

Miami-Dade County Public Schools

Emerson Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Emerson Elementary School

8001 SW 36TH ST, Miami, FL 33155

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

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
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	Teacher, K-12	Grade Level Chairperson; Fifth Grade Teacher of the Gifted. EESAC Chair
Ordonez, Sylvia	Teacher, K-12	Gradebook Manager; Fifth Grade Teacher
Trujillo-Hernandez, Flor	Teacher, ESE	ESE Chairperson

Stakeholder Involvement and SIP Development

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

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

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.

SIP Monitoring

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

The SIP 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. Classroom walkthroughs, data chats to monitor student progress and analyzing the climate survey are the processes for monitoring the SIP. The data will be shared during leadership team meetings and strategies will be adjusted to increase success of our school goal. 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.

Demographic Data	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	90%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	3	3	4	5	2	0	0	0	20
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	3	3	1	0	0	0	7
Course failure in Math	0	2	0	0	6	0	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	11	9	12	0	0	0	32
Level 1 on statewide Math assessment	0	0	0	3	9	8	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	7	10	16	12	14	0	0	0	73

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	5	8	7	0	0	0	21

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	4	4	4	4	1	0	0	0	19
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	1	6	1	0	0	0	12
Course failure in Math	0	0	1	0	3	3	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	0	6	5	0	0	0	11
Level 1 on statewide Math assessment	0	0	0	0	3	6	0	0	0	9
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	1	1	0	1	0	0	0	0	7

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

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

The number of students identified retained:

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	3	3	4	5	2	0	0	0	20
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	3	3	1	0	0	0	7
Course failure in Math	0	2	0	0	6	0	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	11	9	12	0	0	0	32
Level 1 on statewide Math assessment	0	0	0	3	9	8	0	0	0	20
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	14	7	10	16	12	14	0	0	0	73

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	0	5	8	7	0	0	0	21

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

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

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	79	62	56	81	62	57
ELA Learning Gains	84	69	61	72	62	58
ELA Lowest 25th Percentile	75	60	52	54	58	53
Math Achievement*	77	64	60	86	69	63
Math Learning Gains	65	71	64	77	66	62
Math Lowest 25th Percentile	50	66	55	70	55	51
Science Achievement*	56	53	51	65	55	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	74			79		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	560
Total Components for the Federal Index	8
Percent Tested	100

2021-22 ESSA Federal Index	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	62			
ELL	70			
AMI				
ASN				
BLK				
HSP	70			
MUL				
PAC				
WHT				
FRL	69			

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	79	84	75	77	65	50	56					74
SWD	56	74		56	68							58
ELL	75	81	73	76	73	62	43					74
AMI												
ASN												
BLK												
HSP	79	83	75	77	64	48	56					74
MUL												
PAC												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
WHT												
FRL	78	83	82	76	61	48	54					70

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	69	68	69	72	27	25	57					54
SWD	34			41								44
ELL	64	72		67	20		60					54
AMI												
ASN												
BLK												
HSP	68	67	67	71	26	18	57					54
MUL												
PAC												
WHT												
FRL	67	64	67	67	27	25	55					53

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	81	72	54	86	77	70	65					79
SWD	44	46	30	61	46							71
ELL	82	72	67	88	81	78	63					79
AMI												
ASN												
BLK												
HSP	80	72	54	86	77	70	64					78
MUL												
PAC												
WHT												
FRL	80	71	50	86	76	70	65					80

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	56%	8%	54%	10%
04	2023 - Spring	65%	58%	7%	58%	7%
03	2023 - Spring	67%	52%	15%	50%	17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	85%	63%	22%	59%	26%
04	2023 - Spring	74%	64%	10%	61%	13%
05	2023 - Spring	71%	58%	13%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	56%	50%	6%	51%	5%

III. Planning for Improvement

Data Analysis/Reflection

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

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

An analysis of the data from the 2023 administration of the F.A.S.T. Assessment for reading and math and the NGSSS Science Assessment reveals that the lowest performance was the Science Assessment with 56% of students performing at proficiency level. For the last three years, the data trends demonstrate a consistent percentage score with no increase. We have been focusing on implementing problem solving and vocabulary strategies and learning through investigation with the fifth-grade students.

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

An analysis of the data from the 2023 administration of the F.A.S.T. Assessment for reading and math and the NGSSS Science Assessment reveals that that the greatest decline was in the F.A.S.T. Reading Assessment with a decrease of 8% from 74% of the students performing at proficiency level on the 2022 Florida Standards Reading Assessment to a 66% of the students performing at proficiency level on the 2023 F.A.S.T. Reading Assessment. A factor that contributed to the decline is the implementation of the new assessment and professional development required to incorporate resources and instructional strategies.

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

An analysis of the data from the 2023 administration of the F.A.S.T. Assessment for reading and math and the NGSSS Science Assessments reveal that the F.A.S.T. Mathematics Assessment state average for grades 3-5 is 58% of the students at proficiency level, our school's data on the F.A.S.T. Mathematics Assessment is 77% of the students at proficiency level with a gap of 19%. A factor that contributed to this gap increase was the incorporation of the new math books and instructional resources and the focus on implementing differentiated instruction through a push-in model for additional support.

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

An analysis of the data from the 2023 administration of the F.A.S.T. Assessment for reading and math and the NGSSS Science Assessments reveals the most improvement was on the F.A.S.T. Mathematics Assessment with 77% of the students performing at proficiency level. We have been focusing on implementing weekly collaborative planning to disaggregate data to adjust instructional block including a push-in model for additional support. Build capacity through professional learning opportunities to align with state standards and pacing guide.

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

An analysis of the EWS data reveals the potential area for concern is student attendance. With the implementation of the attendance committee, administration and faculty will work collaboratively to share areas of opportunities and strategies to increase attendance during the school year.

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

An analysis of all academic data and EWS data demonstrates that the highest priorities is students attendance. Reading instruction, science instruction, math instruction and school culture ranks the areas of improvement for the upcoming school year.

Area of Focus

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

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

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

According to the 2023 FAST PM3 data, 65% of the 3rd - 5th grade students were proficient in ELA as compared to the state average of 54% and district average of 57%. Based on the data and the identified contributing factors of: percentage of teachers implementing differentiated instruction during the ELA instructional block, we will implement the Targeted Element of Instructional Coaching/Professional Learning.

Measurable Outcome:

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

With the implementation of differentiated instruction, 70% of the 3rd through 5th grade students will score at proficiency level on the 2024 F.A.S.T. Reading Assessment.

Monitoring:

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

Differentiated instruction will be monitored by administration, instructional coach and grade level chairpersons.

Person responsible for monitoring outcome:

Sergio Munoz (sergiomunoz@dadeschools.net)

Evidence-based Intervention:

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

The evidence-based intervention 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 during differentiated instruction based on student data to increase the percent of students scoring at proficiency level on the F.A.S.T Reading Assessment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The implementation of this evidence-based intervention will provide teachers with a set of best practices during the instructional block to execute lessons based on student data that targets the instructional needs of their students resulting in an increase of student proficiency on the F.A.S.T. assessment.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Incorporating interdisciplinary differentiated instruction in grade Kindergarten through 5th grade.

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

By When: This action step will be implemented from 8/15/2023 through 9/29/2023.

Collaborative planning will be held on a weekly basis, as a result teachers will analyze data and share best practices for remediation and enrichment.

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

By When: This action step will be implemented from 8/15/2023 through 9/29/2023.

Facilitate professional learning opportunities for classroom teachers to incorporate on-going data while lesson planning for differentiated instruction during their instructional block.

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

By When: This action step will be implemented from 8/15/2023 through 9/29/2023.

Continue to facilitate professional learning opportunities for classroom teachers to incorporate on-going data while lesson planning for differentiated instruction during their instructional block.

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

By When: This action step will be implemented from 10/16/2023 through 1/19/2024.

Teachers will continue to incorporate interdisciplinary differentiated instruction in grade Kindergarten through 5th grade.

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

By When: This action step will be implemented from 10/16/2023 through 1/19/2024.

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

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

According to the 2023 data, 56% of the 5th grade students were proficient in science as compared to the state average of 51% and district average of 50%. Based on the data and the identified contributing factors of: percentage of teachers implementing interactive learning during the science instructional block, we will implement the Targeted Element of Instructional Coaching/Professional Learning.

Measurable Outcome:

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

With the implementation of interactive learning environment, 61% of the 5th grade students will score at proficiency level on the 2024 Science Assessment.

Monitoring:

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

Interactive learning during the science instructional block will be monitored by administration, instructional coach and grade level chairpersons.

Person responsible for monitoring outcome:

Sergio Munoz (sergiomunoz@dadeschools.net)

Evidence-based Intervention:

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

Standards based collaborative planning with a focus on science standards will increase percent of students scoring at proficiency level on the NGSSS assessment.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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 science assessment.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Technology programs such as Gizmo will be used as part of the Science curriculum for remediation and enrichment instruction.

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

By When: This action step will be implemented from 8/15/2023 through 9/29/2023.

Provide opportunities for teachers to participate in Teacher Driven Observations (TDO) that will result in building capacity of colleagues.

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

By When: This action step will be implemented from 8/15/2023 through 9/29/2023.

Build capacity within teachers on using interactive notebooks during their instructional block to properly align state standards and pacing guide to streamline instructional practices.

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

By When: This action step will be implemented from 8/15/2023 through 9/29/2023.

Provide more opportunities for teachers to participate in Teacher Driven Observations (TDO) that will result in building capacity of colleagues.

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

By When: This action step will be implemented from 10/16/2023 through 1/19/2024.

Continue to add more technology programs such as Gizmo and Edusoft that will be used as part of the Science curriculum for remediation and enrichment instruction.

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

By When: This action step will be implemented from 10/16/2023 through 1/19/2024.

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

According to the 2022-2023 school climate survey, the greatest needs for improvement is staff morale (25% 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 shared leadership, this indicator will increase by 5 percentage points on the 2024 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:

Sergio Munoz (sergiomunoz@dadeschools.net)

Evidence-based Intervention:

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

The evidence-based strategy that will be implemented for this Area of Focus will be to empower teachers and staff.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Empowering teachers and staff will promote a positive school culture that allows personnel to problem solve through teamwork and enhance relationships through collaboration.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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.

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

By When: This action step will be implemented from 8/15/2023 through 9/29/2023.

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.

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

By When: This action step will be implemented from 8/15/2023 through 9/29/2023.

Provide leadership opportunities for teachers that will result in a variety of leadership roles at the school site.

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

By When: This action step will be implemented from 8/15/2023 through 9/29/2023.

Continue to provide leadership opportunities for teachers through leadership roles at the school site.

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

By When: This action step will be implemented from 10/16/2023 through 1/19/2024.

Provide more Best Practices Workshops for 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.

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

By When: This action step will be implemented from 10/16/2023 through 1/19/2024.

#4. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

According to the 2022-2023 Early Warning Systems data, 45% of students had 0 – 5 absences as compared to the district average of 30% of students.

Measurable Outcome:

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

With the implementation of celebrating successes on student attendance, this indicator will decrease by 5 percentage points on the 2023-2024 Early Warning Systems data.

Monitoring:

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

This area of focus will be monitored by truancy report submitted to the region monthly and monthly parent attendance meetings conducted by the attendance committee.

Person responsible for monitoring outcome:

Sergio Munoz (sergiomunoz@dadeschools.net)

Evidence-based Intervention:

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

The evidence-based strategy that will be implemented for this Area of Focus will be to celebrate success to increase student attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By celebrating student attendance, it will promote a positive school culture that motivates students to attend school that will result in an increase of student achievement.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Weekly monitoring of student attendance by using an attendance chart and earning a star for achieving 100% perfect attendance.

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

By When: This action step will be implemented from 8/15/2023 through 9/29/2023.

Rewarding students with perfect attendance by monitoring monthly using the weekly student attendance chart.

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

By When: This action step will be implemented from 8/15/2023 through 9/29/2023.

Communicate with teachers, students and parents on the significance of school attendance through the use of social media and school incentive programs.

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

By When: This action step will be implemented from 8/15/2023 through 9/29/2023.

Continue to monitor weekly student attendance by using an attendance chart and earning a star for achieving 100% perfect attendance.

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

By When: This action step will be implemented from 10/16/2023 through 1/19/2024.

Continue to reward students with perfect attendance by monitoring monthly using the weekly student attendance chart.

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

By When: This action step will be implemented from 10/16/2023 through 1/19/2024.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

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

The SIP is presented to the stakeholders through EESAC and to staff and faculty members through faculty meetings. Hard copies of the plan can be found within the parent resource center and the school's main office. Parents can also access a copy of our plan within our school's website at <https://emerson elementary.net>.

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

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

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 <https://emerson elementary.net>. 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.

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

The school plans to strengthen the academic program in the school, increase the amount of quality of learning time and help provide an enriched an accelerated curriculum by: 1) Collaborative planning practices that will be monitored by administration and grade level chairpersons. 2) Standards based collaborative planning with a focus on B.E.S.T standards to increase percent of students scoring at proficiency level on the F.A.S.T assessment. 3) The sharing of teachers best practices to lead to improvements in standards-aligned lessons, instructional effectiveness and student achievement on the F.A.S.T. assessment.

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

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

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

Budget Approval

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

No