
SCHOOL IMPROVEMENT PLAN

2005-2006



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 eighty-five percent of the Westchester population is Hispanic. Emerson Elementary School serves approximately 500 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-SL, and speech therapy. The exceptional educational program uses an inclusion model to service twenty-eight (approximately five percent) students. Approximately ten percent of Emerson's students are enrolled in the Gifted program.

According to the Organizational Performance Improvement Snapshot survey tool, Emerson's faculty is uncertain of how school finances are managed. In order to address this issue, the EESAC committee will provide all staff members with a copy of the meeting minutes. The faculty also noted they would like to receive more resources in order to facilitate their roles in the school. A needs survey will be administered to better understand the resources that teachers are in need of or are interested in.

The creation of the School Improvement Plan facilitates the identification of our stakeholders' needs. The 2005 -2006 School Improvement Plan will focus on the following objectives: Reading, Mathematics, Writing, Science, Parental Involvement, Discipline and Safety, Technology, Health and Physical Fitness, Special Areas, and Return on Investment.

The EESAC Committee met and established the following objectives:

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students in grade three through five will improve their reading skills as evidenced by an increase of two percentage points on the 2006 FCAT Reading Test as compared to the 2005 FCAT Reading Test.

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students in grade three through five will improve their math skills as evidenced by an increase of two percentage points on the 2006 FCAT Math Test as compared to the 2005 FCAT Math 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 99% of student

scoring 4.0 or higher on the 2006 FCAT Writing+ Test.

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students in grade five will meet or exceed the District mean scaled score in Science on the 2006 FCAT Science test.

Given opportunities for parental involvement during the 2005-2006 school year, parent participation in school related activities will increase by two percent, as documented by the sign-in sheets for 2005-2006 as compared to 2004-2005.

Given the need to have students in school on a regular basis, 2005-2006 student attendance will improve as indicated by a 5% decrease in the number of students who are absent more than twenty days as compared to the 2004-2005 student attendance.

Given the need to use technology, 2005-2006 participation in the Accelerated Reader program will improve as indicated by a 10% increase in the percent of students and teachers who are using the program as compared to the 2004-2005 Accelerated Reader participation.

Given the need to use the FITNESSGRAM, 2005-2006 participation in FITNESSGRAM Program will result in a 40% of the participants achieving the gold or silver medal levels.

Given the need for participation in special areas, 40% of kindergarten and first grade students will participate in art or music as documented by the 2005-2006 teaching schedules.

Given the need to maximize the Return on Investment, we will increase our learning gains by 8% as evidenced by the next Return on Investment Report.

The goal of the School Improvement Plan is to provide a forum where staff members can take an active role in discussing and shaping the school's future as it pertains to school goals based on curriculum and climate needs. Encouraging staff participation will increase the likelihood that Emerson is meeting the expectations of its public by involving them in the process of identifying school needs and appropriate strategies to remedy these needs.

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 cored values are excellence, integrity, equity, and citizenship.

School Demographics

Emerson Elementary School serves 490 students from the surrounding neighborhood, including standard curriculum students (75 percent), Students with Disabilities (SWD) (25 percent),

English for Speakers of Other Languages (ESOL) (25 percent), and economically disadvantaged students (57 percent). The ethnic/racial makeup of the student population is 92 percent Hispanic, seven percent White, one percent Black, and one percent Asian/Indian Multi-racial. 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 faculty consists of a principal and one assistant principal. The professional staff includes twenty-six teachers, four special education teachers, four secretaries, two teacher aides, one media specialist, and one guidance counselor. By ethnic composition, the staff consists of eleven White, seven Black, and twenty-seven Hispanic personnel. The average teaching years in Florida is fifteen years. Over fifty 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 4.6. 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 a 4.5. 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 followi

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 4.6. Therefore, the faculty and staff at Emerson know hoe to analyze the quality of their work and use analyses 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 am to 8:15 am and in the afternoon from 3:20pm to 4:20pm. Tutoring services will be offered by school teachers and staff members. In addition, students in grades three, four, and five who scored at the lowest 25% of FCAT Achievement Level 1 in reading are given the opportunity to attend an intensive reading tutorial program four 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 2005-2006 school year is the 8-step instructional process 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 both gifted and those with varying exceptionalities. Instruction is provided in traditional classroom settings and is enhanced through computer-based activities in grades prekindergarten through grade five. Emerson Elementary also implements the Bilingual School Organization (BISO) instruction for Kindergarten and First Grade.

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 2005 FCAT Assessment data indicates that 23 percent of students in grades three through five did not meet high standards in reading. Furthermore, 28 percent of students in grade three through five did not make learning gains in reading. Therefore, our need is to improve students' critical reading skills.

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 in grade three through five will improve their reading skills as evidenced by an increase of two percentage points on the 2006 FCAT Reading Test as compared to the 2005 FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement and monitor a school-wide assessment calendar, used to identify and diagnose at-risk students.	Assistant Principal, Reading Coach, Classroom Teachers	8/8/2005	5/30/2006
Provide Tier II grade three students with instruction using the research-based program Voyager.	Reading Coach, Classroom Teachers	8/1/2005	5/30/2006
Utilize technological programs including Accelerated Reader, FCAT Explorer, and the PMRN to monitor and improve reading achievement.	Classroom Teachers	8/1/2005	5/30/2006
Conduct FCAT Reading workshops for parents of third grade students.	Assistant Principal, Reading Coach, Classroom Teachers	9/1/2005	4/1/2006
Implement Academic Improvement Plans to monitor student progress.	Classroom Teachers	8/8/2005	5/30/2006
Implement the Comprehensive Research-based Reading Plan to monitor student progress through the use of the DIBELS Assessment to improve reading achievement.	Assistant Principal, Reading Coach, Classroom Teachers	9/1/2005	5/30/2006
Provide and monitor tutorial programs before and after school. Tutorial programs will be evaluated biweekly.	Assistant Principal, Reading Coach, Classroom Teachers	10/1/2005	3/1/2006
Utilize CRISS strategies.	Classroom Teachers	8/8/2005	5/30/2006
Implement the Continuous Improvement Model eight-step instructional process.	Classroom Teachers	8/8/2005	5/30/2006

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) and Voyager.

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 2006 FCAT Reading test.

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

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<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 2005 FCAT Mathematics Assessment data indicates that 22 percent of students in grades three through five did not meet high standards in math. Furthermore, 31 percent of students in grade three through five did not make learning gains in math. Therefore, there is need to improve students' mathematics skills.

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 in grade three through five will improve their math skills as evidenced by an increase of two percentage points on the 2006 FCAT Math Test as compared to the 2005 FCAT Math Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide hands-on manipulatives as a multisensory approach during instruction.	Classroom Teachers	8/8/2005	5/30/2006
Implement long-range mathematics plans aligned with the Sunshine State Standards and MDCPS Mathematics Scope and Sequence.	Assistant Principal, Classroom Teachers	8/8/2005	5/30/2006
Implement Academic Improvement Plans to monitor student progress.	Classroom Teachers	8/8/2005	5/30/2006
Provide and monitor tutorial programs (based on the Scott Foresman Math Series) before and after school. Programs will be evaluated biweekly.	Assistant Principal, Classroom Teachers	10/1/2005	4/1/2006
Implement ESE inclusion in third grade using a co-teaching model.	Assistant Principal, Classroom Teachers	8/1/2005	5/30/2006
Utilize technological programs including Scott Foresman Success to monitor and build math skills.	Classroom Teachers	8/8/2005	5/30/2006
Implement the Continuous Improvement Model eight-step instructional process.	Classroom Teachers	8/8/2005	5/30/2006

Research-Based Programs

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

Professional Development

Administrators will provide on-going professional development opportunities for teachers relevant to math 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 2006 FCAT Mathematics test.

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

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 3 STATEMENT:

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

Needs Assessment

Data analysis from the 2005 fourth grade FCAT Writes indicates that 99% of the students scored at an Achievement Level of 3.5 or higher. The combined mean score was 4.3, 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 99% of student scoring 4.0 or higher on the 2006 FCAT Writing+ Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Continue to implement the Sunshine State Standards to strengthen skills in the writing process.	Classroom Teachers	8/8/2005	5/30/2006
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	8/8/2005	5/30/2006
Implement Academic Improvement Plans to monitor student progress.	Classroom Teachers	8/8/2005	5/30/2006
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	8/8/2005	5/30/2006
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	10/1/2005	1/31/06
Implement CRISS strategies.	Classroom Teachers	8/8/2005	5/30/2006
Implement the Continuous Improvement Model eight-step instructional process.	Classroom Teachers	8/8/2005	5/30/2006

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 2006 FCAT Writing+ test.

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

An assessment of data indicates that the fifth grade students scored above district level but below state levels on the 2005 FCAT Science Test. The mean scale score for the school was 295, the district was 286, and the statewide average was 296. The mean points earned by content reveal that students showed some degree of success in life and environmental skills but require additional assistance in earth and space science as well as scientific thinking skills. This data shows the need to provide faculty members with professional development in the areas of instructional strategies in science.

Measurable Objective

Given instruction using the Competency-Based Curriculum and Sunshine State Standards, students in grade five will meet or exceed the District mean scaled score in Science on the 2006 FCAT Science test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		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	8/8/2005	5/30/2006
Provide students with hands-on science experiences to enhance critical thinking and promote cooperative learning.	Classroom Teachers	8/8/2005	5/30/2006
Implement the use of the Internet for research assignments, reports, and projects that focus on science.	Classroom Teachers	8/8/2005	5/30/2006
Implement Academic Improvement Plans to monitor student progress.	Classroom Teachers	8/8/2005	5/30/2006
Reinforce grade-appropriate science content within the language arts curriculum through the use of Houghton Mifflin Reading non-fiction texts.	Classroom Teachers	8/8/2005	5/30/2006
Implement the Continuous Improvement Model eight-step instructional process.	Classroom Teachers	8/8/2005	5/30/2006

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 2006 FCAT Science test.

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.)

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

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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 2004-2005 sign-in sheets indicates a need for increased participation in school activities. Volunteer sign-in sheets indicate that less than 18 percent of our parents serve as school volunteers. PTA membership records indicate that 67 percent of our parents enrolled in the PTA.

Measurable Objective

Given opportunities for parental involvement during the 2005-2006 school year, parent participation in school related activities will increase by two percent, as documented by the sign-in sheets for 2005-2006 as compared to 2004-2005.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Initiate a campaign to encourage parents to become more actively involved in PTA meetings and other school activities.	Assistant Principal,	8/8/2005	5/30/2006
Conduct FCAT Reading workshops for parents to provide information on how to help their children improve their reading achievement.	Classroom Teachers, Reading Coach	9/1/2005	4/1/2006
Hold parent-student-teacher conferences on a regular basis to communicate student strengths and weaknesses.	Classroom Teachers	8/8/2005	5/30/2006
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	8/8/2005	5/30/2006
Increase parent participation on career day by sending invitations and including it in the school newsletter.	Classroom Teachers	8/8/2005	5/30/2006

Research-Based Programs

National PTA standards for parent and family involvement programs.

Professional Development

The Volunteer Training program will be conducted where policies and procedures will be reviewed with the faculty, staff, and parents.

Evaluation

This objective will be evaluated by a review of the 2005-2006 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 2004-2005 school attendance indicates that Emerson Elementary has an attendance rate of 96%. 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, 2005-2006 student attendance will improve as indicated by a 5% decrease in the number of students who are absent more than twenty days as compared to the 2004-2005 student attendance.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide quarterly incentives and positive reinforcement for perfect attendance.	Assistant Principal, Classroom Teachers	8/8/2005	5/30/2006
Provide parents and students with attendance information in school handbook.	Assistant Principal, Classroom Teachers	8/8/2005	8/8/2005
Conduct FCAT Parent Night and discuss the importance of student attendance.	Reading Coach, Classroom Teachers	9/1/2005	4/12/2006
Provide parents with quarterly updates on student absenteeism.	Principal	10/17/05	5/30/2006
Contact parents of children with excessive absences by implementing the Truancy Intervention Program (TIPS) Program	Assistant Principal, Classroom Teachers, Guidance Counselor	8/8/2005	5/30/2006

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 2005-2006 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 2004-2005 Accelerated Reader Management Software indicates a need for increased participation in computer-assisted activities. About 50% of teachers and students are utilizing the Accelerated Reader program. Thus, there is a need to engage more of the teachers and students in the utilization of this program.

Measurable Objective

Given the need to use technology, 2005-2006 participation in the Accelerated Reader program will improve as indicated by a 10% increase in the percent of students and teachers who are using the program as compared to the 2004-2005 Accelerated Reader participation.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development in the use of educational software.	Reading Coach	8/8/2005	5/30/2006
Increase incentives to motivate student participation in the program.	Classroom Teachers	8/8/2005	5/30/2006
Increase Accelerated Reader titles in dual languages.	Media Specialist	8/8/2005	5/30/2006
Conduct FCAT Informational Workshop to highlight the importance of Accelerated Reader to parents.	Reading Coach, Classroom Teachers	9/1/2005	4/12/2006
Schedule classroom visits to the Media Center.	Assistant Principal, Media Specialist, Classroom Teachers	8/8/2005	5/30/2006

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

Evaluation

This objective will be evaluated by a review of the 2005-2006 Accelerated Reader classroom list.

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.)

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<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 current health programs indicates a need for a more efficient method of tracking students' health.

Measurable Objective

Given the need to use the FITNESSGRAM, 2005-2006 participation in FITNESSGRAM Program will result in a 40% of the participants achieving the gold or silver medal levels.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide Physical Education teacher with FITNESSGRAM professional development.	Assistant Principal	8/8/2005	5/30/2006
Provide teachers with a list of appropriate activities to promote positive health and physical fitness.	Assistant Principal, Physical Education Teacher	8/8/2005	5/30/2006
Increase the number of computers in Physical Education teacher's classroom to facilitate use of FITNESSGRAM program.	Assistant Principal	8/8/2005	5/30/2006
Inform parents and students on the importance of health and physical fitness with information on the FITNESSGRAM program.	Assistant Principal, Classroom Teachers	8/8/2005	5/30/2006

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 2005-2006 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.)

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<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 2004-2005 teaching schedules indicates that students in kindergarten and first grade do not participate in Music or Art. Therefore, the need is to provide more opportunities for primary grade level students to participate in special areas.

Measurable Objective

Given the need for participation in special areas, 40% of kindergarten and first grade students will participate in art or music as documented by the 2005-2006 teaching schedules.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide parents with information stressing the importance of cross-curricular connections.	Assistant Principal, Classroom Teachers	08/08/2005	05/30/2006
Provide students with opportunities to participate in school music and art programs	Assistant Principal, Special Area Teachers	08/08/2005	05/30/2006
Provide special area teachers with age appropriate materials.	Assistant Principal	08/08/2005	05/30/2006
Provide professional development for special area teachers.	Assistant Principal	8/8/2005	5/30/2006
Provide primary grade levels (K-1) with opportunities to participate in activities with special area teachers.	Assistant Principal, Classroom Teachers, Special Area Teachers	8/8/2005	5/30/2006

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 special area teachers in age appropriate practices.

Evaluation

This objective will be evaluated by a review of the 2005-2006 teaching schedules as compared to the 2004-2005 teaching schedules.

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.)

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<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 2003 Return on Investment index, Emerson is in the 51 percentile rank of all elementary schools in the state in the Return on Investment measure.

Measurable Objective

Given the need to maximize the Return on Investment, we will increase our learning gains by 8% as evidenced by the next Return on Investment Report.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Encourage students and teachers to conserve energy during school hours.	Assistant Principal, Classroom Teachers	09/01/2005	05/30/2006
Reduce the amount of FCAT consumable workbooks provided to students.	Assistant Principal, Classroom Teachers	8/8/2005	5/30/2006
Provide and monitor tutorial programs before and after school.	Assistant Principal, Reading Coach, Classroom Teachers	10/01/2005	4/21/06
Encourage teachers to seek in-house professional development.	Classroom Teachers, Reading Coach	8/8/2005	5/30/2006
Involve community business partners (i.e. Publix) in Career Day.	Classroom Teachers, Assistant Principal	4/25/05	4/25/05

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 2005-2006 Return on Investment index as compared to the 2003-2004 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 Reading Plan (CRP). 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 2005-2006 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.

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