
SCHOOL IMPROVEMENT PLAN

2006-2007



School Name: 1641 - Emerson Elementary School

FeederPattern: South Miami Senior

Region: Regional Center V

District: 13 - Miami-Dade

Principal: Maria Acosta

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Emerson Elementary School

Emerson Elementary is located in the Miami-Dade County Public School's District. This district serves the city of Miami and its several suburbs. The Miami-Dade Public Schools District is extremely large (the fourth largest in the country) and encompasses great cultural and economic diversity. Emerson Elementary resides within the predominantly Hispanic community of Westchester, a western suburb within Miami-Dade County. Approximately 85 percent of the Westchester population is Hispanic. Emerson Elementary School serves approximately 450 students. In light of the demographic trends, Emerson's administration chose to align the school's curriculum with the needs of its public. In 2003, Emerson became a Bilingual School Organization (BISO) offering instruction in dual languages—English and Spanish. In addition to the BISO program, Emerson Elementary provides educational services for students in need of remedial reading, remedial math, Spanish-S, Spanish-World Languages, and speech therapy. The Exceptional Educational Program uses an inclusion model to service 25 (approximately five percent of the total population) students. Approximately ten percent of Emerson's students are enrolled in the Gifted Program.

Given instruction using the Sunshine State Standards, students in grade three through five will improve their reading skills as evidenced by 69 percent of students scoring a level three or higher on the 2007 FCAT Reading Test.

Given instruction using the Sunshine State Standards, students in grade three through five will improve their mathematics skills as evidenced by 70 percent of students scoring a level three or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students with disabilities will improve their mathematics skills as evidenced by 56 percent of students scoring a level three or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will improve or maintain writing skills as evidenced by maintaining performance in writing at 100 percent of student scoring 3.5 or higher on the 2007 FCAT Writing Plus Test.

Given instruction using the Sunshine State Standards, 50 percent of students in grade five will score a level 3 or above on the 2007 FCAT Science Test.

Given opportunities for parental involvement during the 2006-2007 school year, parent participation in the FCAT Parent Night will increase by ten percent, as documented by the parent sign-in sheets.

Given the need to have students in school on a regular basis, 2006-2007 student attendance will improve to 96.5 percent.

Given the need to use technology, fifty percent of teachers will participate in technology-oriented workshops as indicated by the 2006-2007 professional development logs.

Given the need to use physical education standards, 2006-2007 participation in FITNESSGRAM will result in 50 percent of fourth and fifth grade students achieving the gold or silver medal levels.

Given the need for participation in extra curricular activities, 80 percent of the Emerson Players Drama Club students will participate in an Emerson Players production as documented by the 2006-2007 Emerson Players Playbill.

Given the need to maximize the Return on Investment, Emerson will increase its percentile rank to 50 percent as evidenced by the next Return on Investment Report.

According to the Organizational Performance Instructional Snapshot, Emerson's staff identified a greater need to be informed about the school's financial status. In addition, the staff expressed a need for additional resources to effectively accomplish their work objectives.

To address these needs, Emerson's administration will provide a detailed budgeting report to the school's stakeholders. This report will provide information regarding the school's financial status. Furthermore, additional instructional resources will be provided using EESAC monies.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

Emerson Elementary School

VISION

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

MISSION

Emerson Elementary School's mission is to provide all students with the educational environment to become self-directed lifelong learners contributing positively in a multicultural society. Our primary focus and emphasis will be in reading instruction in two languages, English and Spanish, so that learning to read becomes reading to learn. Together with parents and community members, all resources will be devoted to achieving this goal.

CORE VALUES

Emerson Elementary School's core values are excellence, integrity, equity, and citizenship.

School Demographics

Emerson Elementary School serves 430 students from the surrounding neighborhood, including standard curriculum students (80 percent), Students with Disabilities (SWD) (20 percent), English for Speakers of Other Languages (ESOL) (26 percent), and economically disadvantaged students (58 percent). The ethnic/racial makeup of the student population is 94 percent Hispanic, five percent White, and one percent Black. Emerson's PTA helps the students who are in need of support to secure the basic resources that will enable them to participate fully in the life of the community. They provide uniforms, school supplies, and subsidize field trips for needy children.

Emerson's leadership team consists of a principal and one assistant principal. The faculty and staff includes 26 teachers, three Special Education teachers, four secretaries, four paraprofessionals, one media specialist, and one guidance counselor. By ethnic composition, the staff consists of 13 White, seven Black, and 27 Hispanic. The faculty's average teaching years in Florida is 15 years. Over 50 percent of instructional staff holds advanced degrees.

School Foundation

Leadership:

As reflected in the Organizational Performance Improvement and Snapshot Survey, the faculty and staff at Emerson Elementary believe that the leadership sets direction for the school, shares the mission and vision of the school, and creates a positive working environment. The average score provided by Emerson's faculty was a 4.5. Therefore, this score indicates that leadership is displayed through a set shared values realized through the school's mission.

District Strategic Planning Alignment:

As reflected in the Organizational Performance Improvement and Snapshot Survey, the faculty and staff at Emerson Elementary believe that the school was successful in analyzing the goals and objectives of the school and the involvement of its employees in the development of said goals. The average score provided by Emerson's faculty was 4.3. Therefore, as Emerson plans for the future it asks for input from its stakeholders.

Stakeholder Engagement:

As reflected in the Organizational Performance Improvement and Snapshot Survey, the faculty and staff at Emerson Elementary believe their customers are satisfied. The Bilingual School Organization (BISO) program addresses the needs of the learning community and provides an opportunity for Spanish-speaking parents to get involved in their child's education.

Faculty & Staff:

As reflected in the Organizational Performance Improvement and Snapshot Survey, the faculty and staff at Emerson Elementary believe the existence and impact of a team approach aides in the overall function of the school.

The following team models are implemented at Emerson:

- Teacher Mentoring Programs: Continuous mentoring will be provided for beginning teachers and/or teachers new to the school or grade level.
- Literacy Leadership Team: The purpose of this team is to create capacity of reading knowledge within the school building. The principal, reading coach, mentor reading teachers, and other principal appointees serve in this role. The team will meet on a quarterly basis.
- Data Study Team: School-site administrator(s), reading coach, mentor teachers, and classroom teachers should comprise the team of professionals who regularly review and share assessment data. These data study teams will review data and monitor trends in student achievement, and the effectiveness of interventions. Assessment data may also be used to define professional development opportunities for teachers.

Data/Information/Knowledge Management:

As reflected in the Organizational Performance Improvement and Snapshot Survey, the faculty and staff at Emerson Elementary believe that the knowledge and ability to utilize data to monitor the progress of its employees and school functions is successful. The average score provided by Emerson's faculty was a 4.5. Therefore, the faculty and staff at Emerson know how to analyze the quality of their work and use analysis for making decisions.

Education Design:

The following delineate the processes that drive the function of the school.

-Extended Learning Opportunities: Emerson Elementary offers all Level 1 students, identified by FCAT scores in reading and math, tutorial services 3 days a week. These tutorial services will take place in the morning from 7:45 a.m. to 8:15 a.m. and in the afternoon from 3:20 p.m. to 4:20 p.m.. Tutoring services will be offered by school teachers and staff members. In addition, Tier II students in kindergarten, first, second, and third grades are given the opportunity to attend an intensive reading tutorial program five days a week for half an hour a day. This program will take place during the school day, in addition to their regularly scheduled two-hour reading and language arts block.

-School-wide Improvement Model: Emerson Elementary provides basic educational services based on the Sunshine State Standards to students in grades pre-kindergarten through grade five. Additionally, the school wide improvement model that Emerson Elementary will implement during the 2006-2007 school year is the 8-step Continuous Improvement Model. Student Performance Indicators will also be used to identify student's needs. Additionally, the school has special units dedicated to offering services to Exceptional Student Education (ESE) students, including gifted and talented learners. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities in pre-kindergarten through grade five. Emerson Elementary also implements the Bilingual School Organization (BISO) instruction for kindergarten, first, second, and third grades.

Performance Results:

As reflected in the Organizational Performance Self Assessment Survey, the faculty and staff at Emerson Elementary believe that their work products meet all requirements for high quality (4.0 and above on the Likert Scale) and excellence.

GOAL 1: READING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 1 STATEMENT:

Our goal is to increase student performance and to provide an effective learning environment in reading.

Needs Assessment

Analysis of the 2006 FCAT Reading assessment data indicates that 68 percent of students in grades three through five achieved a level three or higher. Furthermore, 67 percent of students in grade three through five made learning gains. The lowest scoring content clusters were Main Idea/Purpose and Comparisons.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade three through five will improve their reading skills as evidenced by 69 percent of students scoring a level three or higher on the 2007 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement and monitor a school-wide assessment calendar, used to identify and diagnose at-risk students.	Assistant Principal, Reading Coach, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize technological programs including Accelerated Reader, FCAT Explorer, and the PMRN to monitor and improve reading achievement.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct FCAT Reading workshops for parents of third grade students.	Assistant Principal, Reading Coach, Classroom Teachers	9/1/2006	4/1/2007	District Strategic Plan	\$100.00
Implement the Comprehensive Research-based Reading Plan to monitor student progress and use of the DIBELS Assessment to improve reading achievement.	Assistant Principal, Reading Coach, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide and monitor tutorial programs for FCAT Level 1 and 2 students before and after school. Tutorial programs will be evaluated bi-weekly.	Assistant Principal, Reading Coach, Classroom Teachers	10/1/2006	3/1/2007	District Strategic Plan	\$7500.00
Utilize CRISS strategies to emphasize Main Idea/ Purpose content cluster.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide Tier II students with instruction using the research-based program Voyager, Early Success, and Soar to Success.	Reading Coach, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Progress Monitoring Plans to monitor student progress and adapt instruction according to need.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The research-based programs used at Emerson Elementary in grades K - 5 are the Houghton Mifflin Core Reading Program (2006 Miami-Dade County Edition), Voyager, Early Success and Soar to Success.

Professional Development

Administrators will provide on-going professional development opportunities for teachers relevant to Reading Instruction. The Reading Coach will provide training for the DIBELS and the DAR assessments. In addition, the Reading Coach will provide on-going coaching and modeling of lessons in support of the District's Comprehensive Research-Based Reading Plan.

Evaluation

This objective will be evaluated using the 2007 FCAT Reading Test. Interim Assessments will be utilized as an ongoing progress monitoring tool. DIBELS and Interim Assessments results will be used to assess the effectiveness of the tutorial program.

GOAL 2: MATHEMATICS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 2 STATEMENT:

Our goal is to increase student performance in mathematics computational and application skills.

Needs Assessment

Analysis of the 2006 FCAT Mathematics Assessment data indicates that 69 percent of students in grades three through five scored a level three or higher. Furthermore, 67 percent of students in grade three through five made learning gains. Thirty-three percent of students with disabilities scored at a level three or higher. The lowest scoring content clusters in third grade were Measurement and Data Analysis. The lowest scoring content clusters in fourth and fifth grade were Number Sense and Algebraic Thinking.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade three through five will improve their mathematics skills as evidenced by 70 percent of students scoring a level three or higher on the 2007 FCAT Mathematics Test.

Given instruction using the Sunshine State Standards, students with disabilities will improve their mathematics skills as evidenced by 56 percent of students scoring a level three or higher on the 2007 FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement the Continuous Improvement Model eight-step instructional process.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Progress Monitoring Plans to monitor student progress.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement long-range mathematics plans aligned with the Sunshine State Standards and MDCPS Mathematics scope and sequence.	Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide and monitor tutorial programs (based on the Scott Foresman Math Series) before and after school. Programs will be evaluated bi-weekly.	Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$7500.00
Provide hands-on manipulatives as a multisensory approach during instruction with an emphasis on students with disabilities.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize technology programs including Scott Foresman Success to monitor and build mathematics skills with an emphasis on number sense, data analysis, and algebraic thinking.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The research-based program used at Emerson Elementary in grades K-5 is Scott Foresman Mathematics, 2004 edition.

Professional Development

Administrators will provide on-going professional development opportunities for teachers relevant to mathematics instruction. Teachers will attend district staff development activities specific to their assigned grade level. Continuous mentoring will be provided for the new beginning teacher and/or teachers new to the school or grade level.

Evaluation

This objective will be evaluated using the 2007 FCAT Mathematics Test. Interim Assessments will be utilized as an ongoing progress monitoring tool and will also be used to assess the effectiveness of the tutorial program.

GOAL 3: WRITING

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 3 STATEMENT:

Our goal is for students to acquire the skills necessary to communicate effectively in writing

Needs Assessment

Data analysis from the 2006 fourth grade FCAT Writes indicates that 100 percent of the students scored at an achievement level of 3.5 or higher. The combined mean score was 4.5, which exceeds both the State of Florida and the No Child Left Behind (NLCB) requirements. The school will continue to emphasize writing across the curriculum to increase writing achievement.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students will improve or maintain writing skills as evidenced by maintaining performance in writing at 100 percent of student scoring 3.5 or higher on the 2007 FCAT Writing Plus Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue to implement the Sunshine State Standards to strengthen skills in the writing process.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Encourage third, fourth and fifth grade students to read and write for the Emerson Express, the school's monthly newsletter written for students and parents.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Progress Monitoring Plans to monitor student progress.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Train teachers on the implementation of effective writing techniques to second, third, fourth and fifth grade teachers by the school's reading coach.	Reading Coach, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model eight-step instructional process.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct an FCAT Writing Workshop for all parents to provide information that will assist them to understand the writing requirements and expectations.	Assistant Principal, Classroom Teachers	10/1/2006	1/31/2007	District Strategic Plan	\$150.00
Implement CRISS strategies to emphasize organizational structure within expository writing.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The research-based program used at Emerson Elementary in grades K - 5 is the Houghton Mifflin Core Reading Program (2006 Miami-Dade County Edition.)

Professional Development

Administrators will provide on-going professional development opportunities for teachers in writing instruction. Teachers will attend district staff development activities aligned with the writing objectives. The reading coach will utilize District created Staff Development for Florida Writes to provide teachers with training in the area of holistic scoring using the six-point rubric. Teachers will receive professional development in the areas of assessment, the analysis of assessment strategies, and differentiated instruction for all students. Teachers will also receive training for the implementation of CRISS strategies.

Evaluation

This objective will be evaluated using the 2007 FCAT Writing Plus Test. Pre and post tests will be utilized to determine students' writing abilities and needs.

GOAL 4: SCIENCE

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 4 STATEMENT:

Our goal is to increase student performance and to provide an effective learning environment in science.

Needs Assessment

Analysis of the 2006 FCAT Science Assessment data indicates that 32 percent of students in grade five scored a level 3 or higher. Therefore, there is a need to improve students' science skills. The lowest scoring content clusters were Earth and Space and Scientific Thinking.

Measurable Objective

Given instruction using the Sunshine State Standards, 50 percent of students in grade five will score a level 3 or above on the 2007 FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Implement long-range science plans aligned with the Sunshine State Standards/CBC to provide consistency and purpose within the delivery of content.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Reinforce grade-appropriate science content within the language arts curriculum through the use of Houghton Mifflin Reading non-fiction texts.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the Continuous Improvement Model eight-step instructional process.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Reinforce grade-appropriate science content by conducting a Science Fair.	Administration, Classroom Teachers	1/8/07	5/30/07	District Strategic Plan	\$100.00
Implement and analyze science progress monitoring tests.	Science Committee, Classroom Teachers	8/14/2006	5/30/07	District Strategic Plan	\$100.00
Provide students with hands-on science experiences to enhance scientific thinking and promote cooperative learning.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Progress Monitoring Plans to monitor student progress and adapt instruction according to need.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement the use of the Internet for research assignments, reports, and projects that focus on science with an emphasis on Earth and Space concepts.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The research-based program being used at Emerson Elementary in grades K-5 is McGraw Hill, 1998 edition.

Professional Development

Administrators will provide on-going professional development opportunities for teachers relevant to science instruction. Continuous mentoring will be provided for beginning teachers and/or teachers new to the school or grade level.

Evaluation

This objective will be evaluated using the 2007 FCAT Science Test. The School Improvement Zone Grade 5 FCAT Pre Test will also be administered to identify students' strengths and weaknesses.

GOAL 5: PARENTAL INVOLVEMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOAL 5 STATEMENT:

Our goal is to enhance parent and family involvement by establishing positive parent communications.

Needs Assessment

A review of 2005-2006 FCAT Parent Night sign-in sheets indicate that two percent of parents attended the FCAT informational parent meeting.

Measurable Objective

Given opportunities for parental involvement during the 2006-2007 school year, parent participation in the FCAT Parent Night will increase by ten percent, as documented by the parent sign-in sheets.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Conduct FCAT Reading workshops for parents to provide information on how to help their children improve their reading achievement.	Classroom Teachers, Reading Coach	9/1/2006	4/1/2007	District Strategic Plan	\$100.00
Hold parent-student-teacher conferences on a regular basis to communicate student strengths and weaknesses.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Promote school involvement by disseminating information about the school's activities via the monthly school calendar, newsletters, fliers, website, and marquee.	Classroom Teachers, Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Provide students and teachers with access to the FCAT Explorer program.	Administration	8/14/2006	5/30/07	District Strategic Plan	\$0.00
Apply the Connect-ED service to communicate with parents.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The National PTA standards for parent and family involvement programs include:

III. Student learning-Parents play an integral role in assisting student learning.

VI. Collaborating with community-Community resource are used to strengthen schools, families, and student learning.

Professional Development

Administrators and teachers will attend FCAT informational workshops.

Evaluation

This objective will be evaluated by a review of the 2006-2007 FCAT Parent Night sign-in sheets.

GOAL 6: DISCIPLINE & SAFETY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

GOAL 6 STATEMENT:

Our goal is to maintain discipline and safety within our learning environment.

Needs Assessment

A review of the 2005-2006 school attendance indicates that Emerson Elementary has an attendance rate of 96 percent. However, 45 students were absent over twenty days. Therefore, there is a need to curtail excessive student absences.

Measurable Objective

Given the need to have students in school on a regular basis, 2006-2007 student attendance will improve to 96.5 percent.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide quarterly incentives and positive reinforcement for perfect attendance.	Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Conduct FCAT Parent Night and discuss the importance of student attendance.	Reading Coach, Classroom Teachers	9/1/2006	4/12/2007	District Strategic Plan	\$100.00
Provide parents and students with attendance information in school handbook.	Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide parents with quarterly updates on student absenteeism.	Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Contact parents of children with excessive absences by implementing the Truancy Intervention Program (TIPS) Program	Assistant Principal, Classroom Teachers, Guidance Counselor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Target students with absences exceeding twenty days.	Administration	8/14/2006	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

National PTA standards for parent and family involvement programs.

Professional Development

Guidance counselor and various staff members will be given the opportunity to attend Truancy Intervention Program in-service.

Evaluation

This objective will be evaluated by a review of the 2006-2007 attendance reports.

GOAL 7: TECHNOLOGY

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high-performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 7 STATEMENT:

Our goal is to incorporate the use of technology by students and teachers.

Needs Assessment

A review of the 2006-2007 Beginning of the Year Electronic Survey indicates a need for increased participation using electronic communication. Fifty-six percent of teachers indicated they used email to communicate with colleagues on a frequent basis. Eleven percent of teachers stated they used personal teacher web sites to communicate with parents.

Measurable Objective

Given the need to use technology, fifty percent of teachers will participate in technology-oriented workshops as indicated by the 2006-2007 professional development logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development in the use of educational software.	Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Schedule classroom visits to the Media Center.	Assistant Principal, Media Specialist, Classroom Teachers	8/8/2005	5/30/2006	District Strategic Plan	\$0.00
Increase incentives to motivate teacher use of electronic mail and school website.	Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct technology workshops highlighting the use of electronic email and teacher websites.	Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$100.00

Research-Based Programs

The research-based program used at Emerson Elementary include Riverdeep, FCAT Explorer, EduSoft, Accelerated Reader, and Scott Foresman SF Success.

Professional Development

Administrators and reading coach will provide ongoing professional development opportunities for teachers in educational software and technology.

Evaluation

This objective will be evaluated by a review of the 2006-2007 professional development logs.

GOAL 8: HEALTH & PHYSICAL FITNESS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 8 STATEMENT:

Our goal is to provide a healthy learning environment for all students.

Needs Assessment

A review of 2005-2006 FITNESSGRAM results indicates 41 percent of students in grades four and five received a FITNESSGRAM award.

Measurable Objective

Given the need to use physical education standards, 2006-2007 participation in FITNESSGRAM will result in 50 percent of fourth and fifth grade students achieving the gold or silver medal levels.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide Physical Education teacher with FITNESSGRAM professional development.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Increase the number of computers in Physical Education teacher's classroom to facilitate use of FITNESSGRAM program.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide teachers with a list of appropriate activities to promote positive health and physical fitness.	Assistant Principal, Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Inform parents and students on the importance of health and physical fitness with information on the FITNESSGRAM program.	Assistant Principal, Classroom Teachers, Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The reserach-based prgram used at Emerson Elementary is the FITNESSGRAM.

Professional Development

Administrators will provide professional development opportunities for physical education teachers in health and physical fitness.

Evaluation

This objective will be evaluated by a review of the 2006-2007 FITNESSGRAM reports.

GOAL 9: ELECTIVES & SPECIAL AREAS

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 9 STATEMENT:

Our goal is to provide all students with an opportunity to participate in special area programs.

Needs Assessment

A review of the 2005-2006 Emerson Community School's attendance logs indicates that 16 percent of students participated in the Emerson Players Drama Club. Additionally, 24 percent of students participated in various Community School extra-curricular activities.

Measurable Objective

Given the need for participation in extra curricular activities, 80 percent of the Emerson Players Drama Club students will participate in an Emerson Players production as documented by the 2006-2007 Emerson Players Playbill.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide professional development in multi-sensory education for all teachers.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide students, parents, and teachers opportunities to participate in Community School activities.	Community School	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00
Provide all teachers with age appropriate, multi-sensory education materials.	Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Provide parents with information highlighting the importance of participating in extra-curricular activities.	Community School	8/14/2006	5/30/2007	District Strategic Plan	\$200.00
Provide students with an opportunity to participate in readers theatre.	Media Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

Research-Based Programs

The research-based program used at Emerson Elementary in grades K -5 is the Houghton Mifflin Core Reading Program (2006 Miami-Dade County Edition.)

Professional Development

Administrators will provide professional development opportunities for teachers on the benefits of using multi-sensory approaches for school activities and curriculum enrichment.

Evaluation

This objective will be evaluated by a review of the 2006-2007 Emerson Players Playbill.

GOAL 10: RETURN ON INVESTMENT

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

GOAL 10 STATEMENT:

Our goal is to increase learning gains and to decrease program costs.

Needs Assessment

According to the 2004-2005 Return on Investment index, Emerson is in the 29 percentile rank of all elementary schools in the state in the Return on Investment measure. As a result, there is a need to raise Emerson's percentile score.

Measurable Objective

Given the need to maximize the Return on Investment, Emerson will increase its percentile rank to 50 percent as evidenced by the next Return on Investment Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Reduce the amount of FCAT consumable workbooks provided to students.	Assistant Principal, Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide and monitor tutorial programs before and after school.	Assistant Principal, Reading Coach, Classroom Teachers	10/01/2006	4/21/07	District Strategic Plan	\$7500.00
Encourage teachers to seek in-house professional development.	Classroom Teachers, Reading Coach	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Involve community business partners (i.e. Publix, Target) in Science Fair.	Classroom Teachers, Assistant Principal	4/2/07	4/30/07	District Strategic Plan	\$0.00
Encourage students and teachers to conserve energy during school hours.	Assistant Principal, Classroom Teachers	08/14/2006	05/30/2007	District Strategic Plan	\$0.00
Reduce paper consumption through an increase in electronic communication.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/07	District Strategic Plan	\$0.00

Research-Based Programs

None

Professional Development

Administrators will provide on-going professional development opportunities for teachers relevant to reading, math, writing, and science instruction.

Evaluation

This objective will be evaluated by a review of the 2006-2007 Return on Investment index as compared to the 2004-2005 Return on Investment index.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

Budget:

The EESAC recommends to provide funds to support student tutoring, educational support material, and equipment that will enhance student achievement.

Training:

The EESAC recommends a continued review of the training needs in order to effectively implement the Comprehensive Researched-Based Reading Plan (CRRP). Continued training in math, science, technology and critical thinking skills were addressed by the Council.

Instructional Materials:

The EESAC recommends that members assist in the selection and ordering of the instructional materials in order to implement the SIP for the 2006-2006 school year.

Technology:

The EESAC reviews and considers the use of funds to upgrade and enhance existing technology in order to complement instructional activities across the academic areas.

Staffing:

The EESAC recommends that we hire FCAT tutors to promote a better learning environment for Emerson's students. In the past, tutors and para-professionals have been instrumental in helping to maintain our A status and high achievement.

Student Support Services:

The EESAC recommends that members analyze the current Student Support Service operation to ensure that services are maximized in the SIP.

Other Matters of Resource Allocation:

The EESAC recommends that we continue the relationship with Target Department Stores. Target's Incentive Credit Card Program provides a small percentage of sales to the school. It was further recommended that teachers participate in grant writing.

Benchmarking:

The EESAC recommends that faculty members review and analyze the current School Improvement Plan in order to insure that students are provided with the appropriate instructional opportunities.

School Safety & Discipline:

The EESAC recommends the use of school safety patrols to help monitor students at arrival and dismissal times. The DARE program will continue to be implemented for fifth grade students and teachers will refer candidates for the Do The Right Thing award.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$7,600.00
Goal 2: Mathematics	\$7,500.00
Goal 3: Writing	\$150.00
Goal 4: Science	\$200.00
Goal 5: Parental Involvement	\$600.00
Goal 6: Discipline & Safety	\$600.00
Goal 7: Technology	\$100.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$1,700.00
Goal 10: Return On Investment	\$7,500.00
Total:	\$25,950.00

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent