CARL JUNCTION
SCHOOL DISTRICT

CONTINUOUS SCHOOL IMPROVEMENT PLAN

2020 - 2025 School Years
School Board Approved June 17, 2019
School Board Approved Updates December 16, 2019
School Board Approved November 28, 2022

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.

2018-2019 CSIP Planning Team *MSIP Indicator L3A*

Staff	Parents	Business/Community	Students
Heather Elsten PK-1	Marla Burns	Glen Coltharp	Sam Coats 4th gr
Angie Helm PK-1	Rob Chappel	Keith Costley	Kady Hunt 4th gr
Jessica Read PK-1	Sarah Eidson	Jonathan Dawson	Kale Trosper 5th gr
Ke'o Addis P2-3	Brad Hodson	Lori Dreiling	Hailey Hunter 5th gr
Isaiah Bayse P2-3	Carolina Neal	Aron Eidson	Riley Carroll 6th gr
Alicia Shorter P2-3	Justin Starr	James Ewing	Alivia Haase 6th gr
Susan Eichelberger Int	Stephanie Weaver	Rick Flinn	Charlie Sargent 7th gr
Ela Winder Int	Kody Wohlenhaus	Adam Greek	Preston Walker 7th gr
Carolyn Lowery Int		Bob Hays	Madison Patrick 8th gr
Abby Adamson JH		Terra Higgins	Chloe Taylor 8th gr
Sonia Edwards JH		Tiffany Huffman	Tiffany Pham 9th gr
Peyton Struble JH		Elaine Joines	Abby Cross 9th gr
Dione Friel HS		Jo Kleinsorge	Alex Baker 10th gr
Brenden Gubera HS		Julie Stone	Kasey Chappel 10th gr
Zak Petty HS		Dennis Ware	Caleb Poorman 11th gr
Meilssa Utley CJU		Steve Taylor	Levi Pederson 11th gr
Phil Cook			Ethan Brown 12 gr
Kathy Tackett			Katie Crider 12 gr
David Pyle			
Tracie Skaggs			

2022-2023 CSIP Review Team *MSIP Indicator L3A*

Staff (Certified & Classified)	Parents	Community Stakeholders	Students
Brenden Gubera - HS	Briana Burpo	Rick Flinn	Audrey Besperat - 8th
CJ Jackson - Sat	Adam Greek	Angela Neria	Olivia Eidson - 6th
Julain Pock - K-1	Ben Platt	Kim Vann	Alivia Haase - 10th
Patrick Bromley - 2-3	Adam Neldeberg		Kristian Rankin - 6th
Gretchen DeMasters - Int	Danica Harris		Bentley Crider - 8th
Cory Kerbs - 2-3	Travis Spencer		Reece Holcomb - 5th
Stacey Starkey - JH	Brian Massey		Tommy Walker - 11th
Kari Arehart - K-1	Mary Matney		Keller Campbell - 6th
Whitney Skiles - Int			Jillian Schrum - 7th
Ryan Adamson - HS			Sydney Ward - 10th
Ela Winder - Int.			Brooklynn Odaffer - 4th
Karla Crain - JH			Hali Shorter - 12th
Carloynn Lowery - Int			Kale Trosper - 9th
Scott Sawyer - JH			Axl Bailey - 5th
Lauri Mead - 2-3			Abigail Wilson - 11th
Zach Petty - HS			Hailey Hunter - 9th
Holli Porter - K-1			Camden Keller - 4th
Stacey Whitney - K-12			Malakhi Moore - 12th
Marshal Graham - K-12			Kaori Willsi - 7th
Camie WIlson - K-12			
Tandy Dickens - K-1			
Morgan Snow - K-1			
Melissa Utley - CJU			
Kyle Williams - HS			

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 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/safe room 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 includes a kitchen and serves as a storm shelter for grades 2-6. A turfed indoor multi-purpose facility was constructed at the 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 be 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 which 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.

2021 Carl Junction voters approved a 7 million dollar no tax increase bond issue to fund district-wide improvement projects, including the renovation of the K-1 playground.

CSIP HISTORY/PLANNING PROCESS *MSIP Standards L3, CC2-4, DB2-3*

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.

W**inter 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 action plans in order to put the plan into use. The Board of Education approved the current CSIP at their December 2019 meeting. Building Improvement Plans, DIstrict Wellness Plan, and District Technology Plan were written in alignment with CSIP goals approved in June.

Fall 2020 Buildings began collecting data for CSIP Goals 1 and 3. CSIP Goal 2 data collection postponed due to restrictions in place by the district safe return to school plan

Fall 2021 Buildings continue collecting data from Goals 1 and 3, and began collecting data for CSIP Goal 2

Fall 2022 Vision Committee met to review and revise the current CSIP. A survey was developed to assess the strengths and weaknesses of our school district, with particular focus on student voice, communication of culture and climate information, and positive learning environment. Survey results were analyzed and reported to the committee. CSIP strategies and action steps were revised and presented to the Board of Education for approval.

District Data

MSIP Standard L3, DB2

Missouri Assessment Program Results

	Carl Junction 2019	Carl Junction 2021	Carl Junction 2022	State 2019	State 2021	State 2022
Four Year Graduation Rate	94.4%	93.1%	95.85%	89.6%	89.2%	89.72%
Career Education Placement	82.6%	NA	91.4%	75.9%	NA	91.4%
TSA Proficiency	85.1%	86.9% (2020)		74.6%	74.9%	
ELA Proficiency	54.8%	53.9%	52.8%	48.7%	45.3%	43.3%
Math Proficiency	42.4%	43.4%	43.4%	41.9%	35.4%	39.2%
Science Proficiency	51.6%	50.1%	50%	NA	37.2%	37.7%
Social Studies Proficiency	81.0%	54.4%* *new test	52.8%	65.5%	41.9%* *new test	40.1%
IEP ELA Proficiency	16.2%	*9.3%*	10.7%	17.6%	*14.9%*	*13.7%*
IEP Math Proficiency	11.3%	*7.4%*	9.8%	14.1%	*10%*	*11.7%*
IEP Graduation Rate	68.4%	84%	81.25%	76.5%	77% (2020)	77.9%
Free/Reduced Lunch Eligibility	35.0%	30%	30.5%	50.0%	45.9%	42.3%
Attendance Rate	89.6%	82.2%	81.9%	87.3%	82.8%	76.2
ACT Composite	22.3 (2018)	22.1	21.3	20.8	20.8	20.3

Post-Secondary Placement

	Carl Junction 2019	Carl Junction 2021	Carl Junction 2022	State 2019	State 2021	State 2022
Four Year College or University	52.1%	47.7%	40.1%	38.1%	34.3%	34%
Two Year College or University	16.4%	13.4%	13.4%	26.0%	24.7%	23.9%
Technical Training	3.7%	0.9%	2%	2.5%	2.4%	2.5%
Employment	18.3%	26.9%	31.2%	23.6%	25.3%	25.9%
Military	1.8%	3.2%	2.5%	2.9%	2.8%	2.3%

Enrollment

Grade Level	2019	2021	2022
Kindergarten	267	255	264
First Grade	225	238	239
Second Grade	264	236	266
Third Grade	233	251	250
Fourth Grade	232	240	255
Fifth Grade	236	225	272
Sixth Grade	263	232	255
Seventh Grade	236	266	237
Eighth Grade	259	235	268
Freshmen	247	261	260
Sophomores	278	245	244
Juniors	234	270	260
Seniors	219	213	221
Total	3,193	3,167	3,291

2019 District Report Card - Select Carl Junction R-I as LEA
2019 APR Summary Report – Select Carl Junction R-I as LEA

Survey Results

Link to CJR-1 Culture/Climate Survey Responses

Carl Junction R-1 School District
Continuous School Improvement Plan
2022-2025

Goal 1: *Each Carl Junction R-1 student will reach their individualized growth target in both reading and mathematics every year. (MSIP Standards L3, TL1-4, TL6, CC2-4, DB2, DB4, AS2, EA1-4)*

Strategies:

Strategy 1: Provide evidence-based instruction for reading and writing in grades K-12

Action Steps:

- Implement grade-level appropriate literacy instruction, aligned to Missouri Learning Standards, as outlined in the Carl Junction R-1 Literacy Plan
- Provide professional development to teachers in LETRS: Language Essentials for Teachers of Reading and Spelling - evidence-based reading instruction based on phonological awareness, phonics, fluency, vocabulary, comprehension, and morphology.
- Provide new teachers with appropriate professional development for literacy programs currently in use.
- Analyze formative and summative performance data in PLC groups to respond to individual and collective instructional needs.

People Responsible: Assistant Superintendent, Instructional Coaches, Building Principals, Teachers
Date to Implement Strategy: August 2019
Date of Completion: ongoing; Curriculum Team reviews annually

Measure:

Grade Level	Progress Measures	Fidelity Measure
K-3	Individual student goals on Fundations grade level reading test	Ongoing progress monitoring ● Common quarterly assessments ● Comprehensive common assessment in May each year
4-6	Proficiency Scales for ELA Priority Standards for	Ongoing progress monitoring ● Common unit assessments

	Phonics/Writing	• NWEA 3x annually: fall, winter, spring
7-12	Proficiency Scales for ELA Priority Standards	Ongoing progress monitoring • Common unit assessments • NWEA 3x annually: fall, winter, spring (7-10)

Strategy 2: Provide rigorous math instruction using evidence-based strategies and practices.

Action Steps:

Implement mathematics instruction, aligned to Missouri Learning Standards, as outlined in the Carl Junction R-1 Mathematics Plan

- Provide new teachers with professional development in math instruction
- Continue the refinement of units of instruction aligned with MO Learning Standards and current programs in use.
- Analyze formative and summative performance data in PLC groups to respond to individual and collective instructional needs.

People Responsible: Representatives from the Professional Growth and Learning Committee, Building Principals, Math Instructional Coach, Assistant Superintendent for Curriculum

Date to Implement Strategy: August 2019

Date of Completion: Ongoing; monitored annually

Measure:

Grade Level	Progress Measures	Fidelity Measure
K-1	Individual student goals on locally developed common assessments	• Ongoing progress monitoring • Common quarterly assessments • Comprehensive common assessment in May each year
2-8	• Individual student goals on Into Math unit assessments, reported on proficiency scales • Students meet or exceed NWEA growth projections; Conditional Growth Percentile > 50%	• Ongoing progress monitoring • Common unit assessments • NWEA 3x annually: fall, winter, spring

HS	● Students meet or exceed NWEA growth projections; Conditional Growth Percentile > 50% (Gr. 9-10) ● Students meet or exceed goals on locally developed common assessments (Gr. 11-12)	● Ongoing progress monitoring ● Common unit assessments ● NWEA 3x annually: fall, winter, spring (9-10)

Strategy 3: Utilize benchmark assessments to provide individualized, actionable data for instructional decision-making in literacy and mathematics.

Action Steps:

- Implement the assessments described in the Carl Junction R-1 Literacy Plan and Carl Junction R-1 Mathematics Plan.
- Provide Professional Development (2-12) on NWEA administration and data use
    - NWEA training for new staff during Bulldog Academy
    - NWEA module in Canvas
    - In-person session with an instructional coach (by request)
    - Annual Professional Growth and Learning Committee Needs Assessment Survey will include NWEA

- Provide PLC collaboration time (K-12) to analyze individual student data to improve instructional processes and support student growth
    - Teachers will submit weekly minutes to principals
    -
- Teachers will utilize Student Learning Objectives (SLOs) to document student growth in content areas.

- Evaluate Assessment tools annually

People Responsible: Building Principals, Instructional Coaches, Teachers
Date to Implement Strategy: August 2020
Date of Completion: ongoing; Curriculum Team reviews annually

Measure & Baseline Data: *READING*

Grade Level	Assessment Used	Percent Met Projection 2020*	Percent Met Projection 2021**	Percent Met Projection 2022**
Kindergarten	BAS	New Assessment (20/21) No 19/20 data (Covid)	79%	80%
1st	BAS	New Assessment (20/21) No 19/20 data (Covid)	83% (BAS)	79% (BAS)
2nd	NWEA	60%	68%	57%
3rd	NWEA	65%	59%	56%
4th	NWEA	38%	46%	41%
5th	NWEA	59%	35%	43%
6th	NWEA	57%	32%	44%
7th	NWEA	52%	45%	46%
8th	NWEA	53%	44%	52%
HS – Language Arts 1	NWEA	56%	50%	49%
HS – Language Arts 2	NWEA	50%	41%	39%
HS – Language Arts 3	Local Assessment Practice ACT	No 19/20 data due to Covid	67%	70%
HS – Language Arts 4	Local Assessment	No 19/20 data due to Covid	92%	94%

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

***NWEA Data from Spring 20/21 & 21/22 Benchmark Test Growth Summary Report/Percent Met Projection/Student Norms*

Measure & Baseline Data: *MATHEMATICS*

Grade Level	Assessment Used	Percent Met Projection 2020*	Percent Met Projection 2021**	Percent Met Projection 2022**
Kindergarten	Local Assessment	New Assessment (20/21)	88%	92%
1st	Local Assessment	New Assessment (20/21)	89%	79%
2nd	NWEA	35%	50%	54%
3rd	NWEA	84%	81%	70%
4th	NWEA	40%	53%	34%
5th	NWEA	54%	41%	45%
6th	NWEA	56%	49%	50%
7th	NWEA	55%	65%	52%
8th	NWEA	60%	54%	56%
HS – Algebra 1	NWEA	64%	36%	31%
HS – Principles Classes (POM, POG, POA)	NWEA	53% (Grade 10) 65% (Grade 11)	65% (Grade 9) 44% (Grade 10)	36% (Grade 9) 69% (Grade 10)
HS – All other Math	Local Assessments	No 19/20 baseline due to COVID	85%	82%

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

***NWEA Data from Spring 20/21 & 21/22 Benchmark Test Growth Summary Report/Percent Met Projection/Student Norms*

Strategy 4: Utilize a multi-tier Response to Intervention (RtI) for early identification and support of struggling readers (K-3) and in support of students struggling with reading and/or math (4-12).

Action Steps:

- Implement grade-level appropriate universal screening and progress monitoring systems as described in the Carl Junction R-1 Literacy Plan and Carl Junction R-1 Mathematics Plan.
- Provide intensive reading instruction as specified in the Reading Success Plan developed for students who demonstrate a substantial reading deficiency.
- At the beginning of each year, distribute Reading Success Plans that include suggestions for regular parent-guided reading activities.
- Develop a partnership with the Jasper County juvenile office to address the impact of chronic absenteeism on literacy development.
- Review and Evaluate current Response to Intervention (RtI) programming annually.
- Investigate additional means to incorporate intervention into the school day for students in grades 9-12
    - HS Homeroom Committee formed fall 2021; new homeroom procedures implemented fall of 2022

People Responsible: Building Principal, Instructional Coaches, Teachers.
Date to Implement Strategy: September 2020
Date of Completion: Ongoing; monitored annually

Measures:

Grade Level:	**Performance Measure**	**Fidelity Measure**
K-1	Individualized goals in AIMSweb Plus progress monitoring tool	Weekly progress monitoring
2-3	Individualized goals through Fundations	Bi-Weekly progress monitoring
4-6	Individualized goals based on NWEA, Just Words, Leveled Literacy, Education Galaxy, Liftoff, Word Wisdom, Word Heroes, Wilson Reading	Bi-weekly data collection/analysis
JH	NWEA	After each benchmark window
HS	NWEA, Local Assessments	NWEA data after each benchmark window; local assessments as administered

Strategy 5: Identify and provide students at risk of dyslexia with evidence-based instruction.

Action Steps:

- Regular screening in grades K-3 in accordance with the district assessment plan, utilizing data to provide support to students identified as being at risk of dyslexia as described in the Carl Junction R-1 Literacy Plan .
- Screening of students in grades 4-12 by parent or teacher request.
- Communicate with parents/guardians of identified at-risk students regarding explicit, systematic, diagnostic instruction based on phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics.
- Communicate with parents at least three times per year regarding student progress.
- Two hours of dyslexia training for K-12 teachers annually.

People Responsible: K-3 Teachers, TItle 1 Reading Teachers, Special Education Teachers, ELA Instructional Coach, 4-12 Reading/ELA Teachers, Counselors, Administrators
Date to Implement Strategy: September 2020
Date of Completion: May 2025
Dates to Monitor: Ongoing review; annual evaluation

Measures:

Grade Level:	Performance Measure	Fidelity Measure
K-1	● Students will meet individual goals in AIMSweb Plus ● Students will be proficient or advanced in 2 of 4 assessment categories	● Weekly progress monitoring ● Quarterly common assessment results
2-3	● Students will score on-level for at least 2 of 3 assessment categories	Results generated and analyzed 3 times per year.
4-12	Individualized student goals	ELA Instructional Coach provides an annual report of requests/tests administered

Strategy 6: Implement Personalized Learning and Standards Referenced Grading to address the needs of each learner and communicate with parents regarding what their students should know and be able to do for each grade level/content area.

Action Steps:

- Unwrap Missouri Learning Standards and create proficiency levels and scales.
- Annually evaluate proficiency scales for clarity of learning objectives, learning progression, and success criteria.
    - Curriculum Leadership Team meetings
    - Grade level/content meetings with instructional coaches
    - PLC collaboration time

- Provide professional development on writing and implementing proficiency scales and accompanying assessments
    - Bulldog Academy
    - Individual or group meetings with instructional coaches
    - Marzano Consultant
    - Professional Growth and Learning Committee funding for requests
    - Professional Growth and Learning Committee annual needs assessment

- Provide professional learning opportunities for personalized learning and competency based education.

People Responsible: Assistant Superintendent, Principals, Teachers, Professional Growth and Learning Committee, Instructional Coaches
Date to Implement Strategy: August 2019
Date of Completion: June 2025

Measure:

Grade Level	Implementation Status	Performance Measure	Fidelity Measure
K-6	Fully implemented K-1: 2002 2-3: 2015 4-6: 2020	● Proficiency Scales utilized with students for each unit taught ● Standards referenced grades provided to	● Grades entered weekly ● Proficiency Scales attached to courses in EMBARC

		parents quarterly	
7-12	In progress, beginning August 2019	• Proficiency Scales utilized with students for each unit taught • Hybrid (both traditional and standards based) grade cards provided to parents quarterly	• Grades entered weekly • Proficiency Scales attached to courses in EMBARC

Strategy 7: Communicate with families and stakeholders regularly regarding academic programs and provide opportunities for family involvement.

Action Steps:

- The vision committee will analyze parent, staff, and student survey results regarding communication to determine whether/what changes in practice are necessary
- A committee will review gradebook needs and participate in vendor presentations regarding Student Information and Gradebook products
- Building-specific family events will be scheduled

Grade Level	Progress Measure	Fidelity Measure
K-12	• Measure to be determined based on survey results • New Gradebook implemented by 2024-2025 academic year • Attendance at family events increases	• Parent/Student/Staff surveys administered in conjunction with development of CSIP; Vision committee minutes • Grade cards distributed quarterly • Evening activities scheduled and communicated via website, social media, mass communication

Goal 2: *Carl Junction R-1 students will effectively demonstrate the skills and character traits necessary to be successful in their future.*

(MSIP Standards L3, CC2-4, TL3&4, DB2-4, EA1-4)

Strategies:

Strategy 1: To prepare our students to become informed and productive citizens, we will provide direct instruction in essential intrapersonal and interpersonal skills.

Action Steps:

- Each building will develop and implement a method to communicate with parents and students regarding the soft skills assigned to their specific grade level.
- Each building will assess and report on students' attainment of essential soft skills utilizing locally developed standards and proficiency scales.
- A standard method of reporting and communicating students' soft skills assessment data with parents will be developed.
- Educators will provide instruction, using collaboratively developed units of instruction and common assessments, aligned to MO Learning Standards, in American Government and Personal Finance.

People Responsible: Teachers, Principals, Technology Staff
Date to Implement Strategy: January 2020
Date of Completion: Ongoing, performance and proficiency scales will be evaluated annually

Measures:

Measure A: Each grade-level will meet a 2nd semester growth goal for their assigned soft skill. The goal will be determined annually by building administrators based upon 1st semester data.

Grade Level	Soft Skill	Progress Measure	Fidelity Measure	Baseline Data: Percentage Mastered 2021-2022 (Sem 1/Sem2)
Pre-Kindergarten	Manners	Teacher Observation Checklist	Data submitted each semester	74%/77.6%

Kindergarten	Eye Contact	Teacher Observation Checklist	Data submitted each semester	61.7%/64%
1st Grade	Speaking When Spoken To	Teacher Observation Checklist	Data submitted each semester	89.5%/88%
2nd Grade	Self-Control	Teacher Observation Checklist	Data submitted each semester	52%/70%
3rd Grade	Saying Please and Thank You	Teacher Observation Checklist	Data submitted each semester	57%/84%
4th Grade	Hand Shaking	Grade Level Proficiency Scale	Data submitted each semester	87%/94%
5th Grade	Not Interrupting a Conversation	Grade Level Proficiency Scale	Data submitted each semester	75%/87%
6th Grade	Appropriate verbal communication with adults	Grade Level Proficiency Scale	Data submitted each semester	59%/80%
7th Grade	Organization	District Proficiency Scale	Data submitted each semester	39%/12%
8th Grade	Collaboration with Peers	District Proficiency Scale	Data submitted each semester	54%/67%
HS Science	Problem-Solving	Lab Proficiency Scale	Data submitted each semester	43.9%/80.9%
HS Social Studies	Accepting Differing Opinions	Class Discussion Proficiency Scale	Data submitted each semester	66.6%/80.9%
HS Fine Arts	Constructive Criticism	Critique Proficiency Scale	Data submitted each semester	69.4%/80.5%

HS Career Education	Professionalism	Professionalism Proficiency Scale	Data submitted each semester	37.4%/65.2%
Satellite	Peer Collaboration	District Proficiency Scale	Data submitted each semester	5%/14%
Satellite	Constructive Criticism	Critique Proficiency Scale	Data submitted each semester	16%/14%

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

Assessment	2019	2020	2021	2022
Local Common Assessment	68%	n/a	74.5	79.5

Measure C: Government EOC assessment results will be above the state (beginning with Spring 2021 data) and improve their MAP Index Points each year (beginning with Spring 2022 data).

	Spring 2021 MPI	**Spring 2022 MPI**
CJ	359.7	Data expected
State	338.6	April 2023

Strategy 2: Develop a network of businesses to provide students with authentic experiences with industry professionals, including job shadowing and internship opportunities.

Action Steps:

- Develop and administer career interest surveys for elementary and secondary students.
- Determine appropriate activities/levels of engagement for students at each grade level.
- Contact local businesses and create a contact list for those willing/able to partner with our school district
- Develop a transportation plan for grades K-12
- Develop student surveys to assess impact of career-connected experiences

People Responsible: Building Administrators and Counselors

Date to Implement Strategy: January 2023
Date of Completion: May 2025

Measure: Provide at least one career-focused opportunity to each student every year

Grade Level	Performance Measures	Fidelity Measures
K-3	● Field trips twice annually	● Events on School Calendar
4-6	● Field trips ● Career Days	● Events on School Calendar
JH	● Career Day	● Events on School Calendar
HS	● Franklin Technology Center ● Carthage Technology Center ● Crowder College Advanced Manufacturing ● Supervised Business Experience ● Agricultural Work Experience ● MOSO CAPS ● Job Shadowing ● Life Skills transitions presentations ● Field Trips ● Co-curricular/CTSO activities and competitions (FBLA, FCCLA, FFA, TSA) ● Air Force JROTC (2023-24 school year)	● Data collected on student participation

Strategy 3: Investigate opportunities to increase course offerings that provide authentic, career-connected experiences, either independently or through partnerships with other organizations.

Action Steps:

- HS and JH administrators, counselors, and teachers review course offerings annually during development of the planning guide.
- HS administrators and counselors meet annually with our partner technology centers and post-secondary institutions to review offerings
- A framework for an internship class will be developed.

People Responsible: High School, Junior High, administrators, counselors, and teachers,
Date to Implement Strategy: January 2023
Date of Completion: May 2025

Measure:

Year	Progress Measure (# of Course Offerings/ # of Enrolled Students)
2019	
2020	
2021	
2022	

Strategy 5: All students will have an Individual Career and Academic Plan (ICAP).

Action Steps:

- High School counselors will have at least two in person touch points with students grades 9-12 each year on the topic of college and career planning, once in the fall and once in the spring.
- During the first semester of each year, HS counselors will utilize social studies classes to provide grade-level appropriate information to students in grades 9-11 and inform them of means to access career and counseling services at school.
- The post-secondary advisor will meet with all students in 12th grade to discuss and create a post-secondary plan.

People Responsible: Junior High Counselors, High School Counselors, High School Post Secondary Advisor

Date to Implement Strategy: January 2023

Date of Completion: May 2025

Measures:

Measure A: 100% of Carl Junction students will have an ICAP plan.

Grade Level	Percent of Students with ICAP 2020-2021	Percent of Students with ICAP 2021-2022
K-6	100	100
JH	100	100
HS	100	100

Measure B: 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% as reported in the Missouri Comprehensive Data System.

Year	Progress Measure
2019	92.2%
2022	Data expected April 2023

Goal 3: *The Carl Junction R-1 schools, along with the community, will improve the emotional and physical health of our Carl Junction family.* *(MSIP Standards L3, CC1-4, DB3)*

Strategies:

Strategy 1: Implement the Carl Junction R-1 Wellness Plan

People Responsible: PE Teachers, Counselors
Date to Implement Strategy: January 2020
Date of Completion: June 2025

Strategy 2: Add lifetime fitness activities at all grade levels.

Action Steps:

- Health/PE teachers will collaborate vertically K-12 during PLC time once each quarter
- Wellness committee will investigate fitness challenges and incentives

People Responsible: Administration, teachers, counselors, Wellness Committee
Date to Implement Strategy: August 2020
Date of Completion: June 2025

Grade Level	Activities	Progress Measure	Fidelity Measure
K-6	● Structured recess activities ● Fresh air breaks ● Brain boosts	Minutes per week	Reported on Grade Card (standard added)
JH	Increased emphasis on lifetime wellness activities in PE classes	Number of activities	Units of Instruction submitted and reviewed
HS	Compare/analyze course offerings on Master schedule: ● Outdoor Pursuits	Number of students enrolled	Analysis of student enrollment by semester

	● Power Walking ● PE ● Athletic Training/Weights ● Advanced Weights ● DC Lifetime Health and Wellness		

Strategy 3: Increase the amount of time building counselors spend with students in need.

Action Steps:

- Counselors complete time/task analysis and review with administration annually to analyze needs
- Counselors will collaborate vertically during PLC time on a quarterly basis
- A counselor representative from each building will be represented on an advisory council
- Provide professional growth and learning opportunities to counselors

People Responsible: Administration, Counselors
Date to Implement Strategy: August 2020
Date of Completion: May 2025

Measure:

Grade Level	**Progress Measure:**	**Fidelity Measure:**
K-12	Data regarding individual/group sessions/referrals to Tier 2 or 3 services will demonstrate that student needs are being met	Annual time/task analysis completed (NEE) and analyzed by building
K-12	Vertical collaboration occurs at least quarterly	PLC minutes, Advisory Council Minutes
K-12	Professional Development opportunities are provided annually	PGL requests, evaluations

Strategy 4: Implement a mental health curriculum.

Action Steps:

- Develop and Implement grade-level appropriate units of instruction focused on screen time/social media/consumptive media behaviors.
- Time is scheduled for counselors to provide grade-level appropriate instruction, aligned with the Missouri Comprehensive School Counseling Standards, for healthy mental habits

People Responsible: Technology teachers, At-Risk Committee, Counselors, Principals
Date to Implement Strategy: August 2020
Date of Completion: June 2025

Grade Level	Progress Measure:	Fidelity Measure:
2-12	instruction is provided regarding consumptive media	A unit of instruction is created and submitted by technology teachers
K-8	Regularly scheduled class time is provided for whole class instruction	Units of Instruction, Classroom observations
HS	Counselors present evidence-based QPR training in Health classes. (suicide awareness/mental health awareness)	QPR certification, classroom observations

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

Action Steps:

- Staff will receive BIST training annually according to individual needs
- A BIST consultant will be utilized within each school building grades K-8

People Responsible: Assistant Superintendent, Principals, District Mentors
Date to Implement Strategy: August 2020
Date of Completion: June 2025

Measure:

Grade Level	Progress Measure	Fidelity Measure	0-1 Referrals 2018-2019	0-1 Referrals 2020-2021	0-1 Referrals 2021-2022
K-8	● Decrease in behavior referrals ● Decrease in the number of	● BIST training documents ● PGL committee	K-1: 91% 2-3: 96% Int: 76%	K-1: 95% 2-3: 97% Int: 87%	K-1: 96% 2-3: 97% Int: 80%

	students requiring Tier 3 behavior support ● Individual student progress on BIST continuum	requests and evaluations ● BIST meeting minutes ● BIST intervention plans ● Quarterly BIST consultant feedback	JH: 60%	JH: 60%	JH: 62%
HS	● Individual student progress on BIST continuum	● BIST training documents ● PGL committee requests and evaluations ● BIST Vision Committee meeting minutes	HS: 75%		

Strategy 6: Continue partnerships 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.
- Utilize CJ Freeman Clinic for wellness services
- Maintain a current resource list of other area resources

People Responsible: Administration, Nurses, and Counselors
Date to Implement Strategy: August 2019
Date of Completion: May 2025

Measure:

Grade Level	Progress Measures	Fidelity Measures
K-12	● Decrease in Crisis Team Interventions ● Decrease in School Counselor Interventions ● Increase in positive behaviors on grade card (K-6) ● Decreased absences for students ● Decreased absences for staff	● Will's Place visit data ● Transportation data to/from Will's Place & Freeman

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

Action Steps:

- Provide professional learning to district staff members annually.
- Conduct an annual needs assessment for staff regarding future training needs

People Responsible: Administration, PGL Committee, At-Risk Committees
Date to Implement Strategy: August 2021
Date of Completion: May 2024

Grade Level	Progress Measures	Fidelity Measures
K-12	● Decrease in Crisis Team Interventions ● Decrease in School Counselor Interventions ● Increase in positive behaviors on grade gard (K-6)	● PGL expenses and evaluations ● Safety training verification

Appendix A

GLOSSARY of TERMS

- **AIMSweb** - Achievement Improvement Monitoring System; a research-based screening and progress monitoring system used to efficiently and quickly assess students' reading skills.
- **BAS** - Fountas & Pinnell Benchmark Assessment System; used to observe and measure independent and instructional reading levels.
- **Behavior Intervention Support Team (BIST)** - a philosophy of teaching and protecting students by providing both grace and accountability. It provides teachers with a problem-solving model, and includes specific interventions to teach students to manage their own behavior.
- **Bulldog Academy** - Summer learning opportunities for teachers new to our school district conducted as part of the district mentoring program.
- **Canvas -** a web based learning management system (LMS) utilized in grades 4-12.
- **Common Assessment** - a test developed collaboratively by teachers; used to measure the performance of all students across different sections or classrooms.
- **Competency Based Learning -** a learning model where students receive differentiated support based on their individual learning needs.
- **Comprehension** (reading) - the understanding and interpretation of what is read.
- **CSIP** - Continuous School Improvement Plan; a cyclical process utilized by the school district to set goals, identify ways to improve, and evaluate progress.
- **Dyslexia** - difficulty in learning to read or interpret words, letters, and other symbols.
- **ELA** - English Language Arts
- **Embarc -** the software program that houses the Carl Junction R-1 School District curriculum.
- **Fluency** (reading) - the ability to read with speed, accuracy, and proper expression.
- **Formative assessment -** used to monitor student learning and provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
- **Fidelity Measure** -the measure used to determine whether a specific strategy is implemented as intended
- **Fundations** - a multisensory and systematic phonics, spelling, and handwriting program for K-3 students. It is a whole-class, general education (tier 1) program
- **Instructional Coach** - an individual who works with teachers to improve curriculum and instruction. They serve as mentors, particularly during a teacher's first four years in the classroom.
- **LETRS**: Language Essentials for Teachers of Reading and Spelling - professional learning for educators that provides the knowledge needed to become literacy and language experts in the science of reading. It teaches the skills needed for effective reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.
- **Missouri Learning Standard**s - The Missouri Learning Standards define the knowledge and skills students need in each grade level and course for success in college, other post-secondary training and careers. These expectations are aligned to the Show-Me Standards, which define what all Missouri high school graduates should know and be able to do.
- **Morphology** (reading) - the knowledge of meaningful word parts in a language called morphemes (typically prefixes, suffixes, and/or roots, and base words).
- **NEE** - Network for Educator Effectiveness; the educator evaluation system used in the Carl Junction School District. It is a comprehensive system focused on teacher growth and school improvement.

- **NWEA** - Assessments given 3 times per year in grades 2-10 to measure academic growth in ELA and math. It helps teachers identify student learning needs to help plan instruction that matches students' needs.
- **Personalized Learning** - an approach to instruction aimed at customizing learning for each student's strengths, needs, and skills.
- **PGL** - Professional Growth and Learning; activities which provide teachers with opportunities to expand and/or deepen their skills as educators
- **Phonics** - the relationships between the letters of written language and the sounds of spoken language.
- **Phonology/phonological awareness** - an understanding of the patterns of sounds in language.
- **PLC -** Professional Learning Community; Collaborative groups of teachers engaged in collective inquiry to achieve better results for students. PLC's focus on learning: what students need to know/be able to do, how students will demonstrate their learning, and how teachers will provide intervention or enrichment to students based on their specific learning needs.
- **Proficiency scales** - a measurement tool used by teachers and students to determine the student's current level of progress toward meeting the standard. A score of 3.0 indicates proficiency within a standard.
- **Progress Measure** -a report on progress made toward achieving a goal. Performance is compared to defined criteria to assess whether progress is on track for goal achievement.
- **Progress Monitoring** (assessment) - evaluating student learning on a regular basis to provide useful feedback to both students and teachers.
- **Response to Intervention** (RtI) - a process to identify struggling learners and provide targeted instruction as needed.
- **SLO** - Student Learning Objective; a process for gathering and analyzing student assessment data for use in instructional evaluation.
- **Soft Skills** - qualities that apply across a variety of jobs and life situations, such as communication, courtesy, responsibility, professionalism, and teamwork.
- **Standards Referenced Grading** - measuring student performance according to their progress toward mastery of learning targets or standards.
- **Summative** (assessment) - used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a unit or course.
- **Tier 1, 2, or 3 services** - used to describe interventions for instruction or behavior. Tier 1 refers to universal or general support provided to all students, tier 2 is targeted support based on student need, and tier 3 is intensive support. Tier 3 services are provided when a student has not been successful with tier 1 and 2 services.
- **Unwrapping Standards** - a method used by educators to deconstruct a learning standard so they can more clearly understand what students need to know and be able to do by the end of a unit of study.
- **Vision Committee** - a committee representing educators in all CJR-1 school buildings focused on collaborative improvement of the school district.