Sedalia School District #200

Professional Development Manual

2023-2024

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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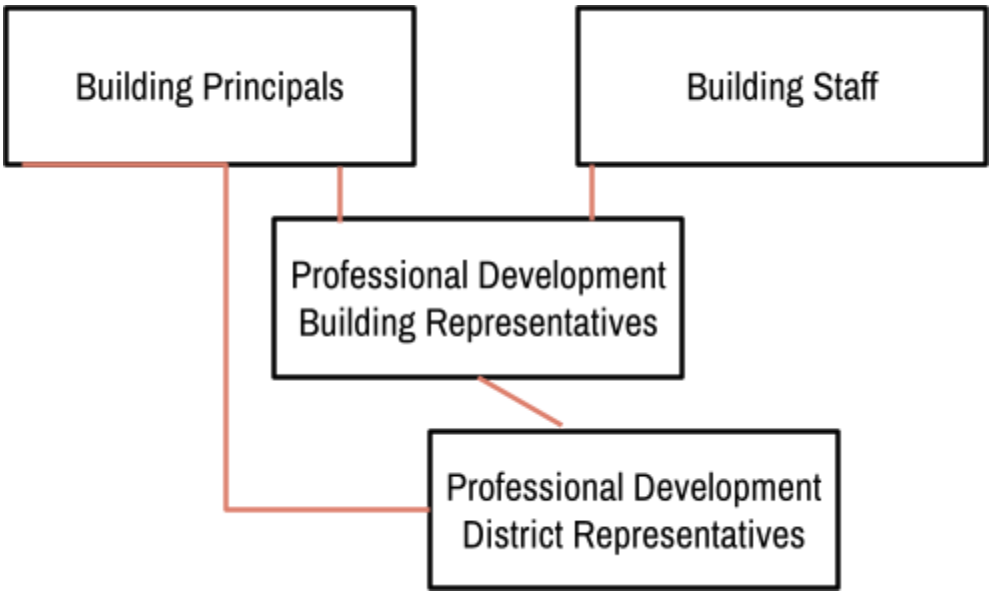
Materials may be referenced to [Missouri Department of Education]

Building Representatives

Building	Representative	Term	Selected By
Heber Hunt	Phillip Ximinies	1	Principal
Horace Mann	Hilliary Hubbs	1	Principal
Parkview	Anna Katherine Harvey	1	Principal
Skyline	Ann Cave	1	Principal
Washington	Roxy Helvey	1	Principal
LECC	April Huddleston	1	Principal
Sedalia Middle	Melissa Wissman	1	Principal
SCJHS	Meredith Brick / Charles Collins	1	Principal
SCHS	Caitlin Alexander / Corissa Beck	1	Principal
Whittier	Alice Tester	1	Principal
District	Devon Gilmore Becky Brownfield	1	Superintende nt
Tech Reps	Madeline Kempton Courtney Davis	1	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, staff 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 and Guidelines

(See Board Policy and Regulation 4505 in Appendix F for more details)

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)

District Frontline Process and Procedures

At the beginning of each in-district professional development opportunity, each staff member will sign in, either by scanning a QR code or signing their name on the sign-in sheet. This indicates they were present for the professional development. This information will be entered in Frontline by a staff member at the district office.

For out-of-district professional development, staff members will submit a completion certificate and conference/PD agenda to one of the curriculum directors. Once this has been submitted, the professional development event will be entered in Frontline.

Email reminders will be sent to staff on the following dates. These reminders will include information for each staff member to check their Frontline account to make sure they are on track with the correct number of hours they need for certification.

1) Friday, September 15, 2023
2) Friday, December 1, 2023
3) Friday, March 1, 2024
4) Wednesday, May 1, 2024
5) Monday, May 13, 2024

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 and should not exceed 25 percent of the total meal receipt. (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) 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 $0.655 = Total Round Trip Cost

Destination	One Way Mileage	Total Round Trip Cost
Blue Springs	78	102.18
Branson	155	203.051
California	37	48.47
Camden on the Lake	76	99.56
Camdenton	80	104.80
Clinton	42	55.02
Cole Camp	23	30.13
Columbia	68	89.08
Crest Ridge	40	52.40
Dresden	8	10.48
Fayette	61	79.91
Hughesville	17	22.27
Jefferson City	61	79.91
Kansas City	95	124.45
Knob Noster	15	19.65
La Monte	13	17.03
Lees Summit	66	86.46
Liberty	98	128.38
Lincoln	25	32.75
Lodge of Four Seasons	69	90.39
Odessa	61	79.91
Smithton	9	11.79
Springfield	118	154.58
St. Louis	191	250.21
St. Pius	95	124.45
Sweet Springs	31	40.61
Tan-Tar-A Lodge	80	104.80
Warrensburg	30	39.30
Whiteman AFB	27	35.37
Windsor	30	39.30

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 expressional 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

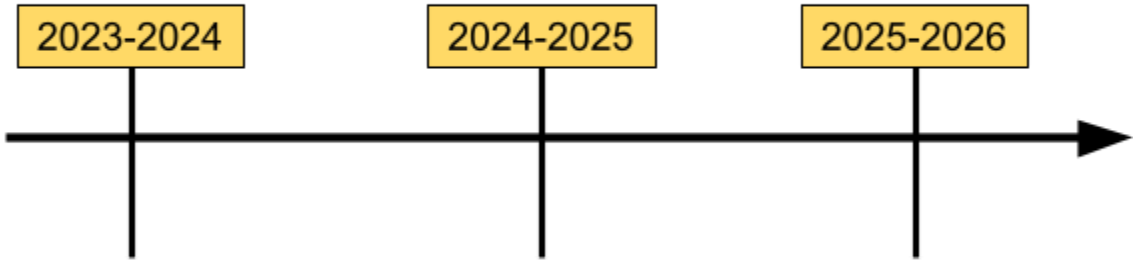
Developing Assessment Capable Learners (CSIP 3.1, 4.1)

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



Update/revise district curriculum for critical components for MSIP 6. Continue best practice of using CFAs aligned to priority standards. Evaluate and realign according to the newly released DESE priority standards. Provide ongoing district professional development for quality teaching practices that support our district curriculum and blended learning.

Evaluate data and effectiveness of continuous CFAs and other critical components of district curriculum. Make annual professional development changes as necessary. Perform annual in-district curriculum audit based on DESE provided MSIP6 rubrics.

Annual evaluations and curriculum audits will continue providing needed changes to professional development and critical curriculum components.

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

Current 2022-2023 survey data

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

PDC building representatives/admin

Professional Development Outline 2023-2024 - CSIP 4.2

May/June 2023 (6-12 Certified Staff)
- Math and Science professional development - The Dana Center
- Elementary curriculum work

July 31 - August 4, 2023
- Phonics First training (3rd grade)
- Structures training (4th and 5th grade)

August 2-3, 2023 (Special Education staff and Paras)
- Para Conference

August 8-9, 2023
- Secondary Admin professional development - The Dana Center

August 14-18, 2023 (PreK - 12 New Certified Staff)
- Curriculum and technology overview
- Cooperative learning training
- Sedalia Schools Behavior Support System (PreK-5)
- Trauma informed PD
- Small group PD in buildings with admin and instructional coaches
- IEP training

August 21-23, 2023 (Back-to-school)
- District back-to-school meeting
- Building collaboration
- Two designated work days

October 20, 2023 (Work Day)

January 2-3, 2024 (Work Day/PD Day/Collaboration)
- TBD based on district needs Fall 2023

February 16, 2024 (PD/Collaboration Day)
- Workshop model

March 8, 2024 (Work Day)

April 1, 2024 (PD/Collaboration Day)

**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/Structures (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
- ❏ 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)
- ❏ Kagan-trained teachers grades Pre-K-12
- ❏ Social workers are the home/school liaison - in all district buildings
- ❏ 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
- ❏ 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
- ❏ High number of Ukraine Refugees

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 2023)
- ❏ Virtual enrollment is 69 (May 2023)
- ❏ According to MERIC Economic Database, the estimated per capita income for Pettis County (2021) $41,563 compared to the state average of $57,329.

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

- ❏ 51% 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 April 2023 is 2.3 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 training 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/advise 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

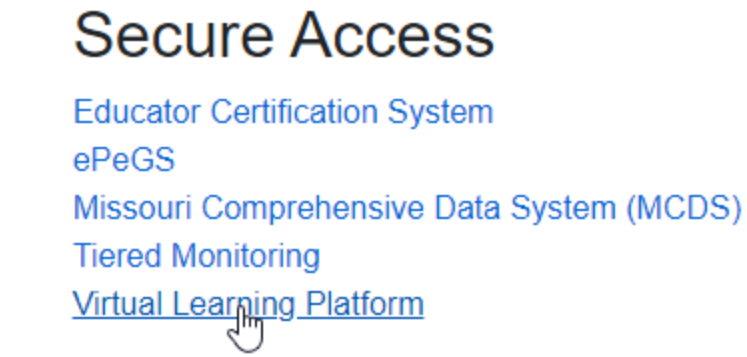
Standards for Professional Learning	Core constructs of each standard
RIGOROUS CONTENT FOR EACH LEARNER	
Equity Practices: Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.	• 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.



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

Elementary Instructional Staff Survey	**March 2023**
Total Staff Response	100
Question	Average Rating
PD helped me better prepare students	66
Out-of-district PD I attended was beneficial	62
Curriculum is current and revised	89
Curriculum is user friendly	87
I refer to curriculum as I plan lessons	98
I have the opportunity to participate in curriculum development	91
Adequate resources to implement curriculum	90
District supports high expectations for student achievement	97
I attend parent involvement/community nights	89
Adequate opportunities for parent involvement	92
Parents understand academic subject and programs offered	59
Ranking order of additional PD areas indicated	Number
Content Specific	44
Social Emotional Learning/Mental Health	40
Cooperative Learning	9
Special Education Services	13
English Learner Development	23
Blended Learning	7
Differentiated Instruction	29
Classroom Management	18
Math Fluency	20
Technology	13
Other	15
Professional Development Models/Types	Number
Team Meetings	49
Interactive Large Groups	8
Virtual	12
Workshop Model	46
Ongoing	38
Keynote Speakers	38
Vertical Collaboration - in building	47

Secondary Instructional Staff Survey	**March 2023**
Total Staff Response	
Question	Average Rating
PD helped me better prepare students	81
Out-of-district PD I attended was beneficial	96
Curriculum is current and revised	88
Curriculum is user friendly	90
I refer to curriculum as I plan lessons	84
I have the opportunity to participate in curriculum development	88
Adequate resources to implement curriculum	83
District supports high expectations for student achievement	85
I attend parent involvement/community nights	62
Adequate opportunities for parent involvement	69
Parents understand academic subject and programs offered	32
Ranking order of additional PD areas indicated	Number
Content Specific	55
Social Emotional Learning/Mental Health	32
Cooperative Learning	5
Special Education Services	21
English Learner Development	22
Blended Learning	20
Differentiated Instruction	33
Classroom Management	22
Behavior Management	34
Other	10
Professional Development Models/Types	Number
Small Group during my plan with colleagues	52
Interactive large group	16
Virtual	13
Workshop Model	50
Ongoing throughout the year	43
Keynote Speakers	25
Additional Technology Professional Development Needed	Number
Canvas	25
Nearpod	8
Google Suite	9

Study Island	6
Planning lessons with technology	20
SISK12	11
Securly	31
Mastery Connect	32
Clever	12
Other	21

Appendix E - District Calendar

SEDALIA SCHOOL DISTRICT #200 CALENDAR - 2023-2024

BOE approved 01/23/2023

	Teacher Workday		End of Quarter/Semester
*	Teacher PD Day		Snow Make-up days
	Student Day	534.00	Semester 1 Hrs
	Early Out Day	569.75	Semester 2 Hrs
	Paid Holiday	**1103.75**	Total Student Hrs
	New Staff Days	165	+6 Holidays+13 Work/PD Days =
	Non-Student/Staff Days	**184**	Certified Days

6	Aug-2023			9
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

14-18	New Staff Week
21-23	Teacher PD(1)/Work Days(2)
24	Student's 1st Day

40.50

20	Sep-2023			21
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

4	Labor Day, No School

135.00

20	Oct-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			

13	Early Out - Homecoming
19	1st Quarter Ends
20	Teacher Work Day
25-26	Parent Teacher Conferences
26	Early Out
27	Teacher Work Day

131.00

19	Nov-2023			20
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

22-24	Thanksgiving Break, No School

128.25

15	Dec-2023			16
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

19-20	HS ONLY Semester Exams - Early Out
21	End of 1st Semester, Early Out
22-29	Christmas Break, No School

99.25

19	Jan-2024			23
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

1-3	Christmas Break
2-3	Teacher PD(1)/Work Day(1)
15	Martin Luther King Day, No School

128.25

19	Feb-2024			21
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16*
19	20	21	22	23
26	27	28	29	

16	Teacher PD Day
19	President's Day, No School

128.25

13	Mar-2024			15
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

7	End of 3rd Quarter
8	Teacher Work Day
13-14	Parent Teacher Conferences
14	Early Out / 15 - Teacher WD
18-22	Spring Break, No School
29	Good Friday, No School

85.75

21	Apr-2024			22
M	T	W	T	F
1*	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

1	Teacher PD/Work Day

141.75

13	May-2024			15
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

11	Commencement
15-16	HS ONLY Semester Exams - Early Out
17	Last Day for Student's, Early Out
20-21	Teacher Work Day

85.75

Oct 27 & Mar 15 - Certified Work Day due to evening parent/tchr conf

Priority order for designated make-up day as follows:

5/20, 5/21, 5/22, 5/23, 5/24, 5/28

Appendix F - Board Policy 4505 and Regulation 4505

P 4505 Salary Schedules

The Superintendent, with input from staff members, will prepare salary schedules annually for all non-administrative employee groups. These schedules will be submitted to the Board of Education for approval. (See also Policy 4131 – Extra Duty and Extended Contracts.) Salary recommendations for all administrators will be prepared and submitted to the Board annually. Administrative salaries will be based upon a variety of factors including, educational preparation, years of service within the District, and within public education, years of service as an administrator at each administrative level, years of service within the District, regional comparisons to similar districts, number of contracted days, administrative responsibilities, and salaries of other District administrators within category – building and central office. Consideration will be given to administrators' previous salary for all newly hired administrators.

Course credits for horizontal movement on the salary schedule may be approved under the following guidelines:

1. Courses must carry graduate credit status, with the exception of undergraduate courses in an assigned teaching area in which a staff member has full rather than provisional certification. To receive credit for undergraduate courses, application must be made with the Superintendent/designee, and approval given, prior to taking the course.
2. Courses that relate directly to the major, minor, or teaching areas of certification do not need prior approval. To receive credit for those courses outside the major or minor areas of certification, application must be made with the Superintendent/designee, and approval given, prior to taking the course.
3. Courses in which the core content is the same, or which carry the same course number, can be used only once for horizontal movement on the salary schedule.
4. To receive credit, the staff member must submit an official course transcript and completed district for 4505 prior to September 1 of the school year for which movement is being sought.
5. Upon reaching the Master's level, credits start again at zero.

R 4505 Compensation

Participant Eligibility:

Only certified staff members employed on a full-time or part-time basis may receive in-service credit. Substitute teachers are not eligible for in-service credit. Staff members who resign forfeit all in- service hours obtained, (i.e. Upon return to the district, in-service hours start at zero).

Rate of Credit:

One (1) hour of in-service credit will be granted for fifteen (15) contact hours of approved in-service programs.

The minimum contact time that may be earned for a given District in-service activity is one (1) hour; thereafter, contact hours may accumulate in increments of five (5) minutes. Building level in-service

sessions scheduled in the a.m. for less than one hour may, with the approval of the Director of Curriculum and Instruction, be accepted.

In-service credit may be accumulated from one school year to the next, until the fifteen contact hours have been reached. All records of approved contact hours will be kept in the office of Special Services.

Approved Credit Activities and Responsibilities:

The Director of Curriculum and Instruction shall approve all in-service and staff development activities.

In-service and staff development programs offered by the Sedalia School District which are scheduled outside the regular day and approved through the Office of the Superintendent shall be eligible for in-service credit.

All District program registrations will be made through the office of the Director of Curriculum and Instruction with input from the Staff Development Committee, so that decisions regarding accommodations, materials, and the scheduling and remuneration of presenters can be based upon accurate enrollment data.

In order for participants to receive credit on the salary schedule for in-service programs offered by the Sedalia School District, all requirements must be fulfilled, such as attendance, attentiveness, and feedback/evaluation. When the Director of Curriculum and Instruction determines that a staff member has completed all attendance and participation requirements for a given activity, the amount of in-service credit accumulated shall then be approved and retained by the staff member until such time as eligibility is met for horizontal movement.

Staff members in non-supervisory positions who present in-service approved through the office of the Director of Curriculum and Instruction may receive double in-service credit in lieu of remuneration. Teachers who wish to present in-service sessions may submit in-service proposals to their respective academic area coordinators or building principals.

Participation in curriculum development activities may be approved for in-service credit. District- level coordinators, directors, supervisors, and/or department chairpersons shall administer these sessions. All curriculum development activities must be approved by the Director of Curriculum and Instruction.

Non-Credit Activities:

In-service programs or activities conducted during the regularly scheduled school day (eight hours) are not eligible for in-service credit.

Unless in-service programs have been <u>approved in advance,</u> they are not eligible for in-service credit.

Staff members <u>who accept remuneration</u> for participating in a district-sponsored program are not eligible for in-service credit on the salary schedule. They will have the option of receiving credit or accepting remuneration.

<u>NOTE:</u> Staff members who take part in in-service activities that are:

- Outside the school day,
- Initiated by or through district level administrators and Board approved, or

- Part of a new or revised district initiative will receive in-service credit for the workshop time to include initial training and necessary follow-up training for one-year in preparation for implementation of the activity, EVEN THROUGH THE EXPENSES ARE BEING PAID BY THE DISTRICT.

The maximum number of contact hours per day that can be applied is eight (8). Staff cannot receive both a stipend and in-service credit for the same activity/in-service. when both are offered, they may have a choice between the two.

In-service credit will be given only for the amount of time during professional workshop/conference schedules in which the principle activities are content presentation sessions. Credit will not be given for other types of activities, e.g., registrations, business meetings, breaks, exhibits, meals, social activities, etc.

When a staff member has earned college credit for a program or activity and submits a transcript of this credit to the Office of the Superintendent requesting to advance on the salary schedule, the staff member is not entitled to District in-service credit for this program or activity.

Staff members granted educational leave are not eligible for in-service credit.

Sedalia staff members who present programs for groups and/or organizations outside the Sedalia School District are not eligible for in-service credit for these presentations.

Approved Credit Activities Offered by Groups Outside the Sedalia School District

Salary credit for workshops and conventions outside the district is allowable provided the participant first submits a proposal meeting the following criteria:

1. Not for college credit
2. Be relevant to the person's employment
    1. grade level
    2. district goal
    3. building goal
    4. state or federal grant
3. Expenses not reimbursed by the district
4. Outside the school day
5. Written summary and commitment to share the content and the information concerning the use of the content and/or information in the employee’s employment.

To receive in-service credit for participating in activities/workshops sponsored by groups outside the Sedalia School District, requests must be submitted on the “Application for State Development In- Service Credit” form, and approved prior to the date of the activity.

On the application form, applicants will provide information describing the professional growth activity for which in-service credit is being requested. i.e. sponsoring institution or association, location, and date. A copy of the program agenda must be attached to the application.

It will be the responsibility of staff members requesting credit to obtain approval from the professional institution or association and from the appropriate building principal.

When the out-of-district activity has been fully described and approval from the appropriate building principal obtained, the application should be submitted to the Director of Curriculum and Instruction.

If the application is complete and the request is consistent with established District guidelines, the Director of Curriculum and Instruction will tentatively approve the application and will send the applicant a form for submitting follow-up information.

If the request is not complete and/or is not consistent with established district guidelines, the request will not be approved and the applicant will be notified.

Within two weeks after participating in an approved professional activity, the in-service credit applicant must provide the office of the Director of Curriculum and Instruction with the following:

A copy of the conference agenda indicating which sessions the applicant attended and;

The signature of the appropriate building principal indicating the approval of a plan for sharing the professional growth activity.

When the appropriate follow-up information has been received, the staff member will receive the appropriate credit.

ADMINISTRATIVE AND SUPERVISORY

PROGRAM DEVELOPMENT RESPONSIBILITIES

Building level in-service/staff development programs approved and implemented through the office of the Director of Curriculum and Instruction and scheduled outside the regular school day will be eligible for in-service credit.

Building principals will develop in-service session proposals which reflect district and building objectives and will submit proposals to the office of the Director of Curriculum and Instruction prior to the date of the in-service.

When approval has been received, building principals or their designees will administer building- level staff development sessions. The principal's responsibilities will include disseminating in-service programming information, obtaining attendance and evaluation records, and submitting this information to the Director of Curriculum and Instruction.

AMOUNT OF CREDIT

Staff may accumulate salary credit on the Sedalia School District #200 salary schedule in the following amounts:

- Staff who have earned a Bachelor's degree, but have not earned a Master's degree, may earn up to ten (10) hours of salary credit prior to completion of the Master's degree.
- Staff who have earned a Master's degree or above may earn up to fifteen (15) hours of salary credit.