Sedalia School District #200
Professional Development Manual

2020-2021

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 PDC Manual](#)

Building Representatives

Building	Representative	Term	Selected By
Horace Mann	Hilliary Owens	1	Principal
Heber Hunt	Suzy Howe	1	Principal
Parkview	Anna Katherine Harvey	1	Principal
Skyline	Ann Cave	1	Principal
Washington	Roxy Himes	1	Principal
PCEC	April Huddleston	1	Principal
Sedalia Middle	Kathy Garrison	1	Principal
SCJHS	Michelle Steger	1	Principal
SCHS	Ashley Bergman Ellie Ballenger	2	Principal
Whittier	Jennie Guerrini	1	Principal
District	Gilmore/Brownfield	1	Superintendent
Tech Reps	Madeline Kempton Ashley Raetz Courtney Davis	3	Asst. Superintendent
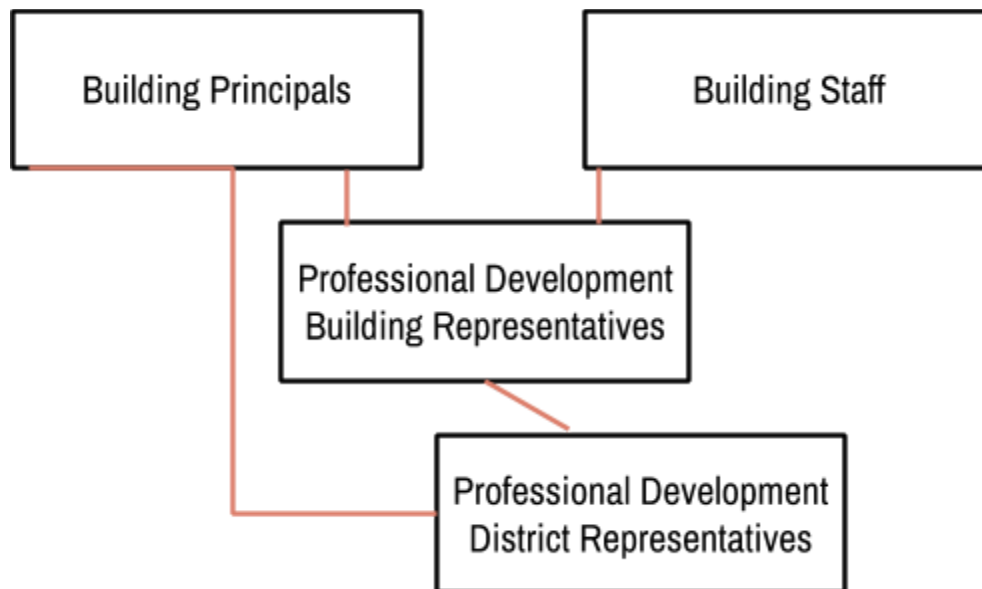
Mission of Professional Development

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 $40.00 per day. Tips are included in the $40.00 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

Destination	One Way Mileage	Total Round Trip Cost
Blue Springs	78	84.24
Branson	155	167.40
California	37	39.96
Camden on the Lake	76	82.08
Camdenton	80	86.40
Clinton	42	45.36
Cole Camp	23	24.84
Columbia	68	73.44
Crest Ridge	40	43.20
Dresden	8	8.64
Fayette	61	65.88
Hughesville	17	18.36
Jefferson City	61	65.88
Kansas City	95	102.60
Knob Noster	15	16.20
La Monte	13	14.04
Lees Summit	66	71.28
Liberty	98	105.84
Lincoln	25	27.00
Lodge of Four Seasons	69	74.52
Odessa	61	65.88
Smithton	9	9.72
Springfield	118	127.44
St. Louis	191	206.28
St. Pius	95	102.60
Sweet Springs	31	33.48
Tan-Tar-A Lodge	80	86.40
Warrensburg	30	32.40
Whiteman AFB	27	29.16
Windsor	30	32.40

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. 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

| 2020-2021 | 2021-2022 | 2022-2023 |

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. Professional development for students assessing their own learning as well as virtual learning modules.

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

Redefining: Updating units of instruction/CFAs based on data from implementation year. Cross reference data for DACL with curriculum and practices to determine additional curriculum changes needed.

Professional development goals and planning are determined by, but not limited to, the following:
Previous 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 2020-2021

June & July (6-12 Certified Staff)
- Canvas training for virtual learning
- Four training days per teacher, 1 day virtual and 3 days seated with team

August 17-19, 2020 (ALL K-5 staff)
- Guided Reading professional development

August 17-21, 2020 (New Staff Training)
- Small group cooperative learning training per building
- K-12 Technology and Curriculum PD

August 24-26, 2020 (Work Day/PD Day)

August 27-28, 2020 (Specialized Group Collaboration)
- Goal: Provide specialized professional development to connect district goals with individualized curriculum and instruction needs.
- Specialized groups meet w/agendas in designated area

August 31, 2020 (Work Day/PD Day)

January 4-6, 2021 (Work Day/PD Day/Collaboration)
- Goal: Determine existing gap from school closure 2020, allow for continued curriculum adjustments and virtual learning PD

February 16, 2021 (PD day)
- TBD based on district progress Fall 2020

**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: *Facilities study*
Annual Performance Report   *Technology plan*
Attendance and Graduation Rate   *NEE Evaluation Tool*
Curriculum Plan   *Sedalia Connections Newsletter*
Economic Development Data   *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-8)
- ❏ Phonics First (Orton-Gillingham based program) in K-5 buildings

Staff

- ❏ Caring staff willing to improve to meet student needs
- ❏ High expectations for all students
- ❏ Highly qualified staff and administrators
- ❏ Instructional coaches: one at each K-5 building
- ❏ Department Chairs for core areas 6-12
- ❏ Instructional technology facilitators- K-12
- ❏ Behavior Interventionist Specialist
- ❏ Locally competitive salaries for certified staff
- ❏ First-year mentoring program provided by a retired certified teacher
- ❏ 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)
- ❏ Jobs for America's Graduates Program / Sedalia FIT

- ❏ 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
- ❏ Implementation of Blackboard Mass Notifications, SISK12 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 (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)
- ❏ Pettis County Early Childhood Center construction began for the 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)

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

<u>**Education**</u>

- ❏ 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

<u>**Staff**</u>

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

<u>**Community and Parent Involvement**</u>

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

<u>**Facility Improvements**</u>

- ❏ Capital improvement
- ❏ Growing student population

External Analysis

City Census Population and Family Structure

<u>Positives</u>
- ❏ 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

<u>Challenges</u>
- ❏ Missouri schools were closed for last quarter of 2019-2020. The district provided crisis pandemic teaching for the remainder of the year. Achievement gaps and summer regression will be expected for 2020-2021 and adjustments made to curriculum.
- ❏ Significant state budget cuts for 2020-2021 due to COVID-19
- ❏ Managing the increase in education cost in relation to population growth while meeting the needs of our diverse population
- ❏ Total student population is 4,930 (May 2020)
- ❏ Virtual enrollment is 16 (July 2020)
- ❏ According to MERIC Economic Database, the estimated per capita income for Pettis County (2018) $37,763 compared to the state average of $47,746.

<u>Goals</u>
- ❏ 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
- ❏ Increase mental health awareness and district programs to support students
- ❏ Align current curriculum for Alternative Methods of Instruction (extended time) and virtual learning

<u>Technology Positives</u>
- ❏ Ease of access via personal mobile devices and internet-connected smartphones, internet-enabled TVs, and gaming devices

<u>Technology Challenges</u>
- ❏ 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
- ❏ Implement Follett Resource Manager for technology inventory
- ❏ Determine devices needed for all K-12 students to take home along with hotspots when Alternative Methods of Instruction (extended) 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
- ❏ 65% 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 spiked to 10.1 in May 2020 due to COVID-19
- ❏ 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

<u>**Positives**</u>
- ❏ 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

<u>**Challenges**</u>
- ❏ 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 <u>Brigance Early Childhood Screen</u> will show growth from the pretest to the post test.

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

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

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

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

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

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

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

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

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

Professional Development Plan
Heber Hunt Elementary

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

- ❏ Analyze assessment data: MAP, AIMSWEB, common assessments
- ❏ 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.

- ❏ 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

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
- ❏ 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 Tier 2
- ❏ Phonics First Instruction Tier 1 for Kindergarten & 1st Grade
- ❏ Quality teaching practices implemented school-wide with a focus on ACL - Assessment Capable Learners

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, AIMSWEB, common assessments
- ❏ Data-based decision-making
- ❏ Departmental and grade-level collaboration

Goal #2: 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

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.
- ❏ 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: 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

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 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
- ❏ 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

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 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, Study Island Benchmarks, 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.

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. 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
    c. Math - working with department chair 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. Assessment data will be delayed with not completing the academic year and not having cut scores from DESE.
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: Students will be college and career ready upon graduation by aligning curriculum and assessment to state standards. The composite score of ACT will reach and/or maintain an average composite score of 22 annually.

Action Steps:

1. Hold eight-week ACT Workout Wednesdays for 9th-11th graders
2. Provide a two-day ACT workshop for all juniors participating in spring ACT testing - seated or virtual depending upon the academic year.
3. Junior level and Senior spring ACT testing - including seniors that did not get to take the test as a junior
4. Build an Academic Honors Hall for students who meet set academic standards
5. Discuss ACT Prep course

Professional Development Plan
Whittier Alternative High School

Goal #1: WAHS will help reduce the dropout rate by HH1%.

- ❏ 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 #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.

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.

STANDARDS FOR PROFESSIONAL LEARNING

Professional learning that increases educator effectiveness and results for all students ...	**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.	**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.	**RESOURCES:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
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.	**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.	**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.	**OUTCOMES:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

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 any time to support quality teaching practices in the classroom. Additionally, the MoEdu-SAIL website will also provide virtual professional development for certified staff.

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

▼ **User Applications**
  ▼ **DESE Web Applications**
    ▷ Annual Report of the County Clerk
    ▷ ARRA
    ▷ Educator Certification System
    ▷ ePeGS
    ▷ Missouri Comprehensive Data System (MCDS)
    ▷ School Finance
    ▷ Virtual Learning Platform

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	MEASUREMENT AND ASSESSMENT
COLLABORATIVE CULTURE AND CLIMATE	DATA-BASED DECISION MAKING
EFFECTIVE TEACHING/LEARNING PRACTICES	

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

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.

Collaborative Work Implementation Survey	Ending May 2019
Total teachers	**380**
ETLP	**Average Scale Rating**
1. Learning targets	70
2. Students assess	67
3. Students Identify	63
4. Feedback to targets	81
5 Student to student feedback	70
6. students state criteria	61
7. Student reviews CFA	69
CFA	
1. Use CFA	95
2. All in CFA	95
3. Student reviews CFA	69
4. CFA used to plan	88
DBDM	
1. Team reviews data	82
2. Team Positive	96
3. Effective teaming practices	84
4. Data determines practices	84
5. Visual representations	84
Leadership	
1. Leaders manage	94
2. Teacher to teacher feedback	81
3. Leader committed	96
4. Leader active	90
PD	
1. PD instruction	92
2. Coaching instruction	75
3. PD monitor	83
4. Teacher feedback instruction	56

Appendix E - District Calendar

SEDALIA SCHOOL DISTRICT #200 CALENDAR - 2020-2021

Legend:
- Orange = Teacher Workday
- Days w/* = Teacher PD Day
- Yellow = Student Day
- Green = Early Out Day
- Purple = Paid Holiday
- Blue - New Staff Days
- Pink = Non-Student/Staff Days

- End of Quarter/Semester
- Snow Make-up days
- 515.45 Semester 1 Hrs
- 597.65 Semester 2 Hrs
- 1113.10 Total Student Hrs
- 166 + 6 Holidays + 6 Work Days + 7 PD days =
- 186 Certified Days

Aug-2020 (0 / 6)

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26*	27*	28*
31*				

- 24-25 Work Day - Certified Staff
- 26 PD/Work Day - Certified Staff
- 27-28 PD/Work Day - All Staff
- 31 PD & Mtgs - All Staff Back To School

0.00

Sep-2020 (21 / 22)

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		

- 1 1st Day for Students
- 7 Labor Day, No School

143.85

Oct-2020 (21 / 22)

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	30

- 9 Early Out - Homecoming
- 23 End of 1st Quarter
- 28 Parent Conf School in Session
- 29 Early Out - Parent Conf
- 30 Certified Work Day - No School

139.85

Nov-2020 (18 / 19.5)

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				

- 11 Early Out Students - Veteran's Day
- 11 Staff Collaboration During Early Out
- 25-27 Thanksgiving Break - No School

121.30

Dec-2020 (17 / 18)

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	

- 21-22 Early Out High School Only Semester Exams
- 23 Early Out - Last Day before Holiday
- 23 End of 1st Semester
- 24-31 Christmas Break - No School

110.45

Jan-2021 (16 / 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

- 1 Christmas Break - No School
- 4-6 PD/Work Day - Certified Staff
- 6 Snow Make-up Day
- 18 Martin Luther King Day - No School

109.60

Feb-2021 (17 / 20)

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

- 10 Parent Conf School in Session
- 11 Early Out - Parent Conf
- 12 Certified Work Day - No School
- 15 President's Day - No School
- 16 Certified PD Day - No School

114.45

Mar-2021 (18 / 18.5)

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		

- 12 End of 3rd Quarter
- 12 Early Out Students
- 12 Staff Collaboration During Early Out
- 15-19 Spring Break - No School

121.30

Apr-2021 (20 / 20)

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	30

- 2 Good Friday - No School
- 5 Easter Break - No School
- 5 Snow Make-up Day

137.00

May-2021 (18 / 19)

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31	1	2		

- 21 Early Out - Preceding Graduation
- 22 Commencement
- 24-26 Early Out High School Only - Semester Exams
- 26 Early Out - Last Day For Students
- 27 Certified Work Day - No School
- 5/27-6/2 Snow Make-up Days (exclude 5/31)

115.30

Oct 30 & Feb 12 - Certified Work Day due to evening parent/tchr conf

May 24-26 Not an Early Out for Certified Staff (counts as a contract day)

Priority order for designated make-up day as follows:
Jan 6, Apr 5, May 27, May 28, June 1, June 2