U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

Name of Principal <u>Mr. Scott Morris</u>
            (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>Jayenne Elementary School</u>
            (As it should appear in the official records)

School Mailing Address <u>1504 Country Club Road</u>
            (If address is P.O. Box, also include street address.)

City <u>Fairmont</u>   State <u>WV</u>   Zip Code+4 (9 digits total) <u>26554-1307</u>

County <u>Marion County</u>

Telephone <u>(304) 367-2136</u>   Fax <u>(304) 367-2178</u>
Web site/URL
<u>https://www.marionboe.com/o/jayenne</u>   E-mail <u>scmorris@k12.wv.us</u>

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*_<u>Ms. Donna Heston</u>_____E-mail_<u>donna.heston@k12.wv.us</u>_____
            (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Marion County Schools</u>   Tel. <u>(304) 367-2100</u>

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 <u>Mrs. Donna Costello</u>
            (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, leave blank.

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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 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.

3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district   <u>11</u> Elementary schools (includes K-8)
   (per district designation):   <u>5</u> Middle/Junior high schools
                                          <u>3</u> High schools
                                          <u>0</u> K-12 schools

                                          <u>19</u> TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district**.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale")

   [ ] Urban (city or town)
   [X] Suburban
   [   ] Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	19
K	64
1	56
2	55
3	52
4	60
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	306

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school (if unknown, estimate): 4 % Asian
                                        15 % Black or African American
                                        0 % Hispanic or Latino
                                        1 % Native Hawaiian or Other Pacific Islander
                                        79 % White
                                        1 % 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 2021 - 2022 school year: 16%

    If the mobility rate is above 15%, please explain:

    Jayenne Elementary has a high turn over rate because of transient families and the availability of low income housing.

    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 *to* the school after October 1, 2021 until the end of the 2021-2022 school year	23
(2) Number of students who transferred *from* the school after October 1, 2021 until the end of the 2021-2022 school year	30
(3) Total of all transferred students [sum of rows (1) and (2)]	53
(4) Total number of students in the school as of October 1, 2021	323
(5) Total transferred students in row (3) divided by total students in row (4)	0.16
(6) Amount in row (5) multiplied by 100	16

6. Specify each non-English language represented in the school (separate languages by commas):

    Vietnamese, Arabic, Chinese

    English Language Learners (ELL) in the school: 1 %

                                                     3 Total number ELL

7. Students eligible for free/reduced-priced meals: 50 %

        Total number students who qualify: 153

8. Students receiving special education services with an IEP: 17 %
                        Total number of students served   52|

    Indicate below the number of students with disabilities according to conditions designated in the
    Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving
    special education services with an IEP should be reflected in the table below. It is possible that students
    may be classified in more than one condition.

2 Autism	0 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	8 Other Health Impaired
7 Developmental Delay	4 Specific Learning Disability
0 Emotional Disturbance	22 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
8 Intellectual Disability	0 Visual Impairment Including Blindness

9. Students receiving special education services with a 504:   6 %
                        Total number of students served: 19

10. Number of years the principal has been in the position at this school: 11

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of
    school staff in each of the categories below. If your current staffing structure has shifted due to
    COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. 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   19:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	93%	95%	93%	93%	93%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

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

Jayenne Elementary School's mission is to foster academic learning and socio-emotional growth so that each student gains the skills, strategies, and desire to continue learning to become a responsible citizen in the global community to the fullest extent possible.

17. Provide a URL link to the school's nondiscrimination policy.

https://go.boarddocs.com/wv/mar/Board.nsf/Public?open&id=policies

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

PART III – SCHOOL OVERVIEW

Jayenne Elementary School, located outside of the city limits of Fairmont, West Virginia, is as unique and authentic as its name. A three-story school built in 1921, the school name was taken from the initials of J.N. (John Newlon) Camden, a native West Virginian who was an oil and coal baron and politician. The Fairmont community is located in what was then called the "J.N. Rail Years," and eventually, the school known as the J.N. school officially became "Jayenne," keeping the informal name yet recognizing the importance of the entrepreneur who eventually became a United States Senator from West Virginia. Renovations have been made and additions have been added throughout the years to meet the needs of the growing and changing community. Jayenne serves a diverse population, including transient families from low socioeconomic backgrounds without the means to provide much support to students, to middle- and upper-class families who have the ability to support students and the school in multiple ways.

Jayenne aims to partner with community members and local businesses to help support families, improve school culture, and provide students with positive and professional role models. We strive to serve as a primary source of support for our community. We turn to members of our community to instill family and civic values and to help teach our students the skills they need to promote local improvement. Family members and professionals engage our students as classroom volunteers, guest readers, coaches, and tutors. Jayenne holds a career event that hosts a wide variety of community members who hold professional, technical, and volunteer positions. It is important to us that our students focus on their personal strengths and interests and understand that success is measured in multiple ways.

At Jayenne, we develop leaders. We teach our students to use their voices, encourage them to be active stakeholders in decision making, and recognize their hard work and contributions. We celebrate students of the week, students of the month, participation in county-wide academic and athletic programs, and successes and growth in our schoolwide PBIS (Positive Behavior Intervention Support Program). Our older students set the tone for our school culture by creating slideshows that are aired on our main television, leading the school in the Pledge of Allegiance daily, and serving as peer tutors and mentors to younger students. We hold weekly friendship groups for kindergarten and first grade students, emotional regulation groups for our second and third grade students, and leadership groups for our fourth-grade students.

We provide weekly supplemental food bags, internet access, computing devices for students, clothing, and other critical resources. We partner with churches and the local university to purchase Christmas gifts and Thanksgiving dinners. Jayenne participates in a state program, Handle with Care, which informs school administration when a student has been involved in a traumatic situation, such as the incarceration of a parent, and allows us to provide individualized support. Our school nurse frequently provides resources to families, and a local dentist visits the school multiple times each year to clean teeth and repair cavities.

Academically, Jayenne implements a multitude of innovative techniques. Jayenne made Adequate Yearly Progress (AYP) for the duration for No Child Left Behind and has been recognized as a 2019 West Virginia School of Excellence and an Elementary and Secondary Education Act (ESEA) success school. As a Title I school, we rely on the expertise of our Title 1 team to strengthen and support our grade level teams. Both team and vertical planning, as well as school-based professional development, allow us to closely monitor student progress and create a fluid approach to individualized instruction. We continuously assess our students, formally and informally, and adjust our academic approaches accordingly.

We prioritize the needs of all students through the use of a schoolwide "Walk to Read" model for ELA instruction. Through collaboration, communication, and trust, we are able to provide highly differentiated instruction each day. This model of instruction allows us to create a "team of experts" for each student, provide intervention and enrichment, and pair the strengths of our staff members with the needs of our students. We planned and implemented our "Walk to Read" model prior to COVID, and it has proven effective as we continue to combat post-COVID effects.

Our goal is to cultivate and maintain an overarching whole-school approach to creating a climate and culture that is safe, supportive, and inclusive. We aim to create school-based programs that focus on social

emotional learning and respect for differences. We also strive to create partnerships that provide community programs and resources to address families' needs beyond the classroom and school policy that prioritizes, monitors, and reports on progress for all students, with a focus on eliminating disparities.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum, Instruction, and Assessment**.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Jayenne is primarily a structured literacy school. Beginning with our pre-K students, we guide students through the key features of structured literacy: oral language, phonemic awareness, phonics and spelling, vocabulary, fluency, comprehension, and written expression. We have many Orton Gillingham certified teachers and use curricula in all grade levels that support the science of reading, such as Heggerty's and Reading Horizons.

Our ELA instructional practices are guided by current research. We develop skilled readers by supporting them through the complex processes involved in learning to read. In the lower grades, we focus on two main components: language comprehension and word recognition. We utilize students' background knowledge, teach a wide range of academic and general vocabulary, study language structure and verbal reasoning, and explore various print concepts and genres. Our word recognition instruction is structured and rigorous. Instruction in phonological awareness, decoding, and sight recognition pave the way for fluent execution and coordination of word recognition and text comprehension.

In the upper grades, we focus on building vocabulary to aid in reading comprehension. We dive into different genres to help our students become fluent readers. We want our students to interact with the text and prove text-based answers. We use the RACE (restate, answer, cite, explain) method for comprehension. We also incorporate writing through different genres. It's important to provide students with opportunities to express themselves through writing. We incorporate journaling, creative writing, and formal writing. We focus on the use of the writing process. At this level, language is taught within writing instead of in isolation. We believe writing and reading are one; you can't read without writing or write without reading.

While our formal ELA instruction is rigorous, we also believe in fostering a love for reading by encouraging and modeling interest-based reading in relaxing and low stakes environments. Our older students engage in independent choice reading time daily, and our younger students are provided with a wide range of reading materials and supported as they explore their interests through books. Our library and classrooms have diverse libraries for all levels of readers.

Our classroom and support staff use a variety of instructional strategies to support our ELA curriculums. These strategies meet the needs of all learners and promote student-led classroom experiences facilitated by our teachers. We encourage students to support and learn from each other through class discussions, cooperative grouping, peer helpers and models, and peer editing. We model ways students can learn from us by conferencing, providing feedback, and addressing mistakes.

Both formative and summative assessments are used for ELA instruction, and our teachers confer with team members regularly to discuss student progress. Formative assessments used include tri-annual benchmarks, progress monitoring, and pre- and post-tests. Our formative assessments allow us to make adjustments to curriculum and instruction by identifying areas that need improvement. We provide prompt feedback to students so they have the opportunity to apply the feedback in their progression.

Summative assessments provide a final evaluation of concept knowledge by allowing students to implement knowledge. Teachers can judge what information was retained and mastered and decide if there is a need to develop addition teaching methods or enrichment activities. We also use summative assessments to identify strengths and weaknesses of lesson plans and curriculums. Formally, our students participate in the West Virginia General Summative Assessment and the WVGSA CIA Benchmarks three times each year.

1b. Mathematics curriculum content, instruction, and assessment:

Math instruction has evolved beyond memorizing and solving equations. At Jayenne, from the very beginning of their education, students are taught a deep understanding of math concepts. A strong foundation in mathematics opens doors to higher-level math courses and to careers in the Science Technology Engineering Art and Math (STEAM) fields.

We use an evidence-based approach to math instruction by providing explicit instruction. This makes the learning process clear for students, as skills are modeled and discussed with clear, concise language. We model skills clearly to remove confusion, share clear learning goals with students, and practice verbalizing our thinking about math skills and concepts. We also provide plenty of guided and independent practice, for both isolated and cumulative skills.

We use visual representation to allow our students to "see" math. We visually represent math using number lines, pictures, graphs, graphic organizers, tens frames, and 100s charts. Students are encouraged to create their own visual representation for math skills to help strengthen understanding. We use tactile representation so our students can "touch" math. We use chips, connecting cubes, counters, dice, dominos, and base-ten blocks to help students manipulate math.

Our kindergarten students begin developing an understanding of the base ten system, and this serves as the foundation for all algebraic concepts to follow. Putting emphasis on place value at an early age helps students transition easily to bigger numbers and more difficult concepts.

We teach strategies-based math and allow students to explore and practice many different strategies for each concept. The goal is that students' preferred math strategies will become second nature when they are presented with mastered math concepts. For example, we spend a lot of time practicing mental representation. In early grade, students practice strategies such as ways to make tens, doubles +/- one, and adding to subtract. Older students practice repeated addition and subtraction, rounding, and expanded form. We make "math talk" and math vocabulary a part of daily instruction and teach students how to reflect on their own understanding through metacognitive strategies.

Peer interaction and discussion during math instruction can help students understand their own strategies and understand strategies used by others. We encourage students to compare the way they solved a problem and discuss differences in the approaches of the class. We ask students to look for patterns in strategies and to expand upon the ideas of the peers.

Formative and diagnostic math assessments include pre-tests, benchmarks, progress monitoring assessments, as well as observation, student feedback, and daily spiral math review.

Formally, our students participate in the West Virginia General Summative Assessment and the WVSA CIA Benchmarks three times each year.

1c. Science curriculum content, instruction, and assessment:

Our science standards are integrated into our other core subjects and are taught and assessed through the use of project-based and inquiry-based learning. We want to give our students the skills necessary to ask questions, develop and execute plans, and evaluate how our science standards relate to the real word. We want them to be able to recognize concerns in our community and decide how they can apply what they've learned to address those problems, either in practice or hypothetically.

Jayenne utilizes technology-based science instruction. Standards-based science websites, such as Mystery Science and Generation Genius, are used to promote engagement and provide students with manageable science activities that can be completed and reflected upon in relatively short periods of time.

Jayenne has access to county science resources that allow us to provide additional experiences for our students. We are proud of offer our students access to our state-of-the-art STEAM bus. Each grade level visits the STEAM bus multiple times per year, and students participate in experiments that span the science disciplines and integrate all areas of STEAM, such as coding, engineering, and chemistry. Even our

kindergarten and first grade students complete coding projects using Ozobot robots.

We are currently working on creating an outdoor learning space that will provide science-related equipment and allow teachers to move their instruction outside of the school walls. Many of our students live in apartments or areas with little to no access to the outdoors. We are hoping to provide them with the nature-based experiences they can't get at home.

1d. **Social studies/history/civic learning curriculum content, instruction, and assessment:**

Social studies is also heavily integrated within other curriculums, specifically ELA. One of our formal ELA curriculums, Savvas Realize, uses anchor and supplemental texts that address social studies standards and provides students with different cultural and geographical perspectives.

Social studies standards serve as strong topics for project-based learning opportunities that integrate all other core subjects. We want our students to connect what they're learning to our community and to their culture, and we want them to recognize when they can apply what they've learned to help solve problems. For example, students are expected to utilize primary source documents and oral accounts and explore various aspects of cultural history. We incorporate other core curricula into these standards to develop projects for students that allow them to engage with members of our community, record oral accounts of events, explore primary documents, and recognize cultural changes throughout the years in an effort to determine how they can continue to promote transformation and facilitate change within our community.

West Virginia has a proud and rich history that contributes to many of the cultural norms of the students who are born and raised here. Our social studies standards incorporate many West Virginia history standards. We use a West Virginia curriculum by Teacher Created Materials that utilizes formative assessments. We try to bring West Virginia culture to the classroom by immersing students in experiences such as studying the state flag, learning the state song, and visiting with The Mountaineer, the mascot of West Virginia University.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

Jayenne's pre-K program recently moved on-site and has brought a new dynamic energy to our building. Our pre-K program now has the opportunity to share in our PBIS program and rewards, schoolwide assemblies, and vertical planning.

Our pre-K utilizes Creative Curriculum. It involves hands on investigation and discovery that helps teachers create a learning environment in a way that promotes student success. Creative Curriculum resources are aligned with the West Virginia Early Learning and Development Standards.

Creative Curriculum helps develop confidence, creativity, and critical thinking skills through hands-on and project-based investigations. It also provides social-emotional learning and cognitive development. It is research-based, improves kindergarten readiness, and supports the whole child.

The West Virginia Pre-K Child Assessment System is used to assess our pre-K students. It focuses student development over time, measures student data collected through observation and work samples, and informs teachers and families of student development.

Our pre-K teacher collects and analyzes evidence of student development on a regular basis. For reporting purposes, data is entered into the Early Learning Scale (ELS) system and provided to parents three times each year. The ELS examines three domains with a total of the items across each domain. Within each item are strands that further delineate the items for more focused observation.

2. **Other Curriculum Areas**:

2a. Arts (visual and/or performing)

The arts are incorporated into our core curriculums in various ways. Our students practice creating digital art, graphics, and visual math aides. Reader's theaters and performance arts are used to enhance ELA and social studies curriculums. Students are provided with opportunities to express their understanding of syntax, diction, and genre through performing arts. For example, this year, our first grade parents were invited to a reader's theater event that showcased a retelling of a popular story with the script and props created entirely by students.

Our art and music teachers create original and student-led experiences that allow students to express themselves. Student artwork is routinely showcased at our central office and at our county art exhibit, and our music teacher hosts annual themed concerts that integrate core curriculums, such as West Virginia history, socio-emotional development, and STEAM themes.

2b. Physical education/health/nutrition

Our physical education teacher provides experiences that span core curriculums, health, and the physical wellbeing of students. Our students get to experience seasonal-based PE programs that includes seasonal music, inflatables, and mazes.

Base 10 Fitness promotes core math practices. Students are grouped and challenged to create numbers in base ten using flats, rods, and cubes. Students compete in Fitness Scrabble by rolling dice, counting the dots, and grabbing letter tiles for their team. K-2 students are shown basic sight words to create, and 3-4 students are encouraged to create words from their core curriculum. Students also participate in physical education and health lessons from the Online Physical Education Curriculum (OPEN).

Jayenne students are visited by a nutritionist who provides lessons and projects related to wellness and eating healthy. They explore culturally diverse foods and discuss the importance of healthy diets and exercise. Our third and fourth grade students fully participate in each step of the process of growing microgreens, from fertilization to consumption.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Our classrooms are all equipped with Smart TVs, document cameras, desktop computers, and iPads. COVID prompted the initiation of 1-to-1 devices, and each student in our building, K-4, is provided with a Chromebook that is used at home and for in-class instruction.

Our students use their devices to complete assessments, create projects, and communicate with teachers and peers. We use Google-based technology, such as Google Classroom and Gmail, to communicate with families and allow students to complete technology-based projects. Our 1-to-1 devices have allowed us to easily keep students engaged in the event of absences. If they have to miss school, students can complete assignments, ask questions, and communicate with teachers. Our devices also allow us to administer standardized tests with ease, as all students can test in their classrooms instead of sharing a single computer lab.

2e. Any other interesting or innovative curriculum programs you would like to share

3.   Academic Supports

3a. Students performing below grade level:

Jayenne teachers and staff are devoted to the needs of all students, with a distinctive focus on students performing below grade level. We want all students to have the skills necessary for immediate and future success. Because we serve a transient population, we have many students transfer into our school each school year who may have attended multiple schools over the course of their career or who have experienced truancy. Our multi-tiered system of supports (MTSS) provides the services these students need academically and behaviorally.

Classroom teachers work closely with our Title I team to provide research-based support and interventions. We utilize vertical and team planning to make decisions and use weekly progress monitoring and growth checks to monitor student progress in an effort to keep our groups fluid and effective. Our Title I and classroom teachers work with small groups daily, and our Walk to Read model provides additional daily intervention periods.

Close communication with our families helps promote academic support. We keep families apprised of their students' progress through Student Assistant Team (SAT) meetings, parent-teacher conferences, and informal conversations. We provide families with any resources they may need to support their students, from school supplies to academic activities. Our Title I team hosts parent trainings that teach parents how to choose appropriate literature and how to engage with their students at home.

In addition to our intervention strategies throughout the school day, we offer a range of additional support after school and during the summers. Extended School Year (ESY), a special education service, provides summer services for students who show signs of regression. We host a six-week summer program, open to all students, which provides instruction in all core subjects, and many of our teachers provide private tutoring.

3b. Students performing above grade level:

Students who qualify for services receive enrichment programs through our gifted program. Our gifted instructor provides individualized plans of instruction based on student interest. Our gifted students engage in inquiry-based projects designed to challenge their thinking, encourage their curiosity, and expand upon topics of their choosing.

While our Walk to Read model was initially designed to further address the needs of our at-risk students, it has proven highly beneficial to our above-level learners. They get the opportunity to push the limits of their learning by participating in book studies, writing projects, and critical thinking activities that may otherwise be challenging to achieve in heterogeneously grouped classrooms.

We also encourage our high-achieving students to model positive academic behaviors and help support the learning of their peers. We recognize that students with strong leadership qualities can have an affirming impact on their classmates. Students learn from each other, and we strive to help our above-level students become positive school-wide role models.

3c. Students with disabilities:

On the elementary level, we often begin the process of identifying students with disabilities and developing individualized education plans (IEP). Our SAT team works diligently with classroom teachers, administration, and related services to determine the needs of our students and the best course of action to address those needs. We frequently meet with our county psychologist to provide insight and opinions on students prior to multidisciplinary testing.

We regularly evaluate the Least Restrictive Environment (LRE) for our students with disabilities. We want all students to be well supported, and we want to all students to be afforded the opportunity to learn from

others, garner independence, and be held to achievable standards in integrated settings.

We use a variety of assistive technology, supplemental aids, and indirect services to support our students with disabilities. Our special education department supports classroom teachers by providing resources, oversight, and feedback. Depending on the individual needs of the students, our special education teachers often provide a combination of direct services in both general and special education environments. Our resource rooms utilize state of the art technology, and our teachers are trained in research-based instructional and behavioral practices.

Our related services and support staff help us meet the goals of students with IEPs. We have a full-time elementary speech therapist, a full-time nurse, and an RN assigned to our building, and county physical and occupational therapists provide services as needed. We also have a certified Crisis Prevention Institute (CPI) team to assist in difficult and traumatic situations. We have two special education aides, one who is a certified autism mentor. Both provide exceptional care for the students on their caseloads.

3d. English Language Learners:

We address our English Language Learners (ELL) students on an individual basis. Our number of ELL students varies from year to year. In years past, we have had between twenty and thirty ELL students, and this year we only have two. Our ELL instructor determines their needs on an individual basis.

When servicing students in kindergarten and first grade, a combination of online and paper/pencil approaches are used. Students use various apps and workbooks to practice letter sounds, sight words, vocabulary and age appropriate reading and comprehension depending on the age and abilities of the students. In early grades, our ELL instructor is basically working on the same type of skills as the general education classroom.

For all students, their needs are determined by their English Language Proficiency Act (ELPA) data. Some students need the most work in spoken language and communication, while others need more support with written language.

Our ELL instructor works closely with classroom teachers to assure that our ELL students are well-supported and performing adequately. Classroom teachers are provided with their detailed plans and any additional resources they may need to support the child.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The school culture at Jayenne is at the heart of our success and also an area in which we constantly strive to improve upon. Academic success comes easily when students know they are loved, safe, and valued. When visitors walk our halls, we want them to see evidence of a student-centered culture. We have a television in the main hall that displays school announcements and photos. Student projects, artwork, and photos of outstanding students are displayed on the walls and bulletin boards. Our floors are covered in colorful sensory paths so students can refine their gross motor abilities as they transition throughout the building.

Our PBIS team is comprised of administration, our school counselor, and representatives from each grade level and special education. They meet monthly to review the framework, discuss initiatives, and plan events. Our schoolwide PBIS program, PAWS (Prepare, Attend, Work, Succeed), provides detailed student expectations for the classroom, cafeteria, bus, hallway, and bathroom. Expectations are taught, modeled, and reviewed frequently, and student progress is rewarded through quarterly rewards and our PAWS store, where students can purchase items with accrued PAWS points. Our quarterly rewards include field trips, visitors, and in-school activities, such as theater and bowling trips, themed field days, school dances, and visits from the local ice cream truck. Our school mascot, Jazzy the Jaguar, makes regular appearances to encourage positive behavior and success!

Jayenne hosts regular guests and programs to promote school culture; our students love when local organizations come to visit. Our local high school, Fairmont Senior, brings their Renaissance-inspired singing group, The Madrigals, to perform each year. We host engaging story hours from local authors and librarians and puppet shows, and Buster the Bus always makes a special appearance to teach our students about bus safety.

Our classrooms have made the shift from traditional to flexible and comfortable, and teachers routinely write and secure grant funding to support this shift. Most classrooms are equipped with flexible seating options, and students are encouraged to choose seating that best fits their individual needs.

We celebrate all achievements, big and small, recognize student growth, and provide additional support to those in need. We hold Tier II groups weekly based on PBIS and encourage attendance through various attendance awards, and our school counselor has implemented Second Step, a social skills program designed to reduce impulsive, high-risk behaviors and increase our students' social competence. In the wake of COVID, we have focused heavily on attendance. We discuss attendance expectations with parents and students and give quarterly attendance awards. This year we are raffling bicycles for students with perfect attendance.

We begin each day with "shout outs," which are announced over the intercom, acknowledging detailed achievements and accomplishments for each grade level, and we end each day by telling our students "we can't wait to see you tomorrow." Our goal is to create a school culture that supports the whole child, one that our students consider their "home away from home."

2. Engaging Families and Community:

Positive, working relationships with families is instrumental in student success. We encourage our families to be active participants in their students' education and stakeholders in decision making at Jayenne. We want our classrooms door and lines of communication to always be open to our families.

Supporting families is a priority at Jayenne. We serve many students who live in non-traditional settings, predominantly with grandparents, and several of those students are in their situations as a result of some sort of trauma. Staff members regularly communicate with all families, but we communicate with our nontraditional families with a little more consideration. We provide resources for social services when needed and extend extra support for the emotional wellbeing of students. We encourage these families to

participate in our branch of Grandfamilies to learn about their right and receive the trainings and guidance necessary to provide the best possible care for their students.

Parents and family members are invited into classrooms to help with classroom parties and activities, read to students, watch presentations, and assist with school responsibilities. We use multiple platforms for daily communication, including ClassDojo, Thrillshare, and various social media outlets, both school-based and county-based.

Our Local School Improvement Council (LSIC) serves as a bridge between Jayenne and the community. We hold annual elections for representatives and meet quarterly to discuss the needs of our school from the perspective of the community. Our current projects in collaboration with the LSIC are the installation of garden boxes and the construction of an outdoor classroom. We want to expand how students understand science by teaching our students how to grow plants and vegetables, and allow them to experience science in an outdoor setting.

We recognize that families are busy in today's society, so one of our goals is to create accessible events and projects that allow families to spend time together and create memories. Our Title I department hosts family nights each quarter that are both educational and fun. We have held events such as Hands-On Math Game Night, Gingerbread Houses and Story Time, and, the school favorite, Bingo for Books. This year, we are changing it up, adding neon colors and black lights, and doing BinGLOW for books.

3. **Creating Professional Culture:**

Jayenne has a very high staff retention rate, which we attribute to the work culture we have created together. When new teachers come, we want them to stay. We put a lot of emphasis on creating a professional work environment that is positive, trusting, and reciprocal. Communication and flexibility are key components for us. We communicate on a constant basis about the needs of our students and how we can help each other attain group and individual goals. We share ideas, supplies, and space. We offer support when difficulties arise, and we celebrate when achievements are met.

Formally, we meet frequently to discuss data and make decisions. Our faculty senate committees meet prior to monthly meetings to discuss safety, technology, curriculum, and public relations. Committee representatives share out at faculty senate meetings and involve the whole staff in the decision making process. Our grade level teams share common planning periods and meet to discuss plans and concerns. Our Title I teachers arrange their schedules so they have the flexibility to meet with the grade levels they service. We hold quarterly data team meetings, facilitated by Title I, to review benchmark assessments, progress monitoring, and rework intervention and enrichment groups as needed.

Each individual school in our district has the flexibility to shape their own school-based professional development. We take advantage of this opportunity by scheduling vertical team meetings. Vertical teaming has contributed greatly to our academic success, as we are able to discuss how we can address concerns for incoming and outgoing students and support the teachers in the respective positions.

Our Curriculum and Instruction (C&I) team has representatives from each grade level, special education, and Title I. The C&I team meets monthly with a representative from our district's central office to discuss the needs of our school and how the district can support those needs.

4. **School Leadership:**

At Jayenne, we believe that cultivating leaders is a key component in success. We encourage our staff, students, and families to assume leadership roles in areas that suit their strengths, interests, and availability. Our administrator facilitates these leadership roles. He makes decisions on how to best utilize each stakeholder's expertise in an effort to strengthen the school as a whole.

Empowering students through leadership improves relationships and increases accountability. Our students are invested in their own successes, as well as the successes of their peers. They learn to recognize the best

ways to support each other and when that supported is needed. We make sure students understand the importance of positively representing our school when they participate in sports and academic events.

Each member of our faculty practices leadership in some manner. The chairs and facilitators of our committees practice traditional leadership by leading meetings, organizing events, and assuring that all of the goals of the group are met. Staff members frequently develop and deliver school- and county-based PD (professional development). Everyone at Jayenne gladly assumes various informal leadership responsibilities by becoming the "go-to" person for something that highlights their strengths and abilities. We all know who to go to for help with technology, ideas for intervention, or support for challenging behaviors.

Encouraging families to be actively involved in school leadership roles increases communication and buy-in. Families get a chance to see the day-to-day operations of our school and share in decision making. Families can participate in school leadership both officially and unofficially. Our Parent-Teacher Organization (PTO), LSIC, and coaching positions promote family leadership. Parents and family members can be seen frequently around the building helping teachers and students. This type of informal leadership builds connections between school and home and creates a diverse adult staff for students to look to for guidance and support.

5. Culturally Responsive Teaching and Learning:

The first step to culturally responsive teaching is recognizing implicit bias, even if those biases are unintentional. We strive to eliminate those unconscious attitudes that may impact how we relate to students and parents and how we choose curriculum and plan lessons.

Our staff recognizes the importance of equity and equality, and we are aware of and sensitive to the context our school operates within. Regardless of background or socioeconomic status, we hold all students to high standards.

Communicating with students and families allows us to empower students to take ownership of their own learning and their learning environment. We create student-centered environments by creating classroom agreements and contracts that answer the question "How will we work and grow together?" We allow our students' culture to help dictate the ways in which they want to feel respected, heard, safe, and included in the classroom and in their interactions with their peers and their teachers. This reinforces the idea that they belong, and no matter how they show up each day, they have value.

We try to include our students in the lesson planning process when possible. For example, we are very conscious of the books in our classroom libraries. Each classroom contains a wide variety of literature that reflects cultural diversities. Representation in literature plays a significant role in growth and development. It helps our students understand how they live, and it helps them discover and understand how others live as well. We encourage students to help us make choices when integrating literature into instruction. Allowing students to be involved in choosing reading materials gives teachers an opportunity to learn a little more about their students and allows both students and teachers to develop empathy and respect for cultural differences.

PART VI - STRATEGY FOR EXCELLENCE

We are proud of all of the incredible accomplishments at Jayenne Elementary, but at the end of the day, we pride ourselves first and foremost on our relationships. As students enter the building each morning, they are greeted with hugs, smiles, and familiar faces. Cooks, custodians, aides, and teachers all have a hand in making every child a part of our Jayenne family. Our students witness productive and respectful relationships among our staff, and it is our hope that this helps them build positive relationships with their peers.

COVID taught us a lot about the importance of face-to-face engagement with students and families. The shift from in-person to distance instruction was unprecedented and detrimental to the relationships we share with our students. Upon returning to full in-person instruction, we have not only reestablished these relationships but strengthened the bonds we share with our families, as we now recognize a significance that we had always taken for granted.

Public schools are a safeguard. We take student hardships home each night, and our own families sometimes come second to our school family. Education is the goal, but there is a lot more to it than academics. All of the members of our staff have difficult jobs, but determining the type of relationship we need to build with each student is the most difficult job of all. Some students need us to be their teachers and their mentors. We educate these students. We challenge them academically. We rely on them to be role models for their peers. Some students need just a little bit more. We model positive behavior. We teach adaptive skills. We instill the skills necessary for them to effectively and independently take care of themselves and interact with others. Some students need everything we have to give. For these students, we are a confidant, a caregiver, and a safe haven. They come to us for love, affirmation, and security. As difficult as it can be, we are their constant, and we never hesitate to find a way to give them what they need.

Our families know we are a safe space. Our students know that they are loved and respected. Our staff knows that we're all in this together. Our relationships with each other and our families have allowed us to build and maintain a school culture and environment that we are proud of and continue to build stronger.