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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High Quality Professional Development Defined                        Appendix A
DESE Virtual Learning Platform/MoEdu-SAIL                                Appendix B
Missouri Professional Guidelines for Student Success                    Appendix C
Survey Data                                                             Appendix D
District Calendar                                                        Appendix E

Materials may be referenced to Missouri Department of Education PDC Manual
# Building Representatives

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<tr>
<th>Building</th>
<th>Representative</th>
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<tr>
<td>Horace Mann</td>
<td>Courtney Davis</td>
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<tr>
<td>Heber Hunt</td>
<td>Lindsey Branson</td>
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<td>Parkview</td>
<td>Ashley Klein</td>
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<td>Skyline</td>
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<td>Jo Black</td>
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<tr>
<td>PCEC</td>
<td>Alisha Huddleston</td>
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<tr>
<td>Sedalia Middle</td>
<td>Angie Meyer</td>
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<td>Principal</td>
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<tr>
<td>SCJHS</td>
<td>Michelle Steger</td>
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<td>Whittier</td>
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<tr>
<td>District</td>
<td>Gilmore/Brownfield</td>
<td>1</td>
<td>Superintendent</td>
</tr>
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</table>

The flow of communication within the PDC team follows the model below:
Mission of Professional Development

Today's educators are held accountable for preparing all students to successfully meet more rigorous standards and performance outcomes and to insure 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.

Stephanie Hirsh, executive director of Learning Forward [formerly the National Staff Development Council (NSDC)] states: "Effective professional learning is embedded in a culture committed to continuous improvement and informed by data and research on student and educator performance."

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.

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 5th Cycle 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 development offering enhance the participants’ repertoire of skills and content knowledge?
- Does each professional development activity involve active learning processes?
- Does each professional development offering lead to improvement of teaching practice?
- Does each professional development offering help students become better and more efficient learners?

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 obtain approval for the leave by completing the Frontline PD request form before the time of leave and submitting it for approval. You will receive notification of approval/denial prior to the activity.

If the request is part of the building plan, then the building administrator will give approval. It is the building’s responsibility to request a substitute if one is needed. Once the building administrator has approved the request, it is forwarded to Central Office where it will be approved/denied/or requests for more information may be made.

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 Central Office for payment.

Please 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 $36.00 per day. Tips are included in the $36.00 allowance.

For travel use, the mileage is found on the mileage chart 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 indicated 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 $0.54 = Total Round Trip Cost

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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. Identify Essential Standards within Missouri Learning Standards for each class/grade
2. Develop common language for essential standards
3. Cross-walk to MAP/EOC Blueprints

**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

![Timeline Diagram]

**Professional Development:**
Focus on ACL practices including CFA’s, Feedback, Data Teams and RTI, identifying essential skills, common language, and writing quality assessments

**Development:** Identify essential skills; create common language amongst grade level/department/content level teams; Develop Units of Instruction; Develop CFA’s aligned to units of instruction including pre-tests and post-tests; Feedback Loops for students.

**Implementation & Evaluation:** Units of instruction with CFAs; Data Teaming for Data Based Decision Making; Feedback Loops for Students.

Professional development goals and planning are determined by, but not limited to, the following:
Survey data through Missouri Model Districts/DESE (See Appendix)
Quarterly district admin/coaches meeting
Strategic planning
NEE observation data
PDC building representatives/admin
Professional Development Outline 2018-2019

Where am I going?

August 13-17 (New Staff Training)
● Two-day Kagan training K-12
● K-5 PLTW training
● 6-12 Technology and Curriculum PD
● K-5 Math and Focus training

September 4, 2018 (Full Day)
District MMD Goal Implementation (Similar model to what admin did on July 10)
● Goal: Share districtwide MMD goals and vision as an entire staff
● Secondary: 8-11 a.m., High School Cafeteria
● Elementary: 12 -3 p.m., High School Cafeteria
● Alternating afternoon/morning times will be dyslexia training

Where am I going and how am I going to get there?

December 21, 2018 (Early Out w/students, 2 hour PD)
● Building Evaluation of MMD progress from semester 1
● **Work day for Kindergarten and 1st grade due to January Phonics First training
● Goal: Determine areas of growth still needed to meet our district instructional goals

January 2, 2019 (Full Day)
● Goal: Provide tools and resources for teachers to successfully improve DACLs, CFAs, feedback, and technology integration
● Kindergarten & 1st grade w/Orton-Gillingham Phonics First training
● Breakout sessions, Quality Teaching Practices/MMD and technology
● Focus areas divided into skill level, grade levels, and content areas as possible
● Approximately 20-25 breakout sessions needed

January 3, 2019 (Work Day)
● Goal: Final grade imports, process & plan QTP/MMD/Tech into spring semester
● Kindergarten and 1st grade w/Orton-Gillingham Phonics First training

January 4, 2019 (Full Day)
● Goal: Implement knowledge gained from January 2 session to begin integration into second semester
● Structure: Grade-level teacher collaboration in the AM
● Building discretion to discuss building goals/approach within district MMD model in the PM
● Kindergarten and 1st w/Orton-Gillingham Phonics First training

February 15, 2019 (Full Day)
● Goal: Increasing student engagement among a diverse student population
● Dr. Derek Greenfield - Diversity Training

**Additional individualized professional development will also take place through the virtual learning platform as well as collaborative meetings with instructional coaches**
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 Plan
- Economic Development Data

**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
- Pettis County Cooperative for Early Childhood
- Collaborative school board
- Aligned curriculum to current state standards
- Data-driven professional development
- Summer programs (enrichment at elementary and secondary, Reading Camp at elementary, Summer school at high school)
- 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)
- Newly structured ELL Program for grades 1-5 (2015)
- Whittier Alternative School
- Universal breakfast (PreK-5)
- University partnerships
- Increased technology throughout the district by adding wireless capabilities and educational technology staff for training and support
- Free developmental screenings for preschoolers
- Meeting the needs of diverse learners through a cohesive special education program PreK-12
- Additional AP and dual credit courses offered in conjunction with State Fair Community College and University of Central Missouri
- Gifted program (REACH) for grades 3-12
- PLTW and Launch programs for STEM: Districtwide STEAM
- Grow Your Own student program (started 2017-2018)
- Administrative Grow Your Own program (2016-2017)
- Connecting the Prairie to the Ivy (students will visit Ivy League schools)
- Closely monitored financial resources to further enhance the educational process
- Expanded mental health resources
- Partnership with DESE (MMD)
- Science Dimensions program (K-5)
- 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
- District K-5 Math coach
- Instructional coaches: one at each elementary building, one at the middle school, and two shared grades 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
- 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)
- Title and special education teachers Orton-Gillingham trained in grades K-4
- Kagan-trained teachers grades 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
- Gateway to Change program
- Service Learning programs (schools working to impact community)
- Production of Tiger Times (student-written newspaper)
Internal Analysis continued....

- Production of Tiger Pride magazine produced annually by the district communications director
- Rookie Reporter Tiger Times students interviews on school topics are submitted and published in the local daily newspaper
- 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
- 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 (2018)
- Mentor programs
- “Day Trippin’” (2018) - occasional videos with superintendent interacting with students and staff discussing education initiatives (on district’s YouTube channel and Facebook page)

Facility Improvements

- Restructured the Harriet A. Wolfe Media Center to include a commons area and three new classrooms
- Seven new classrooms at the Smith-Cotton Junior High by remodeling the old cafeteria (2017-2018)

Safety

- 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 at Smith-Cotton Junior High and Smith-Cotton High School
- 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

**Staff**

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

**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
- Growing student population
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 2017 for Sedalia: Population 21,387

**Challenges**

- Managing the increase in education cost in relation to population growth while meeting the needs of our diverse population
- Highly mobile student population has increased from 798 in 2013-2014 to 887 in 2014-2015
- Current total student population is 5059, compared with 4,933 in 2013 (2.5% increase)
- According to MERIC Economic Database, the estimated median household income for Sedalia (2015) $31,460 compared to the state average of $50,873

**Goals**

- Additional revenue to cover rising cost of providing quality education
- Continue to develop and explore business and community partnerships
- Increase use of the ELL program and services to Level 1 students on the ACCESS
- Provide resource information to families for community support programs available through the social workers

**Technology**

**Positives**

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

**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.

**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.

**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**

- 65% of the student population are eligible for free or reduced lunch
- Meeting the needs of increased student population due to the growth of industry; maintaining appropriate student-to-teacher ratio due to increase of population; 25% of population come from homes living below the poverty line
- Limited housing and community amenities result in new families of industry settling in surrounding cities
- Unemployment in Sedalia spiked to 4.7 in April 2018 and continues to stay above 4
- 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, Coat lady, 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
2018-2019

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 the 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
2018-2019

**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
- Data-based decision-making
- Departmental and grade-level collaboration

**Goal #2:** Heber Hunt Elementary will meet or exceed the MSIP 5 requirement for 90/90 individual student attendance.
- Front office staff will make daily contact with the parents or guardians of an absent student.
- Individual students with perfect attendance will be recognized during quarterly PBS assemblies.
- Students identified as at-risk due to their daily attendance will be monitored by the front office and guidance office staff.
- A referral will be made to truancy court for students whose attendance falls below 83%.

**Goal #3:** A minimum of 80% of Heber Hunt 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
Horace Mann Elementary
2018-2019

Goal #1: 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.
- 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
- Grade-level data team meetings to analyze rates of improvement in student reading scores including AimsWeb, running records, and formative assessments.
- After-school tutoring
- Students reading below level are progress monitored every two weeks
- Orton Gillingham implemented with the most struggling learners

Goal #2: 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, common assessments
- Use MAP Item Analysis to determine areas of strength and growth
- Administer the MAP Practice test to prepare students for the format and types of questions they will encounter on the test
- Data-based decision-making to drive instruction
- Departmental and grade-level collaboration

Goal #3: Horace Mann Elementary students will meet or exceed the MSIP 5 requirement for 90/90 attendance with regard to individual students.
- Front office staff will make daily contact with the parents or guardians of an absent student.
- Individual students with perfect attendance will be recognized during quarterly PBS assemblies.
- Students identified as at-risk due to their daily attendance will be monitored by the front office and guidance office staff.
- A referral will be made to truancy court for students whose attendance falls below 83%.
Goal #1: Parkview Elementary will meet or exceed the MSIP 5 requirement for 90/90 individual student attendance.
   - Front office staff will make daily contact with the parents or guardians of an absent student.
   - Individual students with perfect attendance will be recognized during quarterly PBS assemblies.
   - Students identified as at-risk due to their daily attendance will be monitored by the front office and guidance office staff.
   - A referral will be made to truancy court for students whose attendance falls below 83%.

Goal #2: 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, AIMSWEB, common assessments
   - Data-based decision-making
   - Departmental and grade-level collaboration

Goal #3: A minimum of 80% of Parkview 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
Skyline Elementary
2018-2019

Goal #1: Skyline Elementary will increase the Building Total MPI from “Approaching” to “On Track” in both Math and Communication Arts. This will be a 14% increase for ELA and a 4% increase for Math.

- 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.
- Identify Priority Standards for each grade level in Math and ELA
- Write Units of Instruction that address the Priority 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: Skyline Elementary will meet or exceed the MSIP 5 requirement of 90/90 individual student attendance.

- Every student who is absent will receive a personal phone call from the administrative assistant or nurse
- Schoolwide and individual classroom attendance incentives will be implemented
- Students falling below 90% will be enrolled in the Skyline Attendance Club. The social worker will work with the parents and students to improve attendance. Students who increase their attendance will be rewarded with incentives.
- In severe cases, a referral will be made to the prosecuting attorney resulting in truancy court

Goal #3: A minimum of 80% of Skyline students will be reading on grade level or above as measured by AIMSWeb.

- 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
- Grade-level data team meetings to analyze rates of improvement in student reading scores including AimsWeb, running records, and formative assessments.
- After-school tutoring
- Students reading below level are progress monitored every two weeks
- Orton Gillingham implemented with the most struggling learners
Goal #1: During the 2018-2019 school year, 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, common assessments
   - Data-based decision-making
   - Departmental and grade-level collaboration

Goal #2: During the 2018-2019 school year, at least 80% of Washington students will be reading on grade level or above as measured by AIMSWeb.
   - 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

Goal #3: Washington Elementary will meet or exceed the MSIP 5 requirement for 90/90 individual student attendance.
   - Social worker will make daily contact with the parents or guardians of an absent student.
   - Building attendance incentives when the average daily attendance is 97%-spelling out ATTENDANCE
   - Students identified as at-risk due to their daily attendance will be monitored by the front office and guidance office staff.
   - A referral will be made to truancy court for students whose attendance falls below 83%.
Professional Development Plan
Sedalia Middle School
2018-2019

**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

**Goal #3:** Sedalia Middle School will meet or exceed the MSIP 5 requirement for 90/90 individual students attendance.
- Front office staff will make daily contact with the parents or guardians of an absent student.
- Individual students with perfect attendance will be recognized during quarterly PBS assemblies.
- Students identified as at-risk due to their daily attendance will be monitored by the front office and guidance office staff.
- A referral will be made to truancy court for students whose attendance falls below 83%.
Professional Development Plan
Smith-Cotton Junior High School
2018-2019

Goal #1: Smith-Cotton Jr. 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, Common Assessments, CFA’s
- Departmental and grade-level collaboration

Goal #2: A minimum of 80% of Smith-Cotton Jr. High students will be reading on grade level or above.

- A well-articulated, aligned curriculum.
- Identified priority standards in ELA.
- Quality teaching practices are implemented school-wide with a focus on assessment-capable learners.

Goal #3: Smith-Cotton Jr. High will meet or exceed the MSIP 5 requirement for 90/90 individual student attendance.

- Guidance office and/or front office staff will make daily contact with the parents or guardians of an absent student.
- Students identified as at-risk due to their daily attendance will be monitored by the guidance office and front office staff.
- A referral will be made to truancy court for students whose attendance falls below 83%.
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. English - making changes to question stems that mimic EOC and rewriting for deeper DOK. Administering EOC practice test in early spring and reteaching on any standards of concern.
   b. Science - writing two- and three-dimensional questions for unit quizzes and tests (new to the spring 2019 EOC)
   c. Math - working with Mr. Harter to review pacing guides for standards “holes” or “gaps.” Creating EOC prep tests on Mastery Connect.
   d. Government - Also evaluating curriculum for “holes/gaps” as it relates to the new standards to be tested spring 2020.
2. All teachers are receiving training on how to write clear and meaningful “I can…” statements in student-friendly language derived from the learning standards with the purpose of moving students towards evaluating their own learning.

Goal #2: Smith-Cotton High School will meet or exceed the MSIP 5 requirement for 90/90 individual student attendance.

Action Steps:(Daily)
1. The administrative assistants charged with attendance will make daily contact with the parents or guardians of each absent student.
2. An attendance committee is being formed to evaluate attendance data and address various attendance concerns, such as incentives, intervention, loss of credit due to attendance, and to review attendance policy and procedures.
3. The school counselors will use weekly attendance history reports for their respective grade levels to schedule parent attendance meetings.
4. The school social worker and interpreter will make daily contacts for their targeted groups through telephone calls, emails, texts, and home visits.
5. The school administrators will review the daily attendance, run weekly attendance data, flag students at various markers, and conference with students and parents/guardians.
6. Attendance letters will be sent out at the following steps; 4 absences, 6-8 absences, and 8 and above.
7. Perfect attendance awards will be given to freshman students with 100% attendance records during the freshman awards assembly in May.

Goal #3: Smith-Cotton graduates will score at or above the state average composite score on the ACT.

Action Steps:
1. Junior level fall pre-ACT testing (10/25)
a. ACT Leadership team will participate in ACT Data day (Nov 12-20) to accomplish the following:
   i. Set cut scores for spring ACT testing
   ii. Set goals for class of 2020 ACT scores
   iii. Form ACT workshop groups
   iv. Discuss and formulate eight-week plans for any subgroup whose scores fall below the building level cut scores
2. Hold eight-week ACT Workout Wednesdays for 9th-11th graders (Jan 28th-March 25th)
3. Provide a two-day ACT workshop for all juniors participating in spring ACT testing (March 2019)
4. Junior level spring ACT testing (4/2)
5. Build an Academic Honors Hall for students who meet set academic standards (Fall of 2018)
6. Discuss ACT Prep course for the 2019-20 school year (Fall of 2018)
Goal #1: Whittier Alternative High School (WAHS) will meet or exceed the MSIP 5 requirement for 90/90 individual student attendance.

- Phone calls are made daily when students are not in attendance.
- The social worker and staff members make home visits and provide transportation on an as needed basis.
- Attendance letters are sent out at four absences per quarter.
- The administrator will review the daily attendance, run weekly attendance data, flag students at various markers, and conference with students and parents/guardians.

Goal #2: WAHS will help reduce the dropout rate by HH1% for the 2018-2019 school year.

- 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 from 8 to 9 a.m. 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 #3: 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.
Appendix A

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

Standards for Professional Learning

Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results. Learning Forward is the only association focused solely on the most critical lever in improving schools - building the knowledge and skills of educators. Through the Standards for Professional Learning, Learning Forward leads the field in understanding what links professional learning to improved student achievement. We assist classroom, school, and system leaders in solving their toughest problems of practice. Learning Forward members experience practical learning opportunities, receive timely publications, and connect to like-minded educators from around the world.

<table>
<thead>
<tr>
<th>Professional learning that increases educator effectiveness and results for all students …</th>
<th>LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</th>
<th>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</th>
<th>RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</td>
<td>LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</td>
<td>IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.</td>
<td>OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.</td>
</tr>
</tbody>
</table>

Four prerequisites for effective professional learning:

1) Educators’ commitment to students, all students, is the foundation of effective professional learning.

2) Each educator involved in professional learning comes to the experience ready to learn.

3) Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.

4) Like all learners, educators learn in different ways and at different rates.
Appendix B - Virtual Learning Platform/MoEdu-SAIL

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

Missouri Virtual Learning Platform

Professional Development Materials

Professional development materials are available for each element of the framework. As of May 2017, the DESE is developing a virtual learning platform as a resource for guiding educators through the elements of the framework.

The Virtual Learning Platform is an online portal that will provide Department endorsed, evidence-based training. This training will be available to teachers and school administrators through the Department’s Web Application Portal and include space for user collaboration, pre/post assessment, handouts, worksheets, bookmarking of courses in progress, and other materials required for training. Users authorized through DESE’s Web Application single sign-on system will have access to collaborative learning cohorts and will have the ability to bookmark their place in learning packages in process. The system can be accessed at any time and may be used as a reference for users once the course(s) are complete.

The online resources/materials are arranged around five key elements:

- Leadership
- Collaborative Culture and Climate
- Effective Teaching/Learning Practices
- Measurement and Assessment
- Data-based Decision Making

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

The process for professional development surveys changed with the Missouri Model District framework starting in 2017, evaluating quality teaching practices. Surveys from this point forward will be taken each fall and spring to monitor effectiveness and progress of professional development within the Missouri Model District framework.

<table>
<thead>
<tr>
<th>Self Assessment Practice Profile Spring 2018</th>
<th></th>
</tr>
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<tbody>
<tr>
<td><strong>Total teachers</strong></td>
<td>279</td>
</tr>
<tr>
<td><strong>ETLP</strong></td>
<td>Overall District Percent</td>
</tr>
<tr>
<td>1. Learning targets</td>
<td>42</td>
</tr>
<tr>
<td>2. Students assess</td>
<td>50</td>
</tr>
<tr>
<td>3. Students Identify</td>
<td>47</td>
</tr>
<tr>
<td>4. Feedback to targets</td>
<td>80</td>
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<tr>
<td>5. Student to student feedback</td>
<td>56</td>
</tr>
<tr>
<td>6. Students state criteria</td>
<td>41</td>
</tr>
<tr>
<td>7. Instruction state standards</td>
<td>89</td>
</tr>
<tr>
<td>8. Student reviews CFA</td>
<td>66</td>
</tr>
<tr>
<td><strong>CFA</strong></td>
<td></td>
</tr>
<tr>
<td>1. Use CFA</td>
<td>88</td>
</tr>
<tr>
<td>2. All in CFA</td>
<td>93</td>
</tr>
<tr>
<td>3. Student reviews CFA</td>
<td>66</td>
</tr>
<tr>
<td>4. CFA used to plan</td>
<td>89</td>
</tr>
<tr>
<td><strong>DBDM</strong></td>
<td></td>
</tr>
<tr>
<td>1. Team reviews data</td>
<td>83</td>
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<tr>
<td>2. Team Positive</td>
<td>80</td>
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<tr>
<td>3. Effective teaming practices</td>
<td>75</td>
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<tr>
<td>4. Data determines practices</td>
<td>83</td>
</tr>
<tr>
<td>5. Visual representations</td>
<td>76</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td></td>
</tr>
<tr>
<td>1. Leaders manage</td>
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</tr>
<tr>
<td>2. Teacher to teacher feedback</td>
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<tr>
<td>3. Leader committed</td>
<td>92</td>
</tr>
<tr>
<td>4. Leader active</td>
<td>89</td>
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<tr>
<td><strong>PD</strong></td>
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</tr>
<tr>
<td>1. PD instruction</td>
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<tr>
<td>2. Coaching instruction</td>
<td>81</td>
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<tr>
<td>3. PD monitor</td>
<td>80</td>
</tr>
<tr>
<td>4. Teacher feedback instruction</td>
<td>56</td>
</tr>
</tbody>
</table>