

Sedalia School District #200

Professional Development Manual



2026-2027

Mission:

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

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

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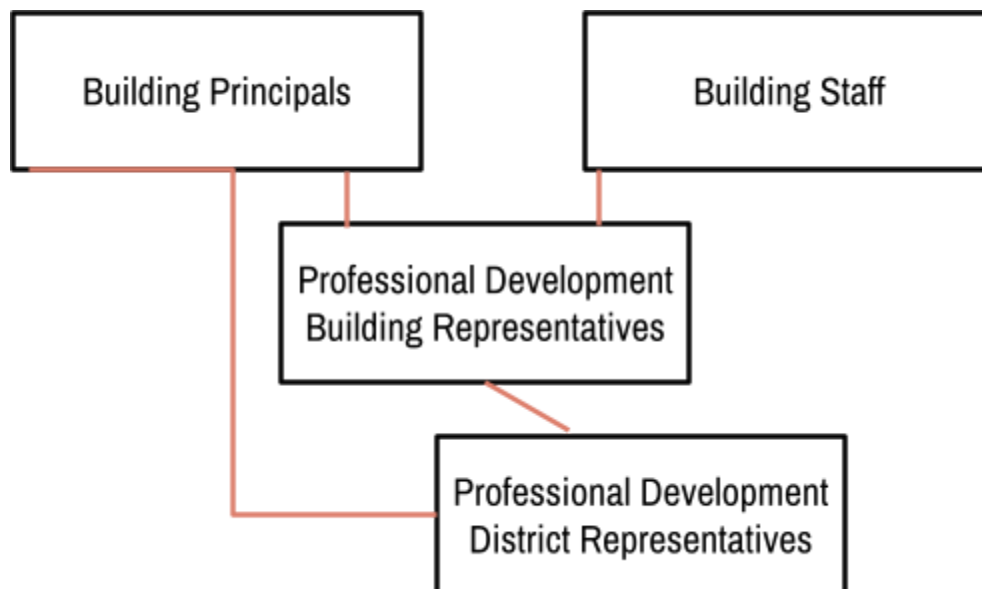
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Materials may be referenced to [Missouri Department of Education](#)

Building Representatives

Building	Representative	Term	Selected By
Heber Hunt	Kimberly Miller	1	Principal
Horace Mann	Amber Boles	1	Principal
Parkview	Emily Lehman	1	Principal
Skyline	Ann Cave	1	Principal
Washington	Roxana Jackman	1	Principal
LECC	April Huddleston	1	Principal
Sedalia Middle	Tera Thomas / Hilliary Hubbs	1	Principal
SCJHS	Lisa Young / Jenna Ellison	1	Principal
SCHS	Caitlin Alexander / Corissa Beck	1	Principal
Whittier	Alice Tester	1	Principal
District	Devon Gilmore Becky Brownfield	1	Superintendent
Tech Reps	Madeline Kempton Courtney Davis	1	Dir(s). of Curriculum



Mission of Professional Learning

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

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

As Frederick Brown, President and CEO of Learning forward, has emphasized (2024), "Every educator must have the opportunity to participate in exemplary, ongoing professional learning programs to provide students the skills needed to meet their unique needs," underscoring the importance of the new Standards for Professional Learning as a framework for elevating educator practice and outcomes.

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

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

- time and opportunities for observing teaching and learning;
- practicing new ways of teaching;
- looking at student work;
- studying student data;
- learning new skills;
- sharing in and out of the classroom.

Missouri Professional Learning Guidelines for Student Success Research has shown that 49+ hours of professional learning over a six- to 12-month period is needed to move initial learning to consistent application and performance gains for students (Yoon, Duncan, Lee, Scarloss & Shapely, 2007). To develop an effective, system-wide professional development program, teachers, administrators, and school board members must work as a team. Everyone must be totally committed to the improvement of instruction to help students perform at higher levels.

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

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

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

Reference: [Missouri Professional Learning Guidelines](#)

Professional Development Management and Guidelines

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

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

The choices you will see are:

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

District Frontline Process and Procedures

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

For out-of-district professional development, staff members will submit a completion certificate and conference/PD agenda to one of the curriculum directors. Once this has been submitted, the professional development event will be entered in Frontline. Email reminders will be sent quarterly to remind staff to double check their Frontline account to make sure they are on track with the correct number of hours they need for certification.

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

College credit earned hours

Faculty meetings that are for informational purposes Curriculum Meetings for dissemination of materials Parent/teacher conferences

IEP meetings

Summer school meetings

End of year celebrations

Family fun nights

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

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

Beginning Teacher Assistance Program Conference

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

1. Individual membership dues to associations or organizations.
2. Travel, food, lodging and registration fees to conferences and workshops of general interest which do not support Individual Professional Growth Plans, building/and or district professional development plan and Comprehensive School Improvement Plan.
3. Travel, food, lodging and registration fees to conferences, workshops, clinics, etc. that pertain to extracurricular activities and sponsorships. (sports, glee club, cheerleading, etc.) This does not exclude health education.
4. Instructional equipment or materials or administrative equipment or materials.

5. Salaries. Professional development funds may not be used to pay any part of any salary. Also professional development funds may not be used to pay for any student-related activities such as extracurricular activities, sponsorships, summer school or evening school activities.
6. Travel as a form of professional development. (As traveling to Spain to become more informed about the country in order to teach Spanish.)
7. Any expenditure of funds for any state or federal program for which monies are already available for professional development. (Example: professional development funds cannot be used to pay the expenses for a Title I activity; however, professional development funds could be used to pay the expenses of a Title I teacher to attend a technology conference planned for the benefit of all teachers.)

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

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

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

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

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

Reimbursement for meals: You will be reimbursed up to \$65.00 per day. Tips are included in the \$65.00 allowance and should not exceed 25 percent of the total meal receipt. (Reference: <https://www.gsa.gov/travel/plan-book/per-diem-rates>)

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

Expenses are reimbursed only when properly accounted for by the employee within six weeks (42 days) after the expense was paid, or incurred by the employee. If the employee does not comply within 42 days; travel reimbursement expenses will not be reimbursed, or approved by the Superintendent, or by the Assistant Superintendent of Business. (R3440)

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

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

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

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

One-Way Mileage x 2 x \$0.70 = Total Round Trip Cost

Destination	One Way Mileage	Total Round Trip Cost
Blue Springs	78	109.20
Branson	155	217.00
California	37	51.80
Camden on the Lake	76	106.40
Camdenton	80	112.00
Clinton	42	58.80
Cole Camp	23	32.20
Columbia	68	95.20
Crest Ridge	40	56.00
Dresden	8	11.20
Fayette	61	85.40
Hughesville	17	23.80
Jefferson City	61	85.40
Kansas City	95	133.00
Knob Noster	15	21.00
La Monte	13	18.20
Lees Summit	66	92.40
Liberty	98	137.20
Lincoln	25	35.00
Lodge of Four Seasons	69	96.60
Odessa	61	85.40
Smithton	9	12.60
Springfield	118	165.20
St. Louis	191	267.40
St. Pius	95	133.00
Sweet Springs	31	43.40
Tan-Tar-A Lodge	80	112.00
Warrensburg	30	42.00
Whiteman AFB	27	37.80
Windsor	30	42.00

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 clear, formal expression of the school district's core values and aspirations. It serves as the guiding "why" behind every action the district takes. The belief statements are not listed 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 Ongoing Goals

Guaranteed & Viable Curriculum (CSIP I.1)

1. Continue to evaluate and improve curriculum annually
2. Develop and revise proficiency scales with ongoing competency-based education professional development

Alignment and Calibration of Assessments (CSIP I.1)

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

Alignment to Real World Learning CSIP I.1

1. Provide relevancy and transferable skills to students
2. Embed VoG competencies into district-wide curriculum



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

Current 2025-2026 survey data

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

PDC building representatives/admin

Professional Development Outline 2026-2027 - CSIP 4.2

May/June/July 2026

- Elementary and Secondary curriculum work (Alignment with CBE)
- Soliday Systems Training for Secondary RSP
- Admin Marzano Conference - CBE

August 3-7, 2026 by invitation only

- Para Conference
- Phonics First/Structures Training for K-5

August 5-6, 2026 (Special Education staff and Paras)

- Para Conference

August 17-21, 2026

- New Staff Orientation Week

August 24-28, 2026 (Back-to-School Week)

- Back-to-School Staff Meeting
- Health/Safety Trainings
- Legal training
- Building meetings

September 4, 2026 (PD/Collaboration Day)

- CBE Professional Development

October 16, 2026 (Certified Work Day)

January 4, 2027 (Certified Work Day)

February 16, 2027 (PD/Collaboration Day)

- CBE Professional Development

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

Internal Analysis

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

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

District Assessment Data:

Annual Performance Report

Attendance and Graduation Rate

Curriculum Audits

Economic Development Data

Hollis & Miller Associates

Facilities study

Technology plan

NEE Evaluation Tool

Sedalia Connections Newsletter

MERIC Database

Strengths

Education

- ☐ Keeping Sedalia 200's mission in the forefront of planning
- ☐ Fully accredited
- ☐ Loftus Early Childhood Center
- ☐ Collaborative school board
- ☐ Aligned curriculum to current state standards
- ☐ Data-driven professional development
- ☐ Summer programs for all K-12 students
- ☐ 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-5
- ☐ Whittier Alternative School
- ☐ University partnerships and expanded AP courses
- ☐ Tiger Roadrunner Express (Dual Credit On-Campus partnership with SFCC)
- ☐ WeMET Consortium with UCM - Expanded Dual Credit for students
- ☐ Increased technology devices - all students have device access, 6-12 can take them home
- ☐ Free developmental screenings for preschoolers
- ☐ Meeting the needs of diverse learners through a cohesive special education program PreK-12

- ☐ Gifted program (REACH) for grades 3-12
- ☐ PLTW and STEM programs
- ☐ SCHS CAPS program
- ☐ Grow Your Own student program
- ☐ Workforce Ready Tigers
- ☐ Closely monitored financial resources to further enhance the educational process
- ☐ Expanded mental health resources
- ☐ Partnership with Marzano for Competency-Based Education
- ☐ Phonics First/Structures (Orton-Gillingham based program) in K-5 buildings

Staff

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

Community and Parent Involvement

- ☐ Business/industry partnerships in all schools
- ☐ Active alumni groups: Sedalia School District Foundation
- ☐ Service Learning programs (schools working to impact community)
- ☐ Production of Tiger Times
- ☐ Sedalia FIT
- ☐ K-5 community mentoring program

Internal Analysis continued....

- ☐ District infographics for parents/community members
- ☐ Active PTAs
- ☐ Ongoing communications with parents, students, staff, and community with our communications director and assistant director
- ☐ Ongoing text/email mass notifications, Infinite Campus, 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 enrollment

Facility Improvements

- ☐ Sports Complex addition added to Smith-Cotton High School (Completed 2025)
- ☐ New roof at three locations, Horace Mann (2024). In (2025) Washington, Smith-Cotton Junior High Main building and gymnasium. Sedalia Middle School
- ☐ Tuck point improvements at Smith-Cotton Junior High, Heber Hunt, Horace Mann and Washington (2024-2025)
- ☐ 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)
- ☐ Remodel of the former early childhood wing of SMS for future considerations of grade level assignments. (2021-2024)
- ☐ Updated secure entries for all buildings (2024)
- ☐ Renovation project to the Sedalia Middle School. Includes a new auxiliary gym in the former pool area, restored main gym area with new bleachers, new ceilings, lighting and restroom upgrades throughout (2024-2025)
- ☐ Renovation project to the Smith-Cotton Junior High gym building. New gym floor, new bleachers, drop ceilings and new lighting throughout. Locker and restroom renovations along with renovations to the band and vocal rooms. All rooms in the building were upgraded with new paint and finish (2025)
- ☐ Parking lot improvements and upgrades at Smith-Cotton High School (2025-2026)
- ☐ Playground Turf at all elementary schools and additional outside classroom space at Smith-Cotton Junior (2024-2025)

Safety

- ☐ Two District Student Resource Officers (SRO) - One at SCJHS and one at SCHS
- ☐ Armed security officers at each of the ten school buildings

- ❑ Secure entries in all ten buildings that incorporate automated door access control with video/audio doorbell assistance
- ❑ Additional door access controls on the majority of doors at each school building with incorporated burglary alarms and video surveillance
- ❑ Redundant cable lock security systems are incorporated in all classroom spaces as the 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 5)
- ☐ Mental Health
- ☐ High number of Ukraine Refugees/EL newcomers
- ☐ Increased number of McKinney-Vento students

Staff

- ☐ Maintain competitive staff salaries
- ☐ Lack of qualified district substitutes
- ☐ High stress level and teacher turnover rate
- ☐ Teacher shortages and teacher availability
- ☐ Competing with four-day week districts

Community and Parent Involvement

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

Facility Improvements

- ☐ Capital improvement

External Analysis

City Census Population and Family Structure

Positives

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

Challenges

- ❑ Managing the increase in education cost while meeting the needs of our diverse population
- ❑ Increased population of non-English speaking families
- ❑ Total student population is 5,151 (May 2025)
- ❑ Virtual enrollment is increasing include students that are partial day
- ❑ According to MERIC Economic Database, the estimated per capita income for Pettis County (2023) \$47,237 compared to the state average of \$62,604.

Goals

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

Technology Positives

- ❑ Ease of access via personal mobile devices and internet-connected smartphones, internet-enabled TVs, and gaming devices
- ❑ Hotspots are available to checkout to families to help provide internet access for students as needed

Technology Challenges

- ❑ Constant upgrading of technological infrastructure and having to build new professional development programs to maintain faculty knowledge. Rapid evolutions and shifts in the technological landscape proving increasingly challenging to determine what works best and is most efficient. Monitoring appropriate use of devices at school is a security concern.

- ❑ Due to the current poverty level, not all students have accessibility while outside school. Cost to maintain up-to-date infrastructure and bandwidth to provide access.

External Analysis continued....

Goals

- ❑ Provide training/classes and information to students and their families about the importance of their digital footprint in relation to social media, beginning at the middle school. Allow use of libraries for students on a regular basis to have accessibility to technology not available at home
- ❑ Maintain Follett Resource Manager for technology inventory
- ❑ Maintain devices needed for all 7-12 students to take home along with hotspots when Alternative Methods of Instruction is implemented

Economic Climate

Positives

- ❑ Well-established industries and businesses 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

- ❑ 64% of the student population are eligible for free or reduced lunch
- ❑ Limited housing and community amenities result in new families of industry settling in surrounding cities
- ❑ Unemployment in Missouri as of April 2025 is 3.9 percent
- ❑ Higher demand than supply for daycare

Goals

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

Community Patterns

Positives

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

Challenges

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

Professional Development Plan

Loftus Early Childhood Center

Goal #1: 95% of the students who receive a progress report card will show growth in all seven areas.

- Analyze assessment data. Brigance, Screenings, progress monitoring data
- Data based decision making
- Team collaboration
- High Quality Professional Development
- Observation and feedback given using NEE indicators.

Goal #2: 95% of the students who have an IEP (Individualized Educational Plan) will show growth on their IEP goals.

- Analyze assessment data. Brigance, Screenings, progress monitoring data
- Data based decision making
- Team collaboration

Goal #3: Parent/teacher conferences will be conducted with a minimum of 95% parent participation.

- Home Visits
- Use Climate and Culture Survey feedback to guide improvements

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, Renaissance, common assessments, formative assessments.
- Data-based decision-making
- Departmental and grade-level collaboration
- Student-Centered Coaching
- Implement the CBE model to improve Tier 1 instruction.

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

- Well-articulated, aligned curriculum
- Small Group Reading Instruction and Tier 1 Focus
- 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
- Small Group Reading Instruction and Tier 1 Focus
- Student-Centered Coaching

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

- Professional Development for Teachers on Strategy Work (Van de Walle, etc..)
- Strategy Work during Rocket Math
- Response to Intervention is provided to students during a daily intervention block
- Math Fluency games are implemented with fidelity
- Calendar Math is taught daily
- Implement the CBE model to improve Tier 1 instruction

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

- House System based off of the Ron Clark Academy
- Daily morning meeting with Social Skill Focus.
- Implement Tier Approach to Attendance
- Data based decision making. Big 5 Report

Professional Development Plan

Horace Mann Elementary

Goal #1: MAP Scores

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, STAR, unit assessments, & DRC
- Use MAP Item Analysis to determine areas of strength and growth
- Administer the unit assessments to prepare 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
- Student-Centered Coaching provided by the building instructional coach

Goal #2: Reading Achievement and Growth

Horace Mann Elementary will increase the percentage of students reading on grade level or above as measured by district Assessment/Benchmark Proficiency in ELA from a baseline of 54% to:

- 60% by the end of 2026-2027
- 65% by the end of 2027-2028
- 70% by the end of 2028-2029

In addition, each year, at least 80% of students will demonstrate adequate or greater annual reading growth as measured by STAR Reading, achieving a Student Growth Percentile (SGP) between the 40th and 60th percentile or higher.

This goal reflects the district's commitment to both increasing overall reading proficiency and ensuring that all students, regardless of their current achievement level, make meaningful progress toward grade-level expectations.

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

Goal #3: Competency-Based Education (CBE)

District-wide focus on tier 1 instruction and competency-based education (CBE) through ongoing professional development and coaching focused on CBE and data collection utilizing Marzano Academies and other resources. Horace Mann is considered a lab school for the SSD elementary schools and will learn through the following processes:

- professional development focused on improving tier 1 instructional strategies to target, teach, and track student learning
- data-based decision making through a focus on data collection utilizing a variety formative assessment strategies and data analysis
- partner with Marzano Academies to increase teacher and leadership knowledge of CBE and strategies to support CBE
- increase teacher capacity for utilizing new elementary proficiency scales and curriculum scope & sequence to plan tier 1 and tier 2 instruction
- Student-Centered Coaching provided by the building instructional coach

We will measure the growth of CBE with the Marzano Academy model by focusing on student mastery of clearly defined learning objectives and competencies rather than time spent in the classroom. This second year of implementation will be our baseline data collection in five areas:

1. Defined Learning Objectives and Proficiency Scales
2. Classroom Assessment and Feedback
3. Tracking Student Progress (ACL - Assessment Capable Learners)
4. Shift in Educator Roles from instructing to facilitating
5. Reporting and Grading

Professional Development Plan

Parkview Elementary

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

- Analyze assessment data: MAP, Leveled Reading Assessment, common assessments
- Data-based decision-making
- Departmental and grade-level collaboration
- Math Fluency Games and Number Sense Routines played weekly K-3
- Math Intervention/ELA Intervention time is provided daily

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

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

Goal #3: Create a learning environment where every student receives high-quality, evidence-based instruction in their classroom every day.

- Continue to work on writing proficiency scales that are aligned to the standards and can be used to determine student progress throughout the year.
- Coaching support will be provided including weekly lesson planning, modeling/team teaching, feedback, and data analysis. Target, Teach, Track will continue to be our focus to ensure students receive high-quality instruction.
- Teachers will continue to receive professional development focussed on improving tier 1 instructional strategies.

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

Goal #2: A minimum of 80% of Skyline students will be on grade level or above in reading and math, as measured by Renaissance (STAR)

- Based on the STAR assessment, an End-of-the-Year Report was created that was shared with teachers. This report includes STAR data, strengths, areas of improvement and action plan for next year. Click this link to view the EOY Report for Skyline: [PDF SKY EOY Report 25-26](#)
- Continue to design and implement the well-articulated, aligned curriculum including the priority standards identified by our district and state.
- Response to Intervention (RTI) will be provided to all students as a second layer of reading intervention. Second layer interventions include: comprehension, fluency, phonemic awareness, phonological awareness.
- Guided reading groups will be implemented daily with a focus on connecting skills to decodable texts.
- Phonics First strategies will be taught in whole/small groups.
- Weekly grade-level data team meetings will allow teachers to analyze assessment data from math and reading which will guide Tier 1 instruction and intervention groups.
- After-school tutoring will be provided.
- A Reading Improvement Plan will be implemented for students reading below grade level which includes progress monitoring every two weeks.

Goal #3: Create a learning environment where every student receives high-quality, evidence-based instruction in their classroom every day.

- Continue to work on writing proficiency scales that are aligned to the standards and can be used to determine student progress throughout the year.
- Coaching support will be provided including weekly lesson planning, modeling/team teaching, feedback, and data analysis. Target, Teach, Track will continue to be our focus to ensure students receive high-quality instruction.
- Teachers will continue to receive professional development in the five components of reading, Phonics First, math intervention (fluency) and writing (LaNesha Tabb)

Professional Development Plan

Washington Elementary

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

- Use MAP Item Analysis and STAR to determine areas of strength and growth
- Continue to re-write assessments that better align with the standards and reflect the rigor and format of the MAP.
- Align district priority standards with the new MSIP 6 standards.
- Revise Units of Instruction to align with the MSIP 6 standards and give students multiple opportunities to interact with the standards.
- Use proficiency scales to track student progress of each standard.
- 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 Washington students will be on grade level or above in reading and math, as measured by Renaissance (STAR)

- Analyze STAR assessments (student, staff, grade level) and continue to make instructional decisions. Continue to design and implement the well-articulated, aligned curriculum including the priority standards identified by our district and state.
- Quality teaching practices are implemented school-wide with a focus on Tier 1 systems.
- Response to Intervention (RTI) will be provided to all students as a second layer of reading intervention. Second layer interventions include: comprehension, fluency, phonemic awareness, phonological awareness.
- Guided reading groups will be implemented daily with a focus on connecting skills to decodable texts.
- Phonics First will be taught in whole/small groups.
- Weekly grade-level data team meetings will allow teachers to analyze assessment data from math and reading which will guide Tier 1 instruction and intervention groups.
- After-school tutoring will be provided.
- A Reading Improvement Plan will be implemented for students reading below grade level which includes progress monitoring every two weeks.

Goal #3: Create a learning environment where every student receives high-quality, evidence-based instruction in their classroom every day.

- Continue to work on proficiency scales that are aligned to the standards and can be used to determine student progress throughout the year.
- Teachers will receive professional development in Tier 1 instructional strategies using *Get Your Teach On* implementation plan.
- Coaching support will be provided including weekly lesson planning, modeling/team teaching, feedback, and data analysis. Target, Teach, Track will continue to be our focus to ensure students receive high-quality instruction.
- Teachers will continue to receive professional development in the five components of reading, Phonics First, math intervention (fluency) and writing (LaNesha Tabb)
- Teachers will continue to receive professional development on Competency Based Education.

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 multiple sources of assessment data including MAP, Renaissance, common assessments, and unit assessments to guide instructional decisions.
- Strengthen grade-level, department, and vertical collaboration through Professional Learning Communities.
- Foster a culture of collective efficacy and shared ownership of student success among all staff.
- Continue implementation of proficiency scales and competency-based learning practices.
- Expand the use of Kagan Cooperative Learning structures to increase engagement, academic discourse, and collaboration.
- Utilize Student-Centered Coaching provided by instructional coaches to support high-quality instruction.
- Ensure all students receive strong Tier I instruction and targeted interventions based upon individual needs.
- Promote cross-curricular connections and vertical alignment to create a seamless learning experience for students.
-

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

- Maintain a well-articulated and vertically aligned curriculum with identified priority standards in ELA.
- Continue implementing quality instructional practices with a focus on assessment-capable learners.
- Utilize proficiency scales to provide clarity of learning and student mastery.
- Provide Response to Intervention (RTI) as a second layer of support for phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Continue Student-Centered Coaching provided by instructional coaches.
- Increase the use of Kagan structures to promote academic conversations and higher-level thinking.
- Implement targeted literature small groups, guided reading, and Book Clubs/Literature Circles within Fourth Grade Reading and Fifth Grade ELA.
- Implement Accelerated Reader (AR) building-wide to increase reading volume, student engagement, and "miles on the page."
- Ensure students have daily opportunities for independent reading and access to high-interest texts.
- Utilize Reading Success Plans (RSPs) and assessment data to provide meaningful intervention and monitor growth.
- Assess fourth grade writing throughout the school year using common writing assessments and rubrics in narrative, informational, opinion, and response-to-text genres.

- Provide professional development in guided reading, literature circles, and evidence-based literacy practices.

Goal #3: At least 80% of Sedalia Middle School students will demonstrate proficiency in math by scoring in the “At or Above” benchmark range on the Renaissance Math assessment by the end of the academic year.

- Maintain a well-articulated and aligned mathematics curriculum.
- Continue implementation of proficiency scales and assessment-capable learner practices.
- Strengthen department and vertical collaboration among mathematics teachers.
- Utilize Student-Centered Coaching to support instruction and reflective practices.
- Provide teachers with quality, research-based professional development including Van de Walle, Building Thinking Classrooms, and Productive Struggle.
- Increase the intentional use of math manipulatives, visual models, and hands-on learning experiences to strengthen conceptual understanding.
- Expand Kagan Cooperative Learning structures to increase mathematical discourse and collaborative problem-solving.
- Utilize common formative assessments and data to identify misconceptions and provide timely intervention.
- Emphasize problem-solving, productive struggle, and student explanation of mathematical thinking.

Goal #4: At least 80% of Sedalia Middle School students will demonstrate grade-level proficiency in science, as measured by unit assessments by the end of the academic year.

- Maintain a well-articulated and aligned science curriculum.
- Continue implementation of proficiency scales and competency-based learning practices.
- Strengthen department and cross-curricular collaboration.
- Utilize Student-Centered Coaching and instructional feedback.
- Provide science teachers with quality, research-based professional development.
- Increase student engagement and academic discourse through Kagan Cooperative Learning structures.
- Expand inquiry-based learning opportunities, hands-on investigations, and authentic scientific practices.
- Use common formative assessments to monitor student understanding and guide instruction.
- Provide opportunities for students to explain scientific thinking, analyze data, and communicate evidence-based conclusions.

Professional Development Plan

Smith-Cotton Junior High School

Goal #1: One hundred percent of students will demonstrate measurable growth in identified Missouri Learning Standards from Fall to Spring, as evidenced by both internal (district benchmark/common formative assessments) and external assessments (e.g., IXL Benchmarks, MAP, etc.).

1. Analyze Fall Assessment Data

- Conduct data team meetings to review internal and external assessment data.
- Evaluate progress towards district priority standards and student learning gaps.
- Ongoing evaluation of instructional practices, aligned proficiency level evidence, and professional development needs

2. Reflect on Spring Assessment Data

- Evaluate student growth using Spring internal and external assessment data in comparison to Fall and Winter
- Conduct teacher reflection sessions and grade-level reviews
- Use results to plan ongoing curriculum changes, PD needed, and inform goals for the following school year

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

- Completed proficiency scales with aligned assessments/evidence for each content area
- Attend ongoing professional development that supports competency-based learning and blended learning
- Departmental and grade-level collaboration

Professional Development Plan

Smith-Cotton High School

Goal #1: Smith-Cotton High School will improve student academic growth.

- Analyze evidence from assessments for ongoing improvements to reflect academic priority standards.
 - Data will be collected and analyzed at department calibration meetings
 - Calibration meetings will take place at least two times a quarter
 - Training will deepen with the 25-26 school year on understanding and utilizing the data to inform lessons within the classrooms

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

- PD training sessions will focus on competency-based education. This approach will help/advise new/veteran staff to increase knowledge on creating a learning environment that focuses on student growth and mastery learning
- Curriculum maintenance will continue for core areas. Curriculum work within electives will continue.
- Ongoing college and career readiness assessment support for students; fall and spring CCR testing will take place as most appropriate for their next steps
- Smith-Cotton administration/counselors/staff will provide opportunities for students to connect with both secondary institutions and career pathways within our region
- Smith-Cotton will seek to assist staff with assessment writing through priority scale development

Professional Development Plan

Whittier Alternative High School

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

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

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

- Professional Development training sessions will focus on competency-based education with the goal to increase knowledge on creating a learning environment that focuses on student growth and mastery learning to support unique student needs.
- Collaboration among staff continues regularly as they explore methods to help students achieve success. This often includes collaborative efforts for emotional support and survival skills in addition to academic achievement.
- The teaching staff actively participates in the professional development as provided by the district and building administration.
- Project-based learning and service learning opportunities are embedded frequently in the curriculum at Whittier Alternative High School.
- ACT WorkKeys curriculum will continue to be implemented and a focus to help provide students with greater opportunities in the workplace following graduation.

Appendix A

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

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

Standards for Professional Learning



Standards for Professional Learning	Core constructs of each standard
RIGOROUS CONTENT FOR EACH LEARNER	
Equity Practices: Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities.	• Educators understand students' historical, cultural, and societal contexts. • Educators embrace student assets through instruction. • Educators foster relationships with students, families, and communities.
Curriculum, Assessment, and Instruction: Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction.	• Educators prioritize high-quality curriculum and instructional materials for students. • Educators assess student learning. • Educators understand curriculum and implement through instruction.
Professional Expertise: Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	• Educators apply standards and research to their work. • Educators develop the expertise essential to their roles. • Educators prioritize coherence and alignment in their learning.

Standards for Professional Learning	Core constructs of each standard
TRANSFORMATIONAL PROCESSES	
Equity Drivers: Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.	• Educators prioritize equity in professional learning practices. • Educators identify and address their own biases and beliefs. • Educators collaborate with diverse colleagues.
Evidence: Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning.	• Educators create expectations and build capacity for use of evidence. • Educators leverage evidence, data, and research from multiple sources to plan educator learning. • Educators measure and report the impact of professional learning.
Learning Designs: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs.	• Educators set relevant and contextualized learning goals. • Educators ground their work in research and theories about learning. • Educators implement evidence-based learning designs.
Implementation: Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.	• Educators understand and apply research on change management. • Educators engage in feedback processes. • Educators implement and sustain professional learning.

Standards for Professional Learning	Core constructs of each standard
CONDITIONS FOR SUCCESS	
Equity Foundations: Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff.	• Educators establish expectations for equity. • Educators create structures to ensure equitable access to learning. • Educators sustain a culture of support for all staff.
Culture of Collaborative Inquiry: Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.	• Educators engage in continuous improvement. • Educators build collaboration skills and capacity. • Educators share responsibility for improving learning for all students.
Leadership: Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.	• Educators establish a compelling and inclusive vision for professional learning. • Educators sustain coherent support to build educator capacity. • Educators advocate for professional learning by sharing the importance and evidence of impact of professional learning.
Resources: Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	• Educators allocate resources for professional learning. • Educators prioritize equity in their resource decisions. • Educators monitor the use and impact of resource investments.

Appendix B

Virtual Learning Platform/MoEdu-SAIL

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

Secure Access

[Educator Certification System](#)

[ePeGS](#)

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

[Tiered Monitoring](#)

[Virtual Learning Platform](#)



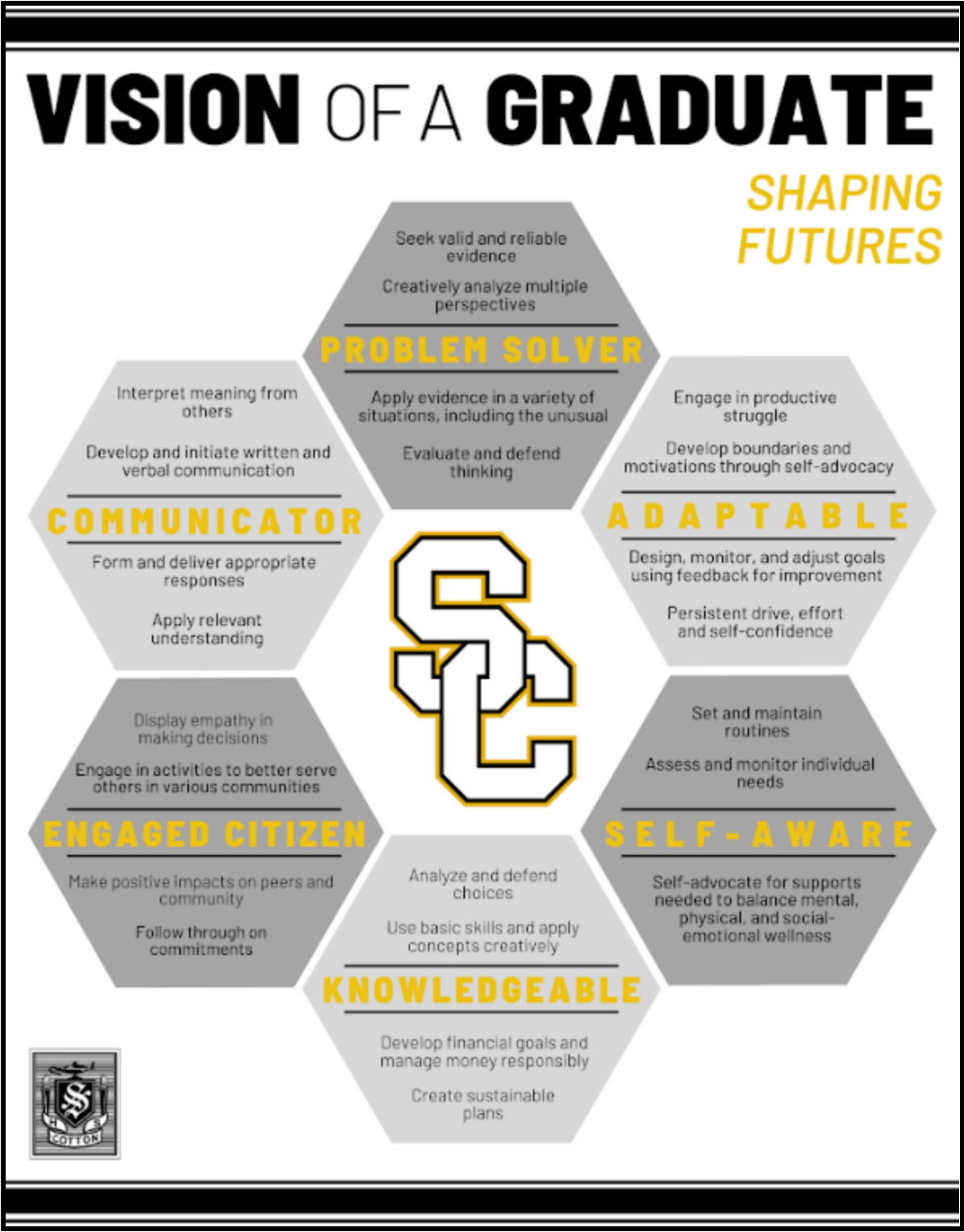
SELECT A PILLAR TO FIND OUT MORE ABOUT THE PROFESSIONAL DEVELOPMENT MODULES.



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

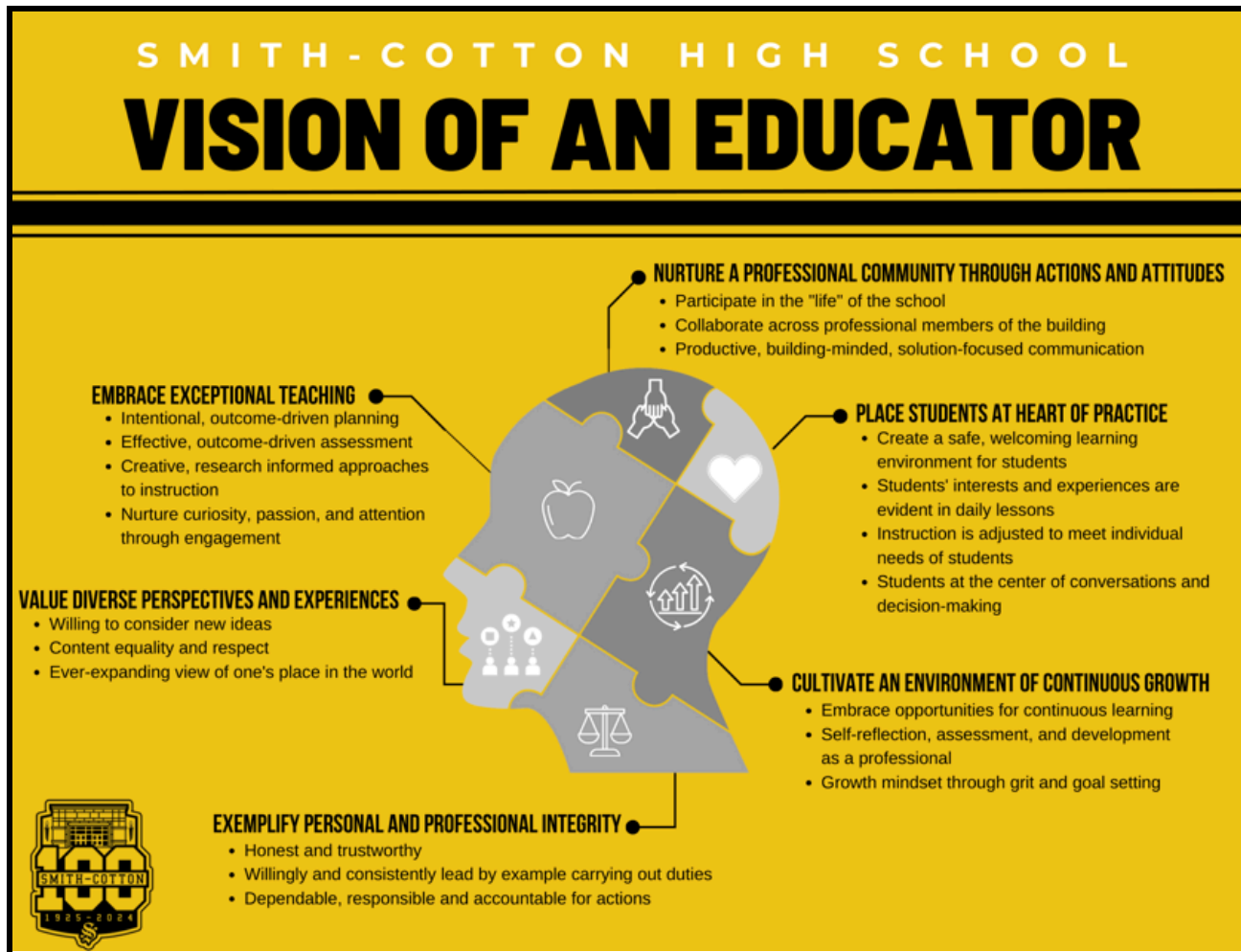
Appendix C

Vision of a Graduate



Appendix D

Vision of an Educator



Appendix E

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 F

Elementary and Secondary PD Survey Data

Instructional Staff Survey		May 2026
Total Staff Response		128
Question	Average Rating	
PD helped me better prepare students	81	
Out-of-district PD I attended was beneficial	83	
Curriculum is user friendly	85	
I refer to curriculum as I plan lessons	95	
I have the opportunity to participate in curriculum development	90	
Adequate resources to implement curriculum	82	
District supports high expectations for student achievement	94	
I attend parent involvement/community nights	57	
Adequate opportunities for parent involvement	88	
Additional PD areas indicated	Number	
Proficiency Scales	42	
Mastery Learning	42	
Assessment Writing	15	
Content Specific	33	
Social Emotional	18	
Cooperative Education	6	
Special Education Services	15	
English Learner Development	14	
Differentiated Instruction	23	
Classroom Management/Behavior Management	18	
Blended Learning	8	
Lesson Planning	8	
Professional Development Models/Types	Number	
Small Groups	90	
Interactive Large Groups	12	
Virtual	15	
Workshop Model	59	
Ongoing	48	
Keynote Speakers	14	
Vertical Collaboration	30	
Before School	6	
After School	5	

Appendix G

District Calendar

SEDALIA SCHOOL DISTRICT #200 CALENDAR - 2026-2027

BOE approved 02/23/2026

Teacher PD/Workday		End of Quarter/Semester
Student Day		Snow Make-up days
Early Out Day		505.75 Semester 1 Hrs
Paid Holiday		607.00 Semester 2 Hrs
New Staff Days		1112.75 Total Student Hrs
Non-Student/Staff Days		169 +6 Holidays+ Work/PD Days =
		185 Certified Days

18	Jan-2027					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	New Years Day, No School		
4	Staff PD/Work Day, No School		
5	Student's Return		
13	Early Out, Students Only		
18	Martin Luther King Day, No School		
119.50			

3	Aug-2026					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						

17-21	New Staff Week		
24-26	Staff PD/Work Day		
27	Student's First Day		
20.25			

17	Feb-2027					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	Early Out, Students Only		
15	President's Day, No School		
16	Staff PD/Work Day, No School		
24-25	Parent Teacher Conferences		
25	Early Out		
26	Staff Work Day, No School		
110.75			

20	Sep-2026					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				

4	Staff PD/Work Day, No School		
7	Labor Day, No School		
9	Early Out, Students Only		
133.00			

17	Mar-2027					17
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				

10	Early Out, Students Only		
15-19	Spring Break, No School		
26	Good Friday, No School		
112.75			

20	Oct-2026					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	Homecoming, Early Out		
14	Early Out, Students Only		
16	Staff PD/Work Day, No School		
28-29	Parent Teacher Conferences		
29	Early Out		
30	Staff Work Day, No School		
129.00			

22	Apr-2027					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		

14	Early Out, Students Only		
146.50			

18	Nov-2026					19
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	Veteran's Day, Early Out		
25-27	Thanksgiving Break, No School		
119.50			

18	May-2027					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	3	4		

14	Early Out		
15	Commencement		
26	Last Day with Students, Early Out		
27	Staff Work Day		
31	Memorial Day		
117.50			

16	Dec-2026					17
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			

9	Early Out, Students Only		
22	Christmas Break, Early Out		
23-31	Christmas Break, No School		
104.00			

Oct 30 & Feb 26- Certified Work Day due to evening parent/tchr conf

Priority order for designated make-up day as follows: 

2/16, 5/27, 5/28, 6/1, 6/2, 6/3

Appendix H

Board Policy 4505 and Regulation 4505

P 4505 Salary Schedules

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

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

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

For your degree and/or coursework to be accepted to meet certification requirements, they must be completed at a regionally accredited college or university. The regional accrediting agencies accepted by our department include the following:

- Middle States, Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of School and Colleges
- Southern Association of Colleges and School
- Western Association of Schools and Colleges
- AdvancEd
- Higher Learning Commission

R 4505 Compensation

Participant Eligibility:

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

Rate of Credit:

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

The minimum contact time that may be earned for a given District in-service activity is one (1) hour; thereafter, contact hours may accumulate in increments of five (5) minutes. Building level in-service sessions scheduled in the a.m. for less than one hour may, with the approval of the Director of Curriculum and Instruction, be accepted.

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

Approved Credit Activities and Responsibilities:

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

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

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

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

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

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

Non-Credit Activities:

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

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

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

NOTE: Staff members who take part in in-service activities that are:

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

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

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

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

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

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

Approved Credit Activities Offered by Groups Outside the Sedalia School District

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

1. Not for college credit
2. Be relevant to the person's employment
 1. grade level
 2. district goal

3. building goal
4. state or federal grant
3. Expenses not reimbursed by the district
4. Outside the school day
5. Written summary and commitment to share the content and the information concerning the use of the content and/or information in the employee's employment.

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

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

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

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

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

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

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

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

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

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

ADMINISTRATIVE AND SUPERVISORY

PROGRAM DEVELOPMENT RESPONSIBILITIES

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

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

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

AMOUNT OF CREDIT

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

- Staff who have earned a Bachelor's degree, but have not earned a Master's degree, may earn up to ten (10) hours of salary credit (150 professional development hours) prior to completion of the Master's degree.
- Staff who have earned a Master's degree or above may earn up to fifteen (15) hours of salary credit (225 professional development hours), to be used for horizontal movement to column E of F.
- Movement to column G or beyond may only be obtained with an official transcript documenting graduate credit hours which are degree affiliated. Professional development hours or credits may not be used.