COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

2019-2020 School Year
School Board Approved June 17, 2019
School Board Approved Updates December 16, 2019
Mission Statement

Carl Junction Schools, in partnership with our community, cultivates a vibrant and diverse learning environment that prepares students to be productive citizens.

Vision Statement

Carl Junction Schools seeks to create a challenging learning environment that empowers our students to be positive community members who have a sense of understanding and compassion for others along with the courage to act on their beliefs.
CSIP Planning Team

Heather Elsten  PK-1
Angie Helm  PK-1
Jessica Read  PK-1
Ke’o Addis  P2-3
Isaiah Basye  P2-3
Alicia Shorter  P2-3
Susan Eichelberger  Int
Ela Winder  Int
Carolyn Lowry  Int
Abby Adamson  JH
Sonia Edwards  JH
Peyton Struble  JH
Dione Friel  HS
Brenden Gubera  HS
Zak Petty  HS
Melissa Utley  Alt
Phil Cook
Kathy Tackett
David Pyle
Tracie Skaggs
HISTORY OF CARL JUNCTION SCHOOLS

-Timeline-

1877  Charles L. Skinner first plotted Carl Junction with 81 lots, seven streets, and four alleys.

1884  Carl Junction was incorporated as a fourth-class city in Jasper County, Missouri.

1887  First grade school built – Knight School – Two story brick building named after Augustus Knight who donated the land for the building.

1914  Knight School was torn down and classes were temporarily held in churches and store buildings until a new, slightly larger building that also housed a high school was constructed. The new building was called the West Town School.

1923  First yearbook, The Knights of ’23, was published and the first mascot name, The Reds and Whites, was adopted.

1924  The mascot name was changed to the Warriors.

1926  Enterprise and Smithfield #5 consolidated with Carl Junction #70.

1929  A fire destroyed the school building and a new brick tri-level building was erected. With the construction of the new building, the mascot name, “Wardogs,” was adopted. This building was demolished in 1982.

1933  The mascot name was changed to the “Bulldogs.”

1947  The state of Missouri mandated school reorganization with the 64th General Assembly’s enactment of Bill 307. Many transitions were made among the smaller districts in the area before they eventually were consolidated with Carl Junction R-1. This entire plan was the beginning of the construction boom for the district.

1952  Zincite #96 (Bellville) consolidated with Carl Junction R-1.

1954  Two new grade school buildings were erected to help accommodate the consolidation. These buildings housed grades 1-6. Grades 7-12 remained at the old West Town School.

1958  A gymnasium with a large lobby area and locker rooms was added to the school campus as well as a vocational agriculture building.

1960  During this year, there were several construction projects:
    ● A new high school was built, making the West Town School a junior high school.
    ● A stage and music room was added to the gymnasium.
    ● The two grade school buildings constructed in 1954 were connected, as well as the addition of several more classrooms on the north end of the building.
1961  Brick #94 consolidated with Carl Junction R-1.

1964  Asbury R-3, Waco R-4, and Galesburg #37 consolidated with Carl Junction R-1.

1968  The high school added a new library and five additional classrooms. The intermediate building added two new classrooms.

1972  A new primary school was built. The construction of this building further divided the grade levels. Kindergarten through third grade were now in the new primary school building, fourth through sixth grades were now considered intermediate and were located in the 1954 school additions building, seventh and eighth grades were still in the West Town School, and ninth through twelfth grades were in the new high school. Two classrooms, a home economics room and an art room were added to the high school. Two classrooms were added on to the intermediate school.

1982  A new junior high building was constructed and an addition was made to the existing vocational agriculture building. During this year, the West Town School was demolished.

1984  A new bus barn, maintenance building, and trade center were constructed.

1986  A greenhouse was constructed on the high school campus.

1988  Many construction projects occurred during this year:
   ● High school additions: a lunchroom, five science classrooms, two business rooms, a counselor’s office, a shop, drafting room, and several classrooms to the vocational agriculture building. Existing space in the vocational agriculture building was converted to art classrooms.
   ● Intermediate school additions: an office area and two classrooms.
   ● Primary school additions: a library and eight classrooms.
   ● The District Central Office building was constructed at 206 S. Roney.
   ● A baseball concession stand was constructed.

1994  The growth continued....
   ● High school additions: Technology center and shop.
   ● Junior high additions: cafeteria, kitchen, four classrooms, and restrooms.
   ● Intermediate school additions: library, four classrooms, and restrooms.
   ● Primary school additions: nine classrooms and restrooms.

1998  A performing arts center was added to the existing high school.

2000  A new high school was constructed. This facility allowed the district to reorganize and reduce class sizes. The primary building became a kindergarten and first grade building. The intermediate building became a primary school housing grades two and three. The former high school building became an intermediate school housing grades four through six.

2004  Five new classrooms and a new media center were added to the junior high school. The former junior high media center was remodeled to create three additional classrooms.
Two computer labs were a part of this addition. A new sixth grade center was constructed between the existing intermediate building and junior high building. This addition created thirteen classrooms, student restrooms, faculty restrooms, an office area and a lobby. A new football stadium was added at the site of the new high school.

2006
A bond issue was passed and construction began in 2007.

2008
A new junior high building was opened adjacent to the high school building. This facility allowed the district to reorganize and reduce class sizes. The primary building was split into Primary K-1 North and Primary K-1 South and students were organized into pods of Kindergarten and First Grade. Each building had an equitable number of students and classrooms. The Primary 2-3 building relocated to the prior Intermediate building and the Intermediate building moved into the prior Junior High building. The fourth grade classes occupied the prior 6th grade section of the building. A new playground for grades 2-6 was erected inside the old football stadium on the main campus.

2014
The district passed a bond issue to provide safe rooms through additional classroom space. Saferooms/classroom space will be built on the Primary K-1 South site and Primary 2-3 site. Additional athletic space/saferoom will be added to the High School site. Groundbreaking is expected during the summer of 2015.

2016
The district moved into three new facilities to begin the 2016-2017 school year. The facilities included new classrooms and storm shelter in the Primary K-1. A multi-purpose cafeteria/gym in the Primary 2-3. The Primary 2-3 facility included a kitchen and serves as a storm shelter for grades 2-6. A turfed indoor multi-purpose facility was constructed at high school. The high school facility serves as a storm shelter for grades 7-12. As a result of the new facilities all kindergarten and first-grade students will educated in one building. The building previously known as the Primary K-1 North was converted into an Instructional Support Center.

In addition to the new facilities, renovations were made to Bulldog Stadium with included new concession/restrooms, a plaza area on the north end of the stadium, bleacher expansion of 1000 seats, expansion of the press box and a replacement of the track surface.

2019
The turf at Bulldog Stadium was replaced.

An all-inclusive playground was built on the 2-6 campus. The playground, called Power of Play, was funded by a $250,000 grant from The Department of Natural Resources, private and district funds. The total cost of the project was $520,000. The playground is one of only a few of its kind. It was built to allow ALL students, regardless of ability to play alongside their peers.
CSIP HISTORY/PLANNING PROCESS

Spring 1996
The Board approved the first of the district’s school improvement plans. The plan was titled “Plans for Improvement” and was driven by the A+ program. The plan addressed district needs in school facilities, at-risk programs, Gifted programs and technology.

Spring 1997
The district approved a new school improvement plan in response to the Missouri School Improvement Program (MSIP). The plan also met requirements for Goals 2000: Educate America Act, Missouri Career Ladder Program, Missouri Professional Development Program and Title I Program. The plan had two goals that focused on decreasing the district’s drop-out rate and improving the student mastery rate on the MMAT.

Spring 1998
Specific strategies were added to the existing improvement plan. This is the first document that was referred to as a Comprehensive School Improvement Plan (CSIP).

Spring 2000
The CSIP was revised. The plan contained the same goals as the 1997 plan, however extensive strategies were added.

Spring 2001
Several goals were added to the CSIP during this revision. The revisions were made in response to changes in MSIP recommendations. In addition, the district addressed areas as prescribed by the Department of Elementary and Secondary Education.

Spring 2002
The Board approved revisions to the CSIP in response to concerns identified in the district’s MSIP Cycle II review in the spring of 2001. The revisions contained 10 goals and extensive strategies for reaching each.

Spring 2005
The CSIP team began discussions of revising the current CSIP plan. The plan had been revised annually since 2002, however, the process was lacking a means of monitoring the successes and concerns of the CSIP. There was little input from staff and community members and revisions were generally left to the four member CSIP team. There were also concerns with the number of goals and the fact that the document was not used to drive school improvement. The decision was made to completely revise the CSIP and develop new goals and processes for evaluation.

Fall 2005
Surveys were prepared for staff and community. The purpose of the surveys was to identify areas of strength and concerns for the district. Once the results of the surveys were tabulated, the Board of Education used that data to generate four goals for the district that focused on Facilities and Growth, School Climate, Curriculum and Assessment, and Technology.

January 2006
A school improvement team was established consisting of over 50 individuals. That team was divided into smaller teams that focused on the specific goals of
the district. Each individual team, which consisted of one Central Office Administrator, One Building Administrator, a teacher from each building, two students, four community members and one Board member, met to write a goal, set objectives, and establish strategies for reaching each goal. Each team met for an entire day and a process was established to meet annually to review progress.

**Summer 2006**
Action plans were written by the team chairs for each goal. The CSIP document was prepared for Board approval.

**Winter 2012**
A decision was made by the school board to streamline the CSIP in order to make it relevant and specific for Carl Junction Schools. Committees were formed of all stakeholders including teachers, students, administrators, board members, community members and parents. Individual committees met and all committees joined together later to discuss district goals. A revised, streamlined CSIP was created to focus on the greatest district needs. Two goals became the focus for improvement. The goals were improvement in student achievement on the state tests and an increase in the graduation rate.

**Summer 2014**
The Vision Committee met and it was determined that revising the CSIP document would be the goal for the 2014-2015 school year. The Vision Committee consists of 16 educators, 1 public relations director, and 3 administrators representing the district.

**Fall 2014**
The Vision Committee met as a group and leaders were chosen. A survey was developed with the purpose of identifying areas of strengths and concerns for the district. The survey was given to all staff district wide. The Vision Committee met to compile the results of the survey. From those results, three objectives were determined and written. The three objectives were district MAP/EOC scores, graduation rate, and MAP Index scores. Strategies were determined for each of those objectives and three committees were formed, one for each objective. The committees included board members, administrators, technology director, community members, students, and vision committee members.

**Winter 2014**
Each of the three committees met to discuss action steps for each strategy that correlated with their objective. When discussing the action steps, research based best practices were considered. The Vision Committee met afterward as a whole group. The action steps were discussed and a rough draft was written. Vision Committee members looked at the rough draft of the CSIP document and finalized the wording of the objectives/strategies/action steps used. A timeline was created for implementation of individual action steps.

**Spring 2015**
The Vision Committee will continue to annually review the progress of the CSIP document. The CSIP document was prepared for Board approval.
Fall 2018
The Vision Committee met to develop a new CSIP. Goal setting with the Vision Committee and the Board of Education was completed. A meeting to include students, parents, community and business leaders was planned for January.

Winter 2019
A meeting with stakeholders was held to help the district develop goals and directions of focus.

Spring 2019
The Vision Committee had several meetings to use the information and ideas provided by stakeholders to develop the three goals you find in this plan. The goals were approved by the Board of Education at their June meeting.

Fall 2019
Another meeting was held with our stakeholders to communicate the progress of the CSIP and to help the district develop strategies.

The Vision Committee then used the ideas to develop measurements, strategies and actions plans in order to put the plan into use.

The Board of Education approved the current CSIP at their December 2019 meeting.
## District Data

### Missouri Assessment Program Results

<table>
<thead>
<tr>
<th></th>
<th>Carl Junction</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Year Graduation Rate</td>
<td>94.4%</td>
<td>89.6%</td>
</tr>
<tr>
<td>Career Education Placement</td>
<td>82.6%</td>
<td>75.9%</td>
</tr>
<tr>
<td>TSA Proficiency</td>
<td>85.1%</td>
<td>74.6%</td>
</tr>
<tr>
<td>ELA Proficiency</td>
<td>54.8%</td>
<td>48.7%</td>
</tr>
<tr>
<td>Math Proficiency</td>
<td>42.4%</td>
<td>41.9%</td>
</tr>
<tr>
<td>Science Proficiency</td>
<td>51.6%</td>
<td>NA</td>
</tr>
<tr>
<td>Social Studies Proficiency</td>
<td>81.0%</td>
<td>65.5%</td>
</tr>
<tr>
<td>IEP ELA Proficiency</td>
<td>16.2%</td>
<td>17.6%</td>
</tr>
<tr>
<td>IEP Math Proficiency</td>
<td>11.3%</td>
<td>14.1%</td>
</tr>
<tr>
<td>IEP Graduation Rate</td>
<td>68.4%</td>
<td>76.5%</td>
</tr>
<tr>
<td>Free/Reduced Lunch Eligibility</td>
<td>35.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>89.6%</td>
<td>87.3%</td>
</tr>
<tr>
<td>ACT Composite (2018)</td>
<td>22.3</td>
<td>20.8</td>
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</table>

### Post-Secondary Placement

<table>
<thead>
<tr>
<th></th>
<th>Carl Junction</th>
<th>State</th>
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<tbody>
<tr>
<td>Four Year College/University</td>
<td>52.1%</td>
<td>38.1%</td>
</tr>
<tr>
<td>Two Year College/University</td>
<td>16.4%</td>
<td>26.0%</td>
</tr>
<tr>
<td>Technical Training</td>
<td>3.7%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Employment</td>
<td>18.3%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Military</td>
<td>1.8%</td>
<td>2.9%</td>
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### Enrollment by Grade

<table>
<thead>
<tr>
<th>Grade</th>
<th>Carl Junction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>267</td>
</tr>
<tr>
<td>First Grade</td>
<td>225</td>
</tr>
<tr>
<td>Second Grade</td>
<td>264</td>
</tr>
<tr>
<td>Third Grade</td>
<td>233</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>232</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>236</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>263</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>236</td>
</tr>
<tr>
<td>Eighth Grade</td>
<td>259</td>
</tr>
<tr>
<td>Freshmen</td>
<td>247</td>
</tr>
<tr>
<td>Sophomores</td>
<td>278</td>
</tr>
<tr>
<td>Juniors</td>
<td>234</td>
</tr>
<tr>
<td>Seniors</td>
<td>219</td>
</tr>
<tr>
<td>Total</td>
<td>3,193</td>
</tr>
</tbody>
</table>

[2019 District Report Card] - Select Carl Junction R-I as LEA
[2019 APR Summary Report] – Select Carl Junction R-I as LEA
Carl Junction R-1 School District  
Comprehensive School Improvement Plan  
2019-2020

Goal 1: *Each Carl Junction R-1 student will reach their individualized growth target in both reading and mathematics every year.*

Measure & Baseline Data:

**READING**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Assessment Used</th>
<th>Percent Met Projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>BAS</td>
<td>New Assessment (20/21)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No 19/20 baseline due to Covid</td>
</tr>
<tr>
<td>1st</td>
<td>BAS</td>
<td>New Assessment (20/21)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No 19/20 baseline due to Covid</td>
</tr>
<tr>
<td>2nd</td>
<td>NWEA</td>
<td>60%</td>
</tr>
<tr>
<td>3rd</td>
<td>NWEA</td>
<td>65%</td>
</tr>
<tr>
<td>4th</td>
<td>NWEA</td>
<td>38%</td>
</tr>
<tr>
<td>5th</td>
<td>NWEA</td>
<td>59%</td>
</tr>
<tr>
<td>6th</td>
<td>NWEA</td>
<td>57%</td>
</tr>
<tr>
<td>7th</td>
<td>NWEA</td>
<td>52%</td>
</tr>
<tr>
<td>8th</td>
<td>NWEA</td>
<td>53%</td>
</tr>
<tr>
<td>HS – Language Arts 1</td>
<td>NWEA</td>
<td>56%</td>
</tr>
<tr>
<td>HS – Language Arts 2</td>
<td>NWEA</td>
<td>50%</td>
</tr>
<tr>
<td>HS – Language Arts 3</td>
<td>Local Assessment</td>
<td>No 19/20 data due to Covid</td>
</tr>
<tr>
<td>HS – Language Arts 4</td>
<td>Local Assessment</td>
<td>No 19/20 data due to Covid</td>
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</table>

**MATHEMATICS**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Assessment Used</th>
<th>Percent Met Projection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Local Assessment</td>
<td>New Assessment (20/21)</td>
</tr>
<tr>
<td>1st</td>
<td>Local Assessment</td>
<td>New Assessment (20/21)</td>
</tr>
<tr>
<td>2nd</td>
<td>NWEA</td>
<td>35%</td>
</tr>
<tr>
<td>3rd</td>
<td>NWEA</td>
<td>84%</td>
</tr>
<tr>
<td>4th</td>
<td>NWEA</td>
<td>40%</td>
</tr>
<tr>
<td>5th</td>
<td>NWEA</td>
<td>54%</td>
</tr>
<tr>
<td>6th</td>
<td>NWEA</td>
<td>56%</td>
</tr>
<tr>
<td>7th</td>
<td>NWEA</td>
<td>55%</td>
</tr>
<tr>
<td>8th</td>
<td>NWEA</td>
<td>60%</td>
</tr>
<tr>
<td>HS – Algebra 1</td>
<td>NWEA</td>
<td>64%</td>
</tr>
<tr>
<td>HS – Principles Classes (POM, POG, POA)</td>
<td>NWEA</td>
<td>53% (Grade 10)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>65% (Grade 11)</td>
</tr>
<tr>
<td>HS – All other Math</td>
<td>Local Assessments</td>
<td>No 19/20 baseline due to COVID</td>
</tr>
</tbody>
</table>

**NWEA Data from Winter 19/20 Benchmark Test due to COVID/Student Growth Summary Report/Percent Met Projection/2020 Norms**

**NWEA Data from Winter 19/20 Benchmark Test due to COVID/Student Growth Summary Report/Percent Met Projection/2020 Norms**
Strategies:

**Strategy 1:** Buildings will determine the assessment(s) to use for measuring this goal.

*People Responsible:* Building Principal, teachers  
*Date to Implement Strategy:* January 2020  
*Date of Completion:* May 2020

**Strategy 2:** Provide Professional Development on NWEA Growth Data to all teaching staff.

*Action Steps:*  
- Provide training on NWEA for new staff or anyone interested.  
- One training on how to setup and problem solve minor issues before the school year begins.  
- One more training after the first test has been administered to learn about pulling and evaluating reports.  

*People Responsible:* Building Principal, Instructional Coaches  
*Date to Implement Strategy:* August 2020  
*Date of Completion:* November 2020

**Strategy 3:** Implement Standards-Based Grading/Personalized Learning.

*Action Steps:* Unwrap Missouri Learning Standards and create proficiency targets.  
*People Responsible:* Assistant Superintendent, Principals, Teachers  
*Date to Implement Strategy:* August 2019  
*Date of Completion:* June 2021

*Action Steps:* Provide professional development on writing proficiency targets  
*People Responsible:* Professional Growth & Learning Committee, Asst. Superintendent  
*Date to Implement Strategy:* July 2020  
*Date of Completion:* June 2021

**Strategy 4:** Review and Evaluate current Response to Intervention (RtI) programming.

*Action Steps:* Develop a building appropriate progress monitoring system.  
*People Responsible:* Building Principal, Instructional Coaches, and one from grade level teacher.  
*Date to Implement Strategy:* September 2020  
*Date of Completion:* December 2020
Strategy 5: Review materials available to use for Dyslexia screening, identification, and remediation.

**Action Steps:** Continue screening in K-3 and utilizing data to provide additional support.

**People Responsible:** K-3 Teachers, ELA Instructional Coaches, Reading/ELA Teachers, Counselors, Administrators

**Date to Implement Strategy:** September 2020

**Date of Completion:** May 2021

Strategy 6: Implement phonics and writing programs.

**Action Steps:** Review possible phonics and writing programs and choose a program.

**People Responsible:** Curriculum Leadership Team

**Date to Implement Strategy:** October 2019

**Date of Completion:** June 2020

**Action Steps:** Evaluate the scores from the previous year and determine the areas of weakness.

**People Responsible:** Curriculum Leadership Team

**Date to Implement Strategy:** Oct. 2019

**Date of Completion:** May 2020

Strategy 7: Provide Math Professional Development to all K-12 math instructors.

**Action Steps:** Choose appropriate times and content to present to K-12 Math Staff.

**People Responsible:** Representative from the PD Committee, Building Principals, Curriculum Superintendent

**Date to Implement Strategy:** August 2019

**Date of Completion:** May 2020


**Action Steps:** Ongoing communication with math departments across the district with pros and cons.

**People Responsible:** Curriculum Leadership Team

**Date to Implement Strategy:** August 2019

**Date of Completion:** May 2021

Strategy 9: Investigate the need for additional instructional coaches in English Language Arts and Mathematics.

**Action Steps:** Hire a math instructional coach.

**People Responsible:** Assistant Superintendent, Superintendent

**Date to Implement Strategy:** January 2020

**Date of Completion:** June 2021
Strategy 10: Teachers will utilize Student Learning Outcomes (SLOs) to show student growth in all content areas.

Action Steps: Certified staff submit two SLO’s to their Building Principals
People Responsible: All certified staff members
Date to Implement Strategy: August 2019
Date of Completion: Ongoing
Goal 2: *Carl Junction R-1 students will effectively demonstrate the skills and character traits necessary to be successful in their future.*

**Measure A:** By 2024, 90% of the students in each grade will master their assigned soft skills.

**Measure B:** The percent of students scoring 80% or higher on the Personal Finance assessment will improve by 3% each year.

**Measure C:** Government EOC assessment results will be above the state and improve their MAP Index Points each year. (2019-2020 Data)

**Measure D:** The percentage of graduates who attend post-secondary education/training, are in the military, or working in an occupation directly related to their high school training within 6 months from graduation will be above 95%.

**Baseline Data:**

**Measure A:** The District will measure starting January 2021.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Soft Skill</th>
<th>Measure</th>
<th>Percentage Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten</td>
<td>Manners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Eye Contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st Grade</td>
<td>Speaking When Spoken To</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Grade</td>
<td>Self-Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Grade</td>
<td>Saying Please and Thank You</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th Grade</td>
<td>Hand Shaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th Grade</td>
<td>Not Interrupting a Conversation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6th Grade</td>
<td>Appropriate verbal communication with adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th Grade</td>
<td>Organization</td>
<td>District Proficiency Scale</td>
<td></td>
</tr>
<tr>
<td>8th Grade</td>
<td>Collaboration with Peers</td>
<td>District Proficiency Scale</td>
<td></td>
</tr>
<tr>
<td>HS Science</td>
<td>Problem-Solving</td>
<td>Lab Proficiency Scale</td>
<td></td>
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<tr>
<td>HS Social Studies</td>
<td>Accepting Differing Opinions</td>
<td>Class Discussion Proficiency Scale</td>
<td></td>
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<tr>
<td>HS Fine Arts</td>
<td>Constructive Criticism</td>
<td>Critique Proficiency Scale</td>
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<tr>
<td>HS Career Education</td>
<td>Professionalism</td>
<td>Professionalism Proficiency Scale</td>
<td></td>
</tr>
</tbody>
</table>
Measure B: Fall 2019 = 68% (Based on students who scored an A or B on district-created assessment.)

Measure C: No Baseline Data for 2019/2020 EOC due to COVID

Measure D: 2018-2019 = 92.2%

Strategies:

Strategy 1: Create a list of soft skills required to be mastered for each grade level, notify parents, and place on grade cards.

Action Steps: Each building will create a checklist of character/soft skills to be implemented beginning in the 20-21 school year.
People Responsible: Teachers from each building will collaborate
Date to Implement Strategy: January 2020
Date of Completion: May 2020

Action Steps: Implement a grade card with grade level appropriate soft skills assessed.
People Responsible: Administration, Teachers, and Parents
Date to Implement Strategy: August 2020
Date of Completion: May 2021

Action Steps: Explain soft skills assessment to all stakeholders, i.e. parents/community.
People Responsible: Administration and Teachers
Date to Implement Strategy: January 2020
Date of Completion: August 2020

Strategy 2: Develop a network of businesses so students can have internships and job shadow experiences.

Action Steps: Determine internship and job shadow opportunities for students at each grade level.
People Responsible: Building Administrators and Teachers
Date to Implement Strategy: January 2020
Date of Completion: May 2021

Action Steps: Local businesses will be contacted about internships and job shadowing opportunities for students at each grade level.
People Responsible: Administration and Staff
Date to Implement Strategy: January 2020
Date of Completion: May 2025
Strategy 3: Investigate the cost of time and money to implement internships/job shadow experiences.

Action Steps: A framework for an internship class will be designed. Develop a transportation plan for job shadowing in grades 6-8.
People Responsible: High School, Junior High, and Intermediate certified staff
Date to Implement Strategy: January 2020
Date of Completion: May 2025

Strategy 4: Explore courses/curriculum designed to help students be prepared for the workforce.

Action Steps: Add a Technology Support Experience class for high school students.
People Responsible: High School counseling staff and administrators
Date to Implement Strategy: August 2020
Date of Completion: May 2025

Strategy 5: All students in Grades 7-12 will have an Individual Career and Academic Plan (ICAP).

People Responsible: Junior High Counselors, High School Counselors
Date to Implement Strategy: August 2019
Date of Completion: May 2025
Goal 3: *The Carl Junction R-1 schools, along with the community, will improve the emotional and physical health of our Carl Junction family.*

**Measure A:** 100% of students in Grade K-9+ will be in the healthy fitness zone by the end of the school year.

**Measure B:** The percentage of students eating school lunch will improve by 3% each year.

**Measure C:** The percentage of students with 0 to 1 referral will increase by 1% each year.

**Measure D:** Student attendance will increase consistently each year.

**Measure E:** The percentage of staff attending the health screening will increase by 5% each year.

**Measure F:** The number of staff absences due to personal sick days will decrease by 3% each year.

**Baseline Data:**

**Measure A:** 2018-2019 School Year = 81% were in the Healthy Fitness Zone in Grades 5, 8, 9

**Measure B:** End of November, 2019 = 44%

**Measure C:**

<table>
<thead>
<tr>
<th>Building</th>
<th>2018-2019 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary K-1</td>
<td>91%</td>
</tr>
<tr>
<td>Primary 2-3</td>
<td>96%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>76%</td>
</tr>
<tr>
<td>Junior High</td>
<td>60.3%</td>
</tr>
<tr>
<td>High School</td>
<td>75%</td>
</tr>
<tr>
<td>Satellite</td>
<td></td>
</tr>
</tbody>
</table>

**Measure D:** 2018-2019 School Year = 92.4%

**Measure E:** 2019-2020 School Year = 36%

**Measure F:** 2018-2019 School Year = 2,427 sick days used

**Strategies:**

**Strategy 1:** Implement Healthy Fitness Gram in Grades K-HS.

**People Responsible:** PE Teachers

**Date to Implement Strategy:** January 2020

**Date of Completion:** June 2021
**Strategy 2:** Consider ways to add lifetime fitness activities to curriculum offerings at all grade levels.

- **People Responsible:** Administration, teachers, counselors
- **Date to Implement Strategy:** August 2020
- **Date of Completion:** June 2021

**Strategy 3:** Determine ways to increase the amount of time building counselors spend with students in need.

- **Action Steps:** Investigate staffing needs of each building counseling department.
- **People Responsible:** Administration, Counselor
- **Date to Implement Strategy:** August 2020
- **Date of Completion:** May 2025

**Strategy 4:** Determine a mental health curriculum and implement.

- **Action Steps:** Look for ways to focus on screen time/social media/consumptive media behaviors.
- **People Responsible:** Technology teachers, Building At-Risk Committees
- **Date to Implement Strategy:** August 2020
- **Date of Completion:** June 2022

**Strategy 5:** Implement the Intervention Behavior Support Team (BIST) program in each district building.

- **Action Steps:** All staff will implement BIST strategies after attending training.
- **People Responsible:** Principals, All Staff
- **Date to Implement Strategy:** August 2019
- **Date of Completion:** June 2025

- **Action Steps:** Staff will receive yearly updates and training
- **People Responsible:** Principals
- **Date to Implement Strategy:** August 2020
- **Date of Completion:** June 2025

- **Action Steps:** New Staff to the district will receive training
- **People Responsible:** Principals, District Mentors
- **Date to Implement Strategy:** August 2020
- **Date of Completion:** June 2025

- **Action Steps:** Hire BIST consultants to work within each building
- **People Responsible:** Assistant Superintendent, Principals
- **Date to Implement Strategy:** August 2019
- **Date of Completion:** June 2025
Strategy 6: Continue a partnership with outside health organizations to provide access to physical and mental health/wellness for students and staff.

Action Steps: Utilize Will’s Place on the CJ Campus for counseling services for both students and staff.
People Responsible: Administration and Counselors
Date to Implement Strategy: August 2019
Date of Completion: May 2025

Strategy 7: Provide professional learning on the Trauma Informed Schools initiatives.

Action Steps: Provide a PD day to inform teachers and staff on given initiatives.
People Responsible: Administration, Professional Development Committee, At-Risk Committees
Date to Implement Strategy: August 2020
Date of Completion: May 2021

Action Steps: Provide professional learning updates yearly for all staff.
People Responsible: Administration, Professional Development Committee, At-Risk Committees
Date to Implement Strategy: August 2021
Date of Completion: May 2025

Action Steps: Provide professional learning to all new staff to the district.
People Responsible: Administration, Professional Development Committee, At-Risk Committees, District Mentors
Date to Implement Strategy: August 2021
Date of Completion: May 2025