



2025-2026 Phase Four: Professional Development Plan for Schools (Implemented 2026-27 School Year) MI

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Millbrooke Elementary School
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Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of [High-Quality Professional Learning](#).

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in [KRS 158.6451](#) and the local needs assessment. [704 KAR 3:035](#) establishes the annual professional development plan.

Per Section 2, "Each local school and district shall develop a process to design a professional development plan that meets the goals established in [KRS 158.6451](#) and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan."

Section 3 further provides, "Each school and local district professional development plan shall contain the following five (5) elements:

- (1) A clear statement of the school or district mission;
- (2) Evidence of representation of all persons affected by the professional development plan;
- (3) A needs assessment analysis;
- (4) Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
- (5) A process for evaluating impact on student learning and improving professional learning, using evaluation results."

1. Professional Development Plan

What is the school's mission?

Mission Statement:

Millbrooke Elementary will inspire ALL to be the best version of themselves in an ever-changing society.

Vision Statement:

To become a community that cares about developing life-long learners and instilling characteristics and skills needed to be a successful, active, contributing member in society.

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities. What are the **top two areas requiring professional development?**

Millbrooke Elementary has identified two primary priorities for professional learning. First, the school will focus on strengthening instruction for students with disabilities by ensuring their learning experiences in reading and mathematics are aligned with Kentucky Academic Standards and supported through high quality instructional practices.

Second, Millbrooke will continue building teacher capacity across all grade levels to ensure Science, Social Studies, and Writing are consistently taught with fidelity. Strengthening instruction in these content areas will help develop students' background knowledge and academic readiness before they enter tested grade levels where they are assessed in Science, Social Studies, and Writing.

3. For the **first identified area requiring professional development**, what required school goal(s) from the Comprehensive Improvement Plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

Both of Millbrooke Elementary's goals focus on strengthening instruction and improving student achievement. In collaboration with all stakeholders, our district has developed an instructional framework centered on six key areas essential to student success: Supportive Learning Environment, Authentic Learning, Differentiated Learning, Engaged Learners, Student Use of Technology to Leverage and Lift Learning, and 21st Century Learning.

Millbrooke Elementary will concentrate on Authentic Learning, with an emphasis on aligning instruction to Kentucky Academic Standards, following the district's pacing guides, identifying and addressing misconceptions, and closing learning gaps at each grade level from K-5. We believe that by ensuring Core Instruction (Tier 1) is implemented effectively across all classrooms, we can close persistent achievement gaps and provide a strong foundation for all students.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Objective 1: Teachers at Millbrooke Elementary will use district pacing guides and Kentucky Academic Standards to plan and deliver rigorous, standards-aligned lessons. Weekly lesson plan reviews will provide individualized feedback to support instructional effectiveness.

Objective 2: General and special education teachers will utilize the Kentucky State Standards progressions and NWEA learning continuum to identify students performing below or above grade level and implement targeted instructional strategies to meet their needs.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

We believe that when teachers have a strong understanding of their grade-level standards, deliver rigorous instruction, and can accurately identify students performing below or above grade level, all Millbrooke students will have the opportunity to achieve at proficient or distinguished levels on state accountability assessments.

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

i. Student performance data will include MAP assessments for grades K–5 (administered at least once per year), MAP Fluency for K–4, Mastery Connect assessments for grades 3–5 (administered three times per year), and state accountability assessments. Additional data will include student work samples, grade-level assessments, and classroom observations.

ii. Data will be collected by classroom teachers, special education teachers, instructional coaches, and administrators.

iii. Data analysis will occur at varying intervals: informal classroom observations will be reviewed weekly, grade-level and student work data will be analyzed monthly, and district benchmark assessments will be analyzed three times per year.

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

We will measure success by an increase in the number of students demonstrating growth and proficiency on MAP assessments, district benchmarks, and state accountability tests in Science, Social Studies, and Writing.

Additionally, success will be reflected in a reduction of students with disabilities scoring at the novice level on MAP assessments, district benchmarks, and state accountability tests in reading and mathematics.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

All teachers, including general education and special education staff, will participate in the professional development.

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

i. What funding source(s) will be utilized to support this professional development?

ii. What will be the start date and anticipated completion date for each professional development activity? If professional development is ongoing, specify the frequency of activity across the year.

iii. What supplies and resources will be needed to implement this professional development?

Resources to Support Professional Development: To effectively implement our professional development plan, Millbrooke Elementary will utilize the following resources:

- District-funded instructional coach
- Intervention teachers
- HMH reading resources
- IXL for reading and math
- Additional training for math teachers on the new EnVision math HQIR program
- NWEA training for K-4 teachers

The majority of professional development will occur during the few weeks of August, just prior to the start of the school year, with funding provided through General Funds and Title I.

g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building

level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 3.

Continuous support for professional development will be provided through district instructional coaching and school leadership, including the curriculum coach and administration. This support will be delivered via the PLC process, vertical planning sessions, and faculty meetings to ensure consistent implementation and teacher growth.

4. For the **second identified area requiring professional development**, what required school goal(s) from the comprehensive improvement plan will be supported through this professional development (state assessment results in reading and math, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, graduation rate, etc.)

Both of Millbrooke Elementary's goals focus on strengthening instruction and improving student achievement. In collaboration with all stakeholders, our district has developed an instructional framework emphasizing six areas critical to student success: Supportive Learning Environment, Authentic Learning, Differentiated Learning, Engaged Learners, Student Use of Technology to Leverage and Lift Learning, and 21st Century Learning.

Millbrooke Elementary will concentrate on Authentic Learning, with an emphasis on aligning instruction to Kentucky Academic Standards, following the district pacing guides, identifying misconceptions, and addressing learning gaps at each grade level from K-5. We believe that by ensuring Core Instruction (Tier 1) is implemented effectively, we can close persistent achievement gaps across the school.

Teachers will also utilize the district RTI plan and policy to identify students for appropriate tiered interventions. Through the PLC process, teachers will create and implement plans to address learning gaps and provide targeted support to help students reach proficiency at their grade level.

a. What are the specific **objectives** (long-term and short-term) for this professional development?

Objective 1: Teachers will use the district RTI plan and policy to identify students in need of targeted tiered interventions.

Objective 2: Teachers will address learning gaps at each grade level by developing and implementing plans through the PLC process to ensure students receive the support needed to reach proficiency through tiered services.

b. What are the **intended results** of this professional development (e.g. student outcomes, educator beliefs, practices)?

We believe that when teachers have a strong understanding of grade-level standards, deliver rigorous instruction, and can accurately identify students performing below or above grade level, Millbrooke students will have the opportunity to achieve at proficient or distinguished levels on state accountability assessments.

c. How will this professional development be monitored for **evidence of implementation**?

i. What data will be considered and gathered (e.g. student work samples, curriculum-based assessments, classroom observations, teacher feedback)?

ii. Who is responsible for gathering? (teachers, coaches, administrators, etc.)

iii. How frequently will this data be analyzed? (monthly, quarterly, etc.)

i. Data will be gathered and reviewed through the PLC process, including district common assessments, formative assessments (student work samples), and universal screener data administered three times per year.

ii. School administrators, interventionists, teachers, and the instructional coach will be responsible for collecting and reviewing data.

iii. Data will be analyzed at varying intervals: universal screener and district benchmark data will be reviewed three times per year, unit-level assessments will be analyzed as each unit concludes, and student work samples will be reviewed monthly during PLC meetings.

d. What will be the **indicators of success** of this professional development (e.g. improved formative assessment data, teacher efficacy and perception data, ongoing classroom data points)? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved and **describe in detail**.

We will know our professional development has been successful when teachers have a strong understanding of grade-level standards, provide rigorous instruction, and accurately identify students performing below or above grade level, resulting in more Millbrooke students achieving at proficient or distinguished levels on state accountability assessments.

Additionally, success will be indicated by a decrease in the number of students with disabilities scoring at the novice level on assessments, demonstrating that targeted instruction and tiered support are effectively closing achievement gaps.

e. Who is the **specific targeted audience** for this professional development (e.g. elementary math teachers, those implementing high-quality instructional resources)?

All teachers, including general education and special education staff, will participate in the professional development.

f. What specific **resources** are needed to support this professional development (e.g. staff, funding, technology, specific instructional resources, professional development from vendors, release time for professional learning)?

i. What funding source(s) will be utilized to support this professional development?

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g. What specific **ongoing supports** will be provided for professional development implementation (e.g. district level coaches will work with teacher teams monthly, building level coaches will lead monthly professional learning communities using instructional resources from professional development, bi-monthly release time for teachers to analyze student work or cooperatively plan, monthly meetings with mathematics consultant)? The ongoing supports should be connected to the specific professional development area identified in question 4.

Ongoing support will be provided by district instructional coaching, school leadership (curriculum coach and administration) through the PLC process, vertical planning and faculty meetings.

5. If there is additional professional development information you would like to include, you may upload an attachment(s) here. **If you do NOT wish to include an optional extension, please list N/A in the space provided below.**

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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