

LINN COUNTY R-I
PROFESSIONAL
DEVELOPMENT PLAN



2012-2013

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Approved By
the
Board of Education
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LINN COUNTY R-I
PROFESSIONAL DEVELOPMENT PLAN

- I. The Linn Co. R-I Board of Education encourages professional development for its faculty and is committed to providing systematic professional development for beginning and practicing teachers. The board will support the professional development committee, will direct that a professional development plan be provided each beginning teachers and will provide in-service opportunities for all practicing teachers.

Adequate time and funds will be included in the district's yearly calendar and budget to support professional development. Planned professional development should stimulate and encourage the professional growth of both new and experienced teachers. For individual teachers, professional growth should be viewed as a continuous process of refining skills and keeping abreast of new developments in the field of education.

Responsibility for an individual's professional growth efforts lies with both the individual and the school district. The Professional Development Committee (PDC) serves as the instrument to satisfy the districts responsibility in the individual's professional development. The PDC thus serves as an avenue of communication between the faculty and the administration on matters of professional growth and development. It serves as the organizing group for individual and group professional development activities.

II. Definition Professional Growth is:

1. A continuous process of refining skills and keeping abreast of new developments in the field of education as well as a method of moving the District forward in educational methodology and curriculum continuity.
2. Professional development should draw upon the resources of higher education, in-service educational opportunities, graduate level instruction, special subject matter workshops, visits to schools with outstanding programs, and other related activities that would provide professional educators with innovative and creative ideas for the improvement of the school district. The ultimate purpose of professional development is to better meet the instructional needs of the District's students.
3. Maintaining an awareness of current teaching techniques by reading professional journals, participation in in-service training, and continuing education.
4. Collaboration among teachers to create a cohesive learning environment.
5. Development of written curriculum that meets the requirements set by law from the legislature, by regulation from the state department of education, by standard for the review process.
6. Enhancing teaching skills to improve effectiveness.
7. Keeping teachers aware of state laws and legislation.

III. Objectives and Goals In the planning and development of district professional growth activities for the professional staff and the beginning teachers, the PDC establishes the following objectives and goals:

1. Design a plan for working with outside resources, i.e., colleges and universities, professional groups, State Department of Education, and other experts for development activities.
2. Provide opportunities for improving the internal classroom environment, addressing routine procedures, discipline, communication with parents, etc.
3. Oversee and assist in a mentoring program.
4. Develop a budget for continued growth of the in-service programs.
5. Assess staff needs and develop in-service opportunities to meet those needs.
6. Serve as a confidential consultant upon a teacher's request, as well as assist staff members in coping with internal and external crises, job stress and burnout.
7. Address the district comprehensive school improvement plan goals as follows:

District Goals 2008-2013

1. Increase Academic Achievement
 - a. Ninety-five percent of students will read at or above grade level by the end of the third grade.
 - b. The percent of students in Proficient and Advanced levels in Communication Arts and Math will meet AYP as measured by the Missouri Assessment Program.
 - c. District results on nationally standardized test will remain at or above state and national averages as measured by ACT.
 - d. The district will maintain a graduation rate of above the state average.
2. Maintain A Positive Learning Environment
 - a. Construct a new Vocational Agriculture facility.
 - b. Create a larger weight room/fitness facility that all students can access.
 - c. Update heating a cooling throughout the facility.
 - d. Designate a specific smoking area.
 - e. Maintain and improve use of technology in the district.
 - f. Install surveillance equipment to improve safety in the district.
3. Staff Development to Improve Student Success.
 - a. Focus on improvement of MAP scores.
 - b. Train substitutes to be better prepared in the classroom
 - c. Maintain a certificated staff.
 - d. Maintain salaries above the average of area schools.

IV. Structure of the Committee The Professional Development Committee will be a standing district-wide committee developed according to the following guidelines:

1. The committee shall have no more than six (6) and no less than four (4) members with membership on the committee spread across disciplines.
2. Committee members shall be certificated staff members with at least two (2) years of teaching experience, and at least one (1) year in the Linn Co. R-I School district. Professional Development Committee members shall be selected for a three-year (3) term. Terms shall be staggered so that approximately one-third of the committee will be new each year. New members will be selected no later than the last day of school. Service will commence on the first day of school the following fall semester.
3. Committee members shall be selected by the classroom teachers, librarian, and counselor of the district. One administrator will serve on the committee as an ex-officio member, but may not participate in the selection process and will have no voting privileges on matters brought to a vote.
4. The Linn Co. R-I CTA shall be responsible for conducting staff meetings to select candidates and submit their names for placement on a final ballot. Committee members shall be elected at the May meeting of the Linn Co. R-I certified staff. Staff members must be present to vote.
5. The committee chairperson shall be elected on a yearly basis by the committee as a whole at the organizational meeting to be held within the first two (2) weeks of the start school year. The committee shall meet, as the chairperson deems necessary.

V. New Teacher Assistance To provide special assistance for every teacher during his or her first two years, including guidance from an assigned experienced teacher.

The purpose of the mentoring program is to provide new teachers a collegial relationship that will give positive reinforcement to new ideas, to help them gain self-confidence and to allow them to become self-directed individuals.

1. Principals will assign mentors.
2. The professional development committee and the principal should be alert at all times for any personality differences or disagreements that might necessitate assignment of a new mentor.
3. Results of the needs assessment will be analyzed to determine the procedures that will be of most benefit to assist teachers with their first two years of teaching experiences.
4. The PDC will develop a basic individual professional development plan. New teachers in conjunction with their mentor (and/or principal if requested by the teacher) shall make adjustments so the plan best fits the teacher's needs.

Roles and Responsibilities:

Mentor: The mentor teacher is an experienced teacher whose job is to answer questions, make suggestions, and generally guide a beginning teacher through his or her first two years of experience. The mentor will initiate preparation of the beginning teacher's professional development plan and help the teacher tailor the plan to his or her needs. All mentor teachers will be selected on a strictly voluntary basis. Mentors must have five years of teaching experience and be willing to be trained as a mentor.

Mentee: The mentee is a teacher with less than one year's teaching experience in the classroom. The mentee will be involved in developing and implementing a professional development plan for two years with a mentor teacher. The mentee is ultimately responsible for:

1. Keeping records of the PDP, activities log, and any other documentation related to the PDP. The activity log shall include information on all meeting, observations, conferences, visitations, workshops, and all other activities related to PDP.
2. Completing all strategies as indicated on the PDP.
3. Communicating with mentor and principal regarding progress on the PDP.

Principal:

1. He/she will be involved in the selection and pairing of the mentor and mentee as a team member with the PDC representative.
2. The principal will assist in writing the Professional Development Plan (PDP) in cooperation with the mentor and mentee. He/she will keep a copy of the Professional Development Plan. In order to maintain the required confidentiality of the mentor program, the mentee will be present in conferences involving the PDP or the mentor/mentee relationship.
3. The building principal will notify the appropriate colleges or universities when graduates of their institutions are hired. The district and higher education representatives will work to develop and provide a coordinated plan for seminars and visitations for first and second year teachers.

Professional Development Committee Mentor Program Representative:

1. Provide mentor/mentee training for all new beginning teachers and mentors prior to the start of the school term. He/she will be responsible for explaining the Professional Development Program and the development of the Professional Development Plans.
2. See that release time is provided for the mentee to observe master teachers approximately one per quarter. Professional Development Funds will be used to secure a substitute.
3. See that release time is provided for the mentor to conduct formal classroom observations of the mentee at least once during each semester of the school term. The first observation should take place before the first Performance Based Teacher Evaluation is scheduled.

4. Administer a Teacher Self-Assessment Inventory upon completion of the First Year Beginning Teacher Professional Development Plan for the purpose of developing a Second Year Beginning Teacher Professional Development Plan.

VI. Guidelines for Mentor Teacher Selection

Any teacher who has two years experience and is willing to be trained may volunteer to serve as a mentor. Ideally, a mentor should be teaching in the same grade level, or the same area of certification as the beginning teacher. The principal is responsible for identifying and asking teachers to serve as mentors. Mentors should be identified in sufficient time to allow for training. Also, mentors should receive their assignments with adequate time to help beginning teachers prepare their initial professional development plans.

Thorough and consistent training of mentor teachers is very important to the success of the program. A district's professional development committee should arrange summer training programs for mentors. The training should address these topics:

1. The role and responsibilities of all members of the new teacher's professional development team, including the new teacher, the mentor teacher, the supervisor (typically the building principal), and the higher education representative.
2. The role and responsibilities of the professional development committee.
3. The techniques of coaching and counseling.
4. The format and content of the professional development plan.
5. How to use teacher evaluation to help beginning teachers.
6. Resources (people and publications) available to beginning teachers.
7. Techniques of classroom observation.
8. Current theory and models of instruction and classroom management.

As described in the previous section, the mentor should initiate preparation of the beginning teacher's professional development plan and, along with others, help the teacher elaborate upon that original plan as soon as appropriate. The mentor should help the beginning teacher accomplish the goals identified in the professional development plan. The district should be sure the mentor has opportunities to meet with and counsel the beginning teacher as needed.

VII. Needs Assessment for All Teachers

The professional development committee will assess the in-service needs of all practicing teachers. The assessment instruments will be based on the district's instructional goals and the criteria in the district's performance-based teacher evaluation form. Needs assessments will be conducted annually and professional development will be developed around the needs assessments based on the school improvement plan.

VIII. Assistance for Practicing Teachers:

Once identified, areas such as building, grade level, and/or subject should categorize faculty concerns and needs. The committee should prepare a recommendation for addressing the identified needs. Recommendations shall be presented to the administration by May 1 of each year. The professional development committee shall present the recommendation to the superintendent, and subsequently to the Board of Education by the regularly scheduled meeting of the board in June.

Professional development should draw upon the resources of higher education, in-service educational opportunities, graduate level instruction, special subject matter workshops, visits to schools with outstanding programs, and other related activities that would provide professional educators with innovative and creative ideas for the improvement of the school district. The ultimate purpose of professional development is to better meet the instructional needs of the District's students. Those needs are clearly prioritized in the Comprehensive School Improvement Plan. Professional Development activities should align with those priorities.

All professional development activities should be approved by the PDC and the board of education. A PDC approved form must be used to describe the activity. The form should be submitted to the chairperson as early as possible. The chairperson will organize the material and present to the full committee for approval. A list of approved activities will be submitted to the board of education on a regular basis. The board of education will approve the PDC submission as a regular agenda item at board meetings.

Teachers that anticipate incurring expenses related to professional development activities should list those expenses on purchase orders and submit them through the regular process. PDC funds may be used for registration fees to approved conferences, mileage (at the district approved rate) to professional development activities, hotel/motel fees (based on Tan-Tar-A's rates for 2 nights), and meal expenses (based at \$20 per day for two night). PDC/School district funds may not be used for national or state membership fees, fees for college credit, or materials that will become the personal possession of the teacher. There is a document "Professional Development Opportunity Form" that details the procedures relating to reimbursement of expenses.

IX. Communications

The professional development committee will serve as communicators between the administration and faculty on matters of professional concern. The professional development committee will have on-going communication with the administration concerning PDC activities, in-service programs, and budget allocations.

X. Educational Advertising

The PDC will promote and advertise professional growth opportunities on a district-wide basis. The PDC will:

1. Maintain a Professional Development Bulletin Board in each staff lounge so that professional development opportunities may be posted.

2. Handle reminder memos and announcements concerning professional growth opportunities.

XI. Evaluation

PDC activities sponsored by the committee will be evaluated for effectiveness. The evaluation process will be determined by the PDC. The PDC may use multiple assessment techniques, which may include the following:

1. Teacher-led, interactive group sessions
2. Questionnaires and opinion polls
3. Observation of student achievement
4. Individual conferences and interviews
5. Study of student attendance and dropout rates

Goal #1**Goal:** Increase Student Achievement

MSIP Standard/ Indicator	CSIP Strategy Number	Objective	Person(s) Responsible	Start Date	Date Completed
1.1.1 6.3.2 9.2	1.a	Ninety-five percent of students will read at or above grade level by the end of the third grade.	Classroom Teacher	March 2008	Ongoing
6.2.5 9.1.1 9.1.3	1.b	The percent of students in Proficient and Advanced levels in Communication Arts and Math will meet AYP as measured by the Missouri Assessment Program.	Teachers Principal Counselor	March 2008	Ongoing
6.2.5 9.1.1 9.1.3 9.3	1.c	District results on nationally standardized test will remain at or above state and national averages as measured by MAP, EOC, and ACT.	Teachers Principal Counselor	March 2008	Ongoing
6.3.3 9.5	1.d	The district will maintain a graduation rate of above the state average.	Principal/ Counselor	March 2008	Ongoing

Goal #1**Objective/Strategy #1****Goal:** Increase Student Achievement**Measurable Objective:** Ninety-five percent of students will read at or above grade level by the end of the third grade.**How the Objective will be measured:** Reading First testing.

MSIP Standard/ Indicator	CSIP Step Number	Action to be Taken	Person(s) Responsible	Start Date	Date Completed	Federal Programs
1.1 1.1.1 6.3.2 9.2	1.a	Ninety minute, uninterrupted block that focuses on reading.	Teachers/ Principal	March 2008	Ongoing	YES
1.1 1.1.1 6.3.2 9.2 7.1.3	1.a	Intensive and supplemental instruction are provided according to student need.	Teachers/ Principal	March 2008	Ongoing	YES
6.7 6.7.1 6.7.2 6.7.4 6.7.5	1.a	Teachers will be engaged in high quality professional development.	Teachers/ Principal	March 2008	Ongoing	YES
6.2.1 8.2.1	1.a	Data is collected and disseminated in order to provide students with differentiated instruction.	Teachers/ Principal	March 2008	Ongoing	YES

Goal #1

Objective/Strategy #2

Goal: Increase Student Achievement

Measurable Objective: The percent of students in Proficient and Advanced levels in Communication Arts and Math will meet AYP as measured by the Missouri Assessment Program.

How the Objective will be measured: AYP will be met in Communication Arts and Math on the district's Annual Performance report.

MSIP Standard/ Indicator	CSIP Step Number	Action to be Taken	Person(s) Responsible	Start Date	Date Completed	Federal Programs
9.1 9.1.1 9.1.3	1.b	The district will provide instruction and guided practice on test taking skills to all students and teachers	Principal Teachers Counselor	March 2008	Ongoing	NO
6.1.1 6.1.2 6.1.3 6.1.4 6.4.2	1.b	The district will review all curriculum guides and revise them to assure that there is a clear alignment between the skills tested and skills taught.	Principal	March 2008	Ongoing	NO
6.2.6	1.b	The district will provide incentives and motivation for students to encourage them to perform their best on MAP test.	Principal Teachers Counselor	March 2008	Ongoing	NO
9.1.3	1.b	The district will develop supplemental and extended learning opportunities for students on the MAP test.	Supt./PDC/ Principal/ Teachers/ Counselor	March 2008	Ongoing	YES
6.1.1 6.1.2 6.1.3 6.1.4 6.4.2 6.7.2	1.b	The district will provide professional development opportunities to support improved teaching strategies/techniques and testing results.	PDC	March 2008	Ongoing	YES

Goal #1

Objective/Strategy #3

Goal: Increase Student Achievement**Measurable Objective:** District results on nationally standardized test will remain at or above state and national averages as measured by MAP, EOC, and ACT.**How the Objective will be measured:** ACT, MAP, and EOC scores will be evaluated each year to determine that the objective is met.

MSIP Standard/ Indicator	CSIP Step Number	Action to be Taken	Person(s) Responsible	Start Date	Date Completed	Federal Programs
6.2.5	1.c	The district will provide instruction and guided practice on test taking skills to all students.	Teachers Counselor	March 2008	Ongoing	NO
6.1.1 6.1.2 6.1.4 6.2.1 6.4.2 6.7.2	1.c	The district will review all curriculum guides and revise them to assure that there is a clear alignment between the skills tested and skills taught.	Principal	March 2008	Ongoing	NO
6.2.6	1.c	The district will provide incentives and motivation for students to encourage them to perform their best on the ACT, MAP, and EOC test.	Principal Teachers Counselor	March 2008	Ongoing	NO
6.3.3	1.c	The district will develop additional supplemental and extended learning opportunities for students on the ACT, MAP, and EOC test.	Supt./PDC/ Principal/ Teachers/ Counselor	March 2008	Ongoing	NO
6.7.1 6.7.2 6.7.4 6.7.5	1.c	The district will provide professional development opportunities to support improved teaching strategies/techniques and testing results.	PDC	March 2008	Ongoing	YES

Form B		PERFORMANCE GOALS				
Goal #1		Objective/Strategy #4				
Goal: Increase Student Achievement						
Measurable Objective: The district will maintain a graduation rate of above the state average.						
How the Objective will be measured: The district graduation rate will remain 95% or higher.						
MSIP Standard/ Indicator	CSIP Step Number	Action to be Taken	Person(s) Responsible	Start Date	Date Completed	Federal Programs
6.3.4 6.5.3	1.d	At-Risk program will identify and serve the needs of At-Risk students.	At-Risk Teacher/ Principal/ Counselor	March 2008	Ongoing	NO

Form A		PERFORMANCE GOALS				
Goal #2						
Goal: Maintain A Positive Learning Environment						
MSIP Standard/ Indicator	CSIP Strategy Number	Strategy	Person(s) Responsible	Start Date	Date Completed	
8.2.1 8.10 8.10.1 8.10.2 8.11	2.a	Vocational Agriculture facility.	Board Superintendent	March 2008	June 2010	
7.1.2 8.2.1 8.10 8.10.1 8.10.2 8.11	2.b	Larger weight room/fitness facility that all students can access.	Board Superintendent	March 2008	July 2010	
6.5.1 8.2.1 8.10	2.c	Update heating and cooling throughout the facility.	Board Superintendent	March 2008	July 2011	
1.1.1 1.2.2 1.3	2.d	Create a tobacco-free environment	Board Superintendent Principal	March 2008		
6.1.3 6.4.3 6.4.4 6.8.1	2.e	Maintain and improve the use of technology in the district.	Board PDC	March 2008	Ongoing	
8.11.1 8.11.3	2.f	Install surveillance equipment to improve safety in the district.	Board Superintendent	March 2008	Ongoing	

Form B		PERFORMANCE GOALS				
Goal #2		Objective/Strategy #1				
Goal: Maintain A Positive Learning Environment						
Measurable Objective: Construct a new Vocational Agriculture facility.						
How the Objective will be measured: Vocational Agricultural facility will be constructed.						
MSIP Standard/ Indicator	CSIP Step Number	Action to be Taken	Person(s) Responsible	Start Date	Date Completed	Federal Programs
8.3.1 8.6.2	2.a	The district will place Proposition Waiver on the April 2008 ballot to provide funding for a new vocational agricultural facility.	Board	March 2008	March 2008	NO
8.2.1 8.10 8.10.1 8.10.2 8.11	2.a	A vocational agriculture building will be built with adequate space for the safety of the students.	Board Superintendent	March 2008	June 2010	NO

Form B		PERFORMANCE GOALS				
Goal #2		Objective/Strategy #2				
Goal: Maintain A Positive Learning Environment						
Measurable Objective: Create a larger weight room/fitness facility that all students can access.						
How the Objective will be measured: A new weight room facility will be available that is on ground level.						
MSIP Standard/ Indicator	CSIP Step Number	Action to be Taken	Person(s) Responsible	Start Date	Date Completed	Federal Programs
7.1.2 7.1.3 8.10.1	2.b	The current vocational agriculture facility will be made into a weight room when a new facility is built.	Board Superintendent	March 2008	July 2010	NO

Form B		PERFORMANCE GOALS				
Goal #2		Objective/Strategy #3				
Goal: Maintain A Positive Learning Environment						
Measurable Objective: Update heating and cooling throughout the facility.						
How the Objective will be measured: All classrooms will have adjustable heating and cooling throughout the district.						
MSIP Standard/ Indicator	CSIP Step Number	Action to be Taken	Person(s) Responsible	Start Date	Date Completed	Federal Programs
6.5.1	2.c	Funds will be transferred from the incidental fund to the capital projects fund, provided funds are available and allowable.	Board Superintendent	March 2008	July 2011	NO

Form B		PERFORMANCE GOALS				
Goal #2		Objective/Strategy #4				
Goal: Maintain A Positive Learning Environment						
Measurable Objective: Create a tobacco-free environment						
How the Objective will be measured: Tobacco use will only be allowed in specific areas of the district.						
MSIP Standard/ Indicator	CSIP Step Number	Action to be Taken	Person(s) Responsible	Start Date	Date Completed	Federal Programs
8.3.3	2.d	Policy will be adopted to promote a tobacco free campus.	Board	March 2008		NO
8.11.3	2.d	Signs will be posted and designated areas assigned that will be supervised by the administration.	Superintendent Principal	March 2008	Ongoing	NO

Goal #2

Objective/Strategy #6

Goal: Maintain A Positive Learning Environment

Measurable Objective: Install surveillance equipment to improve safety in the district.

How the Objective will be measured: Surveillance equipment will be installed in order to monitor the building more closely.

MSIP Standard/ Indicator	CSIP Step Number	Action to be Taken	Person(s) Responsible	Start Date	Date Completed	Federal Programs
6.6.2 8.11.1 8.11.3	2.f	Money will be authorized and budgeted to install surveillance equipment throughout the building.	Board Superintendent	March 2008	Ongoing	NO
2.3.2	2.f	Hard to supervise areas will be monitored by building principal via monitors.	Principal	March 2008	Ongoing	NO

Goal #3**Goal:** Staff development to improve student success

MSIP Standard/ Indicator	CSIP Strategy Number	Strategy	Person(s) Responsible	Start Date	Date Completed
6.2.5 9.1.1 9.1.2 9.1.3	3.a	Focus on improvement of MAP scores	Board Superintendent Principal Counselor Teachers	March 2008	Ongoing
2.1.2 6.7.1 6.7.2 6.7.3 6.7.6	3.b	Train substitutes to be better prepared in the classroom.	Principal	March 2008	Ongoing
1.1.2 3.1 3.2 4.1 4.3 5.1	3.c	Maintain a certificated staff.	Board Superintendent Principal	March 2008	Ongoing
8.4.3	3.d	Maintain salaries above the average of area schools.	Board Superintendent	March 2008	Ongoing

Goal #3**Objective/Strategy #1**

Goal: Staff development to improve student success

Measurable Objective: Focus on improvement of MAP scores.

How the Objective will be measured: MAP scores will be evaluated annually to check for improvement.

MSIP Standard/ Indicator	CSIP Step Number	Action to be Taken	Person(s) Responsible	Start Date	Date Completed	Federal Programs
6.2.5	3.a	The district will provide instruction and guided practice on test taking skills to all students and teachers.	Principal Counselor Teachers	March 2008	Ongoing	NO
6.1.1 6.1.2 6.1.4 6.2.1 6.4.2 6.7.2	3.a	The district will review all curriculum guides and revise them to assure that there is a clear alignment between the skills tested and skills taught.	Principal Teachers	March 2008	Ongoing	NO
6.2.6	3.a	The district will provide incentives and motivation for students to encourage them to perform their best on MAP test.	Principal Counselor	March 2008	Ongoing	NO
6.3.3	3.a	The district will develop additional supplemental and extended learning opportunities for students and teachers on the MAP test.	Principal Counselor	March 2008	Ongoing	NO
6.7.1 6.7.2 6.7.3 6.7.4 6.7.5 6.7.6	3.a	The district will provide professional development opportunities to support improved teaching strategies/techniques and testing results.	PDC	March 2008	Ongoing	NO

Form B		PERFORMANCE GOALS				
<u>Goal #3</u>		Objective/Strategy #2				
Goal: Staff development to improve student success						
Measurable Objective: Train substitutes to be better prepared in the classroom.						
How the Objective will be measured: Substitutes will attend training to be better prepared for the classroom.						
MSIP Standard/ Indicator	CSIP Step Number	Action to be Taken	Person(s) Responsible	Start Date	Date Completed	Federal Programs
2.1.2 6.7.1 6.7.2 6.7.4 6.7.5 6.7.6	3.b	Principal will work with substitute teachers to be better prepared to work in Reading First classrooms.	Principal	March 2008	Ongoing	YES

Form B		PERFORMANCE GOALS				
<u>Goal #3</u>		Objective/Strategy #3				
Goal: Staff development to improve student success						
Measurable Objective: Maintain a certificated staff.						
How the Objective will be measured: The district will have a professional staff that is fully certificated.						
MSIP Standard/ Indicator	CSIP Step Number	Action to be Taken	Person(s) Responsible	Start Date	Date Completed	Federal Programs
2.1.2 6.7.1 6.7.2 6.7.3 6.7.4 6.7.5 6.7.6	3.c	The district provides a professional development program that focuses on the supports its instructional practices.	PDC	March 2008	Ongoing	YES
6.7.1	3.c	The district has a written plan for professional development, which includes provisions for complying with specific program requirements, and all rules, regulations, and legislation related to professional development funding.	Superintendent PDC	March 2008	Ongoing	YES

Goal #3**Objective/Strategy #4**

Goal: Staff development to improve student success

Measurable Objective: Maintain salaries above the average of area schools.

How the Objective will be measured: Salaries will remain above the average that is paid to area school personnel.

MSIP Standard/ Indicator	CSIP Step Number	Action to be Taken	Person(s) Responsible	Start Date	Date Completed	Federal Programs
8.4.3	3.d	A mutually acceptable (to board and faculty) salary schedule will be adopted each spring.	Board Superintendent Teachers	March 2008	Ongoing	YES
8.4.3	3.d	After school tutoring will be offered for grades K-12 by teachers.	Board Superintendent	Sept. 2011	Ongoing	NO