2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

Madisonville North Hopkins High School
Adam Harris
4515 Hanson Road
Madisonville, Kentucky, 42431
United States of America

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools - 2023-2024 Phase One: Continuous Improvement Diagnostic for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

Table of Contents

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools - 2023-2024 Phase One: Continuous Improvement Diagnostic for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools

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

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2023-24 diagnostics is as follows:

Phase One: August 1 - October 1

• Continuous Improvement Diagnostic for Schools

• School Safety Report

• Executive Summary for Schools

Phase Two: October 1 - November 1

• The Needs Assessment for Schools

• School Assurances

2023-2024 Phase One: Continuous Improvement Diagnostic for Schools - 2023-2024 Phase One: Continuous Improvement Diagnostic for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

Phase Three: November 1 - January 1

• Comprehensive School Improvement Plan

Phase Four: January 1 - December 31

• Professional Development Plan for Schools (Due May 1)

• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive school improvement plan is developed by the school council, (where applicable) with the input of parents, faculty, and staff.

Please enter your name and date below to certify.
    Mr. Adam Harris, 9/18/23

2023-2024 Phase One: Executive Summary for Schools

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2023-2024 Phase One: Executive Summary for Schools - 2023-2024 Phase One: Executive Summary for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

Table of Contents

2023-2024 Phase One: Executive Summary for Schools - 2023-2024 Phase One: Executive Summary for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

2023-2024 Phase One: Executive Summary for Schools

Description of the School

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

Madisonville-North Hopkins High School is a comprehensive high school located in the city of Madisonville, Kentucky. Madisonville is located in Hopkins County, a rural county in western Kentucky of approximately 45,138 people whose population is approximately 89.7% Caucasian, 6.9% African- American, and 2.3% Hispanic/Latino. The student population is approximately 1,223 in grades 9-12 and consists of 76% Caucasian, 12.4% African-American, 4.2% Hispanic/Latino, 0.7% Asian, and 48.4% Free and Reduced Lunch. Our Special Education population is 12.4% of our student body, and 22.5% of our student body has a Gifted Student Services Plan (GSSP). The high school staff is largely Caucasian with 25 percent of teachers with 0 to 3 years of experience. Our teachers' average years of school experience is 10.5 years. MNHHS has one principal, two assistant principals, one instructional leader, one special education building coach, and three school counselors. During the 2023-2024 school year our school has added two additional mental health counselors that will be able to service our students in house. The school calendar consists of three trimesters of twelve weeks each. Most core classes (math, science, English, and social studies) last all three trimesters, and most elective classes are only one trimester each and count as half credit per trimester. Each student must acquire 27 credits to be eligible for graduation. The school is a member of the College Entrance Examination Board and is accredited by the AdvancED International Registry for Accreditation. Approximately 70% of graduates enroll in some type of post-secondary educational institution. The community is mainly blue collar with the median household income being $47,014; the average unemployment rate is 4.7%; and the poverty rate is 18.1%. Eighty-six percent of the population has at least a high school education, and sixteen percent of the population has a bachelor's degree or higher. The main businesses and industries in Hopkins County are trade (transportation and utilities included), education, healthcare services, and manufacturing. Our community needs a more skilled workforce especially in the areas of manufacturing, maintenance, and technical areas such as HVAC, electrical, and plumbing. Last school year was our first chance to start a year without masking since 2019-2020.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

MNHHS has always held a strong connection with the stakeholders in our community. The SBDM council always includes parent representatives, who are elected by the community. We have utilized Parent Square this year to increase involvement and engagement with community members, families, staff, and

2023-2024 Phase One: Executive Summary for Schools - 2023-2024 Phase One: Executive Summary for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

students. We completed surveys and forms through Parent Square as well last year, and we hope to increase participation with this medium this year. The feedback from this information is shared in various ways. The leadership team meets weekly, and when topics of community engagement are brought up those are discussed then. The PAC group then meets monthly to continue sharing the vision and plan of the adminstration. We often try to keep parents and community members involved by sharing information via Parent Square and other social media platforms as well. We are always open to feedback from our stakeholders, and as a team we work to find creative solutions to the concerns of our community.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Our mission at Madisonville-North Hopkins High School is as follows: "The Madisonville North Hopkins community accepts the responsibility to achieve academic success in a safe, caring, supportive environment. Our focus is to inspire our students and influence their choices so they may positively impact our world for a lifetime." This year we are implementing a new motto in all corners of the school, and that is "expect more". We are placing higher expectations on our students, staff, and family members. We know what our school body is capable of, and we expect more from them. We believe that all students can experience success in school, and we strive to provide opportunities for our students to explore different fields of learning. Through our partnership with the Career and Technology Center (our district's career and technical high school) our students are allowed to enroll in courses in nursing, automotive technology, industrial maintenance, engineering and technology education, business education, and information technology. In addition to our regular high school curriculum, we also offer sixteen Advanced Placement courses, and we are an AP Honor Roll school. Teachers and school leaders have high expectations for all students. When students are not being successful, teachers work with parents, the instructional leader, the special education building coach, school counselors, and school administrators to help these students achieve success. We offer remedial courses in addition to weekly Extended School Services to assist our students with academic achievement. Through a partnership with Madisonville Community College we also have expanded our Early College program. This program allows high school Juniors and Seniors to be enrolled in college level courses while still in high school.

Notable Achievements and Areas of Improvement

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

2023-2024 Phase One: Executive Summary for Schools - 2023-2024 Phase One: Executive Summary for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

MNHHS is known for academic achievement. As mentioned before, we are an Advanced Placement Honor Roll school based on our students' success on AP exams. Our average ACT score based on the state-administered ACT test for juniors averages between 20-21, which is well above the state average composite. Our state accountability data indicates that our students are performing high in areas of reading, mathematics, science, social studies, and writing. More importantly, our school also scored high in the quality of school climate and safety surveys. This indicates that students feel safe, and as though they are benefitting from the educational services provided here at Madisonville-North Hopkins.

Our state accountability data has also helped us identify some areas for improvement. Our graduation rate is 91.8, which is lower than previous years. We are working on strategies to help increase graduation rate and also by providing more post secondary readiness options for all students. We also saw a decrease in the scores of our student population that have IEPs. We hope to push for an improvement of reading and mathematics scores for this student group specifically. We feel that much of our success is due the dedication of students and teachers, but we need to ensure that these practices are carried with our special needs students as well.

Our administrative team (principals, special education coach, instructional leader, building assessment coordinator, and school counselors) will meet on a regular (weekly or more often) basis to identify specific students who will receive extra support from teachers. In addition, the administrative team, Principal's Advisory Council (PAC), and Professional Learning Communities (PLCs) will develop strategies to increase proficiency for all students. During PLC meetings, teachers will analyze and interpret data from their classrooms to help identify students who have achieved mastery and which students need remediation. Based on classroom assessment results, students will also be encouraged to utilize our Extended School Services (ESS) to improve their academic performance. Through ESS services we are also implementing a student based tutoring program that will allow students to work with their peers, and gain additional support in their core classes. Our core teachers will focus on evidence based practices, such as ACT test preparation and coaching programs. We already use MasteryPrep, which allows students to take practice ACT tests, get their scores for each part of the test, and then complete remedial questions/videos for questions that they miss. In addition, we will give practice ACT passages in math, science, social studies, and English classes for juniors and sophomores throughout the school year. Our school will focus on the instruction of special education students in collaborative and resource settings. One instructional method that we plan to focus on is station teaching. Our special education building coach will spend time observing collaborative and resource classrooms weekly in order to facilitate effective instructional strategies for students with disabilities. As always, our teachers will meet with their PLC colleagues to ensure that they are teaching the state standards for each subject area. Daily learning targets should be aligned with state standards for each core subject. Also, student progress should be continuously monitored through the use of different formative assessments in the classroom. In addition, shared planning time will be used to adjust pacing guides and make changes that are in the best interest of effective instruction. While we are known for our academic achievement, we are directing our attention to Career and Technical Education (CTE) pathways and the

2023-2024 Phase One: Executive Summary for Schools - 2023-2024 Phase One: Executive Summary for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

opportunities available to our students in these pathways. We plan to host our first Career Signing Day for students who plan to enter a CTE field upon graduating high school; we will host this as a district initiative to highlight and celebrate these students who plan to enter the workforce directly in a CTE field or pursue a CTE degree in postsecondary school with the intent to partner with a local business/ organization upon the completion of the postsecondary school/degree.

Additional Information

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

n/a

2023-2024 Phase One: Executive Summary for Schools - 2023-2024 Phase One: Executive Summary for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
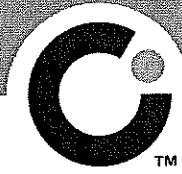
2023-2024 Phase One: School Safety Report

2023-2024 Phase One: School Safety Report

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Table of Contents

2023-2024 Phase One: School Safety Report
School Safety Report

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

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

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

Questions Related to the Adoption and Implementation of the Emergency Plan
1. Has the 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) and is a copy maintained on file in the school office?

If the answer is "no", please explain 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 (with limited exceptions) 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, shall be reported for the 2022-2023 school year and each year thereafter.

Yes, our SBDM council has an emergency operation plan that is in accordance with local board policy and in compliance with all KRS specifications. The emergency plan has been copied and is maintained on file in the school office.

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2. Has the 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 the answer is "no", please explain in the comment box.
Yes, our school SRO was provided with our emergency plan and school diagrams. The SRO shares these documents with our district Director of Engagement, Equity, and School Support for dissemination to local first responders.

3. Has the 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 the answer is "no", please explain in the comment box.
Yes, each room within the building has a school map posted at the doorway with primary and secondary evacuation routes included.

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

If the answer is "no", please explain in the comment box.
Yes, weather safe zones and emergency procedures are posted within each classroom.

5. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.
Yes, earthquake drill practices are in place and practiced routinely.

6. Are practices in place to control access to the 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 the answer is "no", please explain in the comment box.
> Our building remains locked during the school day. An intercom system, electronically locked door, and camera secures the main entrance of the building, and other entrances can only be unlocked by staff badge. All visitors must state their reason for visit at the door buzzer, report to the main office and must show identification to obtain a visitor's pass to wear while on campus. The Raptor System is in place to scan identification, track & scan visitors in the building, and provide a quick alert to administration and law enforcement. All classrooms remain closed and locked during instruction with a door window cover available for a lock down. Last school year all classrooms were upgraded to an electronic locking system. These can be manually set to only open for specific people during lockdowns.

7. Was the 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) and is a copy maintained in the school office?

Please provide the most recent date of review/revision of the school's emergency plan in the comment box. If the answer is "no", please explain in the comment box.
> Yes, our school emergency plan was reviewed by the principal and school SBDM council on July 31, 2023. It was provided to the school SRO for review and dissemination on [August 22, 2023].

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

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.
> Yes, our school emergency plan was reviewed by the principal and school SBDM council on July 31, 2023. It was provided to the school staff for review and dissemination on [August 22, 2023].

9. During the first 30 instructional days of the <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and are the drills maintained in the appropriate drill log for the given school year?

If the answer is "no", please explain in the comment box.
> Yes, we conducted fire, earthquake, tornado, and lockdown drills on September 20th, 2023.

10. During the month of January during the <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and is a copy maintained on file in the school office?

If the answer is "no", please explain in the comment box.
In January 2023, we conducted fire, earthquake, tornado, and lockdown drills on January 25th, 2023.

11. Over the immediately preceding twelve months, did the principal 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 the school did NOT meet the requirement, respond "no" and please explain further in the comment box.
Yes, we conducted fire drills at least once a month during the previous twelve months as evidenced by the district drill log.

Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Two: The Needs Assessment for Schools

2023-2024 Phase Two: The Needs Assessment for Schools

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2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

Table of Contents

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2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

2023-24 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

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 school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school 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 schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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 from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Once state test data was released, it was discussed with the administration team (principal, assistant principals, special education building coach, building assessment coordinator, and instructional leader). During Professional Learning Communities (PLCs) the last week of October, an overview of scores and target areas were discussed. During the month of November 2023, teachers will meet within PLCs to discuss our targeted areas for improvement and to develop a plan of action. During the November Principal's Advisory Council (PAC) meeting (November 8th, 2023), we will begin to review our specific areas of focus. This will also be discussed with parents and community members during our November School-Based Decision-Making (SBDM) Council meeting (November 15th, 2023). As we continue to develop specific plans in our PAC, PLCs, and SBDM meetings each month, these agendas and minutes will be completed and kept in shared Google Drives that are accessible to anyone within Hopkins County Schools network. During PLCs, teachers will discuss students who may need extra assistance based on assessment scores and grades. Teachers will be given a breakdown of MAPs

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

scores for 9th and 10th grade students and KSA data for current 11th grade students. We plan to use a variety of methods to reach these students including (but not limited to) daily one on one conferences with students during advisory, Extended School Services (ESS) which includes tutoring and one-on-one help, and supplemental courses offered in areas of reading and math to help encourage these students and assist them with academic progress. Teachers are implementing various strategies and resources to help guide all learners towards success. Attendance data and behavior data are shared with teachers, parents, and community members at monthly SBDM meetings and will continue to be shared each month throughout the school year.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

During the 2022-2023 school year one of the goals was to increase the percentage of students scoring proficient or distinguished in reading from 62% to 68%. While a variety of resources were utilized to help improve reading scores, we were unable to meet the goal of the 2022-2023 school year. The percentage of students scoring proficient or distinguished in reading dropped from 62% down to 49% (a decrease of 13%). In order to prepare for the 2023-2024 school year there have been changes made to the staffing, and a plan is being devised to implement reading strategies schoolwide, not just within English classrooms.

During the 2022-2023 school year another one of the goals was to increase the percentage of students scoring proficient or distinguished in mathematics from 48% to 55%. While a variety of resources were used to continue to improve math scores, we did not meet this goal either. The percentage of students scoring proficient or distinguished on the mathematics portion of the KSA exam dropped from 48% down to 31%. As we move forward we are devising plans to help make our math students more successful. The upcoming group of students will require a much more targeted approach, and that is what the Admin team and Math PLCs will be working on during the 2023-2024 school year.

During the 2022-2023 school year we had hoped to see an increase in students scoring proficient or distinguished in science from 24% to 35%. During the 2022-2023 school year we did see a significant drop in students scoring proficient and distinguished in science from 24% down to only 12%. Moving forward this school year I believe the focus will be shifted more towards novice and apprentice reduction. We will continue to provide online test preparation services to students in science classes, and encourage teachers to utilize the various technology related resources available to them. This year we plan to continue to focus on these areas, with an emphasis on the special needs populations within these groups. We hope to see an increase in the number of students scoring in the apprentice and proficient areas for students with disabilities/IEPs. We also hope to see an increase in post secondary readiness and graduation rate due to an expansion of career pathway options for students, and via relationship building during weekly advisory

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

meetings. This year we are expecting more of our students and our staff, and we hope that message translates into all aspects of student life and the building.

Trends

3. 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 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Our reading and math scores have both decreased from 2021-2022 to 2022-2023. Our combined reading and math score decreased from 70.1 (Green/High rating) to 48.1 (Orange/Low rating). Our Science, Social studies & Writing scores did decrease from 59.3 to 53.5. However, we did keep a Green/High rating in these areas.

The number of behavior referrals have significantly decreased since the 2022-2023 school year. We are seeing a significant reduction in behavior referrals from the incoming 9th grade class, and the 9th grade class is generally the leader in behavior events, however that is not the case this year.

Our post secondary readiness indicator and our graduation rate are two areas of concern based on accountability data from the 2022-2023 school year. We did see an increase in postsecondary readiness from 81.8 (Yellow/Medium rating) to a 92.4 (Green/High rating). We hope to continue to work hard to ensure that students are postsecondary ready. We did see a very slight decrease in the graduation rate, by only .4. We did however stay in the Orange/Low rating area, so while this did not help our overall accountability, it did not hurt as as significantly as other areas did.

Students with disabilities continue to be an area of concern for our building based on the 2022-2023 accountability data. Through professional development, PLCs, and data tracking/analysis we hope to see an increase in the performance of this group.

In order to improve school spirit and rapport with students we have implemented daily advisory meetings to help foster relationships with students, encourage extracurricular involvement, and get students and teachers more involved in our school culture. We are adopting the Jostens Renaissance model for school culture, and have already started to see small shifts in morale and culture within the building. This is an important area of focus due to the School Culture and Climate Survey results. We did see a decrease in our rating from Green/High in the previous school year to Medium/Yellow last school year. While we did see a decrease, it was very slight, dropping less than 2 points. One of the most significant areas of concern from the SCCS were bullying and respect for others' differences. We hope that the Jostens implementation will aid in a sense of community within the school.

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

Current State
   4. Plainly state the current condition of the school 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 Kentucky Summative Assessment (KSA) in 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 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Example of Current Academic State (based on the 2022-2023 School Year):

-49% of students scored proficient or distinguished in Reading

-31% of students scored proficient or distinguished in Mathematics.

-12% of students scored proficient or distinguished in Science.

-45% of students scored proficient or distinguished in Social Studies..

-42% of students scored proficient or distinguished in writing.

-TSI in Disability based on the following information
      -45% Novice in Reading for the SPED population
      -57% Novice in Mathematics for the SPED population
      -71% Novice in Science for the SPED population
      -71% Novice in Social Studies for the SPED population
      -48% Novice in Editing and Mechanics for the SPED population
      -52% in Writing and Combined Writing for the SPED population

-Analysis is currently underway to compare/track students progress on MAPS assessments. Data has been collected for the Fall, and will be compared with data collected during the Winter and Spring as well.

Example of Non-Academic Current State (based on the 2022-2023 School Year):

-The quality of school climate and safety survey indicated that we were medium/ yellow for the state, at 62.8%.

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools - Generated on
01/08/2024

Madisonville North Hopkins High School

-Implementation of a new advisory program that meets daily to help foster relationships between students and staff.

-New teachers have been provided training and mentoring opportunities via the school and the district.

-Club days have been reinstated to help boost student involvement.   These occur once per trimester.

-Implementation of the Jostens Renaissance Program to improve school culture and climate.

-Current focus has been placed on the rebranding of MNHHS with a new motto of "expect more". This motto will soon translate into all aspects of North Hopkins and not just the classroom. This expectation is for students, staff, family members, and community members. We expect more from all these stakeholders, and we hope that they continue to expect more from North Hopkins as well.

Priorities/Concerns
        5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

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

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.
Reviewing data from the 2022-2023 School Year the following are the areas of greatest concern:

-Graduation rate continues to decrease, with a drop from 91.8 to 91.4. This is one of our lowest areas, and we receive a rating of Orange/Low.

-Reading and Mathematics scores are a great concern, dropping from 70.1 to 48.1, and our rating going from Green/High to Orange/Low.

The above data is especially concerning since that group of students will be testing this year as Juniors. We are continuing to monitor trends and are trying to devise methods to increase this particular class's performance.

-The School Climate and Safety Indicator did decrease last year, from 64.2 to 62.8, and we dropped from Green/High to Yellow/Medium. Some of the biggest concerns within the building are bullying and respect for differences amongst one another.

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

-We have now been identified as a TSI school for the second year in a row due to our Special Needs population. This group continues to underperform the state average.

Strengths/Leverages

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

From the 2022-2023 school year there are a few notable strengths of MNHHS.

-Our Postsecondary Readiness scores increased from 81.8 (Yellow/Medium) to 92.4 (Green/High)
-Our Science, Social Studies and Writing indicator decreased, but held strong at Green/High.
-We are continuing to utilize MAPs and MasteryPrep data to help track student success.
-We are implementing more targeted PLC meetings that are focusing on student success.
-We had a record low for number of new staff members/teacher turnover.
-We hired some excellent veteran teachers to fill the few positions we had.
-Our discipline issues have significantly decreased from previous school years.
-School culture is improving. A group has formed that is taking over school culture and climate and are working to make the school a more welcoming environment for students and staff.

Evaluate the Teaching and Learning Environment

7 . 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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

a. Complete the Key Elements Template.
- **$option.getText()**

ATTACHMENTS

Attachment Name

📄 MNHHS KCWP

8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

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

MNHHS has multiple areas that the KCWP process can help refine. However, the primary area of focus will be KCCWP 4: Review, Analyze, and Apply Data. Please see details on the attachment.

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools - Generated on 01/08/2024

Madisonville North Hopkins High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 23-24 MNHHS KCWP		•
📄 MNHHS KCWP		• 7
📄 MNHHS KCWP 1		•
📄 MNHHS KCWP 2		•
📄 MNHHS KCWP 3		•
📄 MNHHS KCWP 4		•
📄 MNHHS KCWP 5		•
📄 MNHHS KCWP 6		•

2023-2024 Phase Two: School Assurances

2023-2024 Phase Two: School Assurances

Madisonville North Hopkins High School
Adam Harris
4515 Hanson Road
Madisonville, Kentucky, 42431
United States of America

Table of Contents

2023-24 Phase Two: School Assurances
Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school 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.

Federal Programs

1. If the school receives Title II, Part A funds, the school provides professional development for staff that is in accordance with the purpose of Title II, Part A of ESSA (job-embedded, evidence-based, sustainable, data-driven and classroom-focused); addresses the needs of all students; and, strives to ensure all students are transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II, Part A funding.

- **Yes**
- o No
- o N/A

COMMENTS

2. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- **Yes**
- o No
- o N/A

COMMENTS

Title I Programs

3. The school distributes to parents and family members of participating children in a targeted assisstance program, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, and describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of

ESSA allows existing parent and family engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ● **Yes**
- o No
- o N/A

COMMENTS

4. The school convenes an annual meeting, at a convenient time, to which all parents of participating children in a targeted assisstance program, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- ● **Yes**
- o No
- o N/A

COMMENTS

5. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- ● **Yes**
- o No
- o N/A

COMMENTS

6. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I. This includes the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b). If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

- ● **Yes**
- o No
- o N/A

COMMENTS

7. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

- **Yes**
- o No
- o N/A

COMMENTS

8. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

- **Yes**
- o No
- o N/A

COMMENTS

9. The school provides assistance to parents of children served by the school in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

- **Yes**
- o No
- o N/A

COMMENTS

10. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

● **Yes**

o No

o N/A

COMMENTS

11. The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

● **Yes**

o No

o N/A

COMMENTS

12. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

● **Yes**

o No

o N/A

COMMENTS

13. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

● **Yes**

o No

o N/A

COMMENTS

14. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

● **Yes**

o No

o N/A

COMMENTS

Title I Schoolwide Programs

15. In a school implementing a schoolwide program, the school developed a comprehensive plan (the Comprehensive School Improvement Plan, or CSIP) during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

● **Yes**

o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

17. In a school implementing a schoolwide program, the school developed a

comprehensive plan (CSIP) that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

● **Yes**

o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

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

● **Yes**

o No

o N/A

COMMENTS

20. In a school implementing a schoolwide program, the school developed a comprehensive plan (CSIP) that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 CFR 200.26 (Code of Federal Regulations).

● **Yes**

o No

o N/A

COMMENTS

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

- **Yes**
- o No
- o N/A

COMMENTS

22. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the state's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging state academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging state academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- **Yes**
- o No
- o N/A

COMMENTS

Title I Targeted Assistance School Programs

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

o Yes
● **No**
o N/A
COMMENTS

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

o Yes
● **No**
o N/A
COMMENTS

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

o Yes
● **No**
o N/A
COMMENTS

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

o Yes
● **No**
o N/A
COMMENTS

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

o Yes

- **No**
- o N/A

COMMENTS

28. In a school implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.
   - o Yes
   - **No**
   - o N/A

COMMENTS

29. In a school implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.
   - o Yes
   - **No**
   - o N/A

COMMENTS

30. In a school implementing a targeted assistance school program, the school serves participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.
   - o Yes
   - **No**
   - o N/A

COMMENTS

Schools Identified for Targeted Support and Improvement
31. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school

developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

- **Yes**
- o No
- o N/A

COMMENTS

32. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

- **Yes**
- o No
- o N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2023-2024 Phase Three: Comprehensive School Improvement Plan

2023-2024 Phase Three: Comprehensive School Improvement Plan

Madisonville North Hopkins High School
Adam Harris
4515 Hanson Road
Madisonville, Kentucky, 42431
United States of America

Table of Contents

2023-2024 Phase Three: Comprehensive School Improvement Plan - 2023-2024 Phase Three: Comprehensive School Improvement Plan - Generated on 01/08/2024

Madisonville North Hopkins High School

2023-24 Phase Three: Comprehensive School Improvement Plan

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) 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).

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Operational Definitions

Goal: Long-term three- to five-year targets based on the required school level goals. Elementary/ middle schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, and quality of school climate and safety. High schools must have goals for state assessment results in reading and mathematics, state assessment results in science, social studies and writing, achievement gap, English learner progress, quality of school climate and safety, postsecondary readiness, and graduation rate. Long-term targets should be informed by the Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. Objectives should address state assessment results and/or aligned formative assessments. There can be multiple objectives for each goal.

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

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

2023-2024 Phase Three: Comprehensive School Improvement Plan - 2023-2024 Phase Three: Comprehensive School Improvement Plan - Generated on 01/08/2024

Madisonville North Hopkins High School

KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan
The required goals for elementary/middle schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Achievement Gap

The required goals for high schools include the following:

• State Assessment Results in reading and mathematics
• State Assessment Results in science, social studies and writing
• English Learner Progress
• Quality of School Climate and Safety
• Postsecondary Readiness (high school only)
• Graduation Rate (high school only)
• Achievement Gap

Using the Comprehensive School Improvement Plan Template
The template is a complement to the Needs Assessment for Schools. 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 School Improvement Plan Template.

● **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

📄 MNHHS CSIP

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.

We hope to maintain or improve our College and Career Readiness component, and our School Culture and Climate Survey results as indicated in our CSIP.

The following are areas of concern that we plan to address through the remainder of this school year as indicated in our CSIP.

-Reading and Mathematics scores are a great concern, dropping from 70.1 to 48.1, and our rating going from Green/High to Orange/Low.
-We have now been identified as a TSI school for the second year in a row due to our Special Needs population. This group continues to underperform the state average.
-The School Climate and Safety Indicator did decrease last year, from 64.2 to 62.8, and we dropped from Green/High to Yellow/Medium. Some of the biggest concerns within the building are bullying and respect for differences amongst one another.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 PDF 23- 24 MNHHS KCWP 1: Detailed		•
📄 PDF 23- 24 MNHHS KCWP 2: Detailed		•
📄 PDF 23- 24 MNHHS KCWP 3: Detailed		•
📄 PDF 23- 24 MNHHS KCWP 4: Detailed		•
📄 PDF 23- 24 MNHHS KCWP 5: Detailed		•
📄 PDF 23- 24 MNHHS KCWP 6: Detailed		•
📄 PDF 23-24 KCWP Summary		•
📄 23-24 MNHHS CSIP		•
📄 23-24 MNHHS TSI Evidence		•
📄 PDF Co-teaching Article PDF		•
📄 PDF Digital Learning Assessment Article PDF		•
📄 MNHHS CSIP		•
📄 PDF PBIS Article PDF		•

Comprehensive School Improvement Plan (CSIP)

Rationale

School improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) 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). Through the Needs Assessment for Schools, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Please note that the objectives (short-term targets) set by your school under the Achievement Gap section of this planning template will be used by the district's superintendent to determine whether or not your school met its targets to reduce the gap in student achievement for any student group for two consecutive years as required by KRS 158.649. Likewise, operational definitions for each required planning component can be found on page 2 of the planning template.

For those schools operating a Title I Schoolwide Program, this plan meets the requirements of Section 1114 of the Every Student Succeeds Act as well as state requirements under 703 KAR 5:225. **No separate Schoolwide Program Plan is required.**

Requirements for Building an Improvement Plan

- The required goals for **elementary/middle schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety

- The required goals for **high schools** include the following:
  - State Assessment Results in reading and mathematics
  - State Assessment Results in science, social studies and writing
  - Achievement Gap
  - English Learner Progress
  - Quality of School Climate and Safety
  - Postsecondary Readiness
  - Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive school improvement plan. List the identified priorities below to be addressed in order to build staff capacity and increase student achievement.

Priorities/Concerns from Needs Assessment for Schools

List two or three of the greatest areas of weakness identified in question #5 of the Needs Assessment for Schools that will be thoroughly addressed in the strategies and activities outlined in this template.

-Reading and Mathematics scores are a great concern, dropping from 70.1 to 48.1, and our rating going from Green/High to Orange/Low.

-We have now been identified as a TSI school for the second year in a row due to our Special Needs population. This group continues to underperform the state average.

-The School Climate and Safety Indicator did decrease last year, from 64.2 to 62.8, and we dropped from Green/High to Yellow/Medium. Some of the biggest concerns within the building are bullying and respect for differences amongst one another.

Processes, Practices, or Conditions to be Addressed from Key Elements Template

List two or three of the processes, practices, or conditions identified on the School Key Elements Template that the school will focus its resources and efforts upon and thoroughly address in the strategies and activities outlined in this template.

-An increased frequency of MAPs assessments and a more solid understanding of how to utilize data from the MAPs assessments to target students. (KCWP 4)

-Establishing a learning culture where the schools mission and vision are supported throughout the school. This can be done through PLCs, Professional Development, and through teacher leaders. (KCWP 6)

-An increase in the frequency of instructional walkthroughs and instructional coaching throughout the school year. (KCWP 3)

2023-2024 MNHHS CSIP

Indicator Scores

List the overall scores of status and change for each indicator.

Indicator	Status	Change
State Assessment Results in reading and mathematics	59.1 (Orange)	-11.0 (Decline)
State Assessment Results in science, social studies and writing	56.4 (Green)	-2.9 (Maintain)
English Learner Progress	n/a	n/a
Quality of School Climate and Safety	63.5 (Yellow)	-0.7 (Maintain)
Postsecondary Readiness (high schools and districts only)	87.1 (Green)	5.3 (Increase)
Graduation Rate (high schools and districts only)	91.6 (Orange)	-0.2 (Maintain)

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): **By 2028, Madisonville-North Hopkins High School will increase the number of students scoring proficient or distinguished on the mathematics and reading portion of the KSA tests to 60% P/D for reading and 60% P/D in mathematics.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the spring of 2024, Madisonville-North Hopkins High School will increase the percentage of students scoring proficient or distinguished in reading from 49% to 52%.	KCWP 1: Design and Deploy Standards	Ensure curricular alignment reviews are an ongoing action of the PLCs planning process.	PLC Agendas Curriculum Documents		Title 1 Funds for Instructional Leader
		Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.	PLC Agendas Technology PD for Title 1 Purchases Walkthrough Data Professional Development Surveys Instructional Leader Administrative Team Meetings		Title 1 Funds for Instructional Leader Title 1 funds for supplemental books and study guides Title II funds for new teacher supports. SBDM Funds
	KCWP 2: Design and Deliver Instruction	Ensure congruency is present between standards, learning targets, and assessment measures. An increase in the implementation and understanding of the MAP testing process. Deeper Learning strategies.	Walkthrough Data PLC Agendas Classroom Assessments MAP Assessment Data		Title 1 Funds for Instructional Leader Title 1 funds for technology-related supplies. (Quizizz) Title V Funds for Online assessment platform. (Edulastic) SBDM funds
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed and, if so, what those adjustments include.	PLC Agendas Walkthrough Data Administrative Team Meetings		Title 1 funds to purchase test preparation materials. Title 1 Funds for Instructional Leader SBDM funds

Goal 1 (State your reading and math goal.): By 2028, Madisonville-North Hopkins High School will increase the number of students scoring proficient or distinguished on the mathematics and reading portion of the KSA tests to 60% P/D for reading and 60% P/D in mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Utilize evidence-based practice of test preparation and coaching programs such as TestNav, MasteryPrep, and MAP testing.			
	KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Walkthrough Data PLC Agendas SST Agendas Administrative Team		Title 1 funds to purchase test preparation materials. Title 1 funds for supplemental books and study guides Title 1 funds for technology-related supplies. (Quizizz) Title V Funds for Online assessment platform. (Edulastic)
		Assess with formative and summative assessments that are aligned to the standards and learning targets. MAPs Assessment	Classroom Assessments Walkthrough Data		Title 1 funds for technology-related supplies. (Quizizz) Title V Funds for Online assessment platform. (Edulastic) MAPs Assessment
Objective 2 By the spring of 2024, Madisonville-North Hopkins High School will increase the percentage of students scoring proficient or distinguished in math from 31% to 35%.	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. An increase in the implementation and understanding of the MAP testing process. Deeper Learning strategies.	Walkthrough Data PLC Agendas Classroom Assessments Practice Test Data MAP Data		Title 1 funds to purchase test preparation materials. Title 1 funds for supplemental books and study guides Title 1 funds for technology-related supplies. (Quizizz) Title V Funds for Online assessment platform. (Edulastic)

Goal 1 (State your reading and math goal.): By 2028, Madisonville-North Hopkins High School will increase the number of students scoring proficient or distinguished on the mathematics and reading portion of the KSA tests to 60% P/D for reading and 60% P/D in mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed and, if so, what those adjustments include. Utilize evidence-based practice of test preparation programs such as MasteryPrep and TestNav.	PLC Agendas Walkthrough Data Administrative Team		Title 1 funds to purchase test preparation materials
	KCWP 5: Design, Align and Deliver Support	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessment measures, resource sharing and collaborative lesson creation, and analysis of data.	PLC Agendas PAC agendas Collegial Learning Walk Forms Instructional Leader Administrative Team		Title 1 Funds for Instructional Leader Title 1 Funds for substitutes for PD, collaboration, observation
		Assess with formative and summative assessments that are aligned to the standards and learning targets.	Classroom Assessments Walkthrough Data		Title 1 funds for technology-related supplies. (Quizizz) Title V Funds for Online assessment platform. (Edulastic)
	KCWP 4: Review, Analyze and Apply Data	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. MAPs Assessment	Walkthrough Data		Title 1 funds to purchase test preparation materials Title 1 funds for supplemental books and study guides Title 1 funds for technology-related supplies. (Quizizz)

Goal 1 (State your reading and math goal.): By 2028, Madisonville-North Hopkins High School will increase the number of students scoring proficient or distinguished on the mathematics and reading portion of the KSA tests to 60% P/D for reading and 60% P/D in mathematics.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
					Title V Funds for Online assessment platform. (Edulastic) MAPs Assessment

2: State Assessment Results in Science, Social Studies, and Writing

Goal 2 (State your science, social studies, and writing goal.): **By 2028, Madisonville-North Hopkins High School will increase the number of students scoring proficient or distinguished on the science, social studies, and writing portions of the KSA tests to 45% P/D for science, 60% P/D in social studies, and 60% P/D in writing.**

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the spring of 2024, Madisonville-North Hopkins High School will increase the percentage of students scoring proficient or distinguished in science from 12% to 20%.	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Walkthrough Data		Title 1 funds for supplemental books and study guides
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed and, if so, what those adjustments include. Deeper Learning strategies.	Walkthrough Data PLC Agendas Administrative Team		Title 1 Funds for Instructional Leader SBDM funds
	KCWP 4: Review, Analyze and Apply Data	Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs.	Walkthrough Data PLC Agendas SST Agendas		Title 1 funds for technology-related supplies. (Quizizz) Title V Funds for Online assessment platform. (Edulastic)
		An increase in the implementation and understanding of the MAP testing process.	Administrative Team Map Data		
		Assess with formative and summative assessments that are aligned to the standards and learning targets MAPs Assessment	Walkthrough Data PLC Data Analysis		Title 1 funds to purchase assessment preparation materials SBDM funds

Objective	Strategy (KCWP)	Activities	Measure of Success/Data	Funding
Objective 2 By the spring of 2024, Madisonville-North Hopkins High School will increase the percentage of students scoring proficient or distinguished in social studies from 45% to 49%.	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. An increase in the implementation and understanding of the MAP testing process. Deeper Learning strategies.	Walkthrough Data MAP Data	Title 1 funds for supplemental books and study guides MAPs Assessment
	KCWP 4: Review, Analyze and Apply Data	Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed and, if so, what those adjustments include.	Walkthrough Data PLC Agendas Administrative Team	Title 1 Funds for Instructional Leader SBDM funds
		Ensure that formative, interim, summative assessment results, as well as universal screener data, are used appropriately to determine tiered intervention needs. MAPs Assessment	Walkthrough Data PLC Agendas SST Agendas Administrative Team	Title 1 funds for technology-related supplies. (Quizizz) Title V Funds for Online assessment platform. (Edulastic) MAPs Assessment
Objective 3 By the spring of 2024, Madisonville-North Hopkins High School will increase the percentage of students scoring proficient or distinguished in On-Demand Writing from 42% to 48%.	KCWP 1: Design and Deploy Standards	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Walkthrough Data	Title 1 funds for Instructional Leader
		Ensure curricular alignment reviews are an ongoing action of the PLCs planning process.	PLC Agenda Instructional Leader	Title 1 Funds for Instructional Leader SBDM funds
	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students. An increase in the implementation and understanding of the MAP testing process.	Walkthrough Data MAP Data	Title 1 funds for technology-related supplies. (Quizizz) Title V Funds for Online assessment platform. (Edulastic)

Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments include.	PLC Agendas Walkthrough Data Administrative Team			Title 1 Funds for Instructional Leader SBDM funds

3: Achievement Gap

KRS 158.649 requires the school-based decision making (SBDM) council, or the principal if no council exists, to set the school's yearly targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption. In addition to being a statutory requirement, intentionally focusing on the achievement gaps that exist among a school's underserved student populations is also a vital component of the continuous improvement process. Schools should use a variety of measures and analysis when conducting its review of its achievement gaps, including a review of the school's climate and culture. Schools are not required to establish long term achievement gap goals; however, schools must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the spring of 2024, Madisonville-North Hopkins High School will increase the percentage of students in the African-American subgroup scoring proficient or distinguished on the math KAS (formerly K-PREP) from 24% to 29%.	KCWP 4: Review, Analyze and Apply Data	Create and monitor a "Watch (Cusp) List" for students performing below proficiency; assign mentors to these students.	PLC Agendas Classroom Assessments PBIS Agendas Extended School Services		Title 1 funds for Instructional Leader Extended School Services funds
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. Utilize evidence-based practice of ACT/KSA test preparation. Deeper Learning strategies.	Walkthrough Data PLC Agendas Classroom Assessments		Title 1 funds to purchase assessment preparation materials Title 1 funds for technology-related supplies. (Quizizz) Title V Funds for Online assessment platform. (Edulastic)
	KCWP 3: Design and Deliver Assessment Literacy	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.	Walkthroughs PLC Agendas		Title 1 funds to purchase assessment preparation materials.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Utilize evidence-based practice of ACT/KSA test preparation and coaching programs such as TestNav and MasteryPrep.	Classroom Assessments Instructional Leader		Title II funds for new teacher supports
		Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. MAPs Assessment	PLC Agendas Interventionists Counselors Instructional Leader Classroom Assessments		Title 1 funds to purchase assessment preparation materials. Title 1 funds for interventionist MAPs Assessment
	KCWP 5: Design, Align and Deliver Support	Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. PBIS will be implemented at the tiers 1 and 2 level to ensure procedures are in place to support effective classroom instruction and social emotional wellness for all students. Students at risk for high level behaviors will be provided additional supports.	PLC Agendas Classroom Assessments PBIS Team/Agendas Extended School Services		Title 1 funds for Instructional Leader IDEA B funds PBIS funds Extended School Services funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 2 By the spring of 2024, Madisonville-North Hopkins High School will increase the percentage of students in the students with disabilities subgroup scoring proficient or distinguished on the reading KAS (formerly K-PREP) from 13.4% to 22%.	KCWP 4: Review, Analyze and Apply Data KCWP 5: Design, Align and Deliver Support	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. MAPs Assessment	PLC Agendas Interventionists Counselors Instructional Leader Classroom Assessments		Title 1 funds to purchase assessment preparation materials Title 1 funds for interventionist MAPs Assessment Title 1 funds for technology-related supplies. (Quizizz) Title V Funds for Online assessment platform. (Edulastic)
		Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	PLC Agendas Classroom Assessments PBIS Agendas Extended School Services		Title 1 funds for Instructional Leader IDEA B funds Extended School Services Funds
Objective 3 By the spring of 2024, Madisonville-North Hopkins High School will increase the percentage of students in the African-American subgroup scoring proficient or distinguished on the social studies KAS (formerly K-PREP) from 19% to 25%.	KCWP 4: Review, Analyze and Apply Data	Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports. Family Resource Center will support basic needs and attendance of students, so students are here and ready to receive instruction. MAPs Assessment	PLC Agendas Interventionists Counselors Instructional Leader FRYSC Coordinator		Title 1 funds to purchase assessment preparation materials. Title 1 funds for interventionist Family Resource Center funds MAPs Assessment Title 1 funds for technology-related supplies. (Quizizz)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
					Title V Funds for Online assessment platform. (Edulastic)
		Increase collaboration in data analysis and student progress towards standards mastery, including identification of students in need of intervention supports.	PLC Agendas		Title 1 funds to purchase assessment preparation materials.
			Interventionists		
			Counselors		Title 1 funds for interventionist
			Instructional Leader		
			Classroom Assessments		
	KCWP 5: Design, Align and Deliver Support	Create and monitor a "Watch (Cusp) List" for students performing below proficiency.	PLC Agendas		Title 1 funds for Instructional Leader
			Classroom Assessments		
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	PBIS Team/Agendas		IDEA B funds
			Extended School Services		PBIS funds
		PBIS will be implemented at the tiers 1 and 2 level to ensure procedures are in place to support effective classroom instruction and social emotional wellness for all students. Students at risk for high level behaviors will be provided additional supports.			Extended School Services funds

4: English Learner Progress

Goal 4 (State your English Learner goal.): To increase EL student performance on the reading and writing components of the ACCESS for ELL students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 To increase performance of EL students on the writing components of the ACCESS exam.	KCWP 1: Design and Deploy Standards	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students and are modified for EL learners.	Walkthrough Data PSP Meetings District ELL Coordinator		Title 1 funds for Instructional Leader Title III for Programming Title 1 EL Staff
		Ensure curricular alignment reviews are an ongoing action of the PLCs planning process.	PLC Agenda Instructional Leader District ELL Coordinator		Title 1 funds for Instructional Leader Title III for Programming Title 1 EL Staff SBDM funds
	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students and are modified for EL learners.	Walkthrough Data PSP Meetings District ELL Coordinator		Title 1 and Title IV funds for technology-related supplies (Quizizz, Edulastic, Edpuzzle, etc.)
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments include.	PLC Agendas Walkthrough Data Administrative Team		Title 1 funds for Instructional Leader Title III for Programming Title 1 EL Staff SBDM funds
Objective 2 To increase performance of EL students on the reading components of the ACCESS exam.	KCWP 1: Design and Deploy Standards	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students and are modified for EL learners.	Walkthrough Data PSP Meetings District ELL Coordinator		Title 1 funds for Instructional Leader Title III for Programming Title 1 EL Staff
		Ensure curricular alignment reviews are an ongoing action of the PLCs planning process.	PLC Agenda Instructional Leader		Title 1 funds for Instructional Leader

Goal 4 (State your English Learner goal.): To increase EL student performance on the reading and writing components of the ACCESS for ELL students.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			District ELL Coordinator PSP Meetings		Title III for Programming Title 1 EL Staff SBDM funds
	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students and are modified for EL learners.	Walkthrough Data PSP Meetings District ELL Coordinator		Title 1 and Title IV funds for technology-related supplies (Quizizz, Edulastic, Edpuzzle, etc.)
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments include.	PLC Agendas Walkthrough Data Administrative Team PSP Meetings		Title 1 funds for Instructional Leader Title III for Programming Title 1 EL Staff SBDM funds

5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2028, Madisonville-North Hopkins High School will increase the overall quality of school climate and safety indicator from 62% to 70% as measured by the KSA.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the Spring of 2024, the overall climate and safety score as measured by KSA will increase from 62.8% to 64.4%.	KCWP 6: Establishing Learning Culture and Environment	Implement a new school wide culture and morale system. "Expect More" is the new motto that aligns with all aspects of student and staff life. PBIS implementation at the Tier 1 and Tier 2 level to ensure that effective classroom procedures and routines are established. Safety Walkthroughs are conducted in every room to make sure that the best possible learning environment is provided to students. SRO support in schools on a daily basis.	Expect More Awards PBIS Tickets Student of the Month Winners Positive Postcards Hopkins County Mental health supports		Title 1 Funds Family Resource Center Funds PBIS Funds Mental Health Grant
Objective 2 By the Spring of 2024, the climate and safety score of African American students, as measured by KSA, will increase from 64.4% to 66%.	KCWP 6: Establishing Learning Culture and Environment	Introduction of the multicultural leadership club to help show support and encouragement to students of color. Leadership opportunities provided that include students of color to increase leadership roles in school culture and climate.	Multicultural Leadership Club Jostens Renaissance Leadership Conference		Title 1 Funds PBIS Funds Youth Service Center Funds

6: Postsecondary Readiness (High School Only)

Goal 6 (State your postsecondary goal.): By 2028, Madisonville-North Hopkins High School will increase the percentage of students that are Postsecondary Ready (formerly "Transition Ready") to 94%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the spring of 2024, Madisonville-North Hopkins High School will increase the percentage of students who are Postsecondary Ready (formerly "Transition Ready") from 92.4% to 93%	KCWP 4: Review, Analyze and Apply Data	Develop a tracking system for the monitoring of student achievement progress by learning target and by standard. Collaboration with the staff of the Career and Tech Center (CTC).	Transition Readiness Tracking Career Pathway Tracking CTE/ROTC teachers Interventionists/Intervention Classes ASK Exam		Title 1 funds for test preparation and support programs & for Instructional Leader Title 1 funds for Family Engagement (family/parent nights to share information about scheduling, transition readiness, etc.) Perkins funding for CTE programming.
	KCWP 3: Design and Deliver Assessment Literacy	Ensure that standardized assessment results are used appropriately to propel student achievement.	Practice Assessments Classroom Assessments ACT/Mastery Prep Data Data Collection Spreadsheets ASK Exam		Title 1 funds for test preparation and support programs & for Instructional Leader Title 1 and Title IV funds for technology-related supplies (MasteryPrep, Quizizz, Edulastic, etc.)
	KCWP 5: Design, Align, and Deliver Support	Create school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback.	Enhanced Learning PBIS Agendas/Team		Title 1 funds for Instructional Leader PBIS funds IDEA B funds

7: Graduation Rate (High School Only)

Goal 7 (State your graduation goal.): By 2028, Madisonville-North Hopkins High School will increase the 4-Year Cohort Graduation Rate from 91.4% to 93%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By the spring of 2024, Madisonville-North Hopkins High School will increase the 4-year cohort graduation rate from 91.4% to 92%.	KCWP 4: Review, Analyze and Apply Data KCWP 6: Establishing Learning Culture and Environment	Utilize the Infinite Campus Persistence to Graduation Tool/Early Warning Tool to assist in identifying students at risk for remediation, failure, and/or untimely graduation.	IC Early Warning Tool Behavior Reports Interventionists		Title 1 Funds for Instructional Leader
		Ensure that all available resources are deployed to assist students in need (i.e. FRYSC, DPP, Cabinet for Family and Children, etc.)	FRYSC Coordinator District Personnel School Counselors		Family Resource Center funds IDEA B funds

Addendum for Schools Identified for Targeted or Comprehensive Support

In accordance with 703 KAR 5:280, a school improvement plan means the plan created by schools identified for targeted support and improvement (TSI) or additional targeted support and improvement (ATSI) pursuant to KRS 160.346(4)-(5) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225. A turnaround plan means the plan created by schools identified for comprehensive support and improvement (CSI) pursuant to KRS 160.346(8)(g) and embedded in the comprehensive school improvement plan required pursuant to 703 KAR 5:225.

All TSI/ATSI improvement plans and CSI turnaround plans are required to address all components of the comprehensive school improvement plan (CSIP), including all diagnostics associated with the development of that plan, as well as additional specific requirements. The following pages outline specific requirements to be addressed by identified schools that must be embedded in the strategies and activities detailed within the indicator goals developed throughout the previous pages of this goal template. Evidence-based practices and activities chosen to address any goal area or additional requirement must be informed by the Needs Assessment for Schools and feedback from any on-site review conducted by the Kentucky Department of Education (KDE).

PSEL Standards: https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf

Special Considerations for Targeted Support and Improvement (TSI) Including Additional Targeted Support and Improvement (ATSI) Schools

TSI schools (including ATSI schools) must embed their subgroup(s) plan for improvement within their CSIPs. TSI stakeholders, including the principal and other school leaders, teachers, and parents, should carefully consider what must be done to ensure the subgroup(s) perform(s) at high levels in the state accountability system. In addition to identifying strategies and activities within the CSIP that address the specific needs of underperforming groups, provide narrative information regarding the additional requirements for TSI schools in the following chart:

Components of Turnaround Leadership Development and Support:
Consider: How will you ensure that school leadership has or develops the skills and disposition to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups?
Response:
There are a variety of methods that MNHHS will use to ensure that school leadership develops the skills and disposition in order to achieve accelerated, meaningful, and sustainable increases in student achievement for underperforming subgroups. We will continue to implement our new motto of 'Expect More' with all students. This is a shift in the mindset of the leadership team, the staff, and the students. Last year was the first year we implemented this new motto/vision, and we are still figuring out the ways in which we can utilize it to shift student and staff mentality. To ensure that out disability subgroup is improving we have begun to seek out HUB schools that we can send our building coach and special ed staff to observe and gain more insight into how other schools can successfully show growth within their special education population.
This year the leadership team has taken a much more targeted approach to turning around our test scores. As a team, we have taken a deep dive into previous years' KSA scores (specifically by subgroups, but not limited to) and began to target specific students and classes. Last year we had the data but did not utilize it to the best of our abilities. We have already broken down all the KSA data and began sharing that with teachers during PLCs and encouraged teachers to begin to 'name and claim' students where they belief we can see improvements. This will apply to all student groups, not just the special education population. We have also begun to analyze MAP scores with students, which have shown a direct correlation to how students will score on their KSA exams. We increased the number and frequency of MAP exams given, and through data analysis we have created intervention classes in Mathematics and in Science (reading intervention classes already existed) and we have started to place students in these intervention classes, special ed and general ed alike. This has been a hands-on process between the assessment coordinators, counselors, instructional leader, building coach, principal, and teachers. We have made significant progress this year and we are ahead of last year. The leadership team has several opportunities lined up to continue to work towards understanding the KSA scores and how to best provide support to our students, especially students within our Special Education subgroup.
We have also focused on engaging various stakeholders in the process of student success. We have increased family involvement through ARC meetings, 8th to 9th transition meetings; the SBDM Council has been given KSA and ACT score summaries to review. We also have shifted the methods for our exit meetings with special education students to increase family involvement and support those students as they transition out of high school. Our FYRSC coordinator continues to support all students and staff in their efforts to instruct children, and this year we have

hired a career coach that is also helping expose our students (primarily special education students) to various careers and opportunities within our community. All of this is to show that we are supporting our students and that their success will always be our number one goal.

Identification of Critical Resources Inequities:

Consider: Describe the process used to review the allocation and use of resources (people, time, and money), any resource inequities that were identified that may contribute to underperformance, and how identified resource inequities will be addressed.

Response:

This year we have been reviewing our resources and trying to be more purposeful when addressing student needs, especially students within our identified subgroup. At the end of last year, we made several shifts within the Special Education department. We paired stronger teachers/co-teachers together, and we moved weaker teachers away from tested areas. We believe that less than ideal co-teaching partnerships may have contributed to underperformance. We also were able to take in teacher input as to what courses they felt most comfortable teaching. We also made special efforts to ensure that teachers, who are teaching content within resources classes, are paired with a content specialist in the co-teaching setting. Special education teachers are not content specialists, so they benefit from learning and collaborating with general education teachers. Our special education staff were also provided multiple opportunities to lead and attend specialized PD sessions at our Hopkins County PD summit this year. These SPED focused PD sessions allowed for them to have PD that was more directly aligned with their educational environments. Our SPED teachers have also begun attending PLC meetings with the content area in which they co-teacher, which has increased their involvement within other departments. They are also continuing to meet in PLC as a department as well.

Through conversations with the leadership team, we do not feel as though there are significant inequities in resources for our special education population. The district provides top of the line resources for our SPED staff so that they can teach their students. We do believe that our special education staff could be provided with more opportunities for professional development. We have scheduled a visit to a HUB school, and we would like to see our SPED staff attend PD that aligns with their weaknesses. We will continue to monitor the progress of our special education students through PLCs and leadership meetings. The Special Education building coach will be integral in improving the performance of our special education subgroup.

Additional Actions That Address the Causes of Consistently Underperforming Subgroups of Students

Consider: Describe the process used to review the learning culture related to your targeted subgroup(s) and any additional actions that were determined to address the causes of underperformance.

Response:

We are continuing to move forward with our vision of 'Expect More' with our students and our staff. The leadership team has made significant advances in how we are addressing our underperforming subgroups. We are trying to improve school culture, and increase student buy in when it comes to school accountability and testing. We are implementing various rewards/incentives to increase effort from students. We have found that many students feel disconnected from the assessment process, and we have seen drastic drops in performance of students simply because they do not see the value in performing. Through methods such as rewards trips, preferential parking spots, early dismissal passes, and reward assemblies we hope to motivate students to try their best when it comes time for testing. This year we sent a small group of teachers and students to a Renaissance Workshop that was focused on improving school culture, and they were able to draw connections between the culture of their building and their student's performance on state assessments.

Beyond the realm of rewarding students, we have also begun the process of 'name and claim' with teachers. This process is being guided by MAPs scores, which have shown direct correlation with KSA scores. By increasing the number of MAP exams given and analyzing that data, we have been able to target students who are performing in the 'apprentice' area (both special ed. and gen ed. students). Through the name and claim, process teachers will be able to identify students and provide additional support to those students within the classroom. We have also identified students that will benefit from being moved into intervention classes in reading, mathematics, and science. These classes are designed to aid students in their ability to succeed on the KSA exams and the ACT exam.

In order to help our student population that is underperforming we have also started the process of evaluating our learning culture, with our families and our students. There are plans to survey students and families to gauge how they feel about the learning culture at North, what we are doing well, and what we could do better. This is also an opportunity for students and families to provide suggestions and feedback on what would motivate them to perform well on assessments, but in school overall. The leadership team will work with that data, and share it with all stakeholders (SBDM council, staff, community, etc.). Parentsquare/Studentsquare will be vital resources in communicating with students and families over the coming years.

Targeted Subgroups and Evidence-Based Interventions:

Consider: Identify the areas of need revealed by the analysis of academic and non-academic data that will be addressed through CSIP activities for your targeted subgroup(s). What evidence-based practice(s) will the school incorporate that specifically targets the subgroup(s) achievement that contributed to the TSI identification? How will we monitor the evidence-based practice to ensure it is implemented with fidelity?

Response:

In coordination with the SPED building coach, the instructional leader and teaching staff, we will work towards improving the experience for all students in the classroom, especially students within our disabilities subgroup. This will come from strengthening co-teaching strategies and building relationships with students. Teachers will be provided more opportunities for professional development focusing on co-teaching strategies, and given the chance to work more closely with effective general education teachers and special education teachers within the building who implement these strategies. We are planning to visit HUB schools that specialize in disability subgroups. Our building coach, a few SPED teachers, and principal will attend this visit to improve our methods in instructing students in the special education subgroup. We have moved to a daily advisory, which allows teachers to build relationships with students, and to do progress monitoring with students. However, due to the district changing our schedule we will have to make adjustments next year. A suggestion will be to provide more opportunities for mentoring between teachers/staff members and at risk students, a significant portion of students that are at risk are SPED students. There will also be opportunities for targeted students to receive more intervention that is specialized during this time. Special education teachers are also able to meet with their students, and help provide additional supports. In addition, a focus this year and in the upcoming years will be on providing more digital learning assessments for students, and ensuring that accommodations are met and provided for students. Technology supported instruction and assessments have proven to enhance student learning according to Hillmayr (2020). We hope to increase students' performance in many different facets through these strategies.

In order to continue to support all students in our building (including our SPED subgroup) we will continue to implement PBIS and Josten's Renaissance initiatives to improve school culture and students desire to succeed. According to Houchens, positive behavior interventions and targeted interventions via Tier 2 and Tier 3 supports can help improve relationships with at risk students. Through implementation during advisory, we hope to see improvements with student's attitudes towards school, assessments, and with one another.

All of these supports and interventions will be continuously monitored by teachers through PLC meetings, by administration and counselors through our leadership meetings, and results will be communicated to shareholders via SBDM Council meetings.

Complete the table on the next page to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

TSI/ATSI Evidence-based Practices

The Every Student Succeeds Act (2015) created new expectations for evidence-based decision making at school and district levels. More specific information regarding evidence-based practices (EBP) and requirements can be found on the Kentucky Department of Education's Evidence-based Practices website. While evidence documentation in the CSIP is only required for schools identified for Targeted Support and Improvement (TSI) including Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI), KDE encourages all school leaders to review evidence related to new programs, practices, or interventions being implemented in the school. In addition to documenting the evidence below, TSI, ATSI and CSI schools are expected to upload a description of their evidence review process, the findings of their evidence review, and a discussion of the local implications into the CIP.

Specific directions regarding documentation requirements for each chosen EBP can be found in the "Compliance Requirements" resource available on KDE's Evidence-based Practices website. Marking the "Uploaded in CIP" box indicates that you have uploaded required documentation along with this goal template into the platform.

Complete the table below to document the evidence that supports the Activities outlined in this plan. Additional rows may be added to accommodate additional pieces of evidence.

Evidence-based Activity	Evidence Citation	Uploaded in CIP
To further educate/train staff on the effective implementation of a co-teaching classroom.	Rabin, C. (2019). Co-teaching: Collaborative and caring teacher preparation. Journal of Teacher Education, 71(1), 135–147. https://doi.org/10.1177/0022487119872696	☒
Implementation of digital learning assessments and data tracking.	Langenfeld T, Burstein J and von Davier AA (2022) Digital-First Learning and Assessment Systems for the 21st Century. Front. Educ. 7:857604. doi: 10.3389/feduc.2022.857604	☒
Increasing the effects of school wide Positive Behavior Interventions and Supports (PBIS) and its relationship to student achievement.	Houchens, Gary & Zhang, et al. (2017). The Impact of Positive Behavior Interventions and Supports on Teachers' Perceptions of Teaching Conditions and Student Achievement. Journal of Positive Behavior Interventions. 19. 1098300717696693. 10.1177/1098300717696938.	☒