

Stakeholder Planning Team

Stakeholder Title	Stakeholder Name	Stakeholder Email	Stakeholder Signature
Principal	April Reynolds	April.reynolds@slcschools.org	
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Faculty Member	Sarah Workman	Sarah.workman@slcschools.org	
Faculty Member	Melody Francis	Melody.francis@slcschools.org	
Community Member (not associated with school)	Erik Ostling	erik@eophoto.com	
Paraprofessional	Cassie Smith	Cassie.smith@slcschools.org	

Description of process for involving stakeholders

This committee is comprised of members of the SIC, SCC, the community, and other professionals who have expertise and represent the unique student groups at Emerson. The purpose of this group is to work collaboratively to improve student achievement and conditions within the school.

Comprehensive Needs Assessment

The CNA is a systematic effort to acquire an accurate and thorough picture of the strengths and weaknesses of the school that impact equitable student outcomes. List all sources of data collected and analyzed (i.e., longitudinal student academic and nonacademic achievement, curriculum and instruction, professional learning opportunities, school climate and culture, family and community engagement, etc.)

Data Sources (E.g., Acadience, RI, Stakeholder Survey, RISE, ASPIRE, SAT, CALL, KEEP, etc.)

2022 math end-of-level proficiency scores in grade 1-2 indicate 74% of students who are not low income compared to 45% who are low income.
2022 ELA RISE proficiency scores in grade 3-6, indicate 77% of students who do not have a disability compared to 16% who do have a disability.
2022-23 RI proficiency BOY to MOY data indicates that students in grades 4-6 moved from 66% to 71% proficiency.
Based on 2022 Pathway Indicator 3A, 48% of 6th grade students exiting Emerson are on grade level in ELA, math, and science.
2022 ELA end-of-level proficiency scores in grade 1-2 indicate 82% of students who are not low income compared to 50% who are low income.
2022 math end-of-level proficiency scores in grade 1-2 indicate 78% of students who do not have a disability compared to 23% who do have a disability.
2022 math RISE proficiency scores in grade 3-6, indicate 69% of students who are not low income compared to 28% who are low income.
2022 ELA RISE proficiency scores in grade 3-6, indicate 72% of students who are not low income compared to 33% who are low income.
2022 Math RISE proficiency scores in grade 3-6, indicate 71% of students who do not have a disability compared to 25% who do have a disability.
Based on 2022 end-of-level and RISE assessment in English language arts indicate that Emerson is approaching pre-COVID levels of proficiency (K=77%, 1st=86%, 2nd=71%, 3rd=72%, 4th=59%, 5th=64%, and 6th=62%)
2022 RISE writing assessment indicates that fifth grade students achieved an average writing score of 6 out of 10 based on the RISE writing rubric.
Based on 2022-23 Acadience BOY to MOY data, students in grade K-3 moved from 78% to 80% benchmark proficiency.
Based on 2022-23 Acadience-Pathways of Progress measures, 66% of K-3 students made typical to well above typical growth from BOY to MOY.

Comprehensive Needs Assessment

The CNA is a systematic effort to acquire an accurate and thorough picture of the strengths and weaknesses of the school that impact equitable student outcomes. List all sources of data collected and analyzed (i.e., longitudinal student academic and nonacademic achievement, curriculum and instruction, professional learning opportunities, school climate and culture, family and community engagement, etc.)

Data Sources (E.g., Acadience, RI, Stakeholder Survey, RISE, ASPIRE, SAT, CALL, KEEP, etc.)

Based on 2022-23 Acadience-Pathways of Progress measures, 45% of students with disabilities in grades 4-6 made typical to well above typical growth from BOY to MOY.

Based on 2022-23 RI MOY to BOY proficiency measures, 30% of grades 4-6 students with disabilities (SWD) made 100+ Lexile points of growth.

Based on 2022 Pathway Indicator1C: Spring KEEP exit data, 90% of Emerson kindergarten students in math and 77% in ELA were academically prepared for first grade.

Based on 2022 Pathway Indicator 2A, 72% of 3rd grade Emerson students read and write on grade level.

Based on 2022-23 MOY Acadience math composite scores, 70% of students in K-3 met benchmark in mathematics.

Based on 2022-23 MOY RI data, 69% of students in grades 4-6 met benchmark in reading.

2022 SAM assessment of MTSS implementation results, identified a weakness in the Building the Capacity/Infrastructure for Implementation Domain, item 8, The leadership team facilitates professional development and coaching for staff members on data-based problem-solving relative to their job roles/responsibilities.

Based on 2022-23 MOY Acadience reading composite scores, 80% of students in K-3 met benchmark in reading.

Based on 2022 end of level (EOL) ELA proficiency data, Emerson students are scoring above the district average: 1st grade 86%, 2nd 78%, 3rd grade 72%, 4th grade 59%, 5th grade 64%, and 6th grade 61%.

Based on 2022 end of level (EOL) math proficiency data, Emerson students are scoring above the district average: 1st grade 77%, 2nd 65%, 3rd grade 75%, 4th grade 70%, 5th grade 58%, and 6th grade 48%.

2022 ELA end-of-level proficiency scores in grade 1-2 indicate 87% of students who do not have a disability compared to 23% who do have a disability.

Summary of Data Analysis

Summarize main findings including an examination of student, teacher, school, and family/community strengths and needs. Findings should include detailed analysis of all student groups of 10 or more, i.e., students identified as economically disadvantaged, students with disabilities, students identified as English learners, and students by major racial and ethnic groups. This analysis should show direct relationships from the data and root causes in the Comprehensive Needs Assessment to the priorities identified in the next section.

Area of Focus	Strength or Weakness	Key Findings	Root Cause
ACHIEVEMENT_GAP	Weakness	There is a significant achievement gap between English language arts EOL proficiency scores for students without disabilities at 76% compared to students with disabilities at 22%.	Special education teachers need to provide high leverage instructional routines that include repeated reading of instructional level text, explicit vocabulary instruction, and weekly text based writing to a prompt. Scaffolds will be provided that facilitate students' ability to consistently apply learned skills during weekly English language arts lessons.
LITERACY	Weakness	Although 82% of Emerson students in K-3 are scoring proficient in reading, a sub-group analysis shows that low-income students at 69% and students with disabilities at 42% are not achieving proficiency at the same level.	In addition to implementing high leverage instructional routines related to the science of reading, K-3 teachers need to use diagnostic assessment tools to design and provide more targeted intervention instruction that specifically addresses students' individual reading needs.
LITERACY	Weakness	Although 69% of students in grades 4-6 scored proficient in reading, a sub-group analysis shows that low-income students and students with disabilities are not making adequate growth in their Lexile scores. This indicates a need for differentiated targeted instruction for students who are not meeting grade level expectations.	Upper grade teachers need to provide effective tier 2 instruction to struggling readers and use data from diagnostic assessment tools to identify appropriate intervention to address foundational reading deficits.
CLIMATE_CULTURE	Strength	Emerson's SAM scores indicated a high level of MTSS implementation. A relative implementation discrepancy was evident in the area of building capacity/infrastructure. Specifically, using a data based problem solving model in the area of behavior.	Teachers consistently use a data based problem solving model to respond to students' academic needs in student services meetings and PLCs, but are not applying the same model when addressing attendance, SEL, and behavioral issues.

School Improvement Plan
2023-2024

Area of Focus	Strength or Weakness	Key Findings	Root Cause
NUMERACY	Weakness	Although 66% of students in grades 1-6 scored proficient in math on end-of-level assessments, a sub-group analysis shows that low income students and students with disabilities are not achieving proficiency at the same level. End-of-level assessments in grade 1-2 showed 71% of students scoring proficient. RISE math scores showed 63% of students in grades 3-6 scoring proficient.	Teachers need to consistently use high impact strategies during Tier 1 math instruction. These strategies will support student understanding of grade level core concepts at a high depth of knowledge (DOK) level and will allow for application of concepts to math tasks and real world problems.
NUMERACY	Strength	Based on spring KEEP scores, 93% of kindergarten students at Emerson scored proficient in math.	Kindergarten teachers consistently use high impact strategies during Tier1 instruction and implementing effective systems for intervention.

Comprehensive Schoolwide Plan

Goal Length: 3-Year

Literacy Goal

Numeracy Goal

Culture/Climate Goal

Achievement Gap Goal

By June 2026, 45% of students with disabilities in grades 4-6 will improve at least 100 Lexile points as measured by BOY (beginning of year) to EOY (end of year) according to RI proficiency.

Literacy Goal

By June 2026, at least 80% of students in grades 4-6 will be proficient in reading as measured by RI.

Numeracy Goal

Culture/Climate Goal

Comprehensive Schoolwide Plan

Goal Length: 3-Year

Achievement Gap Goal

Literacy Goal

By June 2026, at least 85% of students in kindergarten will be reading on grade level as measured by Acadience Reading with a composite score of 145 or better.

Numeracy Goal

Culture/Climate Goal

Achievement Gap Goal

Literacy Goal

By June 2026, at least 85% of students in grades 1-3 will be reading on grade level as measured by Acadience Reading Lexile scores.

Numeracy Goal

Comprehensive Schoolwide Plan

Goal Length: 3-Year

Culture/Climate Goal

Achievement Gap Goal

Literacy Goal

Numeracy Goal

By June 2026, at least 77% of students in grades 1-2 will score at or above grade level proficiency as measured by end of level (EOL) math assessments.

Culture/Climate Goal

Achievement Gap Goal

Literacy Goal

Comprehensive Schoolwide Plan

Goal Length: 3-Year

Numeracy Goal

Culture/Climate Goal

In each of the next three school years (2023-2024, 2024-2025, and 2025-2026) to build capacity and infrastructure, the Emerson MTSS team will provide teachers with quarterly professional learning and coaching on data-based problem solving using a problem-solving model. By June 2026, observations of PLC meetings will show that every classroom teacher is using the problem-solving model with data to address academic, behavioral, social emotional, and attendance issues for students.

Achievement Gap Goal

Literacy Goal

Numeracy Goal

Culture/Climate Goal

Comprehensive Schoolwide Plan

Goal Length: 3-Year

Achievement Gap Goal

By June 2026, 50% of students with disabilities in grades K-3 will make typical or better growth as measured by K-3 Acadience Reading Benchmark BOY (beginning of year) to EOY (end of year) composite scores.

Literacy Goal

Numeracy Goal

By June 2026, 70% of 3rd – 6th graders will score proficient in math as measured by Rise Summative.

Culture/Climate Goal

Achievement Gap Goal

Comprehensive Schoolwide Plan

Goal Length: Annual

Literacy Goal

By June 2024, 81% of kindergarteners will be reading on grade level as measured by Acadience Reading with a compositive score of 145 or higher.

List the specific actions steps that you will take to reach this goal.

Kindergarten: Focus on phonics and phonemic awareness:

Focus on diagnostic tools:

- Phonemic Awareness PAST-phonemic awareness screening tool

- Phonics-LETRS Phonics and Word Reading Survey

- Spelling-LETRS Basic Spelling Screener (K-2)

PLC meeting once a month bring diagnostic assessment data for struggling readers

Analyze data for individual students and develop targeted intervention plans

Progress monitoring of the targeted intervention for decision making

What benchmarks will be used during the school year to measure progress towards your goal?

Acadience Reading Benchmarks

Pathways of Progress

Diagnostic protocols

Intervention plans and progress monitoring data

PLC meeting minutes

Observation/feedback session documentation

Literacy Resources

Numeracy Goal

Comprehensive Schoolwide Plan

Goal Length: Annual

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Numeracy Resources

Culture/Climate Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Culture/Climate Resources

Comprehensive Schoolwide Plan

Goal Length: Annual

Achievement Gap Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Achievement Gap Resources

Literacy Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Comprehensive Schoolwide Plan

Goal Length: Annual

Literacy Resources

Numeracy Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Numeracy Resources

Culture/Climate Goal

During the 2023-2024 school year, the Emerson MTSS team will provide quarterly professional learning and coaching sessions with modeling how to use a problem-solving model and data to address behavior, social emotional, and attendance issues for students: one whole faculty review of the problem-solving model and three modeling sessions in grade level teams using real student data.

List the specific actions steps that you will take to reach this goal.

- Plan training session on the ABC Problem-Solving Model with a focus on behavioral, SEL, and attendance concerns
- Train teachers in August on the ABC Problem-Solving Model during school professional learning day

Comprehensive Schoolwide Plan

Goal Length: Annual

- Model using the ABC Problem-Solving protocol to address behavioral concerns during PLC meeting in September
- Model using the ABC Problem-Solving protocol to address attendance concerns during PLC meeting in December
- Model using the ABC Problem-Solving protocol to address SEL concerns during PLC meeting in February

Comprehensive Schoolwide Plan

Goal Length: Annual

What benchmarks will be used during the school year to measure progress towards your goal?

Training materials for August professional learning session
Training and modeling materials for September, December, and February PLC meetings
PLC meeting notes
Exit tickets from training/modeling sessions

Culture/Climate Resources

Funding for ABC Problem-Solving model flipcharts and resources

Achievement Gap Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Achievement Gap Resources

Comprehensive Schoolwide Plan

Goal Length: Annual

Literacy Goal

By June 2024, 81% of 1st – 3rd graders will be reading on grade level as measured by Acadience Reading Lexile cut scores.

List the specific actions steps that you will take to reach this goal.

Grades 1-3: Focus on phonics and phonemic awareness:

Focus on diagnostic tools:

- Phonemic Awareness PAST-phonemic awareness screening tool

- Phonics-LETRS Phonics and Word Reading Survey

- Spelling-LETRS Basic Spelling Screener (K-2)

PLC meeting once a month bring diagnostic assessment data for struggling readers

Analyze data for individual students and develop targeted intervention plans

Progress monitoring of the targeted intervention for decision making

What benchmarks will be used during the school year to measure progress towards your goal?

Acadience Reading Benchmarks

Pathways of Progress

Diagnostic protocols

Intervention plans and progress monitoring data

PLC meeting minutes

Observation/feedback session documentation

Literacy Resources

Numeracy Goal

Comprehensive Schoolwide Plan

Goal Length: Annual

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Numeracy Resources

Culture/Climate Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Culture/Climate Resources

Comprehensive Schoolwide Plan

Goal Length: Annual

Achievement Gap Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Achievement Gap Resources

Literacy Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Comprehensive Schoolwide Plan

Goal Length: Annual

Literacy Resources

Numeracy Goal

By June 2024, at least 73% of students in grades 1-2 will score at or above grade level proficiency as measured by end-of-level (EOL) math assessments.

List the specific actions steps that you will take to reach this goal.

- To build on last year's focus on math discourse, we want to see students using math discourse during math instruction
- Grade level teams will review the elements of math discourse that were studied this past school year
- At a minimum, each grade level team with the math coach will set a common goal two times per year that specifically addresses the use of math discourse by students during instruction
- Develop an intentional plan for teacher moves that implement math discourse during instruction related to each grade level goal. For example, teacher moves, sentence frames, identified math talk moves, etc.
- Teachers will plan access points during math lessons that engage students in math discourse
- Teachers will record a portion of a math lesson, two times per year, and share a 5-minute clip that focuses on students engaging in math discourse around the goal.
- Recording segments will be shared during grade level PLC meetings and a protocol will be used to engage in peer feedback regarding what students are doing during instruction and what teacher moves facilitated that engagement.

What benchmarks will be used during the school year to measure progress towards your goal?

Teacher reflection of learning and student engagement
PLC meeting minutes
Math IBPA scores
Acadience Math Benchmark scores
Observation/feedback session documentation

Comprehensive Schoolwide Plan

Goal Length: Annual

Numeracy Resources

Math Talk Moves bookmarks
Mathematics discourse cards
iPad(s) for classroom recordings

Culture/Climate Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Culture/Climate Resources

Achievement Gap Goal

List the specific actions steps that you will take to reach this goal.

Comprehensive Schoolwide Plan

Goal Length: Annual

What benchmarks will be used during the school year to measure progress towards your goal?

Achievement Gap Resources

Literacy Goal

By June 2024, 76% of 4th – 6th graders will be proficient in reading as measured by RI.

List the specific actions steps that you will take to reach this goal.

Grades 4-6: Focus on Tier 2 practices and diagnostic assessments

- Train teachers to administer the LETRS Advanced Spelling Screener (Grades 3 and up)
- Identify struggling readers via RI and/or Acadience benchmarks
- Administer diagnostic assessment to students identified as performing below benchmark
- PLC meeting once a month bring diagnostic assessment data for identified students
- Analyze data for individual students and develop targeted intervention plan
- Develop an intervention schedule to implement Tier 2 instruction to identified students
- Progress monitor the targeted intervention

What benchmarks will be used during the school year to measure progress towards your goal?

RI Benchmarks
 Acadience Reading Benchmarks
 Diagnostic protocols
 Intervention plans and progress monitoring data
 Classroom Tier 2 instruction schedule
 PLC meeting minutes
 Observation/feedback session documentation

Comprehensive Schoolwide Plan

Goal Length: Annual

Literacy Resources

Numeracy Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Numeracy Resources

Culture/Climate Goal

List the specific actions steps that you will take to reach this goal.

Comprehensive Schoolwide Plan

Goal Length: Annual

What benchmarks will be used during the school year to measure progress towards your goal?

Culture/Climate Resources

Achievement Gap Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Achievement Gap Resources

Literacy Goal

Comprehensive Schoolwide Plan

Goal Length: Annual

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Literacy Resources

Numeracy Goal

By June 2024, 65% of 3rd – 6th graders will score proficient in math as measured by Rise Summative.

List the specific actions steps that you will take to reach this goal.

- To build on last year's focus on math discourse, we want to see students using math discourse during math instruction
- Grade level teams will review the elements of math discourse that were studied this past school year
- At a minimum, each grade level team with the math coach will set a common goal two times per year that specifically addresses the use of math discourse by students during instruction
- Develop an intentional plan for teacher moves that implement math discourse during instruction related to each grade level goal. For example, teacher moves, sentence frames, identified math talk moves, etc.
- Teachers will plan access points during math lessons that engage students in math discourse
- Teachers will record a portion of a math lesson, two times per year, and share a 5-minute clip that focuses on students engaging in math discourse around the goal.
- Recording segments will be shared during grade level PLC meetings and a protocol will be used to engage in peer feedback regarding what students are doing during instruction and what teacher moves facilitated that engagement.

Comprehensive Schoolwide Plan

Goal Length: Annual

What benchmarks will be used during the school year to measure progress towards your goal?

Teacher reflection of learning and student engagement
PLC meeting minutes
Math IBPA scores
Observation/feedback session documentation

Numeracy Resources

Math Talk Moves bookmarks
Mathematics discourse cards
iPad(s) for classroom recordings

Culture/Climate Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Culture/Climate Resources

Comprehensive Schoolwide Plan

Goal Length: Annual

Achievement Gap Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Achievement Gap Resources

Literacy Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Comprehensive Schoolwide Plan

Goal Length: Annual

Literacy Resources

Numeracy Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Numeracy Resources

Culture/Climate Goal

List the specific actions steps that you will take to reach this goal.

Comprehensive Schoolwide Plan

Goal Length: Annual

What benchmarks will be used during the school year to measure progress towards your goal?

Culture/Climate Resources

Achievement Gap Goal

By June 2024, 45% of students with disabilities in grades K-3 will make typical or better growth as measured by K-3 Acadience Reading Benchmark BOY (beginning of year) to EOY (end of year) composite scores.

List the specific actions steps that you will take to reach this goal.

To increase performance in English language arts:

- English language arts lessons will include repeated reads of instructional level text
- Teachers will include explicit vocabulary instruction in context from instructional level text
- Students will complete a weekly text-based writing task that is tied to weekly lessons and instructional level text
- Teachers will use graphic organizers that include sentence frames to scaffold for student individual needs
- Instruction will focus on citing evidence from the text and elaboration in written responses
- A rubric will be used to assess student writing by the teacher and self-assessed by student
- Students will complete a quarterly writing assessment to monitor progress

What benchmarks will be used during the school year to measure progress towards your goal?

Acadience Reading Benchmarks
 Pathways of Progress
 Progress monitoring data
 ELA IBPA results
 Quarterly writing assessment scores
 Student writing samples & rubric
 Instructional tools, i.e., graphic organizers, sentence frames, etc.

Comprehensive Schoolwide Plan

Goal Length: Annual

PLC meeting minutes
Observation/feedback session documentation

Achievement Gap Resources

Literacy Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Literacy Resources

Numeracy Goal

Comprehensive Schoolwide Plan

Goal Length: Annual

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Numeracy Resources

Culture/Climate Goal

List the specific actions steps that you will take to reach this goal.

What benchmarks will be used during the school year to measure progress towards your goal?

Culture/Climate Resources

Comprehensive Schoolwide Plan

Goal Length: Annual

Achievement Gap Goal

By June 2024, 40% of students with disabilities in grades 4-6 will improve at least 100 Lexile points as measured by BOY (beginning of year) to EOY (end of year) according to RI proficiency.

List the specific actions steps that you will take to reach this goal.

To increase performance in English language arts:

- English language arts lessons will include repeated reads of instructional level text
- Teachers will include explicit vocabulary instruction in context from instructional level text
- Students will complete a weekly text-based writing task that is tied to weekly lessons and instructional level text
- Teachers will use graphic organizers that include sentence frames to scaffold for student individual needs
- Instruction will focus on citing evidence from the text and elaboration in written responses
- A rubric will be used to assess student writing by the teacher and self-assessed by student
- Students will complete a quarterly writing assessment to monitor progress

What benchmarks will be used during the school year to measure progress towards your goal?

Acadience Reading Benchmark

RI reading benchmark

Progress monitoring data (MAZE & ORF)

ELA IBPA results

Quarterly writing assessment scores

Student writing samples & rubric

Instructional tools, i.e., graphic organizers, sentence frames, etc.

PLC meeting minutes

Observation/feedback session documentation

Achievement Gap Resources

Communication Plan

Parent and Family Engagement

(Summarize parent and family engagement strategies that will be implemented to improve student learning, e.g., literacy training, using technology, etc.)

To provide continuous communication between Emerson and stakeholders, the following communication channels will be used to notify the community regarding the schoolwide program:

- PowerSchool School Messenger
- School marquee
- Eaglet school newsletter
- Emerson website
- Emerson Facebook

Activities that are designed to increase parent engagement at Emerson include:

- PTA meetings
- STEM fair that highlights activities related to science, technology, engineering, and math.
- Art night
- SEP conferences
- Dia de los Muertos

Communication Plan

(Outline a communication plan specifying how staff, families, and other stakeholders will be made aware of the Schoolwide Program.)

The 2023-2024 Emerson communication plan is a tool for aligning stakeholder communication with strategic goals outlined in the school improvement plan (SIP). It is a priority at Emerson to effectively communicate with all stakeholders as we develop a collaborative school environment and sense of community. We value the input from our community and believe that it strengthens our work with students and supports our mission of providing a quality educational experience for all learners. Emerson will actively pursue two-way communication by listening to input from community, faculty, and staff. Emerson's communication plan is proactive and led by the administrative team as we engage in a cycle of continuous improvement. The plan targets parents, students, business partners, media, school employees, the SLCS Board of Education, and the community at large.

The communication plan focuses on the following areas:

Mediums: social media, website in person meetings, and Zoom meetings.

When: ongoing during the 2023-2024 school year

Who: parents, students, school employees, SCC, SIC, PTA, business partners

October 17, 2023

School Improvement Plan
2023-2024

Emerson Elementary
Salt Lake City School District

Budget Summary

Strategy	Source	Approximate Expenditure	Other Resources
paraprofessional (1.0) kindergarten intervention	4222100136-0163 School Land Trust Emerson	\$19,498	
non-contract intervention teacher 29.5 hours/week (K-3)	4222100136-0135 School Land Trust Emerson	\$46,854	
paraprofessionals (5.0) student support & intervention	4678100136-0163 Tchr & Stdnt Sucs Emerson	\$81,211	
problem-solving model protocol and training materials	1033100136-610 Emerson Board Dist Student Ach	\$300	