

**U.S. Department of Education**  
**2017 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Ms. Melanie Anne Nannizzi

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

Official School Name Jacoby Creek Elementary School

(As it should appear in the official records)

School Mailing Address 1617 Old Arcata Road

(If address is P.O. Box, also include street address.)

City Bayside State CA Zip Code+4 (9 digits total) 95524-9324

County California

Telephone (707) 822-4896

Fax (707) 822-4898

E-mail mnannizzi@jcsk8.org

Web site/URL http://jcsk8.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. Timothy Parisi

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

E-mail superintendent@jcsk8.org

District Name Jacoby Creek School District Tel. (707) 822-4896

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. Shari Lovett

(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, write N/A in the space.*

## **Part I – Eligibility Certification**

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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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 1 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	8	6	14
K	20	28	48
1	17	25	42
2	25	17	42
3	25	23	48
4	27	28	55
5	21	31	52
6	22	28	50
7	26	25	51
8	25	28	53
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	216	239	455

4. Racial/ethnic composition of the school:
- 4 % American Indian or Alaska Native
  - 6 % Asian
  - 3 % Black or African American
  - 12 % Hispanic or Latino
  - 2 % Native Hawaiian or Other Pacific Islander
  - 73 % White
  - 0 % 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 2015 – 2016 school year: 6%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2015	432
(5) Total transferred students in row (3) divided by total students in row (4)	0.060
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 1 %  
3 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Hmong, Russian, and Spanish

7. Students eligible for free/reduced-priced meals: 17 %  
Total number students who qualify: 78

8. Students receiving special education services: 9 %  
43 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- |                                |                                                |
|--------------------------------|------------------------------------------------|
| <u>3</u> Autism                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>3</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>9</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>25</u> Speech or Language Impairment        |
| <u>2</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed               |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects	19
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. 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 24:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	95%	94%	94%	95%	94%
High school graduation rate	0%	0%	0%	0%	0%

**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 2016.

<b>Post-Secondary Status</b>	
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%

14. 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. 2004

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

To provide a safe and inclusive school climate and a high quality program of academic instruction which fosters a life-long love of learning.

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

## **PART III – SUMMARY**

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Jacoby Creek School is a one-school district in the small rural Northern California community of Bayside. Bayside is a close-knit town consisting of the school, a coffee shop, the Bayside Grange, a thriving kombucha business, and a post office. Humboldt State University is just a few miles away and the university culture permeates and enriches our school.

The mission of the school, in partnership with the parents and the community, is to provide a safe and inclusive school climate and a high-quality program of academic instruction. The school strives to develop qualities of good character, self-discipline, grit, and responsible citizenship. The culture of Jacoby Creek School honors and celebrates the strengths of each child and fosters pride in academic and extracurricular achievement.

The Jacoby Creek School community is comprised of students from all over the county in transitional kindergarten through eighth grade. Approximately fifty percent of the students attend Jacoby Creek School from outside our school district's geographical boundaries. The demographics of Jacoby Creek School represent the rural and eclectic culture of the county. The school's high academic standards, the individual support that is provided to each student to help them to meet their fullest potential, and our program that honors the whole child inspires families to commute to attend the school.

The school is comprised of one transitional kindergarten class and two classes at each other grade level. The transitional kindergarten through fifth grade classes are self-contained. In the sixth grade, students switch teachers for math and science instruction with one teacher and language arts and social studies with the other teacher. The seventh and eighth grade teachers hold single subject credentials and teach one homeroom class along with their specific area of study. Spanish is offered to seventh and eighth students as an elective morning course. Students in fourth through eighth grade also have physical education with a credentialed PE teacher. A full time reading specialist works to offer small group reading intervention for students in need of additional support.

Jacoby Creek School enjoys a strong local reputation for academic excellence. In the spring of 2016, 77% of students at Jacoby Creek School met or exceeded ELA standards on CAASPP Assessments and 70% of students met or exceed Mathematics standards. Achievement levels were substantially higher than the average county and state scores.

Students at Jacoby Creek School experience the joy of participating in a classroom play at every grade level and music instruction is offered to all students. Students excel in local and county academic competitions and Jacoby Creek School students are given opportunities to compete at the state level in many academic events. Jacoby Creek School offers a well-rounded athletics program with participation options for all grade levels. All students experience multiple field trips annually and connect with our community through service learning projects. The school has an outstanding staff consisting of eighteen general education teachers, one speech and language pathologist, one special education teacher, one school counselor, one librarian, one superintendent, one principal, one technology coordinator, and five special program teachers including: reading support, vocal music, instrumental music, Spanish, and drama. The school also offers a wide variety of after school enrichment classes such as foreign language, accelerated mathematics, arts, and cooking.

One very important component of the educational success of Jacoby Creek School is the extremely high parent and community participation in all aspects of the school program. Parents and community members chaperone field trips, assist teachers with individual and small group instruction daily, fill the school to overflowing during special events, and enrich the curriculum by bringing their careers and talents into the classrooms. The school is guided and supported by a Parent Teacher Organization, School Site Council, Jacoby Creek Children's Educational Foundation, an Athletics Committee, a Positive Behavior Interventions and Supports Leadership Team, a Facilities Improvement Committee, and a Board of Trustees. Staff, students, parents, and the community work together in these groups in order to support the school and its student population.

Jacoby Creek School has been recognized as a National Blue Ribbon School in 1990 and in 2004. Jacoby Creek operated as a charter school from 2003-2015 but has returned to operating as a traditional public school. The National Blue Ribbon Award showcases our school's commitment to providing an excellent educational experience for our students. Our staff and community are dedicated to educating life-long learners and civic minded young citizens. This awards serves to acknowledge the hard work of our students, staff, and community and inspires us to continue to grow and excel.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Jacoby Creek School follows the Common Core State Standards in guiding students through language arts and mathematics instruction. In all areas of study, teachers at Jacoby Creek School are given autonomy to choose how to best implement the curriculum and how to engage their students in learning. Teachers collaborate at least once weekly in order to plan engaging lessons and to reflect upon teaching practices. Formative and summative assessment results drive instruction and differentiation in the classroom at all grade levels and in all core subject areas.

1. In English language arts and reading, teachers provide a balanced and systematic approach to instruction which includes reading, writing, listening, and speaking. Each grade level has had the freedom to adopt the text that best suits their program and all teachers have class sets of multiple grade appropriate instructional programs. Teachers also use online programs such as Moby Max and Raz Kids to augment instruction. In all grade levels, fostering a love of reading and the written and spoken word as well as critical listening skills are key features of instruction. Teachers use a thematic approach to teaching literacy and English language arts instruction is integrated into all other areas of the curriculum. Beginning in the primary grades, students learn phonemic awareness, concepts of print, sight words, and reading comprehension strategies. As students progress through the grades, language arts instruction focuses on understanding character development, inference, and literary devices.

Further, all students in transitional kindergarten through third grade are screened by the reading specialist at the start of each school year in order to assess which students require additional support. Students in the fourth through eighth grade also receive support of the reading specialist and after school academic support classes when they are not meeting academic standards.

2. Mathematics instruction at Jacoby Creek School provides students with a combination of collaborative exploration, hands on use of manipulatives, project based learning, and direct instruction. Students learn to express their mathematical thinking and problem solving skills in writing and by speaking with classmates while working in groups. Students learn to identify errors in their own mathematical thinking and they work to explain how to understand and correct these errors. Teachers utilize parent volunteers in order to provide students with small group instruction and in order to differentiate the curriculum in order to meet the varying need and abilities of their students. Advanced mathematics enrichment classes are offered to the seventh and eighth grade students.

3. The science curriculum at Jacoby Creek School is based on providing students with opportunities to explore, invent, and think critically. Students have many opportunities for hands on learning and students explore the natural world in order to gain deeper scientific understanding. Students have access to our school garden, nature area, and local watersheds and wetlands. All students in sixth and seventh grades create a science fair project as a part of their classroom science curriculum and students in all grade levels have access to a teacher support if they are interested in participating in Science Fair. The school is currently in the process of implementing the Next Generation Science Standards with the guidance of our Next Generation Science Standards Implementation Committee.

4. The focus of the social studies curriculum at Jacoby Creek is to help students gain a deep understanding of history, cultures, and current events in order help students understand their place in our world. The goal of our Social Studies program continues to be to prepare student for active citizenship. Students are taught to think critically by engaging in debate, inquiry, and problem solving. While we do not offer a preschool program, our transitional kindergarten program serves students that turn five between September 2 and December 2.

The TK program is academic while developmentally appropriate. Students receive instruction in all areas of the core curriculum and the TK teacher collaborates weekly with the kindergarten teachers to ensure that the transitional kindergarten program is preparing students to be leaders in their kindergarten class. Transitional



kindergarten students learn concepts of print, letter recognition and writing, and understanding of the numbers 1-10. Students are introduced to the science and social studies standards that will be taught more fully in kindergarten. Transitional kindergarten students visit the school library twice weekly, enjoy a physical education program, music, dance, and exploration. This program serves to prepare students socially and academically to be leaders in their kindergarten class.

## **2. Other Curriculum Areas:**

Jacoby Creek School offers a wide variety of other curricular activities. These experiences offer students the opportunity to develop performing and public speaking skills, leadership skills, and opportunities to learn the value of teamwork. These other curricular activities provide students with opportunities to develop self confidence and shine as unique individuals.

1. Jacoby Creek School offers visual and performing arts at all grade levels. Visual arts projects are done with classroom teachers. Students explore art using a wide variety of mediums in order to learn the elements of composition and design. Transitional kindergarten students receive music instruction from their classroom teacher. The focus is on singing and movement. Music is offered to students in kindergarten through fourth grade twice weekly for thirty minutes with a music teacher. In kindergarten through third grade, the student sing, dance, and learn to play xylophones. In fourth grade students learn to play the recorder. Beginning in fifth grade, participation in music is optional for students. Students may choose to join the choir or orchestra. Both are taught twice weekly by a credentialed music instructor. Students in kindergarten through eighth grade participate in a classroom play each year. Additionally, students can try out for the school play. Students can also choose to participate in the Oral Language Fair each year to showcase their spoken word and persuasive speech skills.

2. Physical education is an important component of the education at Jacoby Creek School. Students in transitional kindergarten through third grade are instructed in physical education by their classroom teacher. Nutrition education is taught through the Harvest of the Month program in the primary grades. In grades four through eight, a credentialed physical education teacher provides instruction in health, nutrition, and physical education. All students receive a minimum of ninety minutes weekly of physical education to ensure they learn the essential skills needed to keep their bodies healthy.

3. Spanish instruction is offered to students in seventh and eighth grade as well as in after school enrichment classes offered to all grade levels.

4. Technology education has become an integral part of the curriculum at Jacoby Creek School at all grade levels. In transitional kindergarten through second grade, classroom teachers guide their students in learning keyboarding skills and familiarizing students with using iPads and Chromebook computers. Primary teachers take care to balance the importance of teaching students technology skills with appropriate screen time exposure. In third grade through eighth grade, students work with their classroom teachers as well as with a technology instructor to learn researching skills, presentation skills, and internet safety.

## **3. Instructional Methods, Interventions, and Assessments:**

Jacoby Creek School strives to meet the varying academic needs of all of our students by allowing assessment results to guide instruction. A Response to Intervention model with a three-tiered process is utilized in ensuring that student's instructional needs are met.

The Tier 1 academic program consists of the core reading and math curriculum as well as rich science and social studies curriculum that are aligned with the state standards. The goal of the core curriculum program is to deliver a high-quality instruction program with established outcomes for the majority of students. Our teachers use ongoing assessment, both formal and informal, as well flexible grouping to differentiate content, process, and the learning environment to best fit the individual needs of our students. Teachers meet with the principal and support staff at the start of each school year to discuss how to best provide support for each child.

Cooperative learning groups are used to encourage and facilitate problem based learning, communication skills, and to understand the importance of individual roles within a larger group. Teachers consistently differentiate instruction to ensure that individual students develop their strengths and challenge their skills in appropriate, meaningful ways. Teachers at every grade level offer explicit instruction to students to provide a series of supports and scaffolding that help guide students through the learning process with clear statements about the purpose and rationale for learning, clear explanations and demonstrations of every lesson, and supported practice with feedback until independent mastery has been achieved.

At the beginning of each school year, teachers and administrators evaluate the data of the yearly state assessments in order to better guide our instruction and prepare our students for these standardized tests. In addition, throughout the year teachers regularly meet to evaluate student data in order to develop grade level appropriate district assessments to make sure our students are meeting the expected benchmarks. All of our teachers assess and adjust their teaching throughout the school day to meet the needs of their students. We also use DIBELS to assess reading fluency in kindergarten through third grades and RESULTS to assess reading comprehension and phonemic awareness at the end of each trimester. For students in grades four through eight, the teachers use Moby Max to evaluate students' reading and math progress. From this data, we create small groups for students who need extra support in a particular area. These groups can change throughout the year when the data show students have become proficient in a subject area. The expectation is that if the Tier 1 program is implemented with a high degree of integrity and by highly trained teachers, most of the students receiving this instruction will show outcomes that indicate a level of proficiency that meets benchmarks for performance.

For those students that need additional support, the needs of the Tier 2 students are identified through the assessment process, and instructional programs are delivered that focus on their specific needs. Instruction is provided in smaller groups than Tier 1. These Tier 2 programs include daily pull-out small reading groups for students in grades kindergarten through fourth grade with our reading specialist, and/or small group reteaching within the regular classroom. Jacoby Creek School also offers after school homework help for all students Monday through Friday.

Tier 3 consists of children who are considered to be at high risk for failure and, if not responsive to previous interventions, are considered to be candidates for identification as having special education needs. The groups of students at Tier 3 are of much smaller sizes, ranging from three to five children, with some models using one-to-one instruction. Jacoby Creek offers both pull-out and push-in support for students based on their individual needs.

When evaluating the CAASPP test scores from the spring of 2016 and comparing the mathematics scores of all students with the scores of socioeconomically disadvantaged students, we have identified that there is a gap in achievement. In order to address this gap, an after school math intervention class will be offered to students in fourth through sixth grade that are not meeting the standard achievement level in mathematics. This class will be offered twice weekly in the 2017-2018 school year and will support students in learning number sense, problem solving, and math facts. This intervention will be taught by classroom teachers.

When evaluating the CAASPP test scores from the spring of 2016 and comparing the mathematics scores of all students with the scores of socioeconomically disadvantaged students, we have identified that there is a gap in achievement. In order to address this gap, an after school math intervention class will be offered to students in fourth through sixth grade that are not meeting the standard achievement level in mathematics. This class will be offered twice weekly in the 2017-2018 school year and will support students in learning number sense, problem solving, and math facts. This intervention will be taught by classroom teachers.

## **PART V – SCHOOL SUPPORTS**

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### **1. School Climate/Culture:**

Maintaining a safe, healthy, and inclusive school environment is an essential component of Jacoby Creek School's success. In order for students to make academic progress, they must feel safe and included in their school community. Learning prosocial behavior and problem solving skills are essential components of a child's education.

Jacoby Creek School engages and motivates students in a variety of ways. The small size of our school allows adults to make personal connections with students and to foster a climate of mutual caring and respect. Students have the opportunity to participate in many engaging extracurricular activities at school which motivate them to want to attend and learn. Students are rewarded with preferred activity days, spirit days, and pep rallies to honor their many amazing accomplishments.

Positive Behavior Interventions and Supports are employed at Jacoby Creek School in order to foster trauma informed instruction and a philosophy of personal responsibility and restorative practices rather than punishment. Students in all grade levels receive instruction surrounding prosocial behavior through the Steps to Respect and Second Steps curriculum. The school counselor and counseling aide deliver this instruction weekly in all classrooms. The school counselor and counseling aide also provide small group and individual time with students in order to help them learn how to resolve conflicts and have healthy social interactions at school.

Cross age buddy and tutoring programs help to ensure that students feel connected with students in other grade levels. Transitional kindergarten and kindergarten students are paired with eighth grade students and meet weekly to craft, read, and play together. Sixth grade students meet with their second grade buddies weekly to teach them technology skills. Fourth grade students work with first grade buddies to help them with learning to read. These connections and leadership roles help to create an inclusive and caring school culture.

Decision making at Jacoby Creek School is a collaborative process between the teachers and the administration. The staff meets as a whole group twice monthly and in grade level groups weekly. The staff values one another's experiences and perspectives which allows for informed decision making that each staff member understands and believes in. Further, the staff at Jacoby Creek School cares for one another. Social events outside of the school day are enjoyed by staff members and support is given both personally and professionally when needs present themselves. Retired teachers are frequent volunteers and substitutes. They meet monthly to socialize and to provide support to new staff members.

### **2. Engaging Families and Community:**

The amazing support that the families and community members provide to Jacoby Creek School is truly one of the cornerstones of the success of the school. Parents, grandparents, Humboldt State University students, retirees, and community members share their time, resources, and expertise in order to enrich the school.

The School Site Council, Positive Behavior Intervention Supports (PBIS) Leadership Team, and the Facilities Improvement Committee are all examples of how administration, teachers, support staff, and families work together to make collaborative decisions regarding how to best support our students and help our school to meet its goals. Understanding and honoring the different perspectives of the many people that care deeply about our school allows the administration and staff to make sound decisions that provide the most positive impact for students.

The School Site Council serves as the Local Control Accountability Plan Advisory Group and works with the administration to gather stakeholder feedback regarding our progress in increasing academic achievement and creating a safe, healthy, and inclusive school climate. The School Site Council also works

with staff to ensure implementation of a school wide wellness philosophy. The PBIS Leadership team works in conjunction with the Humboldt County Office of Education in order to address the social emotional needs of the students at our school. The Facilities Improvement Committee focuses on the ensuring that the school facilities meet the needs of our students.

Communication between home and school helps to support the academic, social, and emotional growth of students. In transitional kindergarten through sixth grade, bulletins are sent weekly to families in order to keep families informed about academics and social events at school. In the seventh and eighth grades, teacher websites provide this same support for families. The principal sends out a monthly newsletter to families and maintains an up to date school website and Facebook page. Further, the administration hosts focus groups and administers surveys to students and families in order to solicit feedback regarding perceived levels of school safety and contentedness.

The Parent Teacher Organization ensures that there are events for families to enjoy together outside of the school day all through the year and the Jacoby Creek Children's Educational Foundation works tirelessly to fundraise to provide students with extracurricular activities and special equipment.

### **3. Professional Development:**

The Humboldt County Office of Education and Humboldt State University provides Jacoby Creek School's teachers, support staff, and administrators with relevant and research based professional development locally. Due to changes in state funding, there is less time in the school calendar for whole staff professional development days than there have been historically. As a result, teachers and administrators utilize professional development opportunities outside of the school day and during the summer in order to stay current with best practices.

In recent years, the professional development at Jacoby Creek School has focused on the implementation of the Common Core State Standards in Mathematics and Language Arts, differentiation of instruction, and implementation of Positive Behavior Interventions and Supports, Next Generation Science Standards, and mindfulness training. Teachers have attended workshops at the County Office of Education and through the university both individually and as grade level groups. Teachers report out about their learning at staff meetings in order to make all staff members aware of our own local resources surrounding given topics. Teachers are also encouraged to utilize substitutes in order to have time to articulate with grade level partners when implementing new curriculum and new standards.

Teachers beginning their careers at Jacoby Creek School enroll in the Beginning Teacher Support and Assessment program and are mentored by another Jacoby Creek School teacher. This teacher induction program is a two year model and offers new teachers the support of having a mentor and confidant at school.

Support staff are provided with inservice during work hours in order to teach best practice techniques for supervising students. The administrators, school counselor, and representatives from the Humboldt County Office of Education provide these trainings in order to ensure that support staff is equipped to provide quality supervision and to support students in solving conflicts with peers.

### **4. School Leadership:**

Jacoby Creek School employs a full-time principal and a part-time superintendent. The school is also led by a school board, which consists of five volunteer community members, and a School Site Council comprised of certificate staff members, classified staff members, and parents representing primary, middle, and upper grade students. The school's Athletic's Committee and Facilities Improvement Committee also serve leadership roles.

The role of the principal is to interact with parents, staff members, and the School Site Council. The principal is responsible for working with students when inappropriate behaviors occur at school, communicating with parents about their children and school wide news, and leading the staff in making

decisions about how to best run the school and meet the needs of our students. The principal has a collaborative leadership philosophy and a Lead Teacher from each of the primary, middle, and upper grade levels groups works with the principal in order to facilitate open and honest communication between staff and administration. The principal also meets regularly with the presidents of the classified and certificated bargaining units to ensure that the administration is aware of any concerns that the staff may have. The principal is a member of the School Site Council, the Parent Teacher Organization, the Jacoby Creek Children's Educational Foundation, the Athletics Committee, and the Facilities Improvement Committee. The principal attends committee meetings to ensure that communication exists between all of the different committees and to represent the schools curricular and fiscal best interests. The principal also collaborates with the superintendent in the development of the monthly School Board Meeting agenda and all board meetings.

The superintendent works part-time at Jacoby Creek School. The superintendent serves as the secretary to the Board of Trustees. The superintendent works closely with the business office in order to ensure fiscal security of our school and is the lead negotiator for school district. Jacoby Creek School recently passed a 2.7 million dollar facilities bond and the superintendent is working with the Facilities Improvement Committee to develop a plan for spending this money in a way that will have the greatest positive impact on the school.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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Jacoby Creek School is known throughout the community as a high performing academic school where students feel safe and find success. Factors that contribute to our success include our high level of staff collaboration, our small, family-like learning community, and our belief that we must address and support the whole child in order for our students to feel safe and become productive learners.

Jacoby Creek has a transitional kindergarten and two different classes at the other grade levels. We, as a staff, place great emphasis on the importance of collaboration, articulation, and teamwork. This unified and dedicated approach shows the students and their families that all members of the school staff work creatively and diligently to ensure student success. We have two monthly staff meetings, a monthly grade level meeting, and grade level partner teachers meet on a weekly basis to plan curriculum and evaluate student data to better guide their instruction. This serves not only as a model to the students for how to work within groups, but it allows teachers of different grade levels, backgrounds, and opinions to all work together in developing a place that best serves the needs of all of our students.

In addition to our excellent collaboration, we also treat our school community as one large family. Our school is small enough and our parents are involved enough in their children's learning, that the administrators, classroom teachers, and staff all develop a remarkable rapport with students and their families. These strong relationships allow students to feel safe and supported. We emphasize communication and, because we come to know our families so well, we are better able to assess the needs of our students both academically and emotionally.

Last year, Jacoby Creek became a participating Positive Behavior Intervention Support (PBIS) school. Our team of administrators, teachers, and staff to lead the school toward a more positive and less punitive culture. This team meets monthly and then shares its vision with the rest of the staff. Some of the classes have implemented morning circles, restorative practices, and mindfulness instruction, and all classes have shifted toward a positive recognition model. The yard monitors give students who are modeling appropriate behavior orange tickets, which are then "cashed in" for classroom rewards. This shift has helped students feel safer at school, it has significantly lowered referrals to the office for inappropriate behavior, and it inspires adults to look for the good in students and their behaviors. Our goal is to continue to grow and develop as a PBIS school in the next several years.