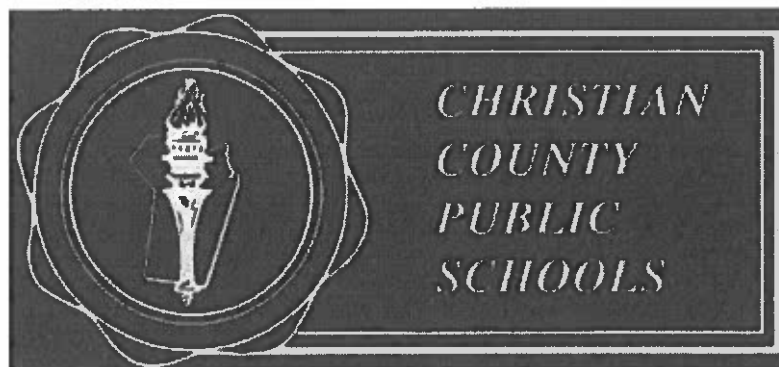




Christian County Public Schools Hopkinsville High School

Dr. John Gunn--Principal
430 Koffman Drive
Hopkinsville, KY 42240
(270) 887 - 7110

2019-20 Phase Three: Executive Summary for Schools

2019-20 Phase Three: Executive Summary for Schools

Hopkinsville High School
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United States of America

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Hopkinsville High School (HHS) currently has a student population of 1,092 and is one of two public high schools in Christian County. The district is considered a high need based on 92.54% of students qualifying for free/reduced lunch according to the Kentucky Department of Education (KDE) 2017 - 2018 Qualifying Data. At HHS, the Free and Reduced Lunch population is 75.14%. HHS has a very diverse group of student learners. African American students make up 32.1%, 7.7% of students are Hispanic, and 54.3% of the students are Caucasian. Less than 10% of the school population has been identified as students with disabilities. Poverty presents a barrier for many students to participate in extended school opportunities. Six hundred and eighty (680) students participate in some type of after-school activity offered at HHS. Of that 680, only 24.4% of these participating students are qualified for Free and Reduced lunch services. Our district enrollment PreK-12 is 8,830 students. The district population breakdown is as follows: thirty-three percent of our students are African American, six percent of our students are Hispanic, and fifty-seven percent of our students are Caucasian. Twelve percent of our students are students with disabilities and the mobility of students within our district is 5.37%. Within the school district, there are at least 18 different languages represented. Fort Campbell, Kentucky, United States Army Installation, is an integral part of the Christian County community. Almost 13% of the students are from military families. This contributes to the high mobility rate of Christian County students. There are three additional private schools in the district: University Heights Academy, Saints Peter & Paul, and Heritage Christian Academy. Murray State University and Hopkinsville Community College are the post-secondary opportunities available in Christian County. Hopkinsville High School has been through many changes during the past ten years. There has been three principals in the past nine years, and a new principal was hired effective July 1, 2018. With the changes in administration during that time period, many structures have changed and there were many structures that were not in place. The current principal has a total of four assistant principals. Two assistant principals are new to the building, there is one new assistant principal, and only one assistant principal has been here through the previous administration changes. Since July 1, the new administration has been putting structures in place for discipline, PLCs, faculty and student expectations, advisory, effective grading practices, teacher coaching & retention, and instruction. Since 2015, there has been a steady decline in all areas of accountability. Proficient and distinguished scores each year in the areas of reading and math have been declining each year. In addition, On-Demand data for our Proficient/Distinguished students decreased 9.9% from the previous year. On the ACT Reading assessment, our students scoring proficient/distinguished showed an increase of 5.8% from the previous year while our math proficient/distinguished students decreased 3.6%. The Graduation Rate increased .6% in 2018-19 and Transition Ready students decreased 1.4% in 2018-19. Overall, the administration is putting structures in place to monitor progress in ACT preparation, overall quality instruction, and Transition Readiness.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

During the summer of 2019, the administrative team, leadership team, and all stakeholders wrote a vision and mission statement for HHS. There had not been one in place in many years; therefore,

until this summer HHS had adopted the district vision and mission statements. The HHS Vision and Mission Statement are as follows: HHS Vision Statement: All HHS students will be proficient on state and national standards and graduate transition ready. HHS Mission Statement: At HHS the following will be evident every day: -High-quality engaging instruction-Continuous growth through progress monitoring-A culture of respect, collegiality, and dignity for all-Consistent communication with stakeholders. The SBDM Council reviews and makes recommendations for school policies. The leadership team is in the process of revamping many of the school policies. The leadership team meets weekly to discuss departmental issues, student and staff expectations, and data. The leadership team consists of all department heads, guidance counselors, two curriculum specialists, and the administrative team. The teachers meet each Monday for PLC meetings. During these meetings, teachers deconstruct standards, create learning maps and guiding questions, create common formative and summative assessments, analyze student work, analyze assessment data, and create plans to address misconceptions. In order to meet the needs of our students that are not performing on-level, we have Math 180 and Read 180. Reading Inventory (RI) and Math Inventory (MI) testing was used to ensure the proper placement of our students. The students are tested three times during the year to track their progress. The intervention teachers meet monthly with an administrator to discuss data.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

-ACT students meeting benchmark increased 5.2% on the ACT Reading in 2019 (43.2%) as compared to 2018 (38%) -The Graduation Rate increased .6% in 2018-19 (91.4%) as compared to 2017-18 (90.8%) -15% of our EL students exited their program -A parent group composed of middle and high school parents created a "Tiger Connection" group to support our students and teachers. It has had a positive impact on our student body and school.

Additional Information

CSI/TSI Schools Only: Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

HHS and the administrative team will work hard to improve student achievement, monitor all structures, and enforce student and staff expectations. With consistency and monitoring, academic and career readiness will increase. We will have more students meet the requirements for Transition Readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

2019-20 Phase One: Continuous Improvement Diagnostic for Schools

Hopkinsville High School
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2019-20 Phase One: Continuous Improvement Diagnostic for Schools

The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2019-20 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- School Assurances
- School Safety Report

Phase Three: November 1 - January 1

- Comprehensive School Improvement Plan
- Executive Summary for Schools
- Closing the Achievement Gap Diagnostic for Schools
- Title I Annual Review * Diagnostic

Phase Four: January 1 - December 31

- Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

Dr. John Gunn9-18-2019

2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Hopkinsville High School
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2019-20 Phase Two: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Continuous Improvement Team: The District Continuous Improvement Team is comprised of Superintendent, Chief Officers, District Administrators, School Administrators, and the Superintendent Advisory Council. School and District Administrators participate in monthly Administrator Academy and monthly Curriculum Leadership Team Meetings. Collaborative Planning is held twice yearly with each site-based administrator. **Gather and organize data:** District and school leaders gather and organize data. Data is reviewed at monthly Curriculum Leadership Team meetings. Our teachers meet on a weekly basis in PLC's to review student growth and performance. All evidence of achievement is purely data driven. District and school leaders review: state accountability data, attendance data, Quantile, Lexile, TruScore data, District Standard Assessment Data, common and formative assessment data. The data is shared by the schools with the district through a shared Google spreadsheet that is used for monitoring purposes. **Review current performance:** Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated data analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. **Describe performance trends:** Current performance is compared to past performance. Directions of trends for every performance indicator are identified. **Prioritize performance concerns:** Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth, transition readiness, and graduation rate for which the school did not meet federal, state and/or local expectations. **Identify root causes:** Continuous Improvement Team identifies root causes or hypothesizes potential causes for each priority performance concern. Specific data protocols are used to analyze performance data. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school cannot control. **Set measurable performance targets:** Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established. **Identify solutions and actions steps:** Based on the root cause analysis, Continuous Improvement Teams identifies research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives. **Implement plan:** The improvement plan is communicated to all stakeholders and implemented. **Progress monitor:** The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team will utilize 5X monitoring, leadership meetings, PLCs, and RTI/MTSS meetings. The implementation plan will be responsive and changed based upon progress monitoring. The district and school will utilize scorecards for short cycle planning and monitoring of the implementation of the CSIP/CDIP

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Current Academic State:-2018-19 Overall Accountability Score for HHS was a 56.4-2018-19 Proficiency Indicator on Rdg/Math on the ACT was a 49.9 -2018-19 Transition Readiness Score of 57.6 as compared to 56.19% in 2018-2018-19 Separate Academic Indicator Score of 59.1 (Science & On-Demand for Jrs) -2018-19 Four Yr Graduation Rate of 91.4 as compared to 93.30% in 2017-2018-2018019 Average of 4 and 5 year Cohort is 92.0-2019 ACT Composite Score is 18.4 as compared to 19.1 in 2017-2018-43.2% of our juniors scored PD in Reading on the 2019 ACT as compared to 38% in 2017-2018-22% of our juniors scored PD in Math on the 2019 ACT as compared to 27% in 2017-2018-22% of our juniors scored PD in Science on the 2019 KPREP -46.9% of our juniors scored PD in Writing on the 2019 KPREP as compared to 57% in 2017-2018- Hopkinsville High School is 143 of 229 on the ACT State High School RankNon-Academic Current State-The number of behavior referrals decreased in both Caucasian and African American students. From 2017-2018 to 2018-2019, there was a 2.57% decrease in the ISS referrals for Caucasian students and a 2.55% decrease in ISS referrals for African American students.-25% of teachers at HHS are new to the building compared to 26% in 2018-19

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

-56.8% did not meet the benchmark score on the ACT Reading in 2019-78% did not meet the benchmark score on the ACT Math in 2019-78% of our juniors were either novice or apprentice on the Science K-PREP test in 2019-53.1% of our juniors were novice or apprentice on On-Demand Writing K-PREP test in 2019-According to our Pre-ACT Readiness English data from Sept. 2019, only 21.9% of our juniors met benchmark-According to our Pre-ACT Readiness Reading data from Sept. 2019, only 17.8% of our juniors met benchmark-According to our Pre-ACT Readiness Math data from Sept. 2019, only 12% of our juniors met benchmark-According to our Pre-ACT Readiness Science data from Sept. 2019, only 4.8% of our juniors met benchmarkCurrently, 5% of our students are flagged "Chronically Absent" as compared to 18% from 2017-2018.-Teacher absences are a huge concern. As of 10-31-19, we have had 177 sick days used by teachers as opposed to 154 days missed as of the same date last year.

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

-On-Demand data for our Proficient/Distinguished in 2018-19 decreased 10.1% from the 2017-18 scores- ACT students meeting benchmark increased 5.2% on the ACT Reading in 2019 (43.2%) as compared to 2018 (38%)- ACT students meeting benchmark decreased 3.6% on the ACT Math in 2019 (22.3%) as compared to 2018 (25.9%)-Transition Ready students decreased 1.4% in 2018-19 (57.6%%) as compared to 2017-2018 (59%)

Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[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](#)

KCWP 1: Design and Deploy Standards,, KCWP 2: Design and Deliver Instruction, KCWP 3: Design and Deliver Assessment Literacy, and KCWP 4: Review, Analyze, and Apply Data. The District has developed a PLC Guidance Document that has been rolled out for the 2019-20 school year. This document uses the Plan, Do, Study, Act model as prescribed by KDE. Schools were trained in the model at a District Retreat in July, 2019. Each District instructional department member is responsible for the monitoring of two schools in the district, by being an active participant in PLCs and providing coaching and feedback on the process. Each piece of the Plan, Do, Study, Act contains Professional Actions for teachers and leaders, with specific input for how each piece should look in a PLC. PDSA is meant to be fluid, with teacher teams working through the process at their own pace as guided by building administration. The PDSA was rolled out in our school in small chunks. Our PLC focus revolves around the District model and has been fully embraced. In addition, our ACT scores showed a decline in students meeting the benchmark in math. We will continue to focus on our math standards. In June 2018, the district purchased a new math series entitled CPM for our teachers. The math teachers were trained in the summer of 2018, and the company provided a trainer for us during the 2018-19 school year. Our teachers meet on a weekly basis in PLCs to discuss their standards and the upcoming units in the CPM book. KCWP 2: Design and Deliver Instruction-During our PLCs, our teachers are choosing their standards, creating formative and summative assessments, and analyzing their data. The teachers are tracking their data on a Google spread sheet which contains common assessment data, pre-ACT data, and the CASE (District Standards Assessment). This tracking document allows them to analyze several data points and make instructional decisions for continuous growth and success in the classroom. The department meetings occur bi-weekly and these meeting are used to discuss the curriculum vertically.KCWP 5: Design, Align, and Deliver Support: According to our data from our 2018-19 results, we have been identified as a 2 star school. Our special education students have been identified as a top priority. Our special education teachers are working very closely with our regular education students. The leadership team is monitoring work assignments and setting goals with the special education teachers. In addition, we are monitoring our intervention data to make adjustments to instruction. We need to continue our work in our collaboration classrooms to ensure that our special education students are receiving the correct modifications. We are monitoring our behavior data to make the necessary behavioral interventions are in place, too.KCWP 6: Establishing Learning Culture and EnvironmentThe environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met, no matter what those needs are. This is how you know that your environment is one that creates support for positive behavior. Our school must ensure students are learning at the optimal level in a safe learning environment.-Focus on student and employee attendance rates will be monitored, addressed and recognized for improvement.-Recruitment and alternative certification strategies will be researched, developed and updated to ensure the best

employees are hired at HHS.-Staffing allocations and budgets will be reviewed to ensure student safety and instructional needs are met.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

-ACT students meeting benchmark increased 5.2% on the ACT Reading in 2019 (43.2%) as compared to 2018 (38%) -The Graduation Rate increased .6% in 2018-19 (91.4%) as compared to 2017-18 (90.8%) -15% of our EL students exited their program-A parent group composed of middle and high school parents created a "Tiger Connection" group to support our students and teachers. It has had a positive impact on our student body and school.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Hopkinsville High School
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2019-20 Phase Two: School Assurances

2019-20 Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Teacher Performance

1. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rate of "Ineffective" as determined through the local performance evaluation system that meets the requirements established by KRS 157.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Responses to this assurance will be collected in the [Kentucky Teacher Performance survey](#). Responses to each survey question should be based on data from the 2018-19 school year. Once you have completed the survey, return to the 2019-20 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has completed the Kentucky Teacher Performance survey.

- ☒ **Yes**
- ☐ No
- ☐ N/A

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

- ☒ Yes
- ☐ No
- ☐ N/A

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- ☒ Yes
- ☐ No
- ☐ N/A

Title I Targeted Assistance School Programs

9. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

- ☐ Yes
- ☐ No
- ☒ **N/A**

10. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

11. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

- ☐ Yes
- ☐ No
- ☒ **N/A**

12. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

13. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

14. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

15. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

16. If the school is implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

- ☐ Yes
- ☐ No
- ☒ **N/A**

Schools Identified for Targeted Support and Improvement

17. If identified for targeted support and improvement pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- ☐ Yes
- ☐ No
- ☒ N/A

All School Programs

18. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- ☒ Yes
- ☐ No
- ☐ N/A

19. The school collects and publicly disseminates, in compliance with Kentucky's Consolidated State Plan and in alignment with Section 1111(g)(1)(B), data through the School Report Card that addresses students' access to effective/experienced teachers.

- ☒ Yes
- ☐ No
- ☐ N/A

20. The school ensures that, if the Title I application includes funding for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), there is documentation indicating such is needed to improve student achievement. This ensures the use is reasonable and necessary in compliance with the Code of Federal Regulations (CFR), including 2 CFR 200.403 and 200.405.

- ☒ Yes
- ☐ No
- ☐ N/A

21. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state certification and licensure requirements as required by Section 1111(g)(2)(J) of ESSA.

- ☒ Yes
- ☐ No
- ☐ N/A

22. The school distributes to parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that complies with Section 1116(c)-(f) of ESSA and is in an understandable and uniform format as required by Section 1116(b) of ESSA. For reference, Section 1116(b) of ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ☒ Yes
- ☐ No
- ☐ N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

Hopkinsville High School
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United States of America

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2019-20 Phase Three: Title I Annual Review Diagnostic

2019-20 Phase Three: Title I Annual Review Diagnostic

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26. Documentation is not required and, therefore, is optional.

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Comprehensive Needs Assessment

Rationale: A school operating a schoolwide program must conduct a comprehensive needs assessment in accordance with ESSA Section 1114(b). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. Describe the effectiveness of your needs assessment process.

The Continuous Improvement Team for Hopkinsville High School follows a protocol to review data to determine effectiveness of strategies implemented. The Continuous Improvement Team consists of the principal, assistant principals, guidance counselors, teachers, parents, and students. School and District Administrators participate in monthly Administrator Academy and monthly Curriculum Leadership Team Meetings. Gather and organize data: District and school leaders gather and organize data. Data is reviewed at monthly Curriculum Leadership Team meetings. District and school leaders review: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. In addition, we took a very close look at our ACT scores, On-Demand K-PREP scores, Pre-ACT TruScore data for grades 9-11, students with disabilities, Hispanic or Latino, Economically Disadvantaged, and African American gap groups for Proficiency, Graduation Rate, and Transition Readiness. The data is shared by the schools with the district through a shared Google spreadsheet that is used for monitoring purposes. Review current performance: The Continuous Improvement Team at HHS identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. The Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands, and by gap groups. The 5x Monitoring Data Tracking from the 2018-2019 school year is attached. Describe performance trends: Last year, HHS was labeled as a TSI school. This year, we are no longer labeled as a TSI school. Our gap groups which consist of African American, students with disabilities, Hispanic or Latino, and Economically Disadvantaged are being monitored each week through our PLCs. According to our Needs Assessment for the 2018-2019 school year, we have the following concerns: -56.8% did not meet the benchmark score on the ACT Reading in 2019-78% did not meet the benchmark score on the ACT Math in 2019-78% of our juniors were either novice or apprentice on the Science K-PREP test in 2019-53.1% of our juniors were novice or apprentice on On-Demand Writing K-PREP test in 2019-According to our Pre-ACT Readiness English data from Sept. 2019, only 21.9% of our juniors met benchmark-According to our Pre-ACT Readiness Reading data from Sept. 2019, only 17.8% of our juniors met benchmark-According to our Pre-ACT Readiness Math data from Sept. 2019, only 12% of our juniors met benchmark-According to our Pre-ACT Readiness Science data from Sept. 2019, only 4.8% of our juniors met benchmark

ATTACHMENTS

Attachment Name



HHS 2018-2019 5X Monitoring

Schoolwide Plan

Rationale: The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. ESSA Section 1114(b)(7). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. ESSA Section 1114(b)(7)(A)(ii).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies.

Some of the strategies that were implemented as part of the schoolwide program are: Teachers Intentionally Learning Together (TILT): Literacy Academy - Robust classroom cultures, teacher teams who study to interpret standards and develop plans, students who engage in meaningful discussions. In order for our excellence to become systemic, we need to leverage the most effective instructional practices, putting teacher leaders at the center of engaging, relevant professional dialogues aimed at improving practice districtwide to benefit ALL students. TILT is the mechanism we will use to transfer knowledge and skills teachers need in order to help ALL students meet the cognitive demand of standards for 21st century success. Data source: Reading Inventory; KPREP data; District Standards Assessments; Coaching observations Instructional Rounds/Deep Dive Data protocol work. Professional Learning and Coaching: Content area teachers will be provided with training and resources in order to deliver instruction that matches the cognitive demand of the standards. Included in this strategy is resource development, job-embedded training, and coaching. Job embedded coaching follow up for K-6 Literacy Cohort and Literacy Academy TILT sessions. Data source: Reading Inventory; KPREP data; District Standards Assessments; Coaching observations Instructional Rounds/Deep Dive Data protocol work ; PLC minutes. Curriculum Planning and Unit Planning: Participation in developing and refining district curriculum documents and benchmark assessments. Teacher representatives from our school participated in collaborative curriculum review and planning. Data source: RI Growth; DSA Proficiency, and TruScore data results. Professional Learning Communities (PLCs): will be implemented district wide for whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Data source: RI Growth and TruScore data. PBIS: Implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time. Data source: Discipline data, PBIS fidelity audits

3. Describe the method used to evaluate the effectiveness of the strategies to improve academic achievement throughout the school, but particularly for the lowest achieving students.

Hopkinsville High School implements the the Plan-Do-Study-Act Cycle (PDSA) as part of our Professional Learning Community (PLC) for continuous improvement. The school focuses on the following questions: 1) What problem are we trying to solve? 2) What changes might we introduce and why? 3) How will we know what change is an actual improvement? We identify clear and specific measures we will use to determine success. Measures include such things as - such as TruScore data (Pre-ACT); Reading/Math Inventory; KPREP data; District; Coaching observations; Instructional Rounds/Deep Dive Data protocol work; PLC minutes to capture both the processes and the outcomes. The PDSA cycle consists of: Plan: This step clarifies the problem and identifies the overall aim; the tool, process, or change to implement; and more specific targets or objectives

of the continuous improvement process. Do: This step involves the implementation of the tool, process, or change and the collection of both process and outcome data. Study: In this step, participants examine the collected data and consider the extent to which the specific targets or objectives met those identified in the Plan step, as well as the overall aim. Act: This last step integrates all the learning generated throughout the process. The stakeholders, as needed, make adjustments to the specific objectives or targets, formulate new theories or predictions, make changes to the overarching aim of the continuous improvement work, and/or modify any tools or processes being tested. Hopkinsville High School also engages students in goal setting. Goals are short-term and achievable. Goals are reviewed with students and progress is monitored. Student success is celebrated and intervention is provided when students struggle to meet goals. Our students set goals before their junior ACT and before they take their Truscore (Pre-ACT) each spring. Hopkinsville High School provides Tier II and Tier III intervention for those students who are struggling to meet academic and behavior standards. Progress is monitored through the PLC process, PBIS committee, and specific RTI meetings to determine if the intervention is successful.

Evaluation of the Schoolwide Program

Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. ESSA Section 1114(b)(3); 34 C.F.R. § 200.26(c).

4. What revisions will be made to next year's schoolwide plan based on the results of the evaluation?

Our Math 180 and Read 180 teachers are continuing to work with our incoming students. These students were placed in our intervention classes based on their RI and MI data from the end of their 8th grade year. Using Title 1 funds, we will continue to provide our Math 180 teacher with the consumable materials that she uses in her classroom, and we purchased the new Read 180 Next Generation program for our reading intervention program. During our PLCs, we will focus on our identified gap groups.

Parent and Family Engagement (ESSA Section 1116)

Rationale:

Each school receiving Title I, Part A funds is required to conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1)-(5). Title I, Part A requires schools to develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy. In addition, as a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. ESSA Section 1116(d).

Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116(e). To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116(f).

5. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination.

Hopkinsville High School works with parents and families to review and revise the Parent/School/Student Compact each year. The compact outlines how parents, school staff, and students will share the responsibility for improved student achievement. Board Policy 02.4241 establishes that each school: 1) Commitment to a parent involvement process that provides for establishing an open, parent-friendly environment; Increasing parental participation; Improving two-way communication between school and home, including what their child will be expected to learn; and developing parental outreach programs. Hopkinsville High School's SBDM Parent Involvement policy is reviewed each year by the SBDM council. An Annual Title I meeting is held each fall. The following parent and family engagement activities were held last year: Open House on 11-13-18, Student Recognition Reception 12-14-18, HHS Parent Night for 8th Grade Students & Parents #Class of 2023, and HHS Dual Credit Informational Night 11-25-19. Event surveys, annual survey, and parent feedback are used to determine the effectiveness of offerings. Hopkinsville High School also works very closely with the Family Resource and Youth Services Centers to support student achievement by supporting families.

6. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation.

Based on feedback, Hopkinsville High School will make the following changes to our Parent and Family Engagement program for the SY 19 - 20 school year: -Incorporating the Striving Readers Comprehensive Literacy Initiatives into every content area. Our teachers will receive professional learning on literacy strategies that will be used and monitored. -HHS will create a Literacy Plan- PLCs will be more data driven with a focus on data of some type whether it be academic or non-academic each week-HHS has revised the PBIS initiatives in the building. All school and student expectations are being monitored and enforced.-PBIS Interventions and Strategies will be discussed with our teachers.-Tier 2 and Tier 3 Behavior Interventions will be incorporated at each grade level-Priority scheduling will be a focus. Students will be placed in the correct classes based upon their needs. We will focus on GT and all students with disabilities being scheduled correctly at the beginning of the year. This will include a focus on transcript audits being conducted twice a year in the advisory program.-Guidance counselors will begin meeting with chronically absent students and setting goals with them.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 HHS 2018-2019 5X Monitoring		• 1

Christian County Public Schools											
CCPS Progress Monitoring of Academic Progress (5X) 2018-19											
Principal: John Gunn			Annual Goal written in SMART format			School: Hopkinsville High School					
CSIP Reference	Code	Specific Area of Annual Goal	45 checkpoint	90 checkpoint	135 checkpoint	180 checkpoint	Final projection	UP: Universal Proficiency	AT: Attendance	PI: Par. Involve.	GRAD
R	Reading Proficiency	Increase by 8.25% the number of proficient readers in 9th-12th grades combined from 4.2% to 45.5% as measured by DSA (District Assessment).	21.7	39%		33.2		* will be based upon DSA, RI, common assessments, and teacher determination. This should match ACCT projection			
R	Reading Growth	71.6% of 9-11 combined readers will reach their annual growth goal by May 2019 as measured by college readiness exam	BL			40.4		* will be based upon growth goals established for Reading on Practice ACT and ACT			
M	Math Proficiency	Increase by 8.25% the number of proficient mathematics in 9th-12th grades combined from 4.4% to 47.6% as measured by DSA (District Standards Assessment).	22.3	12.13%		34.3		* will be based upon DSA, MI, common assessments, and teacher determination. This should match ACT projection			
M	Math Growth	69% of 9-11 combined mathematics will reach an annual growth goal by May 2019 as measured by growth on college readiness exam.	BL			24.1		* will be based upon growth goals established for Math on Practice ACT and ACT			
AT	Attendance Goal	Decrease the number of chronically absent students schoolwide by 5% from 19% to 18.05% as measured by IC attendance reports.	19	20							
PI	Parent Involvement	Leave Blank for now--this may become a Parent Involvement goal to avoid doing a separate plan									
IP	School Literacy Plan	Leave blank for now--this will be an implementation outcome measure related to the Literacy Grant monitoring to avoid doing separate plans									
TIMEFRAME											
Code	ACTION STRATEGIES		POC	Area	Status (C, O, NP)	45	90	135	180	Summer Bridge	NEXT STEPS IDENTIFIED
	Enter strategy here		Person	O&A	O						
	When an action strategy is complete, enter the date under the column										
R: Reading	Through the PLC process, teachers will monitor formative and summative assessments. Data will be used to provide differentiated instruction within the classroom.		Instructional Leadership Team	PROF	O	X	X	X	5-7-19		
R: Reading	Read 180 / System 44 Intervention data will be monitored for student progress.		Tyson/Intervention Committee	GAP	O	X	X	X	5-17-19		
R: Reading	Through the Cambridge Practice ACT, we will monitor all student progress grades 9-11 to ensure that our students are experiencing growth in reading.		Instructional Leadership Team	PROF	O	X	X	X	5-17-19		
R: Reading/Literacy Plan	An ACT plan was developed and will be monitored throughout the year		Instructional Leadership Team	TRANS	NP	X	X	X	3-12-19		
R: Reading	After-school tutoring will be utilized to provide extra support in reading for our students to ensure that they are reaching proficiency.		Admin/Guidance/Instructional Leadership Team	PROF	O	X	X	X	5-17-19		
R: Reading	In English I and English II, the DSA will be used to track student progress/proficiency on the standards for each grade level.		Instructional Leadership Team	PROF	O	X	X	X	4-12-19		
R: Reading	Incentive for Transition Readiness: Students are provided with Perks Cards and T-Shirts		Instructional Leadership Team	TRANS	NP	NP	NP	X	5-17-19		
R: Reading	All ELA teachers will complete a data tracking sheet in Google to monitor all data points and identify gaps in academic performance. This data tracking sheet will contain PLC Common Assessment data, DSA (English I & English II), and Cambridge Practice ACT data for grades 9-11.		Teachers/Admin/Instructional Leadership Team	PROF	NP	O	X	X	5-23-19		
M: Math	Through the PLC process, teachers will monitor formative and summative assessments. Data will be used to provide differentiated instruction within the classroom.		Instructional Leadership Team	PROF	O	X	X	X	5-7-19		
M: Math	Math 180 Intervention data will be monitored for student progress.		Penick/Intervention Committee	GAP	O	X	X	X	5-17-19		

M. Math	Through the Cambridge Practice ACT, we will monitor all student progress grades 9-11 to ensure that our students are experiencing growth in math	Instructional Leadership Team	PROF	O	X	X	X	X	3-12-19
M. Math	An ACT plan was developed and will be monitored throughout the year	Instructional Leadership Team	TRANS	NP	X	X	X	X	3-12-19
M. Math	After-school tutoring will be utilized to provide extra support in math for our students to ensure that they are reaching proficiency	Admin/Guidance/Instructional Leadership Team	PROF	O	X	X	X	X	5-17-19
M. Math	Incentive for Transition Readiness: Students are provided with Perks Cards and T-Shirts	Instructional Leadership Team	TRANS	NP	NP	NP	NP	X	5-17-19
M. Math	All math teachers will complete a data tracking sheet in Google to monitor all data points and identify gaps in academic performance. This data tracking sheet will contain PLC Common Assessment data, DSA (Algebra 1 & Algebra II), and Cambridge ACT data for grades 9-11.	Teachers/Admin/Instructional Leadership Team	PROF	NP	O	X	X	X	5-23-19
M. Math	In Algebra I and Algebra II, the DSA will be used to track student progress/proficiency on the standards for each grade level.	Instructional Leadership Team	PROF	O	X	X	X	X	4-12-19
PI Par Inv	Parents will have access to Infinite Campus to consistently monitor student progress. In addition, parents are welcome to set up conferences as needed. We will have opportunities for our parents to visit and meet with the teachers each nine weeks regarding student grades/progress.	Guidance/Admin	GROW	O	X	X	X	X	5-23-19
AT: Attend	Chronically absent students will have attendance conferences with guidance counselors and administrators throughout the year.	Admin/Guidance	GRAD	O	X	X	X	X	5-23-19
AT: Attend	Advisory teachers will check-in and check-out with each chronically absent student on a weekly basis to monitor attendance and place phone calls.	Advisory Tchrs/Guidance	GRAD	O	X	X	X	X	5-23-19
R: Reading	Striving Readers Grant: Literacy Design Collaborative/Kentucky Literacy Intervention Project (LDC/KLIP). Target 30% of teachers as early adopters to be trained for the purpose of improving core instruction to include evidence-based literacy strategies and intervention.	LDC Team/Admin	PROF	O	X	X	X	X	5-23-19
R: Reading	LDC Coaches attended face to face training at GRECC in Bowling Green in August 2018 and will attend another face to face training in Spring 2019. Other members of the LDC Learn Team were trained face to face in Hopkinsville in September 2018. The information from the trainings for LDC will be shared with staff through collaborative structures within PLCs and Departments. Monitoring of lesson plans will be ongoing to ensure that literacy is a focus across the content areas.	LDC Team/Admin	PROF	O	X	X	X	X	5-23-19
R: Reading	KLIP Team Coaches attended face to face training in Frankfort, KY in August 2018 and have shared information with KLIP "Buddy Team" (partner teachers within their PLC/Dept.). The KLIP team also developed a 30-60-90 Day Plan to establish collaborative structures for the purpose of literacy intervention strategies to address all students' needs, especially students who are GAP, minority, and F/R Lunch. A follow-up training for KLIP coaches was held on October 16, 2018 in Frankfort, KY to analyze Universal Screener Data (Practice ACT/DSA) for the purpose of developing Next Steps for specific students and content area plans.	KLIP Team/Admin	PROF	O	X	X	X	X	5-23-19
R: Reading	LDC Team and KLIP Members are expected to attend in-district training and webinars throughout the year and keep a Learning Log to be submitted to administration. There are assignments from KDE throughout the year, some of which are submitted online in Google.	LDC/KLIP Team/Admin	PROF	O	X	X	X	X	5-23-19
AT: Attend	Our attendance clerk is checking attendance rates, chronic absenteeism, and scheduling truant meetings as needed.	Admin/Guidance/Attendance Clerk	GRAD	O	X	X	X	X	5-23-19
AT: Attend	Administrators are discussing attendance with students as part of our major referral process. Attendance is accessed and discussed.	Admin/Guidance/Attendance Clerk	GRAD	O	X	X	X	X	5-23-19

Hopkinsville High School

SCHOOL YEAR 2019 - 2020

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN **(CSIP)**

HHS Comprehensive Improvement Plan for Schools 2019-2020

Rationale

School 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, schools 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 Proficiency: Hopkinsville High School will increase the number of high school students scoring proficient or above in combined reading and math as measured by ACT from 20.25% to 24.3% by June 2022.					
Which Strategy will the district use to address this goal? <i>(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.)</i> • 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? <i>(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.)</i> • 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: Hopkinsville High School will increase the percentage of 11th grade students scoring proficient or above in reading from 28.6% to 30.5% as measured by the ACT by 2020.	• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 4: Review, Analyze and Apply Data	Striving Readers Comprehensive Literacy Initiatives The following initiatives are offered through the support of this grant and a K12 Literacy Coach: Kentucky Literacy Intervention Project: Continuation of grades 6 - 12, teams at the middle and high schools are engaging in professional learning to develop a shared vision of disciplinary literacy and implement instructional strategies to support all students. Job-embedded coaching and collaborative teacher planning will occur through school-based professional learning communities and online learning sessions. Literacy Design Collaborative Coach and Learn Teams: Continuation of grades 3-12 professional learning through the intensive LDC coach training for district staff, as well as one coach per building in elementary/middle and 2 per building for each high school. LDC Learn teams (now cohorts 1 and	RI Growth TruScore Data Lesson Planning during PLCs Classroom Observations Deep Dive Data SRCL Monitoring Visits Literacy Plans	HHS Scorecard and data monitoring KDE support meetings PLC documentation Online support documentation (FlipGrid and Google Classroom, LDC Core Tools, LDC online support sessions) School Literacy Plans and School Literacy Team agendas (3x per semester) Monthly Online submissions through cohort Google Classroom SRCL Monitoring Visits	Grant Funded; KDE Supported

		2) are regularly supported by LDC Coaches and K-12 Literacy Coach through online sessions, and participate in implementation of high-quality anchor modules built by LDC with emphasis on focus standards, disciplinary literacy, and aligned instruction. School Literacy Plans supported by Literacy Teams: As required by the grant, every school will establish School Literacy Teams that will monitor implementation of School Literacy Plans and report to SBDM 3 times per semester.			
- KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 6: Establishing Learning Culture and Environment	Professional Learning Communities (PLCs): The CCPS PLC Guidance Document, organized around the Plan-Do-Study-Act process, will be implemented in all schools. The Guidance Document includes Teacher and Leader Professional Actions that guide reflection around the process of breaking down standards and planning aligned instruction, implementing high-quality instructional practices, analyzing data to determine student needs, and making adjustments in order to eliminate learning gaps before moving on to another instructional cycle. District instructional staff will support schools in implementation of the PLC process through observation and administrator coaching.	Observations RI Growth TruScore Data PLC Implementation Evidence CLT Data Analysis Coaching Observations Common Assessments	HHS Scorecard Data Protocol Data Analysis PLC documentation	No Funding Required	
- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy	Curriculum Planning and Implementation: Content area teachers will be provided with training and resources in order to design and deliver instruction and assessments that meet the cognitive demand of the standards. Included in this strategy is content-specific professional learning through established district structures (summer curriculum days, growth days, content cohorts and TILT), resource development, job-embedded instructional coaching.	RI Growth TruScore Pacing guides and curriculum support documents Unit and lesson plans Common assessments created/used Coaching observations Evidence of implementation during PLC conversations Deep Dive observation data	HHS Scorecard Data Protocol PLC Visits Deep Dive Data Collection/Analysis	Title II Instructional Budget SRCL Grant Funded	
KCWP 1: Design and Deploy Standards	Instructional Support and Monitoring: Teachers and Instructional Leaders in CCPS engage in a	Documented support CLT Data Analysis	HHS Scorecard Data Protocols	Instructional Budget	

	- KCWP 2: Design and Deliver Instruction - KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data - KCWP 6: Establishing Learning Culture and Environment	variety of professional learning structures to improve the quality of instruction for ALL students: Deep Dive-Supportive Learning Environment-Professional learning provided to all school teams districtwide. Each school team determines a problem of practice aligned to the CCPS Instructional Framework after completing a data analysis connected to instructional practices in their school. District support includes hourly stipends for work beyond the contracted day, substitute costs for lesson studies/training/instruction rounds, facilitation, and materials. District instructional staff facilitate a process to collect and analyze classroom instruction data related to the problem of practice for each school team. Additional district observations will be conducted, as requested. Instructional Coaching: District Instructional Coaches provide targeted support to select teachers to implement instruction that meets the demands of the standards and student needs. Curriculum Leadership Team: Instructional leaders from each school meet monthly to 1.) establish and refine instructional expectations and 2.) develop skills to diagnose needs and positively impact the quality of instruction in their respective schools.	Deep Dive Observation Data PLC Implementation Evidence Coaching Observations	Deep Dive Data	Title II
	- KCWP 2: Design and Deliver Instruction - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	Teachers Intentionally Learning Together (TILT): In order for excellence to become systemic, we need to leverage the most effective instructional practices, putting teacher leaders at the center of engaging, relevant professional dialogues aimed at transferring and improving practice districtwide to benefit ALL students. TILT is the mechanism we will use to transfer knowledge and skills teachers need in order to help ALL students meet the cognitive demand of standards for 21st	RI and Growth TruScore Data Coaching observations Teacher Effectiveness Measures	HHS Scorecard Data Protocol	Grant Funded

		century success. Teachers will earn 6 hours of professional development credit through peer-facilitated professional learning aligned to teacher growth plans.				
	KCWP 1: Design and Deploy Standards	Curriculum Alignment: The District continues to implement a systemic process for developing and refining district curriculum documents and benchmark assessments. Teacher representatives from all schools participate in collaborative curriculum review and planning with support from LDC partners who will conduct an audit and recommend changes.	RI Growth TruScore Data Pacing guides and curriculum support documents Unit and lesson plans	HHS Scorecard Data Protocol	SRCL Grant Funded	
	- KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data	Assessment Plan: Schools will develop assessment plans aligning to Scorecard data monitoring protocol utilizing consistent data points across the district.	HHS Assessment Plan TruScore	HHS Scorecard Data Protocol	No Funding Required	
	- KCWP 3: Design and Deliver Assessment Literacy - KCWP 4: Review, Analyze and Apply Data	Practice ACT: Administered in Fall 2019 and Spring 2020 to all students grades 9-11 for individual goal setting and growth measure.	Data Analysis of TruScore grades 9-11 to check for baseline	HHS Scorecard Data Protocol	Grant Funded/Instructional Budget	
	KCWP 6: Establishing Learning Culture and Environment	District Leadership Retreat: District Leaders, Principals, Assistant Principals, and Guidance Counselors participate in an annual district retreat prior to the start of the school year to establish district priorities for the year connected to realizing the district's vision and mission. EILA credit is earned in topics related to the evaluation of staff, policies and procedures, financial practices, school safety, and other timely topics.	Implementation of strategies during classroom visits Deep Dive Observation Data	Collaborative Planning with Cabinet	Title I/ Academic Plan/ Instructional Budget	
	KCWP 6: Establishing Learning Culture and Environment	PBIS: District supports all schools implementing Positive Behavioral Interventions and Supports (PBIS) to minimize the impact of negative behaviors impacting instructional time. The HHS team will work to re-establish a focus on our	Number of Major Behavior Referrals will decrease Restorative Justice Interventions OCR Report Studer Student Survey	Consistently Review Student Expectations in Advisory Discipline Reports	General Fund	

	- KCWP 4: Review, Analyze and Apply Data - KCWP 6: Establishing Learning Culture and Environment	school-wide expectations (TIGER- T-Treat Others with Respect, I-Improve Self-Discipline, G-Give Your Best, E-Eager to Cooperate, R-Responsible for Actions. A focus will be placed on students following the expectations as established in the district Code of Acceptable Behavior.. The PBIS team will establish a positive rewards system to recognize students for their efforts to follow the school-wide rules and expectations. In addition, all staff will be trained on Restorative Justice procedures and how to appropriately use interventions to mold behavior. Stakeholder Engagement: Survey staff, parents, students. Provide training and support on collecting information, survey data rollout to stakeholders, and creation of action plans. Utilize information to reward and recognize, build relationships, validate key behaviors, and support employee retention.	Survey results	Daily Announcements to review expectations Review of Major Behavior Referrals Teacher consistency Observation	Title II
Objective 2: Hopkinsville High School will increase the percentage of 11th grade students scoring proficient or above in math from 11.9% to 12.69% as measured by the ACT by 2020.	- 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	Professional Learning Communities (PLCs): See Goal 1 – Objective 1 Curriculum Planning and Implementation: See Goal 1 – Objective 1 Instructional Support and Monitoring: See Goal 1 – Objective 1 Deep Dive -Supportive Learning Environment See Goal 1 – Objective 1 Instructional Coaching: See Goal 1-Objective 1 Curriculum Leadership Team: See Goal 1 – Objective 1 Teachers Intentionally Learning Together (TILT): See Goal 1 – Objective 1 Curriculum Alignment: See Goal 1 – Objective 1 Assessment Plan: See Goal 1 – Objective 1 Practice ACT: See Goal 1 – Objective		Division meetings to debrief rounds data Administrator Academy Curriculum Leadership Team	

		District Leadership Retreat: See Goal 1 – Objective 1			
		PBIS: See Goal 1 – Objective 1			
		Stakeholder Engagement: See Goal 1 – Objective 1			
Objective 3: Hopkinsville High School will decrease the number of major office referrals from 1456 in 2018-2019 to 1000 in 2019-2020 by rigorous implementation of PBIS and implementation of Restorative Circles in Advisory as measured by the OCR report.	- KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	PBIS: Team will work to re-establish a focus on our school-wide expectations (TIGER-T-Treat Others with Respect, I-Improve Self-Discipline, G-Give Your Best, E-Eager to Cooperate, R-Responsible for Actions. A focus will be placed on students following the rules of the student code of conduct. The PBIS team will establish a positive rewards system to recognize both students and teachers for their efforts to follow the school-wide rules and expectations.	Number of Major Behavior Referrals Teacher Interventions OCR Report	Consistently Review Student Expectations in Advisory Daily Announcements Review of Major Behavior Referrals Teacher consistency Observation	No Funding Required

2: Separate Academic Indicator

Goal 2 Separate Academic Indicators: Hopkinsville High School will increase the number of high school students scoring proficient or above in On-Demand Writing from 32.2% to 35.42% and in Science from 9.1% to 10.01% as measured by KPREP by June 2022..		
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.) • <u>KCWP 1: Design and Deploy Standards</u> • <u>KCWP 2: Design and Deliver Instruction</u> • <u>KCWP 3: Design and Deliver Assessment Literacy</u> • <u>KCWP 4: Review, Analyze and Apply Data</u> • <u>KCWP 5: Design, Align and Deliver Support</u> • <u>KCWP 6: Establishing Learning Culture and Environment</u>	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.) • <u>KCWP1: Design and Deploy Standards Classroom Activities</u> • <u>KCWP2: Design and Deliver Instruction Classroom Activities</u> • <u>KCWP3: Design and Deliver Assessment Literacy Classroom Activities</u> • <u>KCWP4: Review, Analyze and Apply Data Classroom Activities</u> • <u>KCWP5: Design, Align and Deliver Support Classroom Activities</u> • <u>KCWP6: Establishing Learning Culture and Environment Classroom Activities</u>	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: Hopkinsville High School will increase the percentage of high school students scoring proficient or above in On-Demand Writing as measured by KPREP from 32.2% to 33.27% by 2020.	• 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	Writing: Teachers K-12 will begin the planning and alignment process for implementing a district-wide vision for writing across all content areas to meet the demand of standards (Literacy Design Collaborative, KAS Reading and Writing, and Content Literacy Standards, TCT for Science). Schools will establish writing plans to accommodate specific school needs. Professional learning opportunities will be provided through TILT and other means to support teacher acquisition of skills needed to teach students 21st century literacy skills and calibrate through analysis of student writing. Literacy Design Collaborative: Implementation of Anchor Modules aligned to a district LDC Curriculum	School Writing Plans Systemwide Implementation of School Writing Plans (with attention to disciplinary writing and LDC implementation) DSA for Reading, Writing, and Math Attainment of writing goals on Scorecard	Student writing products DSA Extended Responses Teacher/administrator feedback in PLCs Monitoring of writing plan implementation and writing portfolio	General Fund
			Student writing products Student Scores Sheets for LDC	Student writing products Students Scores Sheets for LDC Anchor Modules	General Fund Title II SRCL Grant

		Map will occur with emphasis on disciplinary writing and authentic writing products. Curriculum Alignment: The District continues to implement a systemic process for developing and refining district curriculum documents and benchmark assessments. Teacher representatives from all schools participate in collaborative curriculum review and planning with support from LDC partners who will conduct an audit and recommend changes. *Writing plans will be modified for intentional inclusion of all content areas to establish strong writing skills associated with all content areas.	Completion of LDC learning modules for Learn participants Pacing guides and curriculum support documents Unit and lesson plans HHS Writing Plan HHS Writing Rubric	Teacher feedback from LDC Learn Cohorts LDC Core Tools reports HHS Scorecard Data Protocol	SRCL Grant Funded
Objective 2: Hopkinsville High School will increase the percentage of high school students scoring proficient or above in Science from 9.1% to 9.40% by 2020.	- 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	Science: Continue formally established protocols for completing Through Course Tasks with science teachers K-12 and for student work analysis. Continue to support K-6 Science Cohort with demonstration lessons and TILT sessions. Literacy in Science: LDC Anchor Modules will be implemented with a common focus across all schools. Ongoing professional learning will occur in development of rigorous tasks, standards and instruction alignment, and best practice in science 3-dimensional instructional practices.	Teacher participation in science specific professional learning Teacher created science assessments and lessons	Monitoring of aligned instruction and assessment practices through PLCs Data protocol in PLCs	General Fund
			Student writing products Student Scores Sheets for LDC Completion of LDC learning modules for Learn participants	Student writing products Students Scores Sheets for LDC Anchor Modules Teacher feedback from LDC Learn Cohorts LDC Core Tools reports	General Fund

3: Achievement Gap

Goal 3 Achievement Gap: Hopkinsville High School will increase the number of high school students scoring proficient or above in combined reading and math on the ACT in the Consolidated Student group from 20.25% to 24.23% as measured by ACT by June 2022.		
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: Hopkinsville High School will increase the combined average percentage of African American students in the Consolidated Gap Group scoring proficient or above in reading and math from 16.1% to 16.64% by 2020.	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Kentucky Literacy Intervention Project: See Goal 1, Objective 1 Professional Learning Communities (PLCs): The CCPS PLC Guidance Document, organized around the Plan-Do-Study-Act process, will be implemented in all schools. The Guidance Document includes Teacher and Leader Professional Actions that guide reflection around the process of breaking down standards and planning aligned instruction, implementing high-quality instructional practices, analyzing data to determine student needs, and make adjustments in order to eliminate learning gaps.	RI Growth DSA Proficiency Observations of PLCs Deep Dive Data walkthroughs Teacher efficacy (evaluations/Domain 4 TPGES) Scorecard goal attainment	Administrator and teacher feedback logs/feedback Classroom data protocol from PDSA Administrator coaching	General Fund Title II

Objective 2: Increase the combined average percentage of Economically Disadvantaged students in the Consolidated Gap Group scoring proficient or above in reading and math from 24.45% to 25.27% by 2020.	KCWP 6: Establishing Learning Culture and Environment	Targeted conversations in PLCs should revolve around gap groups. Reading and Math Intervention: System-wide reading and math intervention programs, professional learning, and coaching support will be provided by the district to all schools (READ 180, SYSTEM 44, Math 180) PBIS: See Goal 1, Objective 1 Cultural Leadership: Support and engage in positive cultural traditions of the community (Back-to-School Bash; Boys & Girls Club; Junior Achievement; EDC; Chamber of Commerce; Community Back-to-School prayer services; regional and community activities)	Improvement in Lexile and Quantile scores	Quarterly implementation monitoring	General Funds Title I Title V
Objective 3: Increase the combined average percentage of	- KCWP 1: Design and Deploy Standards - KCWP 2: Design and Deliver Instruction - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	Differentiated Instruction: Provide feedback to students on their progression of learning Kentucky Literacy Intervention Project: See Goal 1, Objective 1 Professional Learning Communities (PLCs): See Goal 1 – Objective 1 Reading and Math Intervention: See Goal 3, Objective 1 Teachers Intentionally Learning Together (TILT): See Goal 1 – Objective 1 PBIS: See Goal 1 – Objective 1 PLC Cycle 1 Planning for Instruction: EL teachers will participate in cycle 1 of	Lexile growth Quantile growth DSA Proficiency KPREP	RTI/MTSS meetings PLC data meetings Mid-year and End of Year Gains Analysis TruScore Data Mastery Prep	Title I Title V Instructional Budget General Fund
	KCWP 1: Design and Deploy Standards	PBIS: See Goal 1 – Objective 1 PLC Cycle 1 Planning for Instruction: EL teachers will participate in cycle 1 of	Participation in PLCs Observations	Observations District EL Teacher PLC	No Funding Required

Hispanic or Latino in the Consolidated Gap Group scoring proficient or above in reading and math from 26.75% to 27.64% by 2020.	- KCWP 2: Design and Deliver Instruction - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	professional learning communities to provide job-embedded support to general education teachers as they plan for instruction for English Learners. English Learners: Build language proficiency with differentiated, supplemental instructional resources that target listening, speaking, reading, and writing. English Learner Teacher: EL teacher lead quarterly conferences to review and ensure appropriate implementation of Program Service Plans (PSP) of active and monitored EL students with core/content teachers.	ACCESS scores TruScore Rubrics ACCESS scores DSA scores Rubrics	Observations PLC Observations PLC Quarterly Meeting Data	Title III Title III General Fund	
Objective 4: Increase the combined average percentage of Students with Disabilities in the Consolidated Gap Group scoring proficient or above in reading and math from 23.8% to 24.59% by 2020.	- KCWP 2: Design and Deliver Instruction - KCWP 4: Review, Analyze and Apply Data - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	Priority scheduling: Refine the process for priority scheduling for students with disabilities that ensures the master schedule meets individual needs identified in students Individual Education Plans (IEPs).	Achievement Gap Closure Increased Proficiency	Collaborative Planning	General Fund	
		Specialty Designed Instruction: Ensure students with disabilities are receiving SDI as stated on their IEP's.	Achievement Gap Closure Increased Proficiency	Collaborative Planning	IDEA B	
		Accommodations: Ensure appropriate accommodations are being used throughout the school year for students with disabilities to provide equal access to the general curriculum. Co-Teaching -District-wide effort to implement an introduction of co-teaching professional development to specific schools	Achievement Gap Closure Increased Proficiency RI & MI Growth Coaching observations Instructional Rounds data	Collaborative Planning Observation	General Fund IDEA B IDEA-B	

		with continual teacher/school support for ongoing professional development.	Achievement Gap Closure		
		Professional Learning Communities (PLCs): Special Education teachers will participate in Professional Learning Communities to provide support to general education teachers as they plan for instruction for students with disabilities.	Participation in PLCs Observations Improvement in student achievement	Lesson plans HHS Scorecard Data Protocol	No Funding Required

4: Graduation rate

Goal 4 Graduation Rate: Hopkinsville High School will increase the Graduation Rate from 91.4% to 95.97% by 2022, as measured by the 4-Year Cohort Graduation Rate.		
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: Hopkinsville High School will increase the graduation rate from 91.4% to 92.92% by 2020 .	• KCWP 2: Design and Deliver Instruction • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Tracking and Monitoring: HHS will ensure that all students are monitored and tracked (using formalized tracking process), beginning with their 8th grade year, for meeting graduation pre-requisites and qualifiers. Any students in danger of not meeting the requirements will have a plan for success implemented and parents/guardians contacted. Career Pathways: Train staff to utilize Individual Learning Plans in order to place students in courses aligned with their career interests as identified in the ILP. School leaders, counselors, and CTE	Students graduating under the new graduation requirements	Tracking of test data Meetings with school counselors and parents Meetings/advisory times with students Transcript audits Student schedules consistent with ILPs	General Fund
			Increased knowledge of appropriate implementation of ILP	Sign-ins; agenda from training Transcript audit results; notes from meetings; master schedule	General Fund

		teachers will annually review existing pathways for alignment to state articulation agreements, industry certifications, and local workforce needs prior to building the master schedule.			
		Communication: Communication regarding graduation requirements will take place through a variety of means including, but not limited to: board policy, parent meetings, newsletters, conferences, public meetings, district and school websites, registration and scheduling information, and news and social media.	Greater public awareness of graduation requirements (including alternative pathways)	evidence of communication, such as newspaper clippings, Board agenda, etc.	General Fund
		Establish Good Attendance Habits: Monitor student attendance and chronic absenteeism. Truancy intervention conferences at the school and district level. Recognize school with the highest monthly attendance at each board meeting.	Awareness of students who are chronically absent Improvement of overall attendance	Truancy Reports Truancy Intervention Tab HHS Scorecard Chronically Absent Report Leadership Team Meeting Agendas	No Funding Required
		Raise Family/Parent Awareness: Public Relations and communication activities will be targeted and strategic in order to increase parent and community awareness of available graduation pathways available to students.	Greater public awareness of non-traditional pathways to graduation	Title I Plan Communication Plan	No Funding Required
		Maximize Instructional Time for Alternative Placement Students: Maximize instructional time for students in an alternative educational setting to provide a high quality academic environment while	Students will not lose instruction due to disciplinary issues	Alternative School collaborative planning minutes; student progress monitoring	General Fund

		completing behavior modification.				
		Transcript Audits: Conduct transcript audits in the fall and spring to ensure students are following a career pathway and on-track to graduate on time. This audit will occur during English classes.	Ensure no student is missing courses required for graduation	Results of transcript audit	No Funding Required	
		Explore distance learning options: Explore if there are distance learning options for critical shortage areas in math, science, foreign languages, etc.	More offerings for students in a wider range of topics	More students taking courses aligned to their ILP Students meeting graduation qualifiers	General Fund	
		Tiger Focus and Finish: Alternative pathway to graduation is offered at HHS.	Students in non-traditional graduation program will graduate	Focus and Finish rosters and schedule	General Funds	
		Credit Recovery Opportunities: Identify students in need of credit recovery opportunities throughout the school year and in all four grades. HHS offers summer school, Tiger Focus and Finish, and Odysseyware Learning courses to help keep students on track to graduate. Alternative programs help keep students in school.	Number of Students Recovering Credits Throughout the School Year	Progress of Students Reported as "On Grade Level" according to the 4-Year Cohort	School Funding for Programs	

5: Transition Readiness

Goal 5 Transition Readiness: Hopkinsville High School will increase the Transition Readiness score from 57.6% to 69.12% by 2022.

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.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Hopkinsville High School will increase the transition readiness score from 57.6% to 61.44% by 2020.	- KCWP 2: Design and Deliver Instruction - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	Dual Credit: Seek additional postsecondary partner opportunities for academic and CTE dual credit courses.	Students will have more opportunities to participate in dual credit for transitional readiness/graduation requirements	Enrollment in Dual Credit	No funding needed
		Advanced Placement: Provide increased opportunities for students to participate in Advanced Placement courses. Continue to provide training to existing AP teachers.	Students will have more opportunities to participate in AP courses for transitional readiness/graduation requirements	Enrollment in AP courses Sign ins and agendas of AP teacher training	Instructional
	- KCWP 2: Design and Deliver Instruction - KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	Career Pathways: Increase opportunity to access career pathways by evaluating CTE pathways in both high schools and Gateway Academy and ensuring that pathways align to student interests and industry needs.	More career pathways will allow for more student participation in meeting a goal of Career Ready	Course catalogs	No funding needed

		Teacher Certification: recruit and retain highly qualified teachers in special education, content areas and CTE pathways to assist with meeting transition readiness.	More teacher availability could lead to expanded pathways	Hiring of qualified teachers	Personnel/General
	- KCWP 4: Review, Analyze and Apply Data - KCWP 6: Establishing Learning Culture and Environment	End of Program Assessment /Industry Certification Plans and Data Reviewed Develop formative/interim assessments for each CTE program to benchmark student progress toward and industry certification and EOPA if applicable. Mental Mapping: Mentoring provided to high school students to create a college and/or career plan in partnership with local education advocates.	Students would be familiar with the content and process of testing prior to their EOPA	EOPA formative assessment data	Instructional
			Students can think through what their career or college path might look like by talking to someone who took that same pathway	Schedule of mentoring visits	General
	KCWP 2: Design and Deliver Instruction	Junior Achievement: Participation and representation on Action Board providing all schools the opportunity to participate. Financial Literacy and Essential Skills will be provided through JA for students in grades 7 and 8.	Students will leave middle school having met the financial literacy and workplace essential skills components	Class Confirmation Forms completed and submitted to Junior Achievement	General Fund
	KCWP 6: Establishing Learning Culture and Environment	Individual Learning Plan: District will assist schools to facilitate providing middle school students and parents with information related to how the ILP will impact a student's high school course selections. Each student in grades 6-12 will complete an ILP.	ILPs will help dictate student's future pathway	Percentages of ILPs completed	No funding needed
	- KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	8th Grade Transition: District will help schools facilitate providing guidance to students in their identified career interests. During scheduling for high school classes, all eighth grade students will develop a four-year schedule of classes that fulfills board	Students will be placed in the correct courses beginning with their freshman year and will be tracked for taking a pathway throughout high school	8th grade transition dates and schedules	No funding needed

			requirements for three elective classes within a career pathway identified on the student ILP.			
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6: Partnerships (optional)

Goal 6 Partnerships: Hopkinsville High School will encourage sustainable partnerships among all stakeholder groups and with the Christian County Community.

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: Hopkinsville High School will increase the parent satisfaction baseline from 6.17% to 7.40% by 2020 . "I receive positive phone calls, emails, or notes about my child from school."	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	Positive Communication: Families will receive a visit, call, personal note home to communicate something positive about the child. These actions include: - Begin the Principal Advisory Council comprised of parents, students and community members - Naming of a <i>Tiger Connection Parent Support Group</i> Officer as our Student Council co-sponsor - Continued partnership with <i>Tiger Connection Parent Support Group</i> to encourage participation - Numerous requests made via announcements, webpage, and social media to encourage	Improvement of parent satisfaction on the Studer Survey results	Monitoring teacher communication of positive contacts through parent contact log.	Title I Parent & Family Engagement

		participation	Improvement of parent satisfaction on the Studer Survey Results	Monitoring teacher communication of positive contacts through parent contact log.	Title I Parent & Family Engagement
		Positive Communication: District will provide postage-paid 'Good News' postcards to all schools to communicate with parents and families.	Improvement of parent satisfaction	District Scorecard	Title I Part A Parent & Family Engagement
Objective 2: Hopkinsville High School will increase the parent satisfaction baseline from 5.59% to 6.71% by 2020. <i>"I regularly receive feedback from school staff on how well my child is learning."</i>	- KCWP 5: Design, Align and Deliver Support - KCWP 6: Establishing Learning Culture and Environment	Communication: Families will receive communication about the child's learning and behavior progress at school. These actions include: - Begin the Principal Advisory Council comprised of parents, students and community members - Naming of a <i>Tiger Connection Parent Support Group</i> Officer as our Student Council co-sponsor - Continued partnership with <i>Tiger Connection Parent Support Group</i> to encourage participation - Numerous requests made via announcements, webpage, and social media to encourage participation	Improvement of parent satisfaction	Monitoring teacher communication through the parent portal log.	Title I Part A Parent & Family Engagement

7: Equitable Services (optional)

Goal 7 Equitable Services: Hopkinsville High School will provide equitable services that ensure the growth and success of all students.		
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: Hopkinsville High School will increase the mean score on the <i>Studer Employee Engagement Survey</i> 3.59 to 3.79 by Spring 2020. A <i>Studer Teacher Team</i> was developed to specifically address the following areas of concern: <i>*Principal/supervisor led staff meetings make efficient use of time and are productive.</i> <i>*My principal/supervisor consults me on the decisions that affect my job.</i> <i>*My principal/supervisor demonstrates a genuine concern</i>	KCWP 6: Establishing Learning Culture and Environment	Action Plan: Develop an action plan to address needs identified in the Employee Engagement Survey These actions will be implemented: - Reward and recognize students and staff with periodic meals and reward celebrations - Continued rounding with staff - The <i>Studer Teacher Team</i> decided to particularly focus on HHS Professional Development to include PLCs, Faculty meetings, and all other Professional Development. The following is the overall structure:	Improvement on <i>Studer Employee Engagement Survey</i> results	District Scorecard	General Fund

<i>for my welfare.</i>		Members are Joe Riley, Philip Bader, Kaitlyn Selfridge, Rachel Back, Dr. Scott Brown, and Nathan Howton The goals are: • All meetings to be interactive and participatory with audience • All meetings focused on usable product Professional Learning: Provide professional learning to assist site based administrators with developing and implementing an action plan to address needs identified in the Employee Engagement Survey.	Improvement on <i>Student Employee Engagement Survey</i> results	District Scorecard	Instructional / Title II
Objective 2: Hopkinsville High School will increase the student attendance rate from 94.22 to 94.24 by June 2020	• KCWP 6: Establishing Learning Culture and Environment	School liaison will be trained to run basic attendance reports for monitoring purposes and work with supervising principal to set attendance goals. An administrator/AP liaison will be assigned by building administrator to attend attendance training, implement strategies, and assist in in-house monitoring of attendance procedures. Attendance clerk will follow procedures for meeting with chronically absent students Guidance counselors will meet with chronically absent students to set goals	Improved attendance rates	Monitor Absentecism Rates Attendance Reports	General Fund
Objective 3: Hopkinsville High School will increase the retention rate of teachers from 75% to 78.75 by June 2020.	• KCWP 6: Establishing Learning Culture and Environment	Employee Engagement Survey: Utilize data to create action plans to proactively address employee concerns in order to increase retention. Recognitions: Administrators will model the way by recognizing good work of staff in a systematic way (Board recognitions, State of the	Increased retention	District Scorecard	General Fund
			Increased retention and improvement on Employee Engagement	District Scorecard	General Funds

		School, news/letter, personal cards/notes/letters).				
		Rewards: Teachers and staff members that have no absences each nine weeks will be recognized with a luncheon.	Improved Attendance rates	FrontLine Reports	General Funds	
		Right Start: Professional development (12 hours) for all new teachers hired in the district to orient them to the culture, instructional strategies, and classroom management.	Increased retention	District Scorecard	Instructional Budget	
		Coaching: All new teachers receive Right Start follow up coaching support.	Increased retention	District Scorecard	Title II	