

Sedalia School District #200

Professional Development Manual



2022-2023

Mission:

Provide a challenging education in a safe environment for all students so they will become productive, responsible, and successful members of our diverse society.

Our ongoing commitment to maximize learning and achievement for all students is accomplished by providing high-quality staff members and exemplary educational experiences for our students.

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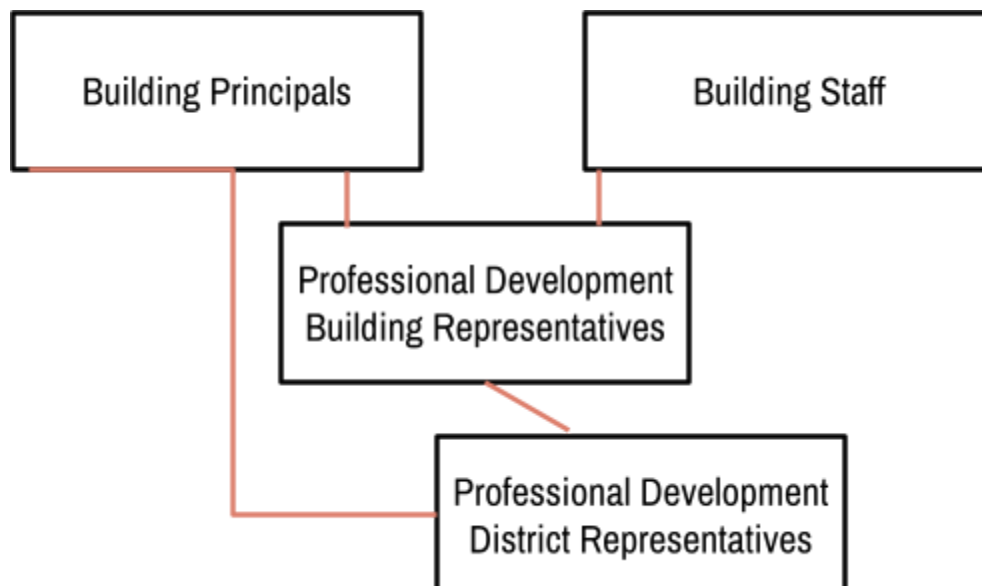
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Materials may be referenced to [Missouri Department of Education PDC Manual](#)

Building Representatives

Building	Representative	Term	Selected By
Horace Mann	Hilliary Owens	1	Principal
Heber Hunt	Susie Howe	1	Principal
Parkview	Anna Katherine Harvey	1	Principal
Skyline	Ann Cave	1	Principal
Washington	Roxy Himes	1	Principal
LECC	April Huddleston	1	Principal
Sedalia Middle	Kathy Garrison	1	Principal
SCJHS	Ruslan Romenskiy	1	Principal
SCHS	Ellie Ballenger	1	Principal
Whittier	Jennie Guerrini	1	Principal
District	Gilmore/Brownfield	1	Superintendent
Tech Reps	Madeline Kempton Ashley Raetz Courtney Davis	3	Dir(s). of Curriculum



Mission of Professional Learning

Today's educators are held accountable for preparing all students to successfully meet more rigorous standards and performance outcomes and to ensure that students are college and career ready by graduation. Professional learning is the Global Positioning System (GPS) that will enable schools and school systems to reach that final destination—high levels of learning for all students.

Professional learning for educators is the crucial element in the equation for success. If the destination is to reach higher levels of learning for all students, then professional learning for the adults in the school system must be part of the school culture. Learning for educators leads to learning for all students. The two are irrevocably connected. To arrive at this destination, professional learning must be based on research-based practices and implementation must be consistently supported. The mission of professional development is to position educators for success by strengthening each educator's professional practice to ensure high levels of performance for all students.

Jenni Donohoo, past president of Learning Forward Ontario (2017) states: “Collective teacher efficacy (CTE) refers to a staff’s shared belief that through their collective action, they can positively influence student outcomes, including those who are disengaged and/or disadvantaged. Educators with high efficacy show greater effort and persistence, a willingness to try new teaching approaches, set more challenging goals, and attend more closely to the needs of students who require extra assistance. In addition, when collective efficacy is present, staffs are better equipped to foster positive behavior in students and in raising students’ expectations of themselves by convincing them that they can do well in school.”

The leverage point with the greatest potential to strengthen and improve educators’ daily professional performance is a culture focused on continuous, effective professional learning based on the performance needs of educators. Decisions at the district and building level regarding professional learning should be based on district and building performance data on both students and educators. Successful classroom implementation will depend on a sustained culture of shared responsibility for the learning of all students coupled with continuous support.

The impact of effective professional learning largely depends on a school system's ability to nurture a culture of collaborative learning focused on a system-wide plan and tied to specific learning goals aligned with classroom, school building and district needs. Professional educators must continually reflect on their practices and develop and articulate their beliefs about teaching and learning while improving classroom practices. But, for this learning to be effective and sustained over time, it cannot be done in isolation. Collaborative learning requires:

Missouri Professional Learning Guidelines for Student Success
time and opportunities for observing teaching and learning;
practicing new ways of teaching;
looking at student work; studying student data;
learning new skills;
sharing in and out of the classroom

Research has shown that 49+ hours of professional learning over a six-to 12-month period is needed to move initial learning to consistent application and performance gains for students. (Yoon, Duncan, Lee, Scarloss & Shapely, 2007).

To develop an effective, system-wide professional development program, teachers, administrators, and school board members must work as a team. Everyone must be totally committed to the improvement of instruction to help students perform at higher levels.

Collaboration will promote conversation about the best available research utilized in teaching, learning, and leadership. Accessing resources from the local community, higher education and the state will enhance the improvement process. Effective systemic reform supported by a collaborative community of learners will ensure that all students meet rigorous standards and performance outcomes and are college and career ready at graduation

To align local professional development efforts with state guidelines, consider the following critical questions:

- Does the professional development plan directly relate to the district Comprehensive School Improvement Plan (CSIP) and the Missouri School Improvement Program (MSIP) professional development standards?
- Is each professional development activity consistent with the vision and the goals of the district's professional development program?
- Does each professional learning experience address the participant(s) identified learning need(s)? (tied to educator evaluation data and student achievement data)
- Does each professional learning experience lead to improvement in the teaching practice?
- Does each professional learning experience lead to improved student performance?

Reference: [Missouri Professional Learning Guidelines](#)

Professional Development Management

Sedalia School District #200 uses the web-based program *Frontline* to keep records, registration, and enrollment processes in a central location. In Frontline you must select the Purpose (salary movement) for requested activities.

The choices you will see are:

1. Certification Credit (Contract hours)
2. Stipend (Non-contract hours only)
3. Salary Movement (Non-contract hours ONLY - NO Stipend)

Examples of when NOT to use Purpose #3: Salary movement credit (non-contract hours)

College credit earned hours

Faculty meetings that are for informational purposes Curriculum Meetings for dissemination of materials

Parent/teacher conferences

IEP meetings

Summer school meetings

End of year celebrations

Family fun nights

Meetings that are connected with extra duty you are already being paid for

Committee meetings (example: SPW or SCEA) Early outs are contract time

Beginning Teacher Assistance Program Conference

Expenditures for which “One Percent” PD Funds May Not Be Used (Per DESE):

1. Individual membership dues to associations or organizations.
2. Travel, food, lodging and registration fees to conferences and workshops of general interest which do not support Individual Professional Growth Plans, building/and or district professional development plan and Comprehensive School Improvement Plan.
3. Travel, food, lodging and registration fees to conferences, workshops, clinics, etc. that pertain to extracurricular activities and sponsorships. (sports, glee club, cheerleading, etc.) This does not exclude health education.
4. Instructional equipment or materials or administrative equipment or materials.
5. Salaries. Professional development funds may not be used to pay any part of any salary. Also professional development funds may not be used to pay for any student-related activities such as extracurricular activities, sponsorships, summer school or evening school activities.
6. Travel as a form of professional development. (As traveling to Spain to become more informed about the country in order to teach Spanish.)
7. Any expenditure of funds for any state or federal program for which monies are already available for professional development. (Example: professional development funds cannot be used to pay the expenses for a Title I activity; however, professional development funds could be used to pay the expenses of a Title I teacher to attend a technology conference planned for the benefit of all teachers.)

It is the employee's responsibility to submit professional development requests that are not already approved for annual attendance. If the request is part of the building plan, then the building administrator will give approval. Once the building administrator has approved the request, it is forwarded to the Central Office where it will be approved/denied/or requests for more information may be made. This will take place through a [Google Form submission](#). The Google Form can be found on every staff member's desktop. Central Office will then follow-up with a final approval email to the staff member and building administration.

It is the employee's responsibility to obtain approval for the leave by completing the Frontline Absence request form before the time of leave and submitting it for approval. You will receive notification of approval/denial prior to the activity.

Upon return, the employee must go to Frontline and click on "Mark Complete" to finalize the activity that was attended in order to gain final approval for hours to be awarded and show up in the Portfolio.

The "Travel Reimbursement Form" must be filled out in order to receive reimbursement for meals, travel, etc. and itemized hard copy receipts attached and submitted to principals for their signature and for expense coding. This form will then be sent to the Central Office for payment.

Do not put alcohol on your meal receipt. Should you choose to have a drink please pay cash or put it on a separate receipt. Receipts with alcohol on them will not be reimbursed. Charge Card/Cash receipts that are not itemized will not be reimbursed.

Reimbursement for meals: You will be reimbursed up to \$59.00 per day. Tips are included in the \$59.00 allowance. (Reference: <https://www.federalpay.org/perdiem/2022/missouri> and MO.gov based on the standard CONUS rate)

For travel use, the mileage is found on the mileage chart (reference: [irs.gov](https://www.irs.gov)) on the Sedalia #200 website. If the city you are traveling to is not on the chart, use the mileage from your vehicle for travel straight to and from the event site.

From Accounts Payable: Any expenses not turned in within 42 days after the expenses were incurred will be handled through payroll and appropriate taxes will be deducted.

If the form is completed with all necessary information and receipts are attached, the principal will code and sign it and send to Central Office.

If the form is received at Central Office prior to the 5th of the month, then the reimbursement checks will be available after the board meeting, which is the fourth Monday of the month.

Forms that need to be returned for any reason will cause a delay in processing and reimbursement may not be made until the following month.

Upon return from out-of-district professional development: Staff member will submit the completion form in Frontline as well as debriefing form indicating how the professional development will improve instruction and how he/she plans to share the information internally with additional staff members.

One-Way Mileage x 2 x \$0.625 = Total Round Trip Cost

Destination	One Way Mileage	Total Round Trip Cost
Blue Springs	78	97.50
Branson	155	193.75
California	37	46.25
Camden on the Lake	76	95.00
Camdenton	80	100.00
Clinton	42	52.50
Cole Camp	23	28.75
Columbia	68	85.00
Crest Ridge	40	50.00
Dresden	8	10.00
Fayette	61	76.25
Hughesville	17	21.25
Jefferson City	61	76.25
Kansas City	95	118.75
Knob Noster	15	18.75
La Monte	13	16.25
Lees Summit	66	82.50
Liberty	98	122.50
Lincoln	25	31.25
Lodge of Four Seasons	69	86.25
Odessa	61	76.25
Smithton	9	11.25
Springfield	118	147.50
St. Louis	191	238.75
St. Pius	95	118.75
Sweet Springs	31	38.75
Tan-Tar-A Lodge	80	100.00
Warrensburg	30	37.50
Whiteman AFB	27	33.75
Windsor	30	37.50

Strategic Planning

Strategic planning is an ongoing process which involves areas such as Curriculum, Assessment, Performance Improvement, Facilities, Budgeting, Technology Planning, and Community Partnerships. These endeavors have included community members, staff, students, parents, and outside consultants working with our district.

Strategic planning is an effective process to focus resources on those areas believed to be important to the Sedalia community. The fundamental purpose is to provide worthwhile educational opportunities for students. Strategic planning provides the framework within which ideas for improving the school district may be evaluated in a fair and equitable manner and annually reviewed by the Board of Education. Strategic planning also provides the road map toward fulfilling the mission of the Sedalia School District #200.

Beliefs

The Belief Statement is a succinct, formal expression of the school district's fundamental values and what it aspires to be, the Belief Statement is the ultimate "why" behind every action. Belief statements are not arranged in order of importance.

We believe public education is the best assurance for the preservation and enrichment of our society. Curriculum and instruction must be rich and differentiated so that "achievable" goals will be offered to every child. Every child has the right to conscientious, professional educators who actively participate in guided professional development. All district personnel should act as positive role models and representatives of strength, stability, and the significance of learning in the community. The district is concerned with the intellectual growth, social development, physical well-being, and emotional stability of all its students. The district shares the responsibility with the home and community in developing positive character and ethical behavior for all learners. Members of an effective school community work together in an atmosphere of mutual respect, which promotes a safe environment for learning.

District Three-Year Goals

Viable Curriculum (CSIP 3.1)

1. Continue to evaluate and improve curriculum annually
2. Develop additional curriculum components, i.e. Tier 2/3 vocabulary, differentiated instruction guides, and standardized lessons and resources

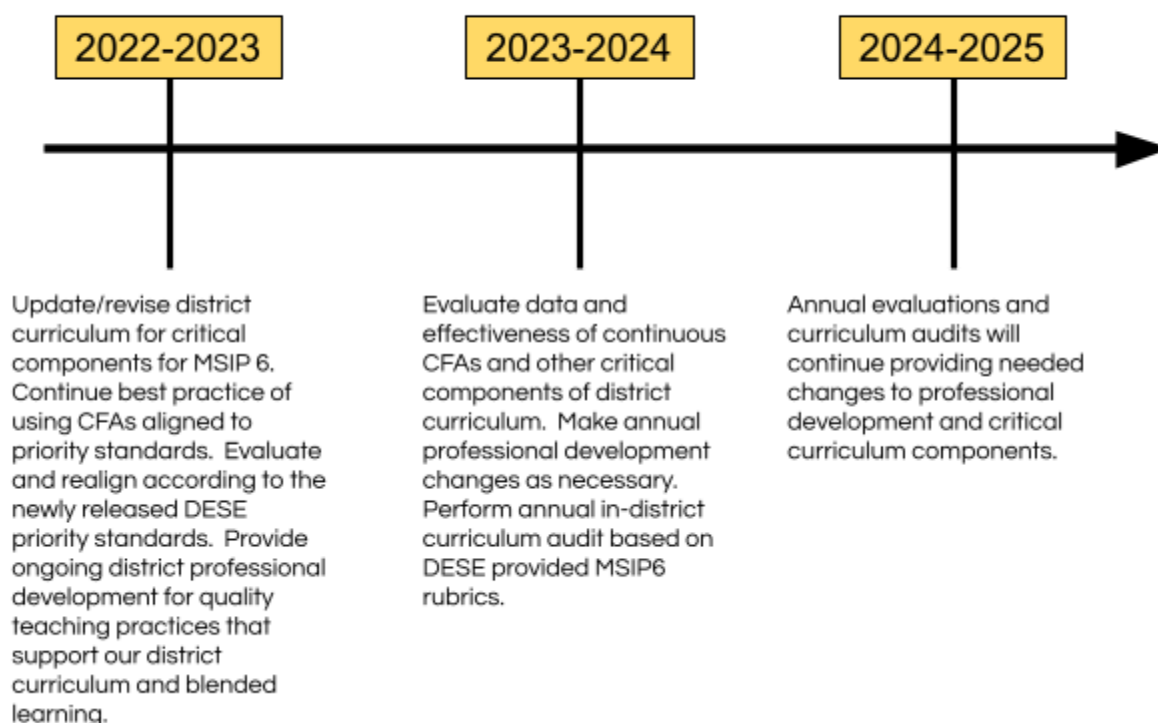
Develop Common Formative Assessments (CSIP 3.1, 4.1)

1. Guide Planning, Instruction, Remediation
2. Collaborative Teaming and Data Decision Making
3. Provide feedback on student performance

Developing Assessment Capable Learners (CSIP 3.1, 4.1)

1. Where am I going?
2. Where am I now?
3. How do I get there?

Ongoing: Strategic planning and evaluation of professional development needs for continued improvement



Professional development goals and planning are determined by, but not limited to, the following:

Current 2021-2022 survey data

Monthly admin/coaches meeting, strategic planning, NEE observation data

PDC building representatives/admin

Professional Development Outline 2022-2023 - CSIP 4.2

June 2022 (6-8 Certified Staff)

- Math vertical alignment and Curriculum work

July 2022 (K-12 EL Certified Staff)

- EL data meetings and ELlevation training
- EL professional development for cooperative planning

August 1-5, 2022 (2-5 Certified Staff)

- Phonics First Training

August 8-10, 2022 (Special Education staff and Paras)

- Para Conference (Aug 9-10)
- Coordinators' Meeting (Aug 8)

August 15-19, 2022 (PreK - 12 New Certified Staff)

- Curriculum and technology overview
- Cooperative learning training
- PLTW training
- Sedalia Schools Behavior Support System (PreK-5)
- Small group PD in buildings with admin and instructional coaches

August 22-29, 2022 (Back-to-school PD)

- Trauma informed school
- IEP training and Safe Crisis Management
- Building collaboration
- Two designated work days

October 21, 2022 (Work Day)

January 3-4, 2022 (Work Day/PD Day/Collaboration)

- Keynote - diversity and innovation
- TBD based on district needs Fall 2022
- Workshop model PD

**Additional individualized professional development will also take place through the virtual learning platform as well as collaborative meetings with instructional coaches, administrators, and department chairs.

Internal Analysis

This analysis takes stock of what is currently taking place within the school district. It identifies areas of strength and improvements. Improvement issues are the natural outgrowth of studying where the district is today and what it wants to become in the future.

Documents, which were reviewed in preparation for the internal analysis of the school district, include:

District Assessment Data:

Annual Performance Report

Attendance and Graduation Rate

Curriculum Audits

Economic Development Data

Hollis & Miller Associates

Facilities study

Technology plan

NEE Evaluation Tool

Sedalia Connections Newsletter

MERIC Database

Strengths

Education

- ☐ Keeping Sedalia 200's mission in the forefront of planning
- ☐ Fully accredited
- ☐ Loftus Early Childhood Center
- ☐ Collaborative school board
- ☐ Aligned curriculum to current state standards
- ☐ Data-driven professional development
- ☐ Summer programs in all K-12 buildings
- ☐ Strong involvement and a wide variety of successful extra-curricular and co-curricular activities that address all student interests
- ☐ Successful Title I schoolwide program PreK-4; (PreK has been expanded, which has doubled the student population being served)
- ☐ Whittier Alternative School
- ☐ University partnerships and expanded AP courses
- ☐ Tiger Roadrunner Express (Dual Credit On-Campus partnership with SFCC)
- ☐ Partnership with MU and Monica Romero for Reading Intervention targeting EL students
- ☐ WeMET Consortium with UCM - Expanded Dual Credit for students
- ☐ Increased technology devices - all students have device access, 6-12 can take them home
- ☐ Free developmental screenings for preschoolers
- ☐ Meeting the needs of diverse learners through a cohesive special education program PreK-12
- ☐ Gifted program (REACH) for grades 3-12

- ☐ PLTW and Launch programs for STEM: Districtwide STEAM
- ☐ Grow Your Own student program (started 2017-2018)
- ☐ Workforce Ready Tigers
- ☐ Closely monitored financial resources to further enhance the educational process
- ☐ Expanded mental health resources
- ☐ Partnership with DESE (DCI Cohort)
- ☐ Science Dimensions program (K-8)
- ☐ Phonics First (Orton-Gillingham based program) in K-5 buildings

Staff

- ☐ Caring staff willing to improve to meet student needs
- ☐ High expectations for all students
- ☐ Highly qualified staff and administrators
- ☐ Instructional coaches: one at each K-5 building; two at SCJHS; one at SCHS
- ☐ Department Chairs for core areas 6-12
- ☐ Instructional technology facilitators- K-12
- ☐ Behavior Interventionist Specialist
- ☐ Locally competitive salaries for certified staff
- ☐ First-year mentoring program provided by a retired certified teacher grades 6-12
- ☐ Our district nurse coordinator attends state mental health meetings
- ☐ Superintendent is a member of Missouri Association of School Administrators (MASA) and Missouri School Board Association (MSBA)
- ☐ Assistant Superintendents are members of MSBA, MASA, and Missouri Association of School Business Officials (MOASBO)
- ☐ Classroom K-2, title and special education teachers Orton-Gillingham trained in grades K-4
- ☐ Kagan-trained teachers grades Pre-K-12
- ☐ Social workers are home/school liaison in every building
- ☐ SOS-trained staff grades 5-12
- ☐ Mental Health First Aid-trained teachers grades 6-12

Community and Parent Involvement

- ☐ Business/industry partnerships in all schools
- ☐ Active alumni groups: Sedalia School District Foundation
- ☐ Service Learning programs (schools working to impact community)
- ☐ Production of Tiger Times
- ☐ Jobs for America's Graduates Program / Sedalia FIT
- ☐ K-4 community mentoring program

Internal Analysis continued....

- ☐ Annual Welcome Guide for district and buildings
- ☐ Active PTAs
- ☐ Improving communications with parents, students, staff, and community with the addition of our district communications director, who is in charge of the district's social media's pages such as Facebook, Twitter, and Instagram
- ☐ Implementation of Blackboard Mass Notifications, SIS360 Parent Portal, and the Sedalia School District app
- ☐ Effective working relationships with county and city government
- ☐ Student-run Community Cafe, providing free meals for residents in need
- ☐ Staff contributions to community: United Way and volunteer hours in community
- ☐ HOSA club (students exploring health occupations with field trips and speakers after school)
- ☐ Online SISK12 enrollment (Started 2018)
- ☐ Mentor programs

Facility Improvements

- ☐ New Loftus Early Childhood Center at the SCHS Campus (2019-Present)
- ☐ Community partnerships with the City of Sedalia for the Heckart Community Center pool (2019-Present)
- ☐ Ricoh Print Shop moved to SMS outer building allowing Heber Hunt to move SpEd classroom back into the main building. (2020-2021)
- ☐ Remodel of the former early childhood wing of SMS for future considerations of grade level assignments. (2021-2022)

Safety

- ☐ One District Student Resource Officer (SRO) and one armed security officer in each building
- ☐ Integrated OpenEye surveillance camera software in all buildings with magnetic door lock buzz-in system for monitored entrance in each building
- ☐ Keycards/fob access in every building
- ☐ Cable lock security system in each classroom to serve as a backup locking system for interior doors

Challenges

Education

- ☐ Continuous long-range planning
- ☐ Revise and implement curriculum to improve instruction and student performance
- ☐ Meeting the needs of our diverse community of learners
- ☐ Student/teacher ratios
- ☐ Increased severity of behavioral issues and staff support (Pre-K through grade 4)
- ☐ Mental Health
- ☐ Ongoing COVID related changes such as additional virtual students, extensive student absences, loss of learning from 2020 shutdown

Staff

- ☐ Maintain competitive staff salaries
- ☐ Lack of qualified district substitutes
- ☐ High stress level and teacher turnover rate
- ☐ Teacher shortages and teacher availability

Community and Parent Involvement

- ☐ Overall parental involvement in child's educational welfare
- ☐ Visibility of community support in educational and extracurricular activities

Facility Improvements

- ☐ Capital improvement

External Analysis

City Census Population and Family Structure

Positives

- ❑ Business growth is creating new jobs while attracting families that are both traditional and non-tradition in structure
- ❑ Latest census information in April 2020 for Sedalia: Population 21,725

Challenges

- ❑ Projected significant state budget cuts for 2023-2024
- ❑ Managing the increase in education cost while meeting the needs of our diverse population
- ❑ Total student population is 4,992 (May 2022)
- ❑ Virtual enrollment is 69 (May 2022)
- ❑ According to MERIC Economic Database, the estimated per capita income for Pettis County (2020) \$40,971 compared to the state average of \$51,697.

Goals

- ❑ Additional revenue to cover the rising cost of providing quality education
- ❑ Continue to develop and explore business and community partnerships
- ❑ Increase classroom inclusion for EL level 3 and 4 students while providing EL coaching to classroom teachers for all EL leveled students
- ❑ Provide resource information to families for community support programs available through the social workers and the district resource fair
- ❑ Increase mental health awareness and district programs to support students
- ❑ Align current curriculum for Alternative Methods of Instruction

Technology Positives

- ❑ Ease of access via personal mobile devices and internet-connected smartphones, internet-enabled TVs, and gaming devices

Technology Challenges

- ❑ Constant upgrading of technological infrastructure and having to build new professional development programs to maintain faculty knowledge. Rapid evolutions and shifts in the technological landscape proving increasingly challenging to determine what works best and is most efficient. Monitoring appropriate use of devices at school is a security concern.
- ❑ Due to the current poverty level, not all students have accessibility while outside school. Cost to maintain up-to-date infrastructure and bandwidth to provide access.

External Analysis continued....

Goals

- ❑ Provide training/classes and information to students and their families about the importance of their digital footprint in relation to social media, beginning at the middle school. Allow use of libraries for students on a regular basis to have accessibility to technology not available at home
- ❑ Implement Follett Resource Manager for technology inventory
- ❑ Maintain devices needed for all 6-12 students to take home along with hotspots when Alternative Methods of Instruction is implemented

Economic Climate

Positives

- ❑ Well-established industries and business provide a stable base to actively recruit new businesses
- ❑ Economic Development of Sedalia predicts over 1,000 new jobs over the next five years due to announced and soon-to-be announced projects

Challenges

- ❑ 57% of the student population are eligible for free or reduced lunch
- ❑ Limited housing and community amenities result in new families of industry settling in surrounding cities
- ❑ Unemployment in Missouri as of March 2022 is 3.6 percent
- ❑ Higher demand than supply for daycare

Goals

- ❑ Decrease student-to-teacher ratios
- ❑ Promote programs already in place both school-side and within the community--dental and vision help, Buddy Backpack, CACTUS, Lions Club, churches adopting families, Salvation Army, United Way, Boys and Girls Club, Rotary and Open Door

Community Patterns

Positives

- ❑ Increased community involvement-Sedalia School District Foundation; Chamber of Commerce; Pettis County Community Partnership (PCCP); business partnerships; downtown development (DREAM); growth of SFCC by partnership with University of Central Missouri; developing interagency relationships

Challenges

- ❑ Increase in poverty levels and concerns about crime within the community. Conflict resolution skills for community members; some sort of sponsored education open to all regarding how to peacefully resolve conflict situations.

Professional Development Plan

Pettis County Early Childhood Cooperative

Goal #1: 95% of the students who are given the Brigance Early Childhood Screen will show growth from the pretest to the post test.

The Brigance Early Childhood Screen will be administered to students in the fall as a pretest to establish baseline data.

Teachers will analyze the results of the pretest and design and implement lessons according to each student's cognitive and physical abilities. Weekly team meetings will be held with staff including related service providers (speech/language pathologist, occupational therapist, and physical therapist) to discuss student progress and develop lessons for the following week.

Specific trainings to help staff implement instructional strategies/techniques will be conducted throughout the year including but not limited to small group training rotations during monthly ALL TEAM meetings.

The Brigance Early Childhood Screen will be administered to students in the spring as a post test. The results will be analyzed and compared to the results from the pretest to determine growth.

Goal #2: 95% of the students who receive a progress report card will show growth in all seven areas.

Teachers will review the progress report card and share it with the parents during conferences. Weekly team meetings will be held with staff including related service providers (speech/language pathologist, occupational therapist, and physical therapist) to discuss student progress and develop lessons for the following week.

Specific trainings to help staff implement instructional strategies/techniques will be conducted throughout the year including but not limited to small group training rotations during monthly ALL TEAM meetings.

Goal #3: 95% of the students who have an IEP (Individualized Educational Plan) will show growth on their IEP goals.

Teachers will develop and review each student's IEP goals and design lessons according to these goals. Weekly team meetings will be held with staff including related service providers (speech/language pathologist, occupational therapist, and physical therapist) to discuss student progress and develop lessons for the following week.

Specific trainings to help staff implement instructional strategies/techniques will be conducted throughout the year including but not limited to small group training rotations during monthly ALL TEAM meetings.

Goal #4: Parent/teacher conferences will be conducted with a minimum of 95% parent participation.

Teachers will conduct home visits before the school year begins in order to develop a positive rapport with parents. In addition, staff will make monthly contacts either in person or by phone and will hold two evening team/family activity nights during the school year. Teachers will also invite parents to the three parent/teacher conferences. If the parents do not attend, the teachers will follow-up with a home visit or a phone call in order to achieve 95% parent participation.

Professional Development Plan

Heber Hunt Elementary

Goal #1: Heber Hunt Elementary will improve building MAP scores. The percentages will increase by 3% in the top two levels and decrease by 3% in the bottom two levels for each subject tested.

- Analyze assessment data: MAP, AIMSWEB, common assessments, formative assessments.
- Data-based decision-making
- Departmental and grade-level collaboration

Goal #2: A minimum of 80% of Heber Hunt students will be reading on grade level or above. according to a leveled reading assessment.

- Well-articulated, aligned curriculum.
- Identified priority standards in ELA.
- Quality teaching practices are implemented school-wide with a focus on assessment-capable learners.
- Response to Intervention (RTI) is provided to all students as a second layer of reading intervention. Second layer interventions: comprehension, fluency, phonemic awareness, phonological awareness
- Guided Reading Implementation

Goal #3: A minimum of 80% of Heber Hunt students will be proficient in fact fluency based off of a numbers sense assessment or AIMSWeb.

- Professional Development for Teachers on Strategy Work
- Strategy Work during Rocket Math
- Response to Intervention is provided to students during a daily intervention block
- Math Fluency games are implemented with fidelity
- Calendar Math is taught daily

Goal #4: A minimum of 90% of students will be in attendance daily.

- House System based off of the Ron Clark Academy.
- Daily morning assembly.
- Data based decision making. Big 5 Report

Professional Development Plan

Horace Mann Elementary

Goal #1: Horace Mann Elementary will improve building MAP scores. The percentages will increase by 3% in the top two levels and decrease by 3% in the bottom two levels for each subject tested.

- ☐ Analyze assessment data: MAP, AIMSWEB, unit assessments, & DRC
- ☐ Use MAP Item Analysis to determine areas of strength and growth
- ☐ Administer the unit assessments to prepare 3rd & 4th grade students for the format and types of questions they will encounter on the MAP test
- ☐ Data based decision making to drive instruction
- ☐ Departmental and grade level collaboration/team meetings

Goal #2:

A minimum of 80% of Horace Mann students will be reading on grade level or above.

- ☐ Well articulated aligned curriculum
- ☐ Identified priority standards in ELA
- ☐ Next Steps Forward in Guided Reading Assessments given to all students
- ☐ Quality teaching practices are implemented school-wide with a focus on ACL - Assessment Capable Learners
- ☐ Response to Intervention (RTI) is provided to all students as a second layer of reading intervention. Second layer interventions: comprehension, fluency, phonemic awareness, phonological awareness
- ☐ Grade level data team meetings to analyze rates of improvement in student reading scores including AIMSweb, running records, and formative assessments
- ☐ Continuous Guided Reading Training provided by Instructional Coach
- ☐ After school tutoring
- ☐ Students reading below level are progress monitored every two weeks
- ☐ Orton Gillingham Tier 2
- ☐ Phonics First Instruction Tier 1 for Kindergarten, 1st, and 2nd Grades
- ☐ Phonics First Instruction piloted in 3rd Grade

Professional Development Plan

Parkview Elementary

Goal #1: Parkview Elementary will improve building MAP scores. The percentages will increase by 3% in the top two levels and decrease by 3% in the bottom two levels for each subject tested.

- Analyze assessment data: MAP, Leveled Reading Assessment, common assessments
- Data-based decision-making
- Departmental and grade-level collaboration
- Math Fluency Games and Number Sense Routines played weekly K-4

Goal #2: A minimum of 80% of Parkview students will be reading on grade level or above.

- Well-articulated, aligned curriculum and unit plans.
- Identified priority standards in ELA.
- Quality teaching practices are implemented school-wide with a focus on assessment-capable learners.
- Daily Guided Reading Groups
- Response to Intervention (RTI) is provided to all students as a second layer of reading intervention. Second layer interventions: comprehension, fluency, phonemic awareness, phonological awareness
- Grade-level data team meetings to analyze rates of improvement in student reading scores including AimsWeb, Leveled Reading Assessments, running records, and formative assessments.
- After-school tutoring for 3rd-4th grade students reading one or more years below grade level.
- Students reading below level are progress monitored every two weeks
- Phonics First implemented K-2

Professional Development Plan

Skyline Elementary

Goal #1: Skyline Elementary will increase the Building Total MPI from “Approaching” to “On Track” in both Math and Communication Arts.

- Use MAP Item Analysis to determine areas of strength and growth
- Write common assessments that are standard-based and reflect the rigor and format of the MAP.
- Align district priority standards with the new MSIP 6 standards.
- Revise Units of Instruction as needed to align with the MSIP 6 standards and give students multiple opportunities to interact with the standards
- Administer the MAP Practice test to prepare students for the format and types of questions they will encounter on the test
- Analyze the assessment data in grade-level teams and use the information to guide instruction and re-teaching
- Provide Tier 2 instruction for re-teaching priority standards

Goal #2: A minimum of 80% of Skyline students will be reading on grade level or above as measured by AIMSWeb.

- Design and implement the well-articulated, aligned curriculum including the priority standards identified by our district and state.
- Response to Intervention (RTI) will be provided to all students as a second layer of reading intervention. Second layer interventions include: comprehension, fluency, phonemic awareness, phonological awareness.
- Guided reading groups will be implemented daily with a focus on connecting skills to decodable texts.
- Phonics First strategies will be taught in whole/small groups.
- Small groups with a strategy focus will be implemented in 3rd and 4th grades.
- Weekly grade-level data team meetings will allow teachers to analyze rates of improvement in student reading scores including AimsWeb, analysis of running records, and formative assessments.
- After-school tutoring will be provided.
- Students reading below grade level will be progress monitored every two weeks.

Professional Development Plan

Washington Elementary

Goal #1: MAP scores will increase by 3% in the proficient and advanced levels for students as measured by the MAP test.

- ☐ Analyze assessment data: MAP, AIMSWEB, unit assessments, DRA, DRC
- ☐ Data-based decision-making
- ☐ Departmental and grade-level collaboration
- ☐ MAP analysis for strengths/growths (set goals)
- ☐ Students in 3rd and 4th grade will take the DRC

Goal #2: At least 80% of Washington students will be reading on grade level or above as measured by Leveled Reading Assessment (LRA).

- ☐ Well-articulated, aligned curriculum.
- ☐ Identified priority standards in ELA.
- ☐ Quality teaching practices are implemented school-wide with a focus on assessment-capable learners.
- ☐ Response to Intervention (RTI) is provided to all students as a second layer of reading intervention. Second layer interventions: comprehension, fluency, phonemic awareness, phonological awareness
- ☐ Tutoring-after school
- ☐ Orton Gillingham-Tier 2
- ☐ Quality Teaching Practices are implemented school wide (focus on assessment capable learners)
- ☐ Phonics First Instruction Tier 1 for kindergarten and first grade
- ☐ Phonemic Awareness instruction - Heggerty

Professional Development Plan

Sedalia Middle School

Goal #1: Sedalia Middle School will improve building MAP scores. The percentages will increase by 3% in the top two levels and decrease by 3% in the bottom two levels for each subject area tested.

- ☐ Analyze assessment data: MAP, AIMSWEB, common assessments
- ☐ Data-based decision-making
- ☐ Departmental and grade-level collaboration

Goal #2: A minimum of 80% of Sedalia Middle School students will be reading on grade level or above.

- ☐ Well-articulated, aligned curriculum.
- ☐ Identified priority standards in ELA.
- ☐ Quality teaching practices are implemented school-wide with a focus on assessment-capable learners.
- ☐ Response to Intervention (RTI) is provided to all students as a second layer of reading intervention. Second layer interventions: comprehension, fluency, phonemic awareness, phonological awareness

Professional Development Plan

Smith-Cotton Junior High School

Goal #1: Smith-Cotton Junior High will improve building MAP scores. The percentages will increase by 3% in the top two levels and decrease by 3% in the bottom two levels for each subject area tested.

- Analyze assessment data: MAP, Assessments, Study Island, Benchmarks (CASE), CFA's
- Departmental and grade-level collaboration
- A well-articulated, aligned curriculum

Goal #2: One hundred percent of SCJH teachers will implement a curriculum that promotes cooperative learning and critical thinking with the use of technology to increase student engagement and success.

- Identified priority standards for each content area
- Attend ongoing professional development that supports blended learning
- Departmental and grade-level collaboration

Professional Development Plan

Smith-Cotton High School

Goal #1: Smith-Cotton High School will improve building EOC scores. The percentages will increase by 3% in the top two levels and decrease by 3% in the bottom two levels for each subject area tested.

Action Steps:

1. All departments have begun analyzing both formative and summative assessments and are working to make changes so they better reflect the style of new EOC tests.
 - a. EOC tested courses and American History will utilize CASE benchmark assessments three times a year. We will be meeting with department staff throughout the month of June to establish the timeframe their first unit will be ending.
 - i. October 2022
 - ii. January 2023
 - iii. April 2023
 - b. Data will be collected at the standard-level and monitored across all benchmarks.
 - i. Within one week of teachers giving the benchmark, data meetings with the team will take place to analyze an action plan to monitor student progress toward the identified targets.

Goal #2: Students will be college and career ready upon graduating.

Action Steps:

1. PD training sessions will focus on “blending learning”. This approach will help/advice new/veteran staff to increase knowledge on creating a learning environment that can be technology rich but also not forgetting traditional teaching methods.
2. Curriculum maintenance will continue for core areas. Curriculum work within electives will continue.
3. Provide a two-day ACT workshop for all juniors participating in spring ACT testing - seated or virtual depending upon the academic year.
4. Maintain an Academic Honors Hall for students who meet set academic standards.
5. Smith-Cotton administration/counselors/staff will provide opportunities for students to connect with both secondary institutions and career pathways within our region.
6. Smith-Cotton will seek to assist staff with assessment writing through Mastery Connect and other professionals.
7. Administration will build a vision for a Smith-Cotton graduate throughout the 2022-23 school year.
8. A curriculum team will also be building work-ready curriculum for Workforce Ready to be implemented in the fall of 2024.

Professional Development Plan

Whittier Alternative High School

Goal #1: WAHS will help reduce the dropout rate by 1%.

- ☐ Whittier Alternative High School provides night school as an alternative learning environment for students who have unique needs that do not allow for a traditional school-day timeframe.
- ☐ Extra tutoring is provided before school for students.
- ☐ Whittier Alternative High School works diligently to seek and maintain positive and productive partnership within the community. These partnerships provide unique learning opportunities for students, mentoring, and the outlet needed for students to give back to the community as well.

Goal #2: The staff of Whittier Alternative High School will help to increase the graduation rate to a minimum of 91%. We will do this by encouraging the teaching staff to actively seek new methods and techniques of teaching to increase student involvement at school.

- ☐ Collaboration among staff continues regularly as they explore methods to help students achieve success. This often includes collaborative efforts for emotional support and survival skills in addition to academic achievement.
- ☐ The teaching staff actively participates in the professional development as provided by the district and building administration.
- ☐ Project-based learning and service learning opportunities are embedded frequently in the curriculum at Whittier Alternative High School.
- ☐ ACT WorkKeys curriculum will continue to be implemented and a focus to help provide students with greater opportunities in the workplace following graduation.

Appendix A

High Quality Professional Development Standards - <https://learningforward.org/>

Learning Forward develops Standards for Professional Learning so that educators around the world have the latest knowledge and insights to design, implement, and sustain high quality professional learning. Educators advance transformation in schools, systems, and organizations when they leverage standards to create environments in which educators and students alike have equitable access to learning that responds to the demands of an ever changing world.

Standards for Professional Learning



Standards for Professional Learning	Core constructs of each standard
RIGOROUS CONTENT FOR EACH LEARNER	
Equity Practices: Professional learning results in equitable and excellent outcomes for all students when educators understand their students’ historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.	<ul style="list-style-type: none">• Educators understand students’ historical, cultural, and societal contexts.• Educators embrace student assets through instruction.• Educators foster relationships with students, families, and communities.
Curriculum, Assessment, and Instruction: Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.	<ul style="list-style-type: none">• Educators prioritize high-quality curriculum and instructional materials for students.• Educators assess student learning.• Educators understand curriculum and implement through instruction.
Professional Expertise: Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	<ul style="list-style-type: none">• Educators apply standards and research to their work.• Educators develop the expertise essential to their roles.• Educators prioritize coherence and alignment in their learning.

Standards for Professional Learning	Core constructs of each standard
TRANSFORMATIONAL PROCESSES	
Equity Drivers: Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.	<ul style="list-style-type: none"> • Educators prioritize equity in professional learning practices. • Educators identify and address their own biases and beliefs. • Educators collaborate with diverse colleagues.
Evidence: Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.	<ul style="list-style-type: none"> • Educators create expectations and build capacity for use of evidence. • Educators leverage evidence, data, and research from multiple sources to plan educator learning. • Educators measure and report the impact of professional learning.
Learning Designs: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.	<ul style="list-style-type: none"> • Educators set relevant and contextualized learning goals. • Educators ground their work in research and theories about learning. • Educators implement evidence-based learning designs.
Implementation: Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.	<ul style="list-style-type: none"> • Educators understand and apply research on change management. • Educators engage in feedback processes. • Educators implement and sustain professional learning.

Standards for Professional Learning	Core constructs of each standard
CONDITIONS FOR SUCCESS	
Equity Foundations: Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.	<ul style="list-style-type: none"> • Educators establish expectations for equity. • Educators create structures to ensure equitable access to learning. • Educators sustain a culture of support for all staff.
Culture of Collaborative Inquiry: Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.	<ul style="list-style-type: none"> • Educators engage in continuous improvement. • Educators build collaboration skills and capacity. • Educators share responsibility for improving learning for all students.
Leadership: Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.	<ul style="list-style-type: none"> • Educators establish a compelling and inclusive vision for professional learning. • Educators sustain coherent support to build educator capacity. • Educators advocate for professional learning by sharing the importance and evidence of impact of professional learning.
Resources: Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	<ul style="list-style-type: none"> • Educators allocate resources for professional learning. • Educators prioritize equity in their resource decisions. • Educators monitor the use and impact of resource investments.

Appendix B - Virtual Learning Platform/MoEdu-SAIL

All Sedalia #200 certified staff members will use the DESE Applications tool on the DESE website to join the Virtual Learning Platform. This platform will provide additional PD modules that teachers can access at any time to support quality teaching practices in the classroom. Additionally, the MoEdu-SAIL website will also provide virtual professional development for certified staff.

Secure Access

[Educator Certification System](#)

[ePeGS](#)

[Missouri Comprehensive Data System \(MCDS\)](#)

[Tiered Monitoring](#)

[Virtual Learning Platform](#)



SELECT A PILLAR TO FIND OUT MORE ABOUT THE PROFESSIONAL DEVELOPMENT MODULES.



MoEdu-Sail - <http://www.moedu-sail.org/>

Appendix C - Missouri Professional Guidelines for Student Success

Pedagogy to support the Missouri Learning Standards will not look like transmission teaching—we transmit and they receive—but will look like students engaged and grappling with complexity. Assignments should include evidence of students' thinking at progressively deeper levels. Teachers will need to think about a constructivist approach to teaching and learning.

- Know where you are going, why you are going there, and how will you know when you get there – clear goals for learning and a plan for assessment
- A primary emphasis on a hands-on, problem-centered approach in which the learners are actively involved
- Class discussions designed to make a connection between activities and the underlying conceptual knowledge (cues, questions, and advanced organizers will be applicable)
- Projects built around thematic units or the intersection of topics from two or more disciplines
- Concept mapping and non-linguistic/graphical representation will help students show depth of knowledge reached
- Experiments and research projects in which findings are presented and debated with the class as a whole
- Field trips that allow students to put the concepts and ideas discussed in class in a real-world context
- Questions and approaches that require inquiry, problem solving, and the synthesizing of ideas
- Provide learning opportunities that ensure that all students actively participate – utilize cooperative learning, reciprocal teaching, etc.
- Adapt materials to accommodate students with special needs
- Model exemplars and provide real-life and work applications of what students should know and be able to do
- Formative assessment for learning and feedback
- Early interventions for struggling learners




Appendix D - Survey Data

Instructional Staff Survey		May 2022
Total Staff Response		158
Question		Average Rating
PD was relevant to job		79.8
PD helped improve my job performance		78.5
PD helped me better prepare students		74.7
Out-of-district PD I attended was beneficial		92
Bring workshop PD model back		77
Curriculum is current and revised		89
Curriculum is user friendly		89
I refer to curriculum as I plan lessons		92
I have the opportunity to participate in curriculum development		87
Adequate resources to implement curriculum		87
District supports high expectations for student achievement		89.2
I attend parent involvement/community nights		50.6
Adequate opportunities for parent involvement		66.5
Parents understand academic subject and programs offered		22.8
Ranking order of additional PD areas indicated		Number
Social Emotional Learning / Mental Health		59
Content Specific		58
Differentiated Instruction and Intervention		52
Special Education Services		42
English Learner Development		29
Blended Learning		27
Guided Reading		18
Cooperative Education		7
Ranking order of additional technology PD areas indicated		Number
Tyler SIS360		51
Canvas		43
Google Suite		26
Google Classroom		22
Nearpod		20
IXL		18
Study Island		6

Appendix E - District Calendar

SEDALIA SCHOOL DISTRICT #200 CALENDAR - 2022-2023

BOE approved 01/24/2022

Orange = Teacher Workday Days w/* = Teacher PD Day Yellow = Student Day Green = Early Out Day Purple = Paid Holiday Blue - New Staff Days Pink = Non-Student/Staff Days		 End of Quarter/Semester  Snow Make-up days 491.50 Semester 1 Hrs 608.25 Semester 2 Hrs 1099.75 Total Student Hrs 165 +6 Holidays+13 Work/PD Days = 184 Certified Days	<table><tr><td>18</td><td colspan="5">Jan-2023</td><td>22</td></tr><tr><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td></td></tr><tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td></td></tr><tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td></td></tr><tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td></td></tr><tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr></table>	18	Jan-2023					22	M	T	W	T	F		2	3	4	5	6		9	10	11	12	13		16	17	18	19	20		23	24	25	26	27		30	31					2-4 Christmas Break, No School 3-4 PD/Work Day - Certified Staff 16 Martin Luther King Day, No School 121.50																																										
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