

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

Official School Name George A Jackson Elementary School
(As it should appear in the official records)

School Mailing Address 58 Maytime Drive
(If address is P.O. Box, also include street address.)

City Jericho State NY Zip Code+4 (9 digits total) 11753-1202

County Nassau County

Telephone (516) 203-3640 Fax (516) 681-2891

Web site/URL <https://jackson.jerichoschools.org> E-mail arivera@jerichoschools.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* Mr. Henry Grishman E-mail hgrishman@jerichoschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jericho Union Free School District Tel. (516) 203-3600

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 Mrs. Jill Citron
(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 (per district designation):
- 3 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
- 5 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)
☒ 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	0
K	64
1	52
2	71
3	100
4	93
5	98
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	478

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 83 % Asian
 - 2 % Black or African American
 - 2 % Hispanic or Latino
 - 3 % Native Hawaiian or Other Pacific Islander
 - 9 % 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: 14%

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

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, 2021 until the end of the 2021-2022 school year	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	37
(3) Total of all transferred students [sum of rows (1) and (2)]	64
(4) Total number of students in the school as of October 1, 2021	455
(5) Total transferred students in row (3) divided by total students in row (4)	0.14
(6) Amount in row (5) multiplied by 100	14

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

Chinese, Korean, Spanish, Urdu, Tamil, Pashto, Kannada, Armenian

English Language Learners (ELL) in the school: 14 %
68 Total number ELL

7. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 60

8. Students receiving special education services with an IEP: 8 %
Total number of students served 39

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.

<u>10</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>7</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>5</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %
Total number of students served: 2

10. Number of years the principal has been in the position at this school: 4

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.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	22
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	20
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 22:1

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	95%	99%	96%	96%	96%
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 ☒

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.

We are committed to nurturing the individual capabilities and unique talents of all members of the educational community and preparing them for the rapid technological changes of the information age.

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

<https://resources.finalsite.net/images/v1674501491/jerichoschoolsorg/lob8w5v6witlpuzbhz6b/BOARDPOLICYMANUAL-January2023.pdf>

BOE Policy #3420 (NON-DISCRIMINATION AND ANTI-HARASSMENT IN THE SCHOOL DISTRICT) --> pages 121-125

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

Aristotle once said, “Educating the mind without educating the heart is no education at all.” At George A. Jackson, we believe in providing students with an all-encompassing education that enables them to grow into fine, knowledgeable individuals. The classic themes of respect, responsibility, kindness, and cooperation are integrated into all aspects of the Jackson curriculum.

Our school community is a diverse one with families from all over the world including such countries as China, India, South Korea, Afghanistan, Brazil, Columbia, and more. As the largest of our three elementary schools, we take great pride in opening our doors to everyone. With a minority enrollment of approximately 91%, our 478 students come to us with a variety of learned experiences. Our teachers incorporate students’ funds of knowledge to design experiences that enrich their understanding of academic content while also helping them feel connected to classroom activities. Students engage in relevant, hands-on experiences where they grapple with real-world issues while designing and testing solutions that incorporate a variety of technological tools. Work is on display throughout our school and shared daily with families through various social media platforms including Instagram and Twitter.

Our PTA is an active one that partners with our principal, teachers, staff, parents, and school community to support programming and events. Connecting back to engaging and relevant experiences, they fund and coordinate several author visits each year providing students with an opportunity to meet the person behind the books they love. Our PTA supports our community through a variety of fundraisers and brings families together through fun and educational programs and events such as our Welcome Picnic, Sports Night, Family Activity Night, Family Dance Night, Multicultural Night, and so much more.

George A. Jackson Elementary School is a second home to our students, staff, and teachers. As such, we take great pride in being able to encourage and challenge our students to be their best selves academically, emotionally, physically, socially, and culturally. Our focus on academics starts with a comprehensive overview of each child’s performance. We administer a variety of assessments throughout the school year including diagnostic assessments (NWEA and Fountas and Pinell) within each trimester. Student data is analyzed by our school Instructional Support Team (IST) where recommendations are made for targeted interventions (in conjunction with the classroom teacher). Our curriculum focuses on hands-on exploration and is designed to be interdisciplinary with students having ongoing opportunities to make connections across different content areas.

Students at Jackson are supported emotionally, physically, and socially through our school-wide emphasis on character education. Through the Responsive Classroom approach, students and teachers form positive relationships through a comfortable and safe environment. This approach focuses on engaging academics, positive community, effective classroom management, and developmental awareness. Through the guiding principles of a responsive classroom, our students learn a set of social-emotional competencies that include: cooperation, responsibility, empathy, and self-control. In addition, we focus on open lines of communication with families to foster student success. We host an annual Jackson Curriculum Fair where we provide families a first-hand experience with various aspects of our curriculum. In conjunction with our PTA, we coordinate parent workshops focused on providing families with information and resources to better support their child(ren) at home. Workshop topics include; Social Media and Internet Safety, Exploring the School Library, The Power of the Read-Aloud, and more.

To further support students, families, and teachers, we have a Social-Emotional Learning (SEL) Committee comprised of eight members of our school team. This committee helps plan monthly SEL themes and coordinates activities in alignment with each of them. They publish a monthly newsletter for our school community that features book titles, songs, videos, and discussion topics all aligned to a specific theme to support communication at home. Daily peaceful breathing exercises are integrated with our morning and afternoon announcements. Students are recognized daily via announcements for their birthday and special achievements. School staff understand the importance of engaging students and making experiences relevant to them. As such, each year we set various goals with students related to fundraising and academic performance. As a reward for their hard work, different celebrations are coordinated that most recently

included staff members being slimed, the principal having his head shaved and teachers being dunked in a water tank, just to name a few.

Lastly, teachers here at the school recognize the importance of providing students the option to control their physical environments in which they work best. Flexible seating options include standing desks, chairs with wheels, cushions, beanbags, and round and rectangular tables to name a few. This equipment provides students with flexibility throughout the room while providing them with the comfort to stay engaged and focused. Every classroom is equipped with the most current technologies for teaching and learning. SMART Boards, iPads, and Chromebooks provide teachers and students with the tools they need to foster learning experiences that tap into a variety of learning modalities within the classroom. Students can access books via print and digital copy, use a variety of software to create presentations demonstrating their knowledge of content, and engage in learning with others (across the globe) through videoconference.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Throughout each grade, the workshop model is used to teach the variety of ELA skills in a balanced literacy program. In the primary grades, emphasis is placed on learning to read and write through practice of phonemic and phonological awareness and thematic units. Students build fluency skills that enhance basic comprehension, build vocabulary through word work and visualization, and develop social skills through shared reading and “turn and talk” practice. While in the upper grades (3-5), there is an added emphasis on reading to learn through project-based learning and research opportunities. Story elements and text structures are a significant part of the curriculum. Reading and writing merge as students write about reading and are analytical in their engagement with a variety of text types (i.e. fiction, expository, persuasive, interviews).

The gradual release of responsibility in the workshop model helps readers and writers to gain skills independently. Each learning opportunity starts with a mini lesson, where the teacher introduces and models the reading skill or strategy for the day. The students are then prompted to work independently and practice the skill or strategy in their own independent reading book, which is tailored to their own readiness level. While students are practicing independently, the teacher is conferring with individual students or small groups to offer support or extension; while also observing student progress and collecting soft data. Students work in book clubs and in guided reading groups to enhance skills at their own pace. Guided reading instruction helps students to increase their reading level and provides personalized instructional experiences that build strategic knowledge and independent problem-solving that promotes thoughtful learners. Peer collaboration activities such as book clubs mirror real-life literacy, including collaborative discussion and engagement, while maintaining student accountability in the learning process. Our ELA framework provides daily exposure of authentic opportunities for peer and independent experiences and teacher-supported contexts.

Student progress in ELA is assessed from a number of different avenues that inform teachers, as well as aid in forming future learning opportunities. Teachers collect soft data through classroom observation, formative assessments, and summative writing portfolios. Hard data is collected via running records using the Fountas & Pinnell reading system as well as NWEA benchmark data, and New York State English Language Arts Assessments for grades 3-5. This data helps the school to identify students who are in need of additional support.

A belief of our school is for students to be mindful learners and to play an active role in their own learning. Students are cognizant of their own strengths and challenges, which help them in the process of forming individual goals to help improve their reading and writing skills.

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

Our math instruction is centered around the rigorous Math in Focus (Singapore Math) program which is aligned with the Next Generation Learning Standards. The continuum of learning emphasizes specific concepts at each grade level.

Kindergarten students are taught number sense, conceptual understanding of addition and subtraction, and beginning place value concepts.

First grade students continue to work with number sense, addition and subtraction with larger numbers, and more in-depth work with place value.

Second grade students work with place value and computation (addition and subtraction in an increasing range of numbers) while also modeling and solving real world problems.

Third grade students develop conceptual understanding of multiplication and division, fractions, and further analyze place value in addition and subtraction through application of real world problems.

Fourth grade students dive into concepts that include computation in all four operations within a greater range of numbers, more complex problem solving, and deeper understanding of fractions.

Fifth grade students deepen their analysis of place value in whole numbers and decimals, and extend computation work in all four operations to fractional amounts.

At all grade levels, students have the opportunity to apply mathematical understanding to real world contexts related to data analysis, measurements, and geometry.

Mathematical instruction takes place in a variety of formats including whole group, small group (with targeted focus areas), and independent practice. At the inception of each lesson, students are prompted to grapple first, in order to determine readiness level. They are provided with an opportunity to take ownership of their learning through the concrete, pictorial, and abstract approach. Providing students with hands-on concrete manipulatives or visuals helps to establish strong connections with new mathematical concepts. Pictorial representations take the place of concrete manipulatives while helping students to visualize problems and model their solutions. At the abstract stage, students are able to demonstrate and articulate their mathematical understanding without the use of aids. The Singapore Math approach centers on persevering in problem solving, with the goal of real-world applications. We use a variety of instructional tools to supplement, support, and enrich students at all levels. Our ST Math provides an opportunity for students to build conceptual understanding through a spatial-temporal medium. We utilize the Reflex Math program to help students build fact fluency through the use of engaging and meaningful games related to the four operations.

Assessment data is collected in a variety of formats. We utilize a standards-based grading system to administer our Math in Focus chapter evaluations. Hands-on performance tasks where children have opportunities to choose a method of how they will demonstrate learning are also embedded into the assessment process.

Lastly, ongoing diagnostic assessments are done through the use of the IXL program and NWEA benchmark assessment. After practice with the IXL program, students are given immediate feedback so they can refine and adjust their problem solving with guidance from teachers. The NWEA benchmark assessment is administered across all grade levels and helps to inform instructional decision making for classroom teachers, as well as identifying students who demonstrate a need for additional support.

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

The science curriculum at our school is aligned with the Next Generation Learning Standards. There is an emphasis on three-dimensional learning at all grade levels involving scientific practices; including asking questions, designing investigations, analyzing and interpreting data, and constructing evidence-based arguments, core ideas; including physical science, life science, earth science, engineering, and technology, and lastly crosscutting concepts such as patterns, structure and function, and stability with change. The science curriculum is interdisciplinary and also addresses both Math and ELA standards at every grade level. Kindergarten students learn the relationship in ecosystems, weather and climate, and forces and interactions. First grade students learn structure and function, space systems, and waves (light and sound). Second grade students learn about interdependent relationships, earth systems, and structure and properties of matter. Third grade students learn inheritance and variation of traits, weather and climate, and forces and interactions. Fourth grade students learn about structure and function, Earth's systems, and energy. Fifth grade students learn about matter and energy in organisms, Earth and space systems, and structure and properties of matter. The curriculum is taught through a phenomenon-based approach. Each week, students have hands-on opportunities in the science lab that are then supported by classroom teachers.

The curriculum is assessed through the collection of soft data in the form of ongoing teacher observation of

students' abilities to demonstrate mastery of the scientific practices and connection to cross-cutting concepts. Hard data is collected in the form tests, quizzes, projects, and student completion of labs, as well as their ability to transfer and apply the concepts taught into their writing. All learning tasks are designed to ensure that students are acquiring the skills necessary to demonstrate proficiency in the knowledge and skills presented in the state standards.

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

The social studies curriculum at our school follows the New York State Social Studies Framework. Our educational goal for students is to promote civic competence through the integrated study of the social sciences and humanities including anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, belief systems, and sociology. Through the instruction of social studies, students are taught how to think rather than what to think. They experience making informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Each grade level addresses appropriate content specifications, key ideas and conceptual understandings, literacy skills, unifying themes, and inquiry arcs.

In kindergarten, students learn about self awareness, how to be a good citizen, and understanding economics and geography. First grade students learn about their family and others, rules and laws, uniting a community, and economics. Second grade students learn about their community and others in the United States, active citizenship, economics, rural, urban, and suburban communities, and geography of communities. Third grade students learn about communities around the world, including the United States, Brazil, China, Kenya, and making a difference in their global community. Fourth grade students learn about the history and government of New York State, including the impact of European colonization and the Revolutionary period, the establishment of local and national governments, and the transformation of New York. Fifth grade students learn about the Western Hemisphere and its diversity in terms of geography, government, economic, and culture. Students also learn about the transition and lasting impact of early European exploration and the transatlantic slave trade on the Western Hemisphere.

The social studies curriculum is assessed through the completion of performance tasks such as design of maps, writing samples, research proposals, debates, and critical analysis of historical documents.

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

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Visual Arts and performing arts education is an essential part of our curriculum. Students in grades K-5 are able to develop personal, intellectual, and inter/intra personal skills through cultivating curiosity and creativity.

For many, art is very process-oriented, which involves multiple steps and navigating unexpected results. What some may call "mistakes" are really opportunities to adjust your course of creation to make changes. Our students understand that there is a level of rigor that is required when creating, and this is a skillset that can be applied to anything. Students explore the history of art while gaining an appreciation for the different forms of art, including painting, photography, sketching, and more.

the elements of developing music literacy. Students grow an appreciation for reading, composing and performing music. Along with this instruction, many students have welcomed the challenge of learning the ukulele. Outside of daily music instruction, over 200 of our students participated in NYSSMA (New York State School Music Association) this year, where they shared a vocal solo performance or a solo performance with an instrument of choice, for a panel of judges. Our fifth grade students also participate in NYSSMA Ensemble, where all students sing as a unified chorus. This year approximately 25 of our students also participated in the Division 1 East All-County Music Festival, sharing their passion for music.

2b. Physical education/health/nutrition

Our physical education program teaches the importance of regular exercise and healthy eating so that all students can make healthy lifestyle choices. Through cooperative activities, our program helps students in grades K-5 develop teamwork, collaboration skills, and tools to communicate effectively with each other. Students learn sportsmanship through a variety of team sports that emphasize the importance of sportsmanship and fair play. Through the exposure and experience of such games as basketball, pickleball, soccer and volleyball, all students gain an appreciation for communication and friendship. Students learn how to follow rules, compete in a respectful manner and how to win and lose gracefully. In celebration of specific units, such as basketball, students participate in county and state-wide competitions like hoop challenges. As a culmination to our athletics program, all students are involved in a school-wide field day experience where grade levels come together to share in the joy of sports and exercise.

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

The students here at our school are immersed in an elementary program that exposes students to a variety of world languages and cultures helping prepare them for a global society. Our Foreign Language in Elementary School program is aligned with World Language Standards. Students study Spanish in grades one through four as part of the FLES program. In addition, students in grade five are exposed to a FLEX program encompassing Italian, French and Mandarin. Students learn not only the languages, but their respective cultures as well so that they can make connections and comparisons to their own personal experiences. Students learn about traditions and customs and use the target languages in meaningful ways that are in context to the topics of study. The lessons are designed around various modalities such as listening, speaking, reading, writing and drawing.

2d. Technology/library/media

In the library, students focus on developing the skills to find and evaluate information. Students across all grade levels (K-5) learn the strategies necessary to become researchers, as well as develop the technology skills necessary to transfer to a variety of applications. Students learn to explore and utilize multiple types of media for a well-rounded education on resources that are available on our library website such as WeVideo, Storyboard That, Book Creator and a wide range of Google Applications. Along with developing research skills and becoming independent researchers, students also learn to curate and present information using essential speaking and listening skills. Some of our fifth grade students culminate the year by celebrating in a Battle of the Books competition. Spending time in the Jackson School library allows for all students to develop an appreciation and love for literature. The children have access to our online library twenty-four hours a day by utilizing Sora and/or Epic. This year alone, the students at Jackson have checked out approximately eleven thousand books thus far (as of March 31). Being able to self-checkout books has allowed students to gain a more appropriate level of independence.

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

At Jackson, all students have the opportunity to visit our science lab weekly to participate in STEAM activities and interactive laboratory experiments. Students as early as kindergarten learn how to navigate the scientific process, while reflecting on how focused and thorough scientists need to be. Our youngest scientists explore the concept of force through a variety of push and pull STEAM activities. These young scientists also learn the life cycle of a butterfly. Children from grades one to five develop an understanding and appreciation of engineering through hands-on investigations covering topics such as weather, natural

disasters and oceanography. Our older students are offered experiences, such as visiting scientists from a local DNA laboratory. During their time together, students are introduced to forensic science and incorporate their experiences with DNA and genetics to solve mysteries and analyze mutations in a variety of species.

3. Academic Supports

3a. Students performing below grade level:

With a shared belief that all students will learn, and high expectations for academic excellence, the faculty at our school strives to thoroughly understand the unique academic needs of each student. A diverse team of skillful educators and administrators gather frequently to examine school-wide data and trends. During data meetings, multiple data points are examined to be sure appropriate supports are offered to students not meeting grade level targets. Team members investigate to understand the context of each child's learning experience and all possible factors impacting academic growth.

Special educators, reading specialists, and a math specialist collaborate with general education classroom teachers to support tier one interventions in the classroom. For students in need of more intensive academic support, tier two services are provided by a reading and/or mathematics specialist. This work involves small group instruction at the student's instructional level. Information from classroom colleagues and families, observational notes, and assessment data is collected and analyzed. Academic specialists use diagnostic tools such as the NWEA Assessment, IXL program, reading running records, writing samples, and progress monitoring probes to identify gaps in understanding that may be contributing to difficulties in academic performance. "Just right" interventions are administered in a thoughtful, consistent way. Progress is monitored and reported to families and other members of the student's team. Refinements are made and interventions are fluidly adjusted depending upon how the student responds to the intervention.

A fourth-grade student struggling to understand fractions and finding the greatest common factor, might have gaps in understanding around multiplication concepts. This student might benefit from building conceptual understanding of multiplication through concrete manipulatives. A second-grade student not yet demonstrating comprehension of grade level texts would be receiving reading intervention that may focus on improving the skill of summarizing.

3b. Students performing above grade level:

Needs of students performing above grade level are given careful consideration. Classroom teachers are skilled at differentiating their instruction for both students who are approaching grade level content and those who are ready for more in-depth work in each area. Academic instruction often involves small group work, where students working above grade level have opportunities to engage in collaborative learning with academic peers. They are encouraged to go deeper in the curriculum. A variety of digital platforms allow students opportunities for challenging themselves through self-guided exploration.

Performance tasks at the completion of a unit offer open-ended opportunities for students to self-differentiate their learning. A favorite performance task completed by third-grade students following a multiplication unit, "Dream Houses," is accessible to all students and gives those who are ready a forum to take their thinking to the next level. By designing more complex room shapes and opportunities to consider scale, students performing above grade level can share their more in-depth knowledge.

The Math Olympiad for Elementary and Middle School Students (MOEMS) program is a favorite enrichment club offered to fourth and fifth grade mathematicians who are ready for advanced mathematics and creative problem solving. Math Olympiad students meet weekly throughout the school year to further develop their mathematical thinking and communication skills. Math Olympiads compete in monthly contests and in a yearly mathematics tournament, where Jackson Elementary school has been awarded 1st and 2nd place in our last two years of participation! A monthly math challenge with creative problem-solving opportunities is also offered to children in grades two through five. Many children are excited to compare strategies and stretch their mathematical minds!

3c. Students with disabilities:

Students with disabilities are provided with an Individualized Educational Plan (IEP) with specific goals and placement recommendations. We support students in the most appropriate and least restrictive environment. The majority of our students with a disability are placed in a general education or collaborative co-teaching classroom. Students receive support services from learning center instructors, reading specialists, speech-language pathologists, occupational, physical, and/or behavioral therapists to meet IEP goals. Services are scheduled two to five times per week in a push-in or pull-out model.

Collaborative co-teaching classrooms are present within various grade levels in which a special education teacher shares the responsibility for all students while providing services to meet IEP goals. The special education teacher and general education classroom teacher plan and teach all aspects of the curriculum together.

For students requiring a more significant level of academic support, our school has two self-contained classrooms. Typically, students in this setting require a smaller ratio of teachers to students and more intensive modification and support. A special education teacher teaches all subjects and provides services to meet IEP goals. All children in self-contained classrooms participate in specials (art, music, physical education), science, lunch, and recess with their mainstream peers. We focus on building foundational skills so that students in self-contained classes can be mainstreamed with their grade level peers for other academic subjects as well.

Another important member of our community, who provides supports to our students with disabilities, is our therapy dog, Moby!

Instruction is further tailored for students with disabilities by providing a modified workload, visual support, opportunities for repeated practice, clarification, small group work, individual check-ins, and a modified pace. Interventions include a balance of addressing foundational gaps and exposure to grade level content. Lastly, assessments are tailored to include reformatting of test questions, extended time, support with reading directions and/or questions, location with reduced distractions, breaks, and refocusing prompts.

3d. English Language Learners:

Our diverse school community has the privilege of educating about 14% of our students who fall under the “English Language Learning” designation. Our approach begins with a deep interest and appreciation for each student’s native language and cultural heritage. Strolling through the hallways in our school, one can see a plethora of cultural celebrations; a travel brochure project, small moment writing pieces that detail travel experiences to countries from which children have moved, and in-depth research projects featuring research on a culture of choice. When children realize they are in a safe place, with adults and peers who value them, they are more likely to be successful in transitioning to a new language and feel comfortable expressing themselves using a variety of means.

Our school has a team of four English as a New Language (ENL) instructors. The level of support provided to our English Language Learners is scaffolded based on their own individualized needs. Students are identified as Entering, Emerging, Transitioning, Expanding, or Commanding. Each English Language Learner participates in 90–360 minutes of ENL services per week, depending upon where they are in their acquisition of the English language. These services are carefully scaffolded to include subject-integrated push-in service and pull-out, stand-alone ENL instruction (with a focus on language development).

Instruction is tailored using peer partnerships, sharing of multicultural experiences, and visual supports. Online resources are used to provide additional reading, listening, and vocabulary work. Google Translate and other translations apps (and readers) are helpful when communicating with students. Educational games, poems, manipulatives, and pictures are paired with the academic content to help children make meaning of new English vocabulary.

Assessments for English Language Learners are adjusted based on where they are in their acquisition of the

English language. This often involves adjusting the vocabulary, using an alternate vocabulary series, and/or adjusting the number of required questions.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

George A. Jackson School creates an incredibly positive and supportive environment. It has a Social-Emotional Learning Committee that creates monthly themes that support emotional growth, acceptance, and positive social interactions. A monthly newsletter with resources and extension activities are shared with faculty and community members. Each month a book that supports the theme is shared school-wide over a Google Meet to provide a sense of community. The SEL Committee continues to build positive culture throughout the building and school community. In addition to this team, social-emotional support is provided by our school psychologist and behavior specialist. Both professionals work with students in and out of the classroom. They also work with different staff members to provide appropriate strategies for use within the classroom and with families to develop at-home support.

Our school practices the Responsive Classroom approach. Teachers participate in intensive training learning how to effectively create classroom environments that nurture a child's social-emotional needs. Students are greeted daily by the classroom teacher prior to entering the classroom. Teachers facilitate a morning meeting where they can "check in" with students to see how they are feeling and promote a sense of community within the classroom. These meetings offer students the opportunity to share out, listen to one another, and develop a sense of belonging and pride.

Students are provided support from highly qualified teachers in and out of the classroom. Instruction is differentiated to meet individual student needs and encourages all students to meet their potential. Students who need added support are offered this in a variety of ways both during the school day and after school. Our math and reading specialists work closely with classroom teachers to provide both enrichment and academic intervention services. We match up school aides and substitute teachers with different classes to provide students with additional adult support. The multiple adults linked to each classroom help students receive more immediate support and it provides them with additional people they can turn to in the event of a concern.

George A. Jackson is always presenting students with ways to connect their classroom experiences to real world situations. Lessons are consistently created in interdisciplinary formats, giving students engaging real life situations to problem solve. For example, recently a fourth grade student asked if the school had solar panels. Students were then asked to research the pros/cons of solar panels and present their ideas (using multiple presentation platforms) during a mock board meeting to members of the school district including the Superintendent of Schools and Board of Education. Teachers encourage student inquiry and promote intrinsic motivation by providing them ample time to use school resources and discover the answers to their questions.

2. Engaging Families and Community:

George A. Jackson has been successful in partnering with families and the community. We have an active Parent-Teacher Association that engages our students and families with numerous opportunities. Activities include: PTA Welcome Back Picnic, Family Game Night, Family Dance Night, Family Paint Night, and Multicultural Night. Families are regularly invited into the school to experience classroom activities that are student-centered and showcase cultural experiences. The school hosts a yearly curriculum night that is open to the public showcasing teaching and learning happening throughout all academic areas. In addition, families are invited into the classroom to read a story to the class, speak about a particular career, share their expertise and experiences, and help chaperone an event, just to name a few of the things.

Parents are communicated with regularly by staff members and are encouraged to attend school events and parent information sessions. Communication is through a variety of channels including phone calls, text messages, email, social media and videoconferencing. Teachers regularly make themselves available to attend various events and connect with families on a more personal level. The connection between our families and school staff is one of the primary factors of our continued success.

Collaboration with our public library has been ongoing. Members of the public library visit our school to work with students on community projects and to promote summer reading. The public library partners with the school district to host an annual author visit, annual art show, provide students with a tour, sign families up for a library card, and offer monthly events for children and families.

Lastly, we have forged partnerships with local organizations and individuals. Recently, we have partnered with Northwell Health to provide timely access to mental health services for school-aged children who need urgent mental health support. We also open our doors to families to serve as guest speakers within classrooms. This school year a local geologist presented to our third grade students on the issue of pollution on Long Island.

3. Creating Professional Culture:

Every Tuesday during the school year, an hour after school is reserved for faculty meetings which are often used for professional development. Meaningful topics are discussed to raise awareness and provide guidance in areas that may be needed. Teachers are encouraged to attend professional development opportunities; conferences, workshops, and lectures and are provided coverage for their classrooms when these occasions occur.

Teachers are shown appreciation on a regular basis. Teachers are encouraged to take part in the same social emotional learning strategies that we encourage our students to partake in. The Social Emotional Learning Committee implements strategies such as Mindful Mondays; where faculty gathers during their lunch to take walks, offers yoga sessions, and relaxing activities in the faculty room.

New teachers within the school district are provided with two years of on-site professional development in a variety of areas to support their transition to the community and classroom. Areas of focus include: lesson planning, culturally responsive teaching, Response to Intervention, standards-based grading, differentiation, and more. New teachers also receive mentoring from an experienced colleague who is there to support the continuous professional growth and learning of that individual.

The principal encourages teachers to communicate and collaborate. Faculty meeting time is often used to meet as a team to discuss upcoming units of study and best practices for teaching and learning. The principal also supports cross-curricular collaboration and will provide time for teachers from different subject areas to plan together, to bring meaningful experiences to students and facilitate the connections students make between subject areas. Teachers are given release time to visit other classrooms to experience new ideas and lessons. Information pertaining to upcoming workshops, conferences, and professional development opportunities are often shared with staff. The principal himself attends many of these sessions and continues to keep teachers informed on new opportunities.

4. School Leadership:

Members of the George A. Jackson Elementary School community are fortunate to have a leader, our principal, who approaches every situation, opportunity and challenge, with a focus on compassion and the understanding that relationships are at the center of our success. He models and encourages leadership from the heart, while balancing social-emotional needs, high instructional expectations, and a collaborative spirit. The principal exhibits the philosophy that we are all teachers of all students. Our principal's emphasis on the social-emotional needs of the staff and community members directly transfers to the social-emotional learning that happens in each classroom. By focusing on strong relationships with teachers (whom he refers to as teammates and colleagues), our principal offers suggestions and expectations that grow teachers' instructional capacities in a comfortable way and ensure academic achievement for all students. Reflecting on the way he adjusted his leadership role during the start of virtual learning (as a result of COVID), hybrid learning, and the return to in-person instruction, he continued to focus on supportive leadership. He continues to check in with students, staff and families, is reassuring and available for support.

At Jackson, leadership emerges at different levels. Several committees collaborate to lead our school

towards excellence. Our Social-Emotional Learning (SEL) Committee is composed of eight individuals with different roles within the school. The work shared by this group of educators is at the core of our approach to caring for children and helping them reach high academic standards. Our Shared-Decision Making Team includes educators, students, and parents. This team focuses on identifying educational issues, defining goals, formulating policy, and implementing and assessing activities to help students reach standards of excellence. This team has been instrumental in setting policy within the school building on wellness (both in and out of the classroom). Our Safety Committee is another group composed of various school personnel. This team works together to ensure a safe environment for students, families, teachers, and staff. Through their work with local law enforcement, the committee has helped set policies and procedures within the school focused on; crisis response, intruder alert, medical emergency response, evacuation, and more.

Leadership often emerges as educators and administrators gather around the table during Instructional Support Team/Child Study Team (IST/CST) meetings. During these meetings, a student who is experiencing difficulties in any area is discussed. Leadership emerges as members of the team collaborate to analyze the challenge and create a support plan for the teacher and student. If there is a reading difficulty, the reading specialist often takes on a leadership role for that child's support. Our experienced special education facilitator also takes on a significant leadership role as she provides academic coaching, builds understanding of the Response to Intervention (RTI) model, and serves as a liaison between special education administrators at the district level and teachers at the school.

5. Culturally Responsive Teaching and Learning:

George A. Jackson's student body represents many different cultures, languages, and religions. It provides a welcoming environment for all students by celebrating diversity through events such as our annual Multicultural Night. This school-wide event is organized by our Parent-Teacher Association, where students participate in performances connected to their cultural backgrounds. Exhibits are set up by families with representation from their cultures including foods, dress, and family traditions. Throughout the year spirit days are hosted where students and staff wear clothing to represent and celebrate their culture.

The district offers professional development for teachers in order to promote cultural understanding. The district offers a catalog of in-service classes, often based around cultural awareness. Faculty meetings are also utilized to meet these needs. Teachers lead these conversations and work to support (and enhance) our understanding of different languages and cultural experiences that are a part of the lives of our students and families. The school celebrates World Language Week and highlights the myriad of languages spoken by our school community. Our PTA hosts a family picnic each year where families showcase different foods and crafts from their culture.

There are several communication tools provided and used by staff in the building to help foster dialogue with families that include the Remind App, Talking Points, and Google Translate. The school also provides translators at events and for parent-teacher communication to ease reluctance families might feel when communicating.

The library offers a diverse collection of materials with representation of all members in our community. There are books in multiple languages, characters that represent different cultures and lifestyles, and resources to learn and make connections around the globe. Books are selected with feedback from students who ask for different genres, characters, and settings, often looking for materials that they feel connected with culturally.

Classrooms create their own pledge that begins with the statement, "In this classroom we are family and as a family we will try to..." This promotes a sense of responsibility and expectation, setting goals for the school year. Students participate in helping to identify these goals that are included in their pledge. Their participation fosters ownership and responsibility to build a respectful and safe classroom community.

PART VI - STRATEGY FOR EXCELLENCE

As a school, we recognize the value and importance of our partnership with families. Teachers and staff at our school are committed to doing whatever it takes to ensure the success for all students. Our partnership with families drives much of our decision making and values as a school community.

In discussing the one practice that has been most instrumental to our school's success, much of the feedback we receive consistently references the partnership between the school and community. One colleague at the school recently indicated that, "Our families are engaged in their children's education as a result of communication between parents and staff. This allows teachers to more effectively understand their students' needs. It also creates a partnership that increases student motivation and engagement in school activities." Another individual connected to our school suggested that our success can be attributed to the way in which teachers work together to support each other and our school community.

As Anne T. Henderson (2007) referenced in her book *Beyond the Bake Sale*, we take pride in being a partnership school with our families. We work together with those we serve to build long lasting relationships. We create a link to learning for families where they can experience the learning happening in school at home, provide families a safe space to have their voices heard, and share power with families allowing them a seat at the table for important decisions. As a partnership school, we recognize that our families need to feel comfortable within our presence and open to sharing their thoughts. With a large Chinese speaking community, we continue to ensure that translators are readily available for a variety of meetings (including with teachers and our PTA).

Our Shared-Decision Making Team includes parents and students who have a voice in the work we do. Over the past few years, they have helped us through COVID when distancing was a major health concern. Suggestions were made on how we could safely conduct recess while ensuring that family concerns were always addressed. When allergies became a concern, we worked with our school community to implement practices that allowed us to shift to a nut-free environment. This shift honored the concerns of those families with an impacted child while sending the message to others that everyone matters at our school.

Lastly, our partnership with families is built on the understanding that participation in a child's education at school can look very different from one family to the next and at different points in time. We value and respect the multitude of items a family may have on its plate at any given time. We believe it is a privilege and tremendous responsibility to spend time with our students each day. As such, we make decisions for them with the utmost care and integrity, while continuing to foster opportunities to partner with families at every turn.