2020-21 Hopkins Co Phase One: Continuous Improvement Diagnostic for Districts_09082020_15:13

2020-21 Phase One: Continuous Improvement Diagnostic for Districts

Hopkins County
Deanna Ashby
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United States of America

Hopkins County

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2020-21 Phase One: Continuous Improvement Diagnostic for Districts

. The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, 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 achievement 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 district's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1
• The Needs Assessment for Districts
• District Assurances
• District Safety Report

Phase Three: November 1 - January 1
• Comprehensive District Improvement Plan
• Executive Summary for Districts
• The Superintendent Gap Assurance
• Professional Development Plan for Districts

Phase Four: January 1 - December 31
• Continuation of Learning Plan for Districts (Due May 1)
• Progress Monitoring

As superintendent of the district, 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.
    Deanna D. Ashby, Ed.D. 9/8/2020

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2020-21 Phase Two: District Assurances

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2020-21 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district 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.

District Assurances

1. The district hereby ensures that the FY 2020-2021 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

● **Yes**

o No

o N/A

COMMENTS

FY 2020-2021 District Funding Assurances were presented and approved by the local board of education on July 20, 2020. A signed copy may be found in Board Abstract File #16.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21Hopkins Co Phase Two: District School Safety Report_09252020_17:52

2020-21 Phase Two: District School Safety Report

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2020-21 Phase Two: District School Safety Report

District School Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.

Yes

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

6. Was each school's emergency plan reviewed following the end of the <u>prior</u> school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box. .

EES:7/28/2020; GES: 8/18/2020; HES: 7/31/2020; JSES: 7/29/2020; PES: 5/21/2020; SES: 6/11/2020; WBES: 8/27/2020; WHS: 7/13/20320; BSMS: 8/18/2020; JMMS: 8/18/2020; SHMS: 7/29/2020; HCCHS: 10/13/2020; MNHHS: 6/24/2020; HCDT: 7/14/2020; HCCTC: 8/18/2020; and HCSA: 10/13/2020

7. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

EES:8/11/2020; GES: 8/18/2020; HES: 8/18/2020; JSES: 8/11/2020; PES: 8/18/2020; SES: 8/11/2020; WBES: 8/18/2020; WHS: 8/18/20320; BSMS: 9/11/2020; JMMS: 8/25/2020; SHMS: 8/11/2020; HCCHS: 8/17/2020; MNHHS: 8/12/2020; HCDT: 8/11/2020; HCCTC: 8/18/2020; and HCSA: 8/17/2020

8. During the first 30 instructional days of the <u>current</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain

further in the comment box.

Yes

9. During the month of January during the <u>prior</u> school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

10. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Hopkins Co Phase Two: The Needs Assessment for Districts_09252020_17:51

2020-21 Phase Two: The Needs Assessment for Districts

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2020-21 Phase Two: The Needs Assessment for Districts

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 district as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** districts 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 districts, each district 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.

Protocol

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

Hopkins County Schools is committed to utilizing academic and non-academic data to drive short and long-term strategic planning for the district and schools. Data is obtained from multiple sources that include but are not limited to the following: Studer parent engagement surveys, Studer employee engagement surveys, KPREP data, ACT data, behavior/suspension data, attendance data (students and staff), FRAM data, IC data, MAP data, CERT data, Mastery Prep Data, and other classroom assessments. These sources of data are reviewed, analyzed, and applied to teaching and learning on the school and district level through grade-level or content PLCs, school-level PAC, school-based decision making councils, district-level administrative meetings, and district leadership team. The district utilizes data obtained from internal and external stakeholders to develop a five-year strategic plan and an annual comprehensive district improvement plan. The strategic plan has annual goals that are measured through monthly scorecard reviews on the school and district level. These reviews are documented on the scorecard through the red, yellow and green dot protocol and through meeting minutes. The comprehensive district improvement plan is reviewed by the district administrative team and review committee at least three times per year through progress notes in eProve and through virtual meetings or face-to-face meeting minutes. The CDIP is presented to the local board of education for approval and progress is reviewed annually. The district's strategic plan and CDIP are available for public review on the district's website. During the 2020-21 school year, all meetings to develop, review, and revise the CDIP will be held virtually due to the COVID-19 pandemic in order to adhere to social distancing and safety protocols. Additionally other data reviewed will include: IC student participation rates; Studer Pulse Surveys from employees, students, and parents; Remind 101 2-way parent communication usage reports; and Odysseyware usage and proficiency data. Due to the fluidity of the instructional models utilized in response to COVID-19, the data sources available will vary during the 2020-2021 school year.

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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (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 2019-20 school year – a decrease from 92% in 2018-19.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Academic Data: 57.7% of ALL students were proficient in Math while 60.8% were proficient in Reading in grade 3-5 based on KPREP; 46.5% of ALL students were proficient in Math while 64.6% were proficient in Reading in grade 6-8 based on KPREP; 36.2% of ALL students were proficient in Math while 43.5% were proficient in Reading in grade 11 based on ACT; 47.4% of students in the consolidated GAP group were proficient in Math while 55.8% were proficient in Reading in grade 3-5 based on KPREP; 37.6% of students in the consolidated GAP group were proficient in Math while 51.8% were proficient in Reading in grade 6-8 based on KPREP; 16.8% of students in the consolidated GAP group were proficient in Math while 27.8% performed proficient in Reading in grade 11 based on ACT; 42% of 4th graders, 29.5% of 7th graders, and 28.5% of 11th graders were proficient in Science; 58.1% of 5th graders and 62.7% of 8th graders were proficient in Social Studies; 55.6% of 5th graders, 24.4% of 8th graders and 41% of 11th graders were proficient in Writing; In 2020, Hopkins County Schools graduation rate was 91.7% using the 4 and 5 year cohort models; In 2019, 69% of students graduated transition ready from Hopkins County Schools; 50.8% of K-8 students achieved typical year's growth in Reading and 51.7% of K-8 students achieved typical year's growth in Math according to Winter to

Winter MAP data in SY 2019-20.; **NOTICE: This is Winter to Winter growth because that is the most recent "year-long trend" data available to us due to COVID 19. Unfortunately, student achievement on the Winter exam is typically our lowest performance in any given year; and In 2019, the district's composite ACT was a 19.6. Non-Academic Data: According to parents surveyed in Hopkins county Schools, 53% of parents strongly agree that our school provide a safe learning environment for our children. According to students surveyed in Hopkins County Schools, 53% of students strongly agree that learning is important in their school. According to employees surveyed in Hopkins County Schools, 61% strongly agree that their principal/supervisor provide good processes and resources to do their job. In 2019, the average attendance rate for Hopkins County Schools was 94.9%. --- Due to COVID19 we are unable to calculate attendance rate for SY 2019-2020 In 2020, 12.4% of students in Hopkins County Schools had a behavior event/referral in IC.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

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.

All students have experienced a decrease in the amount of time spent receiving in-person instruction since March 2020. This is a concern for overall academic achievement as well as social-emotional well-being for students. Students with disabilities are underperforming peers in Reading and Math at all levels Elementary students with disabilities are underperforming their peers by 11.7% in Reading and 18.7% in Math Middle School students with disabilities are underperforming their peers by 21%% in Reading and 13.3% in Math High School juniors with disabilities are underperforming their peers by 21.3% in Reading and 31.7% math African American students demonstrate performance discrepancies in the middle and high school grades in both reading and math whereas in the elementary grades the discrepancies are insignificant. African American Middle School students are underperforming their peers by 14.2% in Reading and 12.4% in Math. African American High School juniors are underperforming their peers by 23% in Reading and 21.9% in Math.

Trends

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

During SY 2020-21, 38% of students in Hopkins County has elected to participate in the Remote Learning Program due to COVID-19 Elementary students in Hopkins County consistently perform above the state averages for proficiency in all academic areas. Middle School students in Hopkins County perform above the state averages for proficiency in reading, math, social studies and science. High School students in Hopkins County perform above the state average for proficiency in math. Data indicates an increase in proficiency from SY16-17 to SY 17-18 to SY 18-19 in the following for elementary: reading, math, social studies, science and writing. Data indicates an increase in proficiency from SY 17-18 to SY 18-19 in the following for middle school: reading, social studies and science. District ACT composite score of 19.6 remains above the state average but decreased from a district average of 20 in SY 16-17 Students with disabilities and African American students in Hopkins County consistently perform below their peers in reading and math which is also a noted state-wide trend. Increase in graduation rate from 86.7% in SY16-17 to 91.7 in SY19-20

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

1). Use of data to drive instructional grouping to provide differentiated instruction to meet the needs of all learners through station teaching, small group instruction and differentiated learning paths through technology-based programs- KCWP 4 2). Ensure systems, process & resources are in place to provide appropriate academic and behavior interventions to meet the needs of all students (close achievement gaps & grow ALL students) - KCWP 5 3). Use of effective virtual and in-person instructional strategies to meet the academic and social-emotional/mental wellness needs of all learners – KCWP 1 & 4

Strengths/Leverages

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

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

1). In SY 17-18 there was a 20% discrepancy in graduation rate for students with disability as compared to the 7.2% in SY 19-20. 2). District is in year three of the Studer Initiative to focus on building a culture of excellence for academic achievement and system operations 3). District Strategic Plan to guide day-to-day processes, customer service & communication protocols 4). Use of Studer survey data to improve services to students, parents, and employees 5) Elementary students in Hopkins County consistently perform above the state averages for proficiency in all academic areas 6) Middle School students in Hopkins County perform above the state averages for proficiency in reading, math, social studies and science 7) During COVID-19, all students in need of a device to participate in non-traditional instruction or remote learning were provided a device for home use. 8) District has established hotspots for WiFi access throughout the district during COVID 19 to assist students and families with limited or no internet access. 9) District partnership with Mountain Comprehensive Care Center to provide on-site mental health counseling for all students.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21Hopkins Co Phase Three: Executive Summary for Districts_11122020_16:10

2020-21 Phase Three: Executive Summary for Districts

Hopkins County
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2020-21 Phase Three: Executive Summary for Districts

. Describe the district'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 district serves?

The Hopkins County School District has a total enrollment of 6321 students in our sixteen schools, including seven K-5 elementary schools, one K-8 school, three 6-8 middle schools, two 9-12 high schools, two A-5 schools and the Hopkins County Career and Technology Center. We also have 13 five-star state-funded half-day preschool sessions, three half-day Head Start sessions, and a full-day childcare program. Hopkins County is the ninth largest county in the commonwealth based on land area. Our school system is comprised of students from Charleston, Dawson Springs, Earlington, Hanson, Madisonville, Mortons Gap, Nebo, Nortonville, St. Charles, White Plains, Manitou, and many other unincorporated areas. The many communities that feed into our school system contribute to the diverse student populations across our district, so the challenges one school faces are not necessarily the same as another. Hopkins County is located in Western Kentucky along the I-69 corridor and contains the junction of the Pennyrile and Western Kentucky Parkways. Hopkins County's population is approximately 46,000 with 90% of its residents identified as Caucasian, 7% African American, and the remaining percentage either American Indian, Asian, Native Hawaiian, Hispanic, or a combination of races. Our student population, however, is comprised of approximately 79% Caucasian, 9% African American, 5% Hispanic, with the remaining student diversity attributed to our Asian, Alaska Native, Native Hawaiian, or combined race students. While nearly 86% of Hopkins County residents 25 years or older are high school graduates, only 15% have a bachelor's degree or higher. Roughly 18% of our county's population lives below the poverty level, placing Hopkins County above the state average, and our district's direct certification eligibility for free and reduced price meals is currently 55% with an adjusted rate of 88% due to our participation in the Community Eligibility Provision. Hopkins County Schools employs 518 certified staff. Of the 518 certified staff, 47% hold a master's degree, 30% have a master's degree and rank 1 and 0.01% hold a doctorate, master's degree and rank 1. Eighteen of our teachers have earned National Board for Professional Standards certification. Our students and teachers are supported by 93 classroom instructional assistants. Hopkins County Schools employs 1,255 individuals making the district the second largest employer in Hopkins County. Our district leadership by Dr. Deanna D. Ashby, superintendent. Hopkins County Schools strives to make every effort, every day to provide the opportunity for every child to learn and be prepared for college or the workforce upon graduation. We begin

preparing students for their future careers as early as elementary school through various school-to-careers activities and continue to provide support all the way through senior year. Career Pathways are offered in our high schools for students to consider the course sequence necessary to be prepared for a career in a profession of their choice. Hopkins County high school students and teachers also benefit from their school's participation in the Advance Kentucky AP program, which provides training and resources to schools to remove barriers to Advanced Placement course enrollment and encourages more students to take these rigorous courses. Dual credit courses have been expanded, and we now offer a Senior Early College Academy in which students may earn up to 34 college credit hours while still in their senior year. All schools also have curriculum specialists and special education building coach to guide curriculum alignment and provide resources to the teaching staff. All schools have a school nurse due to a partnership with the Hopkins County Health Department as well as a school resource officer through partnerships with the Madisonville Police Department and Hopkins County Sherriff's Department. The Hopkins County Central Office staff works to ensure that schools, teachers, and students have access to technology and other instructional resources for an engaging, student-friendly learning environment. Professional Learning is designed to provide opportunities for teachers to learn current, research-based instructional strategies and gain the technology skills necessary to provide 21st Century student learning.

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

Through the Studer initiative, our district is guided by a strategic plan. As part of the process, new mission and vision statements as well as core values were created. These are as follows: "The mission of the Hopkins County Schools is to unite as one team to learn and inspire." "The vision of the Hopkins County Schools is preparing today's students to succeed in tomorrow's world." The core values listed below are shared by our school personnel and serve to guide us in our commitment to improve the quality of education for Hopkins County students: Respectful Student-Centered Team-Oriented Safe Compassionate Positive Caring 2020 has brought unique challenges to communities and school districts. Hopkins County schools is committed to the safety of students, staff, and visitors. Through partnerships with our local health department, mental health providers, law enforcement, food banks, and religious organizations, the district has continued to be the glue that holds pieces of the community together in such times that we are currently experiencing. We have prepared reentry plans that allow our students and staff to learn and work in the safest conditions and provided them with training and equipment needed to

continue learning and working. Our mental health partners and guidance counselors have developed resources and engaging virtual activities to promote strong minds and resilience during times of quarantine. Our staff has rallied around the Commonwealth's #TeamKentucky initiatives such as promoting mask wearing and hand washing practices; feeding our children through innovative delivery methods; securing wi-fi hotspots and access points in remote locations throughout our community; and donating resources to local non-profits that support our children's families. These are just a few examples of #TeamHopkins exemplifying One Team, One Mission, One Community which has been our moto for the past 5 school years. Hopkins County Schools works to engage all stakeholders. Community members are engaged to support the educational process in our schools through countless partnerships as well as Operation Preparation, which affords community volunteers the opportunity to advise 8th and 10th grade students on career opportunities based on student interests generated from the ILP. Parents also play a key role in our schools through parent involvement nights, parent volunteers, and Parent Teacher Associations and Organizations. Parents are also represented on several school and district-based committees such as each school's Site-Based Decision Making Council (SBDM), which set school-specific policies, the calendar committee, which makes recommendations regarding the school calendar, and even the strategic planning group, which sets the long-range goals for the district. Some schools also participate in community walk-throughs, allowing area stakeholders access to observe the educational settings of the building. Additionally, community members are present at school system opening day ceremonies and provide employees with tokens of appreciation.

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

Hopkins County Schools was chosen as "The Best Place to Work" for the Madisonville-Messenger's Reader's Choice Awards. Furthermore, the district ranked in the top five nationally in the most recent Studer Pulse Survey's asking parents and staff about the district's response to COVID-19. Kentucky Department of Education did not provide schools with academic achieve status categorizations for the 2019-2020 school year due to the COVID-19 pandemic. However, 92.1 % of seniors were successful graduates within a 4 year cohort group, which is up from 90.1% in SY 2018-19. The district ACT composite score of 19.3 remains above the state average. All state funded preschool programs continues to maintain a five-star rating and NAEYC accreditation. Hopkins County Schools partners with the Madisonville Police and the Hopkins County Sheriff's Office to provide a School Resource Officer (SRO) on each school's campus; Hopkins County Health

Department to provide a school nurse on each campus; and with Mountain Comprehensive Care to provide a mental health counselor on each campus as well. During the 2020-2021 school year, Hopkins County Schools will focus on providing high-quality virtual instruction in response to the COVID-19 pandemic. The district has identified the following as areas of growth: increased student participation during non-traditional instruction; addressing the social-emotional/mental health needs of students as a result of the COVID-19 situation; communicating effectively with families and staff during COVID-19; and maintaining staff morale, safety and engagement.

. **Districts Supporting CSI/TSI (including ATSI) Schools Only:** Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

Hopkins County does not have any CSI/TSI schools.

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

None at this time.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Hopkins Co Phase Three: The Superintendent Gap Assurance_11122020_16:12

2020-21 Phase Three: The Superintendent Gap Assurance

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2020-21 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

. As superintendent of the district, I hereby certify either:

- **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years; or.**

o Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.

Comprehensive District Improvement Plan (CDIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education 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.

- 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

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
  - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
  - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

Explanations/Directions

Goal: Include long-term three to five year targets based on the six (6) required district level goals. Long-term targets should be informed by The Needs Assessment for Districts.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Include short-term targets to be attained by the end of the current academic year. There can be multiple objectives for each goal.	An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed above or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).	Include actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.	List the criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.	Discuss the process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals. Progress monitoring ensures that plans are being revisited and an opportunity to determine whether the plan is working.	List the funding source(s) used to support (or needed to support) the improvement initiative.

1: Proficiency Goal

Goal 1: By 2023, Hopkins County Schools will increase the percentage of students performing proficient or distinguished in Reading and Mathematics to 65% in Elementary Schools; 65% in Reading and 50% in Mathematics in Middle Schools; and an ACT Reading & Mathematics composite of 20 on the ACT for High Schools.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: Elementary – Increase the percentage of ALL students K-5 scoring proficient or distinguished on MAP Reading from 51% in Fall 2019 to 56% in Spring 2021 and MAP Math from 52% in Fall 2019 to 57% in Spring 2021. Objective 2: Middle – Increase the percentage of ALL students scoring proficient or distinguished on MAP Reading from 57% in Fall 2019 to 60% in Spring 2021 and MAP Math from 42% in Fall 2019 to 45% in Spring 2021	Vertical & horizontal curriculum alignment with standards and resources through P-8 district pacing (KCWP 1) Use of formative & summative assessments to guide instruction through PLC and PAC process (KCWP 1)	Use of district-wide common curriculum & pacing in all preschool, elementary and middle schools for core curriculum in Reading (Journeys/Collections) & Math (EnVision/GoMath) Hopkins County Schools state-funded preschool program will maintain a 5-Star quality and NAEYC accredited program that implements a developmentally appropriate curriculum that addresses all developmental domains, early literacy and early math standard aligned with KY EC Standards and KAS kindergarten entry. The program will follow common district-wide pacing, utilize guided planning, and the formative assessment process through monthly PLCs to ensure consistency of standards delivery and differentiated small group instruction to meet the needs of all children enrolled in the program. Use of KPREP, BRIGANCE, MAP, TSG, ESGI and/or classroom assessment data to provide student specific interventions & make	NWEA MAP Projected Proficiency Scores for Fall, Winter and Spring TSG for Preschool Fall, Winter and Spring Classroom Performance Data; PLC Agendas and PAC Agendas		General Fund; KERA Preschool; Title I

				Instructional Resources Grant; KERA Preschool; ESS; Title V

instructional decisions through PD, PLC & PACs in all schools and with the KERA preschool program.

Strategy	Activity	Evidence	Funding
Skills-based explicit instruction to ensure mastery of Reading & Math standards (KCWP 2)	Use of common supplemental resources for skills-based instruction (CARS/STARS & CAMS/STAMS K-8; BRIGANCE & TSG for PS)	SI - NWEA Pathway Usage Reports	
Use of Computer Assisted Instruction (Evidence-based Instructional Strategy)	Computer Assisted Instruction through Study Island & Exact Path for differentiated instruction and tiered interventions	Exact Path Usage Reports and Progress Data	
	Computer Assisted Instruction through NWEA-SI individualized learning pathways for remediation or acceleration for grades 2-8		
Revise as needed, implement & monitor the clearly defined district-wide KSI process (KCWP 2 & 4)	Implementation of school-led KSI process that ensures all students' needs are identified and addressed and parents/guardians are informed of needs, services and progress	BRIGANCE, MAP, & CERT Screeners with Analysis	Instructional Resources Grant; KERA Preschool; ESS; Title V; General Fund
		School-led Student Support Team Meetings	
Use of multiple sources of data to determine tiered intervention needs (KCWP 4)	Use of classroom performance data, BRIGANCE, screeners, MAP, CERT, health information, and parent input to determine intervention needs	Intervention Progress Data	
		Exact Path Usage, Growth, and Performance Reports for grades 2-8	

Objective	Strategy	Activities	Measures of Success	Funding
			School KSI/RTI Data	
			Intervention Tab Data	
			Special Education Eligibility Reports	
Objective 3: High School – Increase the average Composite score on ACT from 18.7 on the Spring 2020 State Administered ACT to 19.4 on Spring 2021 State Administered ACT	ACT Test Preparation & Coaching (Evidence-based Instructional Strategy)	ESS ACT Test Prep Sessions for 9th - 12th Grade Students at both High Schools utilizing Mastery Prep ACT Curriculum for all 4 ACT tested areas	ESS Participation/ Attendance	ESS; Title V; Free Resources; Instructional Resource Funds
		Training for Admin, Curriculum and Teachers on Mastery Prep ACT Curriculum	Sign-In Sheets for training	
		Utilization of practice ACT materials in core content areas (SI; Mastery Prep; ACT Online Academy; Odysseyware ACT prep)	Usage Reports for Online test prep materials	
		Utilization of CERT for ACT Prep	Mock ACT results	
		Mock ACT in Fall at both High Schools for 11th graders		
Strategies for Objectives 1, 2 & 3:				

Use of assessment results to propel student achievement and growth (KCWP 3)	MAP assessments for proficiency and growth grades K-8 SI usage for NWEA Pathway Usage grades 2-5 TSG Fall to Spring Growth and Reporting for PS Use Mock ACT results to differentiate instruction for 11th graders for test preparations and growth KPREP Data Analysis and action planning	Fall, Winter, & Spring MAP & TSG Reports & Data Analysis MAP Growth Reports CERT Data Analysis NWEA Usage Reports Mock ACT Results KPREP Data Analysis Tools	General Fund; Title V; KERA Preschool; ESS
Ensure needs assessments, data analysis and survey results drive fiscal and human resource allocations (KCWP 5) Ensure state and federal grant funding allocations and requirements are adhered to in regards to funding matrices, non-supplanting methodologies, local polices and SBDM policies (KCWP 5) Implementation of Studer short-cycle planning, data review and stop-light reporting to monitor progress toward district strategic plan and CDIP objectives (KCWP 5	Identify individual needs of schools and students and allocate human and fiscal resources to address needs and reduce barriers to learning in accordance with State and Federal program specifications, approved grant applications, and ensuring funds/resources are used to supplement not supplant where applicable Utilize Preschool Grant, IDEA B, Title I, II, III, IV and V grants and local funds to address identified needs Implement Studer Short-cycle planning and data monitoring quarterly in Administrator's meetings and at District Leadership Meetings	District Staffing & Funding Policies & Procedures MUNIS Reports for State & Federal Grants State & Federal Grant Applications & Required Reporting School & District Needs Assessments Administrator Meeting Agendas and Notes Short-Cycle Planning, Stoplight Reports	General Fund; All State Grants; All Federal Grants

			Title I, Title III, KERA Preschool, FRYSC, Title II, General Fund
Ensure all available resources are deployed to assist students and families in need to reduce barriers to learning and engage families in the learning process (KCWP 6)	Utilize Title I, Title III, FRYSC, Studer Parent Engagement Surveys, KERA Preschool Parent Surveys and community resources to engage families in the learning process, identify needs, and reduce barriers to learning to support academic success for all students	Title I, Title III, KERA Preschool & FRYSC Family Engagement Activities and Expenditures Studer Parent Engagement Survey Results	

2: Separate Academic Indicator

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - Science Elementary: Increase the percent of elementary students scoring proficient or distinguished on KPREP Science from 42% in 2019 to 43% in 2020 Middle: Increase the percent of middle school students scoring proficient or distinguished on KPREP Science from 29.5% in 2019 to 30.5% in 2020 High School: Increase the percent of high school students scoring proficient or distinguished on KPREP Science from 28.5% in 2019 to 29.5% in 2020	Vertical & horizontal curriculum alignment with standards and resources through K-8 district pacing & implementation of Dimensions Curriculum (KCWP 1) Vertical & horizontal curriculum alignment with course content and standards for 9-12 to better align with assessment and standards expectations (KCWP 1)	Use of district-wide common curriculum & pacing in all elementary and middle schools for Science (Dimensions) District-wide Teacher-led Grade level/content meetings Course Syllabi with Standards Alignment Content PLCs & Departmental Meetings	MAP Science Growth for grades 4 & 7 from Fall to Spring Assessment Agendas & Sign-In Sheets KPREP Science Assessment Scores KPREP Science Assessment Scores Agendas & Sign-In Sheets		General Fund No Funding Required
Objective 2 – Social Studies Elementary: Increase the percent of elementary students scoring proficient or distinguished on KPREP Social Studies from 58.1% in 2019 to 59% in 2020	Support the rollout and implementation of the new Kentucky Academic Standards for Social Studies and development of aligned district-wide curriculum (KCWP 1)	PD and PLC rollout for Social Studies to begin November 5th Middle school Social Studies representatives attended WKEC New Social Studies Standards Training	Agendas & Sign In Sheets Registrations Grant Submission Revised Pacing Guide		KAS Implementation Mini Grant; Title II; Title I; Title V

Goal 2: By 2023, Hopkins County Schools will increase the percentage of students performing proficient/distinguished on separate academic indicators (Science, Social Studies & Writing) by 5% at the elementary, middle and high school levels.

Middle: Increase the percent of middle school students scoring proficient or distinguished on KPREP Social Studies from 62.7% in 2019 to 64% in 2020 High School: Achieve 50% of high school students scoring proficient or distinguished on KPREP Social Studies in Fall 2020 (Field Test delayed to Fall 2020)		KDE KAS PD grant submitted for K-8 Social Studies KAS training and implementation Review and revise district pacing guides for Social Studies K-8 Purchase of KAS Bundle Resources from KASC for all schools Curriculum coordinators and instructional directors attended KDE KAS Learning Lab in Christian County	PO and Email Email & Registration	
Objective 3 – Writing Elementary: Increase the percent of elementary students scoring proficient or distinguished on KPREP on-demand writing from 55.6% in 2019 to 57% in 2020 Middle: Increase the percent of middle school students scoring proficient or distinguished on KPREP on-demand writing from 24.4% in 2019 to 26% in 2020	Implement formal and informal process for teachers and students to improve learning in communication, language, and technology through writing instruction (KCWP 2)	Support schools in the review and submission of their writing policy in accordance of SB 1 (2017) to ensure it meets the revised KDE 2019-20 rubric and provides quality writing instruction K-8 and incorporates district established writing expectations District-wide Teacher-led Grade level/content meetings	Submission & approval of all school writing policies KPREP On-Demand Writing Scores Agendas & Sign-In Sheets	No Funding Required
High School: Increase the percent of high school students scoring proficient or distinguished on KPREP on-demand writing from 41% in 2019 to 42% in 2020	Vertical & horizontal curriculum alignment with course content and standards for 9-12 to better align with assessment and standards expectations (KCWP 1)	Vertical & horizontal curriculum alignment with course content and standards for 9-12 to better align with assessment and standards expectations for shared writing responsibility across the curriculum (KCWP 1)	Course Syllabi with Standards Alignment Content PLCs & Departmental Meeting Agendas and Sign In Sheets	No Funding Required

3: Growth

Goal 3: By 2023, Hopkins County Schools will increase the percentage of K-8 students that attain a minimum of one year's typical growth to 65% in reading and math as measured by MAP.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: K-8 Growth Increase the percent of students in grades K-8 that attain a minimum of one year's typical growth from 61.17% in SY 18-19 to 63.17% in SY 19-20 in Reading and from 60.95% in SY 18-19 to 62.95% in SY 19-20 in Math as measured by Fall to Spring MAP.	Use of assessment results to propel student achievement and growth (KCWP 3) Review, Analyze & Apply Data (KCWP 4) Ensure academic expectations are actively modeled and are an existing part of the district culture (KCWP 5) Strategic Plan – Student Achievement	District strategic plan achievement pillar goal will focus on all students in the district achieving one year's typical growth as measured by MAP in grades K-8 through implementation of Strategic Plan – Student Achievement Pillar activities and strategies Studer short-cycle planning, data review and stop-light reporting to monitor progress toward district strategic plan and CDIP objectives quarterly	MAP Fall to Spring Growth Measure Report Short-Cycle Planning, Stoplight Reports, Strategic Plan Monitoring		General Fund

4: Achievement Gap

Goal 4: By 2023, Hopkins County Schools will increase the percentage of students with disabilities demonstrating proficiency to 55% in Reading and 45% in Math for Elementary Schools (Grades 3-5); 50% in Reading and 38% in Math for Middle Schools (Grades 6-8); and 25% in Reading and 8% in Math for High School (Grade 11 ACT).					
Objective	**Strategy**	**Activities**	**Measure of Success**	**Progress Monitoring**	**Funding**
Objective 1: Elementary Increase the percentage of students with disabilities in grades 3 – 5 scoring proficient or distinguished on MAP Reading from 29% in Fall 2019 to 34% in Spring 2020 and on MAP Math from 25% in Fall 2019 to 29% in Spring 2020.	Create & monitor a list for students performing below proficiency (KCWP 4)	Special Education Proficiency Plans will be developed for each school in collaboration with SPED Building Coach, School Leadership Team and SPED Teachers. Plan will be monitored monthly and shared at SPED TLT meetings and school PAC. Monthly updates will be provided to DoSE and DAC	Increase % P & D students with disabilities from Fall to Spring MAP; School Proficiency Plans		No Funding
Objective 2: Middle Increase the percentage of students with disabilities in grades 6 – 8 scoring proficient or distinguished on MAP Reading from 21% in Fall 2019 to 22% in Spring 2020 and on MAP Math from 15% in Fall 2019 to 16% in Spring 2020.	Implement and commit to intentional co-teaching (KCWP 2)	Continued emphasis on increased station teaching and other small group instruction practices with modeling and monitoring by SPED Building Coaches	Building Level Co-Teaching Look-For Items on Walkthroughs		IDEA B; General Fund
Objective 3: High School increase the percentage of students with disabilities	Ensure needs assessments, data analysis and survey results drive fiscal and human resource allocations (KCWP 5)	Identify individual needs of schools and students and allocate human and fiscal resources to address needs and reduce barriers to learning in accordance with State and Federal program specifications, approved grant applications, and ensuring funds/resources are used to supplement not supplant where applicable	District Staffing & Funding Policies and Procedures; Staffing Allocations; MUNIS Reports		General Fund; IDEA B

			IDEA B
scoring benchmark on ACT Reading from 17% in Fall 2019 to 19% in Spring 2020 and on ACT Math from 4% in Fall 2019 to 6% in Spring 2020.	Commit Special Education Building Coach time to modeling high yield instructional strategies for classroom teachers (KCWP 5)	SPED Building Coaches are expected to commit a minimum of 1 hour daily to modeling high yield instructional strategies for classroom teachers and/or positive behavioral management supports to increase student engagement in the general education setting	SPED Building Coach Daily Schedules SPED Building Coach Informal Classroom Observations PLC & PAC Minutes

5: Transition Readiness

Goal 5: By 2023. Hopkins County Schools will increase the percent of students who graduate transition ready to 75%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2020, Hopkins County Schools will increase students who graduate transition ready from 69.0% to 70%.	Utilize tracking system for monitoring student achievement of transition readiness status	Coordinated tracking system for Transition Readiness among HCCTC and both high schools to track preparatory status and ensure avenues for career readiness when academic readiness is not applicable	Transition Readiness Tracking Tool

TEDS Data & Industry Certifications

HCCTC Enrollment & Staffing | | General Fund |
| | | Employ a College and Career Counselor at HCCTC | | | |
| | | Encourage participation in AP and/or dual credit course work | Enrollment tracking of AP and Dual Credit Course Work | | |
| | ACT Test Preparation & Coaching (Evidence-based Instructional Strategy) | ESS ACT Test Prep Sessions for 9th - 12th Grade Students at both High Schools utilizing Mastery Prep ACT Curriculum for all 4 ACT tested areas | ESS Participation/ Attendance

Sign-In Sheets for training | | ESS; Title V; Free Resources; Instructional Resource Funds |
		Training for Admin, Curriculum and Teachers on Mastery Prep ACT Curriculum	Usage Reports for Online test prep materials		
		Mock ACT in Fall at both High Schools for 11th graders	Mock ACT results		
		Utilization of practice ACT materials in core content areas (SI; Mastery Prep; ACT Online Academy; Odysseyware ACT prep)			

6: Graduation Rate

Goal 6: By 2023, Hopkins County Schools will increase the graduation rate to 92%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By 2020, Hopkins County Schools will increase the graduation rate from 90.1% to 90.5%.	Utilize Persistence to Grad Tool/Early Warning Tool to assist in identifying students at risk	Utilization of Hopkins County School GED Academy or Hopkins County Schools Academy as options for students at-risk Utilization of report to identify students who are at risk for dropping out, providing counseling on attendance, behavior, grades, and social skills; and reduce barriers to learning	Enrollment Graduation Rates Work Ready Initiative Completers Usage Reports for Early Warning Tool		General Fund
	Ensure all available resources are deployed to assist students and families in need to reduce barriers to learning and engage families in the learning process (KCWP 6)	Utilize Title I, Title III, FRYSC, Studer Parent Engagement Surveys, KERA Preschool Parent Surveys and community resources to engage families in the learning process, identify needs, and reduce barriers to learning to support academic success for all students	Title I, Title III, KERA Preschool & FRYSC Family Engagement Activities and Expenditures Studer Parent Engagement Survey Results		Title I, Title III, KERA Preschool, FRYSC, Title II, General Fund
Objective 2					

7: Other (Optional)

Goal 7 (State your separate goal.):

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1					
Objective 2					

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

Districts with a school identified for Targeted Support and Improvement (TSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(11)). The local board of education must review and approve the revised school improvement plan for TSI schools (KRS 160.346(4)(a)) .

Monitoring and Support
Consider: Describe the district's plan for monitoring and supporting the school improvement plan of any school identified for TSI. Include in your response information regarding the process for local board review and approval. **Response:**

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2020-21 Phase Three: Professional Development Plan for Districts

Hopkins County
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Table of Contents

2020-21 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

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

Section 3. Each school and local district professional development plan shall contain the following elements:

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

1. What is the district's mission?

The mission of Hopkins County Schools is to unite as one team to learn and inspire.

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the district's **top two priorities** for professional development that support continuous improvement?

1) Engaging ALL students in the learning process in a virtual environment to ensure improved student achievement 2) Ensure all available resources are deployed to

assist students and families in reducing barriers to learning, engaging families in the learning process and supporting staff in delivering high quality instruction

3. How do the identified **top two priorities** for professional development relate to district goals?

Both priorities relate to all 6 goals and objectives included in the 2020-21 Hopkins County CDIP.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Goal: Implementation of varied learning models during the 2020-21 school year to include: hybrid instruction, HCSatHome and Remote Learning Plan Objectives: Teacher use of various learning management systems to deliver instruction to students during in-person and virtual learning

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Teachers will embed the use of instruction technology and learning management systems into their daily instructional routine to deliver content and assess student mastery.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Successfully meeting CDIP goals for proficiency, gap and separate academic indicator

4d. Who is the targeted audience for the professional development?

Teachers & support staff

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Teachers, Students, Principals, Counselors, Building Coaches, Curriculum Coordinators, District Instructional Staff

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Technology; Local, State & Federal Funds; Preparation time; Technology Support Personnel & Coaching from Digital Learning Coach; Professional Learning from Learning Management Systems; Professional Learning Communities; Horizontal and Vertical Planning Time

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Digital Learning Coach support; Technology support ; PLCs; monitoring of Week-at-a-Glance; Feedback from walkthroughs & observations

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Week-at-a-Glance document review; Virtual Walkthroughs/observations; Learning Management System usage reports; student grades; student assessment results

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Goal: Ensure all available resources are deployed to assist students and families in reducing barriers to learning, engaging families in the learning process and supporting staff in delivering high quality instruction Objectives: 1) Students social emotional well being will be addressed through intentional instruction 2) Parents will feel confident in the district's ability to address the COVID 19 mandates and keep their children safe while learning 3) Staff will stay informed and have input in the district's plans when addressing COVID 19 protocols.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Development of a culture rooted in transparency and trust

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Studer Pulse Surveys for students, staff and parents will demonstrate improved mean and top box results

5d. Who is the targeted audience for the professional development?

District leadership, school leadership and board of eduction members

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

All Hopkins County shareholders

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Studer Coach, Local & Federal Funding, professional learning time for leadership, Rounding, Scorecard & Short-cycle Planning, What's Right in Education Conference

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Coaching, Principal Advisory Committee (PAC), Studer Surveys, Monthly Administrative Meetings

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

Coaching agendas and follow-up action plans; Monthly administrative agendas; Short-cycle planning; PAC agendas; Action Plans

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)