Camdenton Schools

Professional Development Plan

November 14, 2016

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Board Policy GCL: Professional Staff Development Opportunities

The Board of Education of the Camdenton R-III School District recognizes the relationship between high-quality professional development and student achievement and therefore commits to a high-quality professional staff development program. The program will be aligned with the current Comprehensive School Improvement Plan (CSIP) and based on available student achievement data and the results of needs assessment at the school and district level.

In support of this commitment the Board will:

1.   Establish a Professional Development Committee (PDC) that will create and implement a Professional Development Plan (PDP) based on the district's CSIP), including local in-service courses for teachers and other professional employees. One hour of credit for advancement on the salary schedule may be granted for each 15 hours of participation in locally provided in-service courses that have been approved by the district PDC and authorized by the superintendent. The PDP must be approved by the Board prior to implementation.

2.   Allocate adequate funding for high-quality professional development activities as defined by law.

3.   Provide leave and dismissal time for approved professional growth activities and reimbursement for expenses related to conferences and visitations.

4.   Provide opportunities for increased compensation or advancement on the salary schedule with additional education or training in accordance with Board policies and procedures. However, Camdenton R-III staff members may not earn credit for advancement on the district's salary schedule if district money is expended for the in-service training where credit may be earned.

5.   Provide opportunities for collective participation by staff members in the same school community, subject area, grade level or department.

Professional Development for Teachers

The professional development program for teachers will:

1.   Be sustained over time.

2.   Focus on specific content areas or instructional practices.

3.   Support the collective learning of teachers.

4.   Align with district, school and teacher goals.

5.   Be infused with active learning and provide teachers the opportunity to practice and apply new knowledge.

Professional development for teachers will include a beginning teacher assistance program and a mentoring program that meets or exceeds the standards established by the Department of Elementary and Secondary Education (DESE).

Professional Development for Administrators

Professional development activities will be provided for superintendents, principals and other district personnel charged with administrative functions. As with professional development for teachers, professional development for administrators will be available on an individual basis and as part of a collective group. Professional development for administrators will align with Interstate School Leaders Licensure Consortium (ISLLC) standards and focus on support of classroom instruction. Administrators will participate in the Mentoring Program for Administrators (MPA) supported by the Missouri Partnership for Mentoring School Leaders.

Program Evaluation

The PDC will conduct an annual evaluation of the professional development program to determine whether professional development is aligned with the district's CSIP and identified instructional strategies. To the extent possible, the evaluation will determine the effect of the professional development program on student achievement as measured by assessments of student mastery of grade-level expectations.

Administrative Procedure: GCL-AP(1): Professional Staff Development Opportunities

In accordance with Board policy, the professional development committee (PDC) is responsible for implementing the district's professional development plan (PDP).

Professional Development Committee Responsibilities

The professional development committee shall:

1.   Create a professional development plan that is:
   - ►   Tied to the district's Comprehensive School Improvement Plan (CSIP).
   - ►   Based on identified needs.
   - ►   Created in consultation with the administration.
   - ►   Submitted to the Board for approval.
2.   Evaluate the PDP annually and make appropriate recommendations for change.
3.   Work with beginning teachers to:
   - ►   Coordinate and facilitate the mentoring program.
   - ►   Coordinate and facilitate assistance from the teacher education program where the teacher graduated if such assistance is provided.
   - ►   Assist beginning teachers in developing and completing the Individual Professional Development Plan (IPDP) required of all teachers with an Initial Professional Certificate (IPC). The mentor will initiate preparation of the plan and will assist the teacher in tailoring the plan to his or her needs. Goals identified in the plan will relate to the evaluation criteria used in the district, and copies of the initial plan and all subsequent revisions will be readily available to the teacher and mentor for review and revision.
4.   Work with all teachers to:
   - ►   Identify instructional concerns and remedies.
   - ►   Serve as a confidential consultant upon a teacher's request, as allowed by law.
   - ►   Arrange training programs for mentors.
   - ►   Assess needs.
   - ►   Develop in-service opportunities.
   - ►   Present the superintendent or designee staff suggestions, ideas and recommendations pertaining to classroom instruction.
5.   Work with support staff to:
   - ►   Identify needs.
   - ►   Develop in-service opportunities.
6.   Consult with district administration on all facets of the PDP.
7.   Select programs that:
   - ►   Reflect the results of any needs assessments survey.
   - ►   Coordinate with the district's CSIP.

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► Are based on recognized standards for staff development, such as the Standards for Staff Development published by the National Staff Development Council.

8. Serve in an advisory capacity to the assistant superintendent in charge of professional development.

The PDC is charged with providing opportunities for teacher growth. It serves no evaluative role, and is not involved with administrative decisions concerning employment or retention of certificated staff.

Structure

The committee will be comprised of two (2) representatives from the high school, one (1) from Horizons, one (1) from the middle school, one (1) from the career and technical school, two (2) from grades PreK-2 in Camdenton, one (1) from grades 3-4 in Camdenton, one (1) from grades 5-6 in Camdenton, one (1) from Osage Beach and one (1) from Hurricane Deck. The coordinator of staff development will be an ex-officio, non-voting member of the committee. Members will be elected for three-year terms, with at least two (2) members chosen each year. Only certified staff members will serve on the committee and be allowed to select committee members.

PDC Committee 2016-2017

Angie Pace……………………………………………………... Hurricane Deck Elementary
Lana Hughes………………………………………………….Osage Beach Elementary
Andrea Weiss…………………………………………………Osage Beach Elementary
Rebecca Oakes…………………………………………………..Dogwood Elementary
Cheryl Hymes…………………………………………………...Dogwood Elementary
Whitney Carnahan………………………………………………Hawthorn Elementary
Carla Wilkins…………………………………………………Hawthorn Elementary
Ashley Scott………………………………………………….Oak Ridge Intermediate
Melodee Derby………………………………………………….Oak Ridge Intermediate
Susan Cretton…………………………………………………..Oak Ridge Intermediate
Shawn Maschino………………………………………………….Middle School
Cristi Prenger…………………………………………………..Middle School
Beth Hines……………………………………………………...High School
Sharon Moehle…………………………………………………...High School
Vanita Blanton………………………………………………...Horizons
Ryan Bearden………………………………………………….LCTC
Ryan Neal………………………………………………………Administrator
http://camdentonschools.schoolwires.net/Domain/62

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Required Contact Hours

Classification	Initial Certification Years 1-4	Reactivation	Career Cert. Years 5-99	PD Exempt Status
Adult Education & Literacy (AEL) IAE1, CAEL, F1, F2	**60 total over 4 years**	**24 hours plus annual**	**20 annually until exempt**	**Two of three: - 10 years, - next higher degree, or - national certification**
Professional Cert - Most Core Areas & Librarians – IPC, CCPC, CPC, PC2	**30 total over 4 years**	**24 hours plus annual**	**15 annually until exempt**	**"**
Career Education – (formerly vocational) ICEC, CCEC, V1, V2	**90 total over 4 years**	**24 hours plus annual**	**30 annually until exempt**	**"**
Student Services S1, S2, G1, G2, ISS, CCSS	**40 total over 4 years**	**24 hours plus annual**	**20 annually until exempt**	**"**
Administration – Superintendent IAC, CCAC, A1, A2, Adm II	**120 total over 4 years**	**24 hours plus annual**	**30 annually until exempt**	**"**
Administration – Principals, Special Ed. Directors and Career Ed. Directors IAC, CCAC, A1, A2, Adm I, Adm II	**120 total over 4 years**	**24 hours plus annual**	**Years 5-10 must complete EdS degree in ed adm, C&I, or rdg/literacy or 30 hours annually**	**Years 11-99 exempt with EdS degree or national certification**
Provisional (2 years) Nonrenewable	**Must complete credits/requirements to move to Initial cert within two years.**	**n/a**	**n/a**	**n/a**
Temporary (1 year)	**Must complete 9 college credits annually.**	**n/a**	**n/a**	**n/a**

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2016-2017 Professional Development Plan
District Goals

Title I Funding
Leader in Me…………………………………..$31,366.21
Model Schools Conference………………………....$TBA

Title II Funding
New Teacher Academy………………………………$38,700.00
       Mentors ….…………………………………….21 = $25,200.00
       Buddys ….…………………………………….14 = $7,000.00
       Tim Brown ……………………..…………1 day = $6,500.00
SREB
(58 Days, $1,500 per day) …………………………$95,700.00
       MDC Experts…………………………………….12 Days
       Instructional Coach Support……………….....8 Days
       Curriculum Leadership Training……………...8 Days
       DLT Meeting Support………………………..6 Days
       Leadership Coaching…………….....…….......12 Days
       Academy Support……………………….…......12 Days
Leader in Me………………………………………$230.00

Leader in Me
Building Level Budget
       Middle School……………………………...$2.963.43
       Oak Ridge……………………………………$610.96
       Osage Beach…………...…………………….$9,729.65
       Hurricane Deck……………………………….$621.00

STEM Site Visits
Technology Budget…………………………………..$1,000.00

Local Budget PDC 1%
Building Allocation
There are 353 certificated personnel located throughout the 8 schools receiving PD funds.

1. Dogwood   76 $6,643.05
2. Hurricane Deck   18 $1,784.70
3. Osage Beach25 $2,478.75
4. Hawthorn   40 $3,966.00
5. Oak Ridge   46 $4,560.90
6. Middle School   51 $5,056.65
7. High School 96 $ 9,518.00
8. Horizons   10 $991.50
       PDC SUBTOTAL: $34,999.55

ANNUAL CALENDAR HIGHLIGHTS

July
- Annual HSTW Conference

August
- Training of mentors and implementing mentor program
- Annual Administration retreat
- Curriculum Training
- Organizational meeting for current year district PD Committee
- Submit PD documentation to district auditors

September
- Monthly PDC Meeting
- Academy Support
- Launching Leadership Training

October
- Monthly PDC Meeting
- Academy Support
- MDC Expert Workshop
- DLT Support
- Leadership Coaching
- CMS Community Coaching Day
- HE Lighthouse Team Training
- Coaching Day (Admin and Team Leader)
- Leader in Me Training

November
- Monthly PDC Meeting
- Leadership Coaching
- Curriculum Expert Workshop
- MDC Expert Support
- Academy Support
- Lighthouse Training
- CMS Coaching Day - Lighthouse team

December
- Monthly PDC Meeting
- Academy Support
- DLT Support

January
- Monthly PDC Meeting
- District Wide Professional Development Day
- Curriculum Experts Workshop
- MDC Expert Training

- Academy Support Training
- DLT Support

February
- Monthly PDC Meeting
- Instructional Coach Support
- DLT Support
- MDC Expert Support
- Coaching Day

March
- Monthly PDC Meeting
- Curriculum Expert Workshop
- DLT Support
- Leadership Coaching

April
- Monthly PDC Meeting
- DLT Support
- Academy Support

May
- Monthly PDC Meeting
- DLT Support
- Curriculum Expert Workshop
- Leadership Coaching Summative Workshop

June
- Curriculum Review
- Model Schools Conference

Throughout the Year
- Individual Building PD committees review requests for PD funds for approval/denial

Camdenton R-III School Strategic Plan

College and Career-Ready
The Camdenton R-III School District will offer curriculum that prepares students effectively for the next phase in their lives and will keep that curriculum current with changing student and marketplace needs.

Facility Effectiveness
The Camdenton R-III School District will have facilities that are safe, and the enable, rather than inhibit, the delivery of a high-quality education.

Stakeholder Engagement
The Camdenton R-III School District will effectively engage all stakeholder groups to build a stronger school district/community relationship through enhanced one-way (outbound from the district) and two-way communications initiatives.

2015-2020 Strategic Plan

Goal area: College and career-ready curriculum

Objective: The Camdenton R-III School District will offer curriculum that prepares students effectively for the next phase in their lives and will keep that curriculum current with changing student and marketplace needs.

Persons Responsible: Central Office and Building Administrators

Progress measures:

1. Students will achieve performance in the top 10% statewide on the Annual Performance Report from DESE.
   ● SREB Curriculum Leadership Training

2. S.T.E.M. courses will increase in number by the 2016-2017 school year, will be equivalent to peer districts by the 2017-2018 school year, and will offer at least one unique course in this area (not available in all peer districts) by the start of the 2020-2021 school year.
   ● SREB Academy Support
   ● STEM Site Visits

3. Building-to-building course equivalency will improve each school year, with the goal of full equivalency (or documentation as to why that is not possible or not appropriate in specific cases) by the start of the 2020-2021 school year.
   ● SREB DLT Leadership Training
   ● SREB Curriculum Leadership Training

4. Courses that teach "skills for life" (or the inclusion of such skills in existing courses) will begin by the 2016-2017 school year.
   ● SREB Academy Support
   ● Leader in Me Training

5. By the end of each academic year, 90% of students will show at least one year's growth in their communication arts scores.
   ● SREB Literacy Design Collaborative Training
   ● SREB DLT Leadership Training

Strategies and tactics (action steps)

Strategy: A plan to expand course offerings in S.T.E.M. will be created and executed.

1. A district team (faculty, staff, administration, students, etc.) will be selected to be responsible for researching leading-edge S.T.E.M. courses in regional peer districts, statewide and, where appropriate, nationally.
   - SREB Academy Support
   - STEM Site Visits
2. Research will be conducted with recent (within the last four years) alumni who are attending/attended college to determine S.T.E.M. areas where they felt well-prepared and those that fell short once they were introduced to college-level curriculum on the same subject areas.
3. From this research, a prioritized list of courses to be added will be prepared, identifying the challenges – budget, staffing, facility shortcomings, etc. – that will need to be overcome to add identified courses.
   - SREB DLT Leadership Training
   - SREB Academy Support
4. A timetable for implementation of identified courses will be set, along with identifying responsible parties for various steps in the implementation process.
   - SREB Academy Support

Strategy: The teaching of basic "skills for life" will be expanded through specific courses or by adding to the curriculum of appropriate existing courses.
   - Leader in Me

1. Research will be conducted with current students, recent alumni (within the last four years) and parents of both regarding what they consider to be "skills for life" for which a school district has some responsibility to teach, and their (or their student's) level of success in these areas.
2. Secondary research will be conducted by reviewing industry publications and contacting professional societies to determine current views on the role of school districts in "skills for life" teaching and the existence of strategies that are proving to be successful in other districts.
   - SREB Academy Support
3. Findings from the previous two steps will be compared with current district curriculum (either entire courses or the addressing of "skills for life" topics within existing courses) to determine gaps in the "skills for life" area.
   - SREB Academy Support
4. Community resources that may be able to assist with materials, individuals to teach this information, or both (for example, local banks teaching basics of managing a checking account) will be identified.
   - SREB Academy Support
5. All data and a final plan for implementing/expanding "skills for life" training will be prepared.

Strategy: Curriculum equivalency will increase across the school district.

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1. A master list of curriculum that is inconsistent from building to building will be created, engaging faculty in this process to make certain that the list is complete.
- SREB Curriculum Leadership Training
2. Feedback will be gathered from faculty in affected school buildings on which equivalency issues should be a higher priority than others.
- SREB Leadership Coaching
- SREB Curriculum Support, SREB MDC Experts
3. A subset of those faculty members will be selected to assist with creating and executing a plan to address the high priority curriculum equivalency issues.
- SREB Instructional Coach Support
- SREB Curriculum Leadership Training
- SREB MDC Experts

Strategy: Stakeholders will be engaged in ongoing curriculum review.

1. A multi-disciplinary committee will be assembled, consisting of parents, faculty, administrators, students and non-parent patrons, to monitor and advise on changing curriculum needs.
2. Quarterly committee meetings will be held. Local media and a dedicated space on the district website will publicize news and information about the committee's work.
- SREB Curriculum Leadership Training

Strategy: A plan for the utilization of effective instructional practices in the area of Communication Arts will be created and monitored.
- SREB Leadership Support

1. A team will be selected to research effective schools in the state of Missouri in relation to APR scores in the area of Communication Arts during the 2015-2016 school term.
- SREB Instructional Coach Support
- SREB Literacy Design Collaborative Training
2. Research will be conducted regarding why these schools are effective and determine what practices can be used in the district.
- SREB Leadership Coaching
3. i-Ready will be utilized as a diagnostic and intervention tool in the area of Communication Arts for grades K - 8.
- SREB Leadership Coaching
4. The Literacy Design Collaborative process will be implemented in grades 9-12. The high school will implement at least two modules during the 2015-2016 school term with additional modules to be completed during future years.
- SREB Instructional Coach Support
- SREB Curriculum Leadership Training.

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