

Junction City Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 53717386053771

County: Trinity

District (Local Educational Agency): Junction City Elementary

School: Junction City Elementary

Demographics

Enrollment: 62 students

Location Description: Rural

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Junction City Elementary is a small, one-school district serving about 60 kids in grades TK–8. We are located in the rural mountain town of Junction City in Trinity County, California.

We have a tiny, but wonderful, campus with three multi-graded classrooms. Each of our teachers is responsible for teaching at least three grade levels. Our Principal/Superintendent is also our Special Education Teacher and our Science Teacher. Each of our staff is responsible for a variety of programs, and each plays a vital role in the success of our school.

Our staff and community strive to work together to promote a whole-school family atmosphere with an emphasis on our students' success and wellbeing. Our mission is to improve the academic and social skills of all students, and to create a school climate conducive to learning by encouraging good citizenship, good attendance, and high

academic standards. There is a strong focus on a well-balanced education for every student with high standards aimed at excellence and student empowerment.

All Junction City Elementary students participate in a curriculum that is based on Common Core Standards and is enriched with STEM, Social Emotional Learning (SEL), and Visual and Performing Arts. We have an After School Program that offers electives, academic enrichment, and homework assistance. Our Intervention Program offers support for students that need additional assistance with skills.

Our school facilities are well cared for, and in excellent condition. Our community takes pride in our campus, and we strive to provide a safe, clean environment for all our students. Our campus is also the gathering place for all community events.

Due to our small population, our school has few sub-groups that are over 10 students. We currently do not have any English Language Learners, and our population of special education students is only 6% of our total student population. Our community is struggling economically, and currently, 77.42% of our students qualify for free/reduced lunch. However, despite our challenges, our small student population allows us to provide all of our students with the individual support they need to reach their potential.

We are excited about the dynamic learning community we have created. We strongly believe that our success over the last couple of years is due to the addition of our Junction City Elementary Multi-Tiered System of Support Program (MTSS Program).

Evidence of the positive impact of our MTSS Program can be seen in the resiliency our students displayed during a time of tragedy. Unfortunately, a wildfire devastated Junction City this fall. The Helena Fire destroyed over 72 homes in our tiny community of about 450 homes, and many of our students and staff lost their homes. Fortunately, this tragic event brought us even closer together, and with the supports of our MTSS Program, we have been able to re-build our lives, while keeping our school programs strong.

Model Program and Practices

Name of Model Program/Practice: Junction City Elementary Multi-Tiered System of Support Program

Length of Model Program/Practice: Less than 2 years

Target Area(s): Career Technical Education, Chronic Absenteeism and Dropout Prevention, Civic Education Awareness, Closing the Achievement Gap, Education Supports, Nutrition and Physical Activity/Education, Parent, Family, and Community Involvement, Professional Developm

Target Population(s): American Indian, Asian, Black or African American, Filipino, Hispanic, Pacific Islander, White, Two or More Races,

Socioeconomically Disadvantaged, English Learners, Students
with Disabilities

Strategies Used: School Climate, Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Health Support, Social/Emotional/Behavioral Support, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

Our Junction City Elementary MTSS Program is more than just a program, it is a school/community philosophy of doing everything we can to ensure the health, well-being, and success of every student at our school. It is an integrated, comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, and individual student needs. It is the alignment of all of our school's resources and systems necessary for the academic, behavioral, and social success of all of our students.

Our MTSS Program was adopted to better organize our efforts and resources to ensure that we are systematically addressing our students' needs, tracking their progress, and modifying our practices.

Our essential resources are every staff, student, parent, and community member, along with every dollar that we get to fund our students' education. As this is a whole-school approach to assisting each and every student, we are utilizing every resource available to our tiny school.

Our entire staff, including administration, instructional staff, clerical staff, food service employees, and custodial/maintenance employees have a vital role in the success of our program, and are therefore, included in all professional development opportunities and all program support efforts.

All students, parents, and community members are involved in the goals, practices, procedures, and outcomes of our MTSS Program through numerous stakeholder meetings, feedback surveys, and participation at school activities.

Our MTSS Program is a school-wide program, designed to provide daily academic intervention, enrichment, and support to all students, including unique student populations within our learning community. The result of this support is increased school-wide academic achievement.

Our MTSS Program also provides social and behavioral support to all students. This includes school-wide Positive Behavior Intervention Supports (PBIS), weekly Social Emotional Learning (SEL) classes for all students, small group behavior interventions, and individual counseling support.

Our MTSS Program is interwoven throughout all of our LCAP goals, and more importantly, it has become the common language of our school culture.

As a result of our whole-school approach to meeting the needs of all of our students, we do not have an issue with chronic absenteeism, and we have had zero suspensions and expulsions during the last 2 years.

Our MTSS Program is distinguished because our program has become the model for other schools in Trinity County, and we have taken the lead in organizing a County-wide MTSS Program.

Implementation and Monitoring

Junction City Elementary students, staff, parents, and community work closely together to create a learning environment that produces articulate, confident, and skilled students. All of us are vital stakeholders in the success of our MTSS Program, and we consider ourselves as part of the same Junction City Elementary family.

Therefore, all stakeholders, especially students and parents, are engaged in the program by participating in feedback-generating activities and surveys. Even our Kindergartners give survey feedback, with a little help of a scribe. Our students and parents are also very involved on our School Site Council, and LCAP Advisory Committee. We also have an Active Associated Study Body Council, and student representatives who participate at our monthly District Board meetings. We are the only school in Trinity County with such active stakeholders.

We discuss our MTSS Program progress within our learning community on a daily basis before school, during lunch, and after school. Our staff conversations are focused on the daily needs of our students. We also discuss our program and student needs at our weekly instructional staff meetings, monthly whole-staff meetings, and other monthly stakeholder meetings.

In addition, we are very connected to our larger Junction City community, and communicate with all segments of our community via our monthly newsletter, website, and social functions held at our school. We also have a local community member who writes articles about our school in our local newspaper.

To monitor and assess the program's effectiveness of parent/community engagement, we evaluate the results of our annual Parent Survey. Not only does the survey ask specific questions about parent involvement and engagement, it helps us to assess our strengths and weaknesses, set future goals, assist with budget priorities, improve communications between school and home, and make decisions regarding curriculum and programs.

Capacity building activities related to professional development involve all of our staff. We work as a team, learn as a team, and make decisions as a team. We all participate in an annual Fidelity Integrity Assessment (FIA). We utilize this self-assessment tool to examine the status and needs of our school-wide efforts. All of our staff are included in

all professional development opportunities regarding our MTSS Program. Our school also encourages professional development to individuals based on their specific needs and interests.

We evaluate the effectiveness of instructional learning activities in a variety of ways. We evaluate our students' learning by their daily classroom work, their feedback and participation in class, their performance on embedded curriculum assessments, and their individual results on district and state formative and summative assessments. We evaluate our staff's effectiveness by a comprehensive evaluation process focused on collaboration, research, reflection, and support.

Results and Outcomes

The Junction City Elementary MTSS Program monitoring and assessment of student outcomes is distinguished from other programs simply because of our tiny size. We are in a unique situation because our student population is so small, that quantitative data is tricky to use in determining student outcomes, without risking student privacy. On the other hand, with such a small number of students, it is very easy for school staff to track the progress of individual students, and modify the instructional supports for individual students, essentially providing each student with his/her own Individual Education Plan.

Our staff monitors the learning of each student very closely. We pay attention to our students' responses in class, and constantly check for understanding. We evaluate our students' daily work each day to determine if the students need extra support or re-teaching of a certain skill. We also evaluate how our students perform on weekly quizzes, embedded curriculum assessments, unit tests, and chapter tests. We utilize CAASPP formative and summative assessment results to determine progress toward meeting state standards, to guide our instruction, and to determine the intervention and supports of our MTSS Program.

We use quantitative and qualitative data at the individual student level to determine the individual student outcomes, and then use that data to guide the individual student's educational program. Qualitatively, it is incredibly individualized and effective.

We also look at overall trends of progress. For example, due to small class sizes, we could not publically report on the growth of certain grade levels of our students on the CAASPP assessments, but we could report on the overall growth of all students in grades 3–8 as a group.

We are able to get quantitative data from our local stakeholder surveys, such as our Student Survey and Parent Survey, that we can use to determine progress toward meeting LCAP goals, and to measure the effectiveness and success of whole-school programs. This data is collected annually, evaluated by various stakeholder groups, and used to modify school-wide programs, such as our MTSS Program.

We consider all of our students to be "targeted" even though they may not be identified formally as such. Our MTSS Program, and our school philosophy, is to do whatever it takes to meet the needs of all of our students to ensure their success.

Even though we are a tiny school, we will continue to utilize all of our data, pay close attention to all of our students, and do everything we can to continue improving our Junction City Elementary MTSS Program, so that we can ensure that every one of our students succeed.