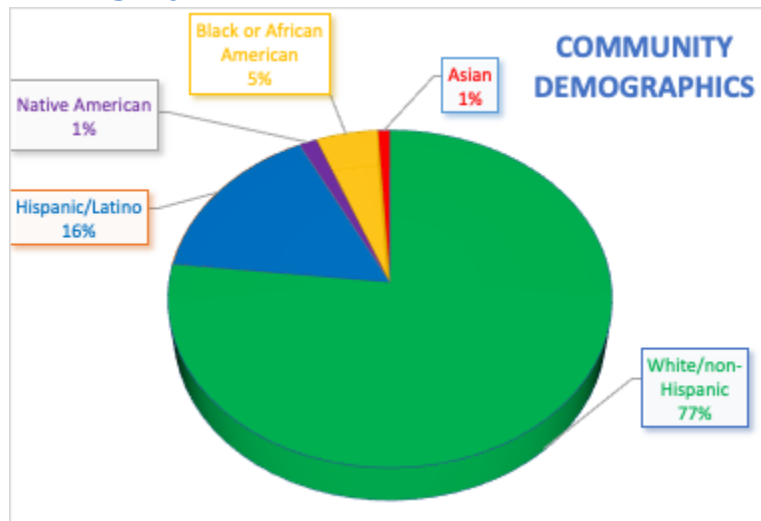


**Emerson Elementary
School Profile
2022-2023**

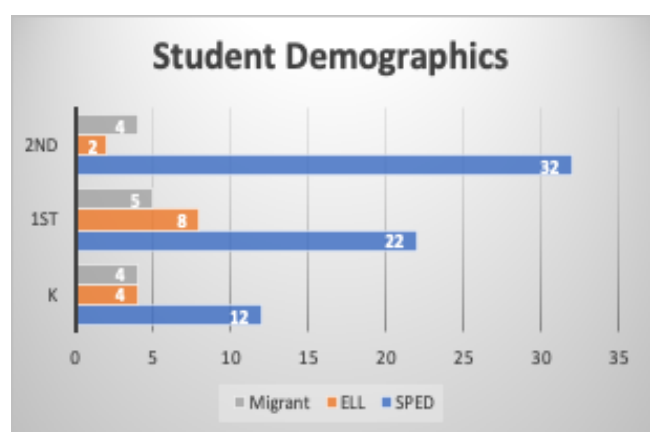
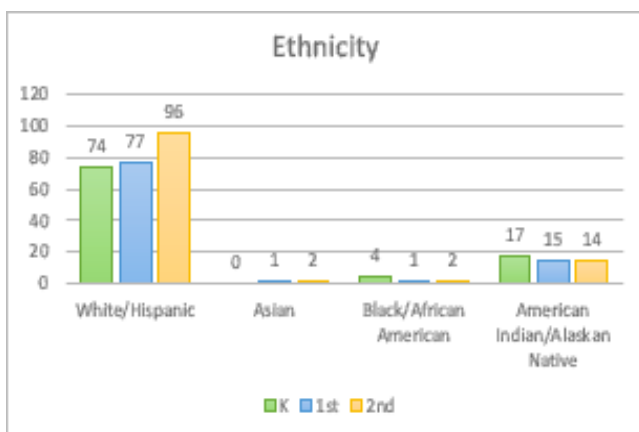
Alliance, Nebraska, is a great community of approximately 8,139 residents nestled in the Sandhills of western Nebraska. The median income for families is \$57,000. The unemployment rate is 2.5%. The top five industries in Alliance and the percentage of people that are employed are transportation and warehousing 25.3%, health care and social assistance 15.7%, retail trade 9.01%, educational services 8.51%, and food service 6.17%. There are other industries, such as construction, farming, financial services/insurance, and manufacturing. The workforce number of employees is 3,938. Of our adult residents in Box Butte County, 91.2% have a High School Diploma or less, and 19.2% hold a Bachelor's Degree or higher. The community of Alliance has had a population change of -2.2% from April 2020 to July 2021. The poverty rate for Box Butte County is 13.3%.

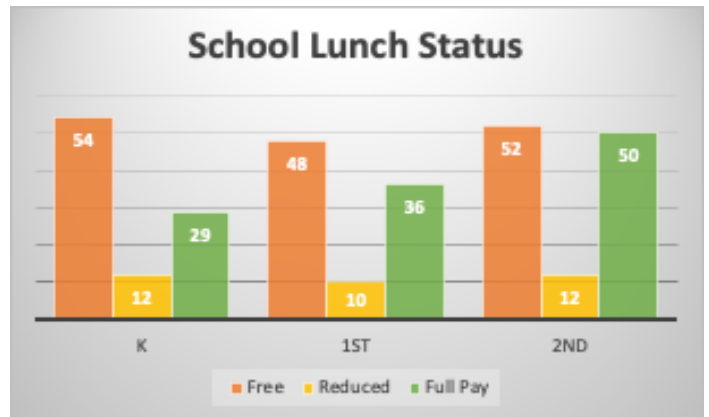
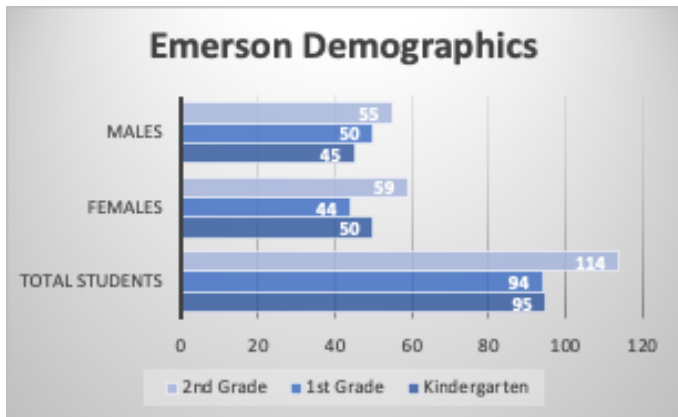
Community Demographics



Emerson Elementary Demographics

Emerson Elementary School is located at 700 Black Hills Avenue, and we serve students from kindergarten through 2nd Grade. It currently has five sections of kindergarten, five sections of 1st Grade, and five sections of 2nd Grade. This configuration is unique so that we can tailor all activities towards our primary students and be able to have our grade-level teams collaborate daily or at their weekly team-level meetings. There are a total of 303 students attending Emerson Elementary. We are fortunate to have a paraprofessional in each classroom to assist the teacher in providing the best educational opportunities for the students.





Staff

To best serve all our students, we have 58 staff members. There are 27 certified staff and 31 classified staff at Emerson Elementary. We also have specialized services shared throughout the district, such as speech, vision, occupational therapist, physical therapist, school psychologist (ESU 13), instructional coach, ELL, counseling services (ESU 13 and Panhandle Public Health), and three nurses.

Curriculum/Scheduling/Training

Our schedule at Emerson Elementary guarantees that a viable/researched based instructional series is being taught daily to support our curriculum. This schedule also provides weekly grade-level team meetings to discuss math, reading, writing, science, social studies, special activities, field trips, special classroom visitors, and student growth/concerns. Teachers also engage in professional training opportunities based on staff and student needs in hopes of improving our delivery of instruction in our core areas and interventions. Emerson's instructional coach meets with teachers on a weekly basis to discuss student successes and concerns. These discussions are supported by the data that the teachers submit each week. These meetings are with either the whole grade level team or one on one. Our principal supports the staff by providing a schedule that allows for opportunities to discuss best practices through collaboration and teamwork. Our principal works with the district to schedule professional development activities within our own building, so we can focus on data and other instructional topics to promote student growth.

Parent/Community Involvement

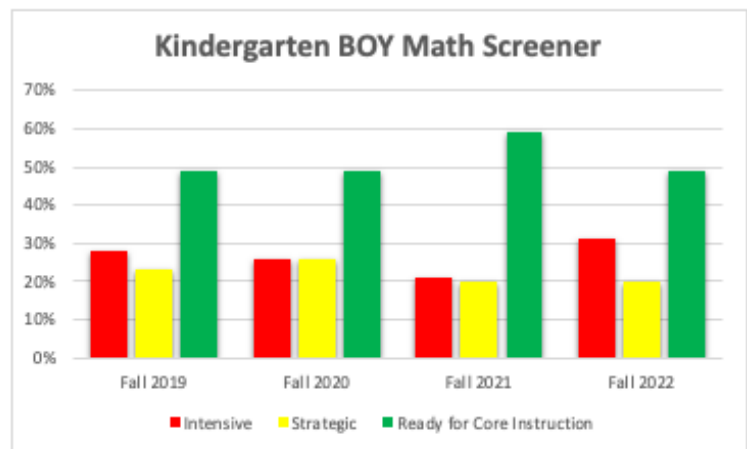
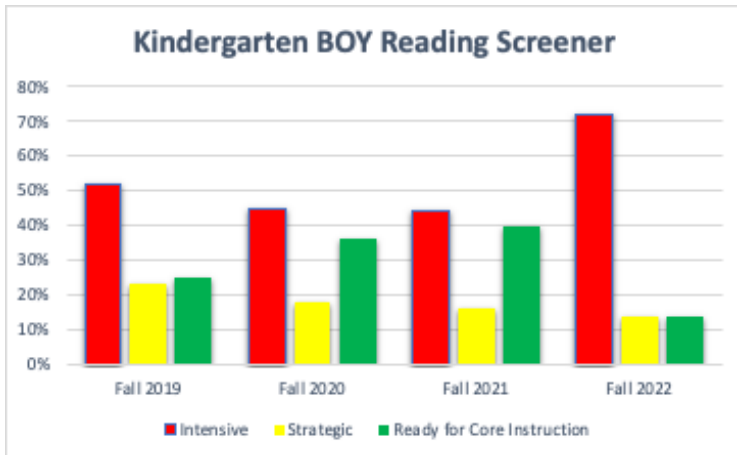
Through school-directed activities, Emerson Elementary benefits from a strong parent and community involvement program. Parents are invited to participate in their child's learning in a variety of ways. The staff at Emerson schedule Family Nights, Open Houses, Parent/Teacher Conferences, Dr. Seuss (Read Across America), grade-level music programs, Student Assistant Team (SAT) meetings, Individual Education Plan (IEP) meetings, and other celebrations throughout the year. In addition, Keep Alliance Beautiful (KAB), Alliance Recreational Center

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(ARC), 4H Extension Office, Local Fire Department and specific High School groups (FFA, athletic, band and cadets) are all involved with our students to support their learning and help them become better citizens.

Challenges

The challenges we face at Emerson Elementary are student readiness, social/emotional behaviors, and technology. We assess the Acadience Math and DIBELS 8 universal screener three times per year (BOY, MOY, EOY). The trend continues to show, as per the screener, that the majority of students are not beginning kindergarten ready for core instruction.



DIBELS NEXT Screener	15-16	16-17	17-18	18-19	19-20(MOY)	20-21	21-22
K	74%	58%	66%	57%	55%	59%	60%
1st	74%	78%	79%	75%	67%	65%	58%
2nd	69%	74%	76%	71%	76%	59%	52%
ACADIENCE MATH Screener	15-16	16-17	17-18	18-19	19-20 (MOY)	20-21	21-22
K	44%	45%	47%	41%	50%	47%	49%
1st	54%	39%	43%	34%	35%	52%	48%
2nd	56%	39%	46%	47%	46%	51%	58%

DIBELS Next

Our End of the Year (EOY) scores, as per our reading screener DIBELS Next show that we continue to fall short of our goal to have over 80% of our students at benchmark. Since the pandemic year 2020, the percentage of our kindergarten students being at benchmark has increased, while our First Grade and Second Grade students have not.

We have introduced and implemented many initiatives to help our students become better readers. During the 2021 – 2022 school year, we changed our Reading series from SRA Reading

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Mastery to Common Knowledge Language Arts (CKLA). We also worked with Instruction Partners, where we have gained a better understanding that reading skills (phonics) and reading knowledge (exposure to stories and other forms of literature) intertwine (Scarborough Rope) to help develop a well-rounded reader. We have also implemented Sonday, Amplified Reading, and Read Works. This year, we started a program called Branching Minds. Within that program, there are interventions at the fingertips of our teachers that they can use to provide activities to help our students become better readers. We also have addressed being more focused on the whole student. Within Branching Minds, there is the DESSA Mini and DESSA Diagnostic. The DESSA helps teachers to better identify students with social and emotional concerns. The Certified Staff and many paraprofessionals have also completed the eight-week Circle of Security program. This program helped our teachers to better understand that it is all about connecting with our students and supporting them when they are struggling with their emotions.

On a daily basis during their regular scheduled reading class or during Reading W.I.N. time, teachers are providing Burst activities that come directly from our DIBELS 8 screener. They also provide interventions from our supplemental materials, Amplified Reading and Read Works. Teachers are implementing Accelerated Reader (AR), CVC activities, providing extra reading passages at their reading level (Monday – Thursday) to take home, differentiate their lessons but still provide that important exposure to their grade level text, and provide challenging activities for those students who show advanced understanding as per our screener and daily work.

Our opportunities to serve and help our students to become better readers continue throughout June. We send invitations to those parents whose students are not at benchmark as per our End of the Year DIBELS screener. If our classes don't fill up, we open summer school up to the rest of our student body.

Acadience Math

Our End of the Year (EOY) scores, as per our Acadience Math screener, show that we continue to fall short of our goal to have more than 80% of our students at benchmark. Kindergarten and Second Grade scores show an upward trend. Our First-Grade scores do not.

Kindergarten: The percentage of students at benchmark (EOY) has been higher in the past two years than the previous five years. Last year, Kindergarten posted the highest percentage of students at benchmark (EOY) than the previous five years when the data was collected!

First Grade: The percentage of students at benchmark (EOY) has been higher in the past two years than the previous four years.

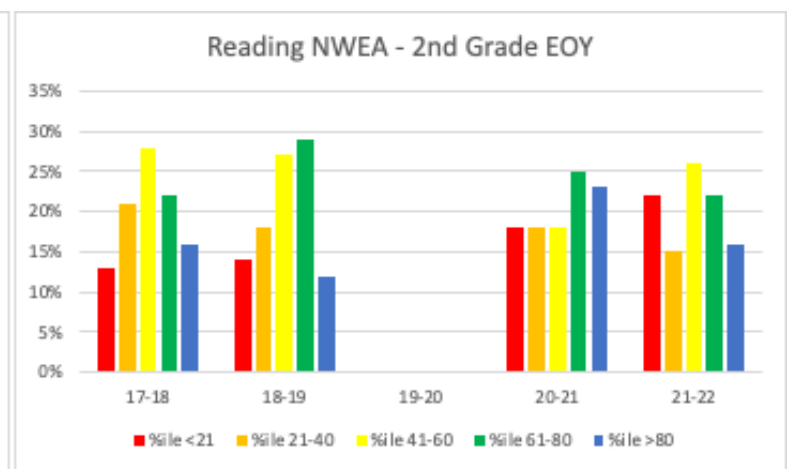
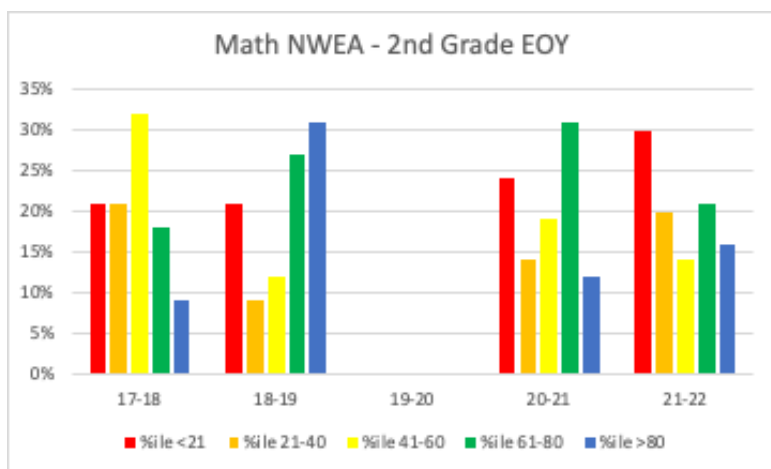
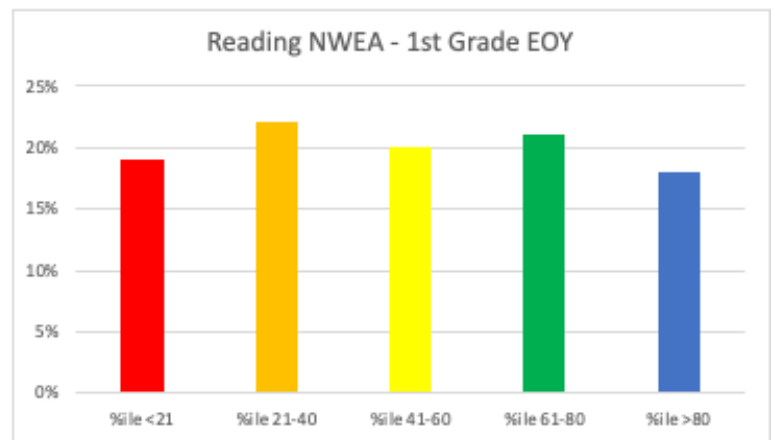
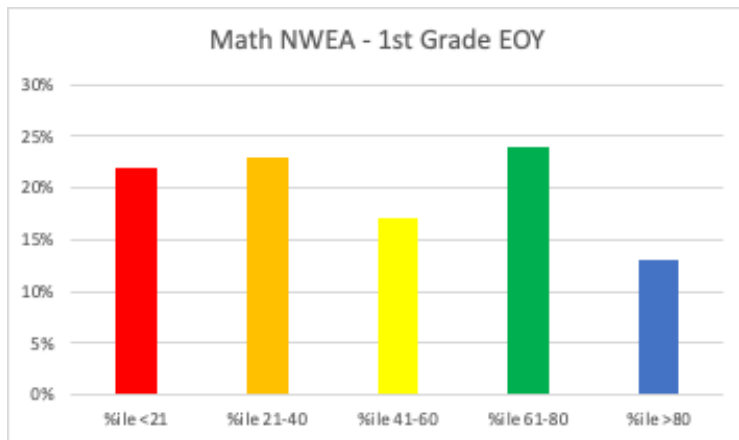
Second Grade: The percentage of students at benchmark (EOY) has been higher in the past two years than the previous four years. Last year, Second Grade posted the highest percentage of students at benchmark (EOY) than the previous five years when the data was collected!

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Our longitudinal data show that the percentage of students at benchmark has increased in recent years.

To help our students improve in mathematics, the teachers provide a guaranteed and viable math series called Math In Focus. We have also implemented Zearn to be used with our students three times per week. As mentioned before, we have a program called Branching Minds. Within that program, there are activities for teachers to use in the area of mathematics.

During their scheduled math time or Math W.I.N. time, teachers provide math activities that specifically address the needs of their students. These activities include Math DIBELS worksheets, calendar time, math journals, providing a review on previously taught objectives, using a test taker to set goals, bell ringers, computation pages, Xtra Math for fact practice, Splash Math, flashcards and DIBELS testing skills. Depending on the situation, these activities are provided individually, in small groups, or as a whole group.



NWEA Maps Reading and Math

Our First and Second Grade NWEA Maps data in both Reading and Math show that over half of our students are scoring over the 50th percentile.

Five years ago, NWEA Maps testing in the areas of Reading and Math was not given at Emerson Elementary. When we first started, it was only given to our second graders at the end of the year. The purpose of doing this was to give our students an opportunity to become familiar with taking the test and to give the 3rd-grade teachers at Grandview Elementary some baseline data for their new students. Since then, adjustments have been made by giving the test twice a year to our second graders at the Beginning of the Year and at the End of the Year, and we brought on 1st-grade by having them take the test during the Middle of the Year and at the End of the Year.

Now, we have triangulation of our data. We have our DIBELS Reading/Acadience Math, NWEA Reading and Math, and data from our instructional series CKLA and Math In Focus. Teachers can use these data points to understand their students' strengths and deficits better.

To address these scores, the teachers at Emerson will teach a guaranteed and viable reading series (CKLA) and math series (Math In Focus). They will also implement the activities mentioned above for DIBELS reading and Acadience math to help our students become better readers and math students.

SEBL

We are also being challenged with students with social/emotional needs. These behaviors can be so intense that they disrupt our educational purposes. The teachers work very hard to monitor/prevent these emotional outbursts, but sometimes they come from out of nowhere. The parents are very supportive of the school and, at times, are confused, frustrated, and at a loss for what to do.

Technology

Technology is another concern at Emerson Elementary. This past year, the teachers submitted a local grant to purchase iPads to be used in their classrooms. The grant provided enough funding to purchase some of their requests. The District supported the whole request by using additional funds. We are very grateful for this and are excited for our students. We still have a way to go regarding technology. Currently, three of the four laptop carts need updated computers. Many of our current computers cannot take any more updates. The desktops in the lab are also outdated to the point that they cannot take updates. The Alliance School Board understands this concern and is working on updating some of the technology at Emerson Elementary.