



Hopkins County Schools 2024-2025

Comprehensive District Improvement Plan Overview

7 CDIP Goals to Reach by 2028

1. 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.
2. Increase the percentage of students performing proficient/distinguished on separate academic indicators (Science, Social Studies & Writing) by 10% in each subject at each level.
3. Increase the percentage of disability students scoring proficient & distinguished in reading and math to 44% in elementary school, 30% in middle school, and 20% in high school
4. Increase EL progress as measured by KSA and the WIDA by 5%.
5. 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.
6. Increase the postsecondary readiness indicator to 90 as measured by the KSA indicator score.
7. Increase the graduation rate to 95%

Strengths:

- No schools in Hopkins County are TSI / CSI. MNHHS and BSMS both increased disability scores enough to shed the TSI label.
- Overall Elementary Performance, 71.5 green rating, up from 66.6 in 2023. One elementary was in the blue range.
- Graduation rate increased to 92.2 from 89.1.
- Postsecondary readiness increased to 79.9, up from 77.8.

Priority Concerns

- Science performance is the weakest area district wide, but this is also true state wide.
- The EL indicator score is down based on WIDA and Access performance, but elementary EL students are scoring comparably to the general population on KSA.
- Middle School performance is down from 2023, from 56.1 to 55.2 in the yellow range.

Key Processes, Practices, and Strategies to Meet Goals and Address Priority Concerns

- Implement UFLI and Lexia in K-2 at all schools to improve basic reading foundations
- Implement Deeper Learning practices and initiatives
- Infuse Future Ready Graduate practices and initiatives in instruction
- Incorporate Future Ready Fridays for a monthly district wide focus on characteristics of a Future Ready Graduate
- 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
- Improve use of data for instructional planning
- Improve formative assessment processes and regularly analyzing data to drive instruction in PLCs



2024-2025 Phase One: Continuous Improvement Diagnostic for Districts

2024-2025 Phase One: Continuous Improvement Diagnostic for Districts

Hopkins County
Amy Smith
320 S Seminary St
Madisonville, Kentucky, 42431
United States of America

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2024-2025 Phase One: Continuous Improvement Diagnostic for Districts

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2024-2025 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts
- Executive Summary for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- The Superintendent Gap Assurance

Phase Four: January 1 - December 31

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- Non-Traditional Instruction Continuation of Learning Plan for Districts (Due May 1)
 - English Learner Plan for Districts (Lau Plan) (Due May 1)
 - Professional Development Plan for Districts (Due May 1)
 - Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

I also assure that upon the completion of all diagnostics included in the four improvement phases, the most recent version of the CDIP will be posted to the district's website pursuant to 703 KAR 5:225 Section 3(5)(a).

Please enter your name and date below to certify.

Amy Smith

September 27, 2024



2024-2025 Phase One: Executive Summary for Districts

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2024-2025 Phase One: Executive Summary for Districts

Description of the District

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

Hopkins County Schools is located in the heart of Western Kentucky, serving a diverse student body of over 6,500 students across 15 schools. With a mission to "Reach for the Stars—No Limits," our district is dedicated to providing high-quality educational opportunities that empower all students to achieve their fullest potential.

Over the past three years, Hopkins County has seen notable shifts in both our student and staff demographics. Our student population is becoming increasingly diverse, with 13% of students identifying as African American, Hispanic, Asian, or from other minority groups. Approximately 65% of our students qualify for free or reduced lunch, reflecting a broad spectrum of socioeconomic backgrounds. Additionally, our English Learner (EL) population has grown, now comprising nearly 5% of our total enrollment, as families from various cultural and linguistic backgrounds settle in our welcoming community.

Our staff is composed of nearly 450 certified educators and 300 classified support staff, each bringing unique experiences and a deep commitment to student success. Many of our educators are lifelong residents, providing a strong sense of community and stability within our schools.

The district is centrally located and serves a blend of suburban and rural communities, each with its own unique characteristics and needs. The economy is anchored by a mix of industries, including healthcare, manufacturing, and education, and the area is known for its strong sense of community pride. Over the last three years, we have experienced both growth and challenges, as local industries have expanded, and the COVID-19 pandemic has tested our resilience and adaptability.

Our district has embraced innovation and continuous improvement to meet the needs of our diverse student population. Initiatives such as the implementation of the Multi-Tiered System of Supports (MTSS) and expanded literacy programs have been instrumental in driving academic success. At the same time, we face challenges related to staffing shortages and increased mental health needs, which we are addressing through targeted professional development and expanded support services.

Despite these challenges, our "Reach for the Stars—No Limits" theme inspires us to push beyond limitations, fostering an environment where every student and staff member feels valued, supported, and encouraged to aim higher. We are committed

to removing barriers to success and creating pathways for all students to achieve their dreams.

District Stakeholders

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

Hopkins County Schools actively engages a diverse group of stakeholders in our continuous improvement process to support the district's mission of providing an exceptional education to all students. Our stakeholders include students, families, educators, administrators, community members, local businesses, and civic organizations. We believe that meaningful involvement from all groups ensures that we address the needs of our diverse community and achieve our "Reach for the Stars—No Limits" vision.

One of the key ways we involve families and the community is through our logic teams, which focus on different pillars of our strategic plan. These teams include parents, teachers, administrators, and community representatives who work together to analyze data, develop goals, and monitor progress for specific areas such as student achievement, curriculum, MTSS, and community partnerships. This collaborative approach ensures that the perspectives of families and community members are integrated into the district's strategic planning and decision-making processes.

Students are central to our efforts, and their voices are valued through participation in student councils, advisory committees, and focus groups. They provide input on curriculum, school climate, and other key issues that directly impact their educational experience. Families are engaged through PTA, family nights, and committees and councils, as well as through their participation on logic teams, where they contribute ideas and feedback to shape district policies and programs.

Our educators and staff are deeply involved in the planning and improvement processes through surveys, professional learning communities, and committee participation. Their insights are essential in ensuring that our strategies reflect classroom needs and promote student success. School and district administrators collaborate to align district goals with school improvement plans and participate in leadership teams that address key topics such as instruction, student services, and resource allocation.

We also have strong partnerships with local businesses, civic organizations, and community leaders who play an integral role in our success. These stakeholders are engaged through advisory boards, the Chamber of Commerce, and community forums, where they help us enhance career and technical education, develop real-world learning experiences, and provide resources for student and staff initiatives.

The Hopkins County Board of Education serves as the guiding force for the district's governance and strategic direction. Board members actively participate in planning, policy development, and monitoring progress toward district goals, working closely

with the superintendent and other stakeholders to support the district's continuous improvement.

The district ensures ongoing stakeholder involvement through a structured and transparent improvement planning process. Regular needs assessments help us identify areas for growth, while surveys and online platforms provide opportunities for feedback. Our district committees and advisory groups, such as the District Planning Committee, review data and provide recommendations for the Comprehensive District Improvement Plan (CDIP).

This commitment to stakeholder engagement reflects our belief that diverse perspectives are essential to creating a supportive and dynamic learning environment. By working collaboratively, we strive to provide every student with the opportunity to achieve their fullest potential.

District's Purpose

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

The mission of Hopkins County Schools is "to unite as one team to learn and inspire." Our vision is "preparing today's student to succeed in tomorrow's world." Guided by our theme for the year, "Reach for the Stars—No Limits," we are committed to ensuring that every student is equipped to achieve their highest potential.

The district's "path to getting there" is defined by our Characteristics of a Future Ready Graduate, which outline the skills and attributes our students need to be successful in a rapidly changing world. These characteristics include critical thinking, collaboration, communication, adaptability, and a strong sense of responsibility and integrity.

Hopkins County Schools embodies its mission and vision through a variety of innovative programs and initiatives that support the whole child. Our comprehensive academic offerings include Advanced Placement (AP) courses, dual credit opportunities, and a strong focus on literacy through the implementation of the UFLI (University of Florida Literacy Institute) curriculum. The district's Multi-Tiered System of Supports (MTSS) framework ensures that academic, behavioral, and social-emotional interventions are in place to help every student thrive.

To prepare students for postsecondary success, Hopkins County Schools emphasizes college and career readiness through Career and Technical Education (CTE) pathways, work-based learning opportunities, and strong community partnerships. The Characteristics of a Future Ready Graduate initiative promotes the development of essential employability skills such as teamwork, effective

communication, and problem-solving, empowering students to be adaptable and resilient in an ever-changing world.

Our purpose and strategic priorities are shaped by collaboration with a broad range of stakeholders, including families, community members, educators, and students. One of the key ways we engage these groups is through our logic teams, which focus on different pillars of the district's strategic plan. Each logic team includes representatives from multiple stakeholder groups, working together to develop goals, monitor progress, and refine strategies that support the district's overall vision.

This inclusive and collaborative approach ensures that the district's mission, vision, and values reflect the aspirations and needs of the entire community. Through our program offerings, commitment to continuous improvement, and strong partnerships, Hopkins County Schools remains dedicated to providing an exceptional education that inspires every student to "Reach for the Stars—No Limits."

Notable Achievements and Areas of Improvement

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

Hopkins County Schools has experienced numerous achievements over the past three years, positioning our district as a leader in innovative and student-centered learning. One of our standout initiatives is the implementation of the Characteristics of a Future Ready Graduate, which outlines the skills and attributes our students need to be successful in a rapidly changing world. This framework emphasizes critical thinking, collaboration, communication, and problem-solving—qualities that prepare our students not just for academic success, but also for future careers and community leadership.

To reinforce these characteristics, we have launched Future Ready Fridays across the district. On these days, students engage in a variety of hands-on, project-based learning activities designed to build real-world skills and deepen their understanding of content. This initiative has been instrumental in increasing student engagement and promoting deeper learning experiences. It has allowed students to explore new interests, collaborate with peers, and apply their learning in authentic contexts.

Our focus on Deeper Learning has been another key strength, as we work to create educational experiences that go beyond traditional instruction. This approach includes integrating inquiry-based learning, problem-solving activities, and opportunities for students to take ownership of their learning. As a result, students are developing a growth mindset and a sense of agency that will serve them well throughout their educational journey and beyond.

Additionally, Hopkins County Schools has made significant progress in expanding college and career readiness opportunities. Through the growth of our Career and Technical Education (CTE) pathways, increased access to dual credit and AP courses, and strong community partnerships, we have positioned our students to graduate with the skills and knowledge necessary for postsecondary success. Our students are now able to explore various career fields, gain hands-on experience, and even earn college credit while still in high school.

In literacy, the district has successfully implemented the UFLI (University of Florida Literacy Institute) Foundations curriculum in all elementary schools, leading to improved early reading outcomes. We have also introduced the Lexia program, which provides personalized learning opportunities and supports targeted interventions to close achievement gaps.

Looking Ahead

While Hopkins County Schools will continue to build on these strengths, we recognize the importance of ongoing growth and innovation. Our primary focus for the future is to deepen the impact of our Future Ready Graduate and Deeper Learning initiatives by expanding project-based learning, incorporating more community-based projects, and providing additional professional development for educators. We aim to empower students to take on complex challenges and contribute to their communities in meaningful ways.

As we move forward, Hopkins County Schools will remain committed to providing high-quality, equitable educational opportunities for all students. By leveraging our strong foundation of academic excellence and innovative programs, we will continue to inspire every student to "Reach for the Stars—No Limits."

Additional Information

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

N/A



2024-2025 Phase Two: The Needs Assessment for Districts

2024-2025 Phase Two: The Needs Assessment for Districts

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01/02/2025

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2024-2025 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment for Districts

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

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

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that they will address later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results as you conducted this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings were documented.

The Hopkins County Schools needs assessment for the 2024-25 school year involved a data-driven and collaborative approach to ensure that identified needs aligned with district goals and the strategic plan, especially focusing on the 'Characteristics of a Future Ready Graduate.' The process aimed to integrate feedback across various levels of the school community and leadership to inform instructional strategies, resource allocation, and program development.

The process started with reviewing recent academic performance metrics, behavior reports, attendance data, and survey feedback from students, teachers, parents, and community partners. Specific data sources included:

- KSA Results
- ACT Data
- MAP Data

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- Brigrance Data
 - QCSS Data
 - Early Warning Tool & Persistence to Graduation
 - Attendance and behavioral records
 - PBIS Data and feedback on discipline trends
 - FRAM data
 - School climate and engagement surveys
 - Feedback on initiatives such as UFLI, Lexia, and MTSS transition data
 - Feedback from professional learning and mentoring

The district's Logic Teams and leadership groups analyzed the data to identify trends, strengths, and areas for improvement. A major part of this analysis was determining which resources and supports would align best with Hopkins County Schools' Portrait of a Learner—'Characteristics of a Future Ready Graduate.

Based on the analysis, leadership teams and stakeholders pinpointed targeted areas, such as early literacy, digital citizenship, and social-emotional learning, that required additional resources and support. Data findings were translated into specific action steps and budgetary needs within the Title and other federal programs. Stakeholder Groups involved include District Logic Teams: Comprised of district and school administrators, instructional coaches, and family representatives, with each Logic Team focusing on key pillars of the strategic plan. Feedback is also gleaned from district administrative team discussions and feedback and school SBDM councils and PACs. CDIP and strategic plan progress and actions are reviewed regularly with progress notes in Cognia at least annually. The CDIP and strategic plan progress is presented to the local board of education at least annually. The district's strategic plan and CDIP are available for public review on the district's website.

Review of Previous Plan

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

In Hopkins County Schools' previous Comprehensive District Improvement Plan (CDIP), the primary goals focused on enhancing student readiness, fostering strong community engagement, improving the quality of instruction, and expanding access to necessary resources. Significant progress was made, especially in implementing the district's Future Ready Graduate characteristics, which support student development in areas like communication, collaboration, and accountability, aligning students' skills with future workplace expectations. Additionally, professional development for teachers, increased family engagement, and specific resource allocations for student services contributed to the overall progress.

Successful elements of last year's CDIP included the implementation of MTSS (Multi-Tiered System of Supports), which provided structured support across academic

and behavioral needs, helping students receive targeted interventions based on their individual requirements. This approach was supported by integrating technology tools and targeted training for teachers, which allowed the district to better assess student progress and address learning gaps. The district's partnerships with community organizations, such as the Glema Mahr Center for the Arts, also played a role in enriching students' experiences, especially in areas like cultural engagement and social-emotional learning.

These successes are shaping the 2023-2024 CDIP by focusing on scaling effective strategies, refining academic interventions, and enhancing community collaboration further to support student development holistically. The ongoing emphasis on preparing "Future Ready Graduates" and fostering skills for tomorrow's workforce will be central, with initiatives that include more strategic use of resources, an emphasis on early literacy through programs like UFLI, and engagement initiatives that align with both academic and community goals. The insights gained from previous years have reinforced the importance of data-driven decision-making and community collaboration, which continue to be focal points in this year's CDIP plan.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the district saw an 11% increase in novice scores in reading among students with achievement gaps.
 - Overall Elementary Performance - 71.5, green rating, improvement from 66.6 in 2023 and up from 68.2 in 2022
 - Overall Middle Performance - 55.2, yellow rating, down from 56.1 in 2023 but up from 53.2 in 2022
 - Overall High Performance - 67.1, yellow rating with a discrepancy between the two schools - MNHHS Green, HCCHS Orange
 - Graduation rate increased to 92.2%, compared to 89.1% in 2023 and 88% in 2022
 - Postsecondary readiness increased to 79.9%, up from 77.8% in 2023 and 76.2% in 2022
 - Hopkins County Reading and Math Performance - elementary 77.4, middle 60.4, high 66.5
 - Hopkins County Reading P/D percentage - elementary 55, middle 46, high 47
 - Hopkins County Math P/D percentage - elementary 57, middle 36, high 40
 - Hopkins County combined Science, Social Studies, Writing - elementary 67.9, middle 48.7, high 49.6

- Hopkins County science p/d percentage - elementary 41, middle 23, high suppressed
- Hopkins County social studies p/d percentage - elementary 44, middle 29, high 40
- Hopkins County writing p/d percentage - elementary 55, middle 37, high 41
- EL progress - 31 (elementary score only)
- Hopkins County QCSS data: elementary 82.9, middle 68.1, high 59.8

Current State

4. Describe in narrative form the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Hopkins County Schools has shown steady improvements in key performance areas based on the most recent district-wide assessment data. The district's elementary schools received a green rating with an Overall Performance Score of 71.5, marking a steady rise from 66.6 in 2023 and 68.2 in 2022. This upward trajectory highlights the success of elementary initiatives in literacy and numeracy, contributing to the elevated scores. Middle school performance, however, saw a slight decline to 55.2, with a yellow rating, compared to 56.1 in 2023, though it remains higher than 53.2 in 2022. This indicates some challenges that middle schools are working to address, particularly in math and science. High school performance held a 67.1 yellow rating, with notable variation between the two high schools: Madisonville North Hopkins High received a green rating, while Hopkins County Central High was rated orange.

On the graduation front, the district experienced a positive trend, with the graduation rate climbing to 92.2%, up from 89.1% in 2023 and 88% in 2022. This steady increase reflects effective support for high school students, particularly in promoting college and career readiness. The postsecondary readiness rate also rose, reaching 79.9%, up from 77.8% in 2023 and 76.2% in 2022. These gains indicate strengthened initiatives for preparing students for success beyond high school with our work in Future Ready Graduate.

In terms of academic achievement across subjects, Hopkins County's elementary students performed well in Reading and Math, achieving scores of 77.4 overall. Middle and high school scores in these areas were 60.4 and 66.5, respectively. The Proficient/Distinguished (P/D) percentages provide further insight: in reading, elementary students reached 55%, middle school students 46%, and high school students 47%; for math, 57% of elementary students scored P/D, followed by 36% in middle school and 40% in high school.

The combined performance for Science, Social Studies, and Writing reveals additional strengths and areas for growth, particularly at the elementary level, where the overall combined score reached 67.9. Middle and high school scores were 48.7 and 49.6, respectively. Specific P/D percentages show elementary science scores at 41%, while middle school science results were 23%. Social studies saw 44% P/D at the elementary level, 29% at middle school, and 40% at high school. Writing proficiency was relatively higher, with elementary achieving 55% P/D, middle school 37%, and high school 41%.

For English Learner (EL) progress, elementary schools reported a score of 31, indicating ongoing needs in language support services. Quality of School Climate and Safety (QCSS) scores also highlighted disparities among school levels: 82.9 for elementary, 68.1 for middle school, and 59.8 for high school. This data suggests elementary schools have made substantial progress in creating supportive environments.

The source data, including these performance scores and ratings, derives from Hopkins County Schools' district assessments and Kentucky Department of Education report cards for the 2023-2024 school year.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Middle school performance in Hopkins County Schools has been identified as an area of weakness, particularly due to lower proficiency in core subjects, including math, science, and writing. The Overall Middle School Performance Score is currently 55.2 with a yellow rating, down slightly from 56.1 in 2023. Although this reflects improvement from 53.2 in 2022, the performance still trails behind the elementary and high school levels. Specific subject data further highlight the need for support math proficiency at the middle school level is 36%, compared to 57% in elementary and 40% in high school. Science proficiency is also low, with just 23% of middle school students reaching Proficient/Distinguished levels, significantly lower than elementary (41%) Writing proficiency at the middle school level is 37%, also below elementary (55%) and high school (41%). To address these challenges, Hopkins County Schools is implementing several targeted support measures: Multi-Tiered System of Supports (MTSS) - This system is designed to provide tiered interventions, particularly for students struggling in math and science. The MTSS framework helps teachers use data-driven approaches to address individual student needs, ensuring that struggling students receive additional instructional time and support. Use of Supplemental Resources - The district is also investing in resources aligned with its Characteristics of a Future Ready Graduate initiative. Supplemental tools in science and math are helping students build foundational skills and prepare for academic success in later grades. The district is also implementing Access to Algebra and Access to English to support middle school instruction. Family and Community Engagement - Recognizing the importance of support beyond the classroom, Hopkins County Schools is also working to enhance family engagement, particularly around academic support and study resources, to help students reinforce learning at home. The community schools grant is supporting this work along with Title I and traditional efforts through PTA, etc. By implementing these strategies, the district is actively working to address middle school performance gaps and create a foundation for sustained improvement in student outcomes at the middle school level.

Science performance in Hopkins County Schools has emerged as a notable area of weakness across all grade levels, with proficiency levels consistently below district expectations. At the elementary level, only 41% of students achieved Proficient/Distinguished (P/D) status in science. Although this is a baseline for improvement, it reflects a need for early support in science fundamentals to strengthen foundational skills. In middle school, science performance drops significantly, with only 23% of students reaching P/D status. This decline highlights a gap in transitioning from elementary to more complex middle school science content. Addressing this gap is essential, as the middle school years are critical for developing interest and competency in STEM fields. At the high school level, data is suppressed due to low achievement not just in Hopkins County but state wide, suggesting continued struggles to meet grade-level standards and expectations. This lower proficiency rate at the high school level not only impacts college readiness but also limits student preparedness for careers in science and technology fields.

To address these challenges, Hopkins County Schools is enhancing science instruction through the following strategies: Focus on science curriculum and pacing: teachers will be working to align science curriculum and create opportunities that focus on investigative learning with assessments that support this type of learning. Teachers will also have the opportunity to participate in webinars to enhance professional learning. These initiatives reflect the district's commitment to improving science proficiency and equipping students with the skills and knowledge required for success in an increasingly science-oriented world.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how the district will utilize the strengths and leverages to improve areas of concern listed above.

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

Hopkins County Schools has several strengths, which the district can leverage to address areas of concern:

One elementary school was blue, with HCS elementary in the green. Elementary Performance Improvement: Elementary performance has shown significant growth, with an Overall Performance Score of 71.5, up from 66.6 in 2023 and 68.2 in 2022, earning a green rating. Additionally, elementary reading and math proficiency percentages are high at 55% and 57% respectively. These strengths at the elementary level demonstrate effective foundational instruction in literacy and numeracy, which the district can use as a model for building middle and high school proficiency, particularly in math and reading.

TSI Status: No Hopkins County Schools are in TSI status. The schools that were TSI (BSMS and MNHHS) exited.

High Graduation Rate and Postsecondary Readiness: The graduation rate rose to 92.2% from 89.1% in 2023 and 88% in 2022, and postsecondary readiness increased to 79.9%, up from 77.8% in 2023. These figures indicate that high school programs are successfully preparing students for life after graduation. Leveraging these outcomes, the district can explore integrating these successful practices into middle school to address gaps and improve readiness in earlier stages.

By building on these strengths, Hopkins County Schools will strategically address its performance gaps, particularly in middle school math, science, and writing, to create a unified, supportive learning environment across all grade levels.

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data Results
- KCWP 5: Design, Align and Deliver Support Processes
- KCWP 6: Establish Learning Environment and Culture

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

a. Complete the Key Elements Template.

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

ATTACHMENTS

Attachment Name



Hopkins Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, on which two or three processes, practices or conditions will the district focus its resources and efforts to produce the desired changes?

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


NOTE: The Comprehensive District Improvement Plan (CDIP) diagnostic and template must thoroughly address these elements.

Hopkins County will focus on Key Elements 2 and 4, instruction and assessment, for closing instructional gaps and increasing achievement.

01/02/2025

Hopkins County

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Hopkins Key Elements		• 7



2024-2025 Phase Two: District Assurances

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2024-2025 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225) and must contain a signed declaration by the superintendent that all schools in the district are in compliance with the necessary federal and state requirements for school improvement, including:

- KRS 158.649 (achievement gaps),
- 158.6455 (school accountability system),
- 158.782 (monitoring and review of turnaround plan),
- 160.346 (targeted and comprehensive improvement)
- 703 KAR 5:280 (school improvement procedures).
- Elementary and Secondary Education Act (ESSA)
- 20 U.S.C. 6301 et seq. (fair, equitable, and high-quality education, and close educational achievement gaps),
- 2 C.F.R. Part 200 (uniform administrative requirements) and
- 34 C.F.R. Part 200 (Title I).

Please read the assurance and indicate whether your district complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

District Assurances

The district hereby ensures that the FY 2024-2025 District General and Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

☒ Yes

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Two: District Safety Report

2024-2025 Phase Two: District Safety Report

Hopkins County
Amy Smith
320 S Seminary St
Madisonville, Kentucky, 42431
United States of America

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2024-2025 Phase Two: District Safety Report

District Safety Report

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

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

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

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.

Hopkins County Schools has board policy 5.4 that requires the principal to adopt and implement an emergency plan annually. This policy was updated on 7/15/24.

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020)

amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, shall be reported for the 2022-2023 school year and each year thereafter.

Yes, all schools adopted an emergency plan for the 24-25 school year prior to the start of the school calendar.

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

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

Yes, all schools have provided our HCS Director of Community Engagement, Equity, and Safety along with local law enforcement and first responders a copy of the school emergency plan and school map.

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

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

Yes, all schools have primary and secondary evacuations routes posted in each room by doorways.

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

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

Yes, all schools have posted the location of severe weather safe zones.

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

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

Yes, all schools have drills to practice procedures for earthquakes and keep copies of drill logs.

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

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

All Hopkins County School building remain locked during the school day. An intercom system, electronically locked door, and camera secures the main entrances of the buildings, and other entrances can only be unlocked by staff badge. All visitors must state their reason for visit at the door buzzer, report to the main office, and must show identification to obtain a visitors pass to wear while on campus. The Raptor System is in place to scan identification, track and scan visitors in the building, and provide a quick alert to administration and law enforcement. All classrooms remain closed and locked during instruction with a door window cover available for a lock down. A phone with all-call capabilities is available in each classroom.

8. Was each school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c) and is a copy maintained on file for review?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

- BSMS: May 18th, 2024
- GES: July 24, 2024
- HES: July 25, 2024
- HCCHS: July 11, 2024
- HCDT: June 2024
- HCA: June 2024
- HCCTC: May 22, 2024
- JMMS: July 26, 2024
- JSES: May 22, 2024

- MNHHS: July 31, 2024
- PES: July 24, 2024
- SHMS: May 2, 2024
- SES: July 18, 2024
- WBES: July 31, 2024
- WHS: July 19 2024

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

Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

- BSMS: August 12, 2024 at 8am
- GES: August 13, 2024 at 10:30 am
- HES: August 9, 2024 at 10:00 am
- HCCHS: August 12, 2024 at 9:00 am
- HCDT: August 6, 2024
- HCA: August 6, 2024
- HCCTC: August 13, 2024
- JMMS: August 9, 2024 at 9:00 am
- JSES: August 13, 2024 at 9:00 am
- MNHHS: August 8, 2024
- PES: August 13, 2024 at 8:30 am
- SHMS: August 13, 2024 at 8:00 am
- SES: August 13, 2024 at 8:30 am
- WBES: August 13, 2024 at 9:00 am
- WHS: August 12, 2024

10. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the current drill log?

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

Yes, as documented by the district electronic drill log and the logs kept in each school office.

11. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5) and were drills logged in the appropriate drill log and maintained on file?

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

Yes, as documented by the district electronic drill log and the logs kept in each school office.

12. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

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

Yes, as documented by the district electronic drill log and the logs kept in each school office.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2024-2025 Phase Three: Comprehensive District Improvement Plan

2024-2025 Phase Three: Comprehensive District Improvement Plan

Hopkins County
Amy Smith
320 S Seminary St
Madisonville, Kentucky, 42431
United States of America

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2024-2025 Phase Three: Comprehensive District Improvement Plan

Rationale

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

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

Operational Definitions

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

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

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

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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

Measure of Success: Criteria that shows how well the school is accomplishing their action steps. The measures may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. The description should include the artifacts to be reviewed, specific timelines, and responsible individuals.

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

Requirements for Building an Improvement Plan

There are seven (7) required district goals:

- State Assessment Results in reading and mathematics
- State Assessment Results in science, social studies and writing
- English Learner Progress
- Quality of School Climate and Safety
- Postsecondary Readiness
- Graduation Rate
- Achievement Gap

Using the Comprehensive District Improvement Plan Template

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

a. Develop your Strategic Goals using the Comprehensive District Improvement Plan (CDIP) template.

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

ATTACHMENTS

Attachment Name



Hopkins County CDIP 24-25

Summarize the plan of action developed through your goal setting process.


Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

HCS utilized KSA and needs assessment data to prepare the CDIP for 24-25. Goals were developed for all academic areas, EL, achievement gap, QCSS, post secondary readiness, and graduation rate.

Plan - Generated on 01/02/2025

Hopkins County

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Hopkins County CDIP 24-25		.

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.

Middle school performance in Hopkins County Schools has been identified as an area of weakness, particularly due to lower proficiency in core subjects, including math, science, and writing. The Overall Middle School Performance Score is currently 55.2 with a yellow rating, down slightly from 56.1 in 2023. Although this reflects improvement from 53.2 in 2022, the performance still trails behind the elementary and high school levels. Specific subject data further highlight the need for support math proficiency at the middle school level is 36% P/D, compared to 57% in elementary and 40% in high school. Science proficiency is also low, with just 23% of middle school students reaching Proficient/Distinguished levels, significantly lower than elementary (41%) Writing proficiency at the middle school level is 37%, also below elementary (55%) and high school (41%). To address these challenges, Hopkins County Schools is implementing several targeted support measures: Multi-Tiered System of Supports (MTSS) - This system is designed to provide tiered interventions, particularly for students struggling in math and ELA. The MTSS framework helps teachers use data-driven approaches to address individual student needs, ensuring that struggling students receive additional instructional time and support. Use of Supplemental Resources - The district is also investing in resources aligned with its Characteristics of a Future Ready Graduate initiative. Supplemental tools in science and math are helping students build foundational skills and prepare for academic success in later grades. The district is also implementing Access to Algebra and Access to English to support middle school instruction. Family and Community Engagement - Recognizing the importance of support beyond the classroom, Hopkins County Schools is also working to enhance family engagement, particularly around academic support and study resources, to help students reinforce learning at home. The community schools grant is supporting this work along with Title I and traditional efforts through PTA, etc. By implementing these strategies, the district is actively working to address middle school performance gaps and create a foundation for sustained improvement in student outcomes at the middle school level.

Science performance in Hopkins County Schools has emerged as a notable area of weakness across all grade levels, with proficiency levels consistently below district expectations. At the elementary level, only 41% of students achieved Proficient/Distinguished (P/D) status in science. Although this is a baseline for improvement, it reflects a need for early support in science fundamentals to strengthen foundational skills. In middle school, science performance drops significantly, with only 23% of students reaching P/D status. This decline highlights a gap in transitioning from elementary to more complex middle & high school science content. Addressing this gap is essential, as the middle school years are critical for developing interest and competency in STEM fields. At the high school level, data is suppressed due to low achievement not just in Hopkins County but state wide, suggesting continued struggles to meet grade-level standards and expectations. This lower proficiency rate at the high school level not only impacts college readiness but also limits student preparedness for careers in science and technology fields. To address these challenges, Hopkins County Schools is enhancing science instruction through the following strategies: Focus on science curriculum and pacing; teachers will be working to align science curriculum and create opportunities that focus on investigative learning with assessments that support this type of learning. Teachers will also have the opportunity to

Hopkins County Schools CDIP 2024-2025

participate in webinars and trainings to enhance professional learning. These initiatives reflect the district's commitment to improving science proficiency and equipping students with the skills and knowledge required for success in an increasingly science-oriented world.

English Learner performance is a significant area of need for Hopkins County Schools. While the P/D percentage for EL students in elementary school is comparable to the level of performance to all students, WIDA attainment scores have declined, indicating challenges in sustained language development and academic achievement. This decline highlights the need for targeted interventions and supports to ensure EL students can access grade-level content and achieve long-term success. To address this need, the district is taking proactive measures, including adding an additional CIA specifically to support EL students funded by general funds. This dedicated role focuses on providing resource and coteaching support for teachers & students to implement effective EL strategies and improve instructional practices tailored to language development. We are also implementing Lexia English, a personalized, technology-based program designed to support EL students in developing speaking, listening, reading, and writing skills. This resource will provide targeted interventions based on individual student needs, ensuring a systematic approach to language acquisition. These efforts reflect the district's commitment to closing achievement gaps for EL students and supporting their academic and linguistic growth. By integrating these supports, Hopkins County Schools aims to improve WIDA attainment scores and help EL students reach their full potential.

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:

- Continue implementation and refinement of HQIR
- Implementation of UFLJ and Lexia to increase proficiency in early reading foundations
- Continued implementation of Access to English and begin implementation of Access to Algebra to expose middle school students to higher levels of learning
- Increase Implementation 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 needs assessment, data, and CSIP aligned training locally, through our cooperatives, and at conferences 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
- Apply data through a refined MTSS process to ensure the needs of all students are targeted academically, socially, emotionally and with mental health

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 77.4 Green/ High MS 60.4 Green / Medium HS 66.5 Green / Medium	ES Increase MS Increase HS Increase
State Assessment Results in science, social studies and writing	ES 67.9 Green / High MS 48.7 Yellow / Medium HS 49.6 Yellow / Medium	ES Maintain MS Maintain HS Maintain
English Learner Progress	ES 31 Red / Low	ES Decline
Quality of School Climate and Safety	ES 82.9 Blue / Very High	ES Maintain

	MS 68.1 Green / High	MS Maintain
	HS 59.8 Yellow / Medium	HS Maintain
Postsecondary Readiness (high schools and districts only)	79.9 Yellow / Medium	Maintain
Graduation Rate (high schools and districts only)	92.2 Yellow / 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
Objective 1 By Spring 2025, HCS will increase the percentage of students performing proficient or distinguished on the KSA and MAP in Reading to 60% in elementary school and 50% 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 Implement UFL as a new foundational skills program to increase basic reading proficiency in early elementary	Formative Assessment Data Classroom DATA NWEA Data KSA Data PLC agendas LEXIA data	Title I Title V General Fund Idea B Funds RDIF Grant KDE contribution to Advanced Kentucky (Access programs)
Objective 2 By Spring 2025, HCS will increase the percentage of students performing proficient or distinguished on the KSA and MAP in math to 60% in elementary school and 45% in middle and high school. HCS will increase the average math ACT score to 18.		Implement Access to English and continue implementation and refinement of Access to Algebra to increase exposure to upper level and rigorous content for middle school students Continued refinement of district-wide common curriculum & pacing in all preschool, elementary and middle schools between Kentucky standards and HQIR in	Pacing Guides Formative Assessment Data Classroom DATA NWEA Data	Title I Title II Title IV General Fund Idea B 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.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1</p> <p>By Spring 2025, HCS will increase the percentage of students performing proficient or distinguished on the KSA and MAP in Reading to 60% in elementary school and 50% in middle and high school. HCS will increase the average reading ACT score to 19.</p>	KCWP 2: Design & Deliver Instruction	Reading and Math (into Reading/Literature and Envisions/SAAVAS), identified resources for high school, and supplemental resources	KSA Data TSG Data		Preschool Funds RDIF Funds
	KCWP 4: Review, Analyze, & Apply Data	Use of KSA, BRIGANCE, MAP, MAP fluency, TSG, ESGI, Study Island, Lexia, 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	KSA Data Brigance Data ESGI Data Map / MAP fluency data Edulastic data Exact Path Data Study Island Data TSG Data Lexia Data		Title I Title V General Fund Idea B Funds Preschool Funds RDIF Funds
<p>Objective 2</p> <p>By Spring 2025, HCS will increase the percentage of students performing proficient or distinguished on the KSA and MAP in math to 60% in elementary school and 45% in middle and high school. HCS will increase the average math ACT score to 18.</p>		Small group intervention through classroom teachers, special educators, school support staff, Title I staff, Extended School Programming, the 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 ESS Data KSI / MTSS Data Intervention Tab Data IEP data RTA Plan data		Title I General Fund IDEA B Preschool Funds RDIF grant ESS Funds
		Provide educator growth and support through local PD aligned to needs and data, PD participation in conferences and cooperative trainings, 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		Title I Title II Title V General Fund IDEA B Preschool Funds

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
<p>Objective 1 By Spring 2025, HCS will increase the percentage of students performing proficient or distinguished on the KSA and MAP in Reading to 60% in elementary school and 50% in middle and high school. HCS will increase the average reading ACT score to 19.</p> <p>Objective 2 By Spring 2025, HCS will increase the percentage of students performing proficient or distinguished on the KSA and MAP in math to 60% in elementary school and 45% in middle and high school. HCS will increase the average math ACT score to 18.</p>	<p>KCWP 2: Design & Deliver Instruction</p> <p>KCWP 4: Review, Analyze, & Apply Data</p>	<p>Implement changes to the Multi-Tiered System of Supports (MTSS) framework, including enhanced data-driven decision-making processes, additional professional development for staff, and targeted interventions to better address the academic, behavioral, and social-emotional needs of all students. This will be driven monthly by the early warning tool and progress monitoring data through SST meetings.</p> <p>Hopkins County Schools is enhancing student engagement and skill development through Future Ready Fridays, the Future Ready Graduate framework, the Amazing Shake, and Deeper Learning, which focus on equipping students with essential competencies like collaboration, critical thinking, and problem-solving to prepare them for success in an ever-evolving world.</p> <p>Maintenance of 5 Star Preschool Program that addresses all preschool curriculum and aligns with KAS kindergarten entry</p>	<p>MTSS data Early Warning Tool Data Responses to MTSS collection tool form</p> <p>Future Ready Friday teacher developed curricula Learning Defenses of Students Amazing Shake competition data</p> <p>TSG Data TPOT Data</p>	<p>Title II</p> <p>Title IV General Fund (Essential Skills)</p> <p>Preschool Funds</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
		<p>Implementation of ACT Test Prep Sessions for 11th Grade Students at both High Schools utilizing Mastery Prep ACT Curriculum for all 4 ACT tested areas</p> <p>Training for Admin, Curriculum and Teachers on Mastery Prep ACT Curriculum</p> <p>Utilization of practice ACT materials in core content areas (SI; Mastery Prep; ACT Online Academy; Odysseyware ACT prep) Practice ACT in late-Winter at both High Schools for 11th graders</p>	<p>ACT Data</p> <p>Sign-In Sheets for training</p> <p>Usage Reports for Online test prep materials</p> <p>Mock ACT results</p> <p>School-led Student Support Team Meetings</p> <p>ESS Intervention Progress Data</p> <p>Odysseyware Data</p>		<p>Title IV Funds</p> <p>ESS Funds</p> <p>General Funds</p> <p>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, and approved grant applications, and ensuring funds/resources are used to supplement not supplant where applicable</p> <p>Utilize Preschool Grant, IDEA B, Title I, II, III, IV and V grants and local funds to address identified needs</p> <p>Utilize Title I, Title III, FRYSC, Needs Assessment Data, KERA Preschool Parent Surveys, PBIS, and community resources to engage</p>	<p>District Staffing & Funding Policies & Procedures</p> <p>MUNIS Reports for State & Federal Grants</p> <p>State & Federal Grant Applications & Required Reporting</p> <p>School & District Needs Assessments</p> <p>Administrator Meeting Agendas and Notes</p> <p>Title I, Title III, KERA Preschool & FRYSC Family Engagement Activities and Expenditures</p>		<p>Title I funds</p> <p>Title II funds</p> <p>Title III funds</p> <p>Title IV funds</p> <p>Title V funds</p> <p>Preschool funds</p> <p>FRYSC funding</p> <p>Idea B funds</p> <p>General Fund</p> <p>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
		families in the learning process, identify needs, and reduce barriers to learning to support academic success for all students	Community Schools Grants activities, initiatives, and funding		

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 2025, science scores will increase to 45% proficient and distinguished for elementary students, 30% proficient and distinguished for middle school students, and 20% proficient and distinguished for high school students.	KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data	Continued implementation of HQR 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		Title I Title V General Fund Idea B Funds
Objective 2 By Spring 2025, social studies scores will increase to 50% proficient and distinguished for elementary students, 35% proficient and distinguished for middle school students, and 45% proficient and distinguished for high school students.	KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data	Continued refinement of district-wide common curriculum & pacing in all elementary and middle schools between Kentucky standards and HQR in science (HMH Dimensions), identified resources for high school science, social studies and writing, and supplemental resources for science, social studies and writing	Pacing Guides Formative Assessment Data Classroom DATA NWEA Data KSA Data		Title I Title II Title IV General Fund Idea B Funds
		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	KSA Data Map data Edulastic data Exact Path Data Study Island Data		Title I Title V 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
Objective 3 By Spring 2025, combined writing scores will increase to 60% proficient and distinguished for elementary students, 45% proficient and distinguished for middle school students, and 45% proficient and distinguished for high school students.		all schools for science, social studies, and writing		
		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 deepen instruction and make cross curricular connections between history, culture, and fine arts.	KSA Data MAP data Field trip data (bus requests, requisitions, etc)	Title I Title IV General Fund
		Provide educator growth and support through local PD aligned to needs and data, PD participation in conferences and local cooperative trainings, 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	Title I Title II Title V General Fund IDEA B
		Small group intervention in writing through classroom teachers, special educators, school support staff, Title I staff, and Extended School Programming to target students close to proficiency and to close gaps in instructional skills	Classroom Performance Data PLC and PAC Agendas ESS Data IEP data	Title I General Fund IDEA B ESS Funds
		Hopkins County Schools is enhancing student engagement and skill development through Future	Future Ready Friday teacher developed curricula	Title II Title IV General Fund (Essential Skills)

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
		Ready Fridays, the Future Ready Graduate framework, the Amazing Shake, and Deeper Learning, which focus on equipping students with essential competencies like collaboration, critical thinking, and problem-solving to prepare them for success in an ever-evolving world.	Learning Defenses of Students Amazing Shake competition data	Funding

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 HCS will increase the percentage of disability students scoring proficient & distinguished in reading and math to 44% in elementary school, 30% in middle school, and 20% in high school as measured by Spring 2025 KSA.	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 tailored to support differentiated instruction and scaffold learning for special education students, ensuring access to high-quality, grade-level content.	Formative Assessment Data Classroom DATA NWEA Data KSA Data PLC agendas LEXIA data		Title I Title V General Fund Idea B Funds RDIF grant
Objective 2 HCS will increase the percentage of disability students scoring proficient & distinguished in science, social studies, and writing to 35% in elementary school and 20% in middle and high school as measured by Spring 2025 KSA.		Implement UFLI as a new foundational skills program to increase basic reading proficiency in early elementary and resource classes, with targeted interventions and progress monitoring specifically designed to address the needs of students with IEPs.			
Objective 3 HCS will increase the graduation indicator score of disability students to 86 by May 2025.		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 with a focus on ensuring accessibility for special education students through	Pacing Guides Formative Assessment Data Classroom DATA NWEA Data KSA Data TSG Data		Title I Title II Title IV General Fund Idea B Funds Preschool Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 HCS will increase the percentage of disability students scoring proficient & distinguished in reading and math to 44% in elementary school, 30% in middle school, and 20% in high school as measured by Spring 2025 KSA.	KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data	differentiated instruction, identified resources for high school, and targeted supplemental supports to close achievement gaps.			
		Utilize KSA, BRIGANCE, MAP, MAP Fluency, Lexia, TSG, ESGI, Study Island, Exact Path, Edulastic, and classroom assessment data to identify student-specific needs, provide targeted interventions, and inform instructional decisions through PD, PLCs, and PAC across all schools and the KERA preschool program, with a focus on addressing the achievement gaps for special education students.	KSA Data Brigance Data ESGI Data Map / MAP fluency data Edulastic data Exact Path Data Study Island Data TSG Data Lexia Data		Title I Title V General Fund Idea B Funds Preschool Funds RDIF Grant
Objective 2 HCS will increase the percentage of disability students scoring proficient & distinguished in science, social studies, and writing to 35% in elementary school and 20% in middle and high school as measured by Spring 2025 KSA.		Hopkins County Schools is providing a dedicated special education building coach in every school to support teachers with implementing individualized education plans (IEPs), delivering differentiated instruction, collaborating with parents, and fostering inclusive practices to meet the diverse needs of all students.	Classroom performance data IEP progress monitoring data IEP eligibility reports		IDEA B
Objective 3 HCS will increase the graduation indicator score of disability students to 86 by May 2025.		Small group intervention through classroom teachers, special education staff, school support staff, Title I staff, Extended School Programming, the MTSS model, and Read to Achieve Plans to provide targeted support for special	Classroom Performance Data PLC and PAC Agendas KSI Data ESS Data KSI / MTSS Data Intervention Tab Data		Title I General Fund IDEA B Preschool Funds PPG Funds ESS Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 HCS will increase the percentage of disability students scoring proficient & distinguished in reading and math to 44% in elementary school, 30% in middle school, and 20% in high school as measured by Spring 2025 KSA.	KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data	education students and those close to proficiency, focusing on closing gaps in instructional skills and promoting academic growth. Provide educator growth and support through local PD aligned to needs and data, PD participation in conferences and local cooperative trainings, new teacher mentoring and support, district wide collaboration, and continued implementation of programs for rising leaders and teacher leaders	IEP Eligibility reports RTA Plan data		
Objective 2 HCS will increase the percentage of disability students scoring proficient & distinguished in science, social studies, and writing to 35% in elementary school and 20% in middle and high school as measured by Spring 2025 KSA.		Implement changes to the Multi-Tiered System of Supports (MTSS) framework, including enhanced data-driven decision-making processes, additional professional development for staff, and targeted interventions to better address the academic, behavioral, and social-emotional needs of all students. This will be driven monthly by the early warning tool and progress monitoring data through SST meetings.	Needs Assessment PD schedules, agendas, and minutes PD expenditures New teacher mentor data and assessments Rising leader agendas and minutes		Title I Title II Title V General Fund IDEA B Preschool Funds PPG Funds
Objective 3 HCS will increase the graduation indicator score of disability students to 86 by May 2025.			MTSS data Early Warning Tool Data Responses to MTSS collection tool form		Title II
		Hopkins County Schools is enhancing student engagement and skill development through Future Ready Fridays, the Future Ready Graduate framework, the Amazing Shake, and Deeper Learning, which focus on equipping students with	Future Ready Friday teacher developed curricula Learning Defenses of Students Amazing Shake competition data		Title II Title IV General Fund (Essential Skills)

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		essential competencies like collaboration, critical thinking, and problem-solving to prepare them for success in an ever-evolving world.			
		Maintenance of 5 Star Preschool Program that addresses all preschool curriculum and aligns with KAS kindergarten entry	TSG Data TPOT Data		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 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	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		Title IV Funds ESS Funds General Funds Title V Funds
		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	District Staffing & Funding Policies & Procedures MUNIS Reports for State & Federal Grants State & Federal Grant Applications & Required Reporting		Title I funds Title II funds Title III funds Title IV funds Title V funds Preschool funds PPG Funds FRYSC funding Idea B funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		<p>to supplement not supplant where applicable</p> <p>Utilize Preschool Grant, IDEA B, Title I, II, III, IV and V grants and local funds to address identified needs</p> <p>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>School & District Needs Assessments</p> <p>Administrator Meeting Agendas and Notes</p> <p>Title I, Title III, KERA Preschool & FRYSC</p> <p>Family Engagement Activities and Expenditures</p> <p>Community Schools Grants activities, initiatives, and funding</p>		General Fund Community Schools Grant

Hopkins County Schools CDIP 2024-2025
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 2025, elementary EL students taking KSA will increase in proficiency to 65% proficient and distinguished in reading and 60% proficient and distinguished in math.	KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data	Our EL teacher and two EL assistants support instruction by providing targeted pull-out and collaborative services, working directly with students to enhance language development and academic success, while also overseeing the EL program to ensure compliance and effective implementation of strategies to meet the needs of English Learners.	WIDA data ACCESS data Classroom work samples and assessment data MAP data Lexia English Data Burlington English Data PSP plans and monitoring Collaborative and pull out work samples with EL staff		Title I General Fund Title III
Objective 2 By Spring 2025, students attaining benchmark on the WIDA will increase to 10%.		EL staff will utilize the WIDA, ACCESS, classroom assessments and work samples, supplemental programs (Lexia English, 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 Lexia English Data Burlington English Data PSP plans and monitoring Collaborative and pull out work samples with EL staff		Title I Title III General Fund
		Assessment data will be used by EL staff to develop PSPs in collaboration with school staff and families. PSP will target the needs	WIDA data ACCESS data		Title I Title III General Fund

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
		of the child considering assessment data, home language needs, prior knowledge, and cultural assets.	Classroom work samples and assessment data MAP data Lexia English Data Burlington English Data PSP plans and monitoring Collaborative and pull out work samples with EL staff		
		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 Lexia English Data Burlington English Data PSP plans and monitoring Collaborative and pull out work samples with EL staff		Title I Title III General Fund
		UFLI and Lexia will be utilized with EL students to provide basic reading foundations as students are acquiring English. EL staff will provide resources and strategies that teaching staff can use with the EL student between visits to deepen and enrich	Lexia Data UFLI data WIDA data ACCESS data		RDIF Grant Title I Title III General Fund

Hopkins County Schools CDIP 2024-2025

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
		instruction while continuing to make progress toward the PSP.	Classroom work samples and assessment data MAP data Lexia English Data Burlington English Data PSP plans and monitoring Collaborative and pull out work samples with EL staff		

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
Objective 1 By Spring 2025, 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	Continue SRO assignment and involvement in each of our schools & relationships with students to maintain a safe learning environment	School safety reports Safety officer walk through information SRO meeting & training agenda / minutes	Title IV School Safety Funds General Fund
Objective 2 By Spring 2025, 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.		Continue 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)	Mental Health data EQUUS dashboard data Threat Screener / Self Harm Screener Data Behavior Referrals / Tableau Data MTSS data MTSS collection tool. data Early Warning Tool data	
		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	EQUUS dashboard data Behavior referrals / Tableau data	
		Continued implementation of trauma informed care plan to ensure the emotional, mental, and social needs of all students are cared for so learning can occur.	Mental Health supports Office referral data Early Warning tool data	
		Full implementation of PBIS to support the proactive, instructional	Behavior Referrals / Tableau Data	Title IV School Safety Funds

Hopkins County Schools CDIP 2024-2025

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 2025, 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	side of making school a safe place to learn and work with targeted supports for students who need them	PBIS data, agenda, minutes, walk throughs		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		General Fund Title I Title III FRYSC funds Community Schools Grant
		Use of Project Wisdom, Sources of Strength, House System, the Amazing Shake, 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 House System Data Amazing Shake Data		Title IV Title I Title II School Safety Funds General Fund
Objective 2 By Spring 2025, 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 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		Title IV School Safety Funds General Fund
		Hopkins County Schools is enhancing student engagement and skill development through Future Ready Fridays, the Future Ready Graduate framework, the Amazing Shake, and Deeper Learning, which focus on equipping students with	Future Ready Friday teacher developed curricula Learning Defenses of Students Amazing Shake competition data		Title II Title IV General Fund (Essential Skills)

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
		essential competencies like collaboration, critical thinking, and problem-solving to prepare them for success in an ever-evolving world.			

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 2025, Hopkins County Schools will increase students who graduate postsecondary ready to 85 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. Continue to increase quality of equipment and program supplies to better support pathway learning and exposure to authentic equipment from the career field	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 2025)		Perkins CTE supplemental General Fund Title IV Title V
		Prepare to implement middle school career modules through career labs in 2025-2026 by acquiring the materials needed and training on the materials	career lab purchases		CTE supplemental
		Hopkins County Schools is enhancing student engagement and skill development through Future Ready Fridays, the Future Ready Graduate framework, the Amazing	Future Ready Friday teacher developed curricula Learning Defenses of Students		Title II Title IV General Fund (Essential Skills)

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
		Shake, and Deeper Learning, which focus on equipping students with essential competencies like collaboration, critical thinking, and problem-solving to prepare them for success in an ever-evolving world.	Amazing Shake competition data		
		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	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		Title IV Funds ESS Funds General Funds Title V Funds
		Hopkins County Schools is enhancing student engagement and skill development through Future Ready Fridays, the Future Ready Graduate framework, the Amazing Shake, and Deeper Learning, which focus on equipping students with essential competencies like	Future Ready Friday teacher developed curricula Learning Defenses of Students Amazing Shake competition data		Title II Title IV General Fund (Essential Skills)

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
		collaboration, critical thinking, and problem-solving to prepare them for success in an ever-evolving world.			

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 2025, Hopkins County Schools will increase the four and five year graduation cohort average to 92%	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 Rate		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		General Fund
		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. Continue to increase quality of equipment and program supplies to better support pathway learning and exposure to authentic equipment from the career field	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 2025)		Perkins CTE supplemental General Fund Title IV Title V
		Hopkins County Schools is enhancing student engagement and skill development through Future	Future Ready Friday teacher developed curricula		Title II Title IV General Fund (Essential Skills)

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
		Ready Fridays, the Future Ready Graduate framework, the Amazing Shake, and Deeper Learning, which focus on equipping students with essential competencies like collaboration, critical thinking, and problem-solving to prepare them for success in an ever-evolving world.	Learning Defenses of Students Amazing Shake competition data		
		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		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:

No School in HCS are TSI.

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:

No School in HCS are TSI.



2024-2025 Phase Three: The Superintendent Gap Assurance

2024-2025 Phase Three: The Superintendent Gap Assurance

Hopkins County
Amy Smith
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Madisonville, Kentucky, 42431
United States of America

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2024-2025 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

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

Gap Target Assurance

As superintendent of the district, I hereby certify either:

- **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.**

o Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.

