

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

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

School Mailing Address 250 School Street
(If address is P.O. Box, also include street address.)

City Junction City State KY Zip Code+4 (9 digits total) 40440-9044

County Boyle

Telephone (859) 936-7524 Fax (859) 854-0250

Web site/URL https://www.boyle.kyschools.us/3/Home E-mail pam.shunk@boyle.kyschools.us

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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Mike Lafavers E-mail mike.lafavers@boyle.kyschools.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Boyle County Schools Tel. (859) 236-6634

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Jennifer Newby
(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.

(School Board President's/Chairperson's Signature) Date _____

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):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools)

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	35	26	61
K	34	28	62
1	32	28	60
2	30	17	47
3	33	26	59
4	27	27	54
5	29	28	57
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	220	180	400

*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
 - 1 % Asian
 - 1 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 5 % 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: 14%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	30
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	54
(4) Total number of students in the school as of October 1, 2018	381
(5) Total transferred students in row (3) divided by total students in row (4)	0.14
(6) Amount in row (5) multiplied by 100	14

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

Spanish, Chinese

English Language Learners (ELL) in the school: 3 %
12 Total number ELL

7. Students eligible for free/reduced-priced meals: 70 %

Total number students who qualify: 278

8. Students receiving special education services: 29 %

117 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>7</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>29</u> Developmental Delay | <u>14</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>51</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</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: 10

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.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school 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 20:1

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%	96%	96%	96%	95%
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.

As a Leader in Me school, the mission of Junction City Elementary School is: Do our best, Be our best, Leading the way at JCES! We are committed to providing an educational environment in which our students set goals, create and execute the plans to attain them, and then celebrate their achievements once they do.

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

Junction City is located five miles south of Danville, Kentucky in Boyle County. The community began when the Louisville and Nashville (L&N) Railroad reached the area and was formally incorporated on April 8, 1882, by the state assembly. The southeastern part of Junction City was once the separate town of Shelby City, named for Kentucky's first governor Isaac Shelby, who lived and was buried nearby. His tomb is located across the Lincoln County line, just south of Junction City.

Junction City Elementary School is the heart of the Junction City community. Many of our students are third-generation "Jaguars." In the 1940s and 1950s, Junction City served students K-12; however, since the 1960s, it has been primarily an elementary school. Located at the end of School Street just a few blocks from Shelby Street, the main drive through the heart of town, the school sits adjacent to the community park. Our lower primary students use the park playground during the day for recess; however, after school and on weekends, the park and school playgrounds are used by many families in the community. Our school partners with local sports and recreation leagues to provide opportunities for our students to engage in physical activities like Girls on the Run, football, basketball, cheerleading, and archery.

Our school is focused on family and community. Several staff members have spent their entire teaching careers at Junction City Elementary, and many of our teachers bring, or brought, their children to school with them. This has helped us to create a strong, family-oriented culture in our school. There are approximately 400 students enrolled in Junction City Elementary, ages preschool through grade 5, the majority of whom are white. Junction City is a Title 1 school with 70% free/reduced enrollment, 29% special education, and 3% English Language Learners (ELL). Each year, our students struggle with attendance and socio-economic issues, both of which can negatively impact student achievement. To address these issues, we have a fully functioning Family Resource Center focused on removing the barriers that prevent student achievement. We also partner with a local church, Junction City Baptist, to provide mentors, free school supplies, and summer programming for our students. Several businesses in the community provide us with free goods and services to raffle off as attendance incentives.

There are several long-standing traditions that make Junction City Elementary special. On the first day of school, students are greeted outside by teachers holding signs and dancing to music. We then have an assembly to welcome everyone back and recognize students and staff members new to the school. This is our opportunity to explain that we are a Leader in Me school and what that means. Other traditions include our Fall Festival, Grandparents Luncheon, Muffins with My MVP, A Date for Donuts, Winter Music Program, Arts and Humanities Night, Field Day, the Kindergarten Derby, and 1st grade Hat Parade. These events are all well attended by our school community and contribute to the positive school culture that we have created. We intentionally include a leadership component in all of our school events to further engage the community in the Leader in Me process.

The Junction City Elementary staff is committed to seeing that our students achieve at high levels and that they are equipped with the tools they need to succeed in school and life. Our teachers do whatever it takes to provide rigorous, engaging, and supportive classroom environments. There are structures in place in all classrooms to address the following questions: 1) What do we want our students to learn? 2) How do we know if they have learned it? 3) What do we do if they don't? and 4) What do we do when they already know it?

Our teachers post daily learning targets that are assessed at the end of each lesson. The data is collected throughout the week and used to plan for our Review Fridays. On Fridays, students are grouped into reteaching, extra practice, or enrichment groups. This structure allows teachers to reteach the week's content to those students who need it while allowing those that have mastered the week's targets to move on. This intentional instruction was one of the reasons our school was recognized as a 5-Star School based on our most recent state test scores.

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

At Junction City Elementary, we want to provide a rigorous, engaging, and viable curriculum for all students. Our curriculum and instructional practices are aligned with the Kentucky Academic Standards based on the Common Core. Our teachers work with their grade level colleagues across the district to create curriculum maps and pacing guides that include learning targets, formative and summative assessments. This ensures consistency across the district for our more transient students, while also providing our teachers the autonomy to create lessons and utilize the resources they feel best fits the standards being taught. Whereas our kindergarten classrooms are self-contained, our teachers in grades one through five flexibly group their students across the grade level into three groups for core instruction. The group with the most struggling students has a low student/teacher ratio and is co-taught by a regular and special education teacher. The middle group also has a relatively low student/teacher ratio, and the regular education teacher has an instructional assistant in the room for the entire block. The grade level teacher with the highest group of students teaches that class on her own. In addition to the flexible grouping, our third, fourth, and fifth-grade teams also departmentalize. At each of these grade levels, one teacher focuses on reading, one teaches math, and one teaches science and social studies. All three teachers teach writing and Leader in Me content. This allows teachers to specialize in a particular content area and provide more intentional instruction to their students. Finally, as part of the Leader in Me process, all teachers work with their students to set academic and personal goals, create action plans, and assist students as they monitor their progress towards their goals. These structures have allowed our students to take true ownership of their learning.

1b. Reading/English language arts

Junction City (JC) Elementary’s reading structures are aligned with our district’s Systematic Literacy Instruction (SLI) plan which is based on the Common Core Standards and incorporates the five components of reading (phonics, phonemic awareness, vocabulary, reading comprehension and fluency). SLI was developed by district administrators and teachers from each of the three elementary schools. Included within the SLI plan is best practices for reading instruction, guidance for classroom structures, and data collection, formative assessment, and differentiation ideas. Three years ago, all elementary teachers in the district participated in five days of professional development training related to SLI. Now, as teachers are hired, they are introduced to SLI through the Boyle County Teacher Academy.

As children learn to read, they must develop skills in all five areas of reading to become successful readers. Most of our teachers incorporate a “hybrid” of the Daily 5 and Guided Reading structures as a means of delivering reading instruction. Both models provide students the opportunity to develop strong reading skills through mini-lessons, shared reading, read-alouds, conferencing, independent reading, and small group instruction. Most teachers introduce the learning target in a 10-15 minute whole group mini-lesson. Students then move into small groups and rotate through stations in the classrooms, each lasting 15-20 minutes. At the teacher station, teachers use a guided reading structure to further practice the learning target for the day or work on developing reading strategies. At the other stations, students may read independently, work on phonics skills using an iPad or Chromebook, complete writing prompts, or read with a peer/teacher. At all stations, students are formatively assessed daily (both digitally or print) through exit slips or other avenues to ascertain which students mastered the day’s targets and which did not. This data is recorded and used to plan for our Review Fridays. On Fridays, students are grouped into reteaching, extra practice, or enrichment groups based on their exit slip data from the week. All classroom teachers have an extra support person in their rooms for Review Fridays to differentiate their instruction to meet the needs of all of their students. To measure growth and mastery of standards, we use our district’s common assessments after each unit of study and MAP three times per year. Other measures of reading assessment include, but are not limited to, Developmental Reading Assessments (DRA), Next Steps in Guided Reading Assessments, and informal running records. Students who do not meet grade-level expectations receive interventions.

1c. Mathematics

Junction City's (JC) math curriculum is built around the Common Core Standards and the use of the eight Mathematical Practices in instruction. Students maximize success in math when they are actively engaged, are provided opportunities to reason and problem solve, and are given the chance to struggle and receive feedback around that struggle. At JC, our teachers plan lessons congruent to learning targets derived from their grade-level standards. Like reading, most teachers begin with a 10-15 minute mini-lesson and then move into small group instruction. The station model is used in math similar to how it is used in reading. At the teacher's station, students receive direct instruction on the day's learning target while also having opportunities to model and discuss the content with teachers and peers. At the second station, teachers integrate technology to provide students with additional opportunities for reinforcement, extra practice, or enrichment. Dreambox is used with our K-1 students and SplashMath and Freckle are used in grades 3-5. In the co-teaching classroom, the third station is taught by the special education teacher. She will reinforce the daily learning target or focus on underpinnings that the students need to master on the target for the day. In the other classrooms, the third station is a practice station whereby students can work with peers to further their understanding of the daily learning target. A variety of resources allows teachers to differentiate throughout the flexible groups. Content can be presented in multiple ways to stimulate thinking and the continued development of a growth mindset. As with reading, learning targets are assessed daily through exit slips that are used for Review Friday planning purposes. Summative assessments include district common assessments, fluency assessments, and MAP.

1d. Science

All of our teachers have had extensive training on the Next Generation Science Standards. As part of their professional development training, grade level teams worked together to deconstruct the Kentucky Academic Standards for Science to develop units of study, locate resources, and design student performance activities. Teachers utilize phenomena based curriculum units and incorporate inquiry-based learning activities that require students to demonstrate and explain their understanding of the content. Lessons are focused on predicting, collecting data, and representing or describing concepts. At Junction City, all grade levels have a specific block of time in their daily schedules to teach science; however, science concepts are also integrated in reading, writing, and math lessons when appropriate. In English Language Arts classes, students read non-fiction books and write about science content. In math, students learn how to collect and represent data in various graphs and table forms. A variety of different resources are used for planning lessons. Examples include, but are not limited to, Project Lead the Way, Mystery Science, Science A to Z, Picture-Perfect STEM books, and Perfect Pairs lessons. Fiction and non-fiction books are used to introduce students to science standards and then students are led through 3-dimensional lessons to make predictions, design experiments, and then analyze the results. Students are assessed through flashbacks, performance checklists, exit slips, and state-mandated performance events, Through Course Tasks (TCT's). Each grade level is expected to teach at least two of these per year to ensure that students are mastering grade-level science standards. In addition to regular classroom instruction, students in grades K-5 participate in the Kentucky 4-H program, an independent, non-profit, partner of the Kentucky Cooperative Extension Service and the University of Kentucky College of Agriculture.

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

Junction City Elementary uses the Kentucky Core Academic Standards for Social Studies to plan instruction throughout grades K-5. As with other content areas, teachers worked with their grade level colleagues from across the district to deconstruct the standards into measurable learning targets and then group those standards into units of study. District-wide common assessments were developed to assess the standards within each unit of study. Throughout each unit of study, daily learning targets are taught and assessed through formative assessment measures, like flashbacks and exit slips, and mastery is tracked. Should intervention be required, remediation takes place on our Review Fridays.

In grades K-2, social studies content is taught during daily theme time and in grades 3-5, one teacher on each grade level team is responsible for teaching the science and social studies content. In grades 3-5, some units are taught through a Project-Based Learning (PBL) model. The PBLs require the students to examine

and research real-world events, create a presentation, and then present their projects to an authentic audience. The audience always includes the classroom teacher, classmates, and a central office representative; however, when appropriate, experts will be brought in to listen to, and evaluate, student presentations. For example, 5th-grade students researched different regions of the United States and were instructed to report on the specific features of their region and persuade their audience to vacation in their region. Local travel agents were “experts” brought in to listen to the presentations.

1f. For secondary schools:

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

The Boyle County Preschool Program has a curriculum that is aligned with the Kentucky Department of Education Early Childhood Standards. The core curriculum focuses on the following areas: literacy, mathematics, science, social studies, social/emotional skills, fine motor, and gross motor skills. These skills are embedded in the daily schedule and carried out through large group, small group, and one-on-one instruction. At Junction City, we have one full day preschool class with 20 students and a second classroom that serves two half-day groups of 20 students.

Our district has deconstructed all learning targets preschool through twelfth grade with a spiral approach that connects each grade-level. The early childhood standards connect directly to K-3 Kentucky Academic Standards and our program uses a curriculum map that guides teaching in the classroom. When analyzing Brigance scores for our school, 2018-2019 data shows that students that participated in our preschool program scored on average five points higher than in previous years. The data also shows that in academic areas, our preschool students had a higher average score than their classmates that did not attend our preschool. In addition to Brigance, our 2018-19 and 2019-20 MAP results also indicate that students who participated in the preschool program had higher fall reading and math scores than students who did not attend.

2. Other Curriculum Areas:

At Junction City Elementary, we have five non-core “activity” classes that all K-5 students attend once a week for 50 minutes each. Our full-day preschool students also go to these activities; however, their class period is for 30 minutes as opposed to 50. Our activity classes are as follows:

Physical Education- The goal of our physical education program is to provide our students with the knowledge and skills needed to establish and maintain physically healthy lifestyles. Students learn grade-level appropriate gross motor skills, the importance of being physically fit, and how to be a team player. In addition to their weekly PE class, we offer several after school clubs for students to develop their fitness skills. Students can sign up for Girls on the Run, Exercise Club, Archery, and Ballet/Dance. We also plan an annual Field Day for our students and a Jaguar Jog 5K for our students and our community.

Spanish- In Spanish, our students are learning essential communication skills through the acquisition of a second language. The Spanish instructors within our district have developed a comprehensive K-12 program with the goal being fluency by graduation. Learning to speak Spanish, or any foreign language, at an early age promotes tolerance and interest in different cultures, improves critical thinking, and builds communication skills.

Art- In art class, students develop a knowledge of artistic elements and mediums to create, present, and respond to their works of art, as well as their peers and those of famous artists. Students are encouraged to be creative and expressive. All grade levels display their art throughout the building and in local showcases and contests. Several of our students have won awards for their artwork. Art programs have the potential to help improve a student's memory and concentration skills, develop decision-making and critical thinking skills, enhance communication and listening skills, but also encourage focus and discipline. In addition to art class, students can sign up for art clubs after school. We offer one for K-2 students and one for students in grades 3-5.

Music- In music class, students explore and experience music concepts. The elements of music and dance are addressed through a variety of songs and activities. Students sing, chant, play instruments, improve/adapt songs and improvise music and dance. With guidance, they create their own music, evaluate their work and that of others, and participate in musical productions. Each year at Junction City Elementary, all of our students participate in a music showcase in the winter and spring. As with playing sports, students can develop motor skills by learning to play instruments. Music class is also enjoyable and keeps students engaged and involved in the school. In addition to music class, students can also choose to take Strings after school and learn to play the violin, viola, or cello.

Library- During library class, students listen to stories read aloud, check out books, and acquire knowledge in media skills such as parts of a book, story elements, characteristics of different genres, and research skills. Students also visit Makerspace centers on their weekly visits to the library. Students can work collaboratively with hands-on STEAM (Science, Technology, Engineering, Art and Mathematics) activities while discussing their findings with their peers. Our media specialist also teaches technology skills to our students.

At Junction City, our students in grades 2-5 are one-to-one with Chromebooks; therefore, they must be computer literate for their grade-level. In the library, they are exposed to Google Classroom, Google Docs, FlipGrid, and many more programs and apps. In addition to their regular library class, students can sign up for after school clubs that have a technology focus. We participate in the Student Technology Leadership Program(STLP) and offer Robotics and Coding clubs, as well.

Leader in Me- Our school is part of the Leader in Me program. In the spring of 2019, we achieved Lighthouse status which means that the Leader in Me philosophy is fully integrated into all of our school rituals and routines. As defined by the Franklin Covey organization, “Leader in Me (LIM) is an evidence-based, comprehensive-school improvement model—developed in partnership with educators—that empowers students with the leadership and life skills they need to thrive in the 21st century.” For our school, it has helped us to define and implement behavior and academic expectations with our students. Our students work with their teachers to set goals, create plans to achieve their goals and progress monitor themselves. This “buy-in” has had a positive impact on our school’s student achievement scores as well as our school culture.

Second Steps- Our Child Guidance Specialist (aka, school counselor) visits each classroom twice a month for 30 minutes. During her class visits, she teaches the Second Steps program. Second Steps is a program that promotes the social, emotional, and academic successes of students. Not only do students learn to deal with their emotions, and the behavior of others, Second Steps includes Bully Prevention and Child Protection Units. The lessons are fun and include games and songs that the students can remember and implement.

3. Academic Supports:

3a. Students performing below grade level

At Junction City Elementary, our teachers in grades 1-5 flexibly group their students across the grade level for instruction. The groups are fluid and students move as teachers see improvements or have concerns. The "low" group has 15 or fewer students and is co-taught by a special education and a regular education teacher. The "middle" group has between 18-20 students and is co-taught by a regular education teacher and a special education assistant. At all grade levels, our teachers use a station model structure to deliver instruction to their students. Within each classroom, there are three stations: a teacher station, an extra practice station, and an independent station. In the low and middle groups, both the teacher and extra practice stations are run by teachers or instructional assistants. The teacher station typically focuses on the learning target/core content for the day. The special education teacher/instructional assistant teacher station may provide extra practice on the day’s target or teach an underpinning skill depending upon the needs of the students. The independent station is usually a technology station largely because the students are engaged and the work can be individualized. At Junction City, we are one-to-one with Chromebooks in grades 2-5 and our K-1 classrooms all have 15 iPad minis for students to utilize in small groups.

Assignments in the technology station may be a Google form that the teacher created or an assigned lesson on an app or site that our school utilizes. In the high group, the students have more opportunities for independent and/or group work. Our teachers have all been trained in, and implement, Kagan Cooperative Learning Structures. Students are used to working with their peers in a variety of different situations. Regardless of the classroom or structures, formative assessment data is collected daily at each station and is used for instructional planning purposes. Teachers track formative and summative assessment data using Mastery Connect, an online curriculum and assessment platform. In Mastery Connect, all the standards are listed and the data stays updated as teachers add assessment scores. When teachers need to provide intervention services, they can easily see which students need support with specific standards.

In addition to the aforementioned structures, our school also implements a Review Friday. Our teachers introduce new content Mondays through Thursdays and collect formative assessment data on those days. On Fridays, students are placed into a reteaching, extra practice, or enrichment group based on the formative assessment data from the week. Administrators add an extra adult to all classrooms for Review Friday purposes which allows teachers to make very intentional plans for the students who struggled with the standards for the week. Review Friday provides our teachers with an additional opportunity to teach the content before moving on to the next set of standards. Many teachers not only review the content from the current week but also plan activities or create assignments that review content from earlier in the school year. It is a great way to provide a system of constant review.

3b. Students performing above grade level

At Junction City, we are committed to seeing that all of our students make at least a year's worth of growth, including our gifted population. Our teachers are purposeful about co-planning with our district's gifted and talented teachers to ensure that daily instruction is rigorous, incorporates student choice, and allows for inquiry. In addition to reteaching and extra practice, Review Fridays also provide teachers with a means to implement enrichment activities for our high performing students. On Fridays, our library media specialist and gifted and talented teacher both work with small groups of students to lead book clubs, research projects, STEM projects, Project-Based Learning projects, and more. Students are challenged through differentiation, enrichment activities, accelerated math instruction, and also through subject and grade level acceleration.

3c. Special education

In the spring of each school year, we bring together a team of teachers to create the school's master schedule for the upcoming school year. The team consists of one teacher from each grade-level (K-5), all of our certified special education teachers, our assistant principal, and principal. We begin by discussing the needs of our special education students at each grade level and deciding which group (low, medium, or high) we feel they would be most successful in. For example, a student with a specific learning disability in reading will likely do better in the low reading group that is co-taught by a special education and regular education teacher. On the other hand, a student with behavior goals who performs well academically may be placed in the middle group that is co-taught by the regular education teacher and an instructional assistant. For student placement, we always err on the side of the students and believe they can, and will, be most successful in the least restrictive environment.

Once that task is completed, each grade level posts their per period content area schedules. We post this on a bulletin board so we can easily see when each grade level will be teaching reading, math, science, etc. and we can also see, for grades 3-5, where the low and middle groups will be each hour of the day. Once those schedules are posted, we create our certified and classified special education teachers' schedules. Their schedules are dictated by where their students are and what the students' Individual Education Plans (IEP) require. Because we implement a collaborative model, we want to ensure that our students in the regular classrooms have the support of a special education staff member. For our "low" groups, we keep those class sizes at 15 or fewer students and they are co-taught by a special education and a regular education teacher. The "middle groups" have between 18-20 students and they are co-taught by a regular education teacher and an instructional assistant. The high groups, consisting of mostly on-grade level or above grade level students, are taught by a regular education teacher. All three groups have the same learning targets and the

same exit slips (formative assessment); however, the lessons are scaffolded to meet the needs of the students in each group. These structures allow us to “push-in” to provide intervention services as opposed to pulling students out of the regular classroom. For students in the low and middle groups, they can receive more direct instruction from an adult; whereas, the students in the high group can move at a faster pace and extend their learning beyond the target for the day.

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

At Junction City, we have a very small ELL population. Those students receive support in the regular classroom as previously described. Our ELL students also receive weekly services from our district’s ELL instructor. The teacher not only works with the children during the school day but also serves as a liaison between their families and the school staff. The teacher is available to answer questions from parents concerning school events, instructional programs, and services. In addition to that, our ELL teacher works with Centre College in Danville to provide our ELL students with after school tutoring twice a week with college students.

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

According to our most recent end of the year state test, Kentucky Performance Rating for Educational Progress (K-Prep) Assessment, our school did not have any significant gaps. Our results were “Very High” in Proficiency and Separate Indicator and “High” in Growth earning us a 5 Star rating. There are 655 elementary (P-6) schools in Kentucky and Junction City Elementary was one of only 37 to earn all five stars. We were especially proud of this achievement considering that we are a school-wide Title 1 school with 77% of our students qualifying for the free/reduced lunch program. We feel our success is not only due to our instructional program, but also other programs that we have in place to reduce academic barriers. For example, we have a fully functioning Family Resource Center (FRC) which provides school supplies, clothing, hygiene items, health services, and financial assistance to families. Junction City also participates in the Community Eligibility Provision (CEP) program which is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows our school to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. In addition to the free meals at school, our FRC also provides supplemental food to our neediest families on the weekends through a Backpack Meal program. Finally, we partner with a local church, Junction City Baptist, to provide mentors for 30 students in our building. The mentors are trained through Kids Hope USA and commit to meeting with their students at school for one hour every week. The mentors stay with the students throughout their time at Junction City.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Junction City, we have several structures in place to engage, motivate, and provide our students with a positive environment. In 2014, we became part of the Leader in Me program developed by Franklin Covey Education. Through the Leader in Me process, our staff has created academic and behavior expectations for our students and staff members. The framework teaches leadership/21st century skills to all students, creates a culture of student empowerment, and aligns all of our structures towards improving academics and instruction. During our first year as a Leader in Me school, we created a school-wide behavior tracking system, created Leadership Notebooks, taught the 7 Habits, and intentionally used leadership language whenever possible. In addition to that, all students, teachers, and classes developed mission statements. We also created our schoolwide mission statement that is read and recited by students at the beginning of each school day: At Junction City Elementary, we do our best, be our best, leading the way at JCES.

Our Leadership Notebooks have had a profound impact on student achievement within our school. No matter the grade-level, each notebook has the same five sections: All About Me, My Goals, My Learning, My Leadership and My Celebrations. In the “All About Me” section, students record their personal and class mission statements. They can include a self-portrait or biography if they wish. Under “My Goals”, students track their attendance and behavior. We have a school-wide “Clip Up/Clip Down” system and students record the color they were on at the end of the day on a monthly calendar. In the “My Learning” section, students track their summative assessment scores and their progress towards the academic goals they have set for themselves. Under “My Leadership”, students record the leadership jobs they have applied for and/or earned in the classroom or school-wide. Finally, under “My Celebrations”, students can add certificates they have earned, leadership tickets or certificates they have been awarded, and/or they can put assessments they have scored well on. By keeping track of their weekly progress, students have developed ownership over their grades and their progress. They can easily see how their hard work pays off which creates a major sense of pride in all of them.

At Junction City, we do our best to celebrate our students any time we can. When students reach a personal or academic goal, they come to the main hallway and ring a bell that was donated to us by a local business. As a class, students also set goals before unit assessments. Because teachers keep track of common assessment scores on bulletin boards in their classrooms, students can easily see how the group did on a previous test and use that to set a new goal. Classes are rewarded by teachers when they reach the goals that they have set for themselves. Individual students, as well as classes, are recognized during morning announcements and on a television screen in the main hallway when they achieve their goals and/or earn leadership certificates. Finally, administrators also set grade-level goals with teachers based on MAP scores. Our goal is a minimum of a year’s worth of growth for every student as measured by MAP. We also want to see the percentage of students scoring proficient or distinguished increases with each test administration. To monitor this, we keep track of each students’ MAP progress on colored charts in the principal’s office. When grade-level goals are reached, we celebrate as a school usually by doing something chosen by our Student Lighthouse Team.

2. Engaging Families and Community:

Families are an integral part of every child’s learning experiences throughout their school careers. For that reason, the staff of Junction City Elementary works diligently to develop positive relationships with our students’ families. We begin each year with a Back to School Night. Students and their families can visit the school prior to the start of the school year to drop off school supplies, meet their new teachers, see their friends, enjoy a free meal, and gather important information for the school year. In addition to Back School Night, parents are invited to the following annual events: A Date for Donuts, Muffins with my MVP, Winter Music Showcase, Arts and Humanities Night, Grandparents Luncheon, Veterans Day Luncheon and Dinner Theater. These events are always well attended and allow staff members to build connections with new families every year.

Like all Kentucky public schools, Junction City Elementary is led by our Site-Based Decision Making Council. The council members consist of the principal, three certified staff members, and two parents. The teachers and parents are elected by their respective groups of stakeholders for two-year terms. The SBDM council is responsible for approval of the school's budgeting, scheduling, hiring, and policy revision. Most SBDM meetings are open to the public with a schedule of meeting dates and times being posted on our school's website and monthly calendars.

Junction City Elementary has a fully functioning PTA board. The board works with school staff, parents/guardians, and members of the community to plan events for our students. Each year they put on a wonderful Fall Festival for our students that includes food, games, pony and barrel rides, face painting, and a silent auction. The proceeds from this event, and other fundraisers they sponsor, go directly back to our students and teachers. We also have an active Family Resource Center set up for families who need additional assistance outside the parameters of the school day. Eligible families can receive school supplies, clothing, medical support, financial, and holiday assistance from our FRC.

Finally, our teachers work purposefully to keep our families informed on school happenings, as well as their students' progress. Every fall, teachers schedule a parent-teacher conference for all of their students. These meetings provide teachers an opportunity to share each student's social, emotional, and academic progress up to that point. Parents can ask questions and find out ways they can help their children be even more successful in school. Teachers also keep parents informed via grade-level newsletters and the use of the Remind app. Newsletters go out weekly and most staff members use Remind daily. Our school also uses social media platforms (Facebook, Twitter, school website) to keep our families engaged and informed.

3. Creating Professional Culture:

In February of each year, the principals and central office administrators begin discussing possible professional development topics for the next school year. To solicit information from our staff members, the principal sends out a Google Form so that teachers can indicate what professional development topics they would like to see offered. Based on those suggestions, and school assessment results, a professional development plan for the district's elementary teachers is developed and approved by our SBDM council. Teachers typically have at least two, if not more, days during the summer to revisit the grade level common assessments that they have developed. The assessments were built after deconstructing the common core standards into measurable learning targets. The targets were then grouped into units of study and the assessments were created to assess those standards. Each year, our teachers work together to find ways to fine-tune and improve upon these assessments. Our district also offers PD Academies whereby teachers can select sessions they would like to attend. Topics include, but are not limited to, technology, behavior management, on-demand writing, guided reading instruction, and more. Whenever possible, we like to have the training presented by teachers within the district to support them and honor their expertise.

In addition to professional development offered to all elementary teachers in the district, our school also embeds learning opportunities through our team and staff meetings which both offer teachers an opportunity to work, plan, and share. Teachers have presented on technology, the Leader in Me paradigms, guided reading structures, math intervention, and more. Student work analysis is another important learning opportunity that takes place in team meetings. After looking at student achievement data, teachers and administrators will have discussions about what structures and strategies we think are working well and what we feel needs to change to positively impact the results. Finally, when available, teachers will take advantage of professional development opportunities outside of school. For example, many of our elementary teachers have participated in the Kentucky Center for Mathematics's Early Elementary RTI training. In instances such as this, teachers are expected to come back and share what they have learned in team or staff meetings. That practice allows us to build some capacity throughout the building.

4. School Leadership:

At Junction City Elementary, we strive to include all stakeholders in the decision-making process. As part of our Leader in Me commitment, we have two Lighthouse Teams, a staff and student. The Staff Lighthouse team consists of a primary teacher, an intermediate teacher, a special area teacher, a special

education teacher, the guidance counselor, and the principal. Each member of the Lighthouse Team is on a different school committee. The Lighthouse Team meets once a month to review our school's progress in the areas of academics, culture, and environment. We have assigned various tasks from each of these areas to each of our five school committees. The Lighthouse member from each team is the liaison between the two committees which allows us to streamline, be more efficient, and flatten the decision-making process.

Our Student Lighthouse Team consists of one student from each homeroom, K-5, in the building. The students are elected by their classmates and meet with the principal once every three weeks after school. The Student Lighthouse Team provides input and ideas on projects and events that would make our school better. For example, our Student Lighthouse Team has made significant suggestions to help us improve our awards programs. They wanted to include cheers and have students distribute the awards to students, as opposed to the adults. They also wanted us to include our school's 7 Habits Song. All suggestions made for a much more enjoyable awards program!

Finally, as previously mentioned, our school's Site-Based Decision Making Council is responsible for making the most major decisions for our school. The council includes administrators, staff members, and teachers; therefore, representing all stakeholders. The council makes budgetary, scheduling, hiring and policy decisions.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Identifying the ONE practice that has been most instrumental in our school's success was a difficult decision. Ultimately, we would say it is our master scheduling process because it allows us to implement all of the other structures that we feel contribute to our school's achievements. Each year in the spring, one teacher from each grade level meets with the special education and administrative staff to develop the master schedule for the upcoming school year. We begin the process by discussing the needs of our special needs students. Those students are grouped at each grade-level and placed in a class that staff members would best fit their needs. The regular education teachers then post their schedules so the group can easily see what times each grade level will be engaged in each content area. The special education teachers then build their per period schedules based on where their students will be throughout the day. This ensures that all special education students will have adequate support in the collaborative classroom. At that time, we also create the per period schedules for our special education assistants so that we may also support students who may not be identified as special needs students; however, they have demonstrated that they need additional support in the classroom to be successful. Through this process, we can create a schedule that has two adults in our low and middle groups for reading, writing, and math instruction at each grade-level, as well as science at the 4th-grade level and social studies at the 5th-grade level. The high level of classroom support allows us to provide special education and intervention services in the regular classroom and has enabled us to reduce achievement gaps between different subgroups of students in our school. According to our 2018-29 state testing results, Junction City Elementary did not have any significant gaps.

Two additional structures that our school implements are Math Workshop and Review Friday. Math Workshop is an additional 30 minutes of math each day for grades K-3. During Math Workshop, students are engaged in activities that allow them to apply their math knowledge either through games, partner work, or math talks. The content for Math Workshop is divided into interims that do not necessarily match what students are learning in their core math classes which allows us to spiral our math curriculum throughout the year. During our master scheduling meeting, we assign additional staff members to each grade level so that students may be divided into five-six groups throughout each grade-level thus allowing teachers to differentiate instruction even further. For Review Fridays, the schedules for our special education teachers and instructional assistants differ from what they do Mondays through Thursdays. During the master scheduling meeting, we assign one support staff member to each teacher for their reading and math blocks on Fridays. This allows our regular classroom teachers to intentionally plan for the students based on the week's formative assessment data. Students are placed in a reteaching, extra practice, or enrichment group. Because we schedule an additional staff member, the teachers can work one-on-one or in small groups with a wider variety of their students. The additional staff member is typically the same person that works with the regular teacher throughout the week. These structures have had a positive impact on our student achievement scores and our school culture.