



2021-22 Phase Three: Executive Summary for  
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2021-22 Phase Three: Executive Summary for Schools

**Junction City Elementary School**  
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## Table of Contents

<u>2021-22 Phase Three: Executive Summary for Schools</u>	3
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## 2021-22 Phase Three: Executive Summary for Schools

### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Junction City Elementary is located 5 miles south of Danville, Kentucky in Boyle County. Junction City is a predominantly white community with a population of approximately 2200 residents. There are 401 students enrolled in Junction City Elementary, ages preschool through grade 5. Eighty-four percent of our students are white, eight percent are Hispanic and the remaining eight percent are in other categories. Junction City is a Title 1 school with approximately 72% of the students qualifying for the free/reduced lunch program. Each year, our students struggle with attendance and socio-economic issues, both of which can impact educational success. All teachers in the building are highly qualified and 69% hold a Master's degree or higher. Three teachers have their National Board certification. Over the last several years, our school has been ranked in the Proficient or Distinguished category, as measured by K-Prep. Our most recent rating was that of a 5 Star School based on our 2018-19 state testing results. In 2014, we became a Leader in Me school, and in the spring of 2019, we achieved Lighthouse School status from the Franklin Covey organization. We were named a 2020 National Blue Ribbon School by the US Department of Education.

### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

During the summer of 2014, Junction City Elementary staff members were trained by Franklin Covey representatives in order to become a Leader in Me school. Whereas our staff members have always had high expectations for our students, the Leader in Me program has served to intensify those expectations. Our goal is to ensure that our students reach their fullest potential in all areas and develop the necessary 21st-century skills that will help them be successful in the future. In 2015, our staff rewrote our mission statement to become "Do Our Best, Be Our Best, Leading the Way at JCES." Our vision statement is: "JCES is a 'paws'itive place to lead the way, learn something new every day, love yourself and others." In order to fulfill our mission and vision, structures are in place to ensure that every child succeeds. Those structures include but are not limited to, the following: leadership roles for students, student goal setting and rewards, flexible grouping for instruction,

departmentalization at grades 3, 4, and 5, daytime ESS, reading and math intervention, special education programs, after school clubs, Review Days and Math Workshop. Our master schedule is developed every spring for the upcoming school year in order to maximize staff resources and address student needs.

### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the last several years, Junction City Elementary has put several structures in place to help improve our student achievement and gap scores. Among those structures are: Daily 5 reading instruction, guided reading small group instruction, flexible grouping, Math Workshop, Review Fridays, and Proof Positive Folders. The Math Workshop time is a daily 30-minute addition to our math block that involves the hands-on practice of grade-level common core standards. Review Fridays allow teachers, and other staff members assigned to assist them, to reteach content from the week that students may not have mastered. It also gives teachers a dedicated amount of time to provide extra practice or enrichment activities for students who require it. Finally, the Proof Positive Folders require teachers to analyze their students' performance on a recent assessment, as well as their own instructional planning and implementation. It's a reflective component that allows for dialogue between teachers and administrators. In addition to this, teachers use Mastery Connect monitor standards that have been taught and account for each individual student's progress. As a result of our efforts, our achievement scores stayed steady in all content areas and our reading and math growth scores improved significantly, as indicated by our 2018-19 K-Prep results, putting us in the 5 Star category and one of the top elementary schools in Kentucky. As mentioned above, we were also named a 2020 National Blue Ribbon School and the Pritchard Committee for Education named us as a "bright spot" in Kentucky schools that performed better than expected from 2011-2018. As for areas of improvement, we are still focused on moving more students into the proficient and distinguished categories in all content areas, thus increasing our overall proficiency scores. Our 2021 K-Prep results were much lower than they have been in recent years. Many more of our students scored in the novice and apprentice categories likely due to the pandemic and virtual instruction. This year, our master schedule includes longer reading and math blocks of time, as well as intervention time for reading and math instruction. We are also committed to improving our average daily attendance. We have several strategies in place to encourage students to be at school. This will be challenging due to COVID and quarantine protocols.

### Additional Information

**CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

### Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Nothing at this time.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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