



MOBERLY
SCHOOL DISTRICT
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**COMPREHENSIVE SCHOOL
IMPROVEMENT PLAN**
2014-2017

Moberly School District Vision:

The Spartan Way is Excellence for ALL!

Adopted in 2014

**Moberly
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PLANNING COMMITTEE MEMBERS

Amy Hager Board of Education	Tammy Berneking- MMS Faculty
Lisa Vanderburg- Board of Education	Ben Morgan- Parent
JD King DESE Area Supervisor	Amy Turner NCRS Faculty
Gena McCluskey-CSIP Chair Superintendent	Lisa Simms GBE Faculty/ MCTA Rep
Parisa Stoddard- Assistant Superintendent	Tessa Rivera GBE Faculty
Jim Johnson- Director of Special Services	Alan West Director of IT
Aaron Vitt- MHS Administrator	Alison Burns NP Faculty
Wes Land- MMS Administrator	Sam Richardson MATC Faculty
Debbie Young East Park Administrator	Morgan Bergschneider SP Faculty
Tara Link- SHINE Coordinator	Amanda Cox SP Faculty
Andrea Ambroson GBE Administrator	Vicky Snodgrass Parent
Ken Bailey- Director of Quality Improvements and Accountability	Marcia Godwin- MHS Parent
Lisa Johnson- Home/School Parent Communications	Erin Schmidt Parent
Ryan McCluskey MHS Faculty	Laura Heimann- Parent
Anna Reid- NP Faculty	Bobbie Martin- Parent
Michael Bratcher Student	Kayla Fallis Student
Taylor Ginter Student	Will Rucker Student
Robert Harrington- Parent	

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PLANNING PROCESS

The Moberly School District started the process of developing its five year Comprehensive School Improvement Plan (CSIP) during the 2013-2014 school year. In an attempt to ensure that all stakeholders were given the opportunity to provide input towards the CSIP development process, several avenues were pursued:

- During the months of July and August, the Superintendent published in the local media the need for community members and parent involvement in the CSIP development process
- The Superintendent worked with building administrators to schedule a meeting at each school building with established parent/community organizations associated with the school
- The Superintendent coordinated with the Moberly Area Chamber of Commerce and the Moberly Area Economic Development office to host a Career Ready Workshop where the businesses in attendance worked to provide input for a career ready workforce.
- During the Spring Parent-Teacher Conference, all parents were surveyed as well.

All input has been collected and organized to assist the CSIP Committee.

The district established a Comprehensive School Improvement Planning Committee comprised of twenty-eight participants including; parents, students, school, district, and community representatives. Mrs. Gena McCluskey, Superintendent of Schools served as the facilitator for the planning process.

The Moberly School District is currently going through professional development on the Baldrige National Quality Program. This process will be utilized to assist with the CSIP development and the creation of a dashboard to track the data associated with the CSIP

The comprehensive plan represents the vision of the district's staff, parents, students, Board of Education, and key stakeholders in the community. It includes Board of Education goals, long-range improvement objectives, strategies, and specific actions to be considered. Any objective, strategy or action that requires new policy or appropriation of funds will be presented to the Board of Education for approval.

The Moberly School District Comprehensive School Improvement Plan will be used to guide the development of long-range and annual building and program improvement plans.

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DISTRICT VISION

VISION

Moberly School District Vision

The Spartan Way is Excellence for All

An organization's vision conveys a compelling, conceptual image of the desired future for the organization. The vision describes where the organization is headed, what it intends to be, or how it wishes to be perceived in the future. A vision statement is a description of the organization's desired future state. The vision statement isn't true today. Rather it describes the organization as senior leaders would like it to become- in the future. It provides inspiration and challenge to all members of the organization toward an ideal of what the organization can become. It should be purposefully articulated to bridge the present and the future and serve as a critical impetus for change. Thus, it should be brief enough to be memorable and complete enough to direct effort. An effective vision statement should be:

- Future-orientated, deriving from reasonable assumptions about the future
- Idealistic, envisioning a future that is beyond the present
- Appropriate, fitting with the organization's history and culture
- Inspirational, encouraging enthusiasm and commitment
- Purposeful, articulating an image of the desired future
- Ambitious, causing members of the organization to stretch to reach it

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DISTRICT MISSION

MISSION

The Moberly School District Mission

To ensure all students have a quality education and sense of direction

The term "mission" refers to the overall function of an organization. The mission answers the question, "What is this organization attempting to accomplish?" The mission might define students, stakeholders, or markets served; distinctive or core competencies; or technologies used. A mission statement sums up the organization's reason for being. It explains intentions, priorities, and values to people both inside and outside the group. It can guide the organization and help it stay focused on the things that are most important. If the organization ever questions whether to take on a project or choose a particular course of action, it can look back on its mission statement and determine if the proposal is consistent with it. Typically, mission statements are more detailed than are vision statements. Thus, while missions change as they are achieved, visions remain as pillars of guidance for the organization over long periods. In a sense, while the vision may be considered an oasis, the mission is a waterhole on the journey towards the oasis.

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DISTRICT VALUES

The Moberly School District is committed to a value of exemplary education. The learning environment that we must foster will stimulate intellectual curiosity, teach children how to learn, and enable them to become productive and effective citizens. The District values are expressed as **collective commitments** the Moberly School District will achieve and maintain.

As a vested member of the Moberly School District I will:

- Ensure enthusiastic learning environments are created that include both students and staff
- Provide different instructional methods that address individual learning styles based on needs.
- Provide and maintain a positive, safe, orderly and supportive school environment.
- Build and maintain relationships with students and staff during school and outside the school setting.
- Set high expectations for the achievement of all students while working to meet the individual needs.
- Strive to grow professionally through ongoing staff development.
- Work collaboratively to make decisions in the best interest of students.
- Celebrate achievements, dedication and accomplishments.
- Create a climate focused on student success measured by performance and facilitated by effective instruction.
- Develop a school culture to facilitate and nurture staff collaboration and participate in decision-making.
- Establish credibility by modeling behavior consistent with the vision and values of their school.
- Teach lifelong learning and problem-solving skills.
- Use community resources for the development of "real world" learning and application of knowledge.
- Ensure successful academic student performance in and out of school.
- Conduct regular curriculum reviews that include all stakeholders.
- Ensure a continuous review of best instructional practices and implementation in our schools.

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INTERNAL/EXTERNAL ANALYSIS

The Moberly School District conducted an analysis of internal and external factors, such as test results, drop-out studies, district demographics, Show-Me Standards, etc. This analysis, began with the initial CSIP, and has been an annual process for the last five years. Through this process of analysis the district identified the following strengths and areas of concern for the district

-STRENGTHS-

- Committed leadership at all levels
- Dedicated faculty and staff/longevity
- Pride in the school and community
- After-School Tutoring Programs
- Extensive Staff Development Program (PLC, PBS, Rti)
- Early Childhood Program for 3 and 4 year olds
- High expectations for everyone
- Low Student/Teacher ratio
- At-Risk programs (NCRS, Options)
- Collaborative Learning Time
- A+ Program
- Accredited with Distinction
- Committed Board of Education
- Classroom technology
- Focus on Student Data through the PLC process
- Safe/secure facilities across the district
- Sound financial base with significant carryover/utilize resources wisely
- MAP performance is improving
- Multiple partnerships with the University of Missouri
- Implementation of new literacy program K-5
- Positive Behavior Supports (PBS) K-12
- Improved communication/relations with the community of Moberly enhanced through technology

-AREAS FOR IMPROVEMENT-

- Close the achievement gap, particularly in the areas of Literacy and math
- Close the achievement gap pertaining to student with special needs
- District focus on increasing persistence to graduation rate/address at younger ages
- Expansion of Early Childhood education/Pre-School
- Increase diversity training/bullying programs
- More lunch options
- Improve fitness levels of students
- Implementation of Career Education/MS/HS
- Increase Parent Resources
- Improve resources for High achieving K-12 students

District Goals and Indicators:

STUDENT PREPARATION- Students will be well prepared to be successful in the academic and/or career pursuit of their choosing.

- Student Engagement and Responsibility
- Academic Achievement
- Academic Rigor and Expectations
- Post-Graduate Readiness

EFFECTIVE USE OF RESOURCES- The district will practice fiscally responsible management which clearly supports outstanding quality classroom instruction.

- Resources Support Classroom
- Safe and Healthy School Environment
- Learning Environment
- Plan of sustainability for resources

TEACHER SUPPORT- Teachers are provided the essential tools and support necessary to engage students and promote academic achievement.

- Professional Development
- Administrative Support
- Instructional Time
- Community and Parent Support

COMMUNICATION AND CLIMATE- Effective communication within the district and community for all stakeholders will provide for true partnerships.

- Parent/Teacher Interaction
- Internal/External District Communication
- Parent Involvement
- Parent and Student Satisfaction

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

YEAR: 2014-2017

AREA: Student Preparation

INDICATOR: Academic Achievement

GOAL: Students will be well prepared to be successful in the academic and/or career pursuit of their choosing.

MEASUREMENTS: The district will score above 95% on the 4 academic achievement areas (standard 1) of the Annual Performance Report (APR)

Action Steps	Person(s) Accountable	Timeline					Resources (Financial)	Professional Development/ Activities	
		Begin	Benchmark			End			
Evaluate locally created summative assessments for validity & reliability based on building developed criteria. Grades 9-12	BLT Principals	1/2015	1/25 65%		4/15 74%		5/2016	CWG Grant: Grant Complete 2016	Data Teams CLT
		% of assessments passing rubric – Questions with DOK of 2 or higher							
Implement the components of Balanced Literacy with the foundations program to differentiate literacy lessons for all students K-2	Principal Classroom Teacher	9/2015 60%			3/16 79%		5/2016 72%	Fountas & Pinnell Foundations DRA2	Foundations Coaching Data Teams CLT
		% of students at benchmark Grades K-2							
Implement the components of Balanced Literacy with the foundations program to differentiate literacy lessons for all students 3-5	Principal Classroom Teacher	9/2015 82%	12/15 83%				5/2016 80%	Fountas & Pinnell Foundations DRA2	Foundations Coaching Data Teams CLT
		% of students at benchmark Grades 3-5							

Action Steps	Person(s)	Timeline					Resources (Financial)	Professional Development/ Activities
		Begin	Benchmark			End		
Develop mathematical conceptualization for students through problem based and differentiated daily instruction using MPS curriculum & envision resources. Grades K-2	Principal Classroom Teacher	9/2015 78%			2/16 67%		5/2016 69%	STAR envision Common Assessment Data Team
		% of students on track with STAR testing grades K-2						
Develop mathematical conceptualization for students through problem based and differentiated daily instruction using MPS curriculum & envision resources. Grade 5	Principal Classroom Teacher	9/2015 60%			2/16 67%		5/2016 64%	STAR envision Common Assessment Data Team
		% of students on track with STAR testing 5 th grade						
MMS – Students will score at grade level as measured by the STAR	Teachers Students Administrators	8/2015 46%			2/16 52%		5/2016 50%	CW Grant Survey Monkey Training w/CWC Finished Grant in 2016
		% STAR Testing grade level						

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

YEAR: 2014-2017
 AREA: Student Preparation

GOAL: Students will be well prepared to be successful
 in the academic and/or career pursuit of their choosing.

INDICATOR: Student Engagement &
 Responsibility

MEASUREMENTS: Students will exit high school prepared
 for college & Career at a graduation rate of 100%

Action Steps	Person(s) Accountable	Timeline					Resources (Financial)	Professional Development/ Activities
		Begin	Benchmark			End		
MHS - Recognize monthly perfect attendance by providing incentive and posting in Spartan Way	Building Administrators	10/2015	1 st Q 94.5	2 nd Q 94.3	3 rd Q 93.6		5/2016	Building Accounts
		85%					94%	
		85% of MHS students will have 90% attendance						
NCRS – Any student falling more than one grade level below in reading comprehension will be targeted for RTI	NCRS Director NCRS Staff	10/2015			2/16 52%		5/2016 63%	District/Building funds Training on Scholastic Reading Inventory - (SRI)
		58%						
		80% of students will read on grade level 80% Scholastic Reading Inventory (SRI)						

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

YEAR: 2014-2017

AREA: Student Preparation

GOAL: Students will be well prepared to be successful in the academic and/or career pursuit of their choosing.

INDICATOR: Academic Rigor & Expectations

MEASUREMENTS: The district will score above 95% in the area of College & Career Ready (standard 3) on the APR

Action Steps	Person(s) Accountable	Timeline					Resources (Financial)	Professional Development/ Activities	
		Begin	Benchmark			End			
MATC – Pre TSA assessments & post TSA assessments will be given to demonstrate growth in Perkins completers.	Assessment Committee MATC Faculty	5/2015		12/14			5/2016 88%	Local, State Funding Assessment Costs	Best Practices Training
		86%		50%					
		75% of all completers passing							
Meet the requirement of the Title 1A Federal Grant by providing supplemental services in Title 1A schools & in Early Childhood	Asst. Supt C&I	7/2015					7/2016	Title 1A	
		N					Yes		
		Approved Title IA Improvement Plan							
Use ACT online to establish baseline & progress monitor	BLT Principals Counselors Quality Assurance	5/2015					5/2016	ACT Online	
		72% Equiv Measures					65% w/ Equiv measures		
		% of seniors scoring 18 or higher							

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

YEAR: 2014-2017

AREA: Student Preparation

GOAL: Students will be well prepared to be successful in the academic and/or career pursuit of their choosing.

INDICATOR: Post Graduate Readiness

MEASUREMENTS: The district will score a 7.5 or above on standard 3: Indicator 5-6

Action Steps	Person(s) Accountable	Timeline					Resources (Financial)	Professional Development/ Activities
		Begin	Benchmark			End		
Maximize the use of MATC hosted career speakers & presentations to assist students in making informed decisions regarding program of studies and improve successful transition rates to post-secondary experiences.	MATC Director	5/2015					5/2016 87.6%	
		85%						
		% of graduates attending College/ Vocational/ Military						
Evaluate student performance throughout high school using a range of assessments in order to present a more valid reflection of student achievement (ASVAB, ACT, SAT, Compass, and EOC)	Asst. Supt C&I Quality Assurance	5/2015					5/2016 98.8%	Local / District
		97%						
		% of Seniors with College Career Ready (CCR) measure at graduation						

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

YEAR: 2014-2017

AREA: Effective Use of Resources

GOAL: The district will practice fiscally responsible management which clearly supports outstanding quality classroom instruction

INDICATOR: Resources Support Classroom

MEASUREMENTS: District carry-over balance $\geq 30\%$, APR score increases from 2014 in each core area for 2017

Action Steps	Person(s) Accountable	Timeline					Resources (Financial)	Professional Development/ Activities	
		Begin	Benchmark						End
Every program will conduct & share an annual program evaluation to the BOE on a monthly rotation basis.	Asst. Supt. C&I Director of Quality Assurance	9/2015	11/15	12/15	2/16	4/16	6/2016	District/Local/ State/ Federal	eBoard Training
		Scheduled	SS -0.7	Sci +3.3	Ma -.09	ELA -3.2			
		The sum of 3 year average growth of each Core program							
Survey staff annually for availability of classroom resources.	Asst. Supt. C&I	10/2015					10/2016	District / Local	
		% of staff agree/strongly agree they have needed resources							

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

YEAR: 2014-2017

AREA: Effectiveness Use of Resources

GOAL: The district will practice fiscally responsible management which clearly supports outstanding quality classroom instruction

INDICATOR: Safe & Healthy Environment / Learning Environment

MEASUREMENTS: School Climate Survey – 80% of customers agree that we provide a safe learning environment

Action Steps	Person(s) Accountable	Timeline					Resources (Financial)	Professional Development/ Activities
		Begin	Benchmark			End		
Will evaluate & update the district crisis management plan each year	Asst. Supt of Student Services	9/2015		1/2015			6/2016	Safety Coursework
		scheduled		50%			100%	
		Emergency drill completion rate						
District will develop a Long Range Facility Plan to ensure the district remains pro-active at providing a quality learning environment		9/2015		4/2016			06/2016	District / Local / State
		Adopted		Bond Issue passed			Architect and CM under contract	
		Adopted by BOE Annually						
Implementation of building-wide PBS Tier I		05/2015					5/2016	District / Local / Building PBIS Training
		3					3	
		Implementation Evaluation of PBS Tier I						

Action Steps	Person(s) Accountable	Timeline					Resources (Financial)	Professional Development Activities
		Begin	Benchmark			End		
Representatives from each building will be trained in crisis prevention institutes or on violent crisis intervention training		9/2015				05/2016		CPI Certification / Recertification
		32%				42%		
		Average % of staff trained across district						

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

YEAR: 2014-2017

AREA: Effectiveness Use of Resources

GOAL: The district will practice fiscally responsible management which clearly supports outstanding quality classroom instruction

INDICATOR: Plan of sustainability for Resources

MEASUREMENTS: The district will have no major findings of deficiencies on the annual audit

Action Steps	Person(s) Accountable	Timeline			Resources (Financial)	Professional Development/ Activities
		Begin	Benchmark	End		

Prepare an annual budget in compliance with MO Statutes and the Board of Education policy to ensure sufficient financial resources to support a quality education program	Superintendent	7/2015					7/2016	District / Local	
		BOE Approved					30% Carry Over		
Maintain and audit an accounting management system for the district aligned with stated & federal requirements. Conduct audits of all financial, attendance and transportation records	Superintendent	8/2015					11/10/15 BOE accepted	District / Local	
		Completed 9/2011-12/2014							
District will maintain a current technology plan, professional development plan, and curriculum / resource revision plan that is adopted by the Board of Education annually	Superintendent	6/2015					8/2017	District / Local	
		Approved							

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

YEAR: 2014-2017
 AREA: Governance

GOAL: Develop, implement & monitor a district-wide Comprehensive School Improvement Plan (CSIP) that drives & informs instructional practices, administrative leadership, governance decisions, and informs stakeholders

INDICATOR:

MEASUREMENTS:

Action Steps	Person(s) Accountable	Timeline					Resources (Financial)	Professional Development/ Activities
		Begin	Benchmark			End		
Review the District CSIP and make adjustments as needed to ensure district programs and procedures are in compliance with current years	Superintendent	2014-17	2015-16 Revised DashBoard			2016-17	Local State	
		Process started						
MO School Improvement Program. Review and revise Building School Improvement Plans (SIP's). Identify goals , objectives, and strategies which promote high levels of teaching & learning	Superintendent Asst. Supt. C&I Building Admin.	2014/2015 10/2014	5/2015	2015-16		2016-17	Local State	
		100% complete						
Review & revise the Technology Plan to promote high levels of technology integration to support technology-rich teaching and learning	Asst. Supt. C&I Director IT	2014-16	2015-16 revised			2016-17	Local State	
		Process started						
		Implementation Evaluation of Technology Plan						

Action Steps	Person(s) Accountable	Timeline			Resources (Financial)	Professional Development/ Activities
		Begin	Benchmark	End		

Review, revise & implement district communication plan to engage all stakeholders in the partnership of educating kids	Superintendent Building Admin.	9/2015		Revised		5/2016	Local State	
		Implementation Evaluation of Communication Plan						

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

YEAR: 2014-2017
 AREA: Teacher Support

GOAL: Teachers are provided the essential tools & support necessary to engage students & promote academic achievement

INDICATOR: Professional Development

MEASUREMENTS:

Action Steps	Person(s) Accountable	Timeline				Resources (Financial)	Professional Development/ Activities	
		Begin	Benchmark					End
Survey staff on professional development needs assessment annually	Assist Supt C&I	09/2015				05/2016	District Funds	Needs Assessment Survey
		Teachers saying PD provided supports their growth as a teacher						