CARL JUNCTION
SCHOOL DISTRICT

CONTINUOUS SCHOOL IMPROVEMENT PLAN

Presented to the School Board on November 16, 2026

Mission Statement

MSIP Indicator L3C

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

Vision Statement

MSIP Indicator L3C

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

CSIP Planning

MSIP Indicator L3A

Collaborative teams of CJR-1 staff, parents, students, and community stakeholders developed the goals for this plan during the 2018-2019 academic year. The plan has been annually revised since the 2022-2023 academic year. Historical CSIP team and planning information is available in **Appendix B**

District Data

MSIP Standard L3, DB2

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

Enrollment

Grade Level	2022	2023	2024	2025	2026
Kindergarten	264	261	266	238	251
First Grade	239	239	238	235	222
Second Grade	266	266	242	249	231
Third Grade	250	250	262	239	252
Fourth Grade	255	255	266	252	250
Fifth Grade	272	268	265	262	245
Sixth Grade	255	254	273	253	257
Seventh Grade	237	238	255	257	261
Eighth Grade	268	266	239	246	243
Freshmen	260	259	259	232	244
Sophomores	244	240	258	246	241

Juniors	260	256	235	244	218
Seniors	221	219	237	196	224
Total	3,291	3,272	3,295	3,148	3,159

Missouri Assessment Program Results

	Carl Junction					**State**				
	2022	**2023**	**2024**	**2025**	**2026**	**2022**	**2023**	**2024**	**2025**	**2026**
4 Year Grad Rate	95.85%	90.5%	97.4%	92.8%		89.72%	90.1%	90.8%	91.7%	
Career Ed Place-ment	95.3%	93.8%	96.5%	96.3%		70%	72.5%	75%	95.1%	
ELA Proficien cy	52.8%	50.1%	53.3%	55.3%	57.8%	43.3%	43.5%	43%	43.7%	45.4%
Math Pro-ficiency	43.4%	44.8%	44.1%	48.6%	53.1%	39.2%	40.5%	41.1%	42.2%	44.4%
Science Pro-ficiency	50%	51.0%	49.2%	56.5%	55.7%	37.7%	39.1%	38.2%	39.5%	42.5%
Social Studies Pro-ficiency	52.8%	48.4%	42.5%	43.9%	41.3%	40.1%	39.3%	39.8%	40.6%	43%
IEP ELA Pro-ficiency	10.7%	12.2%	12.8%	12.2%	16.8%	13.7%	13.9%	13.6%	14.7%	14.7%
IEP Math Pro-ficiency	9.8%	6.6%	8.%7	8.2%	10.7%	11.7%	12.6%	12.6%	13.6%	13.6%
IEP Grad Rate	81.25%	54.2%	85%	70.37%		77.9%	79.1%	82.03%	81.97%	
Free/ Reduced Lunch Eligibility	30.5%	37.9%	37.5%	36.2%		42.3%	47.4%	47.7%	49.3%	

Atten-dance Rate	81.9%	81.6%	82.8%	86.1		76.2%	76.6%	78.2%	78.5%	
ACT Compos ite	21.3	21.6	22	22.5		20.3	20.1	19.9	19.9	

Post-Secondary Placement

	Carl Junction					**State**				
	2022	**2023**	**2024**	**2025**	**2026**	**2022**	**2023**	**2024**	**2025**	**2026**
Four Year College / Univ.	35.0%	47.9%	48.5%	42.0%		33.5%	34.1%	33.5%	33.3%	
Two Year College/ Univ.	16%	19%	20.8%	18.9%		22.5%	22.6%	22.3%	22.2%	
Technical Training	3.8%	4.3%	<2%	<2%		2.2%	2.5%	3.1%	2.5%	
Employ-ment	29.5%	19.4%	22.9%	28.3%		29.1%	29.1%	29.4%	29.9%	
Military	2.5%	2%	1%	<2%		1.9%	1.9%	2.1%	2.4%	

Building Improvement Plans:

Primary K-1 Plan

Primary 2-3 Plan

Intermediate Plan

CJJH Plan

CJHS Plan

Survey Results:

Link to CJR1 2025 Culture & Climate Survey Results

Goal 1: Academic Growth in Reading and Mathematics

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
Planning Year: 2026-2027
Annual Review by: Assistant Superintendent, Building Principals, Instructional Coaches, Curriculum Teams
Success Indicators and Measures: Percentage of students meeting their individual annual growth target using i-Ready and IXL.

Goal 1 Links:
Carl Junction R-1 Literacy Plan 2627 Carl Junction R-1 Mathematics Plan 2627
BOE Approved CJR-1 Assessment Plan 2026-2027.docx

Strategy 1: Reading and Writing
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 and the CJR-1 Literacy Plan
- Provide elementary teachers Language Essentials for Teachers of Reading and Spelling (LETRS) professional development in phonological awareness, phonics, fluency, vocabulary, comprehension, and morphology.
- Provide middle level and high school teachers with Aspire professional development in 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
- Refine units of instruction aligned with MO Learning Standards and ~~will~~ regularly evaluate instructional materials
- 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
Implementation Timeline: August 2026; ongoing with annual review
Implementation/Fidelity Evidence: Literacy Plan, LETRS and Aspire participation, new teacher training, writing work products, PLC responses, annual literacy needs assessment

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

Action Steps:

- Implement mathematics instruction, aligned to Missouri Learning Standards, and the CJR-1 Mathematics Plan
- Provide teachers with professional development in mathematics instruction
- Analyze formative and summative performance data in PLC groups to respond to individual and collective instructional needs.
- Continue refining units of instruction aligned with MO Learning Standards.
- Annually evaluate instructional materials

People Responsible: Assistant Superintendent, Building Principals, Math Instructional Coach
Implementation Timeline: August 2026; ongoing with annual review
Implementation/Fidelity Evidence: Math plan implementation, professional learning records, aligned units and materials reviews, documented PLC instructional responses

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

Action Steps:

- Implement the assessments described in the current district literacy and mathematics plans
- Provide ongoing Professional Development on i-Ready and IXL administration and data use for instruction and intervention
- Provide K-12 PLC collaboration time to analyze individual student data, improve instruction and support student growth
    - Teachers will submit weekly minutes to principals
- Use Student Learning Objectives (SLOs) to document student growth in content areas.
- Curriculum teams evaluate assessment tools annually

People Responsible: Building Principals, Instructional Coaches, Teachers
Implementation Timeline: August 2026; ongoing with annual curriculum team review
Implementation/Fidelity Evidence: Benchmark completion records, PLC analysis and weekly minutes, documented instructional responses, SLO records, annual assessment tool review

Strategy 4: Response to Intervention
Utilize a multi-tier Response to Intervention (RtI) for early identification and support of struggling readers in K-1 and students struggling with reading and math in grades 2-12.

Action Steps:

- Implement grade-level appropriate universal screening and progress monitoring systems as described in the district literacy and mathematics plans.
- Provide intensive reading instruction as specified in Reading Success Plans for students demonstrating 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 RtI programming annually.
- Investigate additional ways to incorporate intervention into the High School day. Review homeroom practices annually.

People Responsible: Building Principal, Instructional Coaches, Teachers.

Implementation Timeline: September 2026; ongoing with annual monitoring
Implementation/Fidelity Evidence: screening and placement data, intervention plans and delivery records, Reading Success Plans and distribution, progress monitoring, annual program reviews.

Date to Implement Strategy: September 2020

Date of Completion: Ongoing; monitored annually

Goal 1 Academic Measurement Framework for Strategies 1-4

Grades	Reading	Math	Monitoring Cycle
K-3	ELA Priority Standards; Fundations grade-level reading goals; Common literacy assessments; i-Ready Inform Typical Annual Growth	**K-3:** Mathematics priority standards; **K:** Common math assessments **1-3:** Common math assessments; i-Ready Inform Typical Annual Growth	Ongoing progress monitoring; Comprehensive unit assessments; fall, winter, & spring benchmarks
4-8	ELA Priority Standards; Common literacy assessments; i-Ready Inform Typical Annual Growth	Mathematics priority standards; Common math assessments; i-Ready Inform Typical Annual Growth	Comprehensive unit assessments; fall, winter, & spring benchmarks
9-12	ELA Priority Standards; Common literacy assessments; IXL growth ≥ 100	Mathematics priority standards; Common math assessments; IXL growth ≥ 100	Comprehensive unit assessments; fall, winter, & spring benchmarks for participating courses

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

Action Steps:

- Screen K-3 in accordance with the current district assessment plan and use findings to provide support to students identified as being at risk of dyslexia as described in the district literacy plan.
- Screen students in grades 4-12 by parent or teacher request.
- Communicate with parents or guardians about explicit, systematic, diagnostic instruction in phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics.
- Communicate student progress to parents at least three times per year.
- Provide 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, Administrators
Implementation Timeline: September 2026; ongoing with annual monitoring
Implementation/Fidelity Evidence: screening and progress monitoring records, family communication, records of screening requests and results.

Measures:

Grade Level:	Performance Measure	Monitoring Cycle
K-1	Individual goals in i-Ready dyslexia tasks	Weekly monitoring, quarterly common assessments, 3 screening (benchmark) reviews
2-3	Individual goals in i-Ready dyslexia tasks	Biweekly monitoring, common assessments, and 3 screening (benchmark) reviews
4-12	Individualized student goals	Individualized monitoring

Strategy 6: Personalized Learning and Grading
Implement personalized learning and standards referenced grading to address each learner's needs and communicate what students should know and be able to do.

Action Steps:

- Annually evaluate proficiency scales for clarity of learning objectives, learning progression, and success criteria through-Curriculum Leadership Teams and grade-level or content area PLC's
- Provide professional development on writing and implementing proficiency scales and assessments through Bulldog Academy, meetings with administrators and instructional coaches, and Professional Growth and Learning Committee support.

- Provide professional learning on personalized learning and competency based education through district PD Days and High Reliability Schools (HRS) professional learning.

People Responsible: Assistant Superintendent, Principals, Teachers, Professional Growth and Learning Committee, Instructional Coaches
Implementation Timeline: August 2026, ongoing
Implementation/Fidelity Evidence: K-6 standards-referenced report cards, proficiency scales used with students and attached in Embarc, PLC analysis, PowerSchool records

Measure:

Grade Level	Performance Measure	Monitoring Cycle
K-6	Proficiency Scales applied to guide student learning in every priority standard taught; Standards referenced grades provided to parents quarterly	Quarterly grade reports, K-3 assessment communication biweekly, annual proficiency scale review
7-12	Proficiency Scales utilized with students for each unit taught; Hybrid (both traditional and standards based) grade cards provided to parents quarterly	Quarterly grade reports, PowerSchool grade entry weekly, annual proficiency scale review

Strategy 7: Model of Instruction
Implement and sustain *The CJ Way: Teaching and Learning in Carl Junction*, the district's shared Model of Instruction, to strengthen evidence-based teaching practices and support each student's academic growth.

Action Steps:

- Establish shared understanding. Develop teachers' and administrators' understanding of the district's priority New Art and Science of Teaching (NASOT) elements, including their purpose, classroom application, and evidence of impact on student learning.
- Provide ongoing professional learning. Embed modeling, practice, collaboration, and reflection on priority instructional elements into district and building professional learning and new-teacher support.
- Connect professional growth to instructional practice. Support teachers in selecting a priority MOI element for their Professional Development Plan, using self-assessment, student needs, and classroom evidence to guide implementation and reflection.
- Embed the MOI in PLC work. Use collaborative teams to plan instruction, examine student work and assessment evidence, and adjust instructional strategies based on their impact on student learning.
- Implement instructional rounds. Provide regular opportunities for teachers to observe priority MOI elements, collect evidence of teacher and student actions, and reflect on

applications to their own classrooms through a confidential, non-evaluative process.

- Strengthen instructional feedback and coaching. Use principals' roundtables and administrator collaboration to develop shared understanding of effective instruction and strengthen observation, feedback, and coaching practices aligned with the MOI.
- Monitor and refine implementation. Review teacher reflection, classroom observation trends, student learning evidence, and staff feedback annually to identify professional learning needs and refine implementation supports.

People Responsible: Assistant Superintendent, Principals, Bulldog Instructional Leadership Team, Curriculum Leadership Team, Professional Growth and Learning Committee, Instructional Coaches, Teachers
Implementation Timeline: January 2026, ongoing
Implementation/Fidelity Evidence: MOI documents, Agendas from PGL, BILT, CLT, PLC, and Roundtable meetings, Instructional Rounds schedules

Strategy 8: Family and stakeholder communication
Communicate with families and stakeholders regularly about academic programs and provide opportunities for family involvement.

Action Steps:

- Collaborative teams analyze parent, staff, and student survey results about communication and determine whether changes in practice are needed.
- Provide training on communication
- Schedule and communicate building-specific family events.

People Responsible: Principals, Teachers
Implementation Timeline: August 2026, ongoing
Implementation/Fidelity Evidence: Parent/Student/Staff surveys, Grade cards distributed quarterly, Events schedules on website, social media, and mass communication platforms

Annual Reading Results

Grade	Assessment	Percent Met Growth Projection* 2024	2025	2026
K	Fundations	82%	82%	
1st	Fundations	90%	92%	
2nd	iReady	71%	65%	62%
3rd	iReady	71%	73%	64%
4th	iReady	69%	66%	70%
5th	iReady	59%	63%	63%
6th	iReady	62%	61%	71%

7th	iReady	59%	58%	55%
8th	iReady	50%	59%	66%
LA 1	IXL	54%	56%	50%
LA 2	IXL	38%	27%	35%
LA 3	Practice ACT	65%	67%	
LA 4	Local Assessment	85%	89%	

**i-Ready percentage of students reaching Annual Typical Growth; IXL percentage of students with annual growth of at least 100*

Annual Mathematics Results

Grade Level	Assessment Used	Percent Met Growth Projection* 2024	2025	2026
K	Local Assessment	93%	87%	
1st	Local Assessment	91%	90%	
2nd	iReady	50%	60%	73%
3rd	iReady	61%	50%	59%
4th	iReady	39%	31%	45%
5th	iReady	46%	60%	51%
6th	iReady	77%	90%	85%
7th	iReady	63%	58%	49%
8th	iReady	61%	71%	69%
Algebra 1	IXL	79%	63%	65%
Principles Classes (POM, POG, POA)	IXL	59%	70%	

HS – Other Math	Local Assessment	81%	86%	

**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:

- Implement the Carl Junction Portrait of a Graduate (PoG)
- 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
Implementation Timeline: August 2026, ongoing
Implementation/Fidelity Evidence: proficiency scales and rubrics, student progress reports (K-8), student self-reflection (9-12), common assessments

Measure A:

Grade Level	Performance Measure	Monitoring Cycle
K-1	Proficiency Scales applied to guide student learning in each durable skill; standards referenced progress provided to parents quarterly	Ongoing progress monitoring, quarterly communication with families
2-8	Proficiency Scales applied to guide student learning in each durable skill; standards referenced progress provided to parents quarterly	PowerSchool grade entry and grade reports quarterly

9-12	Student self-reflection documents provided in Canvas LMS	Student self-reflection twice annually

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 and improve their MAP Index Points each year.

	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: Implement the Carl Junction R-1 Real World Learning Scope & Sequence

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
Implementation Timeline: August 2025, ongoing
Implementation/Fidelity Evidence: Scope and Sequence document, student surveys, events on school calendar, student data on participation in college/career-ready programming (DC, AP, CTE, etc.)

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
- 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,
Implementation Timeline: August 2025, ongoing
Implementation/Fidelity Evidence: HS planning guide, student participation in college/career-ready programming, MVA data

Year	Progress Measure (# of Course Offerings/ # of Enrolled Students)
2021-2022	**66/1305**
2022-2023	**76/1325**
2023-2024	**63/1346**
2024-2025	**63/1321**
2025-2026	

Measure:
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
Implementation Timeline: August 2025, ongoing
Implementation/Fidelity Evidence: ICAP data, post-secondary data

Measures:

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

	Percent of Students with ICAP				
	2021-2022	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**
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	86.8
2024	92.8
2025	93.9
2026	93.8

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 Copy of Carl Junction R-1 School District Student Wellness Progra…

People Responsible: Health/PE Teachers, Counselors
Implementation Timeline: August 2026, ongoing
Implementation/Fidelity Evidence: Wellness plan, fitness zone reports

Strategy 2: Ensure school counselors' time and responsibilities are aligned with identified student needs, prioritizing the availability and timely delivery of responsive services.

Action Steps:

● Counselors complete time/task analysis and review with administration each semester to analyze needs

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

● Counselors will collaborate vertically during PLC time on a quarterly basis

● Collaborate with area schools to create a school counselor advisory council

● Counselors may request PGL funding to participate in professional learning opportunities.

People Responsible: Administration, Counselors
Implementation Timeline: August 2026, ongoing
Implementation/Fidelity Evidence: Time/task analysis reports, PLC minutes, PGL records

Strategy 3: Implement a mental health curriculum.

Action Steps:

- Beginning in grade 2, library media teachers will implement grade-level appropriate units of instruction focused on appropriate online behavior. Instruction will include cyberbullying & response and the dangers of sharing personal information online, online predators and how to report inappropriate situations and/or abuse.
- Counselors will provide age-appropriate instruction, aligned with the Missouri Comprehensive School Counseling Standards, for healthy mental habits. In accordance with MO statute, this instruction includes age-appropriate suicide awareness and prevention instruction beginning in fifth grade, and trauma-informed, developmentally appropriate sexual abuse training beginning in 6th grade.
- District health teachers will provide age-appropriate allergy prevention & response aligned with state Health GLE's
- HS health courses will provide CPR and Heimlich Maneuver training for all students prior to graduating as well as mental health awareness training.

People Responsible: Technology teachers, Counselors, Principals
Implementation Timeline: August 2026, ongoing
Implementation/Fidelity Evidence: Embarc Units of Instruction, building schedules

Strategy 4: Utilize a tiered system of behavior supports in each district building.

Action Steps:

● Staff in grades K-6 will utilize Positive Behavior Intervention Support (PBIS) and Behavior Intervention Support Teams (BIST) to:

- Teach school- and classroom-wide expectations for behavior and conduct (Tier1)

- Provide specialized, targeted interventions to students in need of additional behavior support
- Create and implement individualized plans for students with severe, chronic behavioral needs

People Responsible: Principals, Assistant Principals, PBIS and behavior support staff
Implementation Timeline: August 2020, ongoing
Implementation/Fidelity Evidence: PGL documents, behavior referral data, school calendar

Measure:

		Referrals				
GR	**Performance Measure**	**0-1 2021-2022**	**0-1 2022-2023**	**0-1 2023-2024**	**0-1 2024-2025**	
K-6	● Decrease in behavior referrals ● Decrease in the number of students requiring Tier 3 behavior support ● Individual student progress on BIST continuum	K-1: 96% 2-3: 97% Int: 80%	K-1: 97% 2-3: 89%	K-1: 97% 2-3: 93%	K-1: 99% 2-3: 93%	
7-12		JH: 62% HS:	HS:	HS: 83%	HS: 76%	

Strategy 6: Partner with community stakeholders to provide access to physical and

mental health/wellness resources 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
- Host an annual back-to-school event which includes access to community resource providers
- Initiate the "Whole Child, Whole Community" partnership to support parents and community partners in their efforts relating to student health.

People Responsible: Administration, Nurses, Counselors,
Implementation Timeline: August 2020, ongoing
Implementation/Fidelity Evidence: Freeman transportation data, resource list on district website, meeting minutes, Bright Futures data

Appendix A

GLOSSARY of TERMS

- **ACT/ACT Composite -** A college-readiness assessment; the composite is its overall reported score.
- **AP -** Advanced Placement; College-level high school courses with associated exams that may qualify students for college credit.
- **APR -** Annual Performance Report; Missouri's annual report of school district performance on state accountability measures.
- **Aspire** - Professional learning that helps middle and high school educators strengthen students' reading and writing across subjects.
- **BILT** - Bulldog Instructional Leadership Team; A district team that supports implementation and improvement of the district's model of instruction.
- **BOE** - Board of Education; The elected school board that establishes district policy and approves district plans and budgets.
- **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.
- **Benchmark Assessment** - An assessment given at scheduled points during the year to check learning and help teachers plan instruction.
- **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.
- **CLT** - Curriculum Leadership Team; A team of teachers that helps guide curriculum, assessment, and instructional improvement.

- **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.
- **CTE** - Career and Technical Education; Courses and experiences that develop knowledge and skills for careers.
- **DC** - Dual Credit; Courses through which students can earn both high school and college credit.
- **DESE** - Department of Elementary and Secondary Education; The state agency that oversees Missouri's public elementary and secondary education system.
- **Durable Skills** - Formerly referred to as "soft skills", are skills used across school, work, and life. Carl Junction's Portrait of a Graduate emphasizes compassion, critical thinking, life skills, and academic behaviors.
- **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.
- **EOC -** End-of-Course Assessment; A state assessment given after designated high school courses to measure learning in that subject.
- **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.
- **Fundations** - a multisensory and systematic phonics, spelling, and handwriting program for K-3 students. It is a whole-class, general education (tier 1) program
- **GLEs** - Grade-Level Expectations; Statements describing what students should know and be able to do at a particular grade level.
- **HRS** - High Reliability Schools; A school improvement framework used to strengthen school practices, instruction, and student learning.
- **ICAP** - Individual Career and Academic Plan; A student's plan connecting interests, courses, career goals, and education or training after high school.
- **IEP** - Individualized Education Program; A written plan describing a student's special education goals, services, and supports.
- **Implementation/Fidelity Measure** -the measure used to determine whether a specific strategy is implemented as intended
- **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.
- **Instructional Rounds** - Structured classroom visits through which teachers learn from observed instruction and reflect on their own practice. The visits are confidential and are not teacher evaluations.
- **Intrapersonal / Interpersonal Skills** - Intrapersonal skills help students understand and manage themselves; interpersonal skills help students communicate and work with others.
- **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.
- **LEA -** Local Education Agency; A school district or other local agency responsible for providing

public education. In this document, it refers to Carl Junction R-1.

- **Learning Progression** - A sequence showing how knowledge and skills develop toward a learning goal.
- **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.
- **LMS** - Learning Management System; An online platform used to organize assignments, resources, and student learning. Canvas is the district's LMS.
- **MAP** - Missouri Assessment Program; Missouri's statewide assessment program used to measure student learning in required subjects.
- **Missouri Learning Standards** - 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.
- **MOI -** Model of Instruction; The district's shared framework for effective teaching.
- **Morphology** (reading) - the knowledge of meaningful word parts in a language called morphemes (typically prefixes, suffixes, and/or roots, and base words).
- **MPI** - MAP Performance Index; A summary score reflecting students' performance levels on state assessments.
- **MSIP** - Missouri School Improvement Program; Missouri's system of standards and reviews used to evaluate and support school district improvement and accreditation.
- **MVA** - Market Value Asset; An experience, credential, or accomplishment that helps prepare students for further education or employment. The district determines which opportunities qualify.
- **NASOT** - New Art and Science of Teaching; The teaching framework from which the district selected its priority instructional practices.
- **PBIS -** Positive Behavioral Interventions and Supports; A schoolwide approach to teaching behavior expectations and providing additional support based on student needs.
- **PD** - Professional Development; Learning opportunities that help educators strengthen their knowledge and practice.
- **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.
- **Postsecondary** - Education, training, or opportunities after high school.
- **Priority Standards** - Learning expectations selected for particular emphasis because they are essential for future learning and success.
- **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.
- **Real World Learning** - Learning that connects school knowledge and skills with authentic tasks, careers, and community experiences.
- **Reading Success Plan** - A written plan identifying a student's reading needs, targeted instruction, progress checks, and ways families can help.
- **Response to Intervention** (RtI) - a process to identify struggling learners and provide targeted instruction as needed.
- **Responsive Services** - Counseling support that addresses students' immediate or emerging needs, individually or in small groups, with referrals when appropriate.
- **Rubric** - A scoring guide describing the features of work or performance at different levels.
- **Scope and Sequence** - A plan showing what will be taught or experienced and the order in which it occurs across grades or courses.
- **SLO** - Student Learning Objective; a process for gathering and analyzing student assessment data for use in instructional evaluation.
- **Standards Referenced Grading** - measuring student performance according to their progress toward mastery of learning targets or standards.
- **Success Criteria** - Specific descriptions of what successful learning looks like.
- **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.
- **Time / Task Analysis** - A review of how counselors spend their work time to determine whether responsibilities align with student needs.
- **Typical Annual Growth** - An i-Ready measure of expected yearly growth for students with similar starting achievement levels.
- **Universal Screening** - A brief assessment given to all students in a designated group to identify who may need additional support.
- **Vertical Collaboration** - Staff from different grade levels working together to align instruction or student supports.
- **Vision Committee** - a committee representing educators in all CJR-1 school buildings focused on collaborative improvement of the school district.

Reading Instruction Terminology

- **Diagnostic Instruction** - Adjusting teaching based on evidence of a student's strengths and needs.
- **Explicit Instruction** - Clear explanations and modeling.
- **Semantics** - The meanings of words and sentences.
- **Sound-Symbol Association** - Connecting speech sounds with written letters or letter combinations.
- **Syntax** - How words are arranged into sentences.
- **Systemic Instruction** - Teaching skills in a planned sequence.

Appendix B

CSIP HISTORY

2018-2019 Review 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			

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.

Fall 2026 Portrait of a Graduate measurements were added to CSIP Goal 2, replacing previous measures of soft skills attainment. CSIP Goal 1 was updated to reflect required DESE assessment changes. CSIP Goal 3 was updated to reflect new Wellness Committee and community engagement goals and action steps.