

Miami-Dade County Public Schools

EMERSON ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Madelyn Almeida-Fernandez

malmeida@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Sandra Munoz-Rose

smunoz@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Myrlins Castillo-Borrero

borrero@dadeschools.net

Position Title

Media Specialist

Job Duties and Responsibilities

Ms. Castillo-Borrero is part of the Leadership Team and plays an important role in the implementation of the School Improvement Plan. She is Emerson's Elementary School Media Specialist, ECL Liaison for the ESOL program, Professional Development Liaison and the Grade Level Chair for grades 2nd & 3rd.

Leadership Team Member #4

Employee's Name

Christine Sotolongo

csotolongo@dadeschools.net

Position Title

EESAC Chair, SPED Teacher

Job Duties and Responsibilities

Ms. Sotolongo is part of the Leadership Team and plays an important role in the implementation of the School Improvement Plan. She is the Grade Level Chair for grades 4th & 5th, Emerson Elementary School EESAC Chair and SPED Teacher.

Leadership Team Member #5**Employee's Name**

Mercedes Effio

meffio@dadeschools.net

Position Title

Grade Level Chair, SPED Teacher

Job Duties and Responsibilities

Ms. Effio is part of the Leadership Team and plays an important role in the implementation of the School Improvement Plan. She is a SPED Teacher who also serves as the Grade Level Chair for grades PK, Kindergarten and 1st.

Leadership Team Member #6**Employee's Name**

Nuri Gaston

ngaston@dadeschools.net

Position Title

School Counselor, SST Coordinator

Job Duties and Responsibilities

Ms. Gaston is part of the Leadership Team and plays an important role in the implementation of the School Improvement Plan. She Provide emotional support and counsel students and is also Emerson's Elementary School SST Coordinator.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 Principal, 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.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 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.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	78.9%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	38	43	60	42	53	60				296
Absent 10% or more school days	1	1	3	1	2	2				10
One or more suspensions	0	1	1	0	2	1				5
Course failure in English Language Arts (ELA)	0	0	1	3	2	0				6
Course failure in Math	0	0	0	1	1	0				2
Level 1 on statewide ELA assessment	0	0	0	2	8	8				18
Level 1 on statewide Math assessment	0	0	0	0	4	7				11
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	4	4	5	13	12				41
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	4	7	0	2	0				14

Current Year 2025-26

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	2	2	3	5	10	9				31

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	0	2	3	0	0				6
Students retained two or more times	1	0	0	0	0	0				1

Prior Year (2024-25) As Last 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 school days		1	3	2	1	2				9
One or more suspensions		1	1	1	1	1				5
Course failure in English Language Arts (ELA)			1	4	1					6
Course failure in Math				1	1					2
Level 1 on statewide ELA assessment				3	5	18				26
Level 1 on statewide Math assessment				1	2	11				14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		7	14	8						29
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		3	3	2	1					9

Prior Year (2024-25) As Last Reported (pre-populated)

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		3	5	5	6	18				37

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year			1	3						4
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	71	65	59	74	63	57	74	60	53
Grade 3 ELA Achievement	88	65	59	85	63	58	80	60	53
ELA Learning Gains	56	65	60	59	64	60			
ELA Lowest 25th Percentile	54	62	56	57	62	57			
Math Achievement*	80	72	64	77	69	62	83	66	59
Math Learning Gains	61	66	63	56	65	62			
Math Lowest 25th Percentile	76	59	51	35	58	52			
Science Achievement	63	63	58	56	61	57	68	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	72	66	63	75	64	61	79	63	59

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	621
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
69%	64%	76%	70%	55%		73%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	53%	No		
English Language Learners	64%	No		
Hispanic Students	68%	No		
Economically Disadvantaged Students	64%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	71%	88%	56%	54%	80%	61%	76%	63%					72%
Students With Disabilities	31%		57%	64%	50%	50%	54%	50%					65%
English Language Learners	60%	85%	47%	45%	75%	62%	79%	48%					72%
Hispanic Students	70%	88%	55%	54%	79%	60%	75%	60%					72%
Economically Disadvantaged Students	59%	78%	51%	56%	73%	59%	68%	67%					68%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
										GRAD RATE 2022-23
										C&C ACCEL 2022-23
										ELP PROGRESS
All Students	74%	85%	59%	57%	77%	56%	35%	56%		75%
Students With Disabilities	52%	67%	52%		58%	43%	30%			48%
English Language Learners	70%	72%	59%	59%	74%	57%	38%	56%		75%
Hispanic Students	74%	82%	59%	58%	76%	54%	35%	58%		74%
Economically Disadvantaged Students	70%	76%	55%	55%	77%	55%	38%	47%		72%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	74%	80%			83%			68%					79%
Students With Disabilities	47%	58%			70%			55%					64%
English Language Learners	76%	91%			84%			67%					76%
Hispanic Students	74%	82%			83%			67%					76%
Economically Disadvantaged Students	70%	81%			81%			70%					74%

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	82%	60%	22%	57%	25%
ELA	4	60%	59%	1%	56%	4%
ELA	5	60%	60%	0%	56%	4%
Math	3	85%	69%	16%	63%	22%
Math	4	72%	68%	4%	62%	10%
Math	5	67%	62%	5%	57%	10%
Science	5	60%	56%	4%	55%	5%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

An analysis of the data from the 2025 administration of the F.A.S.T. Assessment for Reading and Mathematics and the Science Assessment reveals the most improvement was on the Science Assessment with 63% of the students performing at proficiency level when compared to the previous year at 56%. The focus on implementing collaborative planning to disaggregate data to adjust instructional practice for remediation and enrichment, providing Science Labs and interactive notebook activities within the instructional block.

Lowest Performance

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 2025 administration of the F.A.S.T. Assessment for Reading and Mathematics and the Science Assessment reveals that the lowest performance was the F.A.S.T ELA L25% with 54% of students performing at proficiency level. The contributing factor to last year's low performance is a large population of newcomers.

Greatest Decline

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 2025 administration of the F.A.S.T. Assessment for Reading and Mathematics and the Science Assessment reveals that the greatest decline was in the F.A.S.T. Mathematics Assessment in grade 5 with a decrease of 4 percent from 71% to a 67% of students at proficiency levels. A factor that contributed to the decline is the change from the Accelerated Math curriculum to the standard Math Curriculum.

Greatest Gap

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 2025 administration of the F.A.S.T. Assessment for Reading and Mathematics and the Science Assessment reveals that the F.A.S.T Mathematics Assessment had the

greatest gap compared to the state average. The F.A.S.T Mathematics Assessment state average for grades 3-5 is 60% of the students at proficiency level, our school's data on the F.A.S.T. Mathematics Assessment is 74% of the students at proficiency level with a gap of 14%. A factor that contributed to this gap increase was the incorporation of additional instructional resources and the focus on implementing differentiated instruction during the instructional block.

EWS Areas of Concern

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 enrollment. With the implementation of the enrollment committee, administration and faculty will work collaboratively to share areas of opportunities and strategies to increase student enrollment during the school year.

Highest Priorities

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

1. Student Enrollment
2. ELA
3. Math
4. Science
5. School Culture

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2025 FAST PM3 data, 61% of the students made learning gains in Mathematics as compared to the district average of 66%. Based on the data and the identified, contributing factors of: a need for data-driven instruction, we will implement the Targeted Element of Instructional Coaching/ Professional Learning.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of data-driven instruction, 67% of the 3rd-5th grade students will make learning gains on the 2025 F.A.S.T. Mathematics assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area of focus will be monitored by administration.

Person responsible for monitoring outcome

Ms. Almeida-Fernandez, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The evidence-based intervention that will be implemented for this Area of Focus will be to establish and implement data-driven instruction that are aligned to the B.E.S.T standards increasing the percent of students making learning gains on the F.A.S.T. Mathematics assessment.

Rationale:

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 B.E.S.T. Standards-aligned instructional data resulting in an increase of student proficiency on the F.A.S.T. Mathematics assessment.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Professional learning

Person Monitoring:

Sandra Munoz-Rose, Assistant Principal

By When/Frequency:

This action step will be implemented monthly by September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Facilitate professional learning opportunities for classroom teachers to incorporate on-going data while aligning state standards, benchmark clarifications and pacing guides in lesson planning

Action Step #2

Collaborative planning

Person Monitoring:

Sandra Munoz-Rose, Assistant Principal

By When/Frequency:

This action step will be implemented weekly by September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action 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.

Action Step #3

Math Intervention

Person Monitoring:

Sandra Munoz-Rose, Assistant Principal

By When/Frequency:

This action step will be implemented weekly by September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Tier 2 and Tier 3 Math Intervention will be implemented.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2025 data, 63% of the 5th grade students were proficient in science as compared to the district average of 63%. 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

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of interactive learning environment, 65% of the 5th grade students will score at proficiency level on the 2025 Science Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

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

Person responsible for monitoring outcome

Ms. Almeida-Fernandez, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Standards based collaborative planning with a focus on science standards will increase percent of students scoring at proficiency level on the F.A.S.T Science assessment.

Rationale:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Technology integration

Person Monitoring:

Sandra Munoz-Rose, Assistant Principal

By When/Frequency:

This action step will be implemented weekly by September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Build Capacity

Person Monitoring:

Sandra Munoz-Rose, Assistant Principal

By When/Frequency:

This action step will be implemented weekly by September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

Science Labs

Person Monitoring:

Sandra Munoz-Rose, Assistant Principal

By When/Frequency:

This action step will be implemented weekly by September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will conduct Science Labs weekly.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2025 FAST PM3 data, 71% of the 3rd - 5th grade students were proficient in ELA as compared to the district average of 65%. 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.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Differentiated instruction will be implemented during the K-2nd grade ELA instructional block in addition to ELA intervention for Tier 2 and Tier 3 students to increase the proficiency level on the 2026 STAR Early Literacy/Reading Assessment.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Differentiated instruction will be implemented during the 3rd-5th grade ELA instructional block in addition to ELA intervention for Tier 2 and Tier 3 students to increase the proficiency level on the 2026 F.A.S.T. Reading Assessment.

Grades K-2: Measurable Outcome(s)

With the implementation of differentiated instruction, 58% of the Kindergarten through 2nd grade students will score at the median percentile rank on the 2026 STAR Early Literacy/Reading Assessment as compared to 53% proficiency on the 2025 STAR Early Literacy/Reading Assessment.

Grades 3-5: Measurable Outcome(s)

With the implementation of differentiated instruction, 73% of the 3rd through 5th grade students will score at proficiency level on the 2026 F.A.S.T. Reading Assessment as compared to 71% proficiency on the 2025 F.A.S.T. Reading Assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Differentiated instruction will be monitored by administration and grade-level chairpersons.

Person responsible for monitoring outcome

Ms. Almeida-Fernandez, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

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:

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:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Differentiated instruction

Person Monitoring:

Sandra Munoz-Rose, Assistant Principal

By When/Frequency:

This action step will be implemented weekly by September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Professional learning

Person Monitoring:

Sandra Munoz-Rose, Assistant Principal

By When/Frequency:

This action step will be implemented weekly by September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #3

Collaborative planning

Person Monitoring:

Sandra Munoz-Rose, Assistant Principal

By When/Frequency:

This action step will be implemented weekly by September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action 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.

IV. Positive Learning Environment

Area of Focus #1

Other: Team Building Activities

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024-2025 school climate survey, the greatest needs for improvement is staff morale (24% strongly agree).

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of shared leadership, this indicator will increase by 5 percentage points on the 2026 School Climate Survey.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored by administration.

Person responsible for monitoring outcome

Ms. Almeida-Fernandez, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The evidence-based strategy that will be implemented for this Area of Focus is to build social activities for school staff to build trust, collaboration, shared accountability and collective efficacy among staff.

Rationale:

The leadership team will promote a positive school culture that implements on-going team-building activities for school staff.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Leadership opportunities

Person Monitoring:

Sandra Munoz-Rose, Assistant Principal

By When/Frequency:

This action step will be implemented weekly by September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

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

Action Step #2

Leadership Team Meetings

Person Monitoring:

Sandra Munoz-Rose, Assistant Principal

By When/Frequency:

This action step will be implemented weekly by September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Bi-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.

Action Step #3

Team Building

Person Monitoring:

Sandra Munoz-Rose, Assistant Principal

By When/Frequency:

This action step will be implemented weekly by September 26, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and Staff will be provided the opportunity to participate in an activity that will build relationships and morale.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 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>.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

N/A.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

At Emerson Elementary we provide a positive school climate and promote student skills in dealing with bullying and conflicts, solving problems and developing healthy peer relationships. Early intervention services are provided for students in need of additional support. Our school culture involves teachers and other support staff that are trained to recognize early warning signs of mental health needs and ensure that students in need are referred to counseling and mental health services.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Emerson Elementary implements a schoolwide tiered model to address problem behavior and academic needs by beginning with the assessment of teachers proactively identifying who may need additional support in an area (e.g., reading, math, behavior) and the use of district level early identification processes to begin high-quality instruction and tiered lessons for each tier of instruction. Students receive support (research-based, targeted instruction or intervention) matched both to their skills and level of need. Student progress is monitored closely to ensure that the additional support is helping. Students who need additional help in developing positive behaviors are provide tiered interventions that focus on finding the function of the behavior

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Emerson Elementary provides opportunities for professional development that analyzes and interprets data (formative, summative, diagnostic, and standardized). Professional Learning that aligns materials and resources for small and whole group instruction, differentiated instruction that is targeted and tiered to address the instructional needs of the students are essential in improving instruction. Teachers are increasingly becoming more adept at utilizing data analysis to plan instruction that explicitly and systematically targeting student needs. This results in increased student achievement and the retainment of highly-qualified teachers.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

In the preparation for a smooth transition to elementary school programs, students are exposed to the kindergarten environment by visiting and interacting with the kindergarten and first grade classes. Florida VPK assessments determine student readiness and implement learning strategies. The data will be used to plan daily academic and social instruction for all students as well as for groups of students or individual students who may need intervention beyond core instruction. Academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. All outgoing Pre-Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of instructional/intervention programs.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

N/A

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00