

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Emerson Elementary School (1641)

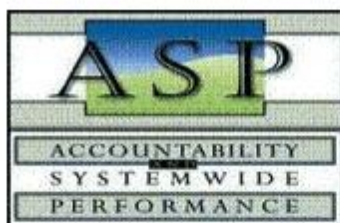
Feeder Pattern - South Miami Senior

Regional Center V

District 13 - Miami-Dade

Principal - Maria Acosta

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

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's feeder pattern is South Miami SHS.

Emerson Elementary was originally built in 1955. It has 31 classrooms and one portable. In the year 2000, a new media center, music room, and three classrooms were added to the original school building. The school building's total footage is 60,821 square feet. The total lot size is 435,600 square feet.

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. 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 Special Education Program (SPED) uses an inclusion model to service 25 (approximately five percent of the total population) students. Approximately seven percent of Emerson's students are enrolled in the Gifted Program.

Emerson Elementary School serves 385 students from the surrounding neighborhood, including standard curriculum students (72 percent), Special Education (SPED)(18 percent), English for Speakers of Other Languages (ESOL) (27 percent), and economically disadvantaged students (65 percent). The ethnic/racial makeup of the student population is 95 percent Hispanic, four 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, an assistant principal, and a community school assistant principal. The faculty and staff includes 27 teachers, three Special Education (SPED) teachers, four secretaries, four paraprofessionals, one media specialist, and one guidance counselor. By ethnic composition, the staff consists of five White, six Black, and 29 Hispanic. The faculty's average teaching years in Florida is 15 years. Over 50 percent of instructional staff holds advanced degrees. In addition to the faculty and staff, Emerson Elementary works with several community partners which include International House of Pancakes (IHOP), Dunkin' Doughnuts, and Publix.

Emerson Elementary's class size ratio in Kindergarten is 22:1, in First Grade it is 16:1, in Second Grade 19:1, in Third Grade 17:1, in Fourth Grade 20:1, and in Fifth Grade 24:1. Emerson Elementary's attendance rate is 94 percent. The 2006-2007 retention rate is 3 percent of the school's population.

A review of the 2007 FCAT scores indicates that 61 percent of the total student population tested at Emerson, scored a Level 3 or above on the Reading section of the FCAT, therefore 39 percent scored a Level 1 or 2. In the Mathematics section of the FCAT, 77 percent of the total student population tested, scored a Level 3 or above, therefore 23 percent scored a Level 1 or 2. In addition, a review of the 2006-2007 Adequate Yearly Progress Report indicates that Emerson Elementary did not meet the requirements to make AYP. The reading proficiency goal was not met by the English Language Learners subgroup nor by the Students with Disabilities subgroup.

Given instruction using the Sunshine State Standards, students in grade three through five will demonstrate high standards of performance in reading as evidenced by 79 percent percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students with disabilities will improve their reading skills as evidenced by 51 percent of students scoring a Level three or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners students will improve their reading skills as evidenced by 51 percent of students scoring a Level three or higher on the 2008 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.



School Improvement Plan

2007-2008



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 2008 FCAT Writing+ Test.

Given instruction using the Sunshine State Standards, 50 percent of students in grade five will score a Level 3 or above on the 2008 FCAT Science Test.

Given opportunities for parental involvement during the 2007-2008 school year, parent participation in Parent Conference Nights will increase by ten percent, as documented by the parent sign-in sheets.

Given the need to have students in school throughout the entire instructional day, the 2007-2008 student attendance records will demonstrate a decrease of 5 percent in the number of tardies.

Given an emphasis on the use of technology and education, students in grades three through five will use Brainchild Software during the 2007-2008 school year to enhance instruction in reading and math.

Given the need to participate in physical activities, students will improve their fitness levels as measured by 49 percent of students earning a passing score and thus receiving a gold or silver award on the 2008 annual FITNESSGRAM test.

Given the need for participation in extra curricular activities, 75 percent of the Emerson students will participate in an extra curricular activity as documented by the 2007-2008 Community School and after-school programs.

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 Spring 2007 Organizational Performance Instructional Snapshot, Emerson's staff identified a 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.



School Improvement Plan 2007-2008



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.

1641 - 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



School Improvement Plan 2007-2008



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

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.

Equity

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

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.

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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 4.3. 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 4.2. 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:



School Improvement Plan 2007-2008



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 2007-2008 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 Special Education (SPED) 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, third grades and fourth 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.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

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

Florida Education Priorities

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 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"/>

Reading Statement

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

Needs Assessment

Analysis of the 2007 FCAT Reading assessment data indicates that 77 percent of students in grades three through five achieved a Level three or higher. Furthermore, 66 percent of students in grade three through five made learning gains. The lowest scoring content cluster in fourth and fifth grade was Main Idea/Purpose and in third grade was Reference/Research.

In addition 40% of English Language Learners scored at or above grade level in reading and 17% of Students with disabilities (SWD) scored at or above grade level in reading.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" 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 checked="" type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade three through five will demonstrate high standards of performance in reading as evidenced by 79 percent percent of students scoring at or above Achievement Level 3 on the 2008 administration of the FCAT Reading Test.

Given instruction using the Sunshine State Standards, students with disabilities will improve their reading skills as evidenced by 51 percent of students scoring a Level three or higher on the 2008 FCAT Reading Test.

Given instruction using the Sunshine State Standards, English Language Learners students will improve their reading skills as evidenced by 51 percent of students scoring a Level three or higher on the 2008 FCAT Reading Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement and monitor a school-wide assessment calendar, used to identify and diagnose at-risk students.	Assistant Principal, Reading Coach, Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
Utilize technological programs including Accelerated Reader, FCAT Explorer, and the PMRN to monitor and improve reading achievement.	Classroom Teachers	8/20/2007	06/06/2008	Other/ Not Applicable	0
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	8/20/2007	6/06/2008	Other/ Not Applicable	0
Conduct FCAT Reading workshops for parents of third grade students.	Assistant Principal, Reading Coach, Classroom Teachers	9/06/2007	3/27/2008	Other/ Not Applicable	100
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	10/01/2007	3/03/2008	Other/ Not Applicable	7500
Utilize CRISS strategies to emphasize Main Idea/ Purpose content cluster.	Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
Provide Tier II students with instruction using the research-based program Voyager, Early Success, and Soar to Success.	Reading Coach, Classroom Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model.	Classroom Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Implement Progress Monitoring Plans to monitor student progress and adapt instruction according to need.	Classroom Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Provide and monitor a remedial program for ESOL students in grades 3, 4 & 5.	ESOL Teacher	8/20/2007	6/6/2008	Other/ Not Applicable	0
Provide small group instruction and/or inclusion practices for students with disabilities during the reading and language arts block.	ESE Teachers, Classroom Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0

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, Brainchild, 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



School Improvement Plan 2007-2008



This objective will be evaluated using the 2008 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.

Mathematics Goal

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

Florida Education Priorities

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 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"/>

Mathematics Statement

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

Needs Assessment

Analysis of the 2007 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
<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"/>

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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement the Continuous Improvement Model eight-step instructional process to monitor student progress.	Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
Implement Progress Monitoring Plans to monitor student progress.	Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
Implement long-range mathematics plans aligned with the Sunshine State Standards and MDCPS Mathematics scope and sequence.	Assistant Principal, Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
Provide and monitor tutorial programs for Level 1 and 2 students (based on the Scott Foresman Math Series) before and after school. Programs will be evaluated bi-weekly.	Assistant Principal, Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	7500
Provide hands-on manipulatives as a multisensory approach during instruction with an emphasis on students with disabilities.	Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
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	8/20/2007	6/06/2008	Other/ Not Applicable	0

Research-Based Programs

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

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.

Writing Goal

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

Florida Education Priorities

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"/>

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

Writing Statement

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

Needs Assessment

Data analysis from the 2007 fourth grade FCAT Writing+ 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
<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"/>

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 2008 FCAT Writing+ Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Continue to implement the Sunshine State Standards to strengthen skills in the writing process.	Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
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	8/20/2007	6/06/2008	Other/ Not Applicable	0
Implement Progress Monitoring Plans to monitor student progress.	Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
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	8/20/2007	6/06/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model eight-step instructional process.	Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
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	9/06/2007	2/01/2008	Other/ Not Applicable	150
Implement CRISS strategies to emphasize organizational structure within expository writing.	Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0

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 2008 FCAT Writing+ Test. Pre and post tests will be utilized to determine students' writing abilities and needs.

Science Goal

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

Florida Education Priorities

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Science Statement

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

Needs Assessment

An analysis of the 2007 FCAT Science Assessment data revealed that 38 percent of fifth graders are performing at achievement Level 3 or above. A critical review of the existing data determined that students in grade 5 showed strengths in physical, chemical, earth and space science. However, it was also revealed that the students in grade 5 scored lowest in the area of Life sciences and scientific thinking (50%). Students will need increased instruction in these areas. Grade 5 students will also need continued instruction in the five strands of the science curriculum. The review also revealed needs including, but not limited to, the following: (1) the need for an instructional initiative which promotes the use of hands on science activities and the scientific process across the grade levels; and (2) increased school wide participation in the science fair.

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 2008 FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Implement long-range science plans aligned with the Sunshine State Standards/CBC to provide consistency and purpose within the delivery of content.	Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
Implement the Continuous Improvement Model eight-step instructional process.	Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
Reinforce grade-appropriate science content within the language arts curriculum through the use of Houghton Mifflin Reading non-fiction texts.	Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
Reinforce grade-appropriate science content by conducting a Science Fair.	Administration, Classroom Teachers	01/08/08	05/27/08	Other/ Not Applicable	100
Implement and analyze science progress monitoring tests.	Science Committee, Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	100
Provide students with hands-on science experiences to enhance scientific thinking and promote cooperative learning.	Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
Implement Progress Monitoring Plans to monitor student progress and adapt instruction according to need.	Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
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	8/20/2007	6/06/2008	Other/ Not Applicable	0

Research-Based Programs

The research-based program being used at Emerson Elementary in grades K-5 is Scott Foresman 2007 edition and FOSS kits.

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 2008 FCAT Science Test. The School Improvement Zone Grade 5 FCAT Pre Test will also be administered to identify students' strengths and weaknesses.

Parental Involvement Goal

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

Florida Education Priorities

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"/>

Parental Involvement Statement

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

Needs Assessment

A review of 2006-2007 Parent Conference Night sign-in sheets indicate that 24 percent of parents attended the conference meetings.

Measurable Objective

Given opportunities for parental involvement during the 2007-2008 school year, parent participation in Parent Conference Nights will increase by ten percent, as documented by the parent sign-in sheets.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct FCAT Reading workshops for parents to provide information on how to help their children improve their reading achievement.	Classroom Teachers, Reading Coach	8/20/2007	4/1/2008	Other/ Not Applicable	100
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	8/20/2007	6/6/2008	Other/ Not Applicable	500
Provide students and teachers with access to the FCAT Explorer program.	Administration	8/20/2007	6/6/2008	Other/ Not Applicable	0
Apply the Connect-ED service to communicate with parents.	Administration	8/20/2007	6/06/2008	Other/ Not Applicable	0
Hold parent-student-teacher conferences on a regular basis to communicate student strengths and weaknesses.	Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
Promote and hold District scheduled parent conference nights to further communicate student's strengths and weaknesses.	Classroom Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0

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

In-house training on positive parent communication given by counselor and administration.

Evaluation

This objective will be evaluated by a review of the 2007-2008 Parent Conference Nights sign-in sheets.

Discipline & Safety Goal

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

Florida Education Priorities

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"/>

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

Discipline & Safety Statement

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

Needs Assessment

A review of the 2006-2007 school attendance cards indicate that Emerson Elementary has an attendance rate of 94 percent. However, four percent of students had fifteen or more tardies. Therefore, there is a need to curtail excessive student tardies.

Measurable Objective

Given the need to have students in school throughout the entire instructional day, the 2007-2008 student attendance records will demonstrate a decrease of 5 percent in the number of tardies.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Conduct an Open house and discuss the importance of student attendance.	Reading Coach, Classroom Teachers	8/20/2007	9/7/2007	Other/ Not Applicable	100
Provide parents with quarterly updates on student absenteeism.	Principal	8/20/2007	6/6/2008	Other/ Not Applicable	0
Contact parents of children with excessive absences/tardies by implementing the Truancy Intervention Program (TIPS) Program	Assistant Principal, Classroom Teachers, Guidance Counselor	8/20/2007	6/6/2008	Other/ Not Applicable	0
Provide quarterly incentives and positive reinforcement for perfect attendance.	Assistant Principal, Classroom Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	500
Provide parents and students with attendance information in school handbook.	Assistant Principal, Classroom Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Target students with tardies exceeding fifteen days.	Administration	8/20/2007	6/6/2008	Other/ Not Applicable	0

Research-Based Programs

National PTA standards for parent and family involvement programs.

Student Attendance Board Rule (6Gx13-5C-107) which states that the arrival to school is from 8:00am-8:25am and any student arriving after 8:30am is considered late.

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 2007-2008 attendance reports.

Technology Goal

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

Florida Education Priorities

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"/>

Technology Statement

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

Needs Assessment

Educational technology has grown tremendously and has permeated all areas of our lives. According to the National Commission on Mathematics and Science Teaching for the 21st Century, (2000) there is substantial evidence that technology can play a positive role in academic achievement. During the 2007-2008 school year, all students in grades three through five will participate in the Brainchild program.

Measurable Objective

Given an emphasis on the use of technology and education, students in grades three through five will use Brainchild Software during the 2007-2008 school year to enhance instruction in reading and math.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Purchase instructional Math and Reading support software for grades three through five.	EESAC	8/16/2007	6/6/2008	Other/ Not Applicable	4500
Provide professional development in the use of educational software.	Reading Coach, Software Support Personnel	8/20/2007	6/06/2008	Other/ Not Applicable	0
Schedule classroom visits to the Media Center.	Assistant Principal, Media Specialist, Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
Increase incentives to motivate teacher use of electronic mail and school website.	Classroom Teachers	8/20/2007	6/06/2008	Other/ Not Applicable	0
Conduct technology workshops highlighting the use of electronic gradebook and teacher websites.	Media Specialist Gradebook Manager	8/20/2007	6/06/2008	Other/ Not Applicable	100

Research-Based Programs

The research-based programs used at Emerson Elementary include Brainchild, 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 2007-2008 classroom teacher participation report.

Health & Physical Fitness Goal

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

Florida Education Priorities

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"/>

Health & Physical Fitness Statement

Our goal is to provide a healthy learning environment for all students. Physical education provides students with the opportunity to reach their optimal level of fitness. Students can adopt a healthy lifestyle by being exposed to nutrition education and participating in a planned program with appropriate physical activities.

Needs Assessment

A review of 2006-2007 FITNESSGRAM results indicates 44 percent of the 148 students tested in grades four and five received a FITNESSGRAM award. Specifically, 53 students received a gold award and 11 students received a silver award.

Measurable Objective

Given the need to participate in physical activities, students will improve their fitness levels as measured by 49 percent of students earning a passing score and thus receiving a gold or silver award on the 2008 annual FITNESSGRAM test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide Physical Education teacher with FITNESSGRAM professional development.	Assistant Principal	8/20/2007	6/06/2008	Other/ Not Applicable	0
Increase the number of computers in Physical Education teacher's classroom to facilitate use of FITNESSGRAM program.	Assistant Principal	8/20/2007	6/06/2008	Other/ Not Applicable	0
Provide teachers with a list of appropriate activities to promote positive health and physical fitness.	Assistant Principal, Physical Education Teacher	8/20/2007	6/06/2008	Other/ Not Applicable	0
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	8/20/2007	6/06/2008	Other/ Not Applicable	0

Research-Based Programs

The reserach-based program used at Emerson Elementary are the FITNESSGRAM and Physical Education Sunshine State Standards.

Professional Development

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

Evaluation

This objective will be evaluated based on a review of the 2007-2008 FITNESSGRAM reports, earning an award.

Electives & Special Areas Goal

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

Florida Education Priorities

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"/>

Electives & Special Areas Statement

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

Needs Assessment

A review of the 2006-2007 Emerson Community School's attendance logs and after/before school programs indicate that 69 percent of students participated in various extra-curricular activities.

Measurable Objective

Given the need for participation in extra curricular activities, 75 percent of the Emerson students will participate in an extra curricular activitie as documented by the 2007-2008 Community School and after-school programs.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide professional development in multi-sensory education for all teachers.	Administration	8/20/2007	6/06/2008	Other/ Not Applicable	0
Provide parents with information highlighting the importance of participating in extra-curricular activities.	Community School	8/20/2007	6/06/2008	Other/ Not Applicable	200
Provide all teachers with age appropriate, multi-sensory education materials.	Assistant Principal	8/20/2007	6/06/2008	Other/ Not Applicable	500
Provide students with an opportunity to participate in readers theatre.	Media Specialist	8/20/2007	6/06/2008	Other/ Not Applicable	0
Provide students, parents, and teachers opportunities to participate in Community School acivities.	Community School	8/20/2007	6/06/2008	Other/ Not Applicable	1000

Research-Based Programs

The research-based program used for various extra-curricular programs at Emerson Elementary in grades K -5 is the Houghton Mifflin Core Reading Program (2006 Miami-Dade County Edition) as well as the Scott Foresman Mathematics, 2004 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 2007-2008 extra-curricular program attendance logs.

Return On Investment Goal

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

Florida Education Priorities

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"/>

Return On Investment 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.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Reduce the amount of FCAT consumable workbooks provided to students.	Assistant Principal, Classroom Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Provide and monitor tutorial programs before and after school.	Assistant Principal, Reading Coach, Classroom Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	7500
Encourage teachers to seek in-house professional development.	Classroom Teachers, Reading Coach	8/20/2007	6/6/2008	Other/ Not Applicable	0
Involve community business partners (i.e. Publix, Target) in Science Fair.	Classroom Teachers, Assistant Principal	8/20/2007	6/6/2008	Other/ Not Applicable	0
Encourage students and teachers to conserve energy during school hours.	Assistant Principal, Classroom Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0
Reduce paper consumption through an increase in electronic communication.	Principal, Assistant Principal, Teachers	8/20/2007	6/6/2008	Other/ Not Applicable	0

Research-Based Programs

State of Florida Return on Investment (ROI) Index

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 2007-2008 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 2007-2008 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 Improvement Plan 2007-2008



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
Reading	7600
Mathematics	7500
Writing	150
Science	200
Parental Involvement	600
Discipline & Safety	600
Technology	4600
Health & Physical Fitness	0
Electives & Special Areas	1700
Return On Investment	7500
Total	30450



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

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