



2023-2024 Phase One: Continuous Improvement Diagnostic for Districts

2023-2024 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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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 2023-24 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

- 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).

Please enter your name and date below to certify.
Amy Smith, September 29, 2023



2023-2024 Phase One: Executive Summary for Districts

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2023-2024 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 a western Kentucky district that serves approximately 6700 students, including students from Madisonville, Mortons Gap, White Plains, Nortonville, Earlington, Ilsley, Dawson Springs, Charleston, Nebo, Manitou, Hanson, and Anton. 78% of Hopkins County Students are white, 9% African American, 7% are two or more races, and 6% are another race. 61% of our students are economically disadvantaged, and our district participates in the CEP program. Our theme "Embrace the Journey" emphasizes our district commitment to strive to put the needs of students daily at the forefront in academic excellence, safety, mental health, and social emotional supports. We are embarking on a new strategic plan that capitalizes on all of these efforts while also putting a focus on future ready graduates and deeper learning.

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 collaborates with and values the input of a variety of stakeholders. Stakeholders include business partners, local non profits, county and city government, church officials, volunteers, retired teachers, elected school board members, and parents and guardians. Hopkins County Schools regularly engage parents & community members in logic team and committee meetings to plan goals and actions to support the strategic plan and district initiatives. HCS also surveys community members and parents to get an even wider representation of views and stances for driving decision making and needs.

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 to prepare today's students to succeed in tomorrow's world. Our district standards of practice embody being student centered, respectful, safe, positive, team oriented, and caring and compassionate. The new strategic plan for Hopkins County Schools focuses on three pillars - instructional excellence, talent

management, and systems and resources. These standards and goals set the tone for positive, relational schools and work sites that put the needs of the student first when planning and decision making in developing future ready graduates.

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 been voted Best Place to Work for four years in a row by our community. Two district directors were recently recognized by Advance Kentucky Leaders of Distinction for success in the Access to Algebra program. We have had many students with opportunities to participate in Governor's Scholars, Governor's School for the Arts, and the Governor's School for Entrepreneurs. We strive to continually get better by strengthening academically, supporting the needs of our schools, and listening to feedback from our community.

Additional Information

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

Hopkins County is proud to be in the new Hanson Elementary School this year. This construction contains the first certified storm shelter in our community. Through recent consolidation, we have retired the use of one property to have all elementary students in more up to date facilities. HCS is in the construction process on auxiliary gyms at both high schools, which will also serve as certified storm shelters. In addition to finishing Hanson Elementary School, we are about to embark on adding an addition to the current Southside Elementary and renovating a new property for a central office space. We are proud to offer new and updated facilities for our students and staff in the near future.

12/19/2023

Hopkins County

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Two: District Safety Report

2023-2024 Phase Two: District Safety Report

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2023-24 Phase Two: District Safety Report_UAT 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 05.4 that requires the principal to adopt and implement an emergency plan annually. This policy was updated on 6/26/23.

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 23-24 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 evacuation 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 Schools buildings 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 visitor's pass to wear while on campus. The Raptor System is in place to scan identification, track & scan visitors in the building, and provide a quick alert to administration and law enforcement. All classrooms remain closed and locked during instruction with a door window cover available for a lock down. 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 - 7/20/23

GES - 7/28/23

HES - 7/31/23

HCCHS - 7/24/23

HCDT - 7/14/23

HCA - 7/14/23

HCCTC - 7/31/23

JMMS - 7/20/23

JSES - 7/18/23

MNHHS - 7/31/23

PES - 7/26/23

SHMS - 8/1/23

SES - 7/24/23

WBES - 7/31/23

WHS - 7/20/23

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 - 8/22/23 at 8am

GES - 8/22/23 at 10:30 am

HES - 8/22/23 at 10am

HCCHS - 8/14/23 at 9am

HCDT - 8/18/23 at 9am

HCA - 8/15/23 at 9am

HCCTC - 8/22/23 at 8am

JMMS - 8/29/23 at 8am

JSES - 8/22/23 at 8am

MNHHS - 8/22/23 at 8am

PES - 8/22/23 at 8am

SHMS - 8/22/23 at 8:30 am

SES - 8/22/23 at 8am

WBES - 8/22/23 at 10am

WHS - 8/22/23 at 8am

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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2023-2024 Phase Two: The Needs Assessment

2023-2024 Phase Two: The Needs Assessment for Districts

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2023-24 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 work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for 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 to determine the priorities of 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 are documented.

Hopkins County Schools is committed to utilizing academic and nonacademic data to drive short and long term strategic planning for the district and schools. Data is obtained from multiple sources that include but are not limited to: KSA data, ACT data, MAP data, Brigrance data, QCSS data, parent survey data, behavior/suspension data, attendance data, FRAM data, IC data, Persistence to Graduation data, Early Warning tool data, Strategic planning committee data, and other classroom assessments. These sources of data are reviewed, analyzed, and applied to teaching and learning on the school and district level through grade-level or content

PLCs, school level PAC, SBDM councils, district level administrative team meetings, school administrative team meetings, and strategic planning logic team meetings. The district utilizes data obtained from internal and external stakeholders to develop a five year strategic plan and an annual comprehensive district improvement plan. The strategic plan has three main pillars with multiple logic teams associated with each to not only get stakeholder input but to carry out the work of the plan so that it is a living document that drives action. Logic team work plans and minutes document these processes. The CDIP is reviewed by the district administrative team and review committee at least three times per year 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?

- **Reading elementary MAP - hit 49.56% p/d - ACHIEVED at 52%**
- **Disability elementary reading on KSA - hit 45% p/d - NOT ACHIEVED at 40% p/d**
- **Reading elementary EL students on KSA - hit 60% p/d - NOT ACHIEVED at 49% p/d**
- **Math elementary MAP - hit 49% p/d - ACHIEVED at 52%**
- **Disability elementary math on KSA - hit 35% p/d - ACHIEVED at 42%**
- **Math elementary EL students on KSA - hit 60% p/d - NOT ACHIEVED at 54% p/d**
- **Elementary KSA science - hit 40% p/d - ACHIEVED with 42% p/d**
- **Elementary KSA social studies - hit 50% p/d - NOT ACHIEVED with 48% p/d**
- **Elementary KSA writing - hit 50% p/d - ACHIEVED with 55% p/d**
- **Elementary EL students attaining WIDA benchmark - hit 7.9% - ACHIEVED with increases in English Language Learner progress data according to KSA**
- **Reading middle MAP - hit 42% p/d - NOT ACHIEVED with 37% P/d**
- **Disability middle reading on KSA - hit 20% p/d - ACHIEVED with 28% p/d**
- **Math middle MAP - hit 35% p/d - NOT ACHIEVED with 19% P/d**
- **Disability middle math on KSA - hit 22% p/d - ACHIEVED with 27% p/d**
- **Middle science KSA - hit 25% p/d - NOT ACHIEVED with 19% p/d**
- **Middle KSA social studies - hit 45% p/d - NOT ACHIEVED with 27% p/d**
- **Middle KSA writing - hit 35% p/d - ACHIEVED with 45% p/d**
- **Reading high MAP - hit 42% p/d - NOT ACHIEVED with 31% p/d**
- **Disability high reading - hit 20% p/d - NOT ACHIEVED with 12% p/d**

- **Math high MAP - hit 35% p/d - NOT ACHIEVED with 24% p/d**
- **Disability high math - hit 20% p/d - NOT ACHIEVED with 4% p/d**
- **Science high KSA - hit 25% p/d - NOT ACHIEVED with 10% p/d**
- **Social Studies high KSA - hit 40% p/d - NOT ACHIEVED with 39% p/d**
- **High KSA writing - hit 40% p/d - ACHIEVED with 40% p/d**
- **ACT composite - hit 18 - ACHIEVED with average composite of 17.9**
- **ACT for students with disabilities - hit 10% of students scoring benchmark - ACHIEVED with 13% hitting benchmark in English, 16% in Reading, and 11% in Math.**
- **Postsecondary ready - hit indicator of 85 - ACHIEVED with indicator of 85.8**
- **Graduation rate - hit 91% - NOT ACHIEVED with indicator of 90.4 & 89.75% average graduation rate (average of 4 and 5 year cohorts)**
- **QSCS climate indicator - hit 75 - ACHIEVED with average indicator score of 74.6**
- **QSCS safety indicator - hit 70 - NOT ACHIEVED with average indicator score of 68.9**

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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the district saw an 11% increase in novice scores in reading among students with achievement gaps.
 - Achievement overall has increased, with more schools at blue and green status and only one school remaining at orange status.
 - Elementary continues to score above the state average in all areas.
 - High school ACT, postsecondary readiness, and ACT continue to increase.
 - TSI groups are decreasing, with only 2 schools having a TSI status in one group each.
 - Enrollment continues to decline, but preschool enrollment is increasing.

Current State

4. Plainly state 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 (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2022-23 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

- **HCS elementary schools were above state**
- **Middle and high schools have yellow stats**
- **All levels (ES, MS & HS) were equal to or**
- **HCS above state scores in every category**
- **South Hopkins Middle School exited TSI a**
- **Browning Springs Middle School is no long**
- **English Learner scores increased 17.2 poi**
 - Grapevine, Hopkins Central, James Madison, and Southside had significant increases in all sub groups in combined reading and math performance.
 - Browning Springs and Southside had significant increases in all sub groups in combined Science, Social Studies, and Writing.

Priorities/Concerns

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

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

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

- Two schools are still in TSI for disability, BSMS and MNHHS.
- One elementary is in the yellow, West Hopkins.
- One middle is in the orange, West Hopkins.
- Middle school math, science, and social studies are below the state average.
- High school math and combined writing are below the state average.
- Graduation rate is slowly climbing, but we have not rebounded to 2020 rates.
- Enrollment is still being lost to home and private schools.

Strengths/Leverages

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

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

- Two elementary schools are in the blue, with HCS elementary above state average in every subject area.
- All levels were equal to or above the state average in reading.
- Middle school above the state average in writing.
- High school above or at the state average in science and social studies.
- HCS above state scores in every category on QCSS survey.
- BSMS exited TSI for African American students.
- SHMS exited TSI all together.
- EL scores increased 17.2 points.

Evaluate the Teaching and Learning Environment

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

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data [Results](#)

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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

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, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?

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

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

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

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2023-2024 Phase Two: District Assurances

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2023-24 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_UAT

The district hereby ensures that the FY 2023-2024 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

Hopkins County

o N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2023-2024 Phase Three: Comprehensive District Improvement Plan

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2023-24 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 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, and graduation rate. Long-term targets should be informed by the Needs Assessment for Districts.

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 district will focus its efforts upon, as identified in the Needs Assessment for Districts, 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 the district will take to deploy the chosen strategy. There can be

multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

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

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

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 \(CDIP\)](#)

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

ATTACHMENTS

Attachment Name

 Hopkins County CDIP 23-24

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.

KCWP 2:

- Implement Deeper Learning practices and initiatives
- Infuse Future Ready Graduate practices and initiatives in instruction

- Refine pacing guides for delivering aligned instruction
- Support teachers and administrators with meaningful and data driven professional development
- Provide cultural and safety support to create a quality learning environment with SROs, mental health


KCWP 4:

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

Priorities / Concerns

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Hopkins County CDIP 23-24		.

Hopkins County Comprehensive District Improvement Plan (CDIP)

Rationale

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

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes). Through the Needs Assessment for Districts, priorities were identified and processes, practices, and/or conditions were chosen for focus. This goal building template will assist your improvement team to address those priorities and outline your targets and the activities intended to produce the desired changes. Progress monitoring details will ensure that your plan is being reviewed regularly to determine the success of each strategy.

Requirements for Building an Improvement Plan

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

Alignment to Needs:

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

Priorities/Concerns from Needs Assessment for Districts

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

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

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

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

KCWP 2:

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

KCWP 4:

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

Indicator

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

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

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

1: State Assessment Results in Reading and Mathematics

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<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.</p> <p>Objective 1 By Spring 2024, HCS will increase the percentage of students performing proficient or distinguished on the KSA and MAP in Reading to 57% in elementary school and 48% in middle and high school. HCS will increase the average reading ACT score to 19.</p> <p>Objective 2 By Spring 2024, HCS will increase the percentage of students performing proficient or distinguished on the KSA and MAP in math to 58% in elementary school and 40% in middle and high school. HCS will increase the average math ACT score to 19.</p>	<p>KCWP 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</p> <p>Continued refinement of district-wide common curriculum & pacing in all preschool, elementary and middle schools between Kentucky standards and HQIR in Reading and Math (Into Reading/Literature and Envisions/SAAVAS), identified resources for high school, and supplemental resources</p> <p>Use of KSA, BRIGANCE, MAP, MAP fluency, TSG, ESGI, Study Island, Exact Path, Edulastic, and/or classroom assessment data to provide student specific interventions & make instructional decisions through PD, PLC & PACs in</p>	<p>Formative Assessment Data Classroom DATA NWEA Data KSA Data</p> <p>Pacing Guides Formative Assessment Data Classroom DATA NWEA Data KSA Data TSG Data</p> <p>KSA Data Brigance Data ESGI Data Map / MAP fluency data Edulastic data Exact Path Data</p>	<p>Title I Title V General Fund Idea B Funds</p> <p>Title I Title II Title IV General Fund Idea B Funds Preschool Funds PPG Funds</p> <p>Title I Title V General Fund Idea B Funds Preschool Funds PPG 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
Objective 1 By Spring 2024, HCS will increase the percentage of students performing proficient or distinguished on the KSA and MAP in Reading to 57% in elementary school and 48% in middle and high school. HCS will increase the average reading ACT score to 19.	KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data	all schools and with the KERA preschool program Small group intervention through classroom teachers, school support staff, CSRT teachers, Title I staff, Extended School Programming, the KSI / MTSS model, and Read to Achieve Plans to target students close to proficiency and to close gaps in instructional skills	Study Island Data TSG Data Classroom Performance Data PLC and PAC Agendas KSI Data ESS Data KSI / MTSS Data Intervention Tab Data IEP Eligibility reports RTA Plan data		Title I Title II General Fund IDEA B Preschool Funds PPG Funds ESS Funds
Objective 2 By Spring 2024, HCS will increase the percentage of students performing proficient or distinguished on the KSA and MAP in math to 58% in elementary school and 40% in middle and high school. HCS will increase the average math ACT score to 19.		Provide educator growth and support through local PD aligned to needs and data, PD participation in conferences, new teacher mentoring and support, district wide collaboration, and continued implementation of programs for rising leaders and teacher leaders Maintenance of 5 Star Preschool Program that addresses all preschool curriculum and aligns with KAS kindergarten entry 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	Needs Assessment PD schedules, agendas, and minutes PD expenditures New teacher mentor data and assessments Rising leader agendas and minutes TSG Data TPOT Data		Title I Title II Title V General Fund IDEA B Preschool Funds PPG Funds Preschool Funds PPG 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
<p>Objective 1 By Spring 2024, HCS will increase the percentage of students performing proficient or distinguished on the KSA and MAP in Reading to 57% in elementary school and 48% in middle and high school. HCS will increase the average reading ACT score to 19.</p>	<p>KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data</p>	<p>Utilization of practice ACT materials in core content areas (5); Mastery Prep; ACT Online Academy; Odysseyware ACT prep) Practice ACT in late-Winter at both High Schools for 11th graders</p>	<p>School-led Student Support Team Meetings ESS Intervention Progress Data Odysseyware Data</p>		
<p>Objective 2 By Spring 2024, HCS will increase the percentage of students performing proficient or distinguished on the KSA and MAP in math to 58% in elementary school and 40% in middle and high school. HCS will increase the average math ACT score to 19.</p>		<p>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 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 Offer supports in mental and emotional health to support the overall needs and the growth of the child</p>	<p>District Staffing & Funding Policies & Procedures MUNIS Reports for State & Federal Grants State & Federal Grant Applications & Required Reporting School & District Needs Assessments Administrator Meeting Agendas and Notes Title I, Title III, KERA Preschool & FRYSC Family Engagement Activities and Expenditures Community Schools Grants activities, initiatives, and funding</p>		<p>Title I funds Title II funds Title III funds Title IV funds Title V funds Preschool funds PPG Funds FRYSC funding Idea B funds General Fund Community Schools Grant</p>
			<p>Mental Health supports office referral data</p>		<p>Mental Health Grant General Fund</p>

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By Spring 2024, science scores will increase to 45% proficient and distinguished for elementary students, 22% proficient and distinguished for middle school students, and 13% proficient and distinguished for high school students.</p>	<p>KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data</p>	<p>Continued implementation of HQIR for science - HIMH Dimensions, identified resources for high school science, social studies and writing, and supplemental resources for science, social studies and writing</p> <p>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</p>	<p>Formative Assessment Data Classroom DATA NWEA Data KSA Data Writing samples</p>	<p>Title I Title V General Fund Idea B Funds</p>	<p>Title I Title II Title IV General Fund Idea B Funds</p>
<p>Objective 2 By Spring 2024, social studies scores will increase to 50% proficient and distinguished for elementary students, 20% proficient and distinguished for middle school students, and 42% proficient and distinguished for high school students.</p>	<p>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</p>	<p>KSA Data Map data Edulastic data Exact Path Data Study Island Data</p>	<p>Title I Title V General Fund Idea B Funds</p>	<p>Title I Title IV General Fund</p>	<p>Title I Title IV General Fund</p>
<p>Objective 3 By Spring 2024, combined writing scores will increase to 55% proficient and distinguished for elementary students, 48% proficient and distinguished for middle school students, and 43%</p>	<p>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</p>	<p>KSA Data MAP data Field trip data (bus requests, requisitions, etc)</p>	<p>Title I Title IV General Fund</p>	<p>Title I Title IV General Fund</p>	<p>Title I Title IV General Fund</p>

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.

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 high school students.	KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data	will also be used deepen instruction and make cross curricular connections between history, culture, and fine arts. Provide educator growth and support through local PD aligned to needs and data, PD participation in conferences, new teacher mentoring and support, district wide collaboration, and continued implementation of programs for rising leaders and teacher leaders	Needs Assessment PD schedules, agendas, and minutes PD expenditures New teacher mentor data and assessments Rising leader agendas and minutes		Title I Title II Title V General Fund IDEA B
		Small group intervention in writing through classroom teachers, school support staff, CSRT teachers, Title I staff, Extended School Programming, the KSI / MTSS model, and Read to Achieve Plans to target students close to proficiency and to close gaps in instructional skills	Classroom Performance Data PLC and PAC Agendas KSI Data ESS Data KSI / MTSS Data Intervention Tab Data IEP Eligibility reports RTA Plan data		Title I Title II General Fund IDEA B ESS Funds

3: Achievement Gap

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 HCS will increase the percentage of disability students scoring proficient & distinguished in reading and math to 45% in elementary school, 35% in middle school, and 20% in high school as measured by Spring 2024 KSA.	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		Title I Title V General Fund Idea B Funds
Objective 2 HCS will increase the percentage of disability students scoring proficient & distinguished in science, social studies, and writing to 40% in elementary school and 20% in middle and high school as measured by Spring 2024 KSA.		Continued refinement of district-wide common curriculum & pacing in all preschool, elementary and middle schools between Kentucky standards and HQIR in Reading and Math (Into Reading/Literature and Envisions/SAAVAS), identified resources for high school, and supplemental resources	Pacing Guides Formative Assessment Data Classroom DATA NWEA Data KSA Data TSG Data		Title I Title II Title IV General Fund Idea B Funds Preschool Funds PPG Funds
Objective 3 HCS will increase the graduation indicator score of disability students to 85 by May 2024.		Use of KSA, BRIGANCE, MAP, MAP fluency, TSG, ESGI, Study Island, Exact Path, Edulastic, and/or classroom assessment data to provide student specific interventions & make instructional decisions through PD, PLC & PACs in all schools and with the KERA preschool program	KSA Data Brigance Data ESGI Data Map / MAP fluency data Edulastic data Exact Path Data Study Island Data TSG Data		Title I Title V General Fund Idea B Funds Preschool Funds PPG Funds
		Small group intervention through classroom teachers, school support staff, CSRT teachers, Title I staff, Extended School Programming, the KSI / MTSS model, and Read to Achieve Plans to target students	Classroom Performance Data PLC and PAC Agendas KSI Data ESS Data KSI / MTSS Data Intervention Tab Data		Title I Title II General Fund IDEA B Preschool Funds PPG Funds ESS Funds

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 HCS will increase the percentage of disability students scoring proficient & distinguished in reading and math to 45% in elementary school, 35% in middle school, and 20% in high school as measured by Spring 2024 KSA.</p>	<p>KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data</p>	<p>close to proficiency and to close gaps in instructional skills Provide educator growth and support through local PD aligned to needs and data, PD participation in conferences, new teacher mentoring and support, district wide collaboration, and continued implementation of programs for rising leaders and teacher leaders Maintenance of 5 Star Preschool Program that addresses all preschool curriculum and aligns with KAS kindergarten entry</p>	<p>IEP Eligibility reports RTA Plan data Needs Assessment PD schedules, agendas, and minutes PD expenditures New teacher mentor data and assessments Rising leader agendas and minutes TSG Data TPOT Data</p>		<p>Title I Title II Title V General Fund IDEA B Preschool Funds PPG Funds Preschool Funds PPG</p>
<p>Objective 2 HCS will increase the percentage of disability students scoring proficient & distinguished in science, social studies, and writing to 40% in elementary school and 20% in middle and high school as measured by Spring 2024 KSA.</p>		<p>Implementation of ACT Test Prep Sessions for 11th Grade Students at both High Schools utilizing Mastery Prep ACT Curriculum for all 4 ACT tested areas Training for Admin, Curriculum and Teachers on Mastery Prep ACT Curriculum Utilization of practice ACT materials in core content areas (SI; Mastery Prep; ACT Online Academy; Odysseyware ACT prep) Practice ACT in late-Winter at both High Schools for 11th graders</p>	<p>ACT Data Sign-In Sheets for training Usage Reports for Online test prep materials Mock ACT results School-led Student Support Team Meetings ESS Intervention Progress Data Odysseyware Data</p>		<p>Title IV Funds ESS Funds General Funds Title V Funds</p>
<p>Objective 3 HCS will increase the graduation indicator score of disability students to 85 by May 2024.</p>		<p>Identify individual needs of schools and students and allocate human and fiscal resources to address needs and reduce barriers to</p>	<p>District Staffing & Funding Policies & Procedures</p>		<p>Title I funds Title II funds Title III funds Title IV funds</p>

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 HCS will increase the percentage of disability students scoring proficient & distinguished in reading and math to 45% in elementary school, 35% in middle school, and 20% in high school as measured by Spring 2024 KSA.</p>	<p>KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data</p>	<p>learning in accordance with State and Federal program specifications, approved grant applications, and ensuring funds/resources are used to supplement not supplant where applicable Utilize Preschool Grant, IDEA B, Title I, II, III, IV and V grants and local funds to address identified needs Utilize Title I, Title III, FRYSC, Needs Assessment Data, KERA Preschool Parent Surveys, PBIS, and community resources to engage families in the learning process, identify needs, and reduce barriers to learning to support academic success for all students</p>	<p>MUNIS Reports for State & Federal Grants State & Federal Grant Applications & Required Reporting School & District Needs Assessments Administrator Meeting Agendas and Notes Title I, Title III, KERA Preschool & FRYSC Family Engagement Activities and Expenditures Community Schools Grants activities, initiatives, and funding</p>		<p>Title V funds Preschool funds PPG Funds FRYSC funding Idea B funds General Fund Community Schools Grant</p>
<p>Objective 2 HCS will increase the percentage of disability students scoring proficient & distinguished in science, social studies, and writing to 40% in elementary school and 20% in middle and high school as measured by Spring 2024 KSA.</p>		<p>Offer supports in mental and emotional health to support the overall needs and the growth of the child</p>	<p>Mental Health supports office referral data</p>		<p>Mental Health Grant General Fund</p>
<p>Objective 3 HCS will increase the graduation indicator score of disability students to 85 by May 2024.</p>					

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By Spring 2024, elementary EL students taking KSA will increase in proficiency to 50% proficient and distinguished in reading and 55% proficient and distinguished in math.</p>	<p>KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data</p>	<p>EL staff will utilize the WIDA, ACCESS, classroom assessments and work samples, supplemental programs (Burlington English, Dino Lingo, etc) and MAP assessments to determine needs and language proficiency of EL students.</p>	<p>WIDA data ACCESS data Classroom work samples and assessment data MAP data PSP plans and monitoring Collaborative and pull out work samples with EL staff</p>		<p>Title I Title III</p>
<p>Objective 2 By Spring 2024, students attaining benchmark on the WIDA will increase to 10%.</p>		<p>Assessment data will be used by EL staff to develop PSPs in collaboration with school staff and families. PSP will target the needs of the child considering assessment data, home language needs, prior knowledge, and cultural assets.</p>	<p>WIDA data ACCESS data Classroom work samples and assessment data MAP data PSP plans and monitoring Collaborative and pull out work samples with EL staff</p>		<p>Title I Title III</p>
		<p>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.</p>	<p>WIDA data ACCESS data Classroom work samples and assessment data MAP data PSP plans and monitoring</p>		<p>Title I Title III</p>

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%.

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
<p>Objective 1 By Spring 2024, HCS will increase the climate indicator for elementary to 87, for middle school to 73, and for high school to 67 as measured by the KSA QSCS Survey.</p>	<p>KCWP 6: Establishing Learning Culture and Environment</p>	<p>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>Family engagement activities and expenditures Community schools grant activities & expenditures</p>		<p>Title III FRYSC funds Community Schools Grant</p>
<p>Objective 2 By Spring 2024, HCS will increase the safety indicator for elementary to 83, for middle school to 67, and for high school to 62 as measured by the KSA QSCS Survey.</p>		<p>Use of Project Wisdom, Sources of Strength, and other mental health / social skills / bullying support programs to increase climate, safety, and relationship skills of students</p>	<p>Counselor plans / information on program usage Counselor meeting agendas / minutes</p>		<p>Title IV School Safety Funds General Fund</p>
		<p>Use of StopBullying Tip Line and other anonymous bullying reporting methods to give students a confidential way to confide in an adult</p>	<p>Behavior Referrals / Tableau Data PBIS data, agenda, minutes, walk throughs Tipline data</p>		<p>Title IV School Safety Funds General Fund</p>

6: Postsecondary Readiness

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

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2024, Hopkins County Schools will increase students who graduate postsecondary ready to 87 as measured by the KSA indicator score.	KCWP 2: Design & Deliver Instruction KCWP 4: Review, Analyze, & Apply Data	Increase opportunities for pathway completion and increase industry certification attainment, CTE end of program assessment, early college, and dual credit completion through coursework at our local high schools and career and tech center and partnerships with MCC, co-op businesses, job corps, and other postsecondary institutions	Transition Readiness Tracking Tool TEDS Data & Industry Certifications HCCTC Enrollment & Staffing Enrollment tracking of AP and Dual Credit Course Work Participation/Attendance Early College Enrollment Numbers Number of Students graduating with an Associate Degree (by 2024)		Perkins LAVEC General Fund Title IV Title V
		Implementation of Future Ready Graduate initiative with support of community partnerships to bring awareness to and strengthen career and future ready skills at all levels from preschool to twelfth grade 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	Future Ready Work Plans Photos / Lesson evidence Community agendas and minutes ACT Data Sign-In Sheets for training Usage Reports for Online test prep materials Mock ACT results		General Fund Deeper Learning Funds
					Title IV Funds ESS Funds General Funds Title V Funds

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

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

7: Graduation Rate

Goal 7 (State your graduation rate goal.): By 2028, Hopkins County Schools will increase the graduation rate to 95%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By Spring 2024, Hopkins County Schools will increase the four and five year graduation cohort average to 91%	<p>KCWP 2: Design & Deliver Instruction</p> <p>KCWP 4: Review, Analyze, & Apply Data</p>	<p>Utilization of Hopkins County Schools Academy as option for students at-risk</p> <p>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</p> <p>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</p>	<p>Academy Enrollment Rate</p> <p>Academy Graduation Rate</p> <p>Early Warning Tool Data</p> <p>Needs Assessments</p> <p>FRYSC service logs</p> <p>Family engagement activities and expenditures</p> <p>Community schools & grant activities & expenditures</p>		<p>General Fund</p> <p>General Fund</p> <p>General Fund Title I Title III FRYSC funds Community Schools Grant</p>

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

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

Monitoring and Support

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

Response:

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

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

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

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

Additional/More Rigorous Actions

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

Response:

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



2023-2024 Phase Three: The Superintendent Gap Assurance

2023-2024 Phase Three: The Superintendent Gap Assurance

Hopkins County
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United States of America

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2023-2024 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.**

- 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.