net) |

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.