Hopkins County Comprehensive District Improvement Plan (CDIP)

Rationale

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

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 Districts, 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.

Requirements for Building an Improvement Plan

- There are seven (7) required district goals:
 - o State Assessment Results in reading and mathematics
 - o State Assessment Results in science, social studies and writing
 - Achievement Gap
 - English Learner Progress
 - Quality of School Climate and Safety
 - Postsecondary Readiness
 - o Graduation Rate

Alignment to Needs:

Results of the Phase Two needs assessment process should inform the development of the comprehensive district 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 Districts

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

- Two schools are TSI for disability, BSMS and MNHHS.
- One elementary school is in the yellow, West Hopkins.
- One middle school is in the yellow, West Hopkins.
- Middle school math, science, and social studies increased and are in the "medium" status range but are still below the state average.
- High school math and combined writing are in the "medium" status range and maintained but are still below the state average.
- Graduation rate is increasing, but the status is still low and we have not rebounded to 2020 rates.

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

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

KCWP 2:

- Implement Deeper Learning practices and initiatives
- Infuse Future Ready Graduate practices and initiatives in instruction
- Refine pacing guides for delivering aligned instruction
- Support teachers and administrators with meaningful and data driven professional development
- Provide cultural and safety support to create a quality learning environment with SROs, mental health counselors, school counselors, and community partnerships

KCWP 4:

- Provide NWEA training to improve data driven instructional practice
- Improve use of data for instructional planning
- Improve formative assessment processes and regularly analyzing data to drive instruction in PLCs

Indicator

List the overall scores of status and change for each level – elementary school (ES), middle school (MS) and high school (HS) on each indicator.

Indicator	Status – ES/MS/HS	Change – ES/MS/HS
State Assessment Results in reading and mathematics	ES 77.8 High	ES Increase
	MS 62.8 Medium	MS Increase
	HS 55.3 Medium	HS Maintain
State Assessment Results in science, social studies and writing	ES 74.1 High	ES Increase
	MS 57.1 Medium	MS Increase
	HS 49.9 Medium	HS Maintain
English Learner Progress	ES 77.6 High	ES Increase
Quality of School Climate and Safety	ES 86.0 Very High	ES Increase

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	MS 70.8 High	MS Increase
	HS 63.9 Medium	HS Increase
Postsecondary Readiness (high schools and districts only)	85.8 Medium	Increase
Graduation Rate (high schools and districts only)	90.4 Low	Increase

1: State Assessment Results in Reading and Mathematics

Goal 1 (State your reading and math goal.): By 2028, Hopkins County Schools will increase the percentage of students performing proficient or distinguished on the KSA in Reading and Math to 75% in elementary school and 60% in middle and high school. HCS will increase the average composite score on the ACT to a 20.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 2: Design & Deliver	Continued implementation of HQIR	Formative Assessment	Teachers have utilized HQIR as	Title I
By Spring 2024,HCS will	Instruction	for reading and math - Into	Data	evidenced by lesson plans and PLC	Title V
increase the percentage of		Reading/Literature ,Envisions	Classroom DATA	discussions. Elementary teachers	General Fund
students performing	KCWP 4: Review, Analyze, &	SAAVAS, identified resources for	NWEA Data	aligned HCS pacing guides with the	Idea B Funds
proficient or distinguished on	Apply Data	high school, and supplemental	KSA Data	HQIR in the Spring of 2024.	
the KSA and MAP in Reading		resources			
to 57% in elementary school		Continued refinement of	Pacing Guides	Elementary teachers met in focus	Title I
and 48% in middle and high		district-wide common curriculum &	Formative Assessment	groups and aligned pacing guides for	Title II
school. HCS will increase the		pacing in all preschool, elementary	Data	reading and math with the HQIR and	Title IV
average reading ACT score to		and middle schools between	Classroom DATA	KAS in Spring of 2024.	General Fund
19.		Kentucky standards and HQIR in	NWEA Data	Preschool meet in PLCs regularly to	Idea B Funds
		Reading and Math (Into	KSA Data	review alignment of lesson plans the	Preschool Funds
Objective 2		Reading/Literature and	TSG Data	the KAS for early childhood.	PPG Funds
By Spring 2024,HCS will		Envisions/SAAVAS), identified		Secondary teachers are continuing to	
increase the percentage of		resources for high school, and		utilize pacing guides developed to	
students performing		supplemental resources		align with KAS and HQIR.	
proficient or distinguished on		Use of KSA, BRIGANCE, MAP, MAP	KSA Data	NWEA trainers worked with our	Title I
the KSA and MAP in math to		fluency, TSG, ESGI, Study Island,	Brigance Data	middle school teachers and school	Title V
58% in elementary school		Exact Path, Edulastic, and/or	ESGI Data	leadership teams to assist teachers in	General Fund
and 40% in middle and high		classroom assessment data to	Map / MAP fluency	using data for making instructional	Idea B Funds
school. HCS will increase the		provide student specific	data	gains.	Preschool Funds
average math ACT score to		interventions & make instructional	Edulastic data	All assessment data is analyzed in	PPG Funds
19.		decisions through PD, PLC & PACs in	Exact Path Data	district assessment meetings, PLCs,	

Goal 1 (State your reading and math goal.): By 2028, Hopkins County Schools will increase the percentage of students performing proficient or distinguished on the KSA in Reading and Math to 75% in elementary school and 60% in middle and high school. HCS will increase the average composite score on the ACT to a 20.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 2: Design & Deliver	all schools and with the KERA	Study Island Data	PACs, and in school admin team	
By Spring 2024,HCS will	Instruction	preschool program	TSG Data	meetings to drive instructional change	
ncrease the percentage of				and planning.	
students performing	KCWP 4: Review, Analyze, &	Small group intervention through	Classroom	Lesson plans and PLC minutes	Title I
proficient or distinguished on	Apply Data	classroom teachers, school support	Performance Data	evidence use of small group	TItle II
he KSA and MAP in Reading		staff, CSRT teachers, Title I staff,	PLC and PAC Agendas	intervention. Homeroom teachers	General Fund
o 57% in elementary school		Extended School Programming, the	KSI Data	and school support staff execute RIT	IDEA B
nd 48% in middle and high		KSI / MTSS model, and Read to	ESS Data	and RTA plans, as evidenced by	Preschool Funds
chool. HCS will increase the		Achieve Plans to target students	KSI / MTSS Data	progress monitoring data. MAP data	PPG Funds
average reading ACT score to		close to proficiency and to close	Intervention Tab Data	along with classroom assessment data	ESS Funds
19.		gaps in instructional skills	IEP Eligibility reports	is evaluated for gap closure and	
			RTA Plan data	growth.	
Dbjective 2		Provide educator growth and	Needs Assessment	#TeamHopkinsTeachTogether was	Title I
y Spring 2024,HCS will		support through local PD aligned to	PD schedules, agendas,	conducted and is being planned for	Title II
ncrease the percentage of		needs and data, PD participation in	and minutes	24-25 in alignment with administrator	Title V
tudents performing		conferences, new teacher	PD expenditures	needs assessments to target needed	General Fund
proficient or distinguished on		mentoring and support, district	New teacher mentor	areas for professional growth and	IDEA B
he KSA and MAP in math to		wide collaboration, and continued	data and assessments	development. Schools and the	Preschool Funds
8% in elementary school		implementation of programs for	Rising leader agendas	preschool department also plan local	PPG Funds
nd 40% in middle and high		rising leaders and teacher leaders	and minutes	PDs to meet targeted needs at each	
chool. HCS will increase the				campus. Our HCS mentoring program	
verage math ACT score to				continues to expand, offering support	
9.				not only to new teachers but to	
				teachers struggling, needing support	
				and new to a content area or grade.	
				Rising Leaders also continues to	
				expand, "growing our own"	
				administrative leaders of tomorrow.	
		Maintenance of 5 Star Preschool	TSG Data	The preschool department maintains 5	Preschool Funds
		Program that addresses all	TPOT Data	STAR status by self reviewing	PPG
		preschool curriculum and aligns		requirements and working closely with	
		with KAS kindergarten entry		the RTC. The preschool department is	

Goal 1 (State your reading and math goal.): By 2028, Hopkins County Schools will increase the percentage of students performing proficient or distinguished on the KSA in Reading and Math to 75% in elementary school and 60% in middle and high school. HCS will increase the average composite score on the ACT to a 20.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 2: Design & Deliver			regularly looking for ways to improve	
By Spring 2024,HCS will	Instruction			preschool readiness for kindergarten	
increase the percentage of				as evidence by PLC discussions.	
students performing	KCWP 4: Review, Analyze, &	Implementation of ACT Test Prep	ACT Data	ACT was administered at both high	Title IV Funds
proficient or distinguished on	Apply Data	Sessions for 11th Grade Students at	Sign-In Sheets for	schools with practice and supportive	ESS Funds
the KSA and MAP in Reading		both High Schools utilizing Mastery	training	measured offered in advance for the	General Funds
to 57% in elementary school		Prep ACT Curriculum for all 4 ACT	Usage Reports for	sessions.	Title V Funds
and 48% in middle and high		tested areas	Online test prep		
school. HCS will increase the		Training for Admin, Curriculum and	materials		
average reading ACT score to		Teachers on Mastery Prep ACT	Mock ACT results		
19.		Curriculum	School-led Student		
		Utilization of practice ACT materials	Support Team		
Objective 2		in core content areas (SI; Mastery	Meetings		
By Spring 2024, HCS will		Prep; ACT Online Academy;	ESS Intervention		
increase the percentage of		Odysseyware ACT prep)Practice ACT	Progress Data		
students performing		in late-Winter at both High Schools	Odysseyware Data		
proficient or distinguished on		for 11th graders			
the KSA and MAP in math to		Identify individual needs of schools	District Staffing &	Needs Assessments were provided to	Title I funds
58% in elementary school		and students and allocate human	Funding Policies &	give schools the opportunity to share	Title II funds
and 40% in middle and high		and fiscal resources to address	Procedures	ways the district can support	Title III funds
school. HCS will increase the		needs and reduce barriers to	MUNIS Reports for	improvement and meeting CSIP driven	Title IV funds
average math ACT score to		learning in accordance with State	State & Federal Grants	needs with federal and state	Title V funds
19.		and Federal program specifications,	State & Federal Grant	programs. Data was analyzed in a	Preschool funds
		approved grant applications, and	Applications &	district administrative meeting and	PPG Funds
		ensuring funds/resources are used	Required Reporting	used for planning and future	FRYSC funding
		to supplement not supplant where	School & District	budgeting.	Idea B funds
		applicable	Needs Assessments	Schools and departments conduct	General Fund
		Utilize Preschool Grant, IDEA B, Title	Administrator Meeting	needs assessments in the same	Community Schools
		I, II, III, IV and V grants and local	Agendas and Notes	manner to make improvements and	Grant
		funds to address identified needs	Title I, Title III, KERA	align funds to support learning and	
		Utilize Title I, Title III, FRYSC, Needs	Preschool & FRYSC	CSIP goals.	
		Assessment Data, KERA Preschool	Family Engagement		

Goal 1 (State your reading and math goal.): By 2028, Hopkins County Schools will increase the percentage of students performing proficient or distinguished on the KSA in Reading and Math to 75% in elementary school and 60% in middle and high school. HCS will increase the average composite score on the ACT to a 20.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Parent Surveys, PBIS, and	Activities and		
		community resources to engage	Expenditures		
		families in the learning process,	Community Schools		
		identify needs, and reduce barriers	Grants activities,		
		to learning to support academic	initiatives, and funding		
		success for all students			
		Offer supports in mental and	Mental Health	Mental health supports have been in	Mental Health Grant
		emotional health to support the	supports	place at all campuses via the support	General Fund
		overall needs and the growth of the	office referral data	of our mental health counselors. This	
		child		is evidenced by the EQUUSS	
				dashboard and therapy notes.	

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

Goal 2 (State your science, social studies, and writing goal.): By 2028, Hopkins County Schools will increase the percentage of students performing proficient/distinguished on separate academic indicators (Science, Social Studies & Writing) by 10% in each subject at each level.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 2: Design & Deliver	Continued implementation of HQIR	Formative Assessment	HQIRs have been implemented along	Title I
By Spring 2024, science	Instruction	for science - HMH Dimensions,	Data	with HCS pacing guides to provide	Title V
scores will increase to 45%		identified resources for high school	Classroom DATA	high quality instruction aligned to the	General Fund
proficient and distinguished	KCWP 4: Review, Analyze, &	science, social studies and writing,	NWEA Data	KAS.	Idea B Funds
for elementary students, 22%	Apply Data	and supplemental resources for	KSA Data		
proficient and distinguished		science, social studies and writing	Writing samples		
for middle school students,		Continued refinement of	Pacing Guides	HQIRs have been implemented along	Title I
and 13% proficient and		district-wide common curriculum &	Formative Assessment	with HCS pacing guides to provide	Title II
distinguished for high school		pacing in all elementary and middle	Data	high quality instruction aligned to the	Title IV
students.		schools between Kentucky	Classroom DATA	KAS.	General Fund
		standards and HQIR in science	NWEA Data		Idea B Funds
Objective 2		(HMH Dimensions), identified	KSA Data		
By Spring 2024, social studies		resources for high school science,			
scores will increase to 50%		social studies and writing, and			
proficient and distinguished					

Goal 2 (State your science, social studies, and writing goal.): By 2028, Hopkins County Schools will increase the percentage of students performing proficient/distinguished on separate academic indicators (Science, Social Studies & Writing) by 10% in each subject at each level.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
for elementary students, 20%		supplemental resources for science,			
proficient and distinguished		social studies and writing			
for middle school students,		Use of KSA, MAP, Study Island,	KSA Data	NWEA trainers worked with our	Title I
and 42% proficient and		Exact Path, Edulastic, and/or	Map data	middle school teachers and school	Title V
distinguished for high school		classroom assessment data to	Edulastic data	leadership teams to assist teachers in	General Fund
students.		provide student specific	Exact Path Data	using data for making instructional	Idea B Funds
		interventions & make instructional	Study Island Data	gains.	
Objective 3		decisions through PD, PLC & PACs in		All assessment data is analyzed in	
By Spring 2024, combined		all schools for science, social		district assessment meetings, PLCs,	
writing scores will increase to		studies, and writing		PACs, and in school admin team	
55% proficient and				meetings to drive instructional change	
distinguished for elementary				and planning.	
students, 48% proficient and		Science and STEM activities and	KSA Data	Field trips to enrich curriculum were	Title I
distinguished for middle		field trips will be utilized to bring	MAP data	taken as evidenced by school records	Title IV
school students, and 43%		deeper learning to science and	Field trip data (bus	and lesson plans.	General Fund
proficient and distinguished	KCWP 2: Design & Deliver	bring classroom instruction to life.	requests, requisitions,		
for high school students.	Instruction	Fine arts performances with	etc)		
		embedded social studies content	,		
	KCWP 4: Review, Analyze, &	will also be used to deepen			
	Apply Data	instruction and make cross			
		curricular connections between			
		history, culture, and fine arts.			
		Provide educator growth and	Needs Assessment	#TeamHopkinsTeachTogether was	Title I
		support through local PD aligned to	PD schedules, agendas,	conducted and is being planned for	Title II
		needs and data, PD participation in	and minutes	24-25 in alignment with administrator	Title V
		conferences, new teacher	PD expenditures	needs assessments to target needed	General Fund
		mentoring and support, district	New teacher mentor	areas for professional growth and	IDEA B
		wide collaboration, and continued	data and assessments	development. Schools and the	
		implementation of programs for	Rising leader agendas	preschool department also plan local	
		rising leaders and teacher leaders	and minutes	PDs to meet targeted needs at each	
				campus. Our HCS mentoring program	
				continues to expand, offering support	

Goal 2 (State your science, social studies, and writing goal.): By 2028, Hopkins County Schools will increase the percentage of students performing proficient/distinguished on separate academic indicators (Science, Social Studies & Writing) by 10% in each subject at each level.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
				not only to new teachers but to	
				teachers struggling, needing support	
				and new to a content area or grade.	
				Rising Leaders also continues to	
				expand, "growing our own"	
				administrative leaders of tomorrow.	
		Small group intervention in writing	Classroom	Lesson plans and PLC minutes	Title I
		through classroom teachers, school	Performance Data	evidence use of small group	TItle II
		support staff, CSRT teachers, Title I	PLC and PAC Agendas	intervention. Homeroom teachers	General Fund
		staff, Extended School	KSI Data	and school support staff execute RIT	IDEA B
		Programming, the KSI / MTSS	ESS Data	and RTA plans, as evidenced by	ESS Funds
		model, and Read to Achieve Plans	KSI / MTSS Data	progress monitoring data. MAP data	
		to target students close to	Intervention Tab Data	along with classroom assessment data	
		proficiency and to close gaps in	IEP Eligibility reports	is evaluated for gap closure and	
		instructional skills	RTA Plan data	growth.	

3: Achievement Gap

Districts are not required to establish long term achievement gap goals; however, districts must establish yearly targets (objectives).

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 2: Design & Deliver	Continued implementation of HQIR	Formative Assessment	Teachers have utilized HQIR as	Title I
HCS will increase the	Instruction	for reading and math - Into	Data	evidenced by lesson plans and PLC	Title V
percentage of disability		Reading/Literature, Envisions	Classroom DATA	discussions. Elementary teachers	General Fund
students scoring proficient &	KCWP 4: Review, Analyze, &	SAAVAS, identified resources for	NWEA Data	aligned HCS pacing guides with the	Idea B Funds
distinguished in reading and	Apply Data	high school, and supplemental	KSA Data	HQIR in the Spring of 2024.	
math to 45% in elementary		resources			
school, 35% in middle school,		Continued refinement of	Pacing Guides	Elementary teachers met in focus	Title I
and 20% in high school as		district-wide common curriculum &	Formative Assessment	groups and aligned pacing guides for	Title II
measured by Spring 2024		pacing in all preschool, elementary	Data	reading and math with the HQIR and	Title IV
KSA.		and middle schools between	Classroom DATA	KAS in Spring of 2024.	General Fund
		Kentucky standards and HQIR in	NWEA Data	Preschool meet in PLCs regularly to	Idea B Funds
Objective 2		Reading and Math (Into	KSA Data	review alignment of lesson plans the	Preschool Funds
HCS will increase the		Reading/Literature and	TSG Data	the KAS for early childhood.	PPG Funds
percentage of disability		Envisions/SAAVAS), identified		Secondary teachers are continuing to	
students scoring proficient &		resources for high school, and		utilize pacing guides developed to	
distinguished in science,		supplemental resources		align with KAS and HQIR.	
social studies, and writing to		Use of KSA, BRIGANCE, MAP, MAP	KSA Data	NWEA trainers worked with our	Title I
40% in elementary school		fluency, TSG, ESGI, Study Island,	Brigance Data	middle school teachers and school	Title V
and 20% in middle and high		Exact Path, Edulastic, and/or	ESGI Data	leadership teams to assist teachers in	General Fund
school as measured by Spring		classroom assessment data to	Map / MAP fluency	using data for making instructional	Idea B Funds
2024 KSA.		provide student specific	data	gains.	Preschool Funds
		interventions & make instructional	Edulastic data	All assessment data is analyzed in	PPG Funds
Objective 3		decisions through PD, PLC & PACs in	Exact Path Data	district assessment meetings, PLCs,	
HCS will increase the		all schools and with the KERA	Study Island Data	PACs, and in school admin team	
graduation indicator score of		preschool program	TSG Data	meetings to drive instructional change	
disability students to 85 by				and planning.	
May 2024.		Small group intervention through	Classroom	Lesson plans and PLC minutes	Title I
		classroom teachers, school support	Performance Data	evidence use of small group	Title II
		staff, CSRT teachers, Title I staff,	PLC and PAC Agendas	intervention. Homeroom teachers	General Fund
		Extended School Programming, the	KSI Data	and school support staff execute RIT	IDEA B
		KSI / MTSS model, and Read to	ESS Data	and RTA plans, as evidenced by	Preschool Funds
		Achieve Plans to target students	KSI / MTSS Data	progress monitoring data. MAP data	PPG Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Page 11 Funding
bjective 1	KCWP 2: Design & Deliver	close to proficiency and to close	Intervention Tab Data	along with classroom assessment data	ESS Funds
ICS will increase the	Instruction	gaps in instructional skills	IEP Eligibility reports	is evaluated for gap closure and	2551 41145
percentage of disability			RTA Plan data	growth.	
tudents scoring proficient &	KCWP 4: Review, Analyze, &	Provide educator growth and	Needs Assessment	#TeamHopkinsTeachTogether was	Title I
listinguished in reading and	Apply Data	support through local PD aligned to	PD schedules, agendas,	conducted and is being planned for	Title II
hath to 45% in elementary		needs and data, PD participation in	and minutes	24-25 in alignment with administrator	Title V
chool, 35% in middle school,		conferences, new teacher	PD expenditures	needs assessments to target needed	General Fund
nd 20% in high school as		mentoring and support, district	New teacher mentor	areas for professional growth and	IDEA B
neasured by Spring 2024		wide collaboration, and continued	data and assessments	development. Schools and the	Preschool Funds
SA.		implementation of programs for	Rising leader agendas	preschool department also plan local	PPG Funds
		rising leaders and teacher leaders	and minutes	PDs to meet targeted needs at each	
Objective 2				campus. Our HCS mentoring program	
ICS will increase the				continues to expand, offering support	
ercentage of disability				not only to new teachers but to	
tudents scoring proficient &				, teachers struggling, needing support	
istinguished in science,				and new to a content area or grade.	
ocial studies, and writing to				Rising Leaders also continues to	
0% in elementary school				expand, "growing our own"	
nd 20% in middle and high				administrative leaders of tomorrow.	
chool as measured by Spring		Maintenance of 5 Star Preschool	TSG Data	The preschool department maintains 5	Preschool Funds
024 KSA.		Program that addresses all	TPOT Data	STAR status by self reviewing	PPG
		preschool curriculum and aligns		requirements and working closely with	
bjective 3		with KAS kindergarten entry		the RTC. The preschool department is	
ICS will increase the				regularly looking for ways to improve	
raduation indicator score of				preschool readiness for kindergarten	
isability students to 85 by				as evidence by PLC discussions.	
/lay 2024.		Implementation of ACT Test Prep	ACT Data	ACT was administered at both high	Tile IV Funds
		Sessions for 11th Grade Students at	Sign-In Sheets for	schools with practice and supportive	ESS Funds
		both High Schools utilizing Mastery	training	measured offered in advance for the	General Funds
		Prep ACT Curriculum for all 4 ACT	Usage Reports for	sessions.	Title V Funds
		tested areas	Online test prep		
		Training for Admin, Curriculum and	materials		
		Teachers on Mastery Prep ACT	Mock ACT results		
		Curriculum			

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Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 2: Design & Deliver	Utilization of practice ACT materials	School-led Student		
HCS will increase the	Instruction	in core content areas (SI; Mastery	Support Team		
percentage of disability		Prep; ACT Online Academy;	Meetings		
students scoring proficient &	KCWP 4: Review, Analyze, &	Odysseyware ACT prep)Practice ACT	ESS Intervention		
distinguished in reading and	Apply Data	in late-Winter at both High Schools	Progress Data		
math to 45% in elementary		for 11th graders	Odysseyware Data		
school, 35% in middle school,					
and 20% in high school as					
measured by Spring 2024		Identify individual needs of schools	District Staffing &	Needs Assessments were provided to	Title I funds
KSA.		and students and allocate human	Funding Policies &	give schools the opportunity to share	Title II funds
		and fiscal resources to address	Procedures	ways the district can support	Title III funds
Objective 2		needs and reduce barriers to	MUNIS Reports for	improvement and meeting CSIP driven	Title IV funds
HCS will increase the		learning in accordance with State	State & Federal Grants	needs with federal and state	Title V funds
percentage of disability		and Federal program specifications,	State & Federal Grant	programs. Data was analyzed in a	Preschool funds
students scoring proficient &		approved grant applications, and	Applications &	district administrative meeting and	PPG Funds
distinguished in science,		ensuring funds/resources are used	Required Reporting	used for planning and future	FRYSC funding
social studies, and writing to		to supplement not supplant where	School & District	budgeting.	Idea B funds
40% in elementary school		applicable	Needs Assessments	Schools and departments conduct	General Fund
and 20% in middle and high		Utilize Preschool Grant, IDEA B, Title	Administrator Meeting	needs assessments in the same	Community Schools
school as measured by Spring		I, II, III, IV and V grants and local	Agendas and Notes	manner to make improvements and	Grant
2024 KSA.		funds to address identified needs	Title I, Title III, KERA	align funds to support learning and	
		Utilize Title I, Title III, FRYSC, Needs	Preschool & FRYSC	CSIP goals.	
Objective 3		Assessment Data, KERA Preschool	Family Engagement		
HCS will increase the		Parent Surveys, PBIS, and	Activities and		
graduation indicator score of		community resources to engage	Expenditures		
disability students to 85 by		families in the learning process,	Community Schools		
May 2024.		identify needs, and reduce barriers	, Grants activities,		
		to learning to support academic	initiatives, and funding		
		success for all students	, 0		
		Offer supports in mental and	Mental Health	Mental health supports have been in	Mental Health Grant
		emotional health to support the	supports	place at all campuses via the support	General Fund
		overall needs and the growth of the	office referral data	of our mental health counselors. This	
		child		is evidenced by the EQUUSS	
				dashboard and therapy notes.	

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 2: Design & Deliver	EL staff will utilize the WIDA,	WIDA data	EL staff have worked with students in	Title I
By Spring 2024, elementary	Instruction	ACCESS, classroom assessments and	ACCESS data	collaborative, resource, and	Title III
EL students taking KSA will		work samples, supplemental	Classroom work	consultation settings to design and	
ncrease in proficiency to 50%	KCWP 4: Review, Analyze, &	programs (Burlington English, Dino	samples and	deliver supplemental support in	
proficient and distinguished	Apply Data	Lingo, etc) and MAP assessments to	assessment data	growing language. This is evidenced	
n reading and 55%		determine needs and language	MAP data	by assessment scores, PSP plans,	
roficient and distinguished		proficiency of El students.	PSP plans and	growth in EL platforms (Burlington	
n math.			monitoring	English, LexiaEnglish, etc) and	
			Collaborative and pull	classroom and MAP assessments.	
Dbjective 2			out work samples with		
By Spring 2024, students			EL staff		
ttaining benchmark on the		Assessment data will be used by EL	WIDA data	PSPs evidence collaboration among	Title I
VIDA will increase to 10%.		staff to develop PSPs in	ACCESS data	school staff and utilization of	Title III
		collaboration with school staff and	Classroom work	assessment data and needs	
		families. PSP will target the needs	samples and	assessments to drive instructional	
		of the child considering assessment	assessment data	planning. MAP and classroom	
		data, home language needs, prior	MAP data	assessments also evidence this	
		knowledge, and cultural assets.	PSP plans and	collaboration.	
			monitoring		
			Collaborative and pull		
			out work samples with		
			EL staff		
		EL staff will work with students in	WIDA data	EL staff have worked with students in	Title I
		the collaborative and/or pull out	ACCESS data	collaborative, resource, and	Title III
		setting utilizing assessment data to	Classroom work	consultation settings to design and	
		meet the needs of the PSP and to	samples and	deliver supplemental support in	
		support the learning going on in the	assessment data	growing language. This is evidenced	
		classroom.	MAP data	by assessment scores, PSP plans,	
			PSP plans and	growth in EL platforms (Burlington	
			monitoring		

Goal 4 (State your English learner goal.): By 2028, Hopkins County schools will increase EL progress as measured by KSA and the WIDA by 5%.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
			Collaborative and pull	English, LexiaEnglish, etc) and	
			out work samples with	classroom and MAP assessments.	
			EL staff		
		EL staff will provide resources and	WIDA data	EL staff have worked with students in	Title I
		strategies that teaching staff can	ACCESS data	collaborative, resource, and	Title III
		use with the EL student between	Classroom work	consultation settings to design and	
		visits to deepen and enrich	samples and	deliver supplemental support in	
		instruction while continuing to	assessment data	growing language. This is evidenced	
		make progress toward the PSP.	MAP data	by assessment scores, PSP plans,	
			PSP plans and	growth in EL platforms (Burlington	
			monitoring	English, LexiaEnglish, etc), PLC and	
			Collaborative and pull	email communications between EL	
			out work samples with	staff and homeroom teachers, and	
			EL staff	classroom and MAP assessments.	

Hopkins County Schools CDIP 2023-2024 5: Quality of School Climate and Safety

Goal 5 (State your climate and safety goal.): By 2028, Hopkins County Schools will increase the average Quality of School Climate and Safety Indicator score to 90 in elementary school, 75 in middle school, and 70 in high school.

Strategy	Activities	Measure of Success	Progress Monitoring	Funding
KCWP 6: Establishing	Continue SRO assignment and	School safety reports	SROs are present on every campus.	Title IV
Learning Culture and	involvement in each of our schools	Safety officer walk	This is evidenced by SRO assignments,	School Safety Funds
Environment	& relationships with students to	through information	safety walk throughs, and SRO training	General Fund
	maintain a safe learning	SRO meeting & training	/ meeting agenda and minutes.	
	environment	agenda / minutes		
	Implement mental health counselor	Mental Health data	Mental health supports have been in	Mental health grant
	employment and services at each	EQUUS dashboard data	place at all campuses via the support	Title IV
	Hopkins County School to provide	Threat Screener / Self	of our mental health counselors. This	School Safety funds
	increased mental health supports	Harm Screener Data	is evidenced by the EQUUSS	General Fund
	with high quality and fidelity	Behavior Referrals /	dashboard and therapy notes.	
	Use district LCSW and district	Tableau Data		
	mental health counselor to provide			
	extra supports above and beyond			
	mental health counselors (transition			
	meetings, therapeutic interviews,			
	threat redemption meetings, etc)			
	Continued utilization of threat	EQUUS dashboard data	EQUUS dashboard data indicates use	Title IV
	screener protocol and self harm	Behavior referrals /	of threat screener protocol and self	School Safety Funds
	screener protocol through EQUUS	Tableau data	harm screener. Completed counselor	General Fund
	dashboard for research based		referrals, threat screeners, safety	
	approach for dealing with threats to		plans, behavior referrals, HCDT	
	self or others		placements, and transition meetings	
			indicate response to needs presented.	
	Full implementation of PBIS to	Behavior Referrals /	PBIS teams are in action at each	Title IV
	support the proactive, instructional	Tableau Data	school as evidenced by agendas, walk	School Safety Funds
	side of making school a safe place	PBIS data, agenda,	throughs, and fidelity applications.	General Fund
	to learn and work with targeted	minutes, walk throughs	Behavior referral and tableau data are	
	supports for students who need		reviewed monthly as evidenced by	
	them		agendas.	
	KCWP 6: Establishing Learning Culture and	KCWP 6: Establishing Learning Culture andContinue SRO assignment and involvement in each of our schools & relationships with students to 	KCWP 6: Establishing Learning Culture and EnvironmentContinue SRO assignment and involvement in each of our schools & relationships with students to maintain a safe learning environmentSchool safety reports Safety officer walk through information SRO meeting & training agenda / minutesImplement mental health counselor employment and services at each Hopkins County School to provide increased mental health supports with high quality and fidelity Use district LCSW and district mental health counselor to provide extra supports above and beyond meetings, therapeutic interviews, threat redemption meetings, etc)Mental Health data EQUUS dashboard data Threat Screener Data Behavior Referrals / Tableau DataContinued utilization of threat screener protocol through EQUUS dashboard for research based approach for dealing with threats to self or othersEQUUS dashboard data Behavior Referrals / Tableau dataFull implementation of PBIS to support the proactive, instructional side of making school a safe place to learn and work with targeted supports for students who needBehavior Referrals / Tableau Data	KCWP 6: Establishing Learning Culture and EnvironmentContinue SRO assignment and involvement in each of our schools & relationships with students to maintain a safe learning environmentSchool safety reports Safety officer walk through information SRO meeting & training agenda / minutesSROs are present on every campus. This is evidenced by SRO assignments, safety walk throughs, and SRO training agenda / minutesImplement mental health counselor employment and services at each Hopkins County School to provide increased mental health supports with high quality and fidelity Use district LCSW and district mental health counselor to provide extra supports above and beyond mental health counselors (transition meetings, threat redemption meetings, etc)Mental Health data EQUUS dashboard data Behavior Referrals / Tableau DataMental health supports dashboard data indicates use of threat screener protocol and self harm screener. Completed counselor referrals, threat screeners, safety places, and transition meetings threat redemption meetings, etc)EQUUS dashboard data Behavior referrals / Tableau dataEQUUS dashboard data Behavior referrals / Tableau dataFull implementation of PBIS to support for dealing with threats to self or othersBehavior Referrals / Tableau DataPBIS teams are in action at each school as evidenced by agendas, walk throughs, and fidelity applications. theat acadh as the reported counselorFull implementation of PBIS to supports for students who needBehavior Referrals / Tableau DataPBIS teams are in action at each school as evidenced by agendas, walk throughs, and fidelity applications. Behavior referrals / Tableau data

Goal 5 (State your climate and safety goal.): By 2028, Hopkins County Schools will increase the average Quality of School Climate and Safety Indicator score to 90 in elementary school, 75 in middle school, and 70 in high school.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1	KCWP 6: Establishing	Utilize Title I, Title III, FRYSC,	Needs Assessments	Family engagement is supported with	General Fund
By Spring 2024, HCS will	Learning Culture and	community schools grant, and	FRYSC service logs	Title I and Title III initiatives as	Title I
increase the climate indicator	Environment	community resources to engage	Family engagement	evidenced by planning, advertisement	Title III
for elementary to 87, for		families in the learning process,	activities and	of events, and budgeting. The	FRYSC funds
middle school to 73, and for		identify needs, and reduce barriers	expenditures	community schools grant initiative is	Community Schools
high school to 67 as		to learning to support academic	Community schools	focused around engaging families and	Grant
measured by the KSA QSCS		success for all students	grant activities &	the community with schools to make	
Survey.			expenditures	academic and social emotional	
				improvements. This is evidenced by	
				all community schools grant	
				documentation and budgeting.	
Objective 2		Use of Project Wisdom, Sources of	Counselor plans /	Project Wisdom, Sources of Strength,	Title IV
By Spring 2024, HCS will		Strength, and other mental health /	information on	and other SEL programming is	School Safety Funds
increase the safety indicator		social skills / bullying support	program usage	available to counselors for providing	General Fund
for elementary to 83, for		programs to increase climate,	Counselor meeting	classroom and individual supports for	
middle school to 67, and for		safety, and relationship skills of	agendas / minutes	students.	
high school to 62 as		students			
measured by the KSA QSCS		Use of StopBullying Tip Line and	Behavior Referrals /	StopBullying tip line is available as	Title IV
Survey.		other anonymous bullying reporting	Tableau Data	evidenced by call log / response log	School Safety Funds
		methods to give students a	PBIS data, agenda,	records.	General Fund
		confidential way to confide in an	minutes, walk throughs		
		adult	Tipline data		

Goal 6 (State your postseconda	Goal 6 (State your postsecondary goal.): By 2028, Hopkins County Schools will increase the postsecondary readiness indicator to 90 as measured by the KSA indicator score.						
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding		
Objective 1	KCWP 2: Design & Deliver	Increase opportunities for pathway	Transition Readiness	HCS continues to increase	Perkins		
By Spring 2024, Hopkins	Instruction	completion and increase industry	Tracking Tool	opportunities for pathway completion,	LAVEC		
County Schools will increase		certification attainment, CTE end of	TEDS Data & Industry	early college, dual credit, job co-oping,	General Fund		
students who graduate	KCWP 4: Review, Analyze, &	program assessment, early college,	Certifications	and partnerships with new	Title IV		
postsecondary ready to 87 as	Apply Data	and dual credit completion through	HCCTC Enrollment &	postsecondary institutions. This is	Title V		
measured by the KSA		coursework at our local high schools	Staffing	evidenced by enrollment data in the			
indicator score.		and career and tech center and	Enrollment tracking of	program, TEDS, industry certs,			
		partnerships with MCC, co-op	AP and Dual Credit	associate degree graduations, and			
		businesses, job corps, and other	Course Work	course work participation.			
		postsecondary institutions	Participation/				
			Attendance				
			Early College				
			Enrollment Numbers				
			Number of Students graduating with an				
			Associate Degree (by				
			2024)				
		Implementation of Future Ready	Future Ready Work	The deeper learning / future ready	General Fund		
		Graduate initiative with support of	Plans	team has worked throughout the year	Deeper Learning		
		community partnerships to bring	Photos / Lesson	to continue the roll out of the future	Funds		
		awareness to and strengthen career	evidence	ready graduate initiative as evidenced			
		and future ready skills at all levels	Community agendas	by meeting agendas, minutes, social			
		from preschool to twelfth grade	and minutes	media posts, admin agendas, and			
				documents created.			
1		Implementation of ACT Test Prep	ACT Data	ACT was administered at both high	Title IV Funds		
		Sessions for 11th Grade Students at	Sign-In Sheets for	schools with practice and supportive	ESS Funds		
		both High Schools utilizing Mastery	training	measured offered in advance for the	General Funds		
		Prep ACT Curriculum for all 4 ACT	Usage Reports for	sessions.	Title V Funds		
		tested areas	Online test prep				
			materials				

Goal 6 (State your postsecondary goal.): By 2028, Hopkins County Schools will increase the postsecondary readiness indicator to 90 as measured by the KSA indicator score.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		Training for Admin, Curriculum and	Mock ACT results		
		Teachers on Mastery Prep ACT	School-led Student		
		Curriculum	Support Team		
		Utilization of practice ACT materials	Meetings		
		in core content areas (SI; Mastery	ESS Intervention		
		Prep; ACT Online Academy;	Progress Data		
		Odysseyware ACT prep)Practice ACT	Odysseyware Data		
		in late-Winter at both High Schools			
		for 11th graders			

Hopkins County Schools CDIP 2023-2024 7: Graduation Rate

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1KCWPBy Spring 2024, HopkinsInstructCounty Schools will increasethe four and five year	KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data	Utilization of Hopkins County Schools Academy as option for students at-risk	Academy Enrollment Academy Graduation Rate	The HCS Academy continues to be used to meet the needs of at-risk students and increase students graduating as evidenced by enrollment and graduation numbers.	General Fund
graduation cohort average to 91%		Utilization of report to identify students who are at risk for dropping out, providing counseling on attendance, behavior, grades, and social skills; and reduce barriers to learning	Early Warning Tool Data	Early warning tool and persistence to graduation data are used to identify at-risk students and make quick instructional interventions to support learning and graduation rate.	General Fund
		Utilize Title I, Title III, FRYSC, community schools grant, and community resources to engage families in the learning process, identify needs, and reduce barriers to learning to support academic success for all students	Needs Assessments FRYSC service logs Family engagement activities and expenditures Community schools grant activities & expenditures	Family engagement is supported with Title I and Title III initiatives as evidenced by planning, advertisement of events, and budgeting. The community schools grant initiative is focused around engaging families and the community with schools to make academic and social emotional improvements. This is evidenced by all community schools grant	General Fund Title I Title III FRYSC funds Community Schools Grant

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

Districts with a school identified for TSI (including ATSI) must monitor and provide support to the school to ensure the successful implementation of the school improvement plan (703 KAR 5:280(10)). The local board of education must review and approve the revised school improvement plan for TSI (including ATSI) schools (KRS 160.346(4)(a)).

Monitoring and Support

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

Response:

Hopkins County Schools has two schools that are identified as TSI - Madisonville North Hopkins High School and Browning Springs Middle School. Each of these school is identified TSI for disability student performance. The district is providing supports to these schools utilizing the following strategies:

- Assisting in the creation of the CSIP plans
- Regular check ins on monitoring and progress of improvement initiatives
- Paying with expenses to attend the TSI conference in January and sending district administrators with the school
- Providing professional development in utilizing NWEA data and implementing NWEA with new grade levels at the high school
- Examining HQIR utilized at the schools
- Completing district walk throughs
- Peer observations at schools who have exited TSI status
- Supporting special education partnerships, staffing, placement
- Increased district administrator visibility at both schools
- Providing administrator mentoring
- Other ongoing supports throughout the school year.

The CSIP plans of the TSI schools will be presented to the board of education in a regular meeting for review and approval, along with their progress monitoring later in the year.

If schools identified for TSI do not make adequate performance progress, as defined by the department, the local school district shall take additional action to assist and support the school in reaching performance goals (KRS 160.346 (4)(c)). Also, when a school is identified for ATSI, the district shall take more rigorous district-determined action to assist the school in reaching performance goals (KRS 160.346 (5)).

Additional/More Rigorous Actions

Consider: List any school(s) that failed to exit TSI status this year. What additional actions and supports will be provided? Who will provide the support? List any school(s) identified for ATSI this fall. What more rigorous actions will the district take to assist and support the school(s)? Who will be responsible for those actions?

Response:

This is the second year that Browning Springs and Madisonville North Hopkins are TSI for disability student performance. (Browning Spring exited for African American, and South Hopkins Middle exited for disability performance.) The strategies above are being implemented to support these schools in growing disability scores. The instructional directors will partner with the school administrators to provide this support.