

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:
 - 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 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 MS 62.8 Medium HS 55.3 Medium	ES Increase MS Increase HS Maintain
State Assessment Results in science, social studies and writing	ES 74.1 High MS 57.1 Medium HS 49.9 Medium	ES Increase MS Increase HS Maintain
English Learner Progress	ES 77.6 High	ES Increase
Quality of School Climate and Safety	ES 86.0 Very High	ES Increase

	MS 70.8 High HS 63.9 Medium	MS Increase 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 By Spring 2024, HCS will increase the percentage of students performing proficient or distinguished on the KSA and MAP in Reading to 57% in elementary school and 48% in middle and high school. HCS will increase the average reading ACT score to 19.	KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data	Continued implementation of HQIR for reading and math - Into Reading/Literature, Envisions SAAVAS, identified resources for high school, and supplemental resources	Formative Assessment Data Classroom DATA NWEA Data KSA Data	Teachers have utilized HQIR as evidenced by lesson plans and PLC discussions. Elementary teachers aligned HCS pacing guides with the HQIR in the Spring of 2024.	Title I Title V General Fund Idea B Funds
Objective 2 By Spring 2024, HCS will increase the percentage of students performing proficient or distinguished on the KSA and MAP in math to 58% in elementary school and 40% in middle and high school. HCS will increase the average math ACT score to 19.		Continued refinement of district-wide common curriculum & pacing in all preschool, elementary and middle schools between Kentucky standards and HQIR in Reading and Math (Into Reading/Literature and Envisions/SAAVAS), identified resources for high school, and supplemental resources	Pacing Guides Formative Assessment Data Classroom DATA NWEA Data KSA Data TSG Data	Elementary teachers met in focus groups and aligned pacing guides for reading and math with the HQIR and KAS in Spring of 2024. Preschool meet in PLCs regularly to review alignment of lesson plans the the KAS for early childhood. Secondary teachers are continuing to utilize pacing guides developed to align with KAS and HQIR.	Title I Title II Title IV General Fund Idea B Funds Preschool Funds PPG Funds
		Use of KSA, BRIGANCE, MAP, MAP fluency, TSG, ESGI, Study Island, Exact Path, Edulastic, and/or classroom assessment data to provide student specific interventions & make instructional decisions through PD, PLC & PACs in	KSA Data Brigance Data ESGI Data Map / MAP fluency data Edulastic data Exact Path Data	NWEA trainers worked with our middle school teachers and school leadership teams to assist teachers in using data for making instructional gains. All assessment data is analyzed in district assessment meetings, PLCs,	Title I Title V General Fund Idea B Funds Preschool Funds PPG Funds

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.

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Objective 1 By Spring 2024,HCS will increase the percentage of students performing proficient or distinguished on the KSA and MAP in Reading to 57% in elementary school and 48% in middle and high school. HCS will increase the average reading ACT score to 19.	KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data	all schools and with the KERA preschool program	Study Island Data TSG Data	PACs, and in school admin team meetings to drive instructional change and planning.	
		Small group intervention through classroom teachers, school support staff, CSRT teachers, Title I staff, Extended School Programming, the KSI / MTSS model, and Read to Achieve Plans to target students close to proficiency and to close gaps in instructional skills	Classroom Performance Data PLC and PAC Agendas KSI Data ESS Data KSI / MTSS Data Intervention Tab Data IEP Eligibility reports RTA Plan data	Lesson plans and PLC minutes evidence use of small group intervention. Homeroom teachers and school support staff execute RIT and RTA plans, as evidenced by progress monitoring data. MAP data along with classroom assessment data is evaluated for gap closure and growth.	Title I Title II General Fund IDEA B Preschool Funds PPG Funds ESS Funds
		Provide educator growth and support through local PD aligned to needs and data, PD participation in conferences, new teacher mentoring and support, district wide collaboration, and continued implementation of programs for rising leaders and teacher leaders	Needs Assessment PD schedules, agendas, and minutes PD expenditures New teacher mentor data and assessments Rising leader agendas and minutes	#TeamHopkinsTeachTogether was conducted and is being planned for 24-25 in alignment with administrator needs assessments to target needed areas for professional growth and development. Schools and the preschool department also plan local PDs to meet targeted needs at each campus. Our HCS mentoring program continues to expand, offering support 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.	Title I Title II Title V General Fund IDEA B Preschool Funds PPG Funds
Objective 2 By Spring 2024,HCS will increase the percentage of students performing proficient or distinguished on the KSA and MAP in math to 58% in elementary school and 40% in middle and high school. HCS will increase the average math ACT score to 19.		Maintenance of 5 Star Preschool Program that addresses all preschool curriculum and aligns with KAS kindergarten entry	TSG Data TPOT Data	The preschool department maintains 5 STAR status by self reviewing requirements and working closely with the RTC. The preschool department is	Preschool Funds PPG

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

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

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

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

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 through classroom teachers, school support staff, CSRT teachers, Title I staff, Extended School Programming, the KSI / MTSS model, and Read to Achieve Plans to target students close to proficiency and to close gaps in instructional skills	Classroom Performance Data PLC and PAC Agendas KSI Data ESS Data KSI / MTSS Data Intervention Tab Data IEP Eligibility reports RTA Plan data	Lesson plans and PLC minutes evidence use of small group intervention. Homeroom teachers and school support staff execute RIT and RTA plans, as evidenced by progress monitoring data. MAP data along with classroom assessment data is evaluated for gap closure and growth.	Title I Title II General Fund IDEA B ESS Funds

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 HCS will increase the percentage of disability students scoring proficient & distinguished in reading and math to 45% in elementary school, 35% in middle school, and 20% in high school as measured by Spring 2024 KSA.</p> <p>Objective 2 HCS will increase the percentage of disability students scoring proficient & distinguished in science, social studies, and writing to 40% in elementary school and 20% in middle and high school as measured by Spring 2024 KSA.</p> <p>Objective 3 HCS will increase the graduation indicator score of disability students to 85 by May 2024.</p>	<p>KCWP 2: Design & Deliver Instruction</p> <p>KCWP 4: Review, Analyze, & Apply Data</p>	close to proficiency and to close gaps in instructional skills	Intervention Tab Data IEP Eligibility reports RTA Plan data	along with classroom assessment data is evaluated for gap closure and growth.	ESS Funds
		Provide educator growth and support through local PD aligned to needs and data, PD participation in conferences, new teacher mentoring and support, district wide collaboration, and continued implementation of programs for rising leaders and teacher leaders	Needs Assessment PD schedules, agendas, and minutes PD expenditures New teacher mentor data and assessments Rising leader agendas and minutes	#TeamHopkinsTeachTogether was conducted and is being planned for 24-25 in alignment with administrator needs assessments to target needed areas for professional growth and development. Schools and the preschool department also plan local PDs to meet targeted needs at each campus. Our HCS mentoring program continues to expand, offering support 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.	Title I Title II Title V General Fund IDEA B Preschool Funds PPG Funds
		Maintenance of 5 Star Preschool Program that addresses all preschool curriculum and aligns with KAS kindergarten entry	TSG Data TPOT Data	The preschool department maintains 5 STAR status by self reviewing requirements and working closely with the RTC. The preschool department is regularly looking for ways to improve preschool readiness for kindergarten as evidence by PLC discussions.	Preschool Funds PPG
		Implementation of ACT Test Prep Sessions for 11th Grade Students at both High Schools utilizing Mastery Prep ACT Curriculum for all 4 ACT tested areas Training for Admin, Curriculum and Teachers on Mastery Prep ACT Curriculum	ACT Data Sign-In Sheets for training Usage Reports for Online test prep materials Mock ACT results	ACT was administered at both high schools with practice and supportive measured offered in advance for the sessions.	Tile IV Funds ESS Funds General Funds Title V Funds

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

4: English Learner Progress

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

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

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.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By Spring 2024, HCS will increase the climate indicator for elementary to 87, for middle school to 73, and for high school to 67 as measured by the KSA QSCS Survey.</p> <p>Objective 2 By Spring 2024, HCS will increase the safety indicator for elementary to 83, for middle school to 67, and for high school to 62 as measured by the KSA QSCS Survey.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>Continue SRO assignment and involvement in each of our schools & relationships with students to maintain a safe learning environment</p>	<p>School safety reports Safety officer walk through information SRO meeting & training agenda / minutes</p>	<p>SROs are present on every campus. This is evidenced by SRO assignments, safety walk throughs, and SRO training / meeting agenda and minutes.</p>	<p>Title IV School Safety Funds General Fund</p>
		<p>Implement 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, therapeutic interviews, threat redemption meetings, etc)</p>	<p>Mental Health data EQUUS dashboard data Threat Screener / Self Harm Screener Data Behavior Referrals / Tableau Data</p>	<p>Mental health supports have been in place at all campuses via the support of our mental health counselors. This is evidenced by the EQUUSS dashboard and therapy notes.</p>	<p>Mental health grant Title IV School Safety funds General Fund</p>
		<p>Continued utilization of threat screener protocol and self harm screener protocol through EQUUS dashboard for research based approach for dealing with threats to self or others</p>	<p>EQUUS dashboard data Behavior referrals / Tableau data</p>	<p>EQUUS dashboard data indicates use of threat screener protocol and self harm screener. Completed counselor referrals, threat screeners, safety plans, behavior referrals, HCDT placements, and transition meetings indicate response to needs presented.</p>	<p>Title IV School Safety Funds General Fund</p>
		<p>Full 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 need them</p>	<p>Behavior Referrals / Tableau Data PBIS data, agenda, minutes, walk throughs</p>	<p>PBIS teams are in action at each school as evidenced by agendas, walk throughs, and fidelity applications. Behavior referral and tableau data are reviewed monthly as evidenced by agendas.</p>	<p>Title IV School Safety Funds General Fund</p>

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 By Spring 2024, HCS will increase the climate indicator for elementary to 87, for middle school to 73, and for high school to 67 as measured by the KSA QSCS Survey.	KCWP 6: Establishing Learning Culture and Environment	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 documentation and budgeting.	General Fund Title I Title III FRYSC funds Community Schools Grant
Objective 2 By Spring 2024, HCS will increase the safety indicator for elementary to 83, for middle school to 67, and for high school to 62 as measured by the KSA QSCS Survey.		Use of Project Wisdom, Sources of Strength, and other mental health / social skills / bullying support programs to increase climate, safety, and relationship skills of students	Counselor plans / information on program usage Counselor meeting agendas / minutes	Project Wisdom, Sources of Strength, and other SEL programming is available to counselors for providing classroom and individual supports for students.	Title IV School Safety Funds General Fund
		Use of StopBullying Tip Line and other anonymous bullying reporting methods to give students a confidential way to confide in an adult	Behavior Referrals / Tableau Data PBIS data, agenda, minutes, walk throughs Tipline data	StopBullying tip line is available as evidenced by call log / response log records.	Title IV School Safety Funds General Fund

6: Postsecondary Readiness

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

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

7: Graduation Rate

Goal 7 (State your graduation rate goal.): By 2028, Hopkins County Schools will increase the graduation rate to 95%					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2024, Hopkins County Schools will increase the four and five year graduation cohort average to 91%	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
		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 documentation and budgeting.	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.