

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Debra Lynn Klein

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Emerson Elementary School

(As it should appear in the official records)

School Mailing Address 119 South Woodlawn Street

(If address is P.O. Box, also include street address.)

City Wheaton State IL Zip Code+4 (9 digits total) 60187-4746

County Dupage County State School Code Number* 19-022-2000-26-2001

Telephone 630-682-2055 Fax 630-682-2372

Web site/URL

http://www.cusd200.org/Domain/857 E-mail debra.klein@cusd200.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Dr. Jeff Schuler, Ed.D

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: jeff.schuler@cusd200.org

Other)

District Name Wheaton-Warrenville Community Unit School District 200 Tel.

630-682-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Barbara Intihar

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 13 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 19 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	29	18	47
1	32	30	62
2	28	37	65
3	24	15	39
4	27	20	47
5	29	31	60
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	169	151	320

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 7 % Black or African American
 - 13 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 73 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 13%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	44
(4) Total number of students in the school as of October 1	344
(5) Total transferred students in row (3) divided by total students in row (4)	0.128
(6) Amount in row (5) multiplied by 100	13

7. English Language Learners (ELL) in the school: 6 %
20 Total number ELL
 Number of non-English languages represented: 15
 Specify non-English languages: Arabic, Cantonese (Chinese), French, Italian, Japanese, Karen (S'gaw), Lithuanian, Other, Polish, Russian, Spanish, Tigrinya (Tigrigna), Turkish, Ukranian, Vietnamese.
8. Students eligible for free/reduced-priced meals: 30 %
 Total number students who qualify: 96

Information for Public Schools Only - Data Provided by the State

The state has reported that 34 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 14 %
47 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>6</u> Autism | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>20</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Emerson School fosters student success through a nurturing and academically challenging environment. Students, staff and community collaborate to provide a safe structured environment of excellence.

PART III – SUMMARY

Emerson Elementary School is located near downtown Wheaton and tucked away in a small neighborhood. It was built in 1953 for grades kindergarten through sixth grade to support the growth of young middle class families during the baby boom. Currently Emerson serves grades kindergarten through fifth grade. The building has experienced a significant change in demographics. Neighborhood homes in the past five years have turned into rentals, resulting in a 10% increase in students qualifying for free or reduced lunches, a 6% increase in students with limited English, and a 5% increase in mobility.

Emerson is one of thirteen elementary schools in a district of over 13,000 early childhood through high school students. The school prides itself on celebrating diversity and enriching the talents of its community of learners. Emerson Elementary School services approximately 335 students. Of the student population, 73.9% are White, 5.4% are African American, 13.5% are Hispanic, 4% are Asian and 4 % Multiracial. 28.7% of the students qualify as low-income. 6% of the students have Limited English Proficiency. The percentage of IEP students is 12.5%, and the mobility rate at Emerson is 14%. The staff and students have committed themselves to reach for excellence and support each other along the educational journey. Emerson appreciates the partnership of parents, families, and the community in ensuring that all students reach their greatest potential.

Classroom sections are divided up by two or three per grade level, with a current largest class size of twenty-six students. Emerson also houses two self-contained special education programs for the district. The Instructional Kindergarten currently has twelve students with special needs, and the Primary Supportive and Directive Program currently has seven first and second graders with individual education and behavior intervention plans. These students come to Emerson from throughout the district for these specialized programs.

In addition to the self-contained special education programs at Emerson, there is--for the 5th consecutive year--an optional all day kindergarten program. Initially students were offered the opportunity based upon academic progress. Currently the program is offered as a tuition-based option for families wishing to provide a full-day experience. Families who qualify for free and reduced lunch pay only a nominal tuition fee.

For students who need enrichment or a faster pace to learning the curriculum, the school offers a PACE (Program of Accelerated Curriculum Enrichment) program. The Gifted Specialist teaches math replacement and reading support for students qualifying for the program. District 200 created criteria to identify students who would benefit. The English Language Learner receives additional instruction in listening, reading, speaking and writing. Emerson students speak 17 different languages this year.

The competencies of Social Emotional Learning are an overarching guide to all initiatives. Emerson strives to encourage and challenge all students to reach their fullest potential. As a school, we aim to nurture and support all learners by establishing positive relationships with each child. By doing this, it enables teachers to discover the students' interests and provide meaningful instruction to all students within the classrooms. This includes opportunities to explore a variety of media and art techniques in a fine arts program. Students compose, perform and analyze composers in the music program. They develop healthy and fit lifestyles through physical education. Emerson students also have countless opportunities to use technology tools to enhance these curricular areas and accelerate their growth.

Emerson has a great deal of parent involvement within the school. The PTA is very organized and it has a variety of sub-committees that help provide extra support within the school. We have parents involved in hallway reading programs and math support programs. There are also parent volunteers in the classrooms, library and computer lab. They offer Chess Club, STEAM club, Explore More Day, author visits, Math Night, Fine Arts Night and numerous community building events. The teachers within the school work hard to keep open communication with parents. They strive to bridge the gap between home and school to help ensure academic success, as well as, build a strong sense of community within the school.

Through establishing relationships with each child and family, Emerson celebrates unique differences and creates learning opportunities which teach beyond the classroom. The Emerson community positively impacts and generates a strong sense of self-worth and confidence in each student, which in turn allows them to continue to positively impact the school and community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The District 200 learning environment enables learners to access, synthesize, and share knowledge while collaborating and creating anytime, anywhere. Experiences are designed to foster critical thinking, parallel real world situations, and meet individual needs of learners as they develop mastery of standards and skills.

Throughout the content areas, there is an emphasis on mastery of standards starting with the posting of clear, concise learning targets for students, followed by direct instruction, and then time for students to reflect, collaborate, and practice. Short formative assessments on specific learning targets provide data so that instruction can be differentiated for those students above or below the learning target.

Common Core Math Standards are the basis of the math curriculum. At the primary grades, common core standards were adopted with little or no changes. At fourth and fifth grade level, some standards from middle school were adopted. An emphasis at all grade levels is on explicit teaching of math vocabulary chosen by the district to support common core. Another emphasis is on number sense and the conceptual understanding of math. The structure of math lessons consists of sharing the specific math target of the day with students, providing explicit instruction and teacher modeling, facilitating small group practice with structured math talk and then assessing students individually on the mastery of the lesson's target.

The Common Core English/Language Arts standards have been implemented with the addition of explicit phonics instruction at grades K-2. The District's reading framework utilizes three approaches to daily reading instruction. First, the teacher models and discusses a specific skill or reading strategy using on or above grade level text with the whole class. Next, students are grouped by reading level to participate in guided reading activities in small groups with the teacher. Finally, all students have at least fifteen minutes a day of reading independently with reflection time based on a reading skill or strategy that had been taught. Students' reading levels are obtained using the Fountas and Pinnell benchmarking system. All students are assessed frequently throughout the year to monitor progress and change reading levels as needed. Throughout reading instruction, there is an emphasis on strategies to comprehend informational text and also to compare/contrast various texts. Emerson has placed a particular emphasis on informational text. Staff were among the first in the district to embrace the need to understand and directly teach the structures and other factors which make informational text complex.

The District has implemented a new writing framework to support Common Core Standards. Lessons begin with a 10-15 minute mini-lesson in which teachers model writing, use anchor texts to demonstrate great writing, or facilitate shared writing with the whole class. Students then have practice every day as they write either on longer extended pieces or daily quick writes. Each grade level has its own rubric for student writing that was created to support common core. Each rubric contains standards for focus, organization, support, style, and grammar/conventions with one grade level skills building on the next. Many classrooms are using Google Docs so that students can collaborate and edit one another's writing easily. Emerson has customized the writing rubric to support its culture of inquiry-based school improvement, creating a document which allows teachers to assess at which grade level a student is performing in each sub-category of writing. Teachers track their growth through PLCs, targeting the areas of lowest growth (e.g., support, organization) for school-based professional development.

Science learning standards are based around inquiry and the scientific method. Students analyze data to solve problems. They also have to access multiple sources on a topic to synthesize and present information. In Social Studies, students compare points of view on various historical events. They create timelines, make presentations and reenactments of local and national history. They also learn about our local, state, and federal systems of government. At Emerson, the principal and teachers have collaborated to develop a system of project-based learning in the content areas.

For all subjects, key learning standards have been determined and listed on each student's report card. Mastery of these standards is then shared with parents at the end of each trimester.

2. Other Curriculum Areas:

All elementary students have daily physical education with a physical education teacher. Students master team building skills, the basics of many sports as well as learn about life long fitness plans. Not only does physical activity increase students' ability to master and retain academic materials but it also helps prepare students for healthier decisions as adults.

All elementary students participate in art class once a week. During visual art class, students study art appreciation and learn the language of art--pattern, contrast, color, hue, mood, etc. Students also learn basic tools and techniques used in art and then practice using those techniques to create art. Students learn to reflect and critique their own and others artwork. Development of these skills help with critical thinking and broaden student's perspective about history.

All students have a formal music class once a week. During music class, students study famous composers and pieces of music. Students also learn to read music, create rhythms and use vocabulary associated with music such as harmony, string instrument, percussion, syncopation, etc. Fifth grade students have the opportunity to join band or orchestra and choose an instrument. Music instruction has been proven to enhance a student's academic and team building skills. At Emerson, teachers have taken a particular interest in integrating visual arts with writing, with students across grades writing about artists, musicians, and their styles.

All students also have formal instruction from the Library Media Center Director. While in the library, students are taught about internet safety, how to search for information, and about the various research tools available in the library and also online. Instruction in online research is critical to all content areas. The LLC director at Emerson collaborates closely with classroom teachers to instruct students in the different genre of books, the structure of informational text, and the real-life skills needed to plan and complete group and individual research projects.

Emerson has a long history of valuing the integration of technology with learning, incorporating devices outside of the lab and the ability to project in classrooms long before they were standard practice. Students in grades 3-5 have keyboarding instruction. As students take assessments online and use Chromebooks and other devices during the school day to complete assignments, knowledge of a keyboard and some ease with typing words quickly is essential.

3. Instructional Methods and Interventions:

All teachers work in professional learning communities to answer these four questions: 1.What do we want students to learn/be able to do? 2.How will we know that they have learned it? 3. What will we do for those that haven't learned it? 4. What will we do for those who have already learned it? By using this PLC process, teachers maintain data on individual students and how they are performing on each key standard. The teams of teachers then differentiate instruction based on that data to better meet the needs of all students. This is happening most effectively in reading and math.

In math, teachers are working with students in small groups if they are struggling. In grades 3-5, students identified as gifted in math, are pulled out for 60 minutes a day of math instruction that is above grade level.

In reading, there are other staff to help provide further differentiation in addition to the classroom teacher. Students in grades 1-5 below level in reading, work in small groups with a reading teacher in addition to the 90 minutes of Language Arts work in the classroom. Students in grades 3-5 who have been identified as gifted in reading work with a gifted specialist for 30 minutes a day on very challenging reading material and skills.

Emerson believes in teamwork, and cooperative learning across the school. We have a leader in the building who empowers others in the building to lead. All of our goals are set and achieved in teams; we have teams who support each other. For example, the second grade teaching staff will work together as a PLC with the resource teacher, to plan a math unit which will be taught across the grade level, in flexible grouping, enabling students to work at their own level to meet success.

Students just learning English are provided help through targeted time with English as a Second Language Teachers. All English Learner students spend a large portion of their day in general education with their grade level peers.

Struggling students are progress monitored regularly to see if the intervention is working. Teams of teachers meet to review the data on these students. If necessary, more intensive interventions are attempted which sometimes results in individual problem solving meetings to determine the needs of a particular student that is not showing growth at an adequate rate.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

When trend data is analyzed by same-student cohorts, it is clear that Emerson has enjoyed growth not only in the percent of students meeting standards, but also in the percent exceeding. The increase in students exceeding standards can be attributed in part to the fact that staff strongly believe school improvement efforts should involve maximizing the potential of all students rather than merely helping students to meet standards. While a significant dip was seen at the state level when ISAT cut scores were raised in 2013 and test content changed in 2014, Emerson had been basing its efforts on a higher cut score for several years, which better prepared students to meet rigorous new expectations. In reading, teachers have used an instructional framework as the system to deliver differentiated instruction. In terms of skills, they have emphasized the structure, main ideas, and details, along with the compare/contrast, and cause/effect relationships found in complex informational text. Math talk, vocabulary walls, and the incorporation of instructional technology are among the strategies used to deliver math instruction. Teachers emphasize multiple representations of numbers, complex expressions and equations, and real-life applications of concepts. However, achievement gaps persist for three subgroups: low-income, Limited English, and Special Education.

Emerson staff and parents maintain high expectations for students meeting and exceeding state standards. When a student meets expectations, staff strategically plans for ways to help the student exceed standards next time. There is always room for growth; there are always ways to inspire students to achieve at high levels.

Composite scores on the Illinois State Achievement Test show that consistently Emerson students perform higher than state and district averages. For example, on the 2011 state assessment Emerson students performed 16% higher than the state average in combined scores of reading and math. Even as the cut scores were raised in 2013, Emerson continued to perform 8.6% above the district average. Emerson math scores are often the highest in the district. In fact, it is not unusual for 100% of a grade level to meet or exceed standards on a given year.

Emerson staff carefully monitors trend data and demographic shifts to identify opportunities for improvement. For example, when our low-income population and mobility increased, we identified a need for better intake screening of new students so that appropriate supports could be provided as soon as they began their time at Emerson. With the increase in students with Limited English Proficiency, teachers have identified a need to teach more explicitly and focus more on vocabulary and student engagement.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Emerson staff uses a variety of data as the basis for discussion about instruction and school improvement. Results of ISAT (state assessment) are analyzed not only by scale score and subgroup, but also by subscores, such as vocabulary, informational text, or algebraic concepts. Scores from ACCESS for ELs, a multi-state tests for English Learners, are analyzed not only by language domain (e.g., speaking, reading), but also by customized District 200 growth scores. District Assessment data is analyzed for growth and performance by standard at the school, classroom, and subgroup level. AimsWeb RCBM is analyzed in conjunction with reading comprehension scores to identify correlations between reading rate and decoding to comprehension. Emerson has also established a very strong culture of using data generated by formative assessments developed by grade-level PLCs.

A typical process for sharing new data with staff often involves the principal meeting with the SIP team to deeply analyze the data. The team then decides which data are most critical for all staff to understand, when that data should be shared, and how to share it with staff. Presentations are typically shared by multiple team members, including both principal and teachers. The team will often invite a member of central office staff to collaborate with them on sharing data or implementing the action plan which results from their analysis.

The principal also shares data with the PTA so that parents are able to understand both how they can contribute to school initiatives and how they can best help their children at home. Emerson also believes in sharing data with students to help them become life-long goal-setters and learners. For example, as a part of the aforementioned writing initiative, teachers conducted conferences with students using their scores on a writing rubric. Students were then able to use the feedback and a blank copy of the rubric to evaluate their own writing during the creation of their next essay.

Part VI School Support

1. School Climate/Culture

Emerson staff is highly dedicated to continual learning. They are able to create classrooms where all students feel significant and valued. There is a focus on instilling leadership skills as well as self-monitoring skills for academic, social and emotional growth within each classroom. By generating an excitement and love for learning, as well as cultivating young leaders, staff encourages all students to take ownership of their learning and challenges them to strive for academic success each year.

Teachers at Emerson are also able to motivate students by developing meaningful relationships with each child in their classroom. By doing this, teachers are able to learn what students are most interested in and are able to incorporate these interests into the lessons they create. This in return motivates and engages all students and helps each child gain a deeper understanding of the concepts and materials being taught. Through developing positive relationships with each child, teachers are able to gain the trust and respect of not only their students but their families. Not only does the staff strive to have every child college and career ready, but they believe in guiding children to become active, engaged, thoughtful, problem solving community members. The reputation of Emerson is that it is a “hidden treasure” where everyone is connected to part of a special family.

The Emerson staff takes student learning very seriously but approaches learning in a light-hearted way. Laughter is very important to the staff and is woven into the fabric of the school. For example, the School committees are named after soap operas. The School Improvement Committee (All My Children) is comprised of classroom teachers, specialists, special education teachers and administrators. Each of the members on the committee are also on other committees in the school which are: Math (90210), English-Language Arts (Days of Our Literacy, Technology (Search for Technology), Behavior (Young and the Restless), Wellness (General Hospital), and School Climate (Bold and the Beautiful).

Creating a school climate that aligns with the Social and Emotional standards has been a priority. Committees collect and analyze school data that includes teacher and parent surveys. Teachers work together to support initiatives, like the all school positive reinforcement system entitled S.O.A.R. (S-Safety all the time, O-On Task, On Time, A-Accept Responsibility, and R- Respect for ourselves and others) created by the behavior committee. Every single teacher was supportive of the mission, incorporated different posters and encouragement to have the entire school wanting to SOAR. That is a key difference that makes the school so successful.

Staff recognize the importance of providing structure and positive feedback to students. Because the incidence of misbehavior is low, student achievement is the main focus. Students are ready to learn and are held to high expectations. Assessments are used as valuable tools for identifying student strengths and goals. Pre-tests, common formative assessments and summative assessments are all used to ensure student mastery of standards. Emerson faculty believes that all students can and should achieve at high levels.

2. Engaging Families and Community

Parent and community involvement is crucial to the academic and emotional growth of students. Parents are encouraged to be an integral part of their child’s education. Teachers send newsletters, create interactive websites, make phone calls and send email as part of a regular routine in communication. There are extra classroom events that also bring parents into the building.

All grade levels have parent or community volunteers to assist in building reading fluency, deepening reading comprehension and increasing math fluency. Parents are invited to take part in special events, like the “Cultures Collide” project in 5th grade or the “Famous Americans” presentations in 3rd grade. Parents are invited to sing-alongs, classroom plays, school musical programs, bowling and dance units in physical education, and to teach about famous artists. Parents also started “Project Elf.” Through the program

Emerson families who need assistance during the holiday season were identified. Over 70 children received gifts off their lists to Santa from Emerson staff members and community volunteers.

Community involvement continues to grow. Recently Emerson was awarded a new native tree by the DuPage County Forest Preserve in honor of Arbor Day. The founder of SCARCE, the mayor, members of the Board of Education, community members and the Superintendent were all in attendance to hear students present on the importance of caring for the environment. DuPage County Health Department collaborates with Emerson staff by collaborating with several families in crisis. They provide resources for Emerson parents needing assistance with housing, mental health services, jobs or legal counsel. Case workers consult with members of Emerson's special education team to meet the needs of families. For over ten years the same community member has taught all classes at Emerson through the Junior Achievement program. This year he was recognized for his work, and Emerson students were asked to present at a formal dinner for the Junior Achievement instructors for the region.

Businesses in downtown Wheaton contribute to the Family Bowling Night. These are the same businesses that classes visit when studying about the community. Local owners teach students about money, wants and needs, and goods and services. Classes walk twice a year to the local retirement home to sing, play board games and deliver handmade cards. The students have participated in year long collections for the People's Resource Center and the new Ronald McDonald House. All students made cards or wrote letters to veterans at the Midwest Shelter for Homeless Veterans. Wheaton College and the College of DuPage send their students to Emerson to learn about teaching. On average there are four college students in the building throughout the year. The principal presented to Wheaton College students about gifted education and served as a panel member for their senior seminar.

3. Professional Development

There are many components to the school's professional development. One component is the work with Professional Learning Communities. Each teacher works on a team to identify best practices and share resources. Time is dedicated to this each week. 90% percent of elementary staff report that working in PLCs has increased student learning.

Emerson staff is committed to continual learning. 90% of the teachers have Master's degrees in education. Of the two classroom teachers who do not, they are currently taking additional coursework.

Efforts are made to differentiate professional development activities for staff. A recent example of this was from the September Institute Day. Staff participated in an online class site created by the district. Teams completed self- assessments of their skills and then chose from various levels of activities to help them improve their writing instruction. The reviews of this were very positive and the site remains active now for teachers to go back and either review materials or work with activities they have not yet done. The district has also created a Google Site of short two minute video tutorials that staff can use at their leisure to provide staff professional development on demand.

Emerson demographics continue to change. The staff is visionary and forward thinking. They collaborated with a school with a more diverse population to glean strategies for addressing the unique challenges to a more mobile and diverse group of students. They invited an expert from the Illinois Resource Center to present resources and instructional models for teaching students learning English. She provided materials aligned with SIP goals, such as how to present the math curriculum in a more systematic and visual way while focusing on the content vocabulary.

Efforts are also made to develop leadership within the district by having teachers share with other teachers on Institute Day. During August professional development days, staff present topics and others attend based on their interest.

When planning for staff development, a needs assessment is administered in conjunction with most current data. This takes place at the start of each school year, and resources, workshops and tools are all developed

for the year. The literacy committee plans for Lunch and Literacy trainings based upon local and state assessment data. They find current research articles on best practice and invite the staff to read the information and then come together to discuss.

The data and needs assessment guides the professional development for weekly staff meetings and in-service and institute days. District leadership, principal, leadership team members, and certified staff all take turns in presenting and assisting in the development of training and resources. The principal, reading specialist and reading teacher attend PLC meetings and model literacy instruction in the classroom.

4. School Leadership

Emerson's principal began her teaching career in 1991. She taught every grade level from kindergarten through fifth. She was a multi-age teacher, a gifted specialist and for four years, a curriculum leader. In 2008 she became principal of Emerson Elementary School and Director of English Language Learners for District 200. She has spent her career in District 200 but at several different schools. Her experience as a teacher and specialist gives her a deep understanding of student developmental stages and curriculum.

Professional development is a strength for the principal. She is frequently asked to design or present training at the district level. The principal also does exemplary professional development work at Emerson. She is able to combine student achievement data and feedback from staff to plan cohesive, ongoing professional development. She is also an expert at facilitating a high level of teacher ownership in school improvement efforts. Emerson's School Improvement Team includes representatives from each grade level and specialty area. Representatives are then responsible for working with their PLCs to implement SIP action plans. It is readily apparent to district staff who present at Emerson that the staff has a high level of pride and ownership in its school improvement efforts.

One recent example is the implementation of project-based learning for the content areas. For both of these initiatives, not only did she provide training and opportunities for discussion, but she also used creative scheduling to allow time for teacher collaboration. During the teacher collaboration times, The principal taught classes so that the teachers were free to meet. Not only did this provide valuable collaboration time, but the fact that she was teaching lessons related to project-based learning gave She the opportunity to see first-hand any growth or ongoing challenges.

Another example of the principal's exemplary instructional leadership is the implementation of Common Core Writing. Using the district created Grade Level Expectations for Writing, the principal collaborated with the school teacher leaders and district leaders from central office to develop a plan for a school-wide approach to writing. Data showed that overall students moved one grade level within the first trimester. In fact, Emerson teachers created growth charts on their own initiative in order to celebrate student growth.

The principal also believes in empowering teacher leaders. Ownership of all students and all initiative by all staff is readily apparent in every aspect of Emerson's work.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISAT (Illinois Standard Achievement Test)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	82	96	100	96	98
Exceeds Standard	36	67	69	66	79
Number of students tested	67	74	45	53	52
Percent of total students tested	100	100	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1		2	8	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	63	93		88	93
Exceeds Standard	25	57		56	71
Number of students tested	16	14	7	16	14
2. Students receiving Special Education					
Meets Standard and above		100		93	
Exceeds Standard		45		57	
Number of students tested	8	11	8	14	7
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	8	4	4	3	1
4. Hispanic or Latino Students					
Meets Standard and above	50				
Exceeds Standard	20				
Number of students tested	10	7	4	1	5
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	4	7	2	5	2
6. Asian Students					
Meets Standard and above					
Exceeds Standard					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested	4			4	
7. American Indian or Alaska Native Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	91	100	100	100	100
Exceeds Standard	43	68	70	69	84
Number of students tested	47	57	37	42	43
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested		3	2	1	2
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: 2013-2014 School Scores - 100% total students tested
72% Proficient plus Advanced, 12% Advanced, 50 students tested
Subgroup Scores:
Free/Reduced - 50% Proficient plus Advanced, 17% Advanced, 12 students tested
Spec Ed - 75% Proficient plus Advanced, 8% Advanced, 12 students tested
English Lang Learner - 5 students tested
Hispanic - 7 students tested
African-American - 3 students tested
Asian - 2 students tested
White - 79% Proficient plus Advanced, 16% Advanced, 38 students tested

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISAT (Illinois Standard Achievement Test)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	85	100	96	100	98
Exceeds Standard	31	67	46	69	64
Number of students tested	78	49	54	54	42
Percent of total students tested	100	100	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment		2	6		5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	67	100	93	100	
Exceeds Standard	33	58	27	50	
Number of students tested	15	12	15	12	9
2. Students receiving Special Education					
Meets Standard and above	64		91		
Exceeds Standard	18		18		
Number of students tested	11	6	11	7	7
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested		3	2	1	3
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	9	4	2	4	3
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	5	3	6	4	4
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested		1	4		3
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	92	100	100	100	100
Exceeds Standard	32	64	46	75	71
Number of students tested	59	39	41	44	31
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	5	2	1	2	1
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: 2013-2014 School Scores - 100% total students tested
92% Proficient plus Advanced, 35% Advanced, 62 students tested
Subgroup Scores:
Free/Reduced - 76% Proficient plus Advanced, 18% Advanced, 17 students tested
Spec Ed - 9 students tested
English Lang Learner - 2 students tested
Hispanic - 90% Proficient plus Advanced, 20% Advanced, 10 students tested
African-American - 4 students tested
Asian - 3 students tested
White - 100% Proficient plus Advanced, 41% Advanced, 44 students tested
Multi-Racial - 1 student tested

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>ISAT (Illinois Standard Achievement Test)</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	86	89	98	97	97
Exceeds Standard	33	30	49	56	53
Number of students tested	43	53	55	38	60
Percent of total students tested	100	100	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	4		3	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	70	76	92		91
Exceeds Standard	30	29	31		27
Number of students tested	10	17	13	7	11
2. Students receiving Special Education					
Meets Standard and above		82			
Exceeds Standard		1			
Number of students tested	6	11	6	7	7
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	1	5	1	2	1
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	4	3	4	2	5
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	3	4	3	2	4
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	1	5		2	2
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	89	95	100	97	98
Exceeds Standard	37	30	51	58	59
Number of students tested	35	40	45	31	49
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested		1	3	1	
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: 2013-2014 School Scores - 100% of total students tested
89% Proficient plus Advanced, 37 Advanced, 75 students tested
Subgroup Scores:
Free/Reduced - 75% Proficient plus Advanced, 8% Advanced, 12 students tested
Spec Ed - 80% Proficient plus Advanced, 20% Advanced, 10 students tested
English Lang Learner - 2 students tested
Hispanic - 9 students tested
African-American - 4 students tested
White - 95% Proficient plus Advanced, 39% Advanced, 57 students tested
Multi-Racial - 5 students tested

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISAT (Illinois Standard Assessment Test)</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	81	96	98	91	94
Exceeds Standard	42	50	51	45	62
Number of students tested	67	74	45	53	52
Percent of total students tested	100	100	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1		2	8	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	63	93		81	86
Exceeds Standard	19	21		6	43
Number of students tested	16	14	7	16	14
2. Students receiving Special Education					
Meets Standard and above		91		93	
Exceeds Standard		9		43	
Number of students tested	8	11	8	14	7
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	8	4	4	3	1
4. Hispanic or Latino Students					
Meets Standard and above	60				
Exceeds Standard	30				
Number of students tested	10	7	4	1	5
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	4	7	2	5	2
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	4			4	
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	87	98	97	95	97
Exceeds Standard	47	54	54	48	67
Number of students tested	47	57	37	42	43
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	2	3	2	1	2
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: 2013-2014 School Scores - 100% total students tested
68% Proficient plus Advanced, 26% Advanced, 50 students tested
Subgroup Scores
Free/Reduced - 33% Proficient plus Advanced, 25% Advanced, 12 students tested
Special Ed - 58% Proficient plus Advanced, 42% Advanced, 12 students tested
English Lang Learners - 5 students tested
Hispanic - 7 students tested
African-American - 3 students tested
Asian - 2 students tested
White - 79% Proficient plus Advanced, 29% Advanced, 38 students tested

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISAT (Illinois Standard Achievement Test)</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	86	96	93	98	95
Exceeds Standard	33	55	50	61	55
Number of students tested	78	49	54	54	42
Percent of total students tested	100	100	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment		2	6		5
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	87	100	87	92	
Exceeds Standard	13	33	20	50	
Number of students tested	15	12	15	12	9
2. Students receiving Special Education					
Meets Standard and above	55		82		
Exceeds Standard	9		36		
Number of students tested	11	6	11	7	7
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested		3	2	1	3
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	9	4	2	4	3
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	5	3	6	4	4
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested		1	4		3
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	92	97	98	44	100
Exceeds Standard	36	56	54	66	65
Number of students tested	59	39	41	44	31
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	5	2	1	2	1
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: 2013-14 School Scores - 100% total students tested
85% Proficient plus Advanced, 42% Advanced, 62 students tested
Subgroup Scores:
Free/Reduced - 65% Proficient plus Advanced, 24% Advanced, 17 students tested
Special Ed - 9 students tested
English Language Learner - 2 students tested
Hispanic - 70% Proficient plus Advanced, 20% Advanced, 10 students
African-American - 4 students tested
Asian - 3 students tested
White - 95% Proficient plus Advanced, 50% Advanced, 44 students
Multi-racial - 1 student tested

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>ISAT (Illinois Standard Achievement Test)</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standard and above	81	90	96	95	95
Exceeds Standard	33	58	47	46	55
Number of students tested	43	52	55	39	60
Percent of total students tested	100	100	99	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	4	2	3	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standard and above	70	81	92		82
Exceeds Standard	10	50	15		9
Number of students tested	10	16	13	8	11
2. Students receiving Special Education					
Meets Standard and above		91			
Exceeds Standard		36			
Number of students tested	6	11	6	7	7
3. English Language Learner Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	1	4	1	2	1
4. Hispanic or Latino Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	4	3	4	3	5
5. African- American Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	3	3	3	2	4
6. Asian Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested	1	5		2	2
7. American Indian or Alaska Native Students					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
9. White Students					
Meets Standard and above	86	95	96	97	98
Exceeds Standard	40	63	49	48	63
Number of students tested	35	40	45	31	49
10. Two or More Races identified Students					
Meets Standard and above					
Exceeds Standard					
Number of students tested		1	3	1	
11. Other 1: Other 1					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
12. Other 2: Other 2					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
13. Other 3: Other 3					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

NOTES: 2013-2014: School Scores - 100% total students tested
85% Proficient plus advanced; 31% advanced; 75 students tested
Subgroup Scores:
Free/Reduced - 75% Proficient plus Advanced; 17% advanced; 12 students tested;
Special Ed - 60% Proficient plus Advanced; 10% advanced; 10 students tested;
English Language Learners - 2 students tested;
Hispanic - 9 students tested;
African-American - 4 students tested;
Asian - 4 students tested;
White - 89% Proficient plus Advanced, 35% Advanced, 57 students tested;
Multi-Racial - 5 students tested