



2021-22 Phase One: Continuous Improvement Diagnostic for
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2021-22 Phase One: Continuous Improvement Diagnostic for Districts

Hopkins County
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United States of America

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2021-22 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 2021-22 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)
- English Learner Plan for Districts (Lau Plan) (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. I also assure that

the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

Please enter your name and date below to certify.

Amy Smith, September 14, 2021



2021-22 Phase Two: The Needs Assessment for Districts

2021-22 Phase Two: The Needs Assessment for Districts

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2021-22 Phase Two: The Needs Assessment for Districts Understanding Continuous Improvement: The Needs Assessment for Districts

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are 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, Persistence to Graduation data, Early Warning Tool data, MAP data, Brigance 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. Additionally other data reviewed will include: IC student participation and attendance rates; Studer Pulse Surveys from employees, students, and parents; Remind 101 2-way parent communication usage reports; and Odysseyware usage and proficiency data.

Trends

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

Example of Trends

-The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.

-From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

-Students scored lower than usual in all areas of KPREP except writing due to COVID. Writing scores actually went up in 20-21 for middle and high students. -While all areas were lower than usual, African American, IEP students, and economically disadvantaged students still showed some gaps as they have in past years. However, with the average performance scores down this year due to COVID, the gaps were smaller. -Elementary students, though scores were down from usual, still scored above the state average in all areas except for writing.

Current State

3. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

- The average Spring 2021 English ACT score was 17.0, 0.1 below the state average. This is 1.4 below the district average prior to COVID in Spring 2019. - The average Spring 2021 Reading ACT score was 18.5, equivalent to the state average. This is 1.2 below the district average prior to COVID in Spring 2019. -The average Spring 2021 Math ACT score was 17.3, 0.4 below the state average. This is 1.5 below the district average prior to COVID in Spring 2019. - The average Spring 2021 Science ACT score was 17.9, 0.4 below the state average. This is 1.8 below the district average prior to COVID in Spring 2019. - The average Spring 2021 composite ACT score was 17.8, 0.2 below the state average. This is 1.5 below the district average prior to COVID in Spring 2019. - 76.3% of kindergarteners were ready or ready with enrichments for kindergarten in 20-21, 23.2% above the state average. However, due to COVID 19, the assessment window was moved to a later point in the year than typically administered, meaning more instruction had occurred than usual before administering the assessment. The later administration is likely the cause of the large increase in district average, a growth of 19.9% despite COVID. - 44.7% of elementary students were proficient or distinguished in reading in Spring 21, 5.2% above the state average. This is 15.8% lower than the district average prior to COVID in Spring 2019. -42.7% of middle students were proficient or distinguished in reading in Spring 21, 1.3% below the state average. This is 20.1% lower than the district average prior to COVID in Spring 2019. - 37.9% of high students were proficient or distinguished in reading in Spring 21, 0.1% above the state average. This is 5.2% lower than the district average prior to COVID in Spring 2019. - 32.8% of elementary students were proficient or distinguished in math in Spring 21, 1.4% above the state average. This is 24.5% lower than the district average prior to COVID in Spring 2019. -23.2% of middle students were proficient or distinguished in math in Spring 21, 4.6% below the state average. This is 23.8% lower than the district average prior to COVID in Spring 2019. - 26% of high students were proficient or distinguished in math in Spring 21, 4.2% below the state average. This is 9.5% lower than the district average prior to COVID in Spring 2019. - 29.8% of elementary

students were proficient or distinguished in science in Spring 21, 4.7% above the state average. This is 12% lower than the district average prior to COVID in Spring 2019. -14.4% of middle students were proficient or distinguished in science in Spring 21, 6.2% below the state average. This is 15.4% lower than the district average prior to COVID in Spring 2019. This is 15.4% lower than the district average prior to COVID in Spring 2019. -17.1% of high students were proficient or distinguished in science in Spring 21, 9.4% below the state average. This is 11% lower than the district average prior to COVID in Spring 2019. - 36.5% of elementary students were proficient or distinguished in writing in Spring 21, 3.3% below the state average. This is 19.1% lower than the district average prior to COVID in Spring 2019. - 42.2% of middle students were proficient or distinguished in writing in Spring 21, 8.7% below the state average. This is 17.9% higher than the district average prior to COVID in Spring 2019. - 49.7% of high students were proficient or distinguished in writing in Spring 21, 7.6% below the state average. This is 9% higher than the district average prior to COVID in Spring 2019.

Priorities/Concerns

4. Clearly and concisely identify the greatest 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.

- Science continues to be the weakest area of study across all grades as measured by KPREP scores.
- Elementary writing dropped below the state average. This is likely attributed to mostly online learning and little practice with narrative and expository writing.
- Middle school scores were below the state average in every area.
- High school scores were below the state average in math, science, and writing.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

- Middle and high school writing increased in proficiency from 19 to 21, despite COVID 19. Instructional strategies can be used in vertical planning to strengthen the elementary writing program. - Kindergarten readiness scores increased despite COVID 19. - Though ACT scores dropped slightly from Spring 19, they stayed within 0.4 of the state average this year, despite COVID 19. - Though elementary scores decreased when comparing to Spring 19, Hopkins elementary scores were above the state average in reading, math, and science. - High school reading scores were just above the state average.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the Key Elements Template.
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district 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.

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


KCWP 2 & 4 will be the focus of the district for closing gaps caused by COVID - see attachment.

ATTACHMENTS

Attachment Name

 Hopkins Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Hopkins Key Elements		• 6



2021-22 Phase Two: District Assurances

2021-22 Phase Two: District Assurances

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2021-22 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 complies 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

The district hereby ensures that the FY 2021-2022 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

No

N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Two: District Safety Report

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2021-22 Phase Two: District Safety Report

District 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, each school in Hopkins County has an emergency plan that has been approved by the representative SBDM council and provided to the district safety officer / Superintendent's office. This is required by Hopkins County Schools Board Safety Policy - 05.4.

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) and Senate Bill 8 (2020) 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, each SBDM / school has a safety policy.

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, each school has provided our District Safety Officer and school SROs the emergency operations / safety policy, which is then distributed to local officials.

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, each school has verified on the school safety diagnostic that evacuation routes are posted in each doorway.

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, each school has verified in the school safety diagnostics that severe weather safe zones are posted.

6. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

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

Yes, each school has earthquake practices and procedures as evidenced by the school drill log.

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

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

Yes, each school has the door locking system that is controlled by buzzer and intercom with a camera on the front door. All exterior doors remain locked at all times. All classroom doors and instructional areas remain locked during instructional time with window coverings prepared. All visitors report to the front office at the school where the Raptor system is used to scan IDs and provide a visitors tag. Visitors must state the purpose of the visit before being buzzed in to the building.

8. Was each school's emergency plan reviewed following the end of the prior 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 7/28/21; GES 7/16/21; HES 8/4/21; JSES 7/26/21; PES 7/26/21; SES 7/18/21; WBES 7/22/21; WHS 7/28/21; BSMS 7/21/21; JMMS 7/20/21; SHMS 7/27/21; HCCHS 6/16/21; MNHHS 6/2/21; HCDT 7/14/21; HCA 6/16/21; HCCTC 8/10/21

9. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current 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 8/2/21 8am; GES 8/10/21 9am; JSES 8/10/21 9am; PES 8/10/21 8:30am; SES 8/10/21 10:30 am; HES 8/10/21 9am; WBES 8/4/21 8:30 am; WHS 8/10/21 9am; BSMS 8/10/21 9am; JMMS 8/10/21 9am; SHMS 8/10/21 8am; HCCHS 8/4/21 9am; MNHHS 8/4/21 12noon; HCDT 8/10/21 1pm; HCA 8/4/21 9am; HCCTC 8/10/21 9am

10. During the first 30 instructional days of the current 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, all schools conducted drills within the first 30 days of schools as evidenced by school drill logs.

11. During the month of January during the prior 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, all schools conducted drills in January as evidenced by the school drill log.

12. 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, all schools conducted monthly fire drills as evidenced by the school drill log.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Three: The Superintendent Gap Assurance

2021-22 Phase Three: The Superintendent Gap Assurance

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2021-22 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.

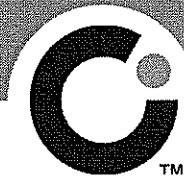
The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

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.**

- 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.



2021-22 Phase Three: Professional Development Plan for Districts

2021-22 Phase Three: Professional Development Plan for Districts

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2021-22 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

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

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 to reduce and eliminate learning gaps that exist or were widened due to COVID 19 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 2021-2022 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 - Engaging ALL students in the learning process to reduce and eliminate learning gaps that exist or were widened due to COVID 19 Objective - Provide instruction and intervention that enables all students to grow 15 months to reduce the gaps that are present due to COVID learning loss

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

Student Growth Targeted Instruction Small group and individual intervention Data driven planning and decision making

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.

Meeting and exceeding CDIP / CSIP goals for proficiency, gap, and separate academic indicator Growth reports from MAP, Exact Path, and other classroom / school assessments Student data review & analysis of student work samples Lesson plans, PLC & PAC agendas

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

Teachers & instructional 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.)

Local, state, and federal funds Horizontal and Vertical Plan time and Professional Learning Community Times New curriculum in reading and math Technology supports - Exact Path, Study Island, etc. District level coaching

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

District Coaching Support Technology support PLCs and PAC Monitoring of lesson plans and student data 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.

Student growth review - NWEA growth reports, Exact Path reporting, lesson plans, PLC agendas Walkthroughs/observation data 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 be engaged in student progress and learning 3) Staff will be supported in supporting the growth and academic needs of students

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

Development of a culture rooted in transparency and trust Student Growth
Increased social emotional wellness

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 Growth data from NWEA, classroom assessments, and LMS platforms Behavior & PBIS data

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

District & school leadership, teachers, instructional support staff

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

All Hopkins County stakeholders

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) & PLCs 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 & PLC 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

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optional extension, please list N/A in the space provided below.

N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)
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2021-22 Phase Three: Comprehensive District Improvement Plan

2021-22 Phase Three: Comprehensive District Improvement Plan

Hopkins County
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2021-22 Phase Three: Comprehensive District Improvement Plan

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process. Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Please see attached CDIP plan.

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, as identified in the Needs Assessment for Districts, 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, Baldrige, etc.*).

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

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

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 closure, graduation rate, growth, and transition readiness.

Hopkins County

Attachment Summary

Attachment Name	Description	Associated Item(s)
 21-22 Hopkins County CDIP		•

Hopkins County Comprehensive School Improvement Plan

2021-2022

1: Proficiency Goal

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 1: By 2025, 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.</p>	<p>Vertical & horizontal curriculum alignment with standards and resources through P-8 district pacing (KCWP 1)</p> <p>Use of formative & summative assessments to guide instruction through PLC and PAC process (KCWP 1)</p> <p>Skills-based explicit instruction to ensure mastery of Reading & Math standards (KCWP 2)</p> <p>Use of Computer Assisted Instruction (Evidence-based Instructional Strategy)</p>	<p>Implementation of new K-8 common curriculum - Into Reading/Literature and Envisions/Pearson SAAVAS math</p> <p>Realignment of district-wide common curriculum & pacing in all preschool, elementary and middle schools for core curriculum in Reading (Into Reading/Literature) & Math (EnVision/Pearson SAAVAS)</p> <p>Use of KSA, BRIGANCE, MAP, TSG, ESGI and/or classroom assessment data to provide student specific interventions & make instructional decisions through PD, PLC & PACs in all schools and with the KERA preschool program.</p> <p>Small group intervention through classroom teachers, school support staff, CSRT teachers, Title I staff, and Interventionists to target students close to proficiency and to close gaps in instructional skills</p> <p>Maintenance of 5 Star Preschool Program that addresses all preschool curriculum and aligns with KAS kindergarten entry</p>	<p>NWEA MAP Data and Projected Proficiency Scores for Fall, Winter and Spring</p> <p>ESGI Data</p> <p>Classroom Performance Data</p> <p>PLC and PAC Agendas</p> <p>KSI Data</p> <p>TSG Data</p>		<p>General Fund</p> <p>KERA Preschool</p> <p>Title I</p> <p>Title II</p> <p>Title V</p> <p>ESSER Funds</p> <p>ESS funds</p>
<p>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 2022 and MAP Math from 52% in Fall 2019 to 57% in Spring 2022.</p>					
<p>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</p>					

Obj 1 & 2, Continued	<p>Revise as needed, implement & monitor the clearly defined district-wide KSI process (KCWP 2 & 4)</p> <p>Use of multiple sources of data to determine tiered intervention needs (KCWP 4)</p>	<p>Use of common supplemental resources for skills-based instruction (CARS/STARS & CAMS/STAMS K-8; BRIGANCE & TSG for PS)</p> <p>Computer Assisted Instruction through Odysseyware, Study Island & Exact Path for differentiated instruction and tiered interventions</p> <p>Computer Assisted Instruction through NWEA-SI individualized learning pathways for remediation or acceleration for grades 2-8</p> <p>ESS instruction to target struggling learners with research based instruction and strategies</p> <p>Implementation of school-led KSI process that ensures all students' needs are identified and addressed and parents/guardians are informed of needs, services and progress</p> <p>Use of classroom performance data, BRIGANCE, screeners, MAP, Mastery Prep, health information, and parent input to determine intervention needs</p>	<p>SI - NWEA Pathway Usage Reports</p> <p>Exact Path Usage Reports and Progress Data</p> <p>BRIGANCE, MAP, & Mastery Prep Screeners with Analysis</p> <p>School-Led Student Support Team Meetings</p> <p>ESS Intervention Progress Data</p> <p>Exact Path Usage, Growth, and Performance Reports for grades 2-8</p> <p>School KSI/RTI Data</p> <p>Intervention Tab Data</p> <p>Special Education Eligibility Reports</p>	<p>Title V</p> <p>ESS funds</p> <p>General Fund</p> <p>IDEA B</p> <p>ESSER Funds</p>
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<p>Objective 3: High School – Increase the average Composite score on ACT from 17.8 on the Spring 2021 State Administered ACT to 18.3 on Spring 2022 State Administered ACT</p>	<p>ACT Test Preparation & Coaching (Evidence-based Instructional Strategy)</p>	<p>Implementation of ACT Test Prep Sessions for 11th Grade Students at both High Schools utilizing Mastery Prep ACT Curriculum for all 4 ACT tested areas</p> <p>Training for Admin, Curriculum and Teachers on Mastery Prep ACT Curriculum</p> <p>Utilization of practice ACT materials in core content areas (SI; Mastery Prep; ACT Online Academy; Odysseyware ACT prep)</p> <p>Practice ACT in late-Winter at both High Schools for 11th graders</p> <p>Computer Assisted Instruction through Odysseyware for differentiated instruction and tiered interventions</p> <p>ESS instruction to target struggling learners with research based instruction and strategies</p> <p>implementation of school-led KSI process that ensures all students' needs are identified and addressed and parents/guardians are informed of needs, services and progress</p> <p>Use of classroom performance data, MAP, Mastery Prep, health information, and parent input to determine intervention needs</p>	<p>ESS Participation/ Attendance</p> <p>Sign-In Sheets for training</p> <p>Usage Reports for Online test prep materials</p> <p>Mock ACT results</p> <p>School-led Student Support Team Meetings</p> <p>ESS Intervention Progress Data</p> <p>Odysseyware Data</p> <p>School KSI/RTI Data</p> <p>Intervention Tab Data</p> <p>Special Education Eligibility Reports</p>	<p>ESS</p> <p>Title V</p> <p>General Fund</p> <p>IDEA B</p>
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Obj 1, 2, 3, Continued	<p>Ensure needs assessments, data analysis and survey results drive fiscal and human resource allocations (KCWP 5)</p> <p>Ensure state and federal grant funding allocations and requirements are adhered to in regards to funding matrices, non-supplanting methodologies, local policies and SBDM policies (KCWP 5)</p> <p>Implementation of Studer Pulse surveys, short-cycle planning, data review and stop-light reporting to monitor progress toward district strategic plan and CDIP objectives (KCWP 5)</p> <p>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)</p>	<p>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</p> <p>Offer supports in mental and emotional health to support the overall needs and the growth of the child</p> <p>Utilize Preschool Grant, IDEA B, Title I, II, III, IV and V grants and local funds to address identified needs</p> <p>Implement Studer Pulse Surveys, Short-cycle planning and data monitoring quarterly in Administrator's meetings and at District Leadership Meetings</p> <p>Utilize Title I, Title III, FRYSC, Studer Parent Engagement Surveys, Studer Pulse Surveys, KERA Preschool Parent Surveys, PBIS, and community resources to engage families in the learning process, identify needs, and reduce barriers to learning to support academic success for all students</p>	<p>District Staffing & Funding Policies & Procedures</p> <p>MUNIS Reports for State & Federal Grants</p> <p>State & Federal Grant Applications & Required Reporting</p> <p>School & District Needs Assessments</p> <p>Administrator Meeting Agendas and Notes</p> <p>Short-Cycle Planning, Survey Results, Spotlight Reports</p> <p>Title I, Title III, KERA Preschool & FRYSC Family Engagement Activities and Expenditures</p> <p>Studer Parent Engagement/Pulse Survey Results</p> <p>Behavior data</p> <p>Family Survey data</p> <p>PBIS agenda & data</p> <p>Project Wisdom data</p> <p>PLC & PAC agendas</p>	<p>General Fund</p> <p>Title I</p> <p>Title II</p> <p>Title III</p> <p>Title IV</p> <p>Title V</p> <p>ESS</p> <p>FRYSC Funds</p> <p>Kera Preschool</p> <p>ESSER Funds</p> <p>PPG Grant Funds</p>
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2: Separate Academic Indicator

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 2: By 2025, Hopkins County Schools will increase the percentage of students performing proficient/distinguished on separate academic indicators (Science, Social Studies & Writing) by 5% at the elementary, middle and high school levels.</p>					
<p>Objective 1 - Science</p> <p>Elementary: Increase the percent of elementary students scoring proficient or distinguished on KSA Science from 29.8% in 2021 to 35% in 2022</p> <p>Middle: Increase the percent of middle school students scoring proficient or distinguished on KSA Science from 14.4% in 2021 to 20% in 2022</p> <p>High School: Increase the percent of high school students scoring proficient or distinguished on KSA Science from 17.1% in 2021 to 22% in 2022</p>	<p>Vertical & horizontal curriculum alignment with standards and resources through K-8 district pacing & implementation of Dimensions Curriculum (KCWP 1)</p> <p>Vertical & horizontal curriculum alignment with course content and standards for 9-12 to better align with assessment and standards expectations (KCWP 1)</p>	<p>Use of district-wide common curriculum & pacing in all elementary and middle schools for Science (Dimensions)</p> <p>District-wide Teacher-led Grade level/content meetings</p> <p>Course Syllabi with Standards Alignment</p> <p>Content PLCs & Departmental Meetings</p> <p>Science & STEM activities & field trips</p>	<p>MAP Science Growth for grades 4 & 7 from Fall to Spring Assessment</p> <p>Agendas & Sign-In Sheets</p> <p>KSA Science Assessment Scores</p> <p>KSA Science Assessment Scores</p> <p>Agendas & Sign-In Sheets</p>		<p>General Fund</p> <p>Title IV</p>
<p>Objective 2 – Social Studies</p> <p>Elementary: Increase the percent of elementary students scoring proficient or distinguished on KSA Social Studies from 58.1% in 2019 to 60% in 2022</p> <p>Middle: Increase the percent of middle school students scoring proficient or distinguished on</p>	<p>Support the rollout and implementation of the new Kentucky Academic Standards for Social Studies and development of aligned district-wide curriculum (KCWP 1)</p>	<p>Completion of KDE KAS PD grant for K-8 Social Studies KAS training and implementation</p> <p>Review and revise district pacing guides for Social Studies K-8</p> <p>Implementation of K-8 Social Studies Pacing Guides</p> <p>Purchase of Social Studies Resources</p>	<p>Agendas & Sign In Sheets</p> <p>Registrations</p> <p>Grant Documentation Submission</p> <p>Revised Pacing Guide PO and Email</p>		<p>General Fund</p> <p>Title IV</p> <p>Title V</p>

<p>KSA Social Studies from 62.7% in 2019 to 65% in 2022</p> <p>High School: Achieve 50% of high school students scoring proficient or distinguished on KSA Social Studies in 2022 (Field Test TBD)</p> <p>Objective 3 – Writing</p> <p>Elementary: Increase the percent of elementary students scoring proficient or distinguished on KSA on-demand writing from 36.5% in 2021 to 40% in 2022</p> <p>Middle: Increase the percent of middle school students scoring proficient or distinguished on KSA on-demand writing from 42.2% in 2021 to 45% in 2022</p> <p>High School: Increase the percent of high school students scoring proficient or distinguished on KSA on-demand writing from 50.7% in 2021 to 53% in 2022</p>		<p>Social Studies embedded performances and field trips</p>		
<p>Implement formal and informal process for teachers and students to improve learning in communication, language, and technology through writing instruction (KCWP 2)</p> <p>Vertical & horizontal curriculum alignment with course content and standards for 9-12 to better align with assessment and standards expectations (KCWP 1)</p>	<p>Support schools in the review and implementation of their writing policy in accordance of SB 1 (2017) following approval by KDE during SY 2019-20</p> <p>District-wide Teacher-led Grade level/content meetings</p> <p>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)</p>	<p>Submission & approval of all school writing policies</p> <p>KSA On-Demand Writing Scores</p> <p>Agendas & Sign-In Sheets</p> <p>Course Syllabi with Standards Alignment</p> <p>Content PLCs & Departmental Meeting Agendas and Sign In Sheets</p>		<p>General Fund</p>

3: Growth

Goal 3: By 2025, 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
<p>Objective 1: K-8 Growth</p> <p>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 21-22 in Reading and from 60.95% in SY 18-19 to 62.95% in SY 21-22 in Math as measured by Fall to Spring MAP.</p>	<p>Use of assessment results to propel student achievement and growth (KCWP 3)</p> <p>Review, Analyze & Apply Data (KCWP 4)</p> <p>Ensure academic expectations are actively modeled and are an existing part of the district culture (KCWP 5)</p> <p>Strategic Plan – Student Achievement</p>	<p>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</p> <p>Studer short-cycle planning, data review and stop-light reporting to monitor progress toward district strategic plan and CDIP objectives quarterly</p> <p>Utilization of Study Island, Exact Path, ESS, ESGI, and Small Group Intervention with Title I, CSRT, and Interventionist staff to target student weaknesses for growth</p>	<p>MAP Fall to Spring Growth Measure Report</p> <p>Short-Cycle Planning, Spotlight Reports, Strategic Plan Monitoring</p> <p>Data from Study Island, Exact Path, ESGI, ESS Intervention Tab, and small group growth</p>		<p>General Fund</p> <p>ESS</p> <p>Title I</p> <p>Title II</p> <p>ESSER</p> <p>ESGI</p>

4: Achievement Gap

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Goal 4: By 2025, 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 10% in Reading and 5% in Math for High School (Grade 11 ACT).</p> <p>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 2022 and on MAP Math from 25% in Fall 2019 to 29% in Spring 2022.</p> <p>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 2022 and on MAP Math from 15% in Fall 2019 to 16% in Spring 2022.</p> <p>Objective 3: High School Increase the percentage of students with disabilities scoring benchmark on ACT Reading from 1.4% in Spring 2021 to 3% in Spring 2022 and on ACT Math from 0% in Spring 2021 to 1.5% in Spring 2022.</p>	<p>Create & monitor a list for students performing below proficiency (KCWP 4)</p> <p>Implement and commit to intentional co-teaching (KCWP 2)</p> <p>Ensure needs assessments, data analysis and survey results drive fiscal and human resource allocations (KCWP 5)</p>	<p>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 and shared at SPED TLT meetings and school PAC.</p> <p>Continued emphasis on increased station teaching and other small group instruction practices with modeling and monitoring by SPED Building Coaches (using virtual platforms when on NTI)</p> <p>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</p>	<p>Increase % P & D students with disabilities from Fall to Spring MAP</p> <p>Building Level</p> <p>Co-Teaching Look-For Items on Walkthroughs</p> <p>District Staffing & Funding Policies and Procedures</p> <p>Staffing Allocations</p> <p>MUNIS Reports</p>		<p>IDEA B</p> <p>General Fund</p>

	<p>Commit Special Education Building Coach time to modeling high yield instructional strategies for classroom teachers (KCWP 5)</p>	<p>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</p>	<p>SPED Building Coach Daily Schedules SPED Building Coach Informal Classroom Observations PLC & PAC Minutes</p>		<p>IDEA B General Fund</p>
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5: Transition Readiness

Goal 5: By 2025, 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 2022, Hopkins County Schools will increase students who graduate transition ready to 70%.	Utilize tracking system for monitoring student achievement of transition readiness status ACT Test Preparation & Coaching (Evidence-based Instructional Strategy)	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 Encourage participation in AP and/or dual credit course work Implementation of ACT Test Prep Sessions for 11th Grade Students at both High Schools utilizing Mastery Prep ACT Curriculum for all 4 ACT tested areas Training for Admin, Curriculum and Teachers on Mastery Prep ACT Curriculum Practice ACT in Fall at both High Schools for 11th graders Utilization of practice ACT materials in core content areas (St; Mastery Prep; ACT Online Academy; Odysseyware ACT prep) Early College through Madisonville Community College will be expanded to target both Juniors and seniors Sophomore administration of the ACT	Transition Readiness Tracking Tool TEDS Data & Industry Certifications HCCTC Enrollment & Staffing Enrollment tracking of AP and Dual Credit Course Work Participation/ Attendance Sign-In Sheets for training Usage Reports for Online test prep materials Practice ACT results Early College Enrollment Numbers Number of Students graduating with an Associate Degree (by 2024)		General Fund ESS ESSER Title IV Title V

6: Graduation Rate

Goal 6: By 2025, Hopkins County Schools will increase the graduation rate to 95%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1: By 2022, Hopkins County Schools will increase the graduation rate from 88.4% to 90.8%.</p>	<p>Utilize Persistence to Grad Tool/Early Warning Tool to assist in identifying students at risk</p> <p>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)</p>	<p>Utilization of Hopkins County Schools Academy as option for students at-risk</p> <p>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</p> <p>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</p>	<p>Enrollment</p> <p>Graduation Rates</p> <p>Work Ready Initiative Completers</p> <p>Usage Reports for Early Warning Tool</p> <p>Title I, Title III, KERA Preschool & FRYSC Family Engagement Activities and Expenditures</p> <p>Studer Parent Engagement Survey Results</p>		<p>General Fund</p> <p>Title I</p> <p>Title II</p> <p>Title III</p> <p>KERA Preschool</p> <p>FRYSC</p> <p>ESSER</p>



2021-22 Phase Three: Executive Summary for Districts

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2021-22 Phase Three: Executive Summary for Districts

Description of the District

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 6861 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 11 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 Pennyryle 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 is roughly 21% minority. 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 is led by Amy Smith, 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 Sheriff'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.

District's Purpose

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 The COVID pandemic 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 motto 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.

Notable Achievements and Areas of Improvement

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 two years in a row. 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 due to the COVID-19 pandemic. However, many academic areas remain above the state average and growth was noted in many areas. 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

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each campus; and with Mountain Comprehensive Care to provide a mental health counselor on each campus as well.

Additional Information

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.

n/a

Additional Information

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

02/07/2022

Hopkins County

Attachment Summary

Attachment Name	Description	Associated Item(s)
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