



# 2025-26 Platte County R-3 Professional Development Plan

***The purpose of the Platte County Professional Development plan is to develop and retain high-quality staff. Through the execution of the district Professional Development Plan, we ensure staff are equipped with the knowledge and skills to support the systematic continuous improvement of teaching and learning and ensure high levels of student achievement. Our commitment is to ensure that the professional learning opportunities align to the District's Beliefs, Mission, Strategic Anchors, and Comprehensive [2025-30 Platte County School District Strategic Plan](#).***

***The Professional Development Plan is comprised of two main components:***

- PCR3- Professional Development Guidance
  - This sections serves to outline the policy, procedures, mandates, and guidelines in which the Professional Development Committee Operates
- PCR-3 Professional Development Implementation Plan
  - This section serves to outline the goals and focus areas for the professional development to be implemented for the school year.

# PCR-3 PROFESSIONAL DEVELOPMENT GUIDANCE

## Platte County R-3 School District

The Platte County R-3 School District's 2025-2030 Strategic Plan provides a clear and future-focused roadmap designed to drive educational excellence, student success, and community collaboration. Anchored in five strategic priorities—Meaningful Experiences, Extraordinary Educators, Safe and Respectful Environments, a Culture of Innovation and Excellence, and Collaborative Community Partnerships—the plan outlines specific, actionable goals to enhance academic outcomes, support staff growth, and build strong school-community ties. This strategic framework is instrumental in shaping the district's professional development plan by aligning educator training with district-wide goals. Professional learning will be strategically focused on building a strong academic foundation. By linking strategic goals with professional development, the district ensures that staff are not only well-prepared to meet current educational demands but are also empowered to foster student achievement and contribute meaningfully to a thriving school culture.

### Platte County R-3 School District Mission:

Is to ensure our learners thrive in an ever-changing world with confidence and resilience, prepared to pursue their unique futures

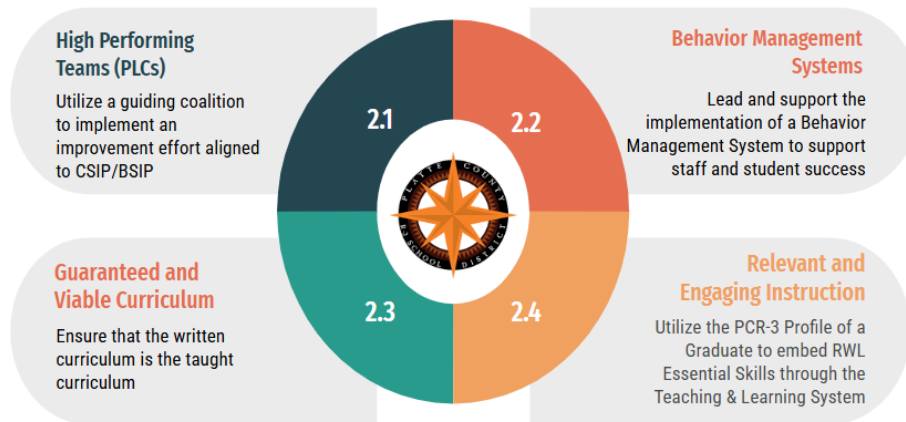
- Through *meaningful experiences*
- Led by *extraordinary educators*
- In *safe respectful environments*
- With a *culture of innovation and excellence*
- And *collaborative community partnerships*

⚓ **United by Pride, Driven by Purpose** ⚓



## Teaching and Learning Goals:

### Teaching and Learning Strategic Anchors



#### High Performing Teams

- Objective: Utilize a guiding coalition to implement an improvement effort aligned to CSIP/BSIP
  - SMART Goal: 100% of **Building Leadership Teams** will utilize a data driven process to monitor the **BSIP** in every meeting.

#### Guaranteed and Viable Curriculum

- Objective: Ensure that the written curriculum is the taught curriculum  
SMART Goal: 70% of students will be proficient or advanced as measured by the Benchmark and Unit DnA assessments in the content areas of ELA, Math, Science.

#### Behavior Management System

- Lead and support the implementation of a Behavior Management System to support staff and student success
  - SMART Goal: Decrease the number of office-managed disruptive behaviors by 10% each month comparing 23-24 to 24-25.
  - SMART Goal: 90% of students will apply classroom CHAMPS expectations as measured by classroom observations.

#### Relevant and Engaging Instruction

- Utilize the PCR-3 Profile of a Graduate to embed RWL Essential Skills through the Teaching & Learning System
  - SMART Goal: More than 90% of our students will be here 90% of the time of enrollment.

### PCR-3 Approach to Professional Learning

In order to equip staff with knowledge and skills to support the systematic continuous improvement of teaching and learning, the Platte County R-3 School District emphasizes the impact that collaboration and coaching have on the adult learner. The quote by Roland Barth (2001) aligns directly to our district beliefs about the connection between student success and professional learning: *"Ultimately there are two kinds of schools: learning-enriched schools and learning-impooverished schools. I've yet to see a school where the learning curves of the youngsters are off the chart upward while the learning curves of the adults are off the chart downward, or a school where the learning curves of the adults were steep upward and those of the students were not. Teachers and students go hand in hand as learners – or they don't go at all."*

We believe that the PCR-3 Principles of Learning apply to student and adult learners alike. Therefore, when planning for professional learning opportunities we ensure the following are evident in our practice:

## PRINCIPLES OF LEARNING

Everyone can learn.

Learning is a process.

Each learner's personal best looks different.

We learn from taking risks and making mistakes.

We learn at different rates, times, and in different ways.

Timely feedback is essential for high levels of learning.

Learners should set goals and be able to track their own learning.

Positive relationships are necessary to prepare individual learners for success.

Professional development is tailored to staff roles within the Teaching and Learning System—*Implement (I)*, *Guiding Implementation (GI)*, *Awareness (A)*, and *Monitor Implementation (M)*—to ensure effective and consistent implementation of best practices:

- **Implement (I):** Staff directly applying best practices receive training through direct learning, collaborative peer support, and job-embedded coaching focused on daily implementation.
- **Guiding Implementation (GI):** Those supporting others (e.g., coaches, leaders) engage in direct learning, facilitate collaborative reflection, and coach peers using student-centered approaches.
- **Awareness (A):** Staff not implementing directly receive training to understand the broader system context, ensuring tier-to-tier connections, supported by peer collaboration.
- **Monitor Implementation (M):** Staff responsible for oversight receive training and coaching to support implementation fidelity, engage in collaborative sessions, and provide accountability and alignment across Tiers.

# PROFESSIONAL DEVELOPMENT IMPLEMENTATION PLAN

## 2025-26 Professional Learning Priorities

### 1. Instructional Excellence

- **Model of Instruction** – District-wide training to ensure consistency across classrooms
- **Success Criteria & Core Priority Standards** – PD focused on identifying and applying success criteria and vertically aligning core priority standards
- **Curriculum Implementation Work Sessions** – Monthly sessions to support rollout of revised curriculum

### 2. Learning Systems & Behavior Support

- **Safe & Civil Schools** – Ongoing behavior management training within an MTSS framework
- **Building BSIP-Aligned Professional Development**– Targeted building-level Professional Development aligned to each school's improvement plan

### 3. Technology Integration

- **Apple Technology PD (PK-5)** – Summer Learning Academy, Back to School sessions, and monthly training series on Apple tools and digital integration
- **Instructional Tech Tools** – PD on SeeSaw, Canvas, IXL, AR/VR tools, and digital collaboration platforms to support student learning

### 4. New Staff Support

- **Pirate Boot Camp (Aug 5–7, 2025)** – 3-day onboarding experience for new certified staff with sessions on teaching frameworks, classroom management, district tech, and safety
- **Beginning Teacher Assistance Program (BTAP)** – Ongoing support for 1st- and 2nd-year teachers including peer coaching, quarterly PD, and mentor meetings

### 5. Leadership Development

- **High Reliability Schools (HRS) PD for Admin** – Leadership sessions focused on HRS Levels 1–3 implementation and monitoring
- **Quality Academy & Academic Senate** – Advanced training for building leadership and facilitators of adult learning

## Key Outcomes for 2025–26

- PCR-3 staff will demonstrate proficiency in using Apple technology to enhance student learning in PK–5 classrooms.
- PCR-3 staff will implement consistent instructional practices aligned to the PCR-3 Model of Instruction.
- PCR-3 staff will strengthen behavior systems to support a positive learning environment, resulting in reduced office referrals.
- PCR-3 staff will provide high-quality onboarding and mentorship to support the success and retention of new teachers.
- PCR-3 administrators will build leadership capacity through implementation of High Reliability Schools (HRS) practices.



## 2025-26 Professional Development Implementation Calendar

The below calendar outlines the district professional learning days for the 2025-26 school year and the focus of adult learning on each day in alignment with the strategic plan action steps.

PLD Date	Professional Development Focus	Strategic Plan Alignment
8/12/25 - 8/18/25	½ Day Safe and Civil Schools - Behavior Management	3.1.2, 1.1.5
	½ Day - Violent Intruder Training (1.5 hours) and Professional Learning Communities (1.5 hours)	Compliance
	½ Day - Building BSIP Aligned PD - Overview of Plan, Goals, and Building Processes	BSIP Goals
	½ Day - Building BSIP Aligned PD - Model of Instruction and Apple Tech. Training (Elem)	1.1.3, 1.1.5, 1.3.3
	½ Day - Compliance Videos and NEE Evaluation Professional Development Plans	Compliance
	2 days - Teacher Workdays, No Meetings, Agreement from Team Platte County	NA
	½ Day - Convocation	NA
09/15/25	½ Day - Safe and Civil Schools - Behavior Management	3.1.2, 1.1.5
	½ Day - Building BSIP Aligned PD - Model of Instruction and Apple Tech. Training (Elem)	1.1.3, 1.1.5, 1.3.3
11/03/25	½ Day - Safe & Civil Schools - Behavior Management	3.1.2, 1.1.5
	½ Day - District Liaison Facilitated BSIP/CSIP Aligned PD - Core Priority Standards	1.1.1, 1.1.2, 1.1.5
12/01/25	½ Day - Building BSIP Aligned PD - Model of Instruction and Apple Tech. Training (Elem)	1.1.3, 1.1.5, 1.3.3
	½ Day - District Liaison Facilitated BSIP/CSIP Aligned PD - Core Priority Standards	1.1.1, 1.1.2, 1.1.5
01/05/25	Back to School Day (After Winter Break) ½ Day - Teacher Workday	NA
	½ Day - District Liaison Facilitated BSIP/CSIP Aligned PD - Core Priority Standards	1.1.1, 1.1.2, 1.1.5
02/13/26	½ Day - Building BSIP Aligned PD - Model of Instruction and Apple Tech. Training (Elem)	1.1.3, 1.1.5, 1.3.3
	½ Day - District Liaison Facilitated BSIP/CSIP Aligned PD - Core Priority Standards	1.1.1, 1.1.2, 1.1.5
04/06/26	½ Day - Building BSIP Aligned PD - Model of Instruction and Apple Tech. Training (Elem)	1.1.3, 1.1.5, 1.3.3
	½ Day - District Liaison Facilitated BSIP/CSIP Aligned PD - Core Priority Standards	1.1.1, 1.1.2, 1.1.5

## Beginning Teacher Assistance Program

The Platte County School District Beginning Teacher Assistance Program is a two-year support system designed to ensure certified employees feel successful as it relates to the established vision, mission, and values as well as our goals as a district. The program aspires to develop an employee's understanding of the district, define how we do business as an organization, and share some of our key policies and procedures.

All 1st and 2nd year teachers new to the teaching profession are required by the state of Missouri to participate in a Beginning Teacher Assistance Program. This overview outlines the intentional learning experiences for this program in alignment with the Missouri Teacher Development System.

- **DESE required (CSR 20-400.385) All new teachers to the profession are required to participate in a beginning teacher assistance program (BTAP) sponsored by a Missouri teacher education program and provided by an education association, regional service center, school district, or charter school.**

### Welcome Day

All new certified staff to Platte County R-3 School District participate in a New Teacher Welcome Day prior to the start of the school year.

#### New Teacher Welcome Dates 2024-25

June 12, 2025 Elementary 8am-3pm  
June 17th, 2025 Secondary 8am-3pm  
July 10, 2025 Elementary 8am-3pm  
July 15, 2025 Secondary 8am-3pm  
August 4th, 2025 All certified 12-6pm

### Pirate Bootcamp: Navigating Your New Role

All new certified staff to Platte County R-3 School District participate in a three day Pirate Boot Camp prior to the regular contract days.

All New Staff:

- August 5-7, 2025

### District Level Beginning Teacher Assistance Professional Development

## Beginning Teacher Assistance Program Year 1

Beginning teachers are one of our greatest assets. Yet, 17% of teachers leave the career within the first five years (Gray et al., 2015). Research shows effective professional development is a key factor in teacher retention (Podolsky et al., 2018; Garcia & Weiss, 2019e), and as teachers enter the career, a collaborative community of learners can help teachers transition from their role as a student to that of teacher (Garcia & Weiss, 2019e). This program is part of the **Missouri Teacher Development System** (mo-mtds.net), which is an on-going system of learning for Missouri teachers.

**This opportunity provides:**

- networking with other new teachers in Platte County and district leaders
- just-in-time learning (critical firsts)
- awareness of the phases of a new teacher
- relationship-building skills
- awareness of legal rights and responsibilities for educators
- competency-based programming

**Beginning Teacher Assistance Program Year 1 meets Missouri's BTAP certification requirements and emphasizes the following**

### **MTDS Competencies:**

- **Builds Relationships & Culture**

Creating \*culturally responsive relationships built on trust and mutual \*respect for all

- **Creates & Manages a Learning Environment**

Implementing classroom layouts and organizational strategies to: (a) promote student interaction; (b) meet student needs and well-being; (c) minimize disruption; (d) allow teacher movement for **monitoring student progress**; (e) increase & manage student productivity; and (f) encourage **self-directed student learning**

- **Develops Research-Based Instruction**

Using \*research-based \*lesson planning models/practices to plan lessons that include: (a) **lesson targets**; (b) \*activities, tasks, and/or experiences; (c) \*research-based and/or \*evidence-based strategies; and (d) methods for monitoring/communicating student progress towards meeting **lesson target**

- **Engages Students in Content**

Evaluating lessons to identify engaging qualities of work, higher level thinking, and high-yield instructional strategies.

### **Beginning Teacher Assistance Program Year 2**

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This program offers continued support for early career teachers, and to celebrate the completion of a successful first year of teaching, Beginning Teacher Assistance Program Year 2 is part of the **Missouri Teacher Development System** (mo-mtds.net) and is open to any teacher who has completed a Beginning Teacher Assistance Program in Missouri.

**This opportunity provides:**

- access to experts professional development
- on-demand learning through coaching and feedback from expert educators
- networking with other teachers
- competency-based programming

### **Beginning Teacher Assistance Program Year 2 emphasizes the following MTDS Competencies**

- **Differentiates to Meet Unique Student Needs**

Designs lesson variations to (a) content; (b) process; (c) product; and/or (d) environment based on \*analysis of student needs.

- **Plans Student Progress Monitoring**

Plans formal and informal \*assessment strategies and \*documentation structures to check and record understanding of lesson targets during instruction.

- **Works in a Community of Practice**

Participates in a \*community of practice to share evidence of effectiveness and progress towards curricular goals, plan curricular revisions, and discuss meeting student needs.



Program Logistics		
<p>First and Second year teachers will be assigned an individual mentor based on the following:</p> <ul style="list-style-type: none"> <li>*Grade/content</li> <li>*Department/Team</li> <li>*Proximity</li> <li>*Experience</li> <li>*Willingness to coach</li> <li>*Balance of other district roles</li> <li>*Mentoring is a two-year commitment</li> </ul>		
District Level Beginning Teacher Support Professional Development		
<p>Attendees: Year 1 and 2nd Beginning Teachers  <b>Orange Secondary</b>  <b>Yellow Elementary</b></p> <p>Year 1 Will Meet Half Day and Year 2 Will Meet the Other Half of the Day            Location Will Vary Each Meeting Between Schools            Peer Observations will Occur During These Meetings with Alignment to MTDS</p> <p><b>Structure of the Day:</b>            Team Building - Modeled Strategy for Building Classroom Community            Professional Development            Classroom Observation aligned to PD Topic            Observation debrief and reflection            Planning for Application in New Teacher Classrooms</p>		
Quarterly Meeting Date	Topic	MTDS Alignment
TBD	<ul style="list-style-type: none"> <li>Classroom Culture</li> <li>Parent Teacher Partnerships</li> </ul>	<ul style="list-style-type: none"> <li><b>Builds Relationships &amp; Culture</b></li> <li>Differentiates to Meet Unique Student Needs</li> <li>Builds Relationships &amp; Culture</li> <li>Works in a Community of Practice</li> </ul>
TBD	<ul style="list-style-type: none"> <li>Student Engagement</li> <li>De-escalation of a Student</li> </ul>	<ul style="list-style-type: none"> <li><b>Engages Students in Content</b></li> <li><b>Develops Research-Based Instruction</b></li> <li>Plans Student Progress Monitoring</li> <li>Differentiates to Meet Unique Student Needs</li> <li>Works in a Community of Practice</li> </ul>

TBD	<ul style="list-style-type: none"> <li>Classroom Management</li> </ul>	<ul style="list-style-type: none"> <li><b>Creates &amp; Manages a Learning Environment</b></li> <li>Manages Behavior</li> <li>Plans Student Progress Monitoring</li> <li>Differentiates to Meet Unique Student Needs</li> <li>Works in a Community of Practice</li> </ul>
TBD	<ul style="list-style-type: none"> <li>Self Care</li> <li>How to Work With a Team</li> <li>How to be involved in Pirate Life</li> </ul>	<ul style="list-style-type: none"> <li><b>Builds Relationships &amp; Culture</b></li> </ul>
<b>Building Level Beginning Teacher Support Professional Development</b>		
Attendees: Year 1 Beginning Teachers and 2nd Year New Teachers and Mentors		
Mentors will meet a minimum of one hour a month with their mentee - structure of collaboration can be determined by the mentor and mentee based on schedule.		
Monthly Meeting Date	Suggested/Possible Topics for Monthly Meetings	MTDS Alignment
August	Setting Up Your Classroom	<ul style="list-style-type: none"> <li><b>Creates &amp; Manages a Learning Environment</b></li> </ul>
September	Classroom Management	<ul style="list-style-type: none"> <li><b>Creates &amp; Manages a Learning Environment</b></li> <li>Manages Behavior</li> <li>Plans Student Progress Monitoring</li> <li>Differentiates to Meet Unique Student Needs</li> <li>Works in a Community of Practice</li> </ul>
October	Parent Communication	<ul style="list-style-type: none"> <li><b>Builds Relationships &amp; Culture</b></li> </ul>
November	Instructional Model	<ul style="list-style-type: none"> <li><b>Develops Research-Based Instruction</b></li> </ul>
December	De-Escalation Strategies	<ul style="list-style-type: none"> <li><b>Builds Relationships &amp; Culture</b></li> <li>Manages Behavior</li> <li>Plans Student Progress Monitoring</li> <li>Differentiates to Meet Unique Student Needs</li> </ul>
January	Classroom Management	<ul style="list-style-type: none"> <li><b>Creates &amp; Manages a Learning Environment</b></li> <li>Manages Behavior</li> </ul>

		<ul style="list-style-type: none"> <li>Plans Student Progress Monitoring</li> <li>Differentiates to Meet Unique Student Needs</li> <li>Works in a Community of Practice</li> </ul>
February	Using Data and Goal Setting	<ul style="list-style-type: none"> <li><b>Develops Research-Based Instruction</b></li> <li>Plans Student Progress Monitoring</li> <li>Differentiates to Meet Unique Student Needs</li> <li>Works in a Community of Practice</li> </ul>
March	Instructional Model	<ul style="list-style-type: none"> <li><b>Develops Research-Based Instruction</b></li> </ul>
April	Classroom Management	<ul style="list-style-type: none"> <li><b>Creates &amp; Manages a Learning Environment</b></li> <li>Manages Behavior</li> <li>Plans Student Progress Monitoring</li> <li>Differentiates to Meet Unique Student Needs</li> </ul>
May	Student Engagement	<ul style="list-style-type: none"> <li><b>Builds Relationships &amp; Culture</b></li> <li>Differentiates to Meet Unique Student Needs</li> <li>Builds Relationships &amp; Culture</li> <li>Works in a Community of Practice</li> </ul>

### **Mentoring**

The benefits new teachers receive from mentoring are well known with established relationships existing between mentoring supports and new teacher retention. Given this, many teacher retention efforts focus on providing mentors for new teachers. Many times mentors are asked to support new teachers, but are not always provided the training and support they need to be effective coaches and mentors for early career teachers. There is no doubt mentoring is good for new teachers, but mentors benefit from the experience as well, and the investment in the mentor teacher may actually provide greater rewards for a district given the mentor teacher's established role and influence. Providing effective professional development opportunities for mentor teachers to develop skills in coaching and mentoring and providing recognition as a mentor teacher may contribute to teacher self-efficacy, which is known to support teacher retention.

### **MTDS Mastering: Foundations of Coaching and Mentoring**

This program offers learning and support for mentor teachers. MTDS Mastering: Foundations of Coaching and Mentoring is part of the Missouri Teacher Development System.

#### **This opportunity provides:**

- coaching, observation, and feedback training and support.

- consultant support
- regional networking with other mentor teachers
- opportunities to apply newly acquired skills with beginning teachers
- competency-based programming

**MTDS Mastering: Foundations of Coaching and Mentoring emphasizes the following MTDS Competencies:**

- Managing a Classroom: Manages Behavior, Creates & Manages a Learning Environment,
- Communicates Progress Toward Learning Goals
- Being a Professional: Supports School District Vision, Mission, & Goals
- Designing Instruction: Develops Research-Based Instruction
- Reflecting on Practice: Sets Growth Goals

Program Logistics			
<ul style="list-style-type: none"> <li>• Mentors will participate in Coaching and Mentoring Training all-day professional development 4 times throughout the school year.</li> <li>• The program is designed to support mentors and provide a framework while working with mentees for 2 year commitment.</li> </ul>			
Mentor Professional Development Instructor: Kat Nicolaus Sponsored by: DESE - Comprehensive Support and Improvement (CSI)			
Attendees: New Teacher Facilitators and Mentors			
Meeting Date	Participants	Topic	Location
TBD	Mentors	To be communicated by KCRPDC	KCRPDC, Union Station, Suite 401
TBD	Mentors	To be communicated by KCRPDC	Kearney School District
TBD	Mentors	To be communicated by KCRPDC	KCRPDC, Union Station, Suite 401
TBD	Mentors	To be communicated by KCRPDC	KCRPDC, Union Station, Suite 401
TBD	Mentors	To be communicated by KCRPDC	KCRPDC, Union Station, Suite 401

## Professional Development Funds

Our budget is created based on our Comprehensive Strategic Improvement Plan, Key Process Action Plans, and past budget performance. It is created in collaboration with the Teaching & Learning Team, Human Resources Team, and the Business Services Team. Our Professional Development Accounts and their projected 2024-25 Budget allocations are displayed in the chart below, subject to final approval.

2025-26 Professional Development Budget (Pending BOE Approval)	
Professional Development Accounts	Budget
<i>Certified Staff Professional Development (1% Budget)</i>	\$152,000.00
<i>Professional Development – Quality Continuous Improvement Initiatives aligned to our District Comprehensive Strategic Improvement Plan</i>	\$75,000.00
<i>Professional Development – Teaching and Learning</i>	\$15,000.00
<i>Professional Development - Principal</i>	\$20,000.00
<i>Title 2A Funds</i>	\$40,000.00

The following criteria will be used for approval and distribution of PD Funds:

1. The committee will approve initial PD funds and reconvene for any revisions to budget allotments if necessary.
2. Disbursement of budget funds for individuals attending workshops should be contingent upon those persons sharing information within their building, subject, or teaching area. In determining allocation of funds, consideration will be given to the number of students and staff that will be positively impacted.
3. Out-of-District Workshops: Disbursement of funds should be approved by the building administrator and the Teaching & Learning Team and may include registration, hotel, parking fees, and mileage reimbursement. Meal reimbursement for meals will follow the same guidelines as found in the Business Services Procedures. Mileage will be reimbursed at the standard district rate and will be approved for the driver only. Carpooling will be required when more than 1 person is attending the same conference on the same date. (When 5 or more people are attending the same conference, 2 drivers may submit reimbursement requests.) Professional development funds will not be used for reimbursement of food expenses.
4. When making presentations within the district outside of contractual time, district personnel will be paid \$25.00 per hour, per individual.
5. Regardless of when the presentation occurs, prep time can be reimbursed to district presenters at the rate of \$25.00 per hour, not to exceed the length of the presentation. A request for reimbursement for this prep time must be accompanied by a timesheet (provided by the Teaching & Learning Department) and approved by the Teaching & Learning Team.

### Non-Allowable Expenses

Generally Non-Allowable Expenses in the Professional Development Plan:

- Individual membership dues to associations or organizations.
- Travel, food, lodging and registration fees to conferences and workshops of general interest which do not support the professional development plan and CSIP.
- Travel, food, lodging and registration fees to conferences, workshops, clinics, etc. which pertain to extracurricular activities and sponsorships.
- Equipment and materials for administrative use or for instruction of students.
- 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.
- Travel as a form of professional development.
- An 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).
- Training of school board members (The Department of Elementary and Secondary Education subsidizes the cost of training new school board members through other state-level funding).