

# Emerson Elementary 2013-2014 Report to the Community



## Our Mission

At Emerson School the staff, students and parents believe in quality education for all students in a safe, caring, cooperative and challenging learning environment where individuals, their efforts, and achievements are valued.

## About Emerson

Our school was built in 1979 as a community school. While the school age population has decreased over the years, the school maintains strong community links with an active Parent Advisory Council (EAC), an extensive volunteer program, Little Learners before-and-after school program, and the licensed River East Scholars Nursery for 3-4 year olds and Kindercare for Kindergarten students. The school grounds house an outdoor classroom, two large play structures, a community walking trail, a baseball diamond and two soccer fields, used extensively for community sports.

Currently, we are a K-6 school with a total of 206 students. We have 28 staff members, including 13.5 FTE teachers and 7 support staff. The school provides English language programming, Basic French for grades 4-6, as well as Reading Recovery and The Early Numeracy Intervention Program. There are specialists in music, physical education, library and resource. Emerson is known for innovative programs and a strong family-school commitment.

## 2013-2014 Priorities

**Enhance student performance in the area of Literacy/Numeracy** Expected Outcome: By June 2014, 100% of students' (K-6) will improve their academic achievement in the area of literacy and numeracy through authentic and appropriate instruction.

### Successes:

Students in grade K - 6 improved their academic achievement in the areas of literacy and numeracy as observed and recorded by classroom data using running records, reading conferences, pre and post tests for word study, number of the day, checklists, tests and quizzes. Emerson School's assessment results from the grade 3 provincial assessment for "meeting expectations" exceeded the provincial assessment results in Math and ELA in six areas. Student writing improved as shown by comparing two "whole school writes" using "typical" samples. All teachers used the Emerson Writing Continuum to help them and their students assess writing. A Regie Routman residency was held for a week in November which was facilitated by the Early Years Divisional Consultant. The Divisional Consultant modeled how to use Regie Routman's Optimal Learning Model (OLM) in writing. Teachers felt the OLM supported their teaching practice by giving them a structure to support students and this structure helped students understand the connection between reading and writing. Celebrating student work helped students become more confident writers. Teachers also used the OLM in different subject areas.

**Enhance student performance through a respectful, safe and responsible school**

**culture.** Expected Outcome: By June, 2014, 100% of students K - 6 will articulate, understand and be able to demonstrate what it means to be safe, responsible and respectful at Emerson elementary.

### Successes:

All students were taught the behavioural expectations through classroom based activities as well as through whole school PALS assemblies. Students were able to articulate school wide behaviour expectations. Students had the opportunity to recite the Emerson School Pledge during morning announcements. Students demonstrated safe, responsible, and respectful behaviour as identified in the school/classrooms' matrices and were publically recognized for their behaviour during weekly draws. All students received an "Eddie the Eagle" reward during the year. The safe, respectful or responsible behaviour they demonstrated was acknowledged over the intercom and was posted on the school bulletin board. Classroom and common areas had the matrix posted. A common response cycle was developed by staff. The Emerson incident reporting form was replaced by the RETSD Tyler reporting form. Staff discussed the form to determine a common understanding. Incidences of inappropriate behaviours decreased per month as recorded by school data (including lunch). Students requiring extra behavioural interventions (BIP's) were supported. Through the "Tell Them From Me" survey, students generally reported feeling safe and respected. Classroom teachers talked to their students as to the general results of the survey and did teachings around their findings. According to the School wide Evaluation Tool (SET) and Benchmarks of Quality (BOQ) as administered by the PBIS divisional teacher, Emerson Elementary met the outcomes required of a PBIS (Positive Behaviour Intervention and Support) School.

**Enhance student awareness in the area of Sustainability** Expected Outcome: By June 2014, 100% of students will develop an awareness and increased understanding of how to show respect and be responsible for ourselves, others and the environment.

### Successes:

School wide and classroom based learning opportunities focused on building awareness and the importance of understanding and demonstrating respect and responsibility towards ourselves, our place and each other. The Grade 3 Greening project was sustained all year. A leadership team of grade 4 and 5 students (Green Team) helped implement a recycling program which included milk cartons, juice boxes, paper and cardboard. Recyclables were washed and students were also encouraged to take home their recycling. Environmental challenges like "Koats for Kids", recycling cell phones and plastic bags were initiated. The grade 6 leadership team worked on several service projects e.g. UNICEF, Siloam Mission, and Dream Factory. PALS assemblies dealt with sustainability. Through an ArtsSmarts grant, an Earth Day Extravaganza was held April 22 (Earth Day) for the community. There were two performances which brought to life three Aboriginal legends through storytelling, art, drama etc. which showed how interconnected we are to our environment.