

A MESSAGE FROM ADMINISTRATION

Dear Students, Parents, and Community Members,

Education is a transformative journey that empowers individuals and shapes communities. At Junction Hill School, we believe in the essential impact of education on our students and the broader community.

As we present the Comprehensive School Improvement Plan (CSIP), let us reflect on the significance of education and Junction Hill School's role in our community. Our commitment to excellence extends beyond the school, reaching into homes, workplaces, and the hearts of each community member.

Education unlocks opportunities, equipping students with knowledge, skills, and adaptability for the future. Junction Hill School serves as a foundational compass, guiding students toward success and accomplishment.

However, education is not solely academic. We foster well-rounded development, nurturing character and values. Our teachers and staff understand that fair is not always equal and equal is not always fair, and they work to create an environment in which every student thrives.

Junction Hill School is the heart of our community, where connections are forged and a shared purpose is cultivated. Our CSIP represents our commitment to continuous improvement, ensuring a quality education. We strive to refine our practices to meet evolving needs through collaboration and data-driven decision-making.

Education is a lifelong pursuit, requiring collective effort. Let us work together, celebrating the achievements of our students and pointing our community towards a brighter future.

We are grateful for your unwavering support, trust, and partnership. Together, let us embrace the power of education at Junction Hill School.

Sincerely,
John Dern
Tim Perkins

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BOARD OF EDUCATION

Board President
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Board Vice President
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Directors
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STUDENT DEMOGRAPHICS

JUNCTION HILL HORNETS

AS OF FALL 2022

187 Students

Lunch Status

45% Full Price

55% Free and Reduced

Student to Classroom teacher ratio

13 to 1

Years of experience average for staff

9.9 years



Exceptional Learner Services

25.13% of students

Mission: Joining Hands in Lifelong Learning

Vision: To ensure that we create motivated learners by meeting students' needs so students are prepared for high school, higher education, and workforce. with community, teachers, and other stakeholders.

STRATEGIC PLANNING PROCESS

Session	Time	Date	Outcome
Session 1	1 Hour	Dec 7, 2022	Discussed additions to our needs assessment surveys for CSIP development
Session 2	10 minute agenda Item with required reading	1/4/23	Information about the needs assessment surveys and the CSIP writing process shared
Session 3	1 Hour	2/1/23	Look at needs assessment and plan a CSIP meeting.
Session 4	1 Hour	3/1/23	CSIP Response to standards discussed. School leaders are assigned sections to develop and share with the group
Session 5	1 Hour	3/8/23	Worked on Response to Standards
Session 6	1.5 hours	4/12/23	CSIP committee meets, Leadership team shares needs assessment and explains the CSIP writing process. The committee discusses, and advises the leadership team on CSIP suggestions and ideas
Session 7	1 hour	5/3/23	Leadership team submitted individual sections they had worked on to be formatted to desired CSIP format. Discussed progress

Our Plan for Junction Hill School

4 PRIORITIES

For Lifelong Learning

Leadership

that wisely uses district resources to improve education.

Collaborative Culture

in which teachers, parents, and community work with students for growth.

Curriculum and Assessment

Aligned to Missouri Learning Standards and thoughtfully developed for our Hornet students.

Instruction

Provided by a well prepared, caring team of teachers, using the industries best practices.

Priority 1

LEADERSHIP

A capable leader is someone who excels in teaching and management, consistently expanding their knowledge and abilities, and persistently seeking ways to enhance their leadership style, to ensure that all students achieve high academic success.

Objective 1.1 The School Board maintains a high level of knowledge of school governance.

Smart goal 1.1 School Board will engage in professional learning on an ongoing basis.

We Believe: School leaders should participate in ongoing self-reflection and professional development in order to support academic learning throughout the school.

Key Data Point: Board self-evaluation, Superintendent evaluation, and Principal evaluation.

Baseline: Board self-evaluations from 2022-2023,

Target: Flexible and effective administration, able to respond yearly to district needs.

Funding Source(s): District, Federal, and State funding sources

MSIP Standard(s): L1, L6

L1 - The local board and superintendent/chief executive officer engage in ongoing professional learning and self-evaluation in order to strengthen governance practices.

B. - Local board members complete all legally required board training within the mandated time frame.

C. - The local board and the superintendent/chief executive officer engage in professional learning designed to improve governance practices.

D.- The local board and the superintendent/chief executive officer regularly evaluate governance team strengths and opportunities for improvement.

L6 - The local board(s) employs and evaluates the job performance of an appropriately certified superintendent/chief executive officer to manage school system operations.

B. - The local board(s) conducts a performance-based superintendent/chief executive officer evaluation process based upon clear, written, and measurable targets that are aligned with professional educator leader standards and school system performance measures.

Priority 1 LEADERSHIP

Objective 1.1 The School Board maintains a high level of knowledge of school governance.

C. - The superintendent/chief executive officer's evaluation process is implemented in accordance with the Essential Principles of Effective Evaluation and 5 CSR 20-400.375.

D. - The local board(s) establishes and follows a clear timeline for the superintendent/chief executive officer's evaluation process, contract decisions, and salary determination.

Strategy #1: School Board members will complete the recommended training.

Strategy #2: Superintendent will be evaluated based on approved criteria.

1. School Board members will complete the recommended training within the required timeframe.
 2. By the end of the 2023-2024 academic year, the local board will establish a performance-based superintendent evaluation process based upon clear, written, and measurable targets that are aligned with professional educator leader standards and school system performance measures.
 3. The local board(s) will establish and follow a clear timeline for the superintendent/chief executive officer's evaluation process, contract decisions, and salary determination, starting in the 2023-2024 academic year. The superintendent/chief executive officer's evaluation process will be implemented in accordance with the Essential Principles of Effective Evaluation and 5 CSR 20-400.375.
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Action Steps	Person(s) Responsible	Progress
Annually: 1. By the end of the 2023-2024 academic year, the local board members will complete all legally required board training within the mandated time frame. 2. The local board and the superintendent will regularly evaluate governance team strengths and opportunities for improvement using measurable written standards 3. The local board and the superintendent will identify and participate in at least three professional learning opportunities designed to improve governance practices each school year.	Board President and Superintendent	1. Evaluated in April Board Meeting. 2. Evaluated in January board meeting. 3. Evaluated in April Board Meeting
Long Term Goal: 1. Within 3 years time, 5 of 7 (or better) board members will rate themselves an average of 3.0 or above on all four sections of the Board Self evaluation tool.	Board President and Superintendent	1. Evaluated in March board meeting annually

Priority 1 LEADERSHIP

Objective 1.2 District leadership will continue professional learning.

Smart Goal 1.2 District leadership will engage in professional learning on an ongoing basis.

We Believe: School leaders should participate in ongoing self reflection and professional development in order to support academic learning and social emotional wellbeing throughout the school.

Key Data Point: Board self-evaluation, Superintendent evaluation, and Principal evaluation.

Baseline: Superintendent evaluation from 2022-2023, and Principal evaluation from 2022-2023.

Target: Flexible and effective administration, able to respond yearly to district needs.

Funding Source(s): District, Federal, and State funding sources

MSIP Standard(s): TL8

TL8 -Professional learning activities support effective instructional practices in the school system.

- A. - The school system ensures all instructional staff participate in scheduled, ongoing, job-embedded, and content-appropriate professional learning focused on evidence-based instructional practices, staff growth goals, and student performance goals outlined in the CSIP.
- B. - The school system provides time and resources for the professional learning of each staff member.

Strategy #1: Professional development will be guided by a district professional development plan.

1. Develop a professional learning plan for district leadership.
 2. Provide ongoing professional learning opportunities for district leadership.
 3. Evaluate the effectiveness of professional learning for district leadership.
 4. Allocate necessary resources for the professional learning of district leadership.
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Priority 1 LEADERSHIP

Objective 1.2 District leadership will continue professional learning.

Action Steps	Person Responsible	Progress
Ongoing <ol style="list-style-type: none"> 1. Incorporate evidence-based instructional practices, social emotional wellbeing, and student performance goals into the professional learning activities, include new learning in yearly PD plan updates. 2. Monitor participation and follow-up with district leadership to ensure implementation of learned strategies by having leaders report during in-service, and include summary in PD report as per PD plan. 3. Provide release time or substitutes for district leadership to attend professional learning opportunities. 	Board President and Superintendent	<p>In 2022-2023 our plan and Assessment plan were updated to reflect the district's growth in developing assessment capable learners (DACL). This is ongoing in 2023-2024.</p> <p>Assessment Plan and PD plan revisions are updated annually in January.</p>
Annually: <ol style="list-style-type: none"> 1. Conduct a needs assessment to identify areas of professional growth for district leadership yearly by the end of February. 2. Develop a professional learning plan that is aligned with the CSIP goals and priorities revised yearly by the end of March. 3. Communicate the revised PD plan to all district leadership and stakeholders at the spring title planning meeting and during the May board meeting. 4. Develop an evaluation survey and use it to collect feedback from district leadership on the professional learning activities. Analyze the data collected and use it to inform future professional learning opportunities. Make adjustments to the professional learning plan based on feedback and evaluation results. 	Principal and Superintendent	<ol style="list-style-type: none"> 1. Due each February 2. Due each March 3. Due each May 4. Due each May
Longterm: <p>3 year goal: By the end of the 2025/2026 school year, each teacher will have attended 3 on campus, instruction oriented, professional development opportunities and pursued 3 additional off campus targeted PD opportunities. The on campus opportunities will be provided during in-service days or summer months, and the off campus opportunities will be initiated by the teacher, PD committee, or administration and individualized for each teacher. If during school hours, a substitute will be provided to support teacher PD goals.</p>	Principal and PD committee	<p>Scheduled to begin in 2023/2024 and conclude in 2025/2026. To reach the goal, PDC must arrange an average of 1 instructional PD event per year, and encourage an average of 1 targeted PD opportunity per year.</p>

Priority 1 LEADERSHIP

Objective 1.3 The school administrators and school board will engage in meaningful communication concerning school improvement.

Smart Goal 1.3 School administration will engage in meaningful two way communication with the school board concerning the school system's programs, practices, and procedures.

We Believe: School administrators should have meaningful dialogue with school leaders to improve the quality of the school district.

Key Data Point: MAP and other assessment data, needs assessment survey results, parent engagement evaluations, teacher evaluations, PD plans, and CSIP recommendations from the leadership team.

Baseline: Results from 2022-2023 MAP, needs assessment, and CSIP recommendations indicate a need to improve math outcomes, obtain professional development for reading and math, keep class sizes small, and improve communication through social media.

Target: To provide the board with relevant data to inform decisions. An administration that has relevant data to inform decisions. Evidence of both will be shown by improved academic outcomes and improved ranking on self assessments.

Funding Source(s): District, Federal, and State funding sources

MSIP Standard(s): L7

L7 - The local board and administration ensure the use of an effective evaluation process for all employees and a systematic program evaluation process for the school system's programs, practices, and procedures for the attainment of the vision, mission, and goals.

A. The local board and administration consistently use data to make decisions.

B. The local board and administration ensure the implementation of performance-based evaluations that are aligned to 5 CSR 20-400.375 for certificated staff and to appropriate job descriptions and duties for non-certificated staff.

C. The local board ensures that personnel evaluations are comprehensive, performance-based, and aligned with state standards.

D. The local board regularly reviews goals, objectives, and the effectiveness of all programs and services, which support the mission and vision of the district.

E. The local board annually approves the Professional Development Plan and other plans as required by statute and local board policy.

Strategy #1: Leaders will use data to drive decision making.

Strategy #2: Leaders will use program evaluations to improve programs.

Priority 1 LEADERSHIP

Objective 1.3 The school administrators and school board will engage in meaningful communication concerning school improvement.

Strategy #3: Leaders will use performance based evaluations to guide professional development for staff.

1. The local board and administration will consistently use data to make decisions.
2. The local board and administration will ensure the implementation of performance-based evaluations that are aligned to 5 CSR 20-400.375 for certificated staff.
3. The local board ensures that personnel evaluations are comprehensive, performance-based, and aligned with state standards.
4. The local board regularly reviews goals, objectives, and the effectiveness of all programs and services, which support the mission and vision of the school.
5. The local board annually approves the Professional Development Plan and other plans as required by statute.

Action Steps	Person Responsible	Progress
Ongoing: 1. PDC recommendations and administrative PD decisions will be linked to the CSIP and needs assessment data. 2. Feedback will be provided to staff on areas of strength and areas for improvement after evaluations and observations. 3. The leadership team will collect and analyze data to assess school programs' effectiveness and make recommendations to administration for improvement including the following programs. AUG: PD, technology use, special education implementation, SEP district communication, district social media engagement, parent and community engagement, OCT curriculum implementation, assessment, tutoring, NOV: ESEA and title reading plans, RTI, volunteer, incentives,	1. Superintendent 2. Principal 3. Leadership team representative	Program assessments by the leadership team should be completed in time for the needs assessment survey in January in order for revisions to plans/ recommendations to be written by the end of year. 2023-2024
Quarterly: 1. The leadership team will report to the board each quarter on achievement data and CSIP progress. The CSIP review will be part of the May board Meeting and as part of the review, the progress reported at the October/Jan/Mar meetings will be revisited.	1. Leadership team representative	Occur during Oct/Jan/Mar/May board meetings
Annually: 1. A summary of teacher evaluation data will be presented to the Board in March 2. Before school begins each year, the leadership team will revise the PD plan and present it to the Board for approval. 3. At the conclusion of the school year, The leadership team will evaluate the effectiveness of the plans, make revisions and share results with the school board in the June board meeting.	1. PDC 2. Principal 3. Leadership team	1. March 2024 2. August 2023 3. June 2024
Longterm 3 year goal. By the end of the 2025-2026 school year, the average score of each plan evaluation survey will be a 3.0 or above.	Principal	End of 2025/2026

Priority 2

COLLABORATIVE CULTURES

Building and sustaining collaborative cultures that result in high levels of learning for all and increased student achievement.

Objective 2.1 Junction Hill will leverage collaboration to improve school culture.

Smart goal 2.1 We will improve communication with families and stakeholders by implementing regular communication strategies including weekly classroom newsletters, weekly Google Classroom communication, weekly social media updates, and parent teacher conferences. These communications will include both logistical information and positive messaging that advocates for public schools in general and Junction Hill School in particular.

We Believe: We believe that improving communication with families and stakeholders is essential to building a strong and engaged community around Junction Hill School.

Key Data Point: Number of weekly classroom newsletters sent out. Number of weekly Google Classroom communication posts. Number of weekly social media updates. Attendance rates at parent-teacher conferences. Feedback from families and stakeholders regarding the effectiveness and usefulness of our communication strategies.

Baseline: Our baseline for measuring progress is the current level of communication with families and stakeholders, which is limited to occasional social media posts (one or two a week) and weekly teacher newsletters.

Target: Social media posts from three to five times per week that highlight upcoming events or classroom celebrations. Weekly teacher newsletters and weekly teacher Google classroom posts.

Funding Source(s): District, Federal, and State funding sources

MSIP Standard(s): CC4

CC4 - The school system intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students.

A.- The school system incorporates formal strategies that include parents/guardians in the educational process.

Strategy #1: Teachers will communicate with parents regularly.

Strategy #2: The school will use social media to reach parents and to promote the school.

Priority 2 COLLABORATION AND CULTURE

Objective 2.1 Junction Hill will leverage collaboration to improve school culture.

1. Classroom teachers will send out a weekly newsletter to parents/guardians that includes updates on classroom activities, upcoming events, and ways families can support learning at home.
 2. Teachers will post a weekly update on the classroom's Google Classroom page that shares important announcements, upcoming assignments, and any other relevant information.
 3. The school's social media manager will post a weekly update on the school's social media pages that showcases the unique qualities of Junction Hill School, highlights student achievements, and provides information on upcoming events.
 4. Teachers will schedule regular parent-teacher conferences and actively encourage families to attend, emphasizing the importance of their involvement in their child's education.
 5. School administrators will regularly collect feedback from families and stakeholders regarding the effectiveness and usefulness of communication strategies, and use this feedback to continually improve and refine communication efforts.
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Priority 2 COLLABORATION AND CULTURE

Objective 2.1 Junction Hill will leverage collaboration to improve school culture.

Action Steps	Person Responsible	Progress
<p>Weekly:</p> <ol style="list-style-type: none"> 1. Classroom teachers will send out a weekly newsletter to parents/guardians that includes updates on classroom activities, upcoming events, and ways families can support learning at home. 2. The school's social media manager will post multiple times per week on the school's social media pages and showcase the unique qualities of Junction Hill School, highlight student achievements, and provide information on upcoming events. 	<ol style="list-style-type: none"> 1. Principal 2. Tech department and principal 	<ol style="list-style-type: none"> 1. In 2022 60% of teachers sent out weekly newsletters. In 2023-2024 our goal will be 100% 2. Goal/Student achievements average of 3 posts per week for 2023-2024
<p>Throughout the year:</p> <p>School administrators will regularly collect feedback from families and stakeholders regarding the effectiveness and usefulness of communication strategies, and use this feedback to continually improve and refine communication efforts.</p>	Principal and leadership team	<ul style="list-style-type: none"> • Met in February 2023. • Collect again in Feb 2024
<p>Longterm:</p> <p>3 year goal: Families will rate communication as a strength on needs assessment surveys.</p>	Principal	<ul style="list-style-type: none"> • 2022-2023 score was shown as an area that needs improvement. • By the end of 2025-2026, parents will rate as a strength

Priority 2 COLLABORATION AND CULTURE

Objective 2.2 Junction Hill will collaborate with and work to develop parent organizations and other volunteers.

Smart goal 2.2 By the end of the school year, Junction Hill will develop and implement a volunteer program at our school by recruiting at least five volunteers and double participation in existing parent organizations, with a focus on increasing parent involvement in school activities.

We Believe: We believe that improving communication with families and stakeholders is essential to building a strong and engaged community around Junction Hill School.

Key Data Point: Number of volunteers. Participation in Parent organizations.

Baseline: We currently have zero parent volunteers. Our current participation rates in our parent organizations is low with only four or five parents attending any given meeting of the booster club or Parent Teacher Organization (PTO).

Target: We want to recruit five volunteers for a volunteer program. We want ten active members of the Booster and PTO

Funding Source(s): District, Federal, and State funding sources

MSIP Standard(s): CC4

CC4 - The school system intentionally engages parents/guardians to create effective partnerships that support the development and achievement of their students.

A. - The school system incorporates formal strategies that include parents/guardians in the educational process.

C. The school system actively cooperates with other agencies, parents/guardians, and community groups (e.g., parent teacher organizations) to provide information related to child development and/or parenting skills.

D. Each school building implements processes and strategies to create a welcoming environment for all families.

Strategy #1: The school will develop a volunteer program.

Strategy #2: The school will partner with parent organizations to improve engagement.

Priority 2 COLLABORATION AND CULTURE

Objective 2.1 Junction Hill will leverage collaboration to improve school culture.

1. The school will regularly communicate with school staff and parent organizations to identify areas where volunteers are needed, and actively recruit volunteers through targeted outreach efforts, such as email campaigns and social media postings.
2. The school will partner with parent organizations to help with recruitment, fundraising, and participation.
3. The school will work to educate volunteers about educational activities, learning opportunities, and child development.

Action Steps	Person Responsible	Progress
<i>Annually at beginning of year:</i> <ol style="list-style-type: none">1. Conduct a needs assessment to identify specific areas where volunteers are needed in the school during back to school inservice in August.2. Update the volunteer program plan, and volunteer handbook to reflect suggested program changes.3. Collaborate with school staff and parent organizations to promote the volunteer program and recruit volunteers by placing school members onto the active participants of parent groups	<ol style="list-style-type: none">1. Leadership team2. Principal3. Leadership team	<ol style="list-style-type: none">1. Each August2. Updated each June.3. Recruitment efforts for each school year begin in August.
<i>Throughout the year:</i> <p>Assist the parent organizations with fundraising activities such as Fall Carnival, bake sales, detergent or food drives, penny wars, etc.</p>	Leadership team	2022-2023 saw 75% of teachers participate in fundraisers Goal for 2023-2024 is 100%
<i>Longterm</i> <ol style="list-style-type: none">1. By the end of the 2025-2026 school year we look to have 5 screened volunteers2. By the end of the 2025-2026 school year we look to have 10 active members of the PTO.	Principal	<ol style="list-style-type: none">1. We currently have 0 screened volunteers but are searching for candidates2. Currently we have 5 active PTO members

Priority 2 COLLABORATION AND CULTURE

Objective 2.3 Junction Hill teachers work together to improve education.

Smart goal 2.3 By the end of the school year, we will improve school culture by promoting teamwork and collaboration among teachers, resulting in each of the teachers collaborating with another teacher on at least three endeavors.

We Believe: We believe that promoting teamwork and collaboration among teachers will create a more positive school culture, improve student outcomes, and increase teacher satisfaction.

Key Data Point: The number of collaborative activities undertaken at Junction Hill School. The number of teachers who participate in collaborative activities at Junction Hill.

Baseline: We currently have three times a year for large group collaboration on curriculum and data. (PreK-8)

Target: Continue three times a year for large group collaboration on curriculum and data and add three additional times for small group collaboration (Pk-1) (2-4) (5-6) (7-8) Add teaching methods and teaching strategies into the group discussion.

Funding Source(s): District, Federal, and State funding sources

MSIP Standard(s): CC2

CC2 - The school system establishes a culture focused on learning, characterized by high academic and behavioral expectations for each student.

A. Leadership develops a systematic process for establishing and maintaining a positive learning climate.

B. Staff and students share in the responsibility for learning by being actively engaged in learning and demonstrating appropriate standards of behavior and attendance.

Strategy #1: The school will promote collaboration between the teachers.

1. Teachers will collaborate with another teacher on at least three projects/lessons/endeavors by the end of the school year
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Priority 2 COLLABORATION AND CULTURE

Objective 2.3 Junction Hill teachers work together to improve education.

Action Steps	Person Responsible	Progress
<p><i>Throughout the year:</i></p> <ol style="list-style-type: none">1. Provide professional development opportunities: Offer professional development opportunities for teachers to learn about collaboration strategies and best practices, and provide time during staff meetings or professional development days for teachers to discuss potential collaboration opportunities.2. Recognize and celebrate collaborative efforts: Recognize and celebrate teachers who have successfully collaborated on projects, and highlight the benefits of collaboration to the school community.	<ol style="list-style-type: none">1. Principal2. Leadership team	<ol style="list-style-type: none">1. Collaboration has been selected as the teacher standard that teachers are working on schoolwide in 2023-2024.2. Collaboration efforts will be recognized schoolwide by the administration throughout 2023-2024.
<p><i>Longterm:</i></p> <p>3 year plan. By the end of 2025-2026 each teacher will collaborate with a different teacher on a project or assignment once per semester.</p>	Principal	2022-2023 20% of teachers collaborated with another teacher at least one time per semester

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Priority 3

Curriculum and Assessment

Curriculum and assessments are comprehensive and aligned with the core academic standards.

Objective 3.1 Junction Hill will improve or maintain academic results by developing and implementing a dynamic curriculum.

Smart goal 3.1 The district will develop its curriculum in order to grow or maintain the percentage of proficient and advanced students on yearly summative assessments (MAP or other assessments).

We Believe: High student achievement is of utmost importance in providing a high-quality public education in the state of Missouri.

Key Data Point: Our decision to select this goal is supported by internal data, such as MAP scores indicating students performing below the advanced level, APR scores below 100%, and needs assessment data highlighting curriculum concerns.

Baseline: APR numbers, current MAP proficient and advanced percentages. 2021-2022 APR 71% of points earned, ELA (all) 41.8% prof/adv, MTH (all) 26.2% prof/adv, SCI (all) *protected*

Target: Each year we aim to maintain or grow the percent of proficient and advanced scoring students on each MAP tested area.

Funding Source(s): District, Federal, and State funding sources

MSIP Standard(s): DB4, AS1

DB4 - School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices.

H. Educator teams develop curriculum collaboratively.

AS1 - Instructional staff implement a comprehensive, rigorous, guaranteed, and viable curriculum for all instructional courses and programs aligned to the Missouri Learning Standards where applicable.

A. The school system's curriculum aligns externally to all Missouri Learning Standards and the English language development standards and internally between grade levels and courses.

B. Building leaders and instructional staff ensure the written, taught, and assessed curriculum are aligned.

Priority 3 CURRICULUM AND ASSESSMENT

Objective 3.1 Junction Hill will improve or maintain academic results by developing and implementing a dynamic curriculum.

C. The school system develops written procedures to ensure the written curriculum is implemented and is evaluated. Prekindergarten instructional staff are included when the program is offered by the system.

D. The school system implements a systematic plan for developing and/or revising the curriculum for all content areas.

E. Educators provide learning opportunities that are aligned to the district curriculum and have clearly identified and communicated learning targets.

Strategy #1: The district will evaluate and revise the curriculum to ensure scope, sequence, and internal and external alignment with Missouri Learning Standards.

Strategy #2: Provide professional development for faculty to continue the development of curriculum and assessments.

Strategy #1:

1. Conduct a curriculum audit to identify areas of alignment and misalignment with Missouri Learning Standards.
2. Develop a plan to address areas of misalignment and make revisions to the curriculum.
3. Monitor and evaluate the implementation of the revised curriculum to ensure alignment with Missouri Learning Standards.
4. Provide regular reports to district leadership on progress towards achieving alignment with Missouri Learning Standards.

Strategy #2:

1. Attend professional development sessions related to curriculum development and assessment.
 2. Apply new learning from professional development to revise and improve curriculum and assessment.
 3. Share new learning with colleagues and provide opportunities for collaboration on curriculum development and assessment.
 4. Evaluate the effectiveness of professional development in improving curriculum and assessment practices.
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Priority 3 CURRICULUM AND ASSESSMENT

Objective 3.1 Junction Hill will improve or maintain academic results by developing and implementing a dynamic curriculum.

Action Steps	Person Responsible	Progress
<p>Throughout the year:</p> <ol style="list-style-type: none"> 1. Provide opportunities for faculty and administration to attend regional and statewide conferences covering curriculum issues and instructional strategies, including higher-order thinking skills. 2. Math, cross-curricular instruction, and emotional well-being have been identified as a high need for Professional Development (PD) opportunities in this area will be prioritized. 	<ol style="list-style-type: none"> 1. Administration, 2. Curriculum Director, Principal 	<ul style="list-style-type: none"> • Literacy Training, Developing Assessment Capable Learners through the CLSD Reading Grant and the RPDC are provided throughout the year. • 2023-2024 PD will focus on math and curriculum realignment and emotional support • DeEscalation training is taught each August.
<p>Triannually:</p> <p>Ongoing Assessment scores will be analyzed triannually (at a minimum) to identify areas of weak performance to revise curriculum and teaching strategies. Moby Max, STAR, and MAP scores will be analyzed this way.</p>	<p>Curriculum Director, Assessment Director Principal</p>	<ul style="list-style-type: none"> • 2022-2023 MAP, and Moby Max were analyzed 3 times. • 2023-2024 goal is to add STAR reading and Math to analysis
<p>Quarterly:</p> <ol style="list-style-type: none"> 1. Provide work sessions for faculty to write curriculum and create scope and sequence for core subjects, along with instructional activities to support scope and sequence. Emphasis on vertical alignment and cross-curricular opportunities. 2. Provide work sessions for faculty to create assessments that align with the curriculum for core subjects based on need. 	<ul style="list-style-type: none"> • Leadership Team • Superintendent 	<ul style="list-style-type: none"> • 2022-2023 was ELA curriculum revision for grades 5-8 • 2023-2024 will be grades 5-8 SCI and grades K-4 ELA
<p>Longterm:</p> <p>5 year plan: By the end of 2027-2028 we want all core subjects to have curriculum revision corresponding with DACL concepts including students who are able to self evaluate based upon MLS.</p>	<p>Principal</p>	<p>2022-2023 (4/36 curriculums revised according to DACL)</p>

Priority 3 CURRICULUM AND ASSESSMENT

Objective 3.2 Junction Hill will use assessments to drive decision making.

Smart goal 3.2 The district will use a variety of assessments to inform teaching and curriculum revision.

We Believe: High student achievement is of utmost importance in providing a high-quality public education in the state of Missouri.

Key Data Point: Our decision to select this goal is supported by internal data, such as MAP scores indicating students performing below the advanced level, APR scores below 100%, and needs assessment data highlighting curriculum concerns.

Baseline: APR numbers, current MAP proficient and advanced percentages. 2021-2022 APR 71% of points earned, ELA (all) 41.8% prof/adv, MTH (all) 26.2% prof/adv, SCI (all) *protected*

Target: Each year we aim to maintain or grow the percent of proficient and advanced scoring students on each MAP tested area.

Funding Source(s): District, Federal, and State funding sources

MSIP Standard(s): AS2

AS2 - The school system implements a comprehensive assessment system including state required and locally selected assessments.

- A. Instructional staff administer assessments required by the Missouri Assessment Program to measure academic performance for each student.
- B. The school system has a local board-approved comprehensive written student assessment plan that includes all assessments administered and the purposes for which the assessments are used.
- C. The school system regularly reviews performance data, for all students and disaggregated by student groups, to effectively monitor student academic achievement.
- D. Instructional staff use disaggregated data to adjust instruction for identified student groups and has criteria for evaluating the effectiveness of these adjustments.
- E. Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative, and summative assessment data and other student work.
- F. Instructional staff ensure classroom assessments include the use of higher order thinking and problem-solving skills, as well as complex reasoning skills.
- G. Building leaders and instructional staff provide timely, descriptive, and constructive feedback from assessments to students and parents/guardians.

Priority 3 CURRICULUM AND ASSESSMENT

Objective 3.2 Junction Hill will use assessments to drive decision making.

H. The school system develops and conducts reliable local assessments for standards currently not assessed on the MAP.

Strategy #1: Provide professional development for faculty to continue the development of properly aligned assessments.

Strategy #2: Use a variety of assessment results to identify strengths and weaknesses in the curriculum and guide curriculum revision.

Strategy #3: Use a variety of assessment results to guide the development of intervention strategies.

Strategy #1:

1. Attend professional development sessions related to curriculum development and assessment.
2. Apply new learning from professional development to revise and improve curriculum and assessment.
3. Share new learning with colleagues and provide opportunities for collaboration on curriculum development and assessment.
4. Evaluate the effectiveness of professional development in improving curriculum and assessment practices.

Strategy #2:

1. Analyze various types of assessment data to identify trends and patterns.
2. Use assessment data to identify areas of strength and weakness in the curriculum.
3. Develop a plan to address areas of weakness in the curriculum.
4. Monitor and evaluate the effectiveness of the curriculum revisions using assessment data.

Strategy #3:

1. Analyze various types of assessment data to identify trends and patterns.
 2. Use assessment data to identify areas that students need extra help in.
 3. Develop an intervention plan based upon the identified areas of concern.
 4. Monitor and evaluate the effectiveness of the intervention plan using assessment data.
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Priority 3 CURRICULUM AND ASSESSMENT

Objective 3.2 Junction Hill will use assessments to drive decision making.

Action Steps	Person Responsible	Progress
<p>Annually:</p> <ol style="list-style-type: none"> 1. Analyze MAP scores or other assessments over consecutive data years to determine trends and areas of weakness over time when applicable. Include a standard-by-standard breakdown when available. 2. Evaluate instructional resources based on student performance data analysis- Emphasis on the evaluation of math programs using STAR math and Moby Max Math benchmarks a minimum of three times per year (August, December, March) to see if Math curriculum needs augmentation or revision to improve outcomes. 	Curriculum Director, Principal, Assessment Director	Ongoing (Met In 2022-2023), 2023-2024 will be done 3 times per year.
<p>Throughout the year:</p> <ol style="list-style-type: none"> 1. Provide work sessions (In-service, after school hours, and weekly DCI meetings) for staff to use data from assessment sources to evaluate and determine strengths and weaknesses in the curriculum. 2. Provide professional development in instructional strategies in identified areas based on assessment data. Identified areas include Math, Cross-curricular instruction, and emotional well-being. 	1. Administration 2. Leadership team, Administration,	1. Ongoing (Met in 2022-2023) 2. Ongoing (DACL training through DCI team 1 year into a multiyear process in 2022-2023)
<p>Longterm:</p> <p>5 year goal: By the end of 2027-2028 we want to beat the state average for each tested grade and subject on the statewide end of year assessments in the percentage of students who are proficient and advanced in back to back years. (currently 15 tested grades/tests including EOC)</p>	Administration, All teachers	Not yet met. 2020-2021 4/15 2021-2022 4/15

Priority 4

EFFECTIVE INSTRUCTIONAL PRACTICES

Effective teachers are caring, reflective practitioners and life-long learners who continuously acquire new knowledge and skills and are constantly seeking to improve their teaching practice to provide high academic achievement for all students.

Objective 4.1 Junction Hill will work to attain recommended class size for each grade level.

Smart goal 4.1 The District will implement best practices concerning class size.

We Believe: Organizational practices and teaching strategies are important to a students education. Having a low student to teacher ratio can have a positive impact on student learning.

Key Data Point: Recommended standard for each grade level. Actual number of students in each class.

Baseline: Largest class size currently is 23.

Target: To achieve the recommended class size in each grade by the 2024-2025 school year.

Funding Source(s): District, Federal, and State funding sources

MSIP Standard(s): TL12

TL12 - The school system ensures class-sizes are consistent with grade-level and program standards.

The school system ensures individual class enrollment is consistent with the following guidelines:

Student-Teacher Ratios:	
GRADES	RECOMMENDED STANDARDS
Prekindergarten(PK)	10
K-2	17
3-4	20
5-6	22
7-8	25

Priority 4 EFFECTIVE INSTRUCTIONAL PRACTICES

Objective 4.1 Junction Hill will work to attain recommended class size for each grade level.

A. The school system ensures that PK class sizes meet the requirements of 5 CSR 20- 100.320 Prekindergarten Program Standards.

C. The school system ensures that other alternative class size limits are met for the following exceptions: Student enrollment in a classroom may increase by as many as ten (10) students for any period that a paraprofessional assists the classroom teacher full-time, or by as many as five students when a paraprofessional assists the teacher half-time (paraprofessionals paid for with Title I and special education funds cannot be used to increase class size).

D. Adequate self-directed planning time, at least 250 minutes per week, is provided to certificated and licensed educators who provide instruction to students on a full-time basis (prorated as appropriate). Plan time is based on local context and is aligned to best practice guidelines.

Strategy #1: Junction Hill will try to obtain the recommended class size each year whenever possible.

Action Steps	Person Responsible	Progress
<i>Annually in March:</i> 1. Determine how many students will be in each grade the following year	Administration	MET 2022-2023 MET 2023-2024
<i>Annually in March:</i> 1. Determine the schedule for teachers and paraprofessionals to maintain class size recommendations.	Administration Use of Title 1	2022-2023- Met in 8/9 grades (Kindergarten was below the Max threshold but above the optimal level) 2023-2024-Met in 8/9 grades (2nd grade will be below the Max threshold but above the optimal level)
<i>Longterm:</i> 5 year goal: By the end of 2027-2028 we want to reach DESE recommended optimal class size in each grade (K-8) in back to back years.	Administration Use of Title 1	SEE ABOVE

Priority 4 EFFECTIVE INSTRUCTIONAL PRACTICES

Objective 4.2 Junction Hill will implement a Response to Intervention (RTI) program.

Smart goal 4.2 The District will implement interventions such as RTI and a reading intervention program.

We Believe: Organizational practices and teaching strategies are important to a students education. Interventions can help bring students back from learning deficits.

Key Data Point: Percentage of students reading more than one year behind their grade level in math and reading proficiency.

Baseline: Current percentage of students more than one year behind grade level in both math and reading proficiency. (Math K-4 3% are one or more years behind 5-8 75% are one or more years behind.) (Reading K-4 22% behind one or more years 5-8 38% behind one or more years)

Target: To have no students more than one year behind grade level in grades 3, 5 and 8 in either math or reading proficiency.

Funding Source(s): District, Federal, and State funding sources

MSIP Standard(s): AS2, DB4

AS2 - The school system implements a comprehensive assessment system including state required and locally selected assessments.

E. Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative, and summative assessment data and other student work.

DB4 - School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices.

C. Educator teams collaboratively analyze student data to provide appropriate interventions for students' instructional and behavioral needs.

Strategy #1: Use a District-created reading plan to encourage students to read at grade level.

Strategy #2: The district will develop additional supplemental at-risk and extended learning opportunities for students who do not demonstrate academic proficiency.

Strategy #1:

1. The district will use reading assessment data to determine which students are at risk.
2. The district will create a reading intervention plan to be implemented by the classroom teacher and the Title 1 team with the student.
3. The reading intervention plan will be shared with the family of the student so they can support the students at home.

Priority 4 EFFECTIVE INSTRUCTIONAL PRACTICES

Objective 4.2 Junction Hill will implement a Response to Intervention (RTI) program.

4. Continued monitoring of reading assessment scores with the student will help guide the plan forward.
5. Procedures will be set forward for both continuing and discontinuing the plan as students' needs change over time.

Strategy #2:

1. The district will use assessment data to identify at risk students.
2. The district will use small group instruction to support at risk students.
3. The district will offer tutoring for at risk students,
4. The district will offer RTI grouping and instruction for at-risk students.
5. The district will offer a math work lab for additional math instruction for students of any tier.

Action Steps	Person Responsible	Progress
<i>Annually and as needed:</i> Create and follow individualized reading plans for students more than one grade level behind in reading.	Federal Programs coordinator, reading specialist,	Ongoing In place
<i>Quarterly:</i> Use assessments to determine if students on the reading plan are progressing and use this evaluation to improve the reading plan if necessary.	Federal Programs coordinator, reading specialist,	Ongoing In place
<i>Daily:</i> <ol style="list-style-type: none"> 1. The district will provide Response To Intervention (RTI) instruction for students in grades 5-8 who fall into either Tier 2 (moderate) or Tier 3 (high) categories as indicated by assessment data. 2. The district will provide Tier 2 and Tier 3 RTI Instruction for students in K-4 through the Title I pull-out program. 3. The district will offer a math lab class period with a math instructor available for students in grades 5-8. Students of any tier can access additional math help at this appointed time. Assessment data will guide the instruction offered during this additional math period. 	<ol style="list-style-type: none"> 1. Faculty and Administration 2. Title I teacher & Title I Aide 3. Faculty and Administration 	<p>1 and 2 are in place and ongoing</p> <p>3 begins in 2023-2024</p>
<i>Longterm:</i> 5 year goal: By the end of 2027-2028 90% of students will be at grade level or within 1 year of grade level in math and reading in grades k-4 and grades 5-8.	Administration Title 1	2023 end of year benchmark K-4 Reading 22% Math 3% 5-8 Reading 38% Math 75%

Priority 4 EFFECTIVE INSTRUCTIONAL PRACTICES

Objective 4.3 Junction Hill will implement incentives to promote student effort.

Smart goal 4.3 The District will implement incentives and rewards to promote effort and morale for testing.

We Believe: Organizational practices and teaching strategies are important to a students education. Student effort is important and an often overlooked component of testing.

Key Data Point: Scores on benchmarks and summative tests.

Baseline: Current scores on benchmarks and summative tests.

Target: To have all students maintain or improve on benchmarks and summative tests.

Funding Source(s): District, Federal, and State funding sources

MSIP Standard(s): AS2, DB4

AS2 - The school system implements a comprehensive assessment system including state required and locally selected assessments.

E. Adjustments to curriculum, instruction, and intervention strategies are made based on interim, formative, and summative assessment data and other student work.

DB4 - School-based collaborative educator teams, inclusive of all educators, are operational and focus on effective practices.

C. Educator teams collaboratively analyze student data to provide appropriate interventions for students' instructional and behavioral needs.

Strategy #1: The district will provide incentives and motivators for students to encourage them to perform their best on the MAP or other assessments.

1. The district will offer incentives and motivators to encourage students to develop identified skills.
 2. The district will offer incentives and motivators to encourage students to perform their best on assessments.
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Priority 4 EFFECTIVE INSTRUCTIONAL PRACTICES

Objective 4.3 Junction Hill will implement incentives to promote student effort.

Action Steps	Person Responsible	Progress
Quarterly: The district will offer incentives such as games, movies, treats, parties, or extra recess for students who progress through the RTI process in a favorable way (tier improvement or showing progress).	Administration, Faculty	Ongoing
Annually: <ol style="list-style-type: none">1. The district will offer an award for students who are proficient or advanced, or show improvement on MAP testing.2. The district will offer a group activity (MAP BBQ) for students who demonstrate proper attitude and attendance during benchmark and summative testing on a schoolwide rubric.	<ol style="list-style-type: none">1. Administration, Faculty2. Administration, Faculty	Ongoing
Longterm: 3 year goal: On or before the end of the 2025-2026 school year, 100% of students will earn the incentive for demonstrating proper attitude and attendance during benchmark and summative testing for a given year.	Administration	2022-2023 had 97% earn the attitude and attendance incentive