Comprehensive Improvement Plan for Districts

Rationale

District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
  For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
  For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 (*State your proficiency goal*): **By 2023 Hopkins County Schools will increase the combined proficiency in Reading and Math percentage of proficient/distinguished students to 60% for Elementary Schools, 60% for Middle Schools, and combined Reading/Math composite of 20.0 on ACT for High Schools**

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*)	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*)	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	- KCWP1: Design and Deploy Standards Classroom Activities - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1-Elementary - Increase the percentage of ALL students scoring Proficient or Distinguished on MAP Reading from 48% in Fall 2018 to 50% in Spring 2019 and on MAP Math from 50% in Fall 2018 to 52% in Spring 2019. Objective 2-Middle School - Increase the percentage of ALL students scoring Proficient or Distinguished on MAP Reading from 58% in Fall 2018 to 60% in Spring 2019 and on MAP Math from 47% in Fall 2018 to 50% in Spring 2019.	KCWP 1: Vertical curriculum mapping and alignment ***Computer Assisted Instruction*** - Evidence-Based Instructional Strategy	Use of common curriculum and pacing in the all elementary schools & middle schools for reading & math (Journeys/Collections and EnVisions/GoMath); common supplemental materials (Curriculum Associates CARS/STARS reading & CAMS/STAMS math) for Skills-based pre/post assessments and critical skill mastery for K-8; and computer assisted instruction through Study Island and Exact Path. CAI provided remediation, enrichment, and acceleration through NWEA MAP individualized student assessment linking for grades 2 - 8.	Classroom Formative & Summative Assessments NWEA MAP Proficiency & Growth Study Island & Exact Path Usage, Growth, and Performance Reports		General Fund; Title I; Title V; & ESS Funds
	KCWP 4: Ensure that formative assessment process informs instructional planning and decision making	District wide focus on the formative assessment process for all elementary, middle, and high schools, Direct Explicit Instruction, and differentiated small group instruction based on formative assessment.	PLC & PAC Minutes Walkthrough Data (School & District)		no funding required

			Classroom Formative & Summative Assessments		
	KCWP 4: Use multiple sources of data to determine tiered intervention needs	District wide focus on data analysis during PD, PLCs and PACs after state assessment release, MAP/CERT universal screener completion, and classroom assessment completion to identify and provide remediation/intervention/extensions as needed.	KPREP Data Analysis Tools NWEA MAP Proficiency & Growth School RTI/KSI Data Intervention Tab Report Exact Path Upload & Usage Reports PD, PLC & PAC Agenda & Minutes		District Funds; Title I; Title II; Title V; ESS
	KCWP 5: Ensure Needs Assessment Results drive fiscal and human resource allocations & state and federal grant requirements are adhered to with all expenditures	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 grant program specifications, approved grant applications, and ensuring funds/resources are used to supplement not supplant.	District Staffing & Funding Policies Munis Reports State & Federal Grant Applications & Reports Needs Assessments		General Fund; All State Grant; All Federal Grants
	KCWP 1: Vertical curriculum mapping and alignment KCWP 2: Congruent standards, learning targets, and assessment measures	Hopkins County Schools state-funded preschool program will maintain a 5-Star quality preschool program that implements a developmentally appropriate curriculum that addresses all developmental domains, early literacy, and early mathematics standards aligned with KY Early Childhood Standards and Kindergarten entry CCSS/KAS. The program will	Preschool Curriculum, Pacing, and Assessment Guides Monthly PLC Minutes Assessment Analysis Protocols & Action		KERA Preschool Grant; Preschool Partnership Grant

	KCWP 4: Ensure that formative assessment process informs instructional planning and decision making	follow common district-wide pacing and utilize guided planning and the formative assessment process through monthly PLCs to ensure consistency of standards delivery and differentiated small group instruction to meet the needs of all children.	Plans (TSG, ESGI, Brigance Data) KY ALL Stars Ratings		
	KCWP 4: Implementation of clearly defined KSI/RTI process Strategic Plan - Quality	Implementation of redefined school-led KSI/RTI process that ensures all students needs are identified and addressed and parents/guardians are informed of needs, services and progress. (Strategic Plan - Quality)	Intervention Progress Data NWEA MAP/CERT Analysis Exact Path Usage, Growth, and Performance Reports School RTI/KSI Data Intervention Tab Report Special Education Eligibility Reports		District Funds; Title I; Title II; Title V; ESS
	KCWP 6: Ensure that all available resources are deployed to assist students and families in need to reduce barriers to learning and engage families in the learning process Strategic Plan - Parents/Community Pillar	Utilize Title I, Title III, FRYSC, Studer Parent Engagement Surveys/strategies and community resources to engage families in the learning process, identify needs, and reduce barriers to learning to support academic success.	Title I & III Family Engagement Activities & Expenditures FRYSC Activities & Expenditures Studer Parent Engagement Survey Results		Title I, Title III, FRYSC Grant
Objective 3-High School - Increase the combined Reading and Math Composite score on ACT from 18.8 in Fall on Mock	KCWP 4: Ensure that formative assessment process informs instructional planning and decision making	District wide focus on the formative assessment process for all elementary, middle, and high schools, Direct Explicit Instruction, and differentiated small group instruction based on formative assessment.	PLC & PAC Minutes Walkthrough Data (School & District)		no funding required

ACT to 19.8 on Spring State ACT.			Classroom Formative & Summative Assessments		
	KCWP 4: Use multiple sources of data to determine tiered intervention needs	District wide focus on data analysis during PD, PLCs and PACs after state assessment release, MAP/CERT universal screener completion, practice ACT, and classroom assessment completion to identify and provide remediation/intervention/extensions as needed.	CERT Reports Practice ACT Data Analysis School RTI/KSI Data Intervention Tab Report PD, PLC & PAC Agenda & Minutes		District Funds; Title I; Title II; Title V; ESS
	KCWP 5: Ensure Needs Assessment Results drive fiscal and human resource allocations & state and federal grant requirements are adhered to with all expenditures	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 grant program specifications, approved grant applications, and ensure funds/resources are used to supplement not supplant.	District Staffing & Funding Policies Munis Reports State & Federal Grant Applications & Reports Needs Assessments		General Fund; All State Grant; All Federal Grants
	KCWP 4: Implementation of clearly defined KSI/RTI process Strategic Plan - Quality	Implementation of redefined school-led KSI/RTI process that ensures all students needs are identified and addressed and parents/guardians are informed of needs, services and progress. (Strategic Plan - Quality)	Intervention Progress Data CERT Analysis School RTI/KSI Data Intervention Tab Report Special Education Eligibility Reports		District Funds; Title I; Title II; Title V; ESS

	KCWP 6: Ensure that all available resources are deployed to assist students and families in need to reduce barriers to learning and engage families in the learning process Strategic Plan - Parents/Community Pillar	Utilize Title I, Title III, FRYSC, Studer Parent Engagement Surveys/strategies and community resources to engage families in the learning process, identify needs, and reduce barriers to learning to support academic success.	Title I & III Family Engagement Activities & Expenditures FRYSC Activities & Expenditures Studer Parent Engagement Survey Results		Title I, Title III, FRYSC Grant
	Evidence-Based Strategy (WWC - Positive Effects)	Support High Schools in the continued implementation of the EVIDENCE-BASED strategy of *ACT/SAT Test Preparation and Coaching* (What Works Clearinghouse).	ACT Scores		no funding required

2: Separate Academic Indicator

Goal 2 (*State your separate academic indicator goal*): **By 2023 Hopkins County Schools will increase the combined separate academic indicator (Science, Social Studies, and Writing) percentage of proficient/distinguished students to 50% for Elementary Schools and 48% for Middle Schools. (High Schools are currently not held accountable).**

Which **Strategy** will the district use to address this goal? (*The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.*) ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? (*The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*) ● KCWP1: Design and Deploy Standards Classroom Activities ● KCWP2: Design and Deliver Instruction Classroom Activities ● KCWP3: Design and Deliver Assessment Literacy Classroom Activities ● KCWP4: Review, Analyze and Apply Data Classroom Activities ● KCWP5: Design, Align and Deliver Support Classroom Activities ● KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1-Elementary - Increase the percentage of ALL students scoring Proficient or Distinguished on Science, Social Studies,	Science - KCWP 1: Ensure curriculum alignment and district-wide pacing	Facilitate a district-wide PD to ensure all schools have alignment between standards, learning targets, and assessment measure for new	PD Agenda & Sign In District-Wide Pacing Document		Title I, II or V for PD funding

		science curriculum (Dimensions) and establish district-wide pacing.	KPREP Science Assessment Scores		
and Writing KPREP from 46.3% in Spring 2018 to 47% in Spring 2019. Objective 2-Middle School - Increase the percentage of ALL students scoring Proficient or Distinguished on Science, Social Studies, and Writing KPREP from 42.3% in Spring 2018 to 44% in Spring 2019.	Social Studies - KCWP 1: Ensure curriculum alignment and use of high yield instructional strategies	Facilitate a district-wide PD for social studies to ensure best practice/high yield instructional strategies are being implemented and all schools have alignment between standards, learning targets, and assessment measure for social studies standards.	PD Agenda & Sign In KPREP Social Studies Assessment Scores		Title I, II or V for PD funding
	Writing - KCWP 2: Implement formal and informal process for teachers and students to improve learning in communication, language, and technology through writing instruction	Support schools in the review and submission of their writing policy in accordance of SB 1 (2017) to ensure it meets the KDE rubric and provides quality writing instruction K-5 and incorporates district established writing expectations.	Submission & approval of all school writing policies KPREP Writing Scores		No funding required

3: Gap

Goal 3 *(State your Gap goal)*: **By 2023 Hopkins County Schools will increase the combined proficiency in Reading and Math percentage of proficient/distinguished for students with disabilities to 32% for Elementary Schools (3-5), 15% for Middle Schools (6-8), and 20% for High Schools (11)**

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* ● KCWP 1: Design and Deploy Standards ● KCWP 2: Design and Deliver Instruction ● KCWP 3: Design and Deliver Assessment Literacy ● KCWP 4: Review, Analyze and Apply Data ● KCWP 5: Design, Align and Deliver Support ● KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)* ● KCWP1: Design and Deploy Standards Classroom Activities ● KCWP2: Design and Deliver Instruction Classroom Activities ● KCWP3: Design and Deliver Assessment Literacy Classroom Activities ● KCWP4: Review, Analyze and Apply Data Classroom Activities ● KCWP5: Design, Align and Deliver Support Classroom Activities ● KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1-Elementary - Increase the percentage of students with disabilities in grades 3-5 scoring Proficient or Distinguished on MAP Reading from 27% in Fall 2018 to 28% in Spring 2019 and on MAP Math from 27% in Fall 2018 to 28% in Spring 2019.	Evidence-Based Strategy (WWC - Potential Positive Effects)	Support TSI Schools in the implementation of the EVIDENCE-BASED strategy of *Self-Regulated Strategy Development* (What Works Clearinghouse).	Increase % P & D students with disabilities on Spring MAP		no funding required
	KCWP 4: Create and monitor a list for students performing below proficiency	Special Education Proficiency Plan will be developed for each school in collaboration with SPED Building Coach, School Leadership Team and SPED teachers. Plan will be monitored monthly and shared at Special Education TLT meetings and school PAC. Monthly updates will be provided to DoSE and Director of Assessment.	Increase % P & D students with disabilities on Spring MAP School Specific Measures of Success		no funding required
	KCWP 5: Ensure Needs Assessment Results drive fiscal and human resource allocations & state and federal grant requirements are adhered to with all expenditures	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 grant program specifications, approved grant applications, and ensure funds/resources are used to supplement not supplant - **TSI schools received additional staffing allocations through IDEA B to target skill deficits of Special Education students.**	District Staffing & Funding Policies Munis Reports Federal Grant Applications & Reports Needs Assessments		IDEA B
	KCWP 2: Implement and commit to intentional co-teaching	All building principals, SPED Building Coaches, general education and special education co-teaching partners are being trained on co-teaching delivery models by WKEC Sped Co-Operative with and emphasis on increased station teaching and other small group instructional approaches.	Building Level Co-Teaching Look-For Items on Walkthroughs		IDEA B; General Fund

	KCWP 5: Commit Special Education Building Coach Time to Modeling High Yield Instructional Strategies for Classroom Teachers	SPED Building Coaches are expected to commit a minimum of 1 hour daily modeling high yield instructional strategies for classroom teachers and positive behavioral management supports to increase students engagement in the gen ed setting.	SPED Building Coach Daily Schedules SPED Building Coah Informal Classroom Observations PLC Minutes & Guided Planning Notes		IDEA B
Objective 2-Middle School - Increase the percentage of students with disability scoring Proficient or Distinguished on MAP Reading from 9% in Fall 2018 to 10% in Spring 2019 and on MAP Math from 7% in Fall 2018 to 8% in Spring 2019.	Evidence-Based Strategy (WWC - Potential Positive Effects)	Support TSI Schools in the implementation of the EVIDENCE-BASED strategy of *Self-Regulated Strategy Development* (What Works Clearinghouse).	MAP Data		no funding required
	KCWP 4: Create and monitor a list for students performing below proficiency	Special Education Proficiency Plan will be developed for each school in collaboration with SPED Building Coach, School Leadership Team and SPED teachers. Plan will be monitored monthly and shared at Special Education TLT meetings and school PAC. Monthly updates will be provided to DoSE and Director of Assessment.	School Specific Special Education Proficiency Plans TLT & PAC Meeting Minutes		no funding required
	KCWP 5: Ensure Needs Assessment Results drive fiscal and human resource allocations & state and federal grant requirements are adhered to with all expenditures	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 grant program specifications, approved grant applications, and ensure funds/resources are used to supplement not supplant - **TSI schools received additional staffing allocations through IDEA B to target skill deficits of Special Education students.**	District Staffing & Funding Policies Munis Reports Federal Grant Applications & Reports Needs Assessments		IDEA B

	KCWP 2: Implement and commit to intentional co-teaching	All general education and special education co-teaching partners are being trained on co-teaching delivery models by WKEC Sped Co-Operative with and emphasis on increased station teaching and other small group instructional approaches.	Building Level Co-Teaching Look-For Items on Walkthroughs		IDEA B; General Fund
	KCWP 5: Commit Special Education Building Coach Time to Modeling High Yield Instructional Strategies for Classroom Teachers	SPED Building Coaches are expected to commit a minimum of 1 hour daily modeling high yield instructional strategies for classroom teachers and positive behavioral management supports to increase students engagement in the gen ed setting.	SPED Building Coach Daily Schedules SPED Building Coach Informal Classroom Observations PLC Minutes & Guided Planning Notes		IDEA B
Objective 3-High School - Increase the percentage of students with disability scoring benchmark on ACT Reading from 18% in Fall 2018 to 20% in Spring 2019 and on ACT Math from 21% in Fall 2018 to 22% in Spring 2019.	KCWP 4: Create and monitor a list for students performing below proficiency	Special Education Proficiency Plan will be developed for each school in collaboration with SPED Building Coach, School Leadership Team and SPED teachers. Plan will be monitored monthly and shared at Special Education TLT meetings and school PAC. Monthly updates will be provided to DoSE and Director of Assessment.	School Specific Special Education Proficiency Plans TLT & PAC Meeting Minutes		no funding required
	Evidence-Based Strategy (WWC - Positive Effects)	Support High Schools in the continued implementation of the EVIDENCE-BASED strategy of *ACT/SAT Test Preparation and Coaching* (What Works Clearinghouse).	ACT Scores		no funding required
	KCWP 5: Ensure Needs Assessment Results drive fiscal and human resource allocations & state and federal grant requirements are	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 grant program specifications, approved grant	District Staffing & Funding Policies Munis Reports		IDEA B

adhered to with all expenditures	applications, and ensure funds/resources are used to supplement not supplant - **TSI schools received additional staffing allocations through IDEA B to target skill deficits of Special Education students.**	Federal Grant Applications & Reports Needs Assessments		
	KCWP 2: Implement and commit to intentional co-teaching	All administrators, SPED Building coaches, general education and special education co-teaching partners are being trained on co-teaching delivery models by WKEC Sped Cooperative with and emphasis on increased station teaching and other small group instructional approaches.	Building Level Co-Teaching Look-For Items on Walkthroughs		IDEA B; General Fund
	KCWP 5: Commit Special Education Building Coach Time to Modeling High Yield Instructional Strategies for Classroom Teachers	SPED Building Coaches are expected to commit a minimum of 1 hour daily modeling high yield instructional strategies for classroom teachers and positive behavioral management supports to increase students engagement in the gen ed setting.	SPED Building Coach Daily Schedules SPED Building Coach Informal Classroom Observations PLC Minutes & Guided Planning Notes		IDEA B

4: Graduation rate

Goal 4 (*State your Graduation Rate goal):By 2023 Hopkins County Schools will increase the graduation rate to 90%*

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	- KCWP1: Design and Deploy Standards Classroom Activities - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 - By 2019 Hopkins County Schools will increase the graduation rate from 88.8% to 89%	KCWP 4: Utilize Persistence to Grad Tool/Early Warning Tool to assist in identifying students at risk	Utilization of Hopkins County Schools GED Academy - offering this avenue for students to earn their GED instead of dropping out of school. Students must meet certain requirements to be eligible for this program.	Enrollment Graduation Rates Work Ready Initiative Completers		General Fund; ESS Funds
	KCWP 4: Utilize Persistence to Grad Tool/Early Warning Tool to assist in identifying students at risk	Hopkins County Schools Academy offers a virtual instructional setting for at-risk students who are not successful in the traditional high school setting as a means of obtaining a high school diploma.	Enrollment Graduation Rates Work Ready Initiative Completers		General Fund; ESS Funds
	KCWP 4: Utilize Persistence to Grad Tool/Early Warning Tool to assist in identifying students at risk	Early Warning Report/Persistence to Graduation Tool - Each high school is utilizing this tool to identify students who are at risk for dropping out and then meeting with those students to discuss attendance, behavior, grades, and social skills.	Administrator Meeting Minutes Usage Reports Behavior & Attendance Reports		no funding required
	KCWP 5: Ensure Needs Assessment Results drive fiscal and human resource allocations & state and federal grant requirements are adhered to with all expenditures	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 grant program specifications, approved grant applications, and ensuring funds/resources are used to supplement not supplant.	District Staffing & Funding Policies Munis Reports Federal Grant Applications & Reports Needs Assessments		General Fund; All State Grants; All Federal Grants

5: Growth

Goal 5 (*State your Growth goal): By 2023 Hopkins County Schools will increase percent of students that attain a minimum of one year's typical growth to 60% in reading and math in K-8 as measured by MAP.*

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes*	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below*	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity

listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)
- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

may be a helpful resource. Provide a brief explanation or justification for the activity.
- KCWP1: Design and Deploy Standards Classroom Activities
- KCWP2: Design and Deliver Instruction Classroom Activities
- KCWP3: Design and Deliver Assessment Literacy Classroom Activities
- KCWP4: Review, Analyze and Apply Data Classroom Activities
- KCWP5: Design, Align and Deliver Support Classroom Activities
- KCWP6: Establishing Learning Culture and Environment Classroom Activities

of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1-K-8 Students - Increase the percent of students in grades K-8 that attain a minimum of one year's typical growth from 52.4% in SY 17-18 to 57.4% in SY 18-19 in Reading and from 51.8% in SY 17-18 to 56.8% in SY 18-19 in Math as measured by Fall to Spring MAP.	KCWP 4: Review, Analyze and Apply Data KCWP 5: Ensure academic expectation are actively modeled and are an existing part of the district culture Strategic Plan - Student Achievement	District strategic plan achievement pillar goal will focus on all students in the district achieving one years typical growth as measured by MAP in grades K-8. (Strategic Plan - Student Achievement)	MAP Fall to Spring Growth Measure Report indicating Typical years growth		District Funds for NWEA MAP
		STUDER Score Card & Short-Cycle Planning tools (Red/Yellow/Green Dot Strategy) will be utilized to monitor district progress bi-monthly.	STUDER Score Card		Title II & District PD Funds for Studer Initiative
	KCWP 1: Vertical curriculum mapping and alignment	Use of common curriculum and pacing in the all elementary/Middle schools for reading & math (Journeys/Collections and EnVisions/Go Math); common supplemental materials (Curriculum Associates CARS/STARS reading & CAMS/STAMS math) for Skills-based pre/post assessments and critical skill mastery for K-8; and computer assisted instruction through Study Island and Exact Path. CAI provided remediation, enrichment, and acceleration through NWEA MAP individualized student assessment linking for grades 2 - 8.	Classroom Formative & Summative Assessments NWEA MAP Proficiency & Growth Study Island & Exact Path Usage, Growth, and Performance Reports		General Fund; Title I; Title V; & ESS Funds
	KCWP 4: Implementation of clearly defined KSI/RTI	Implementation of redefined school-led KSI/RTI process that ensures all students needs are identified and	Intervention Progress Data		District Funds; Title I; Title II; Title V; ESS

			NWEA MAP Analysis		
	process Strategic Plan - Quality	addressed and parents/guardians are informed of needs, services and progress.(Strategic Plan - Quality)	NWEA MAP Analysis Exact Path Usage, Growth, and Performance Reports School RTI/KSI Data Intervention Tab Report Special Education Eligibility Reports		
Objective 2-High School - Increase combined composite English, Math, and Reading predictive ACT scores from 16 to 16.2 for 9th Graders and from 15 to 15.1 for 10th Graders based on Fall to Spring CERT and from 18.8 to 19.8 for 11th Graders based on Fall practice ACT to Spring state administered ACT.	KCWP 5 - Identify curricular modifications; Create and monitor "Watch List"; and implement purposeful instruction for improvement	Implementation of practice ACT for baseline scores for juniors; utilization of scores for name and claim within reading and math courses; CERT assessment and instruction resources for grades 9-11; ACT SI resources; Odysseyware; and ACT Academy Program.	ACT Scores		District Funds; Title I; Title V, ESS
	Evidence-Based Strategy (WWC - Positive Effects)	Support High Schools in the continued implementation of the EVIDENCE-BASED strategy of *ACT/SAT Test Preparation and Coaching* (What Works Clearinghouse).	ACT Scores		No funding required
	KCWP 4: Implementation of clearly defined KSI/RTI process Strategic Plan - Quality	Implementation of redefined school-led KSI/RTI process that ensures all students needs are identified and addressed and parents/guardians are informed of needs, services and progress. (Strategic Plan - Quality)	Intervention Progress Data CERT Analysis School RTI/KSI Data Intervention Tab Report		District Funds; Title I; Title II; Title V; ESS

			Special Education Eligibility Reports		

6: Transition Readiness

Goal 6 (*State your Transition Readiness goal*): By 2023 Hopkins County Schools will increase students who graduate transition ready to 70%.

Which **Strategy** will the district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* - KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)* - KCWP1: Design and Deploy Standards Classroom Activities - KCWP2: Design and Deliver Instruction Classroom Activities - KCWP3: Design and Deliver Assessment Literacy Classroom Activities - KCWP4: Review, Analyze and Apply Data Classroom Activities - KCWP5: Design, Align and Deliver Support Classroom Activities - KCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 - By 2019 Hopkins County Schools will increase students who graduate transition ready from 63.6% to 65%.	KCWP 4: Develop a tracking system for monitoring student achievement of transition readiness status	Transition Readiness Tracking - Coordination between the HCCTC and both high schools to track preparatory status and ensure avenues for career readiness when academic readiness is not applicable.	Transition Readiness Tracking Tool TEDS Data Industry Certifications HCCTC Enrollment		no funding required
		Utilization of CERT and practice ACT to prepare students who are eligible to take the ACT on a national test date to encourage academic readiness. Utilization of waivers when applicable for these students. Use of Odysseyware ACT prep courses.	Practice ACT Analysis CERT Data Reports & Analysis National Test Data Rosters Waiver Applications		District Funds, ESS Funds
	Evidence-Based Strategy (WWC - Potential & Positive Effects) Strategic Plan - Innovation	Increase the percentage of high school students completing dual credit courses (Strategic Plan - Innovation & Evidence-Based Strategy *Dual Enrollment Programs* - WWC).	Enrollment data determined by SAAR Report - ADM		District Funds