

Hopkins County Schools Comprehensive District Improvement Plan (CDIP) ~ 2022-2023

1: State Assessment Results in reading and mathematics

Goal 1 (State your reading and math goal.): By 2026, Hopkins County Schools will increase the percentage of students performing proficient or distinguished on the KSA in Reading to 68% in elementary school, 50% in middle school, and 55% in high school. HCS will increase the percentage of students performing proficient or distinguished on the KSA in Mathematics to 56% in Elementary Schools, 45% in middle school, and 45% in high school. HCS will increase the average ACT Reading & Mathematics composite score on the ACT to a 20.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 1</b> By Spring 2023, elementary students will increase the percentage of students scoring proficient or distinguished on MAP reading from 39.56 to 49.56%.</p> <p>By Spring 2023, middle students will increase the percentage of students scoring proficient or distinguished on MAP reading from 40.92 to 42%.</p> <p>By Spring 2023, high students will increase the percentage of students scoring proficient or distinguished on MAP reading from 39% to 42%.</p>	<p>KCWP 2: Design &amp; Deliver Instruction</p> <p>KCWP 4: Review, Analyze, &amp; Apply Data</p>	<p>Implementation of K-8 common curriculum - Into Reading/Literature and Envisions/Pearson SAAVAS math</p> <p>Realignment of district-wide common curriculum &amp; pacing in all preschool, elementary and middle schools for core curriculum in Reading (Into Reading/Literature) &amp; Math (EnVision/Pearson SAAVAS)</p> <p>Use of KSA, BRIGANCE, MAP, TSG, ESGI and/or classroom assessment data to provide student specific interventions &amp; make instructional decisions through PD, PLC &amp; PACs in all schools and with the KERA preschool program.</p> <p>Small group intervention through classroom teachers, school support staff, CSRT teachers, Title I staff, and Interventionists to target students close to proficiency and to close gaps in instructional skills</p>	<p>NWEA MAP Data and Projected Proficiency Scores for Fall, Winter and Spring</p> <p>KSA Data Brigance Data ESGI Data NWEA Data TSG Data</p> <p>Classroom Performance Data PLC and PAC Agendas KSI Data</p>	<p>Elementary students increased the proficient and distinguished score on MAP Reading to 52.5%, surpassing the goal by 3%.</p> <p>Middle school decreased in proficiency on Spring Map Reading, with a final proficient and distinguished combined score of 38.17%</p> <p>High school decreased in proficiency on Spring Map Reading, with a final proficient and distinguished combined score of 31.50%</p> <p>Next year, goals to improve performance in our middle and high schools will be addressed with explicit instruction in NWEA data strategies and improving MTSS supports.</p>	<p>ESSR Funds Title I funds Title II funds Title V funds General fund Preschool funds PPG Funds Idea B funds</p>

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p><b>Objective 2</b> By Spring 2023, elementary students will increase the percentage of students scoring proficient or distinguished on MAP math from 40.08 to 49%.</p> <p>By Spring 2023, middle students will increase the percentage of students scoring proficient or distinguished on MAP math from 25 to 35%.</p> <p>By Spring 2023, high students will increase the percentage of students scoring proficient or distinguished on MAP math from 26% to 35%.</p>	<p>KCWP 2: Design &amp; Deliver Instruction</p> <p>KCWP 4: Review, Analyze, &amp; Apply Data</p>	<p>Maintenance of 5 Star Preschool Program that addresses all preschool curriculum and aligns with KAS kindergarten entry</p> <p>Use of common supplemental resources for skills-based instruction (CARS/STARS &amp; CAMS/STAMS K-8; BRIGANCE &amp; TSG for PS)</p> <p>Computer Assisted Instruction through Odysseyware, Study Island &amp; Exact Path for differentiated instruction and tiered interventions</p> <p>Computer Assisted Instruction through NWEA-SI individualized learning pathways for remediation or acceleration for grades 2-8</p> <p>ESS instruction to target struggling learners with research based instruction and strategies</p> <p>Implementation of school-led KSI process that ensures all students’ needs are identified and addressed and parents/guardians are informed of needs, services and progress</p> <p>Use of classroom performance data, BRIGANCE, screeners, MAP, Mastery Prep, health information, and parent input to determine intervention needs</p>	<p>TSG Data</p> <p>SI - NWEA Pathway Usage Reports Exact Path Usage Reports and Progress Data BRIGANCE, MAP, &amp; Mastery Prep Screeners with Analysis</p> <p>School-led Student Support Team Meetings ESS Intervention Progress Data</p> <p>Exact Path Usage, Growth, and Performance Reports for grades 2-8</p> <p>School KSI/RTI Data</p> <p>Intervention Tab Data</p> <p>Special Education Eligibility Reports</p>	<p>Elementary students increased the proficient and distinguished score on MAP Math to 52%, surpassing the goal by 3%.</p> <p>Middle school decreased in proficiency on Spring Map Math, with a final proficient and distinguished combined score of 19.5%</p> <p>High school decreased in proficiency on Spring Map Math, with a final proficient and distinguished combined score of 23%</p> <p>Next year, goals to improve performance in our middle and high schools will be addressed with explicit instruction in NWEA data strategies and improving MTSS supports. ESS instruction will continue to be utilized to reach struggling students. The district will use RL Title V funds to provide supplemental programming to support needs as determined by MAP data and a Title V needs assessment.</p> <p>We do not have ACT composite data yet for a formal measure of this goal. However, both schools engaged in all</p>	<p>Preschool funds</p> <p>PPG Funds</p> <p>Title I funds</p> <p>Title V funds</p> <p>General fund</p> <p>ESS funds</p> <p>ESSR funds</p> <p>Idea B funds</p>

Goal 1 (State your reading and math goal.): By 2026, Hopkins County Schools will increase the percentage of students performing proficient or distinguished on the KSA in Reading to 68% in elementary school, 50% in middle school, and 55% in high school. HCS will increase the percentage of students performing proficient or distinguished on the KSA in Mathematics to 56% in Elementary Schools, 45% in middle school, and 45% in high school. HCS will increase the average ACT Reading & Mathematics composite score on the ACT to a 20.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<b>Objective 3:</b> By Spring 2023, high students will increase the composite score average from 17.3 to 18.	KCWP 2: Design & Deliver Instruction  KCWP 4: Review, Analyze, & Apply Data	Implementation of ACT Test Prep Sessions for 11th Grade Students at both High Schools utilizing Mastery Prep ACT Curriculum for all 4 ACT tested areas	Sign-In Sheets for training  Usage Reports for Online test prep materials	activities listed, including administering the ACT to sophomores, utilizing Mastery Prep, utilizing ESS, offering ACT tutoring and review, and beginning early to prepare students early with Access to Algebra through Advance Kentucky, to prepare the students for proficiency in the assessed areas of the ACT.	Title IV funds General fund Title V funds ESSR funds ESS funds Title I funds
		Training for Admin, Curriculum and Teachers on Mastery Prep ACT Curriculum	Mock ACT results  School-led Student Support Team Meetings		
		Utilization of practice ACT materials in core content areas (SI; Mastery Prep; ACT Online Academy; Odysseyware ACT prep)	ESS Intervention Progress Data  Odysseyware Data		
		Practice ACT in late-Winter at both High Schools for 11th graders	School KSI/RTI Data		
		Computer Assisted Instruction through Odysseyware for differentiated instruction and tiered interventions	Intervention Tab Data  Special Education Eligibility Reports		
		ESS instruction to target struggling learners with research based instruction and strategies			
		Implementation of school-led KSI process that ensures all students’ needs are identified and addressed and parents/guardians are informed of needs, services and progress			
			Hopkins County Schools offers extensive supports to students in mental health and social emotional		

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objectives 1, 2, 3, continued	KCWP 2: Design & Deliver Instruction  KCWP 4: Review, Analyze, & Apply Data	Use of classroom performance data, MAP, Mastery Prep, health information, and parent input to determine intervention needs  Identify individual needs of schools and students and allocate human and fiscal resources to address needs and reduce barriers to learning in accordance with State and Federal program specifications, approved grant applications, and ensuring funds/resources are used to supplement not supplant where applicable  Offer supports in mental and emotional health to support the overall needs and the growth of the child  Utilize Preschool Grant, IDEA B, Title I, II, III, IV and V grants and local funds to address identified needs  Implement Studer Pulse Surveys, Short-cycle planning and data monitoring quarterly in Administrator’s meetings and at District Leadership Meetings  Utilize Title I, Title III, FRYSC, Studer Parent Engagement Surveys, Studer Pulse Surveys, KERA Preschool Parent Surveys, PBIS, and community	District Staffing & Funding Policies & Procedures  MUNIS Reports for State & Federal Grants  State & Federal Grant Applications & Required Reporting  School & District Needs Assessments  Administrator Meeting Agendas and Notes  Short-Cycle Planning, Survey Results, Stoplight Reports  Title I, Title III, KERA Preschool & FRYSC Family Engagement Activities and Expenditures  Studer Parent Engagement/Pulse Survey Results  Behavior data Family Survey data PBIS agenda & data	learning. Our district has partnered all year with Mountain Comprehensive Care to provide supports to students, but we are proud next year to employ our own mental health counselors through the support of grant funding to give students the highest level of access to mental health supports. FRYSC continued to provide extensive supports to students as well, as documented by FRYSC survey data, council meeting minutes, and budgetary data.  A needs assessment has been conducted to continue to provide the most in tune supports to the schools from the district level. This needs assessment, along with data, will be used to provide resources and supports to schools from the district level.  Family input was sought in making improvements to our schools through Studer, Title I surveys, Title III outreach, preschool surveys, PBIS surveys, and through the new logic teams that will support the implementation of the new strategic plan for Hopkins County Schools. All	Title I funds Title II funds Title III funds Title IV funds Title V funds ESSR funds Preschool funds PPG Funds FRYSC funding Idea B funds General Fund

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		resources to engage families in the learning process, identify needs, and reduce barriers to learning to support academic success for all students	Project Wisdom data PLC & PAC agendas	of this information is utilized to help make improvements to support growth and change in Hopkins County Schools.	

2: State Assessment Results in science, social studies and writing

Goal 2 (State your science, social studies, and writing goal.): By 2025, Hopkins County Schools will increase the percentage of students performing proficient/distinguished on separate academic indicators (Science, Social Studies & Writing) by 5% at the elementary, middle and high school levels.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>Elementary: Increase the percent of elementary students scoring proficient or distinguished on KSA Science from 36% in 2022 to 40% in 2023.</p> <p>Middle: Increase the percent of middle school students scoring proficient or distinguished on KSA Science from 19% in 2022 to 25% in 2023.</p> <p>High School: Increase the percent of high school students scoring proficient or distinguished on KSA Science from 18% in 2022 to 25% in 2023.</p>	<p>KCWP 2: Design &amp; Deliver Instruction</p> <p>KCWP 4: Review, Analyze, &amp; Apply Data</p>	<p>Use of district-wide common curriculum &amp; pacing in all elementary and middle schools for Science (Dimensions)</p> <p>Selection of new K-8 science curriculum for deeper and more thorough connections to new standards</p> <p>District-wide Teacher-led Grade level/content meetings</p> <p>Course Syllabi with Standards Alignment</p> <p>Content PLCs &amp; Departmental Meetings</p> <p>Science &amp; STEM activities &amp; field trips</p>	<p>MAP Science Growth for grades 4 &amp; 7 from Fall to Spring Assessment</p> <p>Agendas &amp; Sign-In Sheets</p> <p>KSA Science Assessment Scores</p> <p>KSA Science Assessment Scores</p> <p>Agendas &amp; Sign-In Sheets</p>	<p>State data has not been released yet to have firm information on whether or not this goal has been met. However, our schools implemented the strategies and activities that were outlined for meeting the goal, including utilizing the current science curriculum and pacing guide, involving students in science and STEM through field trips and project based learning, and exploring needs for a possible purchase of new science curriculum in the future.</p>	<p>General Fund</p> <p>Title IV</p> <p>Title II</p>
<p>Objective 2</p> <p>Elementary: Increase the percent of elementary students scoring proficient or distinguished on KSA Social Studies from 46% in 2022 to 50% in 2023.</p> <p>Middle: Increase the percent of middle school students scoring proficient or distinguished on</p>	<p>KCWP 2: Design &amp; Deliver Instruction</p> <p>KCWP 4: Review, Analyze, &amp; Apply Data</p>	<p>Review and revise district pacing guides for Social Studies K-8</p> <p>Implementation of K-8 Social Studies Pacing Guides</p> <p>Purchase of Social Studies Resources</p> <p>Social Studies embedded performances and field trips</p>	<p>Agendas &amp; Sign In Sheets</p> <p>KSA Social Studies Scores</p> <p>Revised Pacing Guide PO and Email</p>	<p>State data has not been released yet to have firm information on whether or not this goal has been met. However, our schools implemented the strategies and activities that were outlined for meeting the goal, including utilizing the current social studies resources and pacing guide, involving students in social studies field trips and project based learning,</p>	<p>General Fund</p> <p>Title IV</p> <p>Title V</p> <p>Title II</p>

Goal 2 (State your science, social studies, and writing goal.): By 2025, Hopkins County Schools will increase the percentage of students performing proficient/distinguished on separate academic indicators (Science, Social Studies & Writing) by 5% at the elementary, middle and high school levels.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>KSA Social Studies from 41% in 2022 to 45% in 2023.</p> <p>High School: Increase the percent of high school students scoring proficient or distinguished on KSA Social Studies from 35% in 2022 to 40% in 2023.</p>				and exploring needs for a possible purchase of new social studies supplemental resources in the future.	
<p><b>Objective 3</b></p> <p>Elementary: Increase the percent of elementary students scoring proficient or distinguished on KSA on-demand writing from 48% in 2022 to 50% in 2023.</p> <p>Middle: Increase the percent of middle school students scoring proficient or distinguished on KSA on-demand writing from 32% in 2022 to 35% in 2023.</p> <p>High School: Increase the percent of high school students scoring proficient or distinguished on KSA on-demand writing from 36% in 2022 to 40% in 2023.</p>	<p>KCWP 2: Design &amp; Deliver Instruction</p> <p>KCWP 4: Review, Analyze, &amp; Apply Data</p>	<p>District-wide Teacher-led Grade level/content meetings</p> <p>Vertical &amp; horizontal curriculum alignment with course content and standards for 9-12 to better align with assessment and standards expectations for shared writing responsibility across the curriculum</p>	<p>KSA On-Demand Writing Scores</p> <p>Agendas &amp; Sign-In Sheets</p> <p>Course Syllabi with Standards Alignment</p> <p>Content PLCs &amp; Departmental Meeting Agendas and Sign In Sheets</p>	<p>State data has not been released yet to have firm information on whether or not this goal has been met. However, our schools implemented the strategies and activities that were outlined for meeting the goal, including utilizing the current pacing guides, increasing opportunities for authentic writing, and making writing a focus in PLCs.</p>	<p>General Fund</p> <p>Title II</p> <p>Title I</p>

3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 Elementary</p> <p>Increase the percentage of elementary students with disabilities scoring proficient or distinguished on KSA Reading from 40% in Spring 2022 to 45% in Spring 2023 and on KSA Math from 31% in Spring 2022 to 35% in Spring 2023.</p>	<p>KCWP 2: Design &amp; Deliver Instruction</p> <p>KCWP 4: Review, Analyze, &amp; Apply Data</p>	<p>Implementation of K-8 common curriculum - Into Reading/Literature and Envisions/Pearson SAAVAS math</p>	<p>NWEA MAP Data and Projected Proficiency Scores for Fall, Winter and Spring</p>	<p>State data from the 23 KSA is not released at this time. However, our schools have been carefully monitoring the performance of disability students utilizing MAP data. Special focus group meetings were held this year between the superintendent leadership team and each school group to review performance of achievement gap students, with an emphasis on disability students, to ensure that strategies were in place to support their needs. Administrators shared strategies they are utilizing to meet the needs of achievement gap students, including small group instruction, increased coteaching and adult support, supplemental resources, ESS, MTSS, and other school specific strategies.</p>	<p>ESSR Funds</p> <p>Title I funds</p> <p>Title II funds</p> <p>Title V funds</p> <p>General fund</p> <p>Preschool funds</p> <p>PPG Funds</p> <p>Idea B funds</p>
<p>Objective 2 Middle</p> <p>Increase the percentage of middle school students with disabilities scoring proficient or distinguished on KSA Reading from 17% in Spring 2022 to 20% in Spring 2023 and on KSA Math from 19% in Spring 2022 to 22% in Spring 2023.</p>		<p>Use of KSA, BRIGANCE, MAP, TSG, ESGI and/or classroom assessment data to provide student specific interventions &amp; make instructional decisions through PD, PLC &amp; PACs in all schools and with the KERA preschool program.</p>	<p>KSA Data</p> <p>Brigance Data</p> <p>ESGI Data</p> <p>NWEA Data</p> <p>TSG Data</p>		
<p>Objective 3 High</p> <p>Increase the percentage of high school students with disabilities scoring proficient or distinguished on KSA Reading from 16% in Spring 2022 to 20% in Spring 2023 and on KSA Math from 15% in Spring 2022 to 20% in Spring 2023.</p>		<p>Small group intervention through classroom teachers, school support staff, CSRT teachers, Title I staff, and Interventionists to target students close to proficiency and to close gaps in instructional skills</p> <p>Maintenance of 5 Star Preschool Program that addresses all preschool curriculum and aligns with KAS kindergarten entry</p> <p>Use of common supplemental resources for skills-based instruction</p>	<p>Classroom Performance Data</p> <p>PLC and PAC Agendas</p> <p>KSI Data</p> <p>TSG Data</p> <p>SI - NWEA Pathway Usage Reports</p>	<p>The district also supported schools struggling with achievement gap through taking a team to the TSI conference in Lexington Kentucky. This conference provided schools with strategies to use to support students were not making gains in closing the achievement gap.</p>	



Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Increase the percentage of students with disabilities scoring benchmark on the ACT from 7% in Spring 2022 to 10% in Spring 2023.		<p>(CARS/STARS &amp; CAMS/STAMS K-8; BRIGANCE &amp; TSG for PS)</p> <p>Computer Assisted Instruction through Odysseyware, Study Island &amp; Exact Path for differentiated instruction and tiered interventions</p> <p>Computer Assisted Instruction through NWEA-SI individualized learning pathways for remediation or acceleration for grades 2-8</p> <p>ESS instruction to target struggling learners with research based instruction and strategies</p> <p>Implementation of school-led KSI process that ensures all students’ needs are identified and addressed and parents/guardians are informed of needs, services and progress</p> <p>Use of classroom performance data, BRIGANCE, screeners, MAP, Mastery Prep, health information, and parent input to determine intervention needs</p> <p>Implementation of ACT Test Prep Sessions for 11th Grade Students at both High Schools utilizing Mastery Prep ACT Curriculum for all 4 ACT tested areas</p> <p>Training for Admin, Curriculum and Teachers on Mastery Prep ACT Curriculum</p>	<p>Exact Path Usage Reports and Progress Data BRIGANCE, MAP, &amp; Mastery Prep Screeners with Analysis</p> <p>School-led Student Support Team Meetings ESS Intervention Progress Data</p> <p>Exact Path Usage, Growth, and Performance Reports for grades 2-8</p> <p>School KSI/RTI Data</p> <p>Intervention Tab Data</p> <p>Special Education Eligibility Reports</p> <p>Sign-In Sheets for training</p> <p>Usage Reports for Online test prep materials</p> <p>Mock ACT results</p>	<p>The district provided professional development in November in supporting the needs of struggling learners, with an emphasis on those with disabilities.</p> <p>The district provided many resources for differentiating instruction that are tied to students current progress, such as the NWEA pathway on Study Island, Exact Path, etc to ensure that student needs are targeted and met where they are.</p> <p>Both high schools engaged in all activities listed for supporting disability students taking the ACT, including administering the ACT to sophomores, utilizing Mastery Prep, utilizing ESS, offering ACT tutoring and review, and beginning early to prepare students early with Access to Algebra through Advance Kentucky, to prepare the students for proficiency in the assessed areas of the ACT.</p> <p>Next year, goals to improve performance in our middle and high schools will be addressed with explicit instruction in NWEA data strategies and improving MTSS supports. ESS instruction will continue to be utilized to reach struggling students. The</p>	<p>Preschool funds PPG Funds Title I funds Title V funds General fund ESS funds ESSR funds Idea B funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Utilization of practice ACT materials in core content areas (SI; Mastery Prep; ACT Online Academy; Odysseyware ACT prep)  Practice ACT in late-Winter at both High Schools for 11th graders  Computer Assisted Instruction through Odysseyware for differentiated instruction and tiered interventions  ESS instruction to target struggling learners with research based instruction and strategies  Implementation of school-led KSI process that ensures all students' needs are identified and addressed and parents/guardians are informed of needs, services and progress	School-led Student Support Team Meetings      Odysseyware Data    ESS Intervention Progress Data   School KSI/RTI Data Intervention Tab Data  Special Education Eligibility Reports	district will use RL Title V funds to provide supplemental programming to support needs as determined by MAP data and a Title V needs assessment.	Title IV funds General fund Title V funds ESSR funds ESS funds Title I funds

4: English Learner Progress

Goal 4 (State your English learner goal.): By 2025, Hopkins County schools will increase EL progress as measured by KSA and the WIDA by 5%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1  By 2023, elementary EL students taking KSA will increase in proficiency from 57% to 60% in reading and from 57% to 60% in math.	KCWP 2: Design & Deliver Instruction  KCWP 4: Review, Analyze, & Apply Data	EL staff will utilize the WIDA, ACCESS, classroom assessments and work samples, and MAP assessments to determine needs and language proficiency of EL students.	WIDA data	KSA and WIDA data has not been returned for EL students on the 23 assessment. However, EL staff report that 9 students made enough progress to exit the EL program this year. We believe this will be a high number to meet our WIDA targeted increase.	Title I Title III
Objective 2  By 2023, students attaining benchmark on the WIDA will increase from 6.6% to 7.9%.		Assessment data will be used by EL staff to develop PSPs in collaboration with school staff and families. PSP will target the needs of the child considering assessment data, home language needs, prior knowledge, and cultural assets.	ACCESS data		
		EL staff will work with students in the collaborative and/or pull out setting utilizing assessment data to meet the needs of the PSP and to support the learning going on in the classroom.	Classroom work samples and assessment data		
		EL staff will provide resources and strategies that teaching staff can use with the EL student between visits to deepen and enrich instruction while continuing to make progress toward the PSP.	MAP data  PSP plans and monitoring  Collaborative and pull out work samples with EL staff  Classroom work samples and assessment data	EL staff have implemented all strategies that were listed as they have worked with EL students this year. Assessment data was utilized as they developed PSPs and used to drive the small group activities and instruction that they implemented with students.  El staff provided a family night to help parents understand the PSP and how to utilize Parent Square to translate and communicate with the schools.	

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2025, Hopkins County Schools will increase the average Quality of School Climate and Safety Indicator average from 70.03 (81.8 elementary, 66.2 middle, 62.1 high) to 75.0 as measured by the KSA QSCS Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By Spring 2023, HCS will increase the climate indicator average from 73 to 75 as measured by the KSA QSCS Survey.</p> <p>Objective 2 By Spring 2023, HCS will increase the safety indicator average from 67 to 70 as measured by the KSA QSCS Survey.</p>	KCWP 6: Establishing Learning Culture and Environment	<p>Continue to prioritize SRO presence and involvement in each of our schools &amp; relationships with students to maintain a safe learning environment</p> <p>Continue to prioritize mental health with partnership with Mountain Comprehensive Care, providing increased mental health supports in schools</p> <p>Use of district LCSW, district counselor, and retired counselors to provide extra and above and beyond supports along with our school counselors in meeting the mental health needs of our students</p> <p>Utilization of threat screener protocol and self harm screener protocol for research based approach for dealing with threats to self or others</p> <p>Full implementation of PBIS to support the proactive, instructional side of making school a safe place to learn and work with targeted</p>	<p>School safety reports</p> <p>Safety officer walk through information</p> <p>Mental Health data</p> <p>Threat Screener / Self Harm Screener Data</p> <p>Behavior Referrals / Tableau Data</p> <p>PBIS data, agenda, minutes, walk throughs</p> <p>Stop bully tip line info</p> <p>Counselor plans / information on program usage</p> <p>Counselor meeting agendas / minutes</p> <p>SRO meeting agenda / minutes</p>	<p>KSA data has not been returned for us to have a formal climate or safety indicator score. However, we have put in place all of the activities to support acquisition of these goals.</p> <p>Hopkins County Schools continues to prioritize SRO presence in every building to increase not only safety but relationships and mentoring.</p> <p>Hopkins County Schools utilized a relationship with Mountain Comprehensive Care to provide mental health supports. Next year, the district is hiring their own team of mental health counselors to provide deeper and more connected supports for mental health in our schools.</p> <p>Hopkins County Schools reduced suspensions and increased supports by utilizing the threat screener and self harm screener protocol this year to provide a more comprehensive and therapeutic process for supporting these scenarios.</p>	Title IV School Safety Funds General Fund Grant funds

Goal 5 (State your climate and safety goal.): By 2025, Hopkins County Schools will increase the average Quality of School Climate and Safety Indicator average from 70.03 (81.8 elementary, 66.2 middle, 62.1 high) to 75.0 as measured by the KSA QSCS Survey.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		supports for students who need them  Use of Project Wisdom, Sources of Strength, and other mental health / social skills / bullying support programs to increase climate, safety, and relationship skills of students  Use of StopBullying Tip Line and other anonymous bullying reporting methods to give students a confidential way to confide in an adult		Hopkins County schools utilized PBIS, Social Emotional curriculums, and bullying protocols and tip lines to ensure the safety and emotional well being of students.	

6: Postsecondary Readiness

Goal 6 (State your postsecondary goal.): By 2025, Hopkins County Schools will increase the postsecondary readiness indicator to 90 as measured by the KSA indicator score.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, Hopkins County Schools will increase students who graduate postsecondary ready to 85 as measured by the KSA indicator score.	KCWP 2: Design & Deliver Instruction  KCWP 4: Review, Analyze, & Apply Data	Coordinated tracking system for Transition Readiness among HCCTC and both high schools to track preparatory status and ensure avenues for career and/or academic readiness	Transition Readiness Tracking Tool	The official KSA indicator graduation score is not available at this time. However, Hopkins County Schools did implement many strategies and activities to increase postsecondary readiness, including expanded opportunities for dual credit, expanded opportunities at the CTC, leadership mentoring, and increased opportunities for early college, including trade related programs. For next year, the district plans to continue expansion by researching opportunities through job corps and continuing to grow career pathway implementation.	General Fund
		Encourage participation in AP and/or dual credit course work	TEDS Data & Industry Certifications		ESS
		Implementation of ACT Test Prep Sessions for 11th Grade Students at both High Schools utilizing Mastery Prep ACT Curriculum for all 4 ACT tested areas	HCCTC Enrollment & Staffing		Title IV
		Training for Admin, Curriculum and Teachers on Mastery Prep ACT Curriculum	Enrollment tracking of AP and Dual Credit Course Work		Title V
		Practice ACT in Fall at both High Schools for 11th graders	Participation/ Attendance		
		Utilization of practice ACT materials in core content areas (SI; Mastery Prep; ACT Online Academy; Odysseyware ACT prep)	Sign-In Sheets for training		
		Early College through Madisonville Community College target both juniors and seniors	Usage Reports for Online test prep materials		
		Sophomore administration of the ACT	Practice ACT results		
			Early College Enrollment Numbers		
			Number of Students graduating with an Associate Degree (by 2024)		

7: Graduation Rate

Goal 7 (State your graduation rate goal.): By 2025, Hopkins County Schools will increase the graduation rate to 95%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2023, Hopkins County Schools will increase the graduation rate from 88% to 91%.	KCWP 2: Design & Deliver Instruction  KCWP 4: Review, Analyze, & Apply Data	Utilization of Hopkins County Schools Academy as option for students at-risk  Utilization of report to identify students who are at risk for dropping out, providing counseling on attendance, behavior, grades, and social skills; and reduce barriers to learning  Utilize Title I, Title III, FRYSC, Studer Parent Engagement Surveys, and community resources to engage families in the learning process, identify needs, and reduce barriers to learning to support academic success for all students	Enrollment  Graduation Rates  Work Ready Initiative Completers  Usage Reports for Early Warning Tool  Title I, Title III, & FRYSC Family Engagement Activities and Expenditures  Studer Parent Engagement Survey Results	The official graduation rate for 22-3 is not yet available. However, Hopkins County schools continues to target students at risk for not graduating through our Academy program. The Academy offers a differentiated program to help more students graduate successfully. Hopkins County Schools also continues to use the early warning tool to identify students who are at risk of not graduating and partners support with counseling, academic intervention, and FRYSC intervention to help students get thier needs met and achieve success.	General Fund  Title I  Title II  Title III  FRYSC

Special Considerations for Districts with Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) Schools

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support
<p><b>Consider:</b> Describe the district’s plan for monitoring and supporting the school improvement plan of any school identified for TSI/ATSI. Include in your response information regarding the process for local board review and approval.</p> <p><b>Response:</b></p> <p>Hopkins County Schools has three schools that are identified as TSI - Madisonville North Hopkins High School, Browning Springs Middle School, and South Hopkins Middle School. Each of these school is identified TSI for disability student performance, and BSMS has a second identified TSI area for African American student performance. The district is providing supports to these schools by assisting in the creation of the CSIP plans, regular check ins on monitoring and progress of improvement initiatives, assisting with expenses to attend the TSI conference in January, and ongoing support throughout the school year. The CSIP plans of the TSI schools will be presented to the board of education in a regular meeting for review and approval, along with their progress monitoring later in the year.</p>