

PROFESSIONAL DEVELOPMENT PLAN
HILLSBORO R-III SCHOOL DISTRICT
2022-2023



Board Approved: (date)

PROFESSIONAL DEVELOPMENT COMMITTEE

HILLSBORO R-III SCHOOL DISTRICT

2022-2023

Primary

Alicia Charles (chair)

MNEA 2022

Julie Sutterer

MSTA 2021

Elementary

Jennifer Freiner

MNEA 2022

Lisa Kennedy

MSTA 2022

Intermediate

Stephanie Moore

MSTA 2022

Jenny Payne

MNEA

Junior High

Kristen Maerli

MNEA 2022

(member name)

High School

Aimee Fydyuk

MNEA 2022

Lindsay Sonntag

MSTA 2022

Non-Voting Members

Mentor Supervisor

Lori Wood (K-6)

Appointed by District PDC

Kevin Gillespie (7-12)

Appointed by District PDC

Central Office

Melissa Hildebrand

Appointed by Superintendent

HILLSBORO R-III SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN

I. Definition

Professional Development is:

- A. Expanding one's academic knowledge and experiences to help students grow.
- B. Setting personal professional goals and establishing means to achieve these goals.
- C. Growth of staff unity and of each individual within that group.
- D. The continuous process of learning throughout one's career.

II. Mission

Professional development is a continuing process whereby the individual refines skills, becomes aware of new developments, techniques and information; all of which help to broaden and clarify the perspective with which the individual's job responsibilities are approached. The fundamental purpose of professional growth as it applies to an educational system is that students will receive an even better, more meaningful education.

Responsibility for an individual's professional growth efforts lay both with the district and individual initiative. It is also recognized that professional growth opportunities should be both flexible and available to meet individual needs and interests.

The Hillsboro R-3 Professional Development Committee has set forth their goals for the 2021-2022 school year for professional growth focusing on needs in alignment with the school's Comprehensive School Improvement Plan. They are as follows:

GOALS:

- Goal 1: Reassess and update our curriculum to ensure that we are providing students with relevant and useful learning opportunities consistent with our mission. (CSIP Goal 1)
- Goal 2: Every student will be provided the opportunity to successfully complete the educational process. (CSIP Goal 2)
- Goal 3: Re-evaluate our instructional program to ensure that varied instructional techniques are being used to address the diversity of the student population and desired learner expectations. (CSIP Goal 2 &3)
- Goal 4: Study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction. (CSIP Goal 3)
- Goal 5: Maintain fiscal practices that will meet current and future educational programs. (CSIP Goal 2)

III. The District Professional Development Committee

The committee shall be known as the Professional Development Committee. It should be a standing district-wide committee developed according to the following guidelines and having the following purposes and responsibilities:

- A. The Professional Development Committee will consist of 13 individuals as follows:
 1. Twelve teachers, chosen as follows: two each from the primary, elementary, middle, junior, senior high and two mentor supervisors. The two teachers' organizations will each be responsible for electing one person from each of the listed attendance centers. They will be elected to three (3) year terms in the spring, with terms beginning at the start of the following school year.
 2. One administrator (advisor)
 3. One support staff member may be included.
- B. The junior chair shall assume the position of senior chair at the conclusion of the last district PDC meeting of the school year. The vacant junior chair position shall be filled by the professional organizations in alternating years, if possible.
- C. The superintendent or designee shall serve in the capacity of advisor to the committee. That administrator shall serve for the length of time appointed by the superintendent.
- D. The committee members shall receive release time of up to four days per year. A full-day, twice during the year will be used to attend the district meetings as follows:
 - 1) The agenda for the first meeting shall include, but not be limited to:
 - a) election of a Junior Chair
 - b) review of the PDC plan
 - c) discussion of needs
 - d) the Mentor Plan
 - e) the budget for the ensuing year
 - f) provide a survey, as needed
 - 2) The agenda for the year-end meeting shall include, but not be limited to:
 - a) review of the PDC plan
 - b) discussion of needs
 - c) the Mentor Plan questionnaire
 - d) review of the survey
 - e) the election of committee officers (with the exception of Jr. Chair)

- f) the filing of in-service evaluations
- g) the filing of the list of available mentors
- h) plan professional development activities
- i) prepare an annual report for the Superintendent

E. Operations

The Professional Development Committee may provide information to all staff members pertaining to workshops and in-services that will help achieve the objectives of the Hillsboro R-3 School District and the Hillsboro R-3 School District Professional Development Committee. Committee members will act as confidential consultants to teachers when the need arises and act as a resource for their professional development needs. Staff members will be encouraged to attend and actively participate in professional growth that will enhance their knowledge and benefit the students' learning experiences.

The Professional Development Committee may review teacher requests for professional development opportunities and provide approval based on the criteria outlined by the Comprehensive School Improvement Plan and the Professional Development Plan. The administration will provide final approval for all professional development opportunities based on additional administrative considerations such as available resources and release time. The PDC will design a yearly plan for activities that include in-service workshops, conferences, resources, and other training opportunities that will help the district to achieve its goals. All building representatives should work in collaboration with the administration to develop a plan for professional development and budget based on funds allocated to each building. These plans will be designed to meet building and district goals.

Staff members will follow the guidelines for conference requests set forth by the Professional Development Committee. Staff members will complete a request via Frontline Professional Growth that outlines PD goals and guidelines for conference/workshop attendance. Following conference/workshop attendance, staff will be required to complete an evaluation in Frontline Professional Growth describing how the professional development opportunity supported the CSIP/Professional Development Plan for the District. These will be used as references for staff members and possible in-district workshops for future in-services.

- F. The building representatives will be responsible for reporting all building PDC activities to the district committee. Frontline Professional Growth reports will contain the number and type of activities requested, the amount of time spent, number of participants for each activity, and the participant's evaluation.

The district PDC will continuously monitor the planned activities provided by the buildings and the district. The committee will evaluate the entire program by assessing *if* the participants based activities on identified needs, if available resources were used effectively, and if the activities received favorable ratings. The district PDC committee

will prepare an annual report for the Superintendent, which will include recommendations for improving the program.

IV. Objectives of the Professional Development Committee

- A. To work with first year teachers as an extension of the teacher education program.
- B. To work with experienced teachers in identifying instructional concerns and remedies.
- C. To present the proper authority with suggestions and recommendations pertaining to improvement of classroom instruction.
- D. To provide upon request a peer consultant from within the district to help individuals improve teaching.
- E. To make available information on programs, workshops, and course offerings in our area.

V. Mentor Program

- A. Two Mentor Supervisors will be appointed by the District PDC to serve as ex-officio members of that committee.
- B. A mentor will be assigned to every first year teacher in the district. It is recommended that a peer consultant be assigned to any person with a new teaching assignment and who does not qualify for a mentor. *Mentors must have five (5) years of teaching experience and be willing to be trained as a mentor.*
- C. Mentors will be chosen from a list of volunteers compiled from an annual survey and/or principal recommendation and will receive a \$200 stipend for services rendered.
- D. Mentors will be appointed by the PDC Mentor Supervisor and building principal.
- E. Mentors, peer consultants, and beginning teachers will use release time (1/2 day twice per year) for completion of state required paperwork, observation of mentor teacher or by mentor teacher, and/or observation of colleagues for specific techniques. This release time is required for mentors and beginning teachers; release time is optional for peer consultants.

VI. PDC Job Descriptions

- A. PDC Chairperson -- The PDC Chairperson will receive a \$200 stipend for fulfilling the following duties:
 - 1. Organize district meetings twice per year, or as needed.
 - 2. When organizing a meeting during school hours, consideration must be given to the following:
 - a. The date must be approved by the administrators responsible for substitute teachers and the PDC administrative representative.
 - b. Notification of time, date, place, and materials needed.
 - 3. Prepare agenda and review items pertinent to the PDC plan.

4. Obtain names of mentors and new teachers and file same with the administrative representative.
 5. Review expenditures and plan budget during the fall meeting.
 6. Notify organizations, administrative advisor, and PDC members of election results for PDC district positions.
- B. Recorder -- The Recorder will receive a \$100 stipend for fulfilling the following duties:
1. Take notes, write and distribute minutes of all meetings of the PDC.
- C. Mentor Supervisor -- The Mentor Supervisor(s) will receive a \$400 stipend for fulfilling the following duties:
1. Obtain from the Central Office the names and positions of first-year and second-year teachers as well as experienced teachers new to the district.
 2. Obtain a list of peer consultants from the list generated from the PDC annual survey.
 3. Confirm assigned mentors to first- and second-year teachers.
 4. Confirm assigned peer consultants to experienced teachers new to the district.
 5. **Confirm** the presentation time, date, and location of the district peer consultant workshop for all teachers new to the district and their mentors.
 6. **Notify** mentors, peer consultants, and teachers new to the district of the time, date, and location of the peer consultant workshop.
 7. The outline for the presentation of the district mentor workshop should include, but not be limited, to:
 - 1) Introduction of mentors to new teachers.
 - 2) Overview of the mentor program.
 - 3) Review of the data collection procedures and forms.
 8. Periodically monitor the completion of mentor forms and peer consultant questionnaires (at least after each semester). Forward the end of the year questionnaires to the PDC.
 9. Confirm that new teacher professional development programs are filed with building principal(s) and the administrative representative.
 10. The mentor supervisor will receive one day each semester release time.
- D. Mentor Teacher -- The mentor teacher is a two-year commitment. Mentor teachers will receive a \$200 stipend per year for fulfilling the following duties:

First Year

1. Attend the initial new teacher/mentor workshop to meet their assigned **first year teacher** and receive an explanation of duties and responsibilities.

2. Be available during the first week of school to assist the new teacher with start-up procedures.
3. Make appointments with the new teacher to specifically review items on state required plan such as: attendance, grade book (lesson plan section vs. record keeping section), behavior management, standardized testing, etc.
4. Make appointment to observe the new teacher and/or new teacher observation of the mentor teacher.
5. Plan release time (up to 1/2 day two times per year) for completion of state required paperwork, observation by mentor teacher of the beginning teacher and vice versa.
6. Monitor paper work from the state department for the new teacher.
7. Turn in the mentor time sheet/activity log.

Second Year

1. Be available during the school year to assist the new teacher.
 2. Turn in mentor time sheet/ activity log.
- E. Peer Consultant--a one-year commitment. Peer consultants will receive a \$200 stipend for fulfilling the following duties:
1. Be available during the first week of school and assist the experienced teachers new to the district.
 2. Be available during the school year to assist the experienced teacher new to the district.
 3. Familiarize experienced teachers with district and building policies and procedures.
 4. Turn in Peer Consultant Questionnaire and time sheet to the mentor supervisor.
 5. Optional release time (up to ½ day two times per year) for completion of required paperwork, observation by peer of the experienced teacher new to the district, and vice versa.

VII. Evaluation

The PDC will evaluate all Professional Development activities for effectiveness. A major justification for Staff Development programs is that they provide the opportunity for teachers to develop desirable changes in teacher competencies and update curriculum and instruction. Measurement includes but is not limited to:

- A. Feedback from teacher-led interactive group sessions, professional learning community team meetings, and book studies.
- B. Questionnaires and opinion polls - annual End of Year survey.

- C. Observation of student achievement in classroom and analysis of student achievement data.
- D. Individual conferences and interviews- activity forms to be completed by attendees of conference.
- E. Study of student attendance, dropout rates, and graduation rates.
- F. All PD funds and activities spent must be correlated to Hillsboro R-3
- G. Comprehensive School Improvement Plan (CSIP) objectives, and the 5th Cycle Missouri School Improvement Plan (MSIP).

VIII. Budget

Professional Development (1%) Money-Section 160.530.1, RSMo, requires districts to spend one percent (1%) of the Basic Formula monies (based on Line 17B of the district's June Basic formula calculation) for professional development committee expenditures. A minimum of seventy-five percent (75%) of one percent (1%) of the current year's Basic Formula current apportionment must be spent in the year received for purposes determined by the Professional Development Committee and identified in the professional development plan in relation to school improvement plan. To meet requirements, 100% of the professional development funds must be:

- A. Used for professional development.
- B. Spent on activities consistent with the professional development plan (developed by the district's PDC in consultation with administrators and approved by the local board) and approved by the PDC.
- C. Clearly related to the objectives of the district CSIP.

Other Funding Sources of Professional Development

1. Title II - Funding from Title II may be used for core areas, follow-up to previous professional development activities, assistive technology professional development, support for new teachers, supporting teaching that is consistent with the Missouri Learning Standards and training of teachers, administrators and staff in the core academic subjects. Use of funding is based on guidelines and availability of funds.
2. Federal Programs- Title IID may be used for staff development based on guidelines and availability of funds.
3. Additional funding may be available through other grants or funding.

Expenses Related to Out-of -District Professional Developmental Activities

The Professional Development Committee will allow for reimbursement of expenses for professional development activities based on the budget restrictions for that year. The PDC District Committee will reimburse a *maximum of \$35.00 per day for food expenses as follows:*

- *\$ 10.00 for breakfast*
- *\$ 10.00 for lunch*
- *\$ 15.00 for dinner*

For a one-day conference, no meals will be reimbursed. If meals are provided at a conference, no compensation will be given if you choose to eat elsewhere.

In-Service Hours

The R-III Board of Education shall *provide a minimum of eight* hours release time annually through district wide early dismissal to allow for the continued professional growth of the staff. The release time may be restructured to accommodate district needs. The time will be planned by the PDC and used by faculty in individual buildings for faculty meetings, in-service workshops, department or grade level meetings, and curriculum development or coordination.

Recommended Employee Training by Lawyers OR Required by Law

(Training required and evaluated through 5th Cycle MSIP)

As districts prepare for another school year, school officials should take the time to ensure that district employees are receiving adequate training to avoid future legal issues.

All Employees Annually Trained In:

1. District's discipline code and implementation
2. Approved methods of dealing with acts of school violence
3. Violence prevention training (5th Cycle MSIP)
4. Disciplining students with disabilities
5. Confidentiality
6. Reporting suspected child abuse and neglect
7. Properly supervising students
8. Obligations to accommodate students with disabilities
9. Harassment and discrimination policy
10. Searching students
11. Bully Training
12. Trauma Training
13. Dyslexia Training

Additional Training for Coaches and Sponsors of Extracurricular Activities

In addition to the above listed training, MSBA recommends that districts mandate all coaches and sponsors of extracurricular activities participate in additional training sessions to address issues unique to the after school and overnight activities.

1. Harassment/discrimination and supervision
2. Compliance with Title IX
3. Accommodating students with disabilities
4. Student drug and/or alcohol testing (if district conducts)
5. Medical examinations, questioning students regarding medical conditions, and confidentiality of medical information
6. District policy on disciplining students for using drugs and alcohol, including off-campus conduct or conduct occurring over breaks
7. Rules regarding transporting students in vehicles other than school buses
8. Training or background check requirements for volunteers and chaperones
9. Permission slips, waiver of liability forms, and other insurance issues
10. District's hazing and bullying policy
11. Collection and monitoring of fees and fundraiser money
12. Interaction with booster clubs

For school year 2021-2022, the following FY23 budget will be used until revision by PDC at their first meeting for the 2022-2023 School year:

Professional Development

PD Certified Salaries (staff for committee work)

PD Substitute Salary

PD Stipend (curriculum committees, MSIP committee, steering committee)

PD Teacher Retirement

PD Social Security

PD Medicare

Sub Total **\$60,000.00**

6343 000 000 PD SC Committee \$ 0.00

6343 405 000 PD PR Committee \$ 11,998.00

6343 400 000 PD EL Committee \$ 8,990.00

6343 305 000 PD IN Committee \$ 8,990.00

6343 105 000 PD HS Committee \$ 15,781.00

6343 200 000 PD JH Committee \$ 8,691.00

6316 000 000 PD Data Processing
(Frontline, MAP data) \$ 9,000.00

6410 000 000 PD Supplies \$ 6,550.00

Sub Total **\$70,000.00**

Combined Total **\$130,000.00**

Goals

The goal of the Hillsboro R-3 School District is to provide professional development opportunities related to the following goals and strategies of the district's CSIP.

District PDC Goals

Goal 1: We will reassess and update our curriculum to ensure that we are providing students with relevant and useful learning opportunities consistent with our mission.

Strategy A: Establish and train committees to complete curriculum revision and development through ongoing collaboration and analysis of student data.

Objectives:

- 1) To review state performance standards.
- 2) To review and align district curriculum with MSIP expectations and standards.
- 3) To study current district documents for bringing local curriculum in line with numbers 1 and 2.
- 4) To study curriculum gaps in various disciplines and work to fill the gaps.
- 5) To modify curriculum materials to meet the needs of diverse learners.

Strategy B: Ensure that all curriculum is articulated K-12.

Strategy C: Provide the opportunity to study and implement instructional strategies based on research

Objectives:

- 1) To gain knowledge and utilize instructional strategies to provide differential instruction.

Strategy D: In K-12 vertical teams, Understanding By Design will continue with the core strategy team. Buildings will also be focusing on Assessment for Learning training and related topics.

Evaluation Methods:

MSIP Standards, CSIP, Annual Performance Report, PD End-Of-Year Survey

Goal 2: Every student will be provided the opportunity to successfully complete the educational process.

Strategy A: Identify and clarify student performance to ensure alignment with state expectations and standards.

Objectives:

- 1) To incorporate this goal into our curriculum work as stated in Goal 1, Strategy A of this document.
- 2) To learn to write and analyze common assessments in line with Performance Standards of the State.

- 3) Include mastery of A+ objectives in High School assessments.
- 4) Investigate models for common assessment.

Strategy B: We will study and implement, where appropriate, alternative assessment techniques.

Objectives:

- 1) Staff members will seek training to implement alternative assessment techniques in their classrooms to meet the needs of students.

Strategy C: To develop and implement a comprehensive College and Career Readiness survey to assess student preparation for post-graduate work or further studies.

Objectives:

- 1) To receive information and training in effective mentoring strategies that allow our district staff to positively impact the professional growth of our new teachers.

Strategy D: Develop programs that encourage and promote parental interaction within each building and the district as a whole.

Objectives:

- 1) To provide information for Title 1 parents by encouraging and promoting parental interaction in the district.
- 2) To learn how to involve parents in school activities at all levels.

Evaluation Methods:

MAP Data, ACT Data, Common Assessment Data, Parent Surveys, EOCs, and Core Data (follow-up)

Goal 3: We will re-evaluate our instructional program to ensure that varied instructional techniques are being used to address the diversity of the student population and desired learner expectations.

Strategy A: Expand staff development activities to study various instructional strategies and philosophies and implement as appropriate.

Objectives:

- 1) To gain new strategies in the core areas and across the curriculum to be used on all levels.
- 2) To gain new strategies in cooperative learning in the classroom.
- 3) To gain new strategies to utilize balanced literacy strategies in the classroom.
- 4) To gain interactive strategies such as cooperative learning where students learn problem-solving and collaboration skills.
- 5) To develop appropriate strategies for preschool and primary-aged students.
- 6) To gain research-based teaching strategies in core areas.

- 7) To gain understanding of the instructional advantages to multiage classrooms.
- 8) To gain strategies to teach to the students' learning strengths and preferences.
- 9) To gain strategies based on Depth of Knowledge.

Strategy B: Ensure that we explore various programs that will meet the needs of all students, such as gifted, at-risk, special education, vocational, and other identified needs.

Objectives:

- 1) To address the needs of "At-risk students" in Title 1 and Special Education programs.
- 2) To approach learning styles as a way of organizing instruction to meet the learning needs of all students.

Strategy C: Study and develop programs that expand the teaching of parenting skills.

Strategy D: Initiate activities that ensure that we are developing higher order thinking skills.

Objectives:

- 1) To study the application of higher level thinking skills to performance based instruction and testing.
- 2) To study the application of Depth of Knowledge in coordination with the Missouri Learning Standards.

Evaluation Methods:

PD End-Of-Year Survey, Professional Learning Community (PLC) End-Of-Year Review, PLC, Feedback Forms, CSIP, AIMSWeb and teacher evaluations.

Goal 4: We will study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.

Strategy A: Initiate a plan to study and implement violence prevention standards through a comprehensive crisis plan and integration into the curriculum.

Strategy B: Ensure that proper safety and security programs are in place.

Strategy C: Develop staff and student recognition programs.

Strategy D: Initiate programming designed to improve student attendance.

Evaluation Methods:

MSIP Standards, CSIP, MSIP Surveys, Building Surveys and communication.

Goal 5: We will maintain fiscal practices that will meet current and future educational programs.

Strategy A: Develop all available funding sources and alternative opportunities.

Strategy B: Study and commit to long-range and short-range planning for district programming.

Strategy C: Professional Development activities are included in the building plans and all approved activities must correlate with building goals.

Evaluation Methods:

MSIP Standards, CSIP, School/Building Improvement Plan

APPENDICES

Appendix A

- ❖ Professional Development Leave/Reimbursement Guidelines

Appendix B

- ❖ Professional Development Reimbursement Procedures

Appendix C

- ❖ Travel/Expense Request Form

Appendix D

- ❖ Travel Expense Voucher

Appendix E

- ❖ Professional Development Feedback Form

Appendix F

- ❖ Evaluation of Professional Development Goals

Appendix G

- ❖ Utilization of Time for Professional Development
- ❖ Agendas for District Professional Development Release Time

PROFESSIONAL DEVELOPMENT LEAVE/REIMBURSEMENT GUIDELINES

Hillsboro R-3 School District

- Requests for leave must be made **at least four weeks prior** to the event.
- All requests should be sent and then approved by the building principal or appropriate district supervisor prior to submission to the Assistant Superintendent (the district advisor appointed by the superintendent).
- If an employee requests reimbursement for an event he/she wishes to attend and approval is given, the district will reimburse 100% of reasonable and appropriate expenses.
- To receive reimbursement for approved events, all appropriate receipts must be submitted along with appropriate expense report forms and a copy of the approved request form to the Central Office.
- If two (2) or more persons are attending the same conference, the school van **must** be used for transportation unless it is unavailable. If personal car(s) is used, reimbursement **must** be pre-approved through the request process/procedure.

PROFESSIONAL DEVELOPMENT REIMBURSEMENT PROCEDURES

Hillsboro R-3 School District

To receive reimbursement for a workshop when mileage, lodging, and/or food expenses have been approved:

- Keep a copy of your approved Travel/Expense request form.
- When you have returned from attending the workshop send the following:
 - a. The approved Travel/Expense Request Form
 - b. Receipts, canceled checks or credit card statement (if applicable) from the workshop for any reimbursable expenses. Receipts must be ITEMIZED!
 - c. Lodging receipts must show a zero balance and be attached whether the lodging was pre-paid or to be reimbursed
- Fill out the Reimbursement for Travel Form (available on-line, www.hsdr3.org, MENU, District Departments, Business/Payroll, Business Forms)
- Send a and b (from above) and the completed Reimbursement for Travel Form to the Central Office.

PROFESSIONAL DEVELOPMENT FEEDBACK FORM

To complete the process for Professional Development the Professional Development Feedback Form (available on Frontline Professional Growth) should be filled out and submitted once you return from the activity.

**EVALUATION OF PDC GOALS
2022-2023**

1. We will reassess and update our curriculum to ensure that we are providing students with relevant and useful learning opportunities consistent with our mission.
 - A. Establish curricular committees in all areas to review and update curriculum and monitor their implementation.
 - B. Ensure that all curriculum is articulated K-12
 - C. Provide the opportunity to study and implement integrated curricular strategies.

Evaluation Method: MSIP Standards, CSIP, Annual Performance Report, PD End-of-Year Survey

Evaluation: *Curriculum is reviewed annually to determine if there is a need for formal revision to maintain alignment with the Missouri Learning Standards and local standards. Vertical teams and building teams collaborate to determine need for revision. Formal revision is based on a seven year cycle unless changes in standards require additional revision. Revisions are presented to the Board of Education for approval.*

- 2 Every student will be provided the opportunity to successfully complete the education process.
 - A. We will identify and clarify student performance to ensure alignment with state expectations and current standards.
 - B. We will study and implement, where appropriate, alternative assessment techniques.
 - C. We will implement a comprehensive College and Career Readiness survey to assess student preparation for post-graduate work or further studies.
 - D. We will continue programs that encourage and promote parental interaction within each building and the district as a whole.

Evaluation Method: MAP data, ACT data, common assessment data, parent surveys/communication and Core Data (follow-up).

Evaluation: *3rd grade will utilize AIMSweb data teams to review data and to improve student achievement. K-2 will utilize Pathways data to review data and to improve student achievement. The District will focus on assessment and collaboration to improve student learning during the 2022-2023 school year.*

3. We will re-evaluate our instructional program to ensure that varied instructional techniques are being used to address the diversity of the student population and desired learner expectations.
 - A. We will expand staff development activities to study various instructional strategies and philosophies for implementation as deemed appropriate. During the 2012-2013 and 2013-2014 school year, we implemented Assessment for Learning by training staff members. In 2022 - 2023, we will continue to follow the Assessment for Learning model and will continue to train additional staff.

- B. We will ensure that we explore various programs that will meet the needs of all students, i.e. as gifted, at-risk, special education, vocational, and other identified needs.
- C. We will study and develop programs that expand the teaching of parenting skills.
- D. We will initiate activities that insure that we are developing higher order thinking skills.

Evaluation Method: PD End-of-Year Survey, Assessment Data, and Data Team information.

Evaluation: *Staff professional development included learning activities and identifying strong instructional strategies to provide appropriate intervention for all students, whether remedial or enrichment based. Targeted professional development was utilized to provide training to building staff in implementing activities to develop higher order thinking skills and Assessment for Learning. Communication with parents will be improved with the continuation of Parent-Teacher conferences in 2021-2022.*

- 4. We will study and implement techniques and programs in order to improve our school climate to enhance student learning and employee satisfaction.
 - A. We will initiate a plan to study and implement site-based management techniques.
 - B. We will establish and implement proper safety and security programs.
 - C. Develop staff and student recognition programs.
 - D. Initiate programming designed to improve student attendance and behavior.

Evaluation Method: MSIP Standards, CSIP, MSIP Surveys, Building surveys and communication

Evaluation: *Administrators and staff have implemented district and building level programs to address staff and student needs. These programs will be evaluated to determine how needs are being met. PBIS (Positive Behavior Intervention Support) is ongoing at the Primary level.*

- 5. We will maintain fiscal practices that will meet current and future educational programs.
 - A. Develop all available funding sources and alternative opportunities.
 - B. Study and commit to long-range and short-range planning for district programming.
 - C. Professional Development activities are included in the building plans and all approved activities must correlate with building goals.

Evaluation Method: MSIP Standards, CSIP, Building Plan Evaluation and Development

Evaluation: *Grant opportunities that benefit programs or needs in the Hillsboro R-3 School District are pursued either at the building or the district level. The Hillsboro R-3 School District continues to evaluate and make any necessary revisions to the Comprehensive School Improvement Plan (CSIP) on an annual basis. Grant proposals and the CSIP are both presented to the Board of Education for the approval process. The building staff is included in creating the building plans. Activities are based on available funding.*

Agenda for Professional Development Full Days
District Wide
(Adjusted by building demand)

Protected Teacher Work Time (see PD calendar 2022-2023)
(Which could include the following activities)

- Parental Contact
- Classroom Assessment Data Analysis
- Update Classroom Records and Files
- Maintain Positive Classroom Environment
- Common Planning Time Among Grade Levels
- Technology Based Maintenance (e.g. Infinite Campus, Classroom Webpage Development, AIMSweb)

Protected Building and/or District Time (see PD calendar 2022-2023)
(This could include the following suggested activities)

- Building Book Studies
- Faculty Meetings
- Seminars/Speakers
- Committee Meetings
- District Meetings
- Building Assessment Data Analysis
- District and/or Building Training for Programs (e.g. Curriculum implementation, Intervention programs, Technology, Building workshops)
- Best Practice Research/Planning
- Curriculum Research, Planning and Alignment with Standards

2022 – 2023 Prof Dev Calendar days

(Highlighted in Purple on the School District Event Calendar)

2022

- August 16, 17, 18 (Tuesday, Wednesday, Thursday)
These dates are highlighted in green)
- September 21 (Wednesday)
- October 19 (Wednesday)

2023

- February 2 (Wednesday)
- March 22 (Wednesday)