

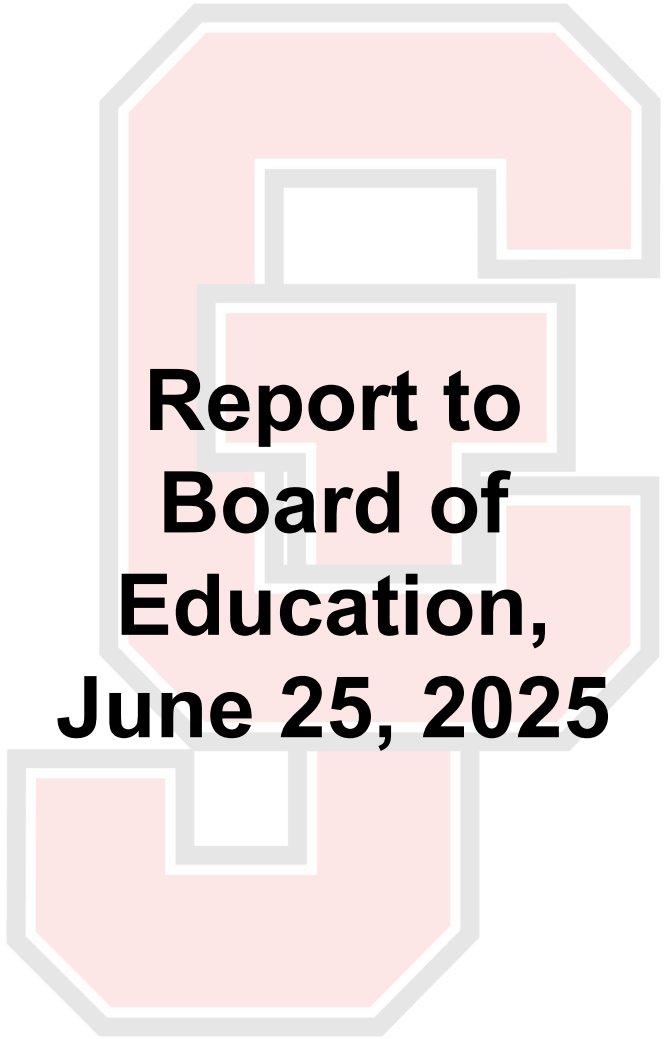


CSIP

**Portrait
of a
Graduate**

**Real
World
Learning**

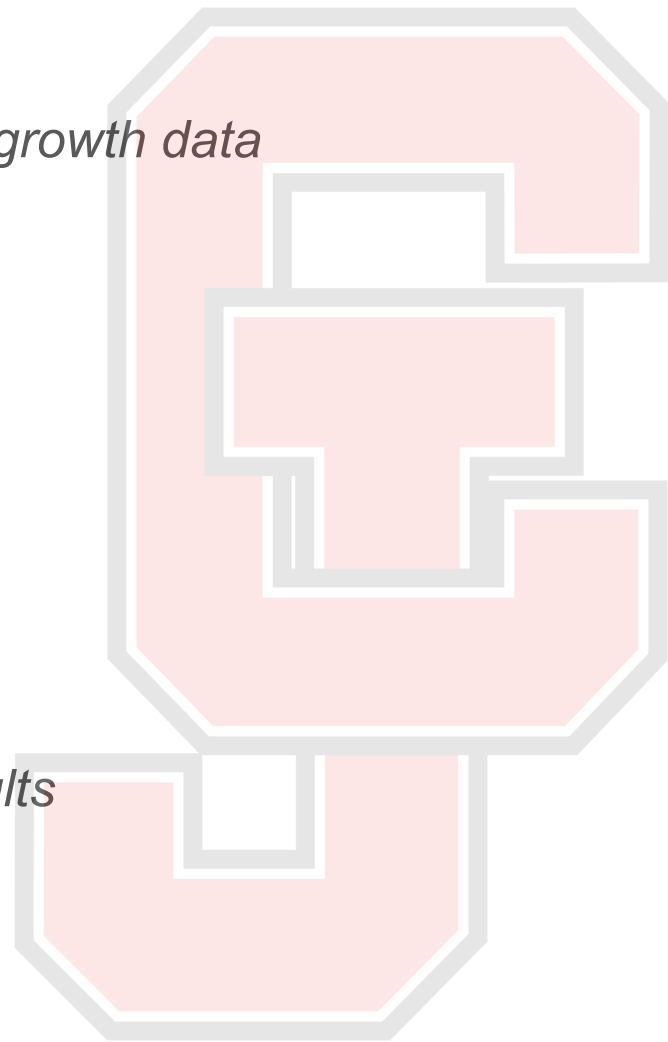
**High
Reliability
Schools**



**Report to
Board of
Education,
June 25, 2025**

Agenda

- *CSIP Goal 1: Reading and Math end-of-year growth data*
- *CSIP Goal 2: Soft Skills mastery data*
 - *Portrait of a Graduate*
 - *Stakeholder feedback*
 - *Real World Learning*
 - *Review of [proposed changes to CSIP](#)*
- *High Reliability Schools*
 - *Level 1 survey data & responsive actions*
 - *Stakeholder feedback on survey results*
 - *Level 2 planning*
- *AI Committee Update*
 - *Stakeholder feedback*





CSIP Goal 1

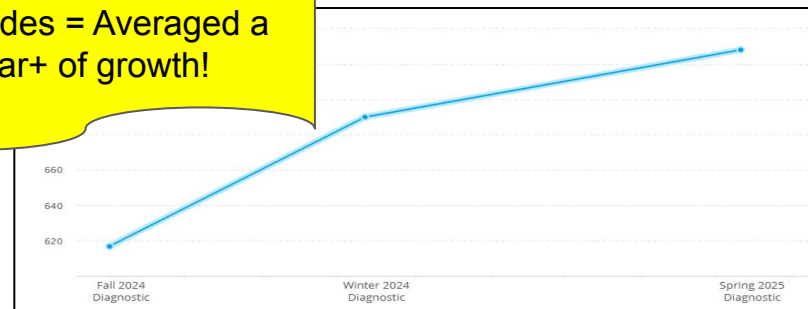
Each Carl Junction R-1 student will reach their individualized growth target in both reading and mathematics every year.

HIGH SCHOOL - Math

9th grade (Alg. 1 + Principles)

- Fall 2024 = Avg. 617
- Spring 2025 = Avg. 728
- 119/189 students = 1+ year growth

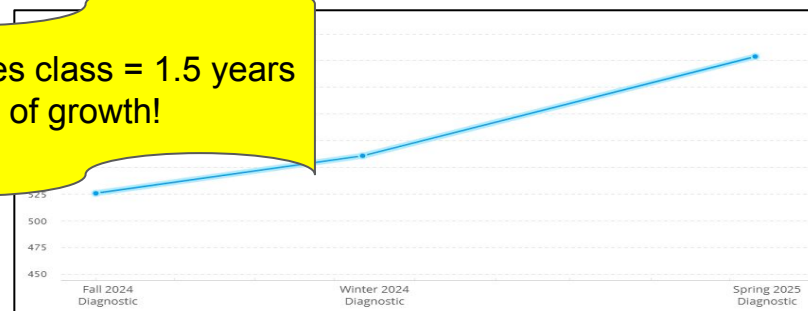
All grades = Averaged a year+ of growth!



10th grade (Principles)

- Fall 2024 = Avg. 526
- Spring 2025 = Avg. 654
- 30/43 students = 1+ year growth

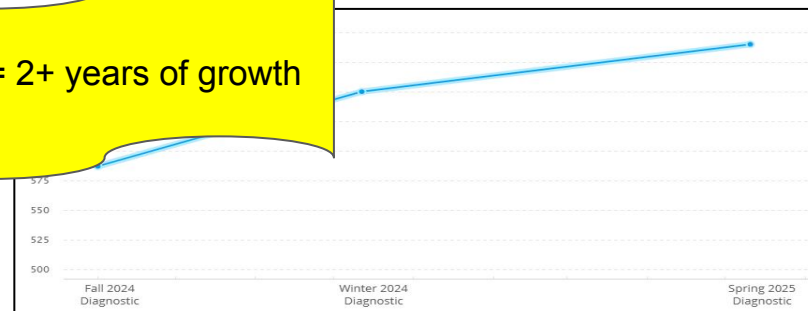
Principles class = 1.5 years of growth!



11th grade (Principles)

- Fall 2024 = Avg. 587
- Spring 2025 = Avg. 690
- 21/30 students = 1+ year growth

28% = 2+ years of growth



HIGH SCHOOL - ELA (LA1, LA2, LA3)

LA 1

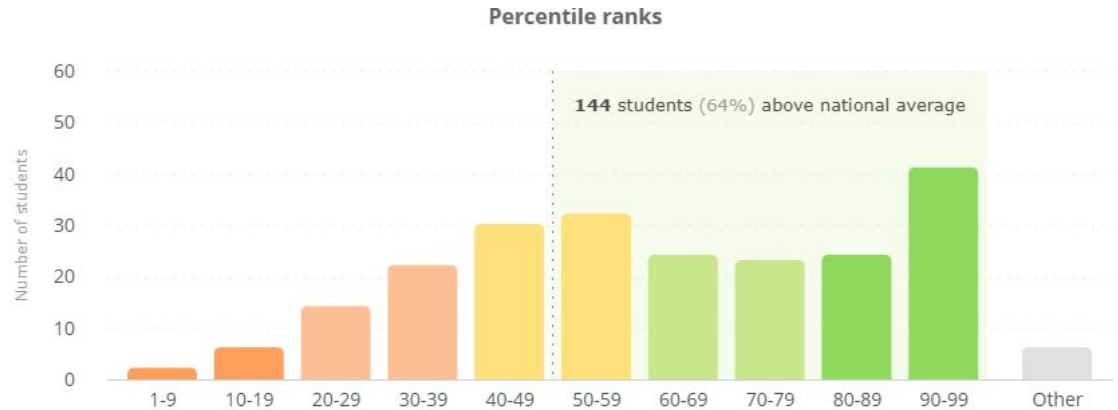
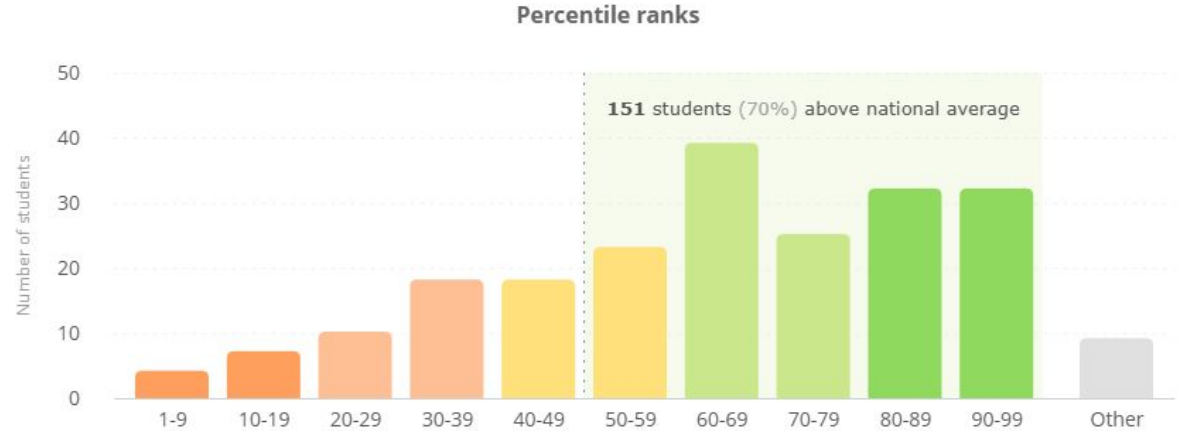
- Fall 2024 = 797
- Spring 2025 = 884
- 106/190 = 1+ year

LA 2

- Fall 2024 = 907
- Spring 2025 = 920
- 55/205 = 1+ year

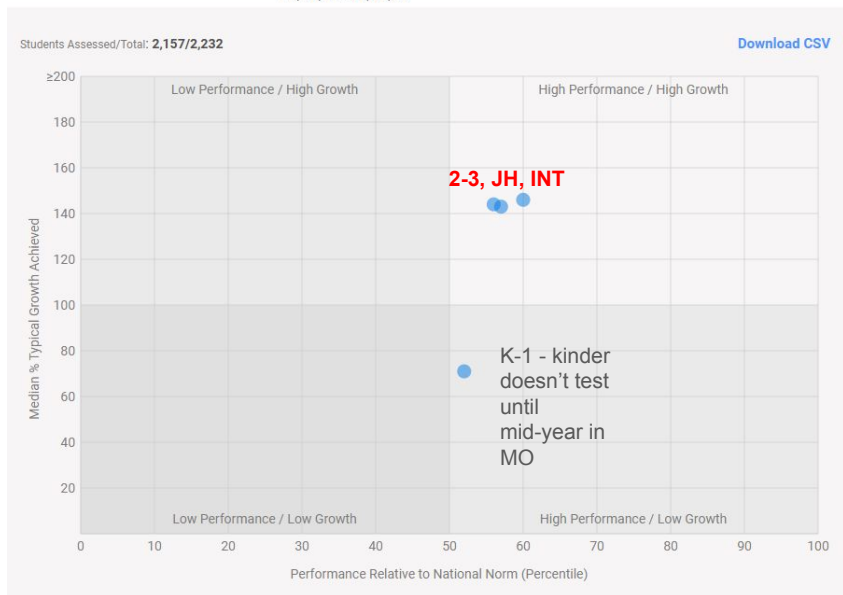
LA 3 (ACT)

- Fall 2024 = 16.9
- Spring 2025 = 19.9
- 61% = “college ready”

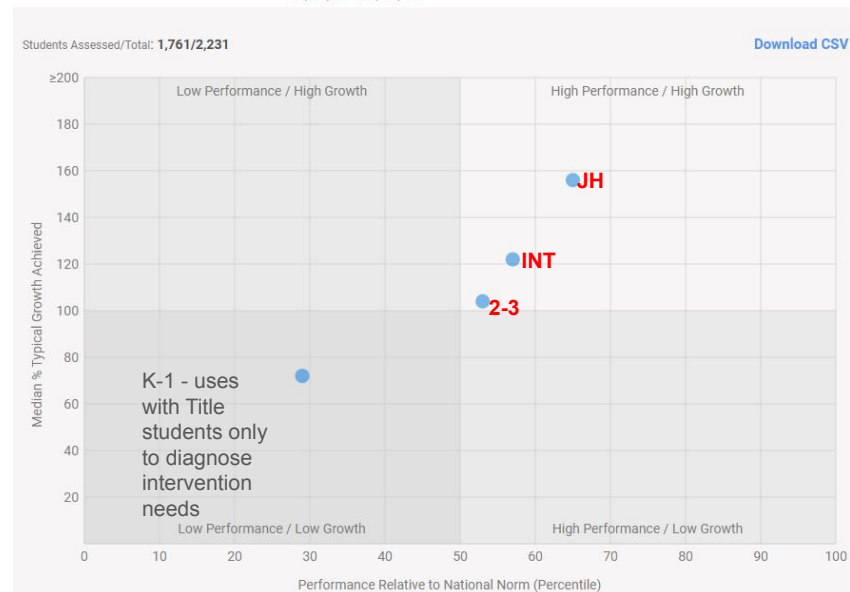


i-Ready Performance Relative to National Norm Grades 2-8

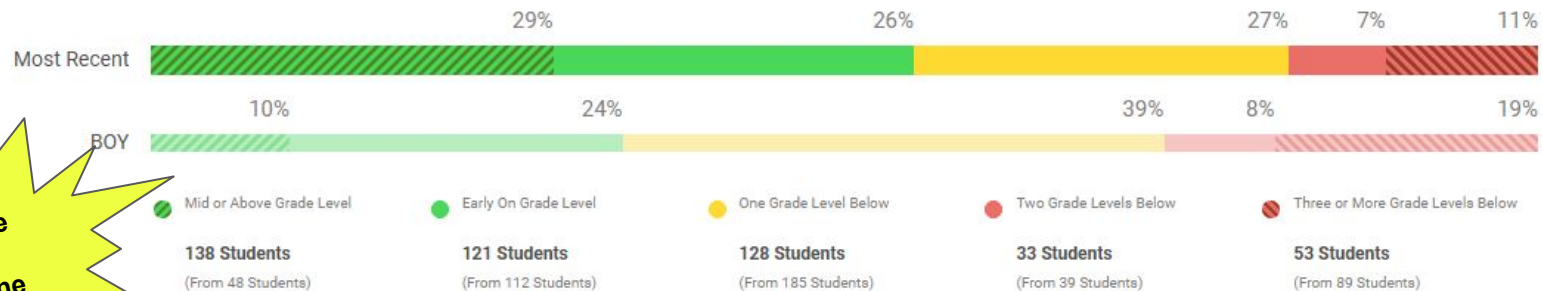
Student Growth in Reading Shown by School ×
Across the District from Fall to Spring (March 2 - End of Year)
03/02/25 - 06/30/25



Student Growth in Math Shown by School ×
Across the District from Fall to Spring (March 2 - End of Year)
03/02/25 - 06/30/25



Junior High iReady **Math** For 2024-25



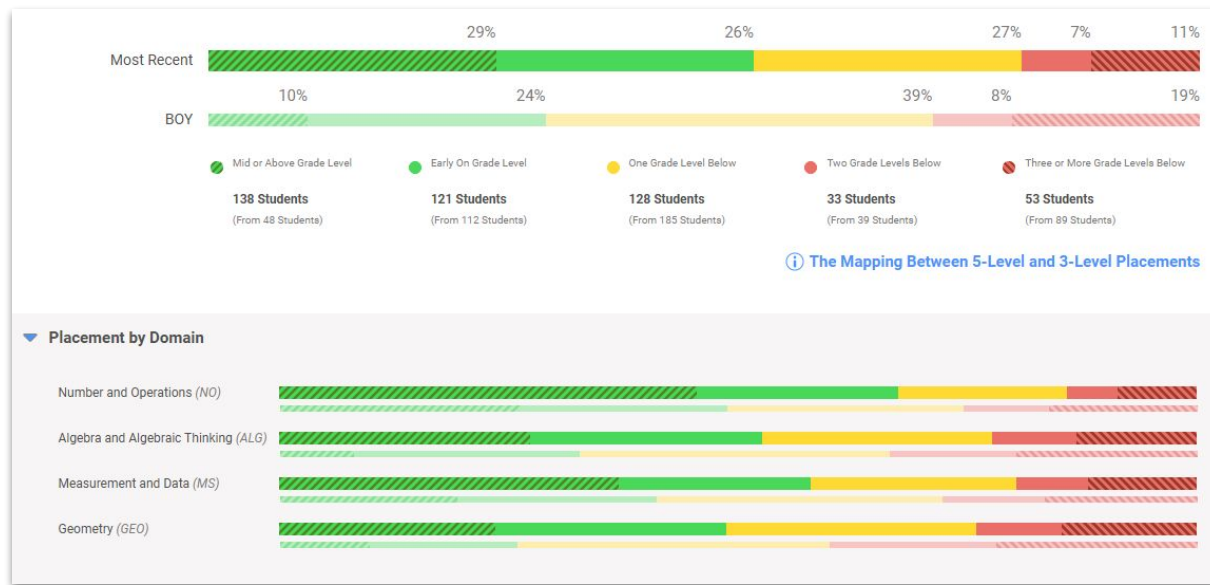
[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain

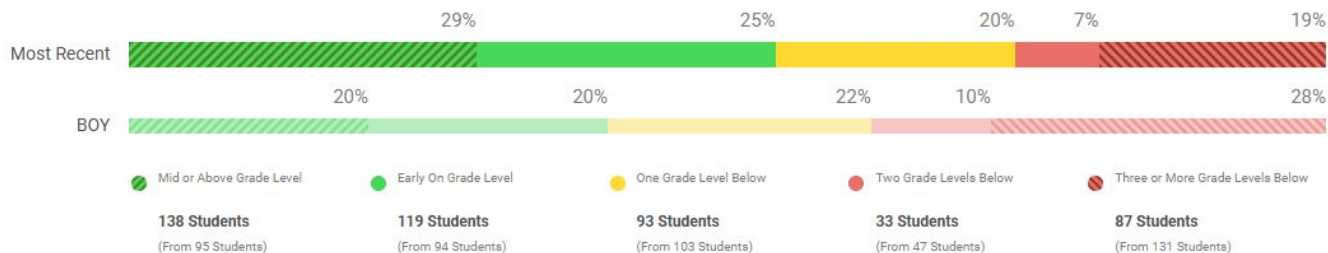


Junior High iReady **Math** For 2024-25

1. Reasons:
 - a. Access to content
 - b. Alignment with new curriculum
 - c. MyPath
 - d. Interventions
 - e. Teacher collab.
2. Reaching Conclusions:
 - a. Strengths?
 - b. Challenges?
3. Next Steps:
 - a. Building on strengths
 - b. Collaboratively addressing challenges



Junior High iReady Reading For 2024-25

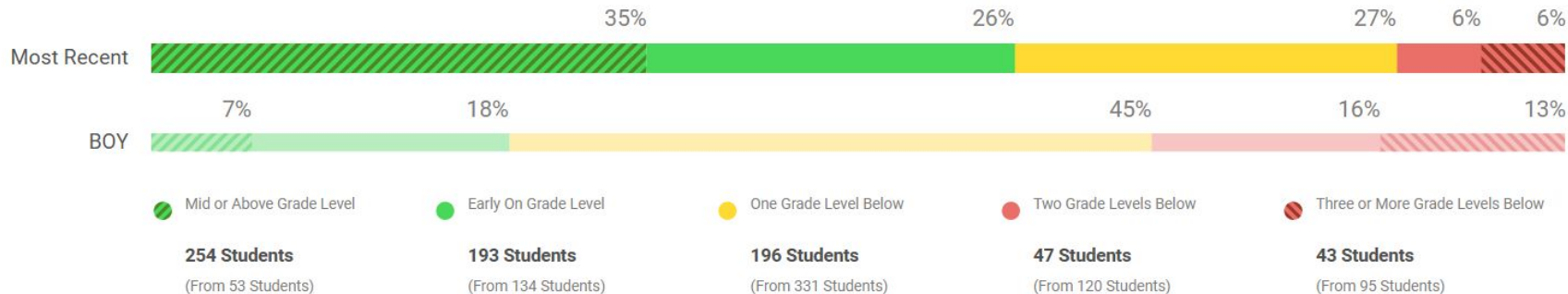


[i The Mapping Between 5-Level and 3-Level Placements](#)

▼ Placement by Domain

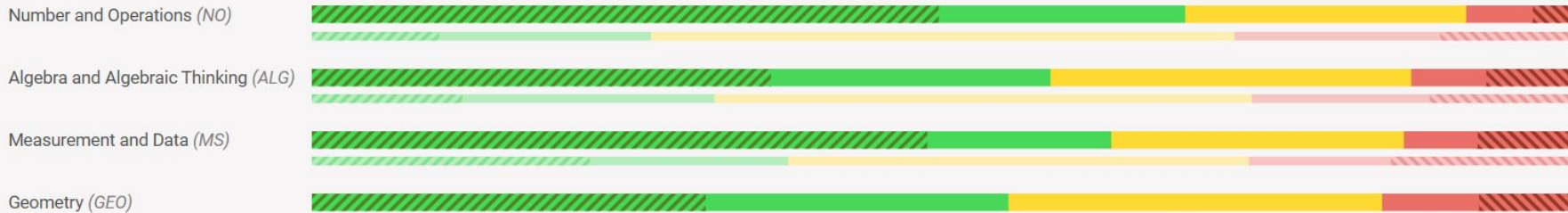


Intermediate iReady Math For 2024-2025

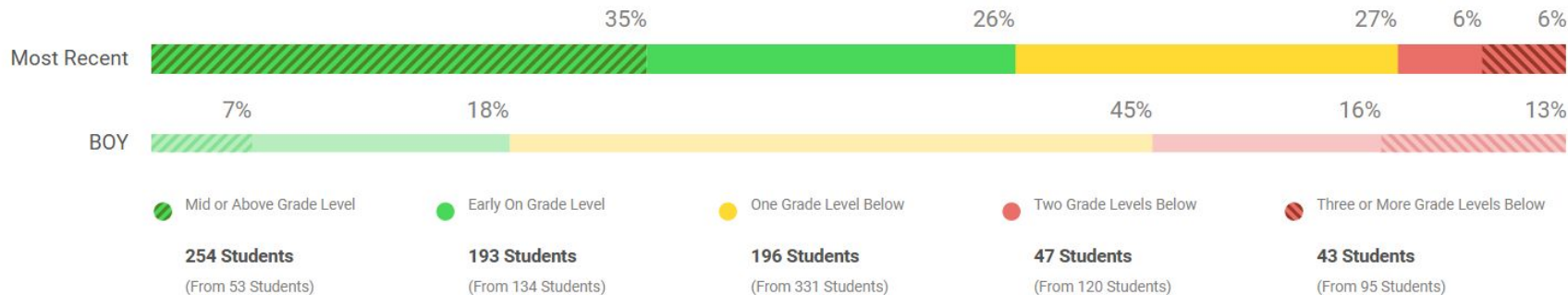


[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Intermediate iReady **Reading** For 2024-2025



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain

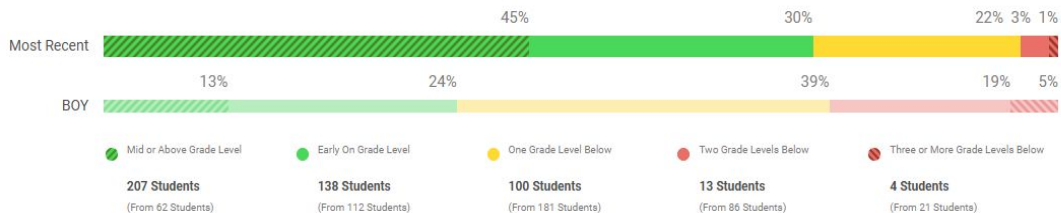


Primary 2-3 iReady **Reading** For 2024-25

75% of Building on grade level or above.

Improvement Plan

- Continue instruction and stay above the norm.
- Continued Intentional Interventions and start earlier in year.
- Increase validity and common use of formative assessments.



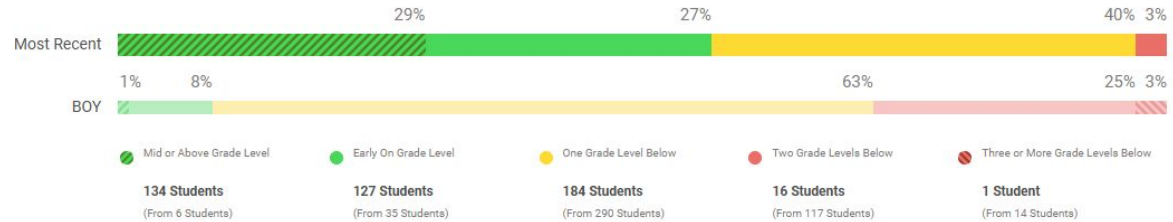
[i The Mapping Between 5-Level and 3-Level Placements](#)



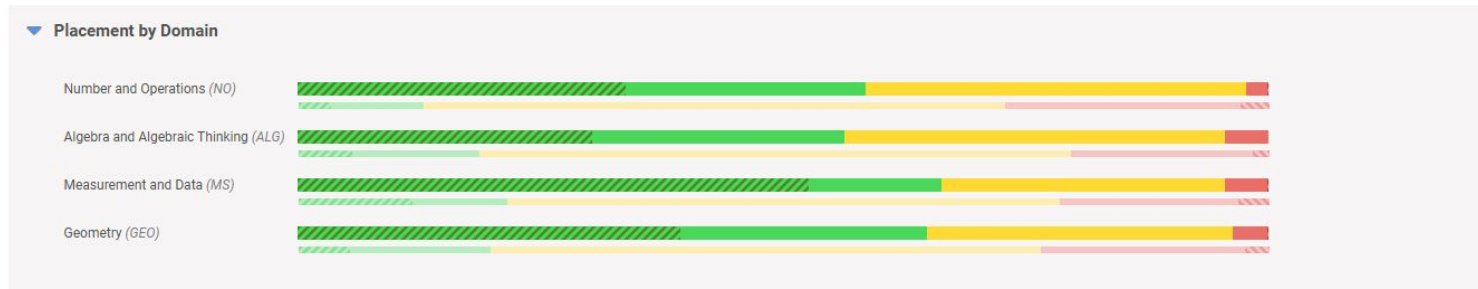
Primary 2-3 iReady Math For 2024-25

Improvement Plan

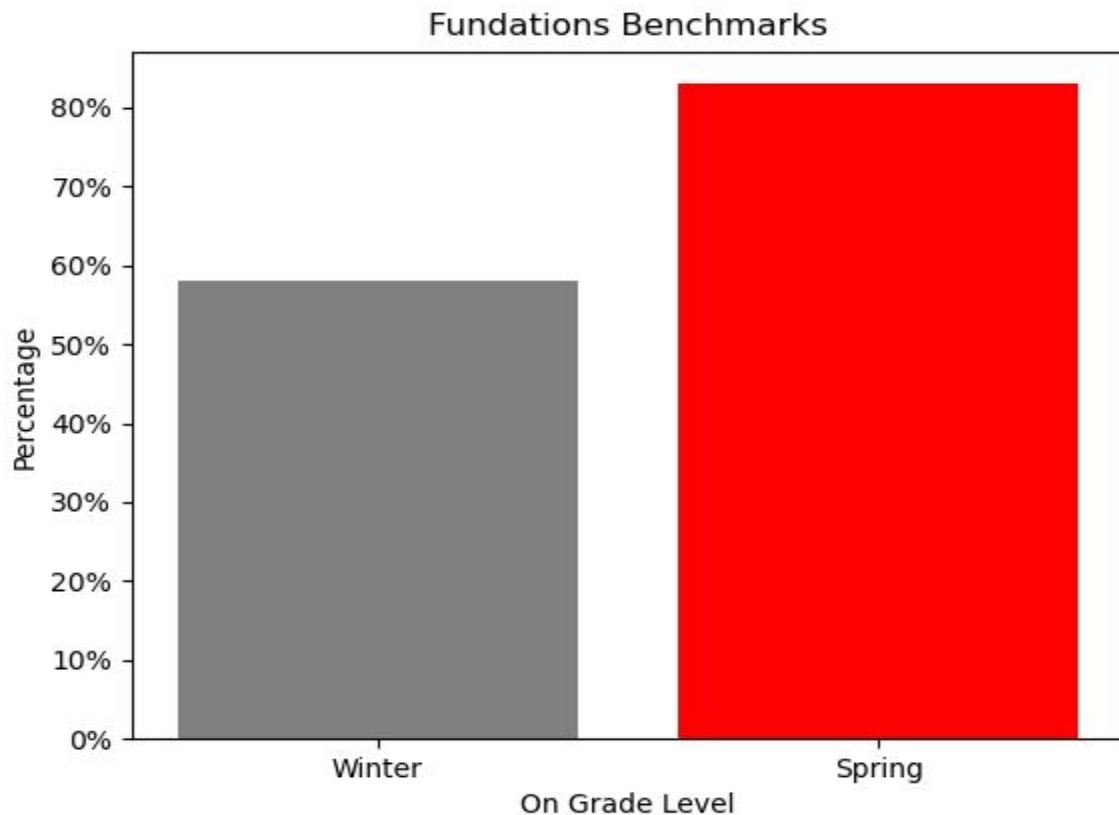
- Increase the High Quality instruction by using new program with validity.
- Build of RTI and make more aligned with I-ready program.
- Increase “My path validity and usage.”



[The Mapping Between 5-Level and 3-Level Placements](#)



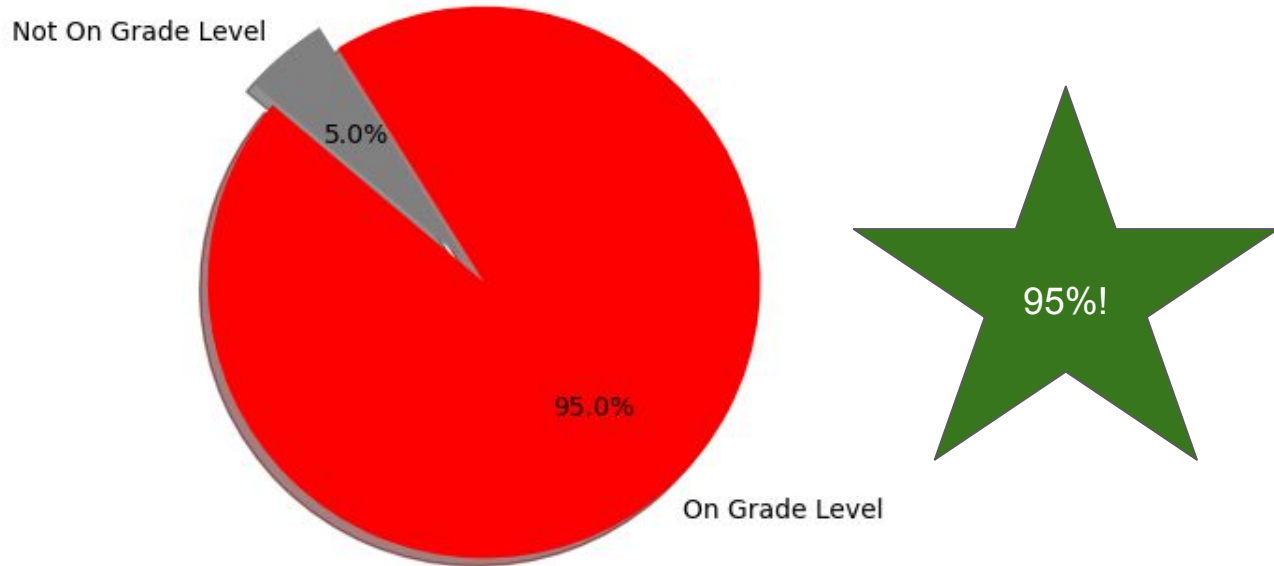
Kindergarten Reading Data For 2024-25



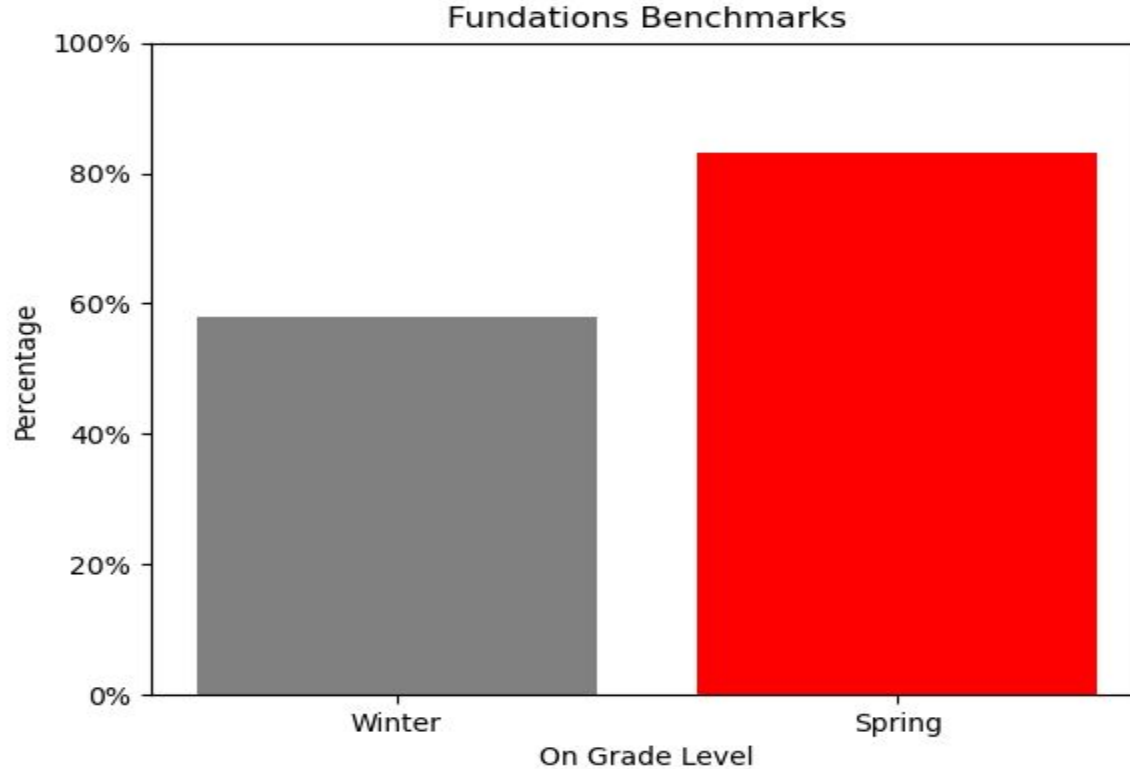
25%
more
on
grade
level

Kindergarten Reading Data For 2024-25

iReady Spring Benchmark

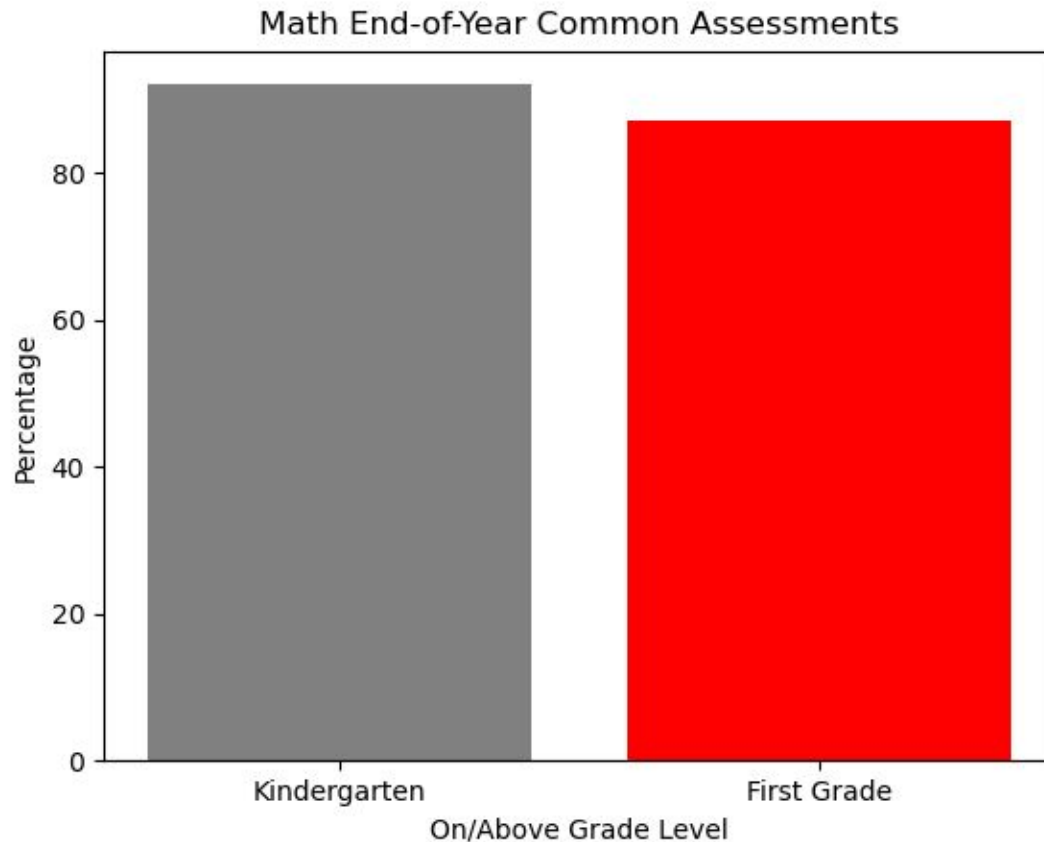


First Grade Reading Data For 2024-25



22%
more
on
grade
level

K-1 Math Data For 2024-2025





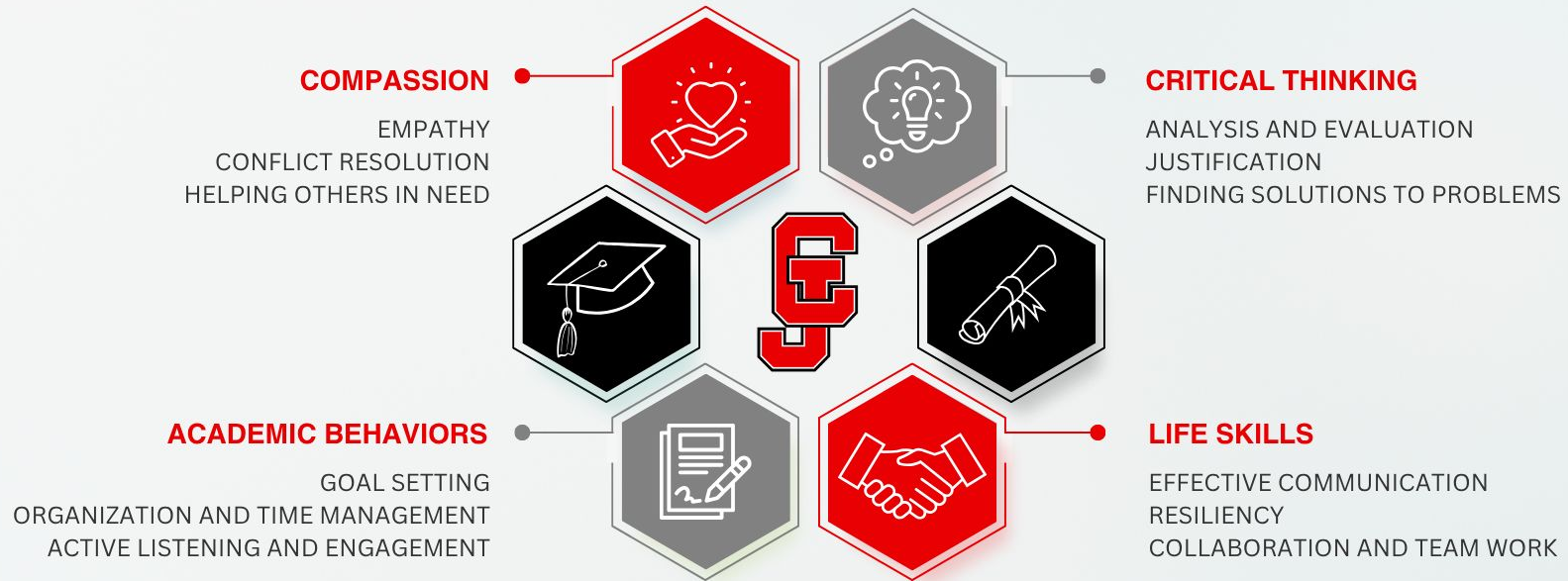
CSIP Goal 2

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

Soft Skills Attainment

Grade	Skill	Baseline	EOY	Grade	Skill	Baseline	EOY
Pre-K	Manners	71%	81%	6	Communication with adults	85%	92%
K	Eye Contact	87%	88%	7/8	Organization	51%/56%	70%/70%
1	Speaking when spoken to	82%	90%	7/8	Collaboration	49%/39%	77%/59%
2	Self-Control	49%	59%	HS	Problem Solving	53%	75%
3	Please & Thank You	59%	80%	HS	Accepting Differing Opinions	73%	85%
4	Hand Shaking	89%	91%	HS	Constructive Criticism	58%	75%
5	Not Interrupting	86%	88%	HS	Professionalism	74%	85%

CARL JUNCTION SCHOOLS



PORTRAIT OF A GRADUATE

Portrait of a Graduate 2023-2025



Sept. 2023:
Research “what”
& “why” of
Portrait of a
Graduate

January 2024:
Surveyed
Community,
Staff, Students

October 2024:
Analyzed
Results,
Developed
“Look-fors”

January 2025:
Teachers
developed
rubrics for
identified skills

April 2025:
Presented to
stakeholders for
feedback

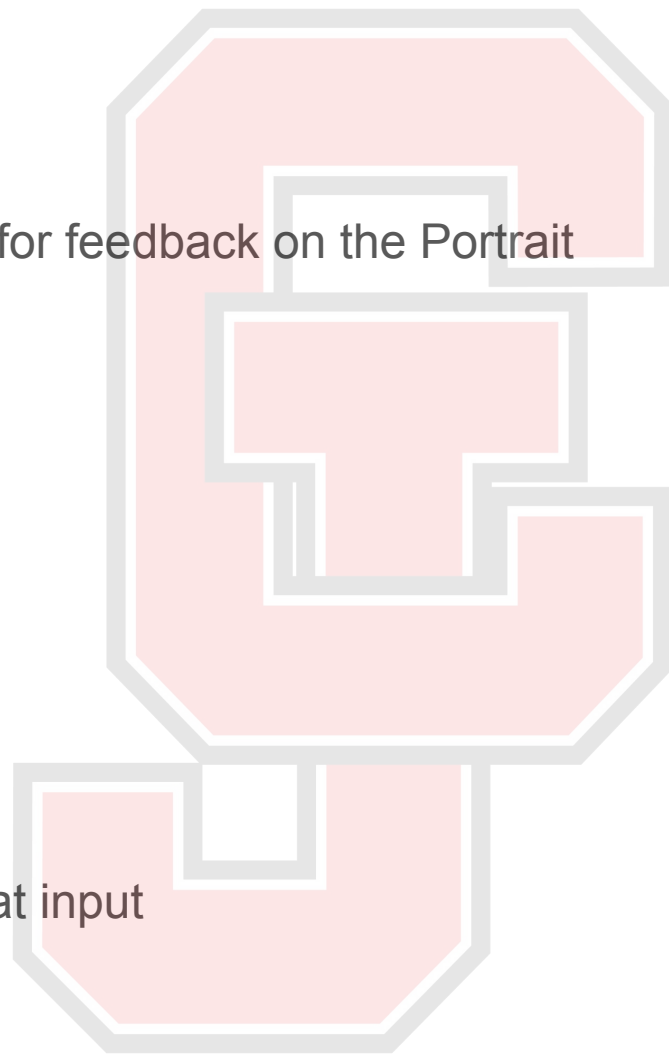
August 2025:
Introduce to
students and
families

Stakeholder Feedback

We asked a group of parents, students, and teachers for feedback on the Portrait of a Graduate

- Graphic
- Rollout to Families
- Making it Visible
- Highlighting & Celebrating Students
- Professional Learning & Collaboration
- Incorporating PoG into Learning
- Student Portfolios

Here is a link to a ChatGPT-generated [summary](#) of that input



Portrait of a Graduate 2025-2027



August 2025:
Students
develop
understanding of
durable skills

- Fall 2025:
- Graphics
 - Teacher Guide
 - Small Pilot

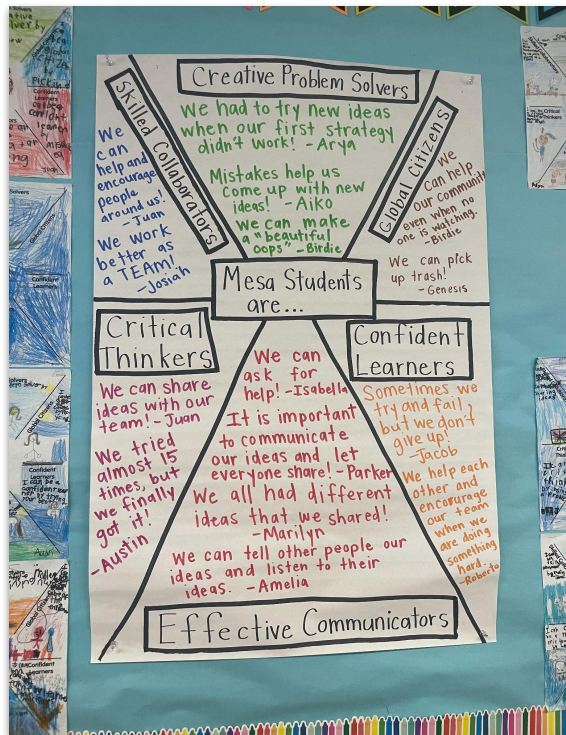
January 2026:
Teacher training
with facilitation
guide

- Spring 2026:
- Evaluate pilot
 - Research portfolios

Fall 2026:
Implement
scales & rubrics

Spring 2027:
Report Durable
Skills data

Bringing Portrait of a Graduate to Life at CJ



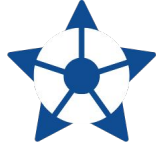


Portrait of a Graduate

Identifies traits and skills we aim to cultivate in students by the time they graduate high school

Real World Learning

Provides students with opportunities to develop them



Success-Ready Students Network

A group of school districts from across the state of Missouri that formed in 2022-23 leading a statewide effort to support a long-term transition to competency-based learning in public schools, including the **design and implementation of new state assessment** and accreditation systems.



Students empowered to make decisions about their learning experiences.

Assessments are meaningful, positive, and empower learning for students.

Students receive timely, differentiated support based on individual needs.

Student progress is based on evidence of mastery, not seat time.

Students learn actively using different pathways and varied pacing.

Equity is embedded in the culture, structure, and pedagogy of the system.

Common expectations are explicit, transparent, measurable, and transferable.



Real-world learning experiences support HS and beyond readiness.

EXPLORE

Develop awareness through short bursts of content or activities, such as a workplace tour or virtual career introduction.



ENGAGE

Apply learning through practical experience, such as CCPs



IMMERSE

Perform work in authentic environments with other working professionals, such as in an internship or apprenticeship.



**PREK - 5TH
GRADES**

**MIDDLE SCHOOL/
JUNIOR HIGH**

**EARLY HS
9TH & 10TH GRADES**

**11TH & 12TH
GRADES**

BEYOND

*Interest awareness
& exposure to jobs*

*Interest awareness,
exploration into industries,
& career clusters*

*Career exploration &
Practical Experiences
via MVAs*

*Practical or immersive
experiences via MVAs*

*Student can apply
and share outgrowths*

Intentional Incorporation of Real World Learning K-12



Proposed Changes to CSIP Goal 2, Strategy 1

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 and measurement of identified durable skills 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.
 - The Vision Committee will research platforms for student portfolios relating to Portrait of a Graduate.

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

Proposed Changes to CSIP Goal 2, Strategy 2

Action Steps: * to be added to Strategy 1, action step 2

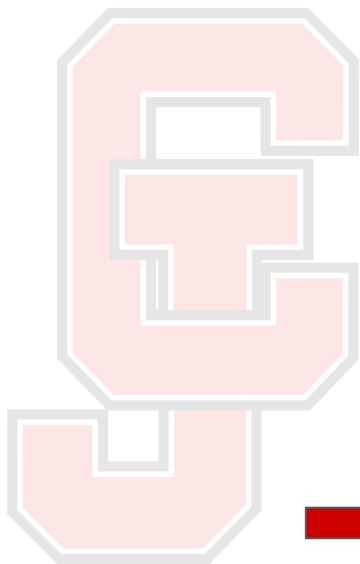
- ~~Develop a PK-12~~ Teachers will emphasize Portrait of a Graduate durable skills utilizing the activities in the CJR-1 [Real World Learning Scope & Sequence](#)

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



High Reliability Schools

A framework to monitor the effectiveness of our practices



2025-2026



2024-2025

HRS

High Reliability Schools

5

Competency-Based Education

4

Standards-Referenced Reporting

3

Guaranteed and Viable Curriculum

2

Effective Teaching in Every Classroom

1

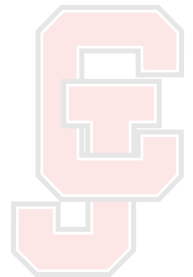
Safe, Supportive, and Collaborative Culture



Leading Indicators for Level 1

Safe and Collaborative Culture

- 1.1 The faculty and staff perceive the school environment as safe and orderly.
- 1.2 Students, parents, and the community perceive the school environment as safe and orderly.
- 1.3 Teachers have formal roles in the decision-making process regarding school initiatives.
- 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
- 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
- 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.
- 1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.



District Strengths

Safe Environment	Clear Rules and Communication	Collaborative Teacher Teams	Instructional Time/Resource	Parent Empowerment
<ul style="list-style-type: none">• High levels of agreement from staff (~89%), parents (83–90%), and students (96%) regarding safety procedures and emergency preparedness.• Emergency procedures are well-practiced and known by students and staff.	<ul style="list-style-type: none">• Strong agreement from staff (88%) and students (95%) that rules are clear, and reporting systems are in place.• Parents (81.5%) and students (89%) largely acknowledge communication systems for safety alerts.	<ul style="list-style-type: none">• Staff report moderate to strong agreement regarding the use of PLCs and common assessments.• Staff reflect that collaborative structures are present and functioning in many areas.	<ul style="list-style-type: none">• Majority of staff and 80% of students report having sufficient time and materials for instruction.• Master schedules reflect instructional priorities.	<ul style="list-style-type: none">• 95% of parents feel empowered to contact the school.• Strong parent confidence in communication systems for emergencies and alerts.

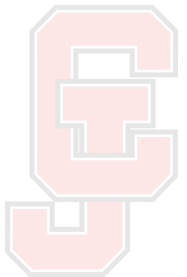
District Opportunities

Stakeholder Input & Voice	Recognition & Celebration	Decision-Making & Transparency	Understanding of Collaboration	Students' Safety Perception
<p>1. About 50% of students and parents are neutral or disagree that their voices are heard or valued.</p> <p>2. Climate/ culture data sharing is perceived as limited or unclear by ~40% of parents.</p>	<p>1. Only 46% of students and ~60% of parents feel success is celebrated; many responses are neutral, suggesting inconsistent or low visibility of recognition.</p> <p>2. Staff also report mixed responses in feeling recognized at individual, team, or school levels.</p>	<p>1. Staff responses are mixed, with notable neutral/disagree feedback on being involved in decisions.</p> <p>2. Staff responses also show some uncertainty or lack of visibility into building-level improvement plans and teams.</p>	<p>60–70% of parents responded neutral on questions related to teacher collaboration, likely indicating a lack of visibility into PLC work.</p>	<p>1. While rules are well understood, only 76.5% of students report feeling that school is safe, with 17% neutral and 9% disagreeing.</p> <p>2. Students may feel unsure of anonymous reporting outcomes or specific safety concerns.</p>

Leading Indicators for Level 2

Effective Teaching in Every Classroom

- 2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school.
- 2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.
- 2.3 Predominant instructional practices throughout the school are known and monitored.
- 2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
- 2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.
- 2.6 Teachers have opportunities to observe and discuss effective teaching.





Sample District and Building-Level Models of Instruction

	SHOULD OCCUR	MIGHT OCCUR	NEVER OCCUR
PLANNING <i>What will I do to Engage students?</i>	<ul style="list-style-type: none"> Standards driven Learning & Language Objectives tied to the standards Assessments – formative & summative Differentiation Determination of evidence of mastery Planned higher-order questions Anticipating misconceptions 	<ul style="list-style-type: none"> Pre-assessment Evidence of Schlechty Design Qualities Teacher reflection and tracking of student learning 	<ul style="list-style-type: none"> Tasks not aligned to cognitive level of Learning Objective Independent Practitioners on a team
INSTRUCTION <i>What will I do to communicate High Expectations for ALL students?</i>	<ul style="list-style-type: none"> Communication of Learning & Language Objective Accommodations Students showing their thinking Student discourse Small-group instruction Chunking of content Formative Assessment 	<ul style="list-style-type: none"> Technology Collaborative structures Conferring Real-world connections Goal setting w/students Students monitoring progress Teacher modeling Instructional Feedback Opportunities for extension 	<ul style="list-style-type: none"> All teacher talk
CLASSROOM CULTURE & ENVIRONMENT <i>What will I do to establish Teacher/Student Relationships?</i> <i>What will I do to reinforce, recognize, and acknowledge Adherence to Rules and Procedures?</i>	<ul style="list-style-type: none"> Clear routines & procedures Off-task behavior dealt with seamlessly Positive Behavior Supports 	<ul style="list-style-type: none"> Modeling/practicing of expectations Celebrations of student success 	<ul style="list-style-type: none"> Lack of safety – psychologically or physically from either teacher or peers

In our MNHS Classrooms...		
1 Should See and Hear Almost Daily	2 Might See and Hear but not Daily	3 Should Never See or Hear
<ul style="list-style-type: none"> Bell to Bell Engagement Formative Assessments Specific Feedback Active Monitoring Student Centered Instruction Differentiation Collaboration/Discussion Content/Language Objectives Visible Higher Order Questioning Positive Relationships 	<ul style="list-style-type: none"> Summative Assessments Capitalizing on Teachable Moments Group Work/Projects Small Group Instruction Teacher Centered Instruction/Lecturing Individual Student Conferencing 	<ul style="list-style-type: none"> Free Time Disrespect Lack of Engagement Cell phones in instructional areas Unsafe Environment



Artificial Intelligence

Committee Work and Stakeholder Input

An **AI Learning Group** first convened in January this year and was tasked with:

- **Articulating a Vision** for AI use in our district for teachers and students
- **Research** and Review of best practices
 - Other districts, states, reliable resources
- **Proposing Guidelines** for acceptable use
 - Legal & ethical considerations
 - Educational expectations
- **Proposing Timelines** for implementation and monitoring
- **Collaborating** with other groups to:
 - **Assist in evaluation of platform(s)** to be approved for student use (with Tech Department)
 - **Coordinate Teacher PD** (with PGL Committee)
 - **Communicate** with stakeholders (with Vision Committee)

Next Steps

- AI training is on the calendar for August teacher in-service
 - By teacher request, it will be by grade band and will focus on teacher tools to improve planning and instruction
- Bring stakeholder feedback to AI committee
 - Group will meet quarterly
- Select a student platform to pilot (HS)

[DRAFT Guidelines for AI Use](#)

[Stakeholder Input on AI](#)

[DESE AI Guidance - Released 7/20/25](#)

A graphic consisting of four interlocking puzzle pieces arranged in a 2x2 square. The pieces are white with black outlines, set against a solid red background. Each piece contains white text. A faint 'dreamstime' watermark is visible across the center of the puzzle.

CSIP

**Portrait
of a
Graduate**

**Real
World
Learning**

**High
Reliability
Schools**

A large, stylized number '9' in a light red color with a thick grey outline. It is positioned on the right side of the image, partially overlapping the puzzle graphic.

**What questions
can we answer
for you?**