

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Jacksonville Elementary School
(As it should appear in the official records)

School Mailing Address 3400 Hillendale Heights Road
(If address is P.O. Box, also include street address.)

City Phoenix State MD Zip Code+4 (9 digits total) 21131-1865

County Baltimore County

Telephone (410) 887-7880 Fax (410) 887-8772

Web site/URL https://jacksonvillees.bcps.org/ E-mail dmiller2@bcps.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* Dr. Darryl Williams E-mail dlwilliams@bcps.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Baltimore County Public Schools Tel. (443) 809-4554

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. Kathleen Causey
(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

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 2020 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 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
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. 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

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

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 as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	52	43	95
1	39	52	91
2	58	42	100
3	41	41	82
4	37	54	91
5	40	43	83
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	267	275	542

*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
 - 5 % Asian
 - 1 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 4 % 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 2018 - 2019 school year: 3%

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, 2018 until the end of the 2018-2019 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2018	539
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Spanish, Urdu, Chinese, Korean

English Language Learners (ELL) in the school: 2 %
9 Total number ELL

7. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 21

8. Students receiving special education services: 17 %

92 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>5</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>11</u> Developmental Delay | <u>22</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>44</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 22:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	95%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **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 2019.

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%

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.

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

We provide quality education in a safe and nurturing environment developing the knowledge, skills, and character for all students to reach their maximum potential as responsible, lifelong learners and productive citizens.

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

Jacksonville Elementary School is celebrating 25 years of excellence this school year. In the 2018-2019 school year, Jacksonville Elementary was ranked first in Baltimore County and the State of Maryland for student achievement, with over 85% of our students meeting or exceeding expectations in reading and math. We are listed as a suburban area, but our community includes many farms and open areas. Our building and grounds areas look as if the school was just opened. At the edge of the school property, we have a stream and large tree planting area allowing students to work outside in nature at every opportunity. We've accessed classroom spaces and turned them into Maker-Labs, Sensory Rooms, and a Leveled Library in order to meet the needs of our students. The PTA works closely with the teachers and administration to help offset many of the expenses of running a school. They provide funding for field trips, musical programs, and traveling performances. Our May Day Carnival is celebrated at the beginning of each May, bringing 25 years of families and students back to celebrate! In the past 5 years, we've had a growing number of former Jacksonville students bringing their own children in for kindergarten registration. It is wonderful to have so many multi-generations attending our beloved school.

Jacksonville, located in Phoenix, Maryland is in the northern part of Baltimore County, just North of Loch Raven Reservoir, and bordering Harford County to our east. Most students live in our large sprawling district, in lush farmland and small dotted communities and housing developments. All our children are transported by buses and arrive each day at school ready and excited to learn. We have approximately 542 students in grades K to 5. We offer specialized programs and curriculum to students receiving special education services within the school. Our program includes both Inside General Education and pull-out programs. This year we have implemented an RTI (Response to Intervention) program which targets our earliest learners with skills by reteaching and providing specialized early interventions.

Our teachers work to provide rigorous and customized instruction for all students. Students have flexible grouping where they are provided enrichment and scaffolded instruction to meet their individual needs. Student PARCC and Maryland Integrated Science Assessment (MISA) scores have steadily increased over the past 5 years, demonstrating that the full curriculum and first best instruction is working! In 4th grade all our students receive the opportunity for exposure to the Advanced Math Grade 5 curriculum. When the students get into 5th grade more than 75% of them take the grade 6 Math curriculum which sets them up for advance academics and the potential for AP courses early in their high school careers.

All staff and faculty members work to make sure that students are provided a rich, safe and orderly learning environment. Our yearly focus has been on the idea of Growth Mindset, Virtues Language and Conscious Discipline. Our suspension and office referrals are one of the lowest in the county. Students each month take part in Beans and Bread, where breakfast foods are brought in and taken to the local homeless shelters in Baltimore City. We have a 'sister' school in the county, where we collect and provide over 75 holiday baskets at both Christmas and Thanksgiving. Throughout the year we do costume, book, and toiletry collections to provide for those in need. Each year we hold an annual peanut butter and jelly collection "Spread the Love" to help fill the shelves of our local Hereford Zone food bank. In the past 2 years, we have noticed an increase of our own Jacksonville families needing monthly food supplements. We collect food and have our own food pantry, where our own Jacksonville families can come in and supplement their own household needs.

Students in our school can join in a variety of after and before school clubs. We currently have AAA Safeties, a walking club, before school open gym, Lego clubs, Glee club, writing clubs and art clubs. This year our school held a drama club, where over 130 students participated in the production of Frozen Jr. This production, filled with costumes, singing, lighting, props and other experiences was on our stage for 3 full sell-out evenings, with over 1500 people in attendance. Our teachers and staff also provide over 15 after school clubs which allow students the opportunity to have varied experiences.

Each year for the past 10 years, beginning March of 2010, Jacksonville Elementary School students have adopted a dog through the Seeing Eye Dog Foundation. We have raised over \$5000 and adopted and placed 10 dogs for adults and children in need of a helping pet.

Jacksonville Elementary is especially proud of the honor of being named a Green School. Students, staff and the community work together to preserve and protect the environment. Our Green School club meets weekly and has implemented a variety of school wide incentives. We fully recycle and weigh all outgoing trash to make certain that we are at a minimum waste. Students pack trash-free lunches weekly and make reminder announcements about being green. Our first award for Green School came many years ago, and this year we will reach our sustainability goal. Three classrooms host horseshoe crab tanks where we raise them from tiny creatures to full-size, where we work to release them back into their natural environment. Students work to clean tanks, feed, measure the salinity, and research the ongoing importance Horseshoe crabs have on the medical field with their valuable blue blood.

Our families are an important part of why our school is so outstanding. They support their children, and the decisions made by the school administration and staff. Our PTA is fully committed to providing multiple evening and weekend events including International Night, STEAM events, “Mom and me” and “Dad and me” dances and activities. Parents are also important volunteers in our building. They can often be found shelving books, creating art folders, volunteering in the cafeteria and reading to children

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Jacksonville works to ensure that all students receive first best instruction. This means time is spent prior to the new lesson to make certain students are receiving learning on their level in order to grow academically. All of our learning is standards based, so our staff has worked tirelessly to be able to learn and implement instruction that is standards based. Data is used daily to determine where a student needs to be within the lesson. We work to make sure that all students have the opportunity to work in small groups with the teacher, independently, as well as with peers. Reading and literacy has been our global focus for the past 5 years. While we encourage use of technology, we want each student to have a book in their hands for learning. We work on fluency and comprehension, which are skills that carry over to all subject areas. At Jacksonville we make certain that learning is not in isolation but covers many subject areas and activities. We work to have our students become thinkers and that only through some struggle can maximum learning take place. Our school encourages children to be well-rounded citizens, who care for themselves and others by giving and sharing. Grade levels partner to read together, write letters, and complete activities.

Assessments are completed on a variety of levels. Students complete daily exit tickets in each subject so that teachers can regroup for learning the next day. Pre and post assessments help indicate the path students will learn and how well they've done by the end of the units. All the data is discussed in grade level meetings in order to condense the curriculum. Monthly, the teams meet to determine which standards have been fully met in order to provide extension learning opportunities for students.

1b. Reading/English language arts

Jacksonville's Reading/English Language Arts program is built on the belief that all children will experience high academic achievement by participating in a rigorous instructional program during a balanced literacy block.

Students engage in daily reading, writing, and word work based on the Common Core Standards. Long-range and short-term planning occur during grade level meetings with special educators and the reading specialist in order to align instruction, implement best practices, and adapt the curriculum to meet the needs of a diverse student population. Direct instruction and teacher modeling are essential during shared learning experiences as children are exposed to complex texts through interactive and shared readings.

Explicit teaching of foundational skills is a core component of our kindergarten and first grade classrooms so that students build early fundamentals for learning and eliminate achievement gaps before they occur. Teachers in grades two to five also provide direct, explicit, systematic instruction of phonics and word study skills for both decoding and encoding. Students requiring additional time mastering phonics skills receive targeted small group instruction.

Teachers utilize formative and observational data to provide responsive instruction based on the needs of the students to form small groups that are flexible and inclusive of a student's growth and needs. Differentiated activities and texts provide accelerated and/or remedial experiences to support each learner on their level. Customized and personalized instruction and practices are essential components of small group experiences and meaningful independent work. Guided Reading lessons target specific reading strategies and skills to increase fluency and comprehension. Resource staff work collaboratively with classroom teachers to develop and implement a comprehensive intervention program. Our Response to Intervention (RTI) team analyzes progress monitoring and benchmark data to identify students in grades kindergarten, first, and second who would benefit from short-term intervention. When appropriate, targeted and customized instruction is provided by classroom teachers and resource personnel to support early learning skills. The success rate is high and greatly reduces the need to move our youngest learners into tier three intervention programs that remove them from the classroom unless absolutely necessary. When students require an

intense intervention that replaces their core phonics and/or reading curriculum, our resource staff is able to provide research-based programs like Foundations, Wilson, and Orton-Gillingham.

1c. Mathematics

Jacksonville's mathematics program focuses on implementing integrity and rigorous mathematics instruction for all students. We strive for students to have a deep conceptual understanding, procedural skill and fluency, and application of mathematics content. Students use the mathematical processes of reasoning and proof, communication, connections and representation to guide our lessons. Teachers make every effort to facilitate learning so that students construct their own knowledge and understanding of mathematical concepts and procedures; we feel this leads to a deeper understanding of the content. It is important to emphasize problem solving, reasoning, representation, and communication in mathematics to help learn mathematical content in a way that develops strong and flexible number sense and produces confident users of mathematics. Teachers use a variety of assessment strategies, especially questioning, to provide insight into the understanding and thinking of our students. We also believe student engagement is imperative to learning because it is the key to quality learning and affects their learning daily. The four crucial dimensions are rigor, thought, self-expression, and authenticity. Our lessons are developed to challenge the students to think while provoking their curiosity to extend their thinking. This allows students the opportunity to express themselves and give themselves a voice in their learning. When a student takes ownership in their learning, they become empowered.

At the intermediate level, students use their critical thinking to solve complex/real world problems. Many times, there are numerous ways to solve a problem; therefore, students get a chance to be creative, communicate their ideas and collaborate with their peers in order to "solve" the problem. In the classrooms, our classes are focused on small and flexible groups with differentiated instruction and various approaches to fit the need of each individual child. For example, basic fact math is taught through multiple modalities like skip counting songs, Touch Math, manipulatives and physical movement. Students also have opportunities to extend their thinking in small group by getting exposure to higher level thinking through questioning and problem solving. Students in fourth and fifth grade have an opportunity to work in an accelerated pathway through Advanced Academics. With this focus on a student led classroom, mathematical discovery is further developed by their peers and validated by each other.

At the primary level the elementary mathematics curriculum takes advantage of young children's inquisitive nature to form the foundation. This involves utilizing multiple opportunities to build students' interest for mathematics through exploration and development of strategies and approaches based on students' knowledge. Utilizing small and flexible grouping, manipulatives, and various enrichment opportunities the primary instruction model prepares students for intermediate mathematics coursework. This includes developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; developing understanding of whole number relationships and place value, including grouping in tens and ones; developing understanding of linear measurement and measuring lengths as iterating length units; and reasoning about attributes of, and composing and decomposing geometric shapes.

1d. Science

In 2012, Maryland and Baltimore County adopted the Next Generation Science Standards. These standards represent a shift in how science curriculum is designed and taught. Our science standards are based on sequential learning starting at the earliest ages. Our first-grade students work through projects on the Checkerspot challenge, where they build a deer proof structure to help with the survival of the White Turtlehead. In second grade, students create outerwear based on how plants and animals protect themselves. In the intermediate grades, student focus on growing food, energy transfer and looking at science through the eyes of scientific jobs. All science units have real-world problems as the base and are most often linked to our own state of Maryland. Through the lessons, students refine solutions to problems and model the work of scientists and engineers, giving a glimpse of future college and career possibilities.

At Jacksonville, students spend the bulk of their science time in our own Maker-Lab, where they create lab experiments, build structures, create cars for the Safe Racer program, and create ways to collect rubbish.

This classroom utilizes donated materials and supplied items to create and design science projects. Our lab also includes Little-bits, Osmo Robots and our very own Horseshoe crab lab. This experience offered by The Department of Natural Resources provides students hands-on experiences in growing Horseshoe crabs from eraser sized to full size crabs. The crabs, once full grown are then released back into their natural environment. Our crab labs can be found in 3 different grade level classrooms. Students take full care of them, measuring salinity, feeding and cleaning the tanks. Additionally, they learn the value of the Horseshoe crab to our Maryland environment, as well as for medial study.

Monthly, a representative from the Eden Mill Nature Center comes to give classroom lessons on animals and their habitats to the 2nd grade students. Third grade students meet weekly for 8-week sessions with Towson University Science Interns to study and experience a variety of science topics.

1e. Social studies/history/civic learning and engagement

Social Studies instruction at Jacksonville Elementary is steeped in knowledge based on the Common Core Standards, as well as a look at the rich history in our own community. All lessons are taught to help our students become strong, independent historical thinkers. As early as first grade, our students view the world through communities. Students use literature to focus on the examination and analyzing of how people live and work together not only in the state of Maryland, but their local community. In second grade, students broaden their focus to our neighbors to the north and south, Canada and Mexico. They spend time reviewing the climate, geography, culture and traditions. Along with world views, our 3rd grade spends time exploring financial decision making while exploring the choices available to develop a personal savings and spending plan. Our fourth and fifth graders begin the journey of America, starting with the earliest settlers and progressing historically through the American Revolution.

Jacksonville Elementary immerses our students by completing big picture projects. Our fourth graders spend time visiting local Maryland areas, including Annapolis, St. Mary's City and Londontown. Fifth graders yearly participate in our annual "Patriot Projects" where students make candles, sew clothing, make bread, and become fully immersed in colonial life. The multi-month project is culminated by a day of sharing, presenting projects and enjoying performers, including the Fife and Drum Band, and a presentation on the flag of our local Ft. McHenry.

Carry over learning happens in Library Media, where Jacksonville students learn about the "lost city" of Warren, a local town that was flooded to create our Loch Raven Reservoir. Students spend time reading historic maps, viewing pictures and reading documents that bring our local history to life.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Jacksonville Elementary is proud that our students can take part in Vocal Music, Instrumental Music, Band, Visual Arts, Library and Physical Education on a weekly basis. Involvement in these classes allow students who may not shine academically to shine in other areas.

Jacksonville's mission, vision and inclusivity are clearly present in the library program. The library program has been developed with technology, literacy and independent thinking in mind. Our collection is organized according to student needs rather than traditional methods. Every book in our fiction and nonfiction section is "gentrified", so that students are easily able to find material to their liking. Our collection is diverse, so that every student may experience a "windows and mirrors" environment.

Students learn through technology, makerspace activities, independent research, personal reading time and a vigorous curriculum. Field trips are organized for Kindergarten students to visit the local public library and discover the connections created by Baltimore County. Fourth and Fifth Grade students learn to be responsible digital citizens by learning how to use noodle tools to create citations, take paraphrased notes

and avoid plagiarism.

The JES library is fortunate to have a healthy volunteer base who help with maintaining an organized collection. However, each student in the school takes part in independent check out, even Kindergarten. They learn how to solve problems and be responsible. The library was the hub for Camp-Read-A Lot, an evening family reading event. Students took part in reading by the “campfire” with flashlights and soft seating. Overall, the library is a vibrant, bright and fun learning space where students feel comfortable and ready to learn.

The Jacksonville Elementary visual arts program aspires to instill in students a lifelong love and appreciation of art. Our student artists learn about visual art through historical and cultural research and through instruction that familiarizes them with artistic materials and techniques they then apply in creating their own art. We enlist the assistance of parent volunteers to enhance student learning.

Every year our student’s artworks are exhibited in a “Brass and Glass” framed art show in local Jacksonville businesses. This exhibit strengthens our school/business partnership and enables our students to feel the pride of public exhibition as their friends and family see their work in the community. Our student’s artworks are also exhibited in a yearlong in-school Brass and Glass exhibit.

We proudly submit students’ work for exhibition at the Baltimore Museum of Art’s Student Art Show. A highlight of our year is attending this show and seeing our students there with their parents, grandparents, and extended family. We participate in other events as well, such as this year’s student art show and auction to support the SPCA. Student’s work was displayed at a local mall for a month. Additionally, our students participate in the County and State Fire Safety poster contest.

Several of our student’s works have been published on the cover of a variety of local publications. Our student’s work has also been selected to be published in Baltimore County School documents such as the Blueprint for Progress. Our art teacher’s expertise and devotion to her students recently earned her a Baltimore County Chamber of Commerce Teacher of the Year Award for the Central Area.

Jacksonville has a vibrant music program that works to meet the needs of all learners. Students in Vocal Music develop musical literacy and demonstrate their knowledge through performance, composition, and improvisation. They sing, dance, read, play instruments, and learn how music connects with the world around them and with other subject areas. All fourth and fifth grade students perform as part of the Chorus and have the opportunity to shine as a soloist, instrumentalist, or other special part for the concerts. The Kindergarten Valentine’s show is an annual favorite for both the students and their families. Students have opportunities to showcase their skills both in and out of school. Some highlights have been singing the National Anthem at a Baltimore Blast soccer game, performing cultural songs and dances as part of our school celebration called International Night, and performing for the fifth grade Patriot Program. Further enrichment for students includes selection to participate in the Baltimore County Elementary Chorus and Recorder Festival, an annual, county-wide honors program. Many of our students participate in Instrumental Music and these students perform in multiple concerts each year, plus providing music for special occasions, such as American Education Week.

Physical Education is an integral part of the instructional program at Jacksonville Elementary School. Except for Grade 4, all grade levels have PE 2 times a week for 50 minutes. Our program encompasses a variety of individual, team and group activities. Students learn how to self-assess as well as productively critique the work of others. We foster an atmosphere where our students exhibit mutual respect regardless of skill level. Some of our special activities include 5th Grade Ballroom Dance, Grade level Field days and Literacy Night with our movement education equipment.

3. Academic Supports:

3a. Students performing below grade level

The 2019-2020 focus has been on grade level teams working collaboratively with resource staff members to identify skills that must be “securely held knowledge” by the end of each grade level. This laser focus on essential skills has increased the expectations of what students should be able to independently demonstrate by the end of the year and where we as a team need to focus our instruction. Recognizing that students come to school with many levels of readiness for learning, Jacksonville has developed the Response to Intervention Team, tasked with the development and implementation of a multi-tiered support system. Using the identified prerequisite and essential skills of each grade level, formative data; such as, MAP, DIBELS, and teacher created assessments, and collaborative discussions, Tier 2 interventions are provided to students who require additional time to master essential skills and to provide accelerated and enrichment lessons to others. This support is provided to all students to ensure necessary skills are mastered.

3b. Students performing above grade level

Jacksonville focuses on equitable access and instructional experiences that will fully challenge every learner. Providing learning to meet the academic needs of high potential and advanced learners, while also supporting their unique social and emotional needs, is a priority in every classroom. These services range from students who participate in the acceleration small group in elementary English Language Arts to a student who is accelerated to the next grade. Teachers create deliberate learning experiences and opportunities beyond the traditional classroom work so we can determine potential in all students.

It is imperative that advanced learners spend regular time engaged in learning with an intellectual peer group. This grouping takes a variety of forms, English Language Arts Acceleration small group time, partner with a student of like intellectual abilities, math cluster groups/small-group instructional time, cross class or grade grouping, teacher facilitated research or problem-based learning, and shared inquiry discussions.

The review and referral team examines data and evidence and completes a spreadsheet for all students in Grades 3-5 as part of a Universal Screening process. Our team analyzes a variety of data from including classroom performance and products, grades, standardized test scores (when applicable), learning characteristics, teacher observation, and parent input. The gathering of this data helps us to determine instructional groups that best challenge our student’s abilities and address learning needs appropriately.

Advanced learners, given the opportunity to persevere through challenge or struggle, build resiliency. A rigorous instructional experience is crucial for these students, as they understand content at a more rapid pace, but often do not face challenges in their learning. Through exposure to high-interest tasks and materials that extend and enrich the curriculum, this process sparks personal interests and fosters skills which ultimately help students achieve in domain-specific fields. Advanced and high potential learners need an environment that encourages critical thinking more often and more deeply compared to on grade-level students.

3c. Special education

Jacksonville’s mission and what we strive for daily is to “provide quality education...to enable all students to reach their maximum potential”. This begins with quality first instruction, early intervention and services provided with appropriate intensity and fidelity. The Jacksonville resource team does not adhere to any one model of instruction for students with disabilities and strongly believe in supporting each student with disabilities in a way that best meets their individual needs. This includes, providing interventions through the resource room model, co-teaching in an inclusive setting, as well as, in a self-contained setting. While differentiation and accommodations are necessary for students with disabilities to access the curriculum, our primary goal is to address the deficit areas, so students are on grade level by the end of 5th grade. Using a variety of assessments tools, and knowledge of research-based interventions, the resource team identifies appropriate programs, approaches, and settings for students with disabilities. Progress monitoring is used to ensure students are making adequate progress within their specialized instruction and generalizing skills into the general education setting. We feel strongly about our focus and approach as 74% of the students receiving special education services are scoring on or above the 50th percentile in MAP.

Grade levels and resource staff members meet to discuss student data, collaborate on best practice as well as recommend differentiated approaches to specific skills. Back mapping is used to identify essential standards, ensure that students with disabilities are reading instructional level text as well as provided appropriate accommodations to access grade level text and curriculum. At the intermediate level, teachers and resource staff members meet to plan units, lessons, and discuss strategies taught during interventions. Recently, grade level and resource staff members have increased their focus on supporting students in generalizing skills/strategies taught during intervention time. General educators are learning the content taught in the small groups and utilizing the same strategies/language as the resource staff.

3d. ELLs, if a special program or intervention is offered

Our English language Learner population constitutes about 9 students in our building. Our ELL students receive direct, small group instruction weekly by our World Language Teacher. Each year students are assessed on their mastery of English skills by taking the WIDA. Our intervention teacher works directly with classroom teachers to ensure that our students have carry-over skills in both areas.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Jacksonville students are engaged both socially, emotionally and academically from the minute they arrive at school from the bus and carpool line. Staff and students greet each other from the front sidewalk all the way in the building with our morning greetings. Our morning announcements set the standard for learning for the day. Every other week students watch our recorded news. Jet News is a crew of 5th grade students who prerecord the announcements. These students interview staff, provide brain breaks and our weekly “dance party” to celebrate the end of the week. Daily, our students lead morning announcements which include the pledge, Jacksonville principles, music, positive acknowledgements, and general information.

Our students work all day long, engaging with the teachers through active lessons, role playing, reading, sharing activities and presenting. Jacksonville works to ensure that students are competent readers and speakers in all academic areas. Student created anchor charts lead learning in the classrooms. Student work is proudly displayed in all grade levels. Teachers guide students in meaningful lessons where students are actively engaged with other students and the learning. Each class has an assigned buddy classroom, where younger and older students engage in letter writing, reading, sharing activities and fun. This builds a community feeling for our students. Students celebrate each other’s successes by watching performances and visiting each other’s classrooms to view student work and provide positive feedback. Our 2nd grade zoo project, kindergarten Valentine’s Day program, 5th grade patriot project and grade 3 fable projects are standards and have grown into yearly programs that are viewed by the entire school.

Emotional wellbeing of our students is paramount. Weekly, students are nominated for one of the 4 guiding principles of the school: Respect, Responsible, Self-control, and Offering Kindness. These students get to visit the Principal, for positive rewards. This program has brought our number of office referrals from 70 the prior year to just 20 this year. The students and staff no longer see the principal’s office as a place for discipline, but as a place to celebrate the greatness of our school. Our guidance counselor offers not only classroom lessons but provides individual counseling groups for students with emotional needs. These sessions include divorce group, social skills grouping and student loss group.

Our school offers a before and after school program called Play Centers. This program which provides morning and afternoon childcare for our working parents is more than just a daycare option. Play Centers program models the same positivity for students as the school. Play Centers offers homework stations, dramatic play, arts and crafts, outside exercise activities, music and more. The kindness and concern for the students during the school day is mirrored with the Play Centers program, as they work hand in hand with our school program.

2. Engaging Families and Community:

Jacksonville has a strong school, community and faculty relationship. We celebrate the gains and accomplishments together and always come together when a need is present. Our school has a strong Parent Teacher Association, where decisions are made in the best interest of the students and community. The school PTA works hand in hand with the Administration and Leadership team to plan and sponsor school wide events that meet the needs of all families. Our school has annual events including International Night, STEAM Night, as well as musical events and dances. This year, our school hosted the first annual Daddy and Daughter and Son and Mom event nights. We were careful in the planning to ensure that all students could attend with their own special guest. The evenings included bingo with the principal, sports, dancing, arts and crafts and a photo booth for pictures. Each night had an attendance over 400. Additionally, the school has a two-year schedule of a school play and talent showcase. These two events held over a series of nights demonstrates that students can have talents in more than just academics. Students who have never had the opportunity to shine, share their talent and often demonstrate their passion for other areas. The money raised last year was donated to a local cancer center for children in honor of a student we lost to cancer just last year.

Parent and community members also volunteer on a regular basis. Our proximity to the senior center provides the opportunities for different generations of Jacksonville people to get together. We participate in the senior center holiday train garden, Veteran's Day and other activities. We have a core group of parents who volunteer weekly to shelve books, run papers, work individually with students and provide helping hands in the classrooms.

Our school frequently joins in with other Baltimore County schools to host a variety of parent nights. In the past few years, we have provided parent learning on topics such as Online Bullying, Anxiety, Online Safety and parenting help. Recently, our parents attended a meeting where Kennedy Krieger along with the University of Maryland Hospital shared information about student learning styles for parents and teachers.

Jacksonville is proud to host 2 separate Universities, Towson and Stevenson, where young educators come to share and teach our students. The Towson interns visit weekly with science experiments and lessons for our 3rd grade students. Our Stevenson teachers work in the area of reading to bridge technology and reading together.

Our PTA hosts a variety of cultural programs for our students during the day. We have enjoyed programs such as the Science Guy, History programs, Black History month learning, music, dance and health programs.

Communication is vital with a school as large as Jacksonville. We utilize a monthly paperless newsletter, message board, as well as Connect Ed messages for families. Our artwork is proudly hung in a variety of local businesses and is changed out quarterly. This allows for our children to recognize their work in the community and allows businesses to support our students. This year we installed a message board in the front lobby which shares student birthdays, awards, student work and information. Our children and parents have been especially excited to see their names and work boldly displayed in the front lobby. Teachers work to communicate with parents via Dojo, email, Twitter and Facebook.

3. Creating Professional Culture:

Each year teachers, administration and school leadership members meet to collaborate and create a school development plan. This plan sets the professional focus for the year, aligned to the School Progress Plan. Information from faculty and student surveys, data and other information provides a laser focus for building the forward moving plan for the school. Through this meeting the yearly schedule is created to provide weekly meetings. Professional development takes many different forms at Jacksonville. Through grade level meetings, small group faculty, whole group faculty meetings, classroom walk throughs, visiting other schools, teacher led trainings, and book studies, professional development and the culture of learning and growing is shared by and with the staff.

Collaboration amongst staff is recognized as a powerful tool at Jacksonville. Our teachers meet in grade level meetings weekly to discuss individual student needs and growth. Jacksonville participates in a program called RTI: Response to Intervention with our kindergarten to grade 2 students. In this program teachers meet and plan specific lessons for students who need reinforcement and extension work. Each six-week session, the teachers take a new small group of students and with their strongest teaching area, provide small group instruction for students twice a week. This RTI staff includes classroom teachers, resource teachers, administration, and others making the student to teacher ratio 6 to 1. This collaboration among the staff has led to fewer special education referrals and growth of teacher skills. In this planning all staff becomes responsible and engaged with each other and with meeting the needs of students.

Teachers also recognize the power in collaborating with peers. Each spring a book study is completed where teachers read professional selections and share ideas and expertise with others. Classroom visits and co-planning are just some of the positive outcomes from this activity. Teachers at Jacksonville also continue to take course work, and at times, fifteen or more staff members have signed up to complete online studies and classes together.

group sessions on current teaching practices, testing, special education information and student focused needs. Topics from this year included: Teaching students with social emotional needs, Trauma based learning, Growth Mindset, Growing Achievement gaps, Motivating students, Twenty-first century classrooms, and Engaging learners.

4. School Leadership:

School leadership is shared among the staff and administration at Jacksonville. This process is shared through a series of school wide committees including Leadership, Academic Action, and Safety and Wellness. Each committee takes its role with the greatest of importance. Leadership works to create the School Progress Plan, carefully looking at leading and lagging data to make decisions on compacting the curriculum and making decision on staff development to help students and teachers grow. The Academic Action Team works to link the school to the community, with planning Back to School Week activities, American Education Week, reading and math nights, as well as looking at our advanced academics data and models. The Safety and Wellness committee works to build character education within our building. We maintain the idea of growth mindset for all Jacksonville students and faculty. Additionally, the safety committee works to maintain a safe and orderly environment for the students. Behavior expectations, rewards and positivity are created within the committee to ensure that all students are having their needs met.

Teachers demonstrate leadership skills that also occur on the county level. Grade Level chairs attend monthly county wide professional development through the math and reading cadres. This provides the opportunity for staff to learn and train each other. Faculty meetings, grade level meetings and cross grade meetings occur so that decisions are made with all stakeholders in mind. This leadership led to our school receiving the sustainability award from Maryland Green Schools, a process which has taken more than 10 years to complete.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

For many years, we have been asked what the secret is for Jacksonville's many years of success. First, it is a community of family, teachers, businesses, and students that care about each other and learning. There is trust amongst the stakeholders that decisions are being made that will have a direct positive outcome for everyone. Voices are heard and points of view are taken seriously as we all work together to make sure that our K to Five students are career and college ready. The school provides a place that is warm, welcoming and open for students. It is a climate and culture that can be felt the minute you step through the door. We take care of each other. This is a faculty and staff that has created an environment that is safe and conducive to learning.

At Jacksonville, the positive culture and climate provides a safe place to learn, make mistakes and take risks. Students are taught as individuals. Customized learning takes place for every single student. This is seen through small group instruction and specific reteaching. Each student in our data room has an individual student card with their picture and needs/growth assessments. The 550 pictures are there to remind us of the individual person that requires our full attention. Growth and needs data are taken from guided reading benchmarks, assessments, running records and teacher observations. Teachers identify, plan and implement specific lessons and strategies for each child. Each child is also identified as an individual with different social and emotional needs. Teachers greet students each morning, provide lunch bunches, book muncher lunch sessions, reading sessions, individual tutoring hours and more. Our mentor program allows for a carry over of help and support for our neediest students. Teachers and staff are also involved in after school clubs, activities and can often be found at evening events and student sporting events cheering the children on. At Jacksonville, teachers are more than teachers, they are cheerleaders for kids.

At Jacksonville, we believe that every single child has potential. We work to provide and accept the responsibility of helping to mold our children into lifelong learners and responsible, caring citizens able to meet tomorrow's challenges. We strive to provide quality education in a safe and nurturing environment that develops the knowledge, skills and character to enable all students to reach their maximum potential.