

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.

<p>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.</p> <p>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</p>

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 UFLI 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 HS 59.8 Yellow / Medium	MS Maintain 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	Funding
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	Formative Assessment Data Classroom DATA NWEA Data KSA Data PLC agendas LEXIA data	Teachers have utilized HQIR as evidenced by lesson plans and PLC discussions. Elementary teachers aligned HCS pacing guides with the HQIR beginning in Spring of 2024 and finalized in Spring of 2025.	Title I Title V General Fund Idea B Funds RDIF Grant KDE contribution to Advanced Kentucky (Access programs)
		Implement UFLI as a new foundational skills program to increase basic reading proficiency in early elementary		UFLI and Lexia are fully implemented in each elementary primary program. A sustainability plan is being developed for training for new teachers.	
		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		Access to English is being implemented to ensure rigorous instruction that prepares students for upper level content.	
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.		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	Elementary teachers met in focus groups and aligned pacing guides for reading and math with the HQIR and KAS in Spring of 2024 and continued	Title I Title II Title IV General Fund Idea B Funds

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		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	All assessment data is analyzed in district assessment meetings, PLCs, PACs, and in school admin team meetings to drive instructional change and planning.	Title I Title V General Fund Idea B Funds Preschool Funds RDIF Funds
		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	Lesson plans and PLC minutes evidence use of small group intervention. Homeroom teachers and school support staff execute RIT and RTA plans, as evidenced by progress monitoring data. MAP data along with classroom assessment data is evaluated for gap closure and growth.	Title I 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	Needs Assessment PD schedules, agendas, and minutes PD expenditures	#TeamHopkinsTeachTogether was conducted and is being planned for 25-26 in alignment with administrator needs assessments to target needed areas for professional growth and	Title I Title II Title V General Fund IDEA B

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		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.	MTSS data Early Warning Tool Data Responses to MTSS collection tool form	HCS has worked to improve the MTSS process by making it a monthly meeting topic in the administrative meetings and providing talking points and agendas to ensure data driven processes are in place. Continued improvements are drafted for next year including the plans and tracking of student information.	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	Future Ready Friday teacher developed curricula Learning Defenses of Students Amazing Shake competition data	HCS has implemented Future Ready Fridays this year and continuing to expand our deeper learning and Future Ready Graduate emphasis with our first district learning exhibition. We are continuing to work with our	Title II Title IV General Fund (Essential Skills)

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
		focus on equipping students with essential competencies like collaboration, critical thinking, and problem-solving to prepare them for success in an ever-evolving world.		team to grow our Future Ready program more for the coming year.	
		Maintenance of 5 Star Preschool Program that addresses all preschool curriculum and aligns with KAS kindergarten entry	TSG Data TPOT Data	The preschool department maintains 5 STAR status by self reviewing requirements and working closely with the RTC. The preschool department is regularly looking for ways to improve preschool readiness for kindergarten as evidence by PLC discussions. Preschool had a perfect report in March 2025 consolidated monitoring.	Preschool Funds
		Implementation of ACT Test Prep Sessions for 11th Grade Students at both High Schools utilizing Mastery Prep ACT Curriculum for all 4 ACT tested areas 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	ACT was administered at both high schools with practice and supportive measured offered in advance for the sessions.	Title IV Funds ESS Funds General Funds Title V Funds

Goal 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
		Identify individual needs of schools and students and allocate human and fiscal resources to address needs and reduce barriers to learning in accordance with State and Federal program specifications, approved grant applications, and ensuring funds/resources are used to supplement not supplant where applicable Utilize Preschool Grant, IDEA B, Title I, II, III, IV and V grants and local funds to address identified needs Utilize Title I, Title III, FRYSC, Needs Assessment Data, KERA Preschool Parent Surveys, PBIS, and community resources to engage families in the learning process, identify needs, and reduce barriers to learning to support academic success for all students	District Staffing & Funding Policies & Procedures MUNIS Reports for State & Federal Grants State & Federal Grant Applications & Required Reporting School & District Needs Assessments Administrator Meeting Agendas and Notes Title I, Title III, KERA Preschool & FRYSC Family Engagement Activities and Expenditures Community Schools Grants activities, initiatives, and funding	Needs Assessments were provided to give schools the opportunity to share ways the district can support improvement and meeting CSIP driven needs with federal and state programs. Data was analyzed in a district administrative meeting and used for planning and future budgeting. Schools and departments conduct needs assessments in the same manner to make improvements and align funds to support learning and CSIP goals. The district had a positive consolidated monitoring report reflecting adherence to federal guidelines for spending and program support.	Title I funds Title II funds Title III funds Title IV funds Title V funds Preschool funds FRYSC funding Idea B funds General Fund Community Schools Grant

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%	KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data	Continued implementation of HQIR for science - HMH Dimensions, identified resources for high school science, social studies and writing,	Formative Assessment Data Classroom DATA NWEA Data KSA Data	Teachers have utilized HQIR as evidenced by lesson plans and PLC discussions. Elementary teachers aligned HCS pacing guides with the	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	Funding
proficient and distinguished for middle school students, and 20% proficient and distinguished for high school students. 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. 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.	KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data	and supplemental resources for science, social studies and writing	Writing samples	HQIR beginning in Spring of 2024 and finalized in Spring of 2025.	
		Continued refinement of district-wide common curriculum & pacing in all elementary and middle schools between Kentucky standards and HQIR in science (HMH Dimensions), identified resources for high school science, social studies and writing, and supplemental resources for science, social studies and writing	Pacing Guides Formative Assessment Data Classroom DATA NWEA Data KSA Data	Elementary teachers met in focus groups and aligned pacing guides for reading and math with the HQIR and KAS in Spring of 2024 and continued with science, social studies and writing in Spring of 2025.	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 all schools for science, social studies, and writing	KSA Data Map data Edulastic data Exact Path Data Study Island Data	All assessment data is analyzed in district assessment meetings, PLCs, PACs, and in school admin team meetings to drive instructional change and planning.	Title I Title V General Fund Idea B Funds
		Science and STEM activities and field trips will be utilized to bring deeper learning to science and bring classroom instruction to life. Fine arts performances with embedded social studies content will also be used deepen instruction and make cross curricular connections between history, culture, and fine arts.	KSA Data MAP data Field trip data (bus requests, requisitions, etc)	Field trips to enrich curriculum were taken as evidenced by school records and lesson plans.	Title I Title IV General Fund
		Provide educator growth and support through local PD aligned to	Needs Assessment	#TeamHopkinsTeachTogether was conducted and is being planned for	Title I Title II

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
		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	PD schedules, agendas, and minutes PD expenditures New teacher mentor data and assessments Rising leader agendas and minutes	25-26 in alignment with administrator needs assessments to target needed areas for professional growth and development. Schools and the preschool department also plan local PDs to meet targeted needs at each campus. Our HCS mentoring program continues to expand, offering support not only to new teachers but to teachers struggling, needing support and new to a content area or grade. Rising Leaders also continues to expand, “growing our own” administrative leaders of tomorrow.	Title 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	Lesson plans and PLC minutes evidence use of small group intervention. Homeroom teachers and school support staff execute RIT and RTA plans, as evidenced by progress monitoring data.	Title I General Fund IDEA B ESS 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 collaboration, critical thinking, and problem-solving to prepare them	Future Ready Friday teacher developed curricula Learning Defenses of Students Amazing Shake competition data	HCS has implemented Future Ready Fridays this year and continuing to expand our deeper learning and Future Ready Graduate emphasis with our first district learning exhibition. We are continuing to work with our team to grow our Future Ready program more for the coming year	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	Funding
		for success in an ever-evolving world.			

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 HCS will increase the percentage of disability students scoring proficient & distinguished in reading and math to 44% in elementary school, 30% in middle school, and 20% in high school as measured by Spring 2025 KSA.</p> <p>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.</p> <p>Objective 3 HCS will increase the graduation indicator score of disability students to 86 by May 2025.</p>	<p>KCWP 2: Design & Deliver Instruction</p> <p>KCWP 4: Review, Analyze, & Apply Data</p>	<p>Continued implementation of HQIR for reading and math - Into Reading/Literature ,Envisions SAAVAS, identified resources for high school, and supplemental resources tailored to support differentiated instruction and scaffold learning for special education students, ensuring access to high-quality, grade-level content.</p> <p>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.</p>	<p>Formative Assessment Data Classroom DATA NWEA Data KSA Data PLC agendas LEXIA data</p>	<p>Teachers have utilized HQIR as evidenced by lesson plans and PLC discussions. Elementary teachers aligned HCS pacing guides with the HQIR beginning in Spring of 2024 and finalized in Spring of 2025.</p> <p>UFLI and Lexia are fully implemented in each elementary primary program. A sustainability plan is being developed for training for new teachers.</p>	<p>Title I Title V General Fund Idea B Funds RDIF grant</p>
		<p>Continued refinement of district-wide common curriculum & pacing in all preschool, elementary and middle schools between Kentucky standards and HQIR in Reading and Math (Into Reading/Literature and Envisions/SAAVAS), identified resources for high school, and supplemental resources with a focus on ensuring accessibility for special education students through</p>	<p>Pacing Guides Formative Assessment Data Classroom DATA NWEA Data KSA Data TSG Data</p>	<p>Elementary teachers met in focus groups and aligned pacing guides for reading and math with the HQIR and KAS in Spring of 2024 and continued with science, social studies and writing in Spring of 2025.</p> <p>Preschool meet in PLCs regularly to review alignment of lesson plans the the KAS for early childhood.</p> <p>Secondary teachers are continuing to utilize pacing guides developed to align with KAS and HQIR</p>	

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<p>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.</p> <p>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.</p> <p>Objective 3 HCS will increase the graduation indicator score of disability students to 86 by May 2025.</p>	<p>KCWP 2: Design & Deliver Instruction</p> <p>KCWP 4: Review, Analyze, & Apply Data</p>	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	All assessment data is analyzed in district assessment meetings, PLCs, PACs, and in school admin team meetings to drive instructional change and planning.	Title I Title V General Fund Idea B Funds Preschool Funds RDIF Grant
		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	Building coaches support teachers in student instructional support, IEP development, differentiation, family engagement and collaboration, and	IDEA B
		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	Lesson plans and PLC minutes evidence use of small group intervention. Homeroom teachers and school support staff execute RIT and RTA plans, as evidenced by progress monitoring data.	Title I General Fund IDEA B Preschool Funds PPG Funds ESS Funds

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		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	#TeamHopkinsTeachTogether was conducted and is being planned for 25-26 in alignment with administrator needs assessments to target needed areas for professional growth and development. Schools and the preschool department also plan local PDs to meet targeted needs at each campus. Our HCS mentoring program continues to expand, offering support not only to new teachers but to teachers struggling, needing support and new to a content area or grade. Rising Leaders also continues to expand, “growing our own” administrative leaders of tomorrow	Title I Title II Title V General Fund IDEA B Preschool Funds PPG Funds
		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.	MTSS data Early Warning Tool Data Responses to MTSS collection tool form	HCS has worked to improve the MTSS process by making it a monthly meeting topic in the administrative meetings and providing talking points and agendas to ensure data driven processes are in place. Continued improvements are drafted for next year including the plans and tracking of student information.	Title II

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		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.	Future Ready Friday teacher developed curricula Learning Defenses of Students Amazing Shake competition data	HCS has implemented Future Ready Fridays this year and continuing to expand our deeper learning and Future Ready Graduate emphasis with our first district learning exhibition. We are continuing to work with our team to grow our Future Ready program more for the coming year	Title II Title IV General Fund (Essential Skills)
		Maintenance of 5 Star Preschool Program that addresses all preschool curriculum and aligns with KAS kindergarten entry	TSG Data TPOT Data	The preschool department maintains 5 STAR status by self reviewing requirements and working closely with the RTC. The preschool department is regularly looking for ways to improve preschool readiness for kindergarten as evidence by PLC discussions. Preschool had a perfect report in March 2025 consolidated monitoring	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	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	ACT was administered at both high schools with practice and supportive measured offered in advance for the sessions.	Title IV Funds ESS Funds General Funds Title V Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
		in late-Winter at both High Schools for 11th graders	Odysseyware Data		
		Identify individual needs of schools and students and allocate human and fiscal resources to address needs and reduce barriers to learning in accordance with State and Federal program specifications, approved grant applications, and ensuring funds/resources are used to supplement not supplant where applicable Utilize Preschool Grant, IDEA B, Title I, II, III, IV and V grants and local funds to address identified needs Utilize Title I, Title III, FRYSC, Needs Assessment Data, KERA Preschool Parent Surveys, PBIS, and community resources to engage families in the learning process, identify needs, and reduce barriers to learning to support academic success for all students	District Staffing & Funding Policies & Procedures MUNIS Reports for State & Federal Grants State & Federal Grant Applications & Required Reporting School & District Needs Assessments Administrator Meeting Agendas and Notes Title I, Title III, KERA Preschool & FRYSC Family Engagement Activities and Expenditures Community Schools Grants activities, initiatives, and funding	Needs Assessments were provided to give schools the opportunity to share ways the district can support improvement and meeting CSIP driven needs with federal and state programs. Data was analyzed in a district administrative meeting and used for planning and future budgeting. Schools and departments conduct needs assessments in the same manner to make improvements and align funds to support learning and CSIP goals. The district had a positive consolidated monitoring report reflecting adherence to federal guidelines for spending and program support.	Title I funds Title II funds Title III funds Title IV funds Title V funds Preschool funds PPG Funds FRYSC funding Idea B funds General Fund Community Schools Grant

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. Objective 2 By Spring 2025, students attaining benchmark on the WIDA will increase to 10%.	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	EL staff have worked with students in collaborative, resource, and consultation settings to design and deliver supplemental support in growing language. This is evidenced by assessment scores, PSP plans, growth in EL platforms (Burlington English, LexiaEnglish, etc), PLC and email communications between EL staff and homeroom teachers, and classroom and MAP assessments.	Title I General Fund Title III
		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	EL staff have worked with students in collaborative, resource, and consultation settings to design and deliver supplemental support in growing language. This is evidenced by assessment scores, PSP plans, growth in EL platforms (Burlington English, LexiaEnglish, etc), PLC and email communications between EL staff and homeroom teachers, and classroom and MAP assessments.	Title I Title III 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	PSPs evidence collaboration among school staff and utilization of assessment data and needs assessments to drive instructional	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	planning. MAP and classroom assessments also evidence this collaboration.	
		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	EL staff have worked with students in collaborative, resource, and consultation settings to design and deliver supplemental support in growing language. This is evidenced by assessment scores, PSP plans, growth in EL platforms (Burlington English, LexiaEnglish, etc) and classroom and MAP assessments.	Title I Title III General Fund
		UFLI and Lexia will be utilized with EL students to provide basic reading foundations as students are acquiring English.	Lexia Data UfLI data	EL primary students are growing in basic reading and language acquisition at higher than normal rates as a result of utilizing UFLI and Lexia.	RDIF Grant
		EL staff will provide resources and strategies that teaching staff can use with the EL student between visits to deepen and enrich	WIDA data ACCESS data	EL staff have worked with students in collaborative, resource, and consultation settings to design and deliver supplemental support in	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
		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	growing language. This is evidenced by assessment scores, PSP plans, growth in EL platforms (Burlington English, LexiaEnglish, etc), PLC and email communications between EL staff and homeroom teachers, and classroom and MAP assessments.	

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. 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.	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	SROs are present on every campus. This is evidenced by SRO assignments, safety walk throughs, and SRO training / meeting agenda and minutes.	Title IV School Safety Funds General Fund
		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	Mental health supports have been in place at all campuses via the support of our mental health counselors. This is evidenced by the EQUUSS dashboard and therapy notes.	Mental health grant Title IV School Safety funds General Fund
		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	EQUUS dashboard data indicates use of threat screener protocol and self harm screener. Completed counselor referrals, threat screeners, safety plans, behavior referrals, HCDT placements, and transition meetings indicate response to needs presented.	Title IV School Safety Funds General Fund
		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	Trauma Informed practices ensure the emotional, mental health and social needs of children are met so children can learn and thrive in a comfortable, safe environment.	Mental Health Grant General Fund

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. 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.	KCWP 6: Establishing Learning Culture and Environment	Full implementation of PBIS to support the proactive, instructional side of making school a safe place to learn and work with targeted supports for students who need them	Behavior Referrals / Tableau Data PBIS data, agenda, minutes, walk throughs	PBIS teams are in action at each school as evidenced by agendas, walk throughs, and fidelity applications. Behavior referral and tableau data are reviewed monthly as evidenced by agendas.	Title IV School Safety Funds General Fund
		Utilize Title I, Title III, FRYSC, community schools grant, and community resources to engage families in the learning process, identify needs, and reduce barriers to learning to support academic success for all students	Needs Assessments FRYSC service logs Family engagement activities and expenditures Community schools grant activities & expenditures	Family engagement is supported with Title I and Title III initiatives as evidenced by planning, advertisement of events, and budgeting. The community schools grant initiative is focused around engaging families and the community with schools to make academic and social emotional improvements. This is evidenced by all community schools grant documentation and budgeting.	General Fund Title I Title III FRYSC funds Community Schools Grant
		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	Project Wisdom, Sources of Strength, and other SEL programming is available to counselors for providing classroom and individual supports for students.	Title IV Title I Title II School Safety Funds General Fund
		Use of StopBullying Tip Line and other anonymous bullying reporting methods to give students a confidential way to confide in an adult	Behavior Referrals / Tableau Data PBIS data, agenda, minutes, walk throughs Tipline data	StopBullying tip line is available as evidenced by call log / response log records.	Title IV School Safety Funds General Fund
		Hopkins County Schools is enhancing student engagement and	Future Ready Friday teacher developed curricula	HCS has implemented Future Ready Fridays this year and continuing to expand our deeper learning and	Title II Title IV

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
		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.	Learning Defenses of Students Amazing Shake competition data	Future Ready Graduate emphasis with our first district learning exhibition. We are continuing to work with our team to grow our Future Ready program more for the coming year	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
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)	HCS continues to increase opportunities for pathway completion, early college, dual credit, job co-oping, and partnerships with new postsecondary institutions. This is evidenced by enrollment data in the program, TEDS, industry certs, associate degree graduations, and course work participation	Perkins 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	Career labs have been purchased and training has been acquired for career lab teachers. Labs are ready to install in summer 2025 for implementation in August 2025.	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	HCS has implemented Future Ready Fridays this year and continuing to expand our deeper learning and Future Ready Graduate emphasis with our first district learning exhibition. We are continuing to work with our	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	team to grow our Future Ready program more for the coming year	
		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	ACT was administered at both high schools with practice and supportive measured offered in advance for the sessions.	Title IV Funds ESS Funds General Funds Title V Funds

Goal 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 Academy Graduation Rate	The HCS Academy continues to be used to meet the needs of at-risk students and increase students graduating as evidenced by enrollment and graduation numbers.	General Fund
		Utilization of report to identify students who are at risk for dropping out, providing counseling on attendance, behavior, grades, and social skills; and reduce barriers to learning	Early Warning Tool Data	Early warning tool and persistence to graduation data are used to identify at-risk students and make quick instructional interventions to support learning and graduation rate.	General Fund
		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)	HCS continues to increase opportunities for pathway completion, early college, dual credit, job co-oping, and partnerships with new postsecondary institutions. This is evidenced by enrollment data in the program, TEDS, industry certs, associate degree graduations, and course work participation	Perkins CTE supplemental General Fund Title IV Title V

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
		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.	Future Ready Friday teacher developed curricula Learning Defenses of Students Amazing Shake competition data	HCS has implemented Future Ready Fridays this year and continuing to expand our deeper learning and Future Ready Graduate emphasis with our first district learning exhibition. We are continuing to work with our team to grow our Future Ready program more for the coming year	Title II Title IV General Fund (Essential Skills)
		Utilize Title I, Title III, FRYSC, community schools grant, and community resources to engage families in the learning process, identify needs, and reduce barriers to learning to support academic success for all students	Needs Assessments FRYSC service logs Family engagement activities and expenditures Community schools grant activities & expenditures	Family engagement is supported with Title I and Title III initiatives as evidenced by planning, advertisement of events, and budgeting. The community schools grant initiative is focused around engaging families and the community with schools to make academic and social emotional improvements. This is evidenced by all community schools grant documentation and budgeting.	General Fund Title I Title III FRYSC funds Community Schools Grant

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

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

Monitoring and Support
<p>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.</p> <p>Response:</p> <p>No School in HCS are TSI.</p>

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
<p>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?</p> <p>Response:</p> <p>No School in HCS are TSI.</p>