

Mission Moberly Scorecard

Charting the Progress of the Future Strategic Plan of Moberly Public Schools **2018-2023**

The Mission Moberly Scorecard has been developed to capture measures and indicators for each focus area. Qualitative data will be added to the scorecard to provide stories that deepen the understanding of the impact of the improvement process. The Mission Moberly Scorecard allows the district to measure progress toward completing our mission. Progress will be shared with the community throughout the year.

Annually, the Board of Education will review the goals and progress toward achieving the goals established within the Mission Moberly plan. Building School Improvement Plans (BSIPs) will align with the Mission Moberly strategic plan. BSIPs are monitored and progress reported to administration. Progress on improvement initiatives are reported to the Board throughout each school year.



Goal	Priority	Focus	Indicator	1	2	3	4	5
1.0 College and Career Readiness	1.2: Provide students at all grade levels multiple pathways to post-secondary education programs and career opportunities through career exploration.	1.2.2: Create an internship/career based program that provides students work experiences in passion-driven, career-oriented pathways of study with real-world business and industry across the community. (i.e. Career and Professional Studies (CAPS))	1 CAPS Program Enrollment increase to 80 students including consortium students	15 students	30 students	60 students	80 students	100 students
			2 CAPS Program will offer work experiences across at least 3 strands	1 strand	2 strands	3 strands	4 or more strands	
			3 Student work experiences are career-oriented and provide meaningful engagement opportunities with community partners. (Community & Student Surveys) ¹	Less than 70%	70-79%	80-89%	90% or more	
			4 CAPS graduates indicate the skills and experiences of the program provided a solid foundation for post-secondary success. (Follow-up Survey) ²	No follow-up data available at this point.				
2.0 High Quality Staff	2.1: Provide a supportive work environment, competitive compensation and benefit packages to attract and retain quality staff.	2.1.1: Provide a supportive work environment, competitive compensation and benefit packages to encourage staff retention and longevity (i.e. salary, leave, staff child care, housing, scheduling, etc.)	1 District Climate Survey data indicates 87% of MPS staff feel the district provides a supportive working environment	Less than 80%	80-84%	85-89%	90%	
			2 Compensation & Benefits are competitive with comparable schools ³	Salary is in top half in 1 component	Salary is in top half of 2 components	Salary is in top half of at least 3 components	Salary is in top half of 4 or 5 components	
			3 Encourage staff retention: Overall teacher retention rate is greater than 86%	Below 78%	78-80%	81-83%	84-86%	

¹ Student and Community partner surveys will be developed to measure this indicator.

² CAPS teacher will follow-up with students a year after graduation to obtain feedback on their CAPS experiences.

³ Bachelor minimum, Bachelor Maximum, Masters Minimum, Masters Maximum, Highest Salary



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3.0 Safe School Environments (Social / Emotional)	3.1: Optimize classroom learning environments to include programming to support the diverse needs of our students.	3.1.1: Develop programming to support students who exhibit severe deficits in behavior and emotional regulation (i.e. K-5 behavior support classroom)	1	Research and identify programming needs ⁴	1 component	2-3 components	4-5 components	6-7 components	8 or more components
			2	Develop programming including PD needed for implementation ⁵	1 component	2-3 components	4-5 components	6-7 components	8 or more component
	3.2: Increase coordination of mental health services/supports to address the growing mental health needs of our students across all grade levels.	3.2.1: Determine program and staffing needs for social emotional support through thorough review process (i.e. Internal Improvement Review (IIR) from Missouri Comprehensive Guidance and Counseling)	1	Complete and analyze Internal Improvement Review/Time Task Analysis data ⁶	Needs improvement	Minimally implemented	Moderately implemented	Mostly implemented	Fully implemented
			2	Complete Program Improvement Plan from IIR and share with stakeholders	Elements from the IIR have been identified for improvement	Goals have been written to address elements of concern	Measures and indicators are identified to gauge improvement	The plan includes activities and actions to address the concern element	Stakeholder feedback on the plan solicited, reviewed, & appropriate adjustments made.
4.0 Efficient Systems and Governance	4.1: Engage in reflective practices that promote District improvement.	4.1.1: Establish a vision for the district through a collaborative process that engages stakeholders within the district and community. Annually, conduct a work session to review the status of the vision implementation (district goals), engage in a self-evaluation process to evaluate Board performance, outline roles and define how the Board and Superintendent will work together.	1	The goals within the Mission Moberly Strategic Plan are effectively implemented as measured by percentage of possible points earned.	65% or fewer	66-75%	76-85%	86-95%	95-100%
			2	Annual Board Work Session ⁷	No Board Work Session is conducted	0 components	1 component	2 components	All components

⁴ 3 professional research approaches, 3 district visits, conferences / professional development workshops, expert consultation, other

⁵ Tier 1, Tier 2, Tier 3, K-2 PD, 3-5 PD, PD delivery, PD content, program materials, implementation plan (who is responsible, budget, timeline, etc.)

⁶ Ratings from Internal Improvement Review (IIR) Comprehensive School Counseling Program Evaluation

⁷Review of Mission Moberly implementation (district goals), self-evaluation process, and Board / Superintendent roles / relationship.

