

EMERSON MIDDLE SCHOOL



2017-2018 SCHOOL STATISTICS

Designated in 2009

Re-Designated 2012, 2015, 2018

Community Size - Suburban

School Enrollment - 856

Grade Levels - 6, 7, 8

School Calendar - Modified Block

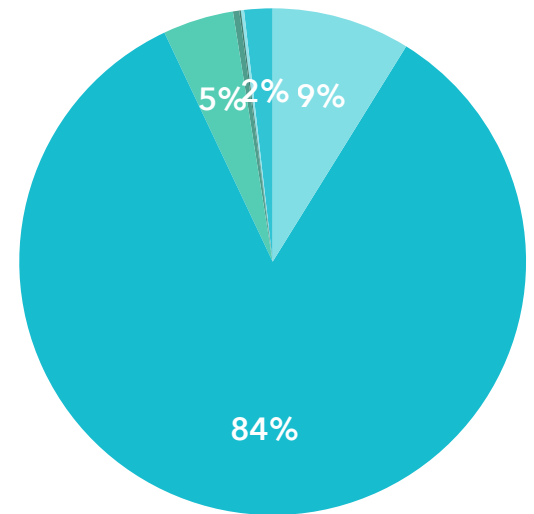
Free and Reduced Lunch 4.3%

English Learners - 1.6%

Students With Disabilities - 9%

Emerson Middle School
Park-Ridge-Niles School District
8101 N. Cumberland Ave, Niles, IL 60714
Tel (847) 318-3110
Principal - Dr. Jim Morrison
www.d64.org/ems

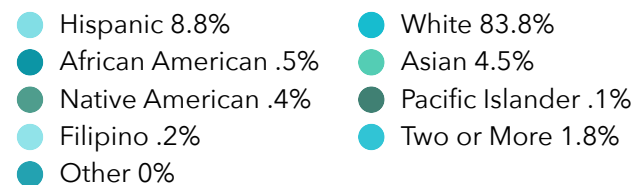
2017-2018 School Demographics



School Characteristics and Replicable Practices

Academic Excellence

- Developing a clear vision for learning through presenting and monitoring learning targets, providing descriptive feedback effectively and efficiently, teaching students to self-assess and set goals, and preparing students to reflect on, track and share their learning.
- Continual professional development training for all staff on Jim Knight's Seven Strategies of Assessment for Learning, and John Hattie's Engaged Learning workshop.



- Broadening our range of service delivery to students through co-teaching, as well as six floating math teachers who provide push-in support in the classroom.
- Curriculum teams developed and implemented common assessments.
- Science department has redesigned and implementing a new curriculum that aligns with the Next Generation of Science Standards.
- Implementation of the Reading and Writing Workshop Models and integrating STEM projects with novels.
- Essential questions about themes are embedded in curriculum framework and instructional practice.
- Social Studies department implemented inquiry-based units and enhanced student engagement through Document Based Questioning, which follows common research and writing rubrics.
- Implementation of V-Math program in mathematic intervention courses.
- Students produce newscasts, podcasts, announcements, talk shows, and more in our Digital Media Lab.

Developmental Responsiveness

- Extensive articulation occurs between staff, students and parents to ease transition from elementary school to middle school and middle school into high school.
- Eighth grade students connect with current high school students to discuss making good choices in the midst of high school challenges.
- Seventh and eighth grade students loop with their teams of teachers for two years to increase the bond between students and teachers
- 6th grade students participate in a rotating program to explore technology, practical arts, music, art, health, and foreign language.
- 7th and 8th students have a choice of over 18 different elective courses, including art, photography, music, theatrical performance, consumer science, woodworking, multimedia, computer coding, broadcasting, storytelling, public speaking, robotics, marine biology, economics, and foreign language.
- Teams flex their core time to provide students with opportunities to participate in advisory activities focusing on goal-setting and character-building.
- A counselor/social worker follows the students from 5th grade transitions through high school matriculation.
- As part of a “whole child” approach, the Second Step program was implemented to reinforce our school-wide SOARS behavior matrix.
- S.O.A.R.S. positive behavior matrix has been implemented to provide a common language and expectations across school settings.
- Students receive S.O.A.R.S. tickets as recognition for demonstrating positive, helpful behaviors aligned with the matrix.
- Goal-setting lessons provide students with the opportunity to reflect upon strengths and set goals for improving their behaviors.
- Principal advisory committee of students, formed from a cross-section of the student population, allows students to voice their opinions on how to make our school environment more inviting.

- Career Education experience for 8th grade students introduces them to the workplace of the future, interest and skills, salaries and college expenses.

Social Equity

- The school utilizes both reading and math interventions in and outside the classroom to provide support to all students.
- Students have access to co-taught classes in Mathematic and Language Arts sections, as well as push-in/pull-out one on one math support.
- Emerson also offers a support program called “Why Try?” to help students with low motivation to perform in school.
- All students have access to a personal computer device with the implementation of 1:1 Chromebook initiative.
- Emerson partners with a local Internet service provider and families to ensure that all students have access the Internet from home.
- Google Classroom is used by all classroom teachers for communication, instruction and assessment purposes.
- Our staff offers individual and group counseling, referrals to community providers, crisis management, consultation with teachers and parents, new student groups, career education, bullying prevention education, the Signs of Suicide program, and special education services.
- Emerson has “Late Buses” for all students to have the opportunity to participate in the after school activities.
- Students have the opportunity to access before and after school programs, including core academic assistance (Seeking Positive and Responsible Kids program), Interscholastic/Intramural sports, fine arts (band, choir, orchestra) and over 20 student-initiated clubs.
- Student-led leadership groups such as: Student Government Association, Best Buddies, Rachel’s Challenge and Soaring Eagles give students a voice in the operation of Emerson.
- Fine Art students participate in community outreach through concerts and art work showings at a wide range of venues (senior centers, restaurants, libraries, etc.).
- Emerson students learn about empathy and community through their many service learning activities, such as H2O Walk for Water, Early Alzheimer’s Awareness, Feed My Starving Children, and the Special Olympics.

Organizational Support

- Quality Improvement Team collaborate in shared decision-making.
- Staff members communicate with the administration utilizing an Individual Problem Solving Team model to address students’ needs.
- Through exploration of Carol Dweck’s work, all staff has focused on growth mindset, which has been transferred into students receiving direct instruction on goal setting.
- Emerson’s block scheduling allows for teams to implement social emotional learning programs, as well as opportunities to promote teacher and student connections.
- Teachers have common time built into the schedule to meet and plan together both as teams and departments.

- Staff members are provided release time to participate in school-directed professional development, as well as teacher-directed collaboration.
- The Instructional Technology Coach provides job-embedded professional development to assist and support staff in incorporating technology and instructional best practices in the classroom
- Google Apps For Education is used by students and staff to help facilitate communication and collaboration
- All staff members maintain a web presence to facilitate communication with students, parents, and the community
- Emerson has offered Parent Universities on: Raising citizens in the digital age, Coding, Formative Assessment, Digital Citizenship, Social Emotional Learning, Maker Mindset, and G Suite.
- Students create a weekly video production that is broadcasted to the school and shared with the community. Students gather stories, writing the script, and perform in front of and behind the camera.