CARL JUNCTION
SCHOOL DISTRICT

CONTINUOUS SCHOOL IMPROVEMENT PLAN

Approved by the School Board on November 17, 2025

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

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
Carolynn Lowry 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
Melissa 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
Carolynn Lowry - 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			

2024-2025 Review Team *MSIP Indicator L3A*

Staff	Parents	Community Stakeholders	Students
Kari Arehart	John Bullington	Bob Hays	Blair Starks
Janet Johnson	Jacob Fauvergue		Hadley Lawver
Tandy Dickens	Allison Stump		Addison Eaker
Patrick Bromley	Chelsea Conley		Arden Elliot
Jake Stevenson	Kirsten Wolf		Madi Olds
Paden Bennett	Kat DeGraff		Selah Hefner
Morgan Snow	Jennifer Short		Aaden Tupman
Ela Winder	Cortney Mayberry		Megan Naption
Gretchen DeMasters	Tera Miller		Jett Chapman
Abby Adamson	Jessica Laurance		Garen Colbert
Whitney Skiles	Danica Harris		Tegan Greim
Holli Porter			Karalyn Brown
Scott Sawyer			Kate Hilard
Stacy Starkey			Jett Mills
Diane Simonds			Liam Benford
Ryan Adamson			Blake Miller
Kyle Williams			
Greyson Broce			
Craig Fox			
David Pyle			

Tracie Skaggs			
Dione Friel			
Leslie Bolinger			
Chad Fletcher			
Deanna Smith			

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 careerbuilding. 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 6^{th} 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.

2024 Carl Junction voters approved a 20 million dollar no tax increase bond to fund district wide improvement projects, including a school farm, archery/JROTC facility, improvements to athletic fields, and classroom and kitchen improvements.

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.

Fall 2023 Vision Committee members began work on developing a Portrait of a Graduate in support of CSIP Goal 2. Durable skills were identified using research from the MO Success Ready Schools Network and America Succeeds, and a stakeholder survey identified local priorities.

Spring 2025 Vision Committee members presented the Portrait of a Graduate (PoG) to the CSIP Review Team. The team collaborated to plan for PoG implementation and analyze the current year's CSIP survey results.

District Data *MSIP Standard L3, DB2*

Missouri Assessment Program Results

	Carl Junction					**State**				
	2021	**2022**	**2023**	**2024**	**2025**	**2021**	**2022**	**2023**	**2024**	**2025**
4 Year Grad Rate	93.1%	95.85 %	90.5 %	97.42 %	94.8%	89.2%	89.72 %	89.9%	90.79%	91.44%
Career Ed Placement	NA	95.33 %	93.8 %	93.2 %	95%	NA	70%	72.5%	93.7%	94.5%
ELA Proficiency	53.9%	52.8%	50.1 %	53.3 %	55.3%	45.3%	43.3%	43.5%	43%	43.7%
Math Proficiency	43.4%	43.4%	44.8 %	44.1 %	48.6%	35.4%	39.2%	40.5%	41.1%	42.2%
Science Proficiency	50.1%	50%	51.0 %	49.2 %	56.5%	37.2%	37.7%	39.1%	38.2%	39.5%
Social Studies Proficiency	54.4%* *new test	52.8%	48.4 %	42.5 %	43.9%	41.9% * *new test	40.1%	39.3%	39.8%	40.6%
IEP ELA Proficiency	*9.3%*	10.7%	12.2 %	12.8 %	12.2%	14.9%	13.7%	13.9%	13.6%	14.7%
IEP Math Proficiency	*7.4%*	9.8%	6.6%	8.%7	8.2%	10%	11.7%	12.6%	12.6%	13.6%

IEP Grad Rate	84%	81.25 %	54.2 %	85%	70.37 %	77% (2020)	77.9%	79.1%	82.03%	81.97%
Free/Reduced Lunch Eligibility	30%	30.5%	37.9 %	37.5 %	36.2%	45.9%	42.3%	47.4%	47.7%	49.3%
Attendance Rate	82.2%	81.9%	81.6 %	82.8 %	86.1	82.8%	76.2%	76.6%	78.2%	78.5%
ACT Composite	22.1	21.3	21.6	22	23	20.8	20.3	20.1	19.9	19.9

Post-Secondary Placement

	Carl Junction					**State**				
	2021	**2022**	**2023**	**2024**	**2025**	**2021**	**2022**	**2023**	**2024**	**2025**
Four Year College / Univ.	47.7%	40.1%	35.3%	48.6%	48.7 %	34.3%	34%	33.8%	34.3 %	33.7%
Two Year College/ Univ.	13.4%	13.4%	16.2%	19.2%	20.9 %	24.7%	23.9 %	22.7%	22.8 %	22.4%
Technical Training	0.9%	2%	3.8%	4.3%	<2%	2.4%	2.5%	2.9%	3.5%	4.5%
Employ-ment	26.9%	31.2%	29.8%	19.7%	23%	25.3%	25.9 %	28.9%	29.1 %	29.4%
Military	3.2%	2.5%	2%	1%	<2%	2.8%	2.3%	2%	1.9%	2.2%

Enrollment

Grade Level	**2021**	**2022**	**2023**	**2024**	**2025**
Kindergarten	255	264	261	266	238
First Grade	238	239	239	238	235
Second Grade	236	266	266	242	249
Third Grade	251	250	250	262	239

Fourth Grade	240	255	255	266	252
Fifth Grade	225	272	268	265	262
Sixth Grade	232	255	254	273	253
Seventh Grade	266	237	238	255	257
Eighth Grade	235	268	266	239	246
Freshmen	261	260	259	259	232
Sophomores	245	244	240	258	246
Juniors	270	260	256	235	244
Seniors	213	221	219	237	196
Total	3,167	3,291	3,272	3,295	3,148

2024 District Report Card - Select Carl Junction R-I as LEA

2025 District APR Report – Select Carl Junction R-I as LEA

Survey Results: Link to CJR1 2025 Culture & Climate Survey Results

Building Improvement Plans:

Primary K-1 Plan

Primary 2-3 Plan

Intermediate Plan

CJJH Plan

CJHS Plan

Carl Junction R-1 School District
Continuous School Improvement Plan

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 DRAFT Carl Junction R-1 Literacy Plan 25-26
- Provide professional development to elementary teachers in LETRS: Language Essentials for Teachers of Reading and Spelling - evidence-based science of reading instruction based on phonological awareness, phonics, fluency, vocabulary, comprehension, and morphology.
- Provide professional development to middle level and HS teachers in Aspire - evidence-based science of reading instruction focusing on word recognition, language comprehension, reading comprehension, and writing.
- 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.
- Maintain grade-level work groups to develop common, evidence-based strategies for writing aligned with Missouri Learning Standards
- Curriculum teams will continue refining units of instruction aligned with MO Learning Standards and will regularly evaluate instructional materials
- Curriculum teams will conduct a comprehensive literacy needs assessment to guide annual review and revision of the district's literacy plan.

People Responsible: Assistant Superintendent, Instructional Coaches, Building Principals, Curriculum Teams, Teachers

Date to Implement Strategy: August 2024

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 ● Students meet or exceed i-Ready Typical Annual Growth Goals	Ongoing progress monitoring ● Common Proficiency Scales ● Common quarterly assessments ● Comprehensive common assessment in May each year ● i-Ready diagnostic K: 2x/year; grades 1-3: 3x/year)
4-6	● Student proficiency in ELA Priority Standards for Phonics/Writing ● Students meet or exceed i-Ready Typical Annual Growth Goals	Ongoing progress monitoring ● Common Proficiency Scales ● Common unit assessments ● Progress monitoring for RtI ● i-Ready 3x annually: fall, winter, spring
7-12	● Student proficiency in ELA Priority Standards ● Individual student goals on unit assessments, reported on proficiency scales ● Students meet or exceed i-Ready (7-8)/IXL (9-11) Typical Annual Growth Goals	Ongoing progress monitoring ● Common Proficiency Scales ● Common unit assessments ● i-Ready (7-8); IXL (9-11) 3x annually: fall, winter, spring

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 teachers with professional development in math instruction
- Analyze formative and summative performance data in PLC groups to respond to individual and collective instructional needs.
- Continue the refinement of units of instruction aligned with MO Learning Standards.
- Curriculum teams will continue refining units of instruction aligned with MO Learning Standards and will regularly evaluate instructional materials
- **People Responsible:** Representatives from the Professional Growth and Learning

Committee, Building Principals, Math Instructional Coach, Assistant Superintendent for Curriculum

Date to Implement Strategy: August 2024

Date of Completion: Ongoing; monitored annually

Measure:

Grade Level	Progress Measures	Fidelity Measure
K	● Individual student goals on locally developed common assessments	● Ongoing progress monitoring ● Common quarterly assessments ● Comprehensive common assessment in May each year
1-8	● Individual student goals on assessments, reported on proficiency scales ● Students meet or exceed i-Ready Typical Annual Growth Goals	● Ongoing progress monitoring ● Common assessments ● i-Ready 3x annually: fall, winter, spring (1st grade - winter & spring only) ● Common Proficiency Scales
HS	● Students meet or exceed IXL growth projections: (Gr. 9-10) ● Students meet or exceed goals on locally developed common assessments (Gr. 11-12)	● Ongoing progress monitoring ● Common unit assessments ● IXL 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 DRAFT Carl Junction R-1 Literacy Plan 25-26 and Carl Junction R-1 Mathematics Plan
- Provide ongoing Professional Development on i-Ready (2-8) and IXL (9-11) administration and data use for instruction and intervention
- 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.
- Curriculum teams will 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

Strategy 4: Utilize a multi-tier Response to Intervention (RtI) for early identification and support of struggling readers (K-1) and in support of students struggling with reading and/or math (2-12).
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 Reading Success Plans developed for students who demonstrate a substantial reading deficiency.
- By the end of the first quarter, distribute Reading Success Plans that include suggestions for regular parent-guided reading activities.
- Maintain partnerships with the Jasper County Juvenile Office and Department of Social Services to address the impact of chronic absenteeism.
- 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	Individual student growth through common assessments and i-Ready progress monitoring tool	Weekly progress monitoring
2-3	Individual student growth through common assessments, i-Ready diagnostics and personalized instruction	Bi-Weekly progress monitoring
4-6	Individual student growth through common assessments, i-Ready diagnostics and personalized instruction.	Bi-weekly data collection/analysis
JH	Individual student growth through common assessments, i-Ready diagnostics and personalized	After each benchmark window

	instruction	
HS	Individual student growth through common assessments and IXL snapshots and instruction	IXL 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 2024-2025 CJR-1 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: Ongoing; annual evaluation

Measures:

Grade Level:	Performance Measure	Fidelity Measure
K-1	● Students will meet individual goals in i-Ready (dyslexia tasks)	● Weekly progress monitoring ● Quarterly common assessment results
2-3	● Students will meet individual goals in i-Ready (dyslexia tasks)	● Benchmark results generated and analyzed 3 times per year. ● Assessing through LETRS screening and literacy tasks three times a year ● Progress monitoring bi-weekly through literacy core instruction

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:

- Annually evaluate proficiency scales for clarity of learning objectives, learning progression, and success criteria at the following levels as appropriate:
  - Curriculum Leadership Teams
  - Grade-level/Content Area PLC's
- Provide professional development on writing and implementing proficiency scales and assessments through the following channels as appropriate:
  - Bulldog Academy
  - Individual or group meetings with administrators and instructional coaches
  - Professional Growth and Learning Committee funding
- Provide professional learning opportunities for personalized learning and competency based education through the following channels as appropriate:.
  - January PD Day
  - Participation in Success Ready Student Network (SRSN) professional learning
  - Participation in High Reliability Schools (HRS) professional learning

People Responsible: Assistant Superintendent, Principals, Teachers, Professional Growth and Learning Committee, Instructional Coaches
Date to Implement Strategy: August 2024
Date of Completion: June 2025

Measure:

Grade Level	Performance Measure	Fidelity Measure
K-6	● Proficiency Scales applied to guide student learning in every priority standard taught. ● Standards referenced grades provided to parents quarterly	● (K-3) Standards Referenced assessments sent home and communicated to parents Bi-Weekly. ●(4-6) Proficiency Scales attached to courses in

		EMBARC ● PLC data analysis ● PowerSchool gradebook
7-12	● 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
- Provide training on PowerSchool communication features
- Building-specific family events will be scheduled

Grade Level	Progress Measure	Fidelity Measure
K-12	● Measure to be determined based on survey results ● Monitor attendance at family events	● 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

Measure & Baseline Data: *READING*

Grade Level	Assessment Used	Percent Met Projection	Percent Met Projection	Percent Met Projection	Percent Met Projection	Percent Met Projection

		2021*	2022*	2023*	2024**	2025**
K	Fun-dations (2023)	79% (BAS)	80% (BAS)	91%	82%	82%
1st	Fun-dations (2023)	83% (BAS)	79% (BAS)	93%	90%	92%
2nd	iReady (2024)	68% (NWEA)	57% (NWEA)	74% (NWEA)	71%	65%
3rd	iReady (2024)	59% (NWEA)	56% (NWEA)	63% (NWEA)	71%	73%
4th	iReady (2024)	46% (NWEA)	41% (NWEA)	44% (NWEA)	69%	66%
5th	iReady (2024)	35% (NWEA)	43% (NWEA)	48% (NWEA)	59%	63%
6th	iReady (2024)	32% (NWEA)	44% (NWEA)	49% (NWEA)	62%	61%
7th	iReady (2024)	45% (NWEA)	46% (NWEA)	56% (NWEA)	59%	58%
8th	iReady (2024)	44% (NWEA)	52% (NWEA)	47% (NWEA)	50%	59%
HS – LA 1	IXL (2024)	50% (NWEA)	49% (NWEA)	49% (NWEA)	54%	56%
HS – LA 2	IXL (2024)	41% (NWEA)	39% (NWEA)	48% (NWEA)	38%	27%
HS – LA 3	Local Assessment Practice ACT	67%	70%	78%	65%	67%
HS – LA 4	Local Assessment	92%	94%	92%	85%	89%

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

***i-Ready percentage of students reaching Annual Typical Growth*

IXL percentage of students with annual growth of at least 100

Measure & Baseline Data: *MATHEMATICS*

Grade Level	Assessment Used	Percent Met Projection 2021*	Percent Met Projection 2022*	Percent Met Projection 2023*	Percent Met Projection 2024**	Percent Met Projection 2025**
K	Local Assessment	88%	92%	89%	93%	87%
1st	Local Assessment	89%	79%	93%	91%	90%
2nd	iReady (2024)	50%	54%	63%	50%	60%
3rd	iReady (2024)	81%	70%	69%	61%	50%
4th	iReady (2024)	53%	34%	28%	39%	31%
5th	iReady (2024)	41%	45%	46%	46%	60%
6th	iReady (2024)	49%	50%	61%	77%	90%
7th	iReady (2024)	65%	52%	53%	63%	58%
8th	iReady (2024)	54%	56%	51%	61%	71%
HS – Algebra 1	IXL (2024)	36%	31%	26%	79%	63%
HS – Principles Classes (POM, POG, POA)	IXL (2024)	65% (Gr. 9) 44% (Gr. 10)	36% (Gr. 9) 69% (Gr. 10)	61% (Gr. 9) 30% (Gr. 10)	59%	70%
HS – All	Local Assessment	85%	82%	81%	81%	86%

other Math						

**NWEA Data from Spring 20/21 & 21/22 Benchmark Test Growth Summary Report/Percent Met Projection/Student Norms*
***i-Ready percentage of students reaching Annual Typical Growth*
IXLpercentage of students with annual growth of at least 100

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 design instruction to develop essential intrapersonal and interpersonal skills.

Action Steps:

- A Carl Junction Portrait of a Graduate (PoG) and will be developed during the 2023-2024 and 2024-2025 school years, including proficiency scales and/or rubrics for the identified priority skills. Implementation will begin in the 2025-2026 school year.
- During the 2025-2026 school year:
  - Students and families will be introduced to the Portrait.
  - Teachers will engage students in identifying examples of how to demonstrate each skill
  - Each building will utilize age appropriate strategies to maintain focus on the portrait throughout the school year
  - A pilot group of teachers will utilize proficiency scales and rubrics to measure durable skill attainment
  - The Vision Committee will develop a Teacher Facilitation Guide and age-appropriate student self-reflection documents to accompany the Durable Skills Proficiency Scales and Rubrics
  - Each building will develop and implement a method to communicate with parents and students regarding the expectations and measurement of durable skills specific to their grade levels.
- Beginning in the 2026-2027 school year
  - Each building will assess and report on students' attainment of essential durable skills utilizing locally developed standards and proficiency scales.
- Educators will provide instruction, using collaboratively developed units 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; August 2025
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	Skill	Progress Measure	Fidelity Measure	Percent Mastered 2021-22 (Sem1/ Sem2)	Percent Mastered 2022-23 (Sem1/ Sem2)	Percent Mastered 2023-24 (Sem1/ Sem2)	Percent Mastered 2024-25 (Sem1/ Sem2)
Pre-K	Manners	Teacher Observation Checklist	Data submitted each semester	74%/77.6%	79%/84%	76%/86%	71%/81%
K	Eye Contact	Teacher Observation Checklist	Data submitted each semester	61.7%/64%	69%/78%	71%/83%	87%/88%
1st	Speaking when spoken to	Teacher Observation Checklist	Data submitted each semester	89.5%/88%	85%/90%	85%/90%	82%/90%
2nd	Self-Control	Teacher Observation Checklist	Data submitted each semester	52%/70%	55%/71%	43%/64%	49%/59%
3rd	Saying Please and Thank You	Teacher Observation Checklist	Data submitted each semester	57%/84%	62%/NA	56%/88%	59%/80%
4th	Hand Shaking	Grade Level Proficiency Scale	Data submitted each semester	87%/94%	87%/89%	92%/97%	89%/91%

5th	Not Interrupting a Conversation	Grade Level Proficiency Scale	Data submitted each semester	75%/87%	79%/84%	95%/97%	86%/88%
6th	Appropriate verbal communication with adults	Grade Level Proficiency Scale	Data submitted each semester	59%/80%	58%/66%	74%/80%	85%/92%
7th	Organization	District Proficiency Scale	Data submitted each semester	39%/12%	61%/67%	44%/79%	51%/70%
8th	Collaboration with Peers	District Proficiency Scale	Data submitted each semester	54%/67%	59%/76%	37%/44%	39%/59%
HS Science	Problem-Solving	Lab Proficiency Scale	Data submitted each semester	43.9%/80.9%	61%/85%	40%/78%	53%/75%
HS Social Studies	Accepting Differing Opinions	Class Discussion Proficiency Scale	Data submitted each semester	66.6%/80.9%	72%/87%	68%/81%	73%/85%
HS Fine Arts	Constructive Criticism	Critique Proficiency Scale	Data submitted each semester	69.4%/80.5%	44%/79%	53%/81%	58%/75%
HS Career & Tech Ed	Profession-alism	Professionalism Proficiency Scale	Data submitted each semester	37.4%/65.2%	59%/77%	56%/78%	74%/85%
Satellite	Peer Collaboration	District Proficiency Scale	Data submitted each semester	5%/14%	5%/14%	63%/65%	67%/53%
Satellite	Constructive Criticism	Critique Proficiency Scale	Data submitted each semester	16%/14%	16%/14%	69%/65%	89%/60%

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

Assessment	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Local Common Assessment	74.5	79.5	64%	72%	86.5%

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**	**Spring 2023 MPI**	**Spring 2024 MPI**	**Spring 2025 MPI**
CJ	359.7	403.9	396.7	397.7	
State	338.6	383.4	384.1	386.9	

Strategy 2: Develop a Scope and Sequence for Real World Learning at CJR-1

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 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 ● Career Exploration Day ● Food drive	● Events on School Calendar

4-6	● Science Day ● Exploration Day ● Voting ● Food Drive ● Ecosystem/Zoo Enclosure Build ● 9-11 Community Service ● Hydroponics Lab ● Beekeeper Visit ● Radiologist Visit	● 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:

- Administrators will participate in monthly professional development through the Success Ready Students Network
- 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 a Design Thinking class with a focus on client-connected projects will be developed.
- Develop a PK-12 Real World Learning Scope & Sequence
- Determine a list of CJR-1 Market Value Assets (MVA's) and utilize MVA's as a measure for success.

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)
2020-2021	**65/1254**
2021-2022	**66/1305**
2022-2023	**76/1325**
2023-2024	**63/1346**
2024-2025	**63/1321**

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.

	Percent of Students with ICAP				
	2020-2021	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
JH	100	100	100	100	100
HS	100	100	100	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.

APR Year	Progress Measure
2019	92.2%
2022	89.1
2023	86.3
2024	

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 ● Track and field day ● K-1 Slime Run ● Intermediate and JH Walking Club	Minutes per week Participation levels	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 ● Power Walking ● PE ● Athletic Training/Weights ● Advanced Weights ● DC Lifetime Health and Wellness	Number of students enrolled	Analysis of student enrollment by semester

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
- Counselors may hold individual or small-group meetings as appropriate based on student needs (ex. attendance, newcomer support, grief recovery, conflict resolution).

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
K-8	Master schedule with intentional time to meet with students and their needs.	Counselor time/task analysis

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, and follow up with building admin

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
- The PBIS/BIST teachers will develop intervention plans for students who require them.
- PBIS/BIST teachers will promote a positive school culture by recognizing student success.

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

Measure:

			Referrals				
GR	**Progress Measure**	**Fidelity Measure**	**0-1 2020-2021**	**0-1 2021-2022**	**0-1 2022-2023**	**0-1 2023-2024**	**0-1 2024-2025**
K-8	● Decrease in behavior referrals ● Decrease in the number of students requiring Tier 3 behavior support ● Individual student progress on BIST continuum	● BIST training documents ● PGL committee requests and evaluations ● BIST meeting minutes ● BIST intervention plans	K-1: 95% 2-3: 97% Int: 87% JH: 60%	K-1: 96% 2-3: 97% Int: 80% JH: 62%	K-1: 97% 2-3: 89%	K-1: 97% 2-3: 93%	K-1: 99% 2-3: 93%

HS	● Individual student progress on BIST continuum	● BIST training documents ● PGL committee requests and evaluations ● BIST Vision Committee meeting minutes	HS:	HS:	HS: 83%	HS: 76%	

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
- Utilize local partnership with Bright Futures
- Utilize partnership with Youth Behavioral Health Liaison from Freeman Health Systems

- 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 card (K-6)	● PGL expenses and evaluations ● Safety training verification

Strategy 8: Communicate with families about available community resources.

Action Steps

- The Student Success Committee will host an annual back-to-school event which includes access to community resource providers
- The school district counselors and social worker will provide information to families as needed.

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.
● **i-Ready** - Assessments given 3 times per year in grades K-8 in Reading and 2-8 in Math to measure academic growth. It helps teachers identify student learning needs to help plan instruction that matches students' needs.
● **IXL** - Assessments given 3 times per year in high school Algebra I, ELA I and ELA II to measure academic growth. It helps teachers identify student learning needs to help plan instruction that matches students' needs.
● **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.

● **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.

● **Portrait of a Graduate** - A collaboratively developed vision for the durable skills and competencies that students need to succeed in college, career, and life.

● **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.