Hopkins County Comprehensive School Improvement Plan

2021-2022

1: Proficiency Goal

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.

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 2022 and MAP Math from 52% in Fall 2019 to 57% in Spring 2022. 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) Skills-based explicit instruction to ensure mastery of Reading & Math standards (KCWP 2) Use of Computer Assisted Instruction (Evidence-based Instructional Strategy)	Implementation of new K-8 common curriculum - Into Reading/Literature and Envisions/Pearson SAAVAS math 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) 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. 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 Maintenance of 5 Star Preschool Program that addresses all preschool curriculum and aligns with KAS kindergarten entry	NWEA MAP Data and Projected Proficiency Scores for Fall, Winter and Spring ESGI Data Classroom Performance Data PLC and PAC Agendas KSI Data TSG Data	🟢 New curriculum implemented in K-8, Into Reading / Literature and Pearson SAAVAS 🟢 Pacing Guides developed to align Kentucky Core Standards with new curriculum and other commonly used district measures 🟢 Schools "back to normal" in using standard set of assessments to drive decision making in professional learning, PLCs, and PAC 🟢 Schools utilized all staff - homeroom, special education staff, CSRT, Title I, interventionists - to meet the diverse needs of students in a post covid learning environment to intervene and enrich based on data based needs. 🟢 District coaches worked with schools who were struggling to reach goals or make gains to provided targeted support and coaching based on data driven need. 🟢 Preschool program continues to be 5 star rated based on instruction, climate, and standards implementation	General Fund KERA Preschool Title I Title II Title V ESSER Funds ESS funds

| Obj 1 & 2, Continued | Revise as needed, implement & monitor the clearly defined district-wide KSI process (KCWP 2 & 4)

Use of multiple sources of data to determine tiered intervention needs (KCWP 4) | Use of common supplemental resources for skills-based instruction (CARS/STARS & CAMS/STAMS K-8; BRIGANCE & TSG for PS)

Computer Assisted Instruction through Odysseyware, Study Island & Exact Path for differentiated instruction and tiered interventions

Computer Assisted Instruction through NWEA-SI individualized learning pathways for remediation or acceleration for grades 2-8

ESS instruction to target struggling learners with research based instruction and strategies

Implementation of school-led KSI process that ensures all students' needs are identified and addressed and parents/guardians are informed of needs, services and progress

Use of classroom performance data, BRIGANCE, screeners, MAP, Mastery Prep, health information, and parent input to determine intervention needs | SI - NWEA Pathway Usage Reports

Exact Path Usage Reports and Progress Data BRIGANCE, MAP, & Mastery Prep Screeners with Analysis

School-led Student Support Team Meetings

ESS Intervention Progress Data

Exact Path Usage, Growth, and Performance Reports for grades 2-8

School KSI/RTI Data

Intervention Tab Data

Special Education Eligibility Reports | 🟢 Common supplemental resources - both hard copy and electronic such as Study Island and Exact Path - are in use to support student proficiency. Professional learning is being planned for each school with the SI rep to ensure all students are taking full advantage of the NWEA pathway. Exact Path is being added to Clever to make it more accessible. Student growth is evidenced through KSA and MAP growth and through individual KSI growth.

🟢 ESS is implemented in all schools through after school programming and in some schools via daytime waiver to impact student growth. Evidence is tracked in the IC intervention tab.

🟢 KSI procedures were updated and reviewed with all instructional leaders to ensure that processes were streamlined to ensure student success. Students made great growth as evidenced by intervention tab data.

🟢 SST committees met every 4-6 week to consider all data sources that can indicate intervention needs. | Title V

ESS funds

General Fund

IDEA B

ESSER Funds |

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	ACT Test Preparation & Coaching (Evidence-based Instructional Strategy)	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 Utilization of practice ACT materials in core content areas (SI; Mastery Prep; ACT Online Academy; Odysseyware ACT prep) Practice ACT in late-Winter at both High Schools for 11th graders Computer Assisted Instruction through Odysseyware for differentiated instruction and tiered interventions ESS instruction to target struggling learners with research based instruction and strategies Implementation of school-led KSI process that ensures all students' needs are identified and addressed and parents/guardians are informed of needs, services and progress Use of classroom performance data, MAP, Mastery Prep, health information, and parent input to determine intervention needs	ESS Participation/ Attendance Sign-In Sheets for training Usage Reports for Online test prep materials Mock ACT results School-led Student Support Team Meetings ESS Intervention Progress Data Odysseyware Data School KSI/RTI Data Intervention Tab Data Special Education Eligibility Reports	🟢Mastery Prep was utilized to prepare students for the ACT test. The ACT was administered to all sophomores and juniors. The mock ACT was administered as well. These assessments not only better prepared students for the actual ACT administration but also gave teachers data for intervening in weak areas. All teachers involved with the ACT were trained in the Mastery Prep material and in proper administration of the ACT assessment. 🟢 Odysseyware was utilized to meet the needs of differentiated learners and to intervene with students struggling in the core curriculum at the high school level. 🟢 ESS is implemented in all schools through after school programming and in some schools via daytime waiver to impact student growth. Evidence is tracked in the IC intervention tab. 🟢 KSI procedures were updated and reviewed with all instructional leaders to ensure that processes were streamlined to ensure student success. Students made great growth as evidenced by intervention tab data. 🟢 SST committees met every 4-6 week to consider all data sources that can indicate intervention needs.	ESS Title V General Fund IDEA B

| Obj 1, 2, 3, Continued | 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 Pulse surveys, short-cycle planning, data review and stop-light reporting to monitor progress toward district strategic plan and CDIP objectives (KCWP 5 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) | Identify individual needs of schools and students and allocate human and fiscal resources to address needs and reduce barriers to learning in accordance with State and Federal program specifications, approved grant applications, and ensuring funds/resources are used to supplement not supplant where applicable

Offer supports in mental and emotional health to support the overall needs and the growth of the child

Utilize Preschool Grant, IDEA B, Title I, II, III, IV and V grants and local funds to address identified needs

Implement Studer Pulse Surveys, Short-cycle planning and data monitoring quarterly in Administrator's meetings and at District Leadership Meetings

Utilize Title I, Title III, FRYSC, Studer Parent Engagement Surveys, Studer Pulse Surveys, KERA Preschool Parent Surveys, PBIS, and community resources to engage families in the learning process, identify needs, and reduce barriers to learning to support academic success for all students | District Staffing & Funding Policies & Procedures

MUNIS Reports for State & Federal Grants

State & Federal Grant Applications & Required Reporting

School & District Needs Assessments

Administrator Meeting Agendas and Notes

Short-Cycle Planning, Survey Results, Stoplight Reports

Title I, Title III, KERA Preschool & FRYSC Family Engagement Activities and Expenditures

Studer Parent Engagement/Pulse Survey Results

Behavior data
Family Survey data
PBIS agenda & data
Project Wisdom data
PLC & PAC agendas | 🟢 Needs are determined through surveys, rounding, conversations in administrative meetings and small group break outs, review of school data and CSIPs, and Studer action planning to plan and allocate supplemental federal and state funds, including Title I, II, III, IV, and V, IDEA B, Preschool funds, PPG preschool grant, ESSR funds, FRYSC funds, and ESS funds.. These funds are used to improve student achievement and quality of instruction.

🟢 HCS partners with Mt Comprehensive Care and utilizes 2 grant funded counselors in addition to school counselors to support mental and emotional health. Project Wisdom was purchased this year to support this need, as well. Two new screening processes were put into place to support mental health.

🟢 Studer surveys, short cyle planning, and data monitoring were utilized to keep a pulse of instructional growth and change and to ensure strides were being taken to meet and achieve goals.

🟢 Survey data is gathered to meaningfully apply parent feedback into instructional and climate / culture planning in our schools. Family engagement funds are used to plan activities that draw parents and community into the school to engage them in the learning process and reduce barriers to learning. | General Fund

Title I

Title II

Title III

TItle IV

Title V

ESS

FRYSC Funds

Kera Preschool

ESSER Funds

PPG Grant Funds |

2: Separate Academic Indicator

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.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 - Science Elementary: Increase the percent of elementary students scoring proficient or distinguished on KSA Science from 29.8% in 2021 to 35% in 2022 Middle: Increase the percent of middle school students scoring proficient or distinguished on KSA Science from 14.4% in 2021 to 20% in 2022 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	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 Science & STEM activities & field trips	MAP Science Growth for grades 4 & 7 from Fall to Spring Assessment Agendas & Sign-In Sheets KSA Science Assessment Scores KSA Science Assessment Scores Agendas & Sign-In Sheets	🟡 HCS utilized a common text from K-8 (Dimensions) but there are not up to date pacing guides to accompany this material. 22-23 will be the final year of implementation for this program with the textbook adoption process beginning for a new book in the upcoming year. District wide grade level meetings occurred, but for the most part, particularly in elementary, these meetings focused on reading and mathematics. Middle and high school did better prioritizing science than elementary because of the content specificness of their schedules and certifications. Some science and STEM field trips took place, but not at the level that this could have been achieved.	General Fund Title IV
Objective 2 – Social Studies Elementary: Increase the percent of elementary students scoring proficient or distinguished on KSA Social Studies from 58.1% in 2019 to 60% in 2022	Support the rollout and implementation of the new Kentucky Academic Standards for Social Studies and development of aligned district-wide curriculum (KCWP 1)	Completion of KDE KAS PD grant for K-8 Social Studies KAS training and implementation Review and revise district pacing guides for Social Studies K-8 Implementation of K-8 Social Studies Pacing Guides	Agendas & Sign In Sheets Registrations Grant Documentation Submission Revised Pacing Guide PO and Email	🟡 The KAS PD grant was utilized to purchase materials for social studies KAS implementation and to train teachers in an inquiry based instructional model. Social studies resources (TCM, TCI / History Alive) have been purchased for schools, but the resources that have been purchased are more of a supplemental than a text. Pacing guides have not been updated to	General Fund Title IV Title V

Middle: Increase the percent of middle school students scoring proficient or distinguished on KSA Social Studies from 62.7% in 2019 to 65% in 2022 High School: Achieve 50% of high school students scoring proficient or distinguished on KSA Social Studies in2022 (Field Test TBD)		Purchase of Social Studies Resources Social Studies embedded performances and field trips		correlate with these resources or with the Kentucky Academic Standards. District wide grade level meetings occurred, but for the most part, particularly in elementary, these meetings focused on reading and mathematics. Middle and high school did better prioritizing social studies than elementary because of the content specificness of their schedules and certifications. Social studies embedded performances were made possible through the partnership with the Glema Center and Title IV funds. More field trips could have been planned to support this instruction.	
Objective 3 – Writing 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 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 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	Implement formal and informal process for teachers and students to improve learning in communication, language, and technology through writing instruction (KCWP 2) Vertical & horizontal curriculum alignment with course content and standards for 9-12 to better align with assessment and standards expectations (KCWP 1)	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 District-wide Teacher-led Grade level/content meetings 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)	Submission & approval of all school writing policies KSA On-Demand Writing Scores Agendas & Sign-In Sheets Course Syllabi with Standards Alignment Content PLCs & Departmental Meeting Agendas and Sign In Sheets	◯ All schools in Hopkins County have writing policies that have been approved by KDE during the last approval cycle. Like in science and social studies, writing was not the focus that it could have been in many of our schools (particularly elementary) due to the implementation of the new reading and math programs. This was not the case for teachers who teach writing as a stand alone course, such as in middle and high, and gains were noted in those areas on the KSA even after virtual learning. This will continue to be an area of focus, particularly in elementary.	General Fund

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**
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 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.	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 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	MAP Fall to Spring Growth Measure Report Short-Cycle Planning, Stoplight Reports, Strategic Plan Monitoring Data from Study Island, Exact Path, ESGI, ESS Intervention Tab, and small group growth	🟢The percentage of students in the district who met their individual growth projection was 64.4% in Math. The percentage of students in the district who met their individual projection was 60.8% in Reading. The Studer Student Achievement pillar measured mastery of this goal through tracking data, rounding and meeting with principals and instructional leaders, stoplight reporting, and developing next step actions with schools. Each school has utilized small group instruction and instructional support staff (Title I, ESS teachers, CSRTs, interventionists, etc) to deliver targeted instruction using the core curriculum and district supplemental programs and assessments.	General Fund ESS Title I Title II ESSER ESGI

4: Achievement Gap

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).

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 2022 and on MAP Math from 25% in Fall 2019 to 29% in Spring 2022. 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. 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.	Create & monitor a list for students performing below proficiency (KCWP 4) Implement and commit to intentional co-teaching (KCWP 2) Ensure needs assessments, data analysis and survey results drive fiscal and human resource allocations (KCWP 5)	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. 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) 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	Increase % P & D students with disabilities from Fall to Spring MAP Building Level Co-Teaching Look-For Items on Walkthroughs District Staffing & Funding Policies and Procedures Staffing Allocations MUNIS Reports	🟢 Special Education Proficiency Plans were not reinstated in schools this year. However, school leadership teams tracked data, consulted regularly, and focused on improved performance activities for all students. 🟢 Special Education Building Coaches modeled and monitored small group instructional practices. They highlighted and emphasized increased practice turns, opportunities for feedback, flexible grouping, differentiation/tailored instruction, etc. 🟢 IDEA-B funds were utilized to provide human and fiscal resources, i.e. Classroom Instructional Assistants, modified curriculum materials/supplemental resources, professional learning opportunities, flex seating, View Sonic Boards, touch screen chromebooks, sensory rooms, etc. to address individual needs of schools and students.	IDEA B General Fund

	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	🟢Special Education Building Coaches spent a minimum of one hour daily in classrooms supporting teachers when possible. They reviewed lesson plans, modeled instructional strategies, demonstrated behavior management techniques, mentored new teachers, etc.	IDEA B General Fund

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 (SI; 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)	🟢 TEDS data is used to track student pathway completion for career readiness. Students complete programs at CTC with industry certifications and EOP exams for readiness in entering the workforce. The CTC staff attends annual professional development to stay up to date on industry expectations and standards. 🟢 Dual credit and AP coursework are available at both high schools. Early college has been expanded to include Juniors to graduate students with more credit hours toward their associate or bachelors degrees. 🟢 Mastery Prep was utilized to prepare students for the ACT test. The ACT was administered to all sophomores and juniors. The mock ACT was administered as well. These assessments not only better prepared students for the actual ACT administration but also gave teachers data for intervening in weak areas. All teachers involved with the ACT were trained in the Mastery Prep material and in proper administration of the ACT assessment.	General Fund ESS ESSER Title IV Title V

				🟢 Odysseyware was utilized to meet the needs of differentiated learners and to intervene with students struggling in the core curriculum at the high school level.	

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
Objective 1: By 2022, Hopkins County Schools will increase the graduation rate from 88.4% to 90.8%.	Utilize Persistence to Grad Tool/Early Warning Tool to assist in identifying students at risk 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)	Utilization of Hopkins County Schools Academy as option for students at-risk Utilization of report to identify students who are at risk for dropping out, providing counseling on attendance, behavior, grades, and social skills; and reduce barriers to learning Utilize Title I, Title III, FRYSC, Studer Parent Engagement Surveys, 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	Enrollment Graduation Rates Work Ready Initiative Completers Usage Reports for Early Warning Tool Title I, Title III, KERA Preschool & FRYSC Family Engagement Activities and Expenditures Studer Parent Engagement Survey Results	🟢 HCAcademy is in place to support at risk students and assist students on individualized paths to graduation. 🟢 Early Warning tool is utilized to identify at risk students and target with proactive counseling and intervention measures to promote graduation readiness. 🟢 Survey data is gathered to meaningfully apply parent feedback into instructional and climate / culture planning in our schools. Family engagement funds are used to plan activities that draw parents and community into the school to engage them in the learning process and reduce barriers to learning.	General Fund Title I Title II Title III KERA Preschool FRYSC ESSER