

U.S. Department of Education
2017 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 Mrs. Dawn Haddock

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

Official School Name Emerick Elementary School

(As it should appear in the official records)

School Mailing Address 440 South Nursery Avenue

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

City Purcellville State VA Zip Code+4 (9 digits total) 20132-3207

County Loudoun County

Telephone (540) 751-2440 Fax _____

Web site/URL https://www.lcps.org/emerick E-mail dawn.haddock@lcps.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Eric Williams E-mail eric.williams@lcps.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Loudoun County Public School District Tel. (571) 252-1000

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Jeff Morse
(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, to the best of my knowledge, that it is accurate.

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

Part I – Eligibility Certification

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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 57 Elementary schools (includes K-8)
 - 15 Middle/Junior high schools
 - 15 High schools
 - 3 K-12 schools
- 90 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. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	41	37	78
1	43	31	74
2	44	42	86
3	41	39	80
4	50	46	96
5	39	35	74
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 or higher	0	0	0
Total Students	258	230	488

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 5 % Asian
 - 2 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 78 % White
 - 5 % 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.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 10%

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, 2015 until the end of the 2015-2016 school year	35
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	48
(4) Total number of students in the school as of October 1, 2015	490
(5) Total transferred students in row (3) divided by total students in row (4)	0.098
(6) Amount in row (5) multiplied by 100	10

6. English Language Learners (ELL) in the school: 6 %
31 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Arabic, Danjabi, Vietnamese, Tagalong, Ukrainian, Chinese Mandarin, German, Hindi.

7. Students eligible for free/reduced-priced meals: 10 %
Total number students who qualify: 51

8. Students receiving special education services: 8 %
64 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 conditions. It is possible that students may be classified in more than one condition.

- 5 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 5 Emotional Disturbance
- 0 Hearing Impairment
- 1 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 12 Other Health Impaired
- 1 Specific Learning Disability
- 19 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 5 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects	21
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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 23:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	96%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

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 X

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

15. In a couple of sentences, provide the school's mission or vision statement.

Emerick nurtures enthusiastic learners through an authentic learning environment. Emerick is committed to developing productive problem solvers in the 21st century, who can navigate success and failures in their real world.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

In Loudoun County Public Schools 56 Elementary Schools offer open enrollment. This process begins April 1st each year. Any student living in Loudoun can request special permission to attend any of the Loudoun County Schools. Once students apply, if there is room available, they receive permission to attend Emerick. Last year, 62 students outside the Emerick attendance zone were accepted.

PART III – SUMMARY

Emerick Elementary has a rich history in Loudoun County, VA, one of the fastest growing counties in the nation. Thirty schools have been built in the county since the 1960s and Emerick was one of the first. Emerick started out as Purcellville School in 1923 in the building across the street from where it now stands. The new building was completed in May 1967; the students walked their books and desks into the new school building which was named after the first Superintendent of Loudoun County Public Schools, Oscar Emerick. When the school opened, it had students in first through seventh grades in 18 classrooms. In 1997, a new wing, to include a library, computer lab, gymnasium and eight additional classrooms were added to the school. Emerick is now entering its 50th year.

Loudoun County Public Schools offers open enrollment in 56 of its elementary schools. This process begins April 1st each year. Any student living in the county can request special permission to attend any of the elementary schools in Loudoun County Public School. Once students apply, if there is room available, they receive permission to attend Emerick. Last year, 62 students outside of the Emerick attendance zone were accepted.

At Emerick, academic excellence is a priority. For the past three years our Virginia Standards of Learning scores have been at 90% or higher for each core subject tested. In 2016, our scores were 97% percent or higher in each of the core subjects. Emerick won the Virginia Board of Education Excellence Award in 2009, 2012, 2014, 2015 and 2016. Schools that have won this award have met all state and federal accountability benchmarks for at least 2 consecutive years and have made significant progress toward goals for increased student achievement and expanded educational opportunities.

Our success is attributed to the dedicated faculty and staff at Emerick Elementary. Recently our staff created our new vision statement: “Emerick nurtures enthusiastic learners through an authentic learning environment. Emerick is committed to developing productive problem solvers in the 21st century, who can navigate success and failures in their real world.”

As a staff, we are committed to uphold our vision and create life-long learners. Eighty-one percent of our teachers have master's degrees. Ninety-one percent of our staff is trained on Project Based Learning from the Buck Institute. Our teachers use the knowledge gained to promote 21st -century skills. We embrace project-based learning opportunities while providing the necessary skills to learn the grade level standards. Our school is committed to teaching the whole child by providing a well-rounded education. Students in all grades participate in project-based learning, allowing students to develop intellectually and emotionally as they tackle real-world scenarios, challenges and problems. The creative-thinking process is nurtured and developed as a problem solving tool that helps students be responsible for their own thinking. We offer numerous after school activities that include a wide variety of opportunities from sports to crafting to computer coding, robotics, Legos, Odyssey of the Mind and environmental classes.

Emerick has a committed and active Parent Teacher Organization (PTO) which helps to provide an added level of excellence and extracurricular education through parental and community involvement. The PTO is currently funding and coordinating the building of an outdoor classroom to provide another level of hands-on education for our students. The classroom will have an interactive whiteboard and seating for a whole class of students. This space will be used to study compost, plants, habitats, butterflies, and many other standard-based learning initiatives. The PTO organizes many events to support community building throughout the school year including a movie night, BINGO, a school dance, a Cornhole tournament, a talent show, a Pi Day/math celebration, a spaghetti dinner, an annual Fun Run, Muffins with Mom, Donuts with Dad, a used book sale, a silent auction and a family craft night. For the past nine years, our school has challenged the elementary school in the next town to a staff volleyball game. The towns meet at a local high school for the game and students cheer for the staff of their elementary schools as they compete for bragging rights in the year ahead. This event creates a sense of school pride, teamwork, and community collaboration.

Emerick typifies the characteristics of a Blue Ribbon school. Although our test scores demonstrates our

excellence, what makes Emerick extraordinary, is our ability to excel academically in a caring community that fosters that hard work pays off. Emerick guards, cultivates, and teaches its students, supports and elevates its faculty and staff, and embraces its families and the community. These characteristics ensure that today's learners are tomorrow's leaders.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Reading: Our goal is to teach all students how to read, write, listen, think and respond to text so that they become independent lifelong learners and confident citizens of the 21st century. We strive to ensure that all students become independent readers and share a love for reading. This is accomplished in various ways. Utilizing our literacy framework, teachers participate in a balanced, multi-approach to instruction to ensure that we meet the needs of varied learners. The essential components of reading and writing are integrated in a comprehensive structure that includes: reading workshop, writing workshop, independent reading, shared reading, interactive read-aloud, guided reading, and word study. Our teachers incorporate various instructional practices that immerse students in an information rich environment that engages them in the reciprocity of reading and writing. Teachers differentiate reading instruction based on the skills and abilities of each student. Writing is also an integral part of the day engaging student reflection, thought, analysis, and research.

Math: Our goal is to ensure all students not only know how to work math computations and problems, but understand the various ways to communicate their answer. Students are encouraged to make connections with other mathematical topics as well as to use real world exploration. We embed our standards in everyday instruction to develop creative problem solvers. All teachers create and use pre- and post-tests to assess all students and to create modules that meet the needs of students either to remediate or to enrich. Teachers conduct small flexible groups to provide intervention and enrichment. Technology is woven into the daily math instruction through the use of I-Ready, interactive math lessons, Reflex Math, Xtra Math, Hour of Code and Skills Navigator.

Science: Our objective focuses on exploration and experimentation. STEM projects encourage students to think scientifically. Students are encouraged to use both digital and hands-on experiments to build a better understanding of the content. With the use of the scientific method, students can intelligently predict and analyze results through our annual school wide science fair which also includes a science night where arborists, meteorologists, and NASA personnel come and conduct hands-on experiments. Each student receives a “passport” to travel through the science maze. The school also created and maintains a “meadow” that sows the seeds of success through teaching our students the benefits of exploring and preserving our environment. The meadow provides a lens into the complexity of the everyday world that coincides with our standards of learning. Students study the migration route of the monarch butterfly as our school is along the primary north and south route for their migration. We believe our high-achievement scores in science are due to the daily real-world applications provided in our classrooms.

Social Studies: Our curriculum stays current with all state standards and updates. Our students often work with primary documents allowing for more authentic learning. We have integrated field trips to Mount Vernon, a historical one-room schoolhouse in Waterford, VA, Gunston Hall, and Jamestown that reinforce the actuality of our history. The Jamestown/Yorktown foundation visits our 2nd and 4th grade classrooms annually and shows us artifacts from the time period of our early Virginians. We utilize Scholastic News for current events, encourage authentic non-fiction reading, and participate in the annual Geography Bee.

One of our greatest achievements over the past three years has been the implementation of Project Based Learning. We are proud to say that 91% of our staff has been trained and completed the 3-day workshop, PBL101, offered through the Buck Institute during the summer months. Project Based Learning is a teaching method which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex questions, problems or challenges. These real-world applications have empowered students to think critically and creatively in all subject areas as well as to work and collaborate effectively with their peers.

2. Other Curriculum Areas:

Emerick students participate in Music, Library, Art, PE, SEARCH, and Computer Lab weekly.

The physical education specialist teaches physical education exercises for thirty minutes to each class for three days a week. For the other two days during the week, the classroom teacher instructs students using game activities as they are implemented by the physical education teacher and online programs such as GoNoodle and Adventure to Fitness. Our students have the opportunity to participate in a morning and afternoon running club. Our P.E. specialist is the leader of the Health and Wellness committee that plans various events throughout the year such as: Get up and Go Week, Run around the World, Sportsmanship Day, the Staff vs. 5th Grade Volleyball Game, and the Staff vs. Round Hill Elementary Volleyball game. Emerick students and staff are committed to a life filled with fitness and nutrition.

Our musical activities in Loudoun County center around four general areas: singing, playing instruments, listening and moving. Students in first through fifth grades receive two thirty minute periods of music per week. Music at Emerick provides connections from the core curriculum to the music field. Staff work closely with the teachers to integrate instruction. Students in second grade connect the citizenship curriculum to a performance of caring for others with a food drive. All fifth graders participate in a Jr. Musical production, which is performed at the local high school auditorium.

All students in first to fifth grades have art once a week for 55 minutes. Students are encouraged to think, question and experiment. Through art, the students also experience art history and various cultures are studied in the classroom. Students create props for the fifth grade musical and a Cartouche using the hieroglyphics they learned about in second grade. The Art instructor holds various Art Nights where families are invited to engage in an art lesson together. Students in fourth and fifth grade have the opportunity to show off their art by creating the cover for the yearbook and the shirt for our annual Fun Run. Student's art from all grade levels has been showcased at the LCPS administration office and at the county Art Night. The art instructor's goal is to make art a place where all students will succeed creatively.

Emerick is in a suburb of Washington DC and has a diverse group of students. Until recently, Loudoun County offered foreign language instruction in the K-5 classrooms; however, this has recently been eliminated due to budget constraints. Emerick has continued to offer foreign language studies to our students through the software program Imagine Learning Spanish. We have several bilingual teachers on staff who are able to aid our families that do not speak fluent English. We are fortunate to have a full time ELL specialist on staff and our program is full immersion. We foster learning of other cultures through our Virginia state curriculum. In addition, Emerick holds a Holidays Around the World event every December to allow students and families to share their cultures with their Emerick community.

The Librarian strives to incorporate library standards into the core curriculum by teaching research skills, comprehension strategies, and inferencing skills. She has gathered books to supplement the curriculum and support the learning in the classroom. Our SEARCH teacher also helps to enrich learning at our school. The Loudoun County SEARCH program focuses on thinking skills and is designed to foster a classroom environment that encourages students to develop an excitement for learning and discovery. SEARCH teachers to stimulate curiosity, practice problem solving strategies, incorporate cooperative learning activities, provide opportunities for students to use higher level thinking skills, and to identify students with exceptional ability.

Technology continues to grow daily. Emerick has over 250 computer devices for student use and we also promote the Bring Your Own Technology to school program. Teachers have ActiView for every classroom as well as a wealth of great computer programs to support their teaching. The 3D printer is used daily to challenge students. At Emerick we have a full time Technology Resource Teacher who co-teaches with classroom teachers to integrate technology into daily instruction.

3. Instructional Methods, Interventions, and Assessments:

At Emerick, we always try to stay current with best practices. We get involved in new initiatives and are always willing to pilot new ideas. This requires, training over the summer, blogging over the summer and preparing for a new school year well before it happens. Every year, instruction at Emerick is different. When we discover something better that works, we feel that it is our job to introduce it.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Emerick Elementary, where Eagles soar! This is what our teachers, students, staff and families believe and experience on a daily basis. We provide a learning and living climate that sets our children up for success. Our teachers, staff and families encourage and support our students through a multitude of engaging activities, making Emerick a place all of us want to be. Every day, every student and anyone who walks through our doors is greeted by a minimum of three smiling adults on the way to start their day. Soon after, music begins to fill the halls as students go off to jogging club, breakfast club or to meet with different teachers throughout the building. In the halls, you often hear students and staff discussing the results of last night's game, the school play or other personal activities the students share with us. Our children are motivated to come to school and celebrate being a part of our community for many reasons.

Every morning, our student reporters announce accomplishments such as an Odyssey of the Mind Competition win, spirit days, class PBIS awards, or AR winners, along with the weather and other news on our student-run morning news show. They are then greeted by our volunteer Watch DOG dad of the day. The kids eagerly wait for the chance to work with the Watch DOG volunteer or at least to get his "high five" as they pass in the hallway. Not only do teachers and administrators welcome these volunteers into the school, but the students have come to expect them and recruit their dads to participate because they want their families to be part of their school day.

Our teachers and staff teach with a positive attitude and enthusiasm. Our students know that all of the adults at Emerick know and care about them. This is evidenced by the way students are greeted, supported and celebrated throughout lessons, after school activities and conferences. Our teachers and support staff are trained together, participate in team building activities together and are recognized together. Our teachers co-teach with specialists, resource teachers and assistants in a way that conveys the message to the students and community that "we are all in this together."

The administrators, teachers, students and families are invested in our school. They come to Emerick not just to learn, but to be successful at meeting high standards, engage in hands-on activities that reach beyond the prescribed curriculum such as PBL and STEM days. Our staff and our students are held to high standards that they don't simply reach, they soar above them.

2. Engaging Families and Community:

Emerick faculty and staff truly believe that school, family, and community relationships have played an integral role in the academic success that our school has enjoyed. Our partnerships with families and businesses have made Emerick Elementary School a true community school that has become a highly sought after learning institution.

Our PTO is actively involved in our school. The administration and the PTO have an active dialogue about the events that are needed and wanted at the school. Our parents are encouraged, empowered and welcomed to have honest conversations with us about what is working and what isn't. Together, we host numerous events for our faculty and families throughout the school year. Doughnuts for Dads and Muffins for Moms are two big annual events bringing well over 400 parents to the school. These are great opportunities for parents to be with their children in the school and to be a part of the Emerick community. Our PTO hosts a Cornhole tournament, an outdoor movie night, and a parent-run after school enrichment program. The school runs a popular field day, and project based learning projects for which we ask for parent input. Classroom volunteers are an integral part of each classroom and the library relies on parents for their help as well. We hope that all of these opportunities allow our parents to feel welcomed and involved with our school. In turn, parental involvement in school increases their support of the academic expectations that we have for home.

Emerick is a "community" school. Along with parent involvement, we also have business partnerships and

their involvement. Last year, our fifth graders worked with a local horticulturalist on a project to stop erosion on our front steps. We participate in the Pizza Hut Book It program and often get donations from local grocery stores to help families in need. As much as the community gives to the students at Emerick, our students give back to the community as well. Our student council votes on different ways to give back each year. They have supported a local project called Sweats for Vets, collected items for the local animal shelter, and have done numerous food drives for our local food bank.

Emerick hosts families for a grandparent's lunch, a September 11th ceremony, a Veteran's Day breakfast, and a volunteer breakfast (our parents log over 1,000 hours each month). We also participate in the Watch DOG program. Everything that happens at Emerick is clearly communicated through the PTO's Facebook page, our website, Twitter, Connect E. messages, and monthly newsletters. Communication is the key for these relationships to continue to grow and for our students to thrive.

3. Professional Development:

The instructional staff at Emerick Elementary continually takes advantage of numerous professional development opportunities. The staff is dedicated to staying abreast of new educational approaches to enhance classroom learning and improve school wide performance. It is a common practice for acquired knowledge to be shared among grade levels and with faculty members to strengthen instructional techniques.

Teachers and administrators regularly communicate and collaborate on professional development. Funds and classroom substitutes are provided so teachers can attend conferences and grade level teams often receive training together. The principal strongly promotes summer blogging and book studies so staff can connect with new ideas and increase student achievement. Staff development varies in content to reach students socially, emotionally, and educationally. CPR and diabetes training is available to staff to ensure students are safe in a medical emergency.

Teachers, students and staff are current in the newest ideas and philosophies in education. Ninety one percent of the Emerick staff is trained in Project Based Learning and attend continuing support for PBL during the school year. Teachers are able to have a voice in school based staff development as they participate in "Choose Your Own Staff Development" technology training sessions. This allows teachers to personally respond with invested interest and learn techniques that meet their individual needs.

On the county level, each staff member at Emerick uses My Learning Plan, a program that posts current staff development opportunities online, onsite, and keeps track of points that may be earned for each class or course taken. Loudoun County Public Schools offers a wide variety of training and courses to keep the staff current on new and ongoing educational programs. Literacy programs such as Readers Workshop by Lucy Calkins is training that third, fourth and fifth grade teachers participate in to develop reading programs with more rigor and higher level thinking skills. Our principal collaborates with other school principals to provide guest speakers on current educational practices. One presenter spoke to several elementary schools about using games and manipulatives to teach math concepts. Each teacher took away many strategies and "hands on" math resources to use in the classroom. Emerick and Loudoun County are committed to providing a variety of professional staff development opportunities to allow staff to use best practices for elementary education in the 21st century classroom.

4. School Leadership:

At Emerick Elementary, we view all members of the school as leaders. The roles people play may be different, but they all have a voice in charting the direction of the school. All staff and several parents sit on the School Improvement Team. They review data documents such as surveys from staff, parents and students, to help guide this plan. Every grade level has a lead teacher who works closely with the principal to meet the different needs of students as well as work on the new initiatives set up by the school or the district. A shared decision model is used to empower teachers and to promote personal involvement in the vision and mission of the school. The principal is committed to student achievement and instructional improvement. Goals are set for each student and administration meets with staff to review data and

progress. Classroom walkthroughs are done on a regular basis with frequent feedback. Both administrators are actively involved with CLT meetings/Data meetings and play an active role in instruction in the classroom. They are visible throughout the building. These bi-weekly meetings are set with a timed agenda and a goal in mind.

The principal believes in voice and choice for staff development. It is not one size fits all. Different staff development workshops may be going on the same day; teachers are encouraged to choose what he/she would really like to learn more about. Learning doesn't stop in June. It continues with a summer blog on different topics and new ideas. Our principal stays on top of new research and is not afraid to try something new. All professional development training that we provide for the staff is aligned directly to what the data shows as an area in which we need to grow.

Overall, our principal loves what she does and she loves the challenge of making a difference for all the students who walk through the doors. No school year has ever looked the same.

“Do the Best You Can... Until You Know Better. Then When You Know Better Do Better.” By: Maya Angelou

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Setting students up for academic success is a philosophy the staff at Emerick Elementary embraces. Beginning with the kindergarten screening, students are interviewed to assess their readiness for the upcoming year and are given a literacy packet to begin learning strategies over the summer. Emerick offers a full day kindergarten to meet the academic and social/emotional needs of at risk students. Providing early intervention, starting with kindergarten, allows for our students to achieve academic success from the beginning of their school careers.

A wide range of data is collected to drive, validate and differentiate student instruction. AIMS Web, PALS, DRA, NWEA MAP, Power School, pre- and post- unit tests, and Loudoun County assessments, are used to gather information. Academic data is analyzed in Collaborative Learning Teams to determine how each student will receive individualized instruction. Teachers share the responsibility for instructing students with team members, resource teachers and specialists. Students are provided with additional opportunities for remediation or enrichment through Reflex Math, research projects, Skills Navigator and iReady.

Lesson plans are comprehensive and reflect thoughtful and specific planning. Several components of each teacher's lesson plans include state standards, vocabulary, differentiation, Blooms Taxonomy, assessment, and reflection. Lessons are posted weekly online for teacher collaboration and administrative review. The master schedule allows for daily team planning and bi-monthly meetings with specialists.

From greeting the students by name at the buses, car line, walking path, and classroom doors, to sending home individual postcards to each student throughout the year, the Emerick staff strives to get to know each student on a personal level. Examples of how the entire staff is involved with ensuring academic success are:

- Power up remediation groups
- Check in – Check Out for students who need behavioral support
- Collaborative Learning Team meetings which include teachers, administrators, and specialists
- Measures of Academic Progress testing to identify the specific areas students may need extra instruction
- Guidance support to assist students who may require emotional counseling
- Accelerated Reading Nights which give students an opportunity to achieve their grade level reading goals
- After school small group tutoring for reading and math
- Math Club to offer extension math activities and competitions
- Odyssey of the Mind teams that offer creative thinking and problem solving contests
- Project Based Learning experiences

The Emerick staff is involved with our community outside of school. Teachers and administrators regularly attend extracurricular activities of our current and former students. Staff offer support to the Parent Teacher Organization by providing experiences for students such as staying afterschool for games or bowling with a teacher. Students and families feel valued; leading to a vested interest in school and academic success.